

## OBJECTIVES AND EXPECTED OUTCOMES

In **Linguistics** students are expected to demonstrate abilities to:

SKILLS	CONTENT - examples
<b>LOW LEVEL OF DIFFICULTY</b>	
<b>Identify (and comment on)</b>	units of linguistic analysis on different language levels; types of paradigmatic/syntagmatic relations; communicative types of sentence: declarative, interrogative, exclamative, and imperative; types of reference in language; types of language change on the phonological/ morphological/ syntactic/ lexical level.
<b>List</b>	verbal and substantival grammatical categories – their forms, functions and meanings, and the oppositions involved in them; different types of word-formation patterns; structural (categorial) units: sentence, clause, phrase, and their characteristics. different text-types; different types of translation.
<b>Select</b>	all the non-finite forms from a paragraph; all affixes with grammatical functions from a text.
<b>Label (and comment on)</b>	the internal structure of phrases; functional units (parts of the sentence), such as subject, predicator, etc., and their structural realizations.
<b>Use</b>	appropriately the basic terms in mainstream (descriptive, structural and functional) linguistics; their knowledge in the history of the English language to account for the present state of English.
<b>MEDIUM LEVEL OF DIFFICULTY</b>	
<b>Distinguish</b>	between simple, complex and compound sentences; between types of words (functional/lexical, etc.) and their distinctive features; a text from a collection of sentences on the basis of the text's texture.
<b>Classify</b>	the major types of morphemes and morpho-phonemic processes/alternations; comment on relevant examples of inflection and derivation in a text; phrases, clauses and sentences in English; types of phraseological units.
<b>Describe ( and give examples of)</b>	the differences between the various linguistic units and levels of linguistic analysis, including the need for the recognition of intermediary levels and interfaces (e.g. morphophonology); the English vowels and consonants, discuss major differences between standard English accents, compare the phonological systems of English and Bulgarian; the semantic roles of the functional sentence units; subordinate clauses within complex sentences.
<b>Paraphrase</b>	non-finite to fully-fledged clauses;

	phrases/clauses (genitive, reversed WO) to illustrate their specific meaning.
<b>Comment on (and give examples of)</b>	the principles of transcription/transliteration of English names into Bulgarian; connected speech processes and predict their occurrence when transcribing texts in a standard English accent (RP or GA); conceptual metaphors and metonymies motivating different linguistic realizations; the respects in which English is a Germanic language; the use of language signals for the creation of Text Worlds and Discourse Worlds; the concepts of equivalence, adequacy and acceptability to the analysis of translated texts.
<b>HIGH LEVEL OF DIFFICULTY</b>	
<b>Explain</b>	the basic concepts associated with the different branches of linguistics; the principles of syllabification, lexical and phrasal stress placement in English; subject-verb agreement in a sentence.
<b>Formulate</b>	basic linguistic transformations in translation; solutions for rendering culture-specific information from English to Bulgarian and vice versa.
<b>Analyze (and give examples of)</b>	the concepts of time and tense, aspectuality and aspect, modality and mood, time-correlation or phase (the perfect), futurity; coordination at various levels in a sentence; lexical meaning according to different theories of meaning; sentence negation; text structure; textual cohesion and coherence.
<b>Contrast</b>	the various linguistic units and levels of linguistic analysis, including intermediary levels and interfaces (e.g. morphophonology); different theories of language and detect analytical and terminological convergence, despite seeming discrepancies; marked and unmarked word order: clefting, extraposition, etc.; different types of cohesive devices from a syntactical and functional perspective; translations in terms of their purpose and target audience.
<b>Discuss</b>	finiteness, identifying how it is expressed in a text, analysing markers and functions; context-dependent variability; the morpho-syntactic marking and functions of substantival and verbal categories; the sources of some ModE substantival and verbal categories; give examples of surviving OE inflections;
<b>Asses/ evaluate</b>	the effect of language contact on English: sources of borrowing and stylistic differentiation; a text in accordance with the seven standards of textuality; the position of a specific text along the Orality-Literacy continuum.

## Recommended reading materials/references

A Reader in Introduction to General Linguistics. Accessible from:

<https://research.uni-sofia.bg/handle/123456789/1219>

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Charles, K. (1998) *Introducing English Semantics*. London/New York: Routledge.

Cruse, A. (2004) *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford: Oxford University Press.

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Quirk, R., S. Greenbaum, G. Leech, and J. Svartvik, (1985) *A Comprehensive Grammar of the English Language*. London: Longman.

Trask, R. L. & R. M. Millar (2015) *Historical Linguistics*. (3<sup>rd</sup> ed.) London: Routledge.