

LEARNING OBJECTIVES AND EXPECTED OUTCOMES PER SUBJECT AREA

The state examination targets an integrated assessment of students' knowledge and skills acquired during the overall course of studies. However, to help students ascertain what to focus on in their preparation the objectives and expected outcomes have been broken down into subject areas.

In *Introduction to General Linguistics* students are expected to demonstrate:

- an understanding and an ability to explain the basic concepts associated with the different branches of linguistics (e.g, phoneme, morpheme (and the different types of morphemes) in morphology, part-of-speech classes in English and the principles for their categorization; basic types of clauses and sentences in English, basic sentential grammatical and semantic roles, etc.);
- an understanding and appropriate use of the basic terms in mainstream (descriptive, structural and functional) linguistics;
- an understanding and ability to describe 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);
- an ability to apply critical thinking about different theories of language.

Textbook: *A Reader in Introduction to General Linguistics*. Accessible from:
<https://research.uni-sofia.bg/handle/123456789/1219>

In *Phonetics and Phonology* students are expected to demonstrate abilities to:

- describe English vowels and consonants, discuss major differences between standard English accents, compare the phonological systems of English and Bulgarian;
- render English names in Bulgarian and motivate their renditions;
- explain and apply the principles of syllabification, lexical and phrasal stress placement in English;
- discuss connected speech processes and predict their occurrence when transcribing texts in a standard English accent (RP or GA);
- transcribe English intonation and motivate their tonality, tonicity and tone choices.

Textbooks: **Dimitrova, S.** (2003) *English Pronunciation for Bulgarians*. Sofia: Vezni-4.
Giegerich, H. (1992) *English Phonology. An Introduction*. Cambridge: CUP.

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

- recognize and comment on units of morphological analysis in a text;
- identify morphs, allomorphs, word-forms, grammatical words, and clitics;
- distinguish the major types of morphemes and morpho-phonemic processes and alternations;
- recognize and comment on relevant examples of inflection and derivation in a text;

- identify verbal and substantival grammatical categories – their forms, functions and meanings and the oppositions involved in them;
- distinguish between function words (closed classes), lexical words (open classes), numerals and interjections;
- discuss context-dependent variability;
- understand the concepts of time and tense, aspectuality and aspect, modality and mood, time-correlation or phase (the perfect), futurity, etc.

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

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

- label and comment on functional units (parts of the sentence), such as subject, predicator, etc., and their structural realizations;
- list structural (categorical) units: sentence, clause, phrase, and their characteristics;
- label and comment on the internal structure of phrases;
- distinguish simple, complex and compound sentences. Describe and give examples of subordinate clauses within complex sentences and comment on coordination;
- identify and comment on communicative types of sentences: declarative, interrogative, exclamative, and imperative;
- explain subject-verb agreement;
- contrast marked and unmarked word order: clefting, extraposition, etc.;
- analyze and give examples of sentence negation.

Textbooks:

Huddleston, R. and Pullum, G. (2005) *A Student's Introduction to English Grammar*. Cambridge: CUP.

Grozdanova, L. (2015) *Introducing English Syntax*. София: УИ издателство „Св. Климент Охридски“.

Huddleston, R and Pullum, G. (2002) *The Cambridge Grammar of the English Language*. Cambridge: CUP.

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

- analyze lexical meaning according to a) the Referential theories of meaning, b) Meaning as logical form, c) Meaning as context and use, d) Meaning as culture e) Meaning as conceptual structure;
- analyse different instances of paradigmatic semantic relations and define the types;
- detect examples of syntagmatic semantic relations: clash and pleonasm;
- identify semantic change and define types;
- recognize the types of reference in language;
- detect conceptual metaphor and metonymies motivating different linguistic realizations;

- analyze phraseological units and classify them as different types.

Textbooks:

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

Frawley, W. (1992) *Linguistic Semantics*. New Jersey: Lawrence Erlbaum Associates.

Hurford et al., (2007) (2nd ed.) *Semantics: A Coursebook*. Cambridge: CUP.

Kreidler, Ch. (1998) *Introducing English Semantics*. London: Routledge.

In *Historical Linguistics and History of the English Language* students are expected to demonstrate abilities to:

- distinguish between types of language change with reference to English
 - phonetic and phonological
 - reanalysis
 - analogy
- recognize the respects in which English is a Germanic language;
- comment on the sources of some ModE substantival and verbal categories;
- recognize the surviving OE inflections;
- comment on the effect of language contact on English: sources of borrowing and stylistic differentiation;
- recognize synthetic and analytical structures in English and understand the differences;
- connect spelling and pronunciation in MdE and their historical motivations; be familiar with cases of respellings, inverse spellings (analogical) etc.;
- comment on the most recent syntactic changes in English
- provide examples of their own on all topics mentioned above.

Textbooks:

Brinton, L. J. & L. K. Arnovick (2011) (2nd ed.) *The English Language. A Linguistic History*. Oxford: OUP.

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

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

- distinguish a text from a collection of sentences on the basis of the text's texture;
- identify and analyze different types of cohesive devices;
- identify problems with textual coherence;
- evaluate a text in accordance with the seven standards of textuality;
- comment on the use of language signals for the creation of Text Worlds and Discourse Worlds;
- distinguish and analyze different text-types;
- identify and analyze text structure;
- describe and comment on the position of a specific text along the Orality-Literacy continuum.

Textbooks:

Halliday, M.A.K. and Hasan, R. (1976) *Cohesion in English*. London: Longman

Beaugrande, R. de and Dressler, W. (1981) *Introduction to Text Linguistics*. Longman

In *Theory of Translation* students are expected to demonstrate abilities to:

- recognize different types of translation;
- discuss translations in terms of their purpose and target audience;
- understand and apply the concepts of equivalence, adequacy and acceptability to the analysis of translated texts;
- identify and offer solutions for rendering culture-specific information from English to Bulgarian and vice versa;
- identify and analyze basic linguistic transformations in translation;
- critically evaluate different translation solutions.

Textbook:

Munday, J. (2001/2008) *Introducing Translation Studies: Theories and Applications*. London/New York: Routledge.