Analytical Approaches to the Text

Elective course

Topic One: Course aims and objectives

- To enhance students' knowledge of all branches of linguistics studied during the course of studies;
- To develop practical skills in linguistic analysis of English texts;
- To develop strategies of solving text-based linguistic problems;
- To raise students' awareness of the knowledge and skills to be assessed at the state exam.

NEW STATE EXAM - differences from the current format

- **No oral component**

- **Written component**
  - **No dictation**
  - **New format**

OBJECTIVES for quality in students' assessment

We aim at assessment:

- **that guides and encourages effective and innovative approaches to learning;**
- **that validly and reliably measures expected learning outcomes, in particular, the higher order knowledge and skills characterizing tertiary education;**
- **that is designed to assess students' ability to apply subject-specific knowledge and skill to practice;**
- **that protects high academic standards;**

The role of learning objectives in linguistics courses

Introduction to general linguistics

By the end of the one-semester introductory course the students are expected to:

- know how to define the various branches of linguistics (e.g., phonetics, phonology, morphology) and their specific area of study;
- **understand and 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.);
- **understand and appropriately use the basic terms** in mainstream (descriptive) linguistics;
- **understand and be able to describe the differences** between the various linguistic units and levels of linguistic analysis;
- be able to analyze words, showing their structure through pointing out the root (and/or the stem), the derivational and inflectional morphemes and the free and bound morphemes that combine to form words in the English language;
- be able to analyze sentences, showing their structure and their constituents;
- be able to analyze simple sentences, showing the semantic roles realized by the different constituents in each sentence;
- be able to think critically about the different theories of language;
- be able to read with a considerable level of comprehension specialized texts on topics within the scope of the basic internal branches of linguistic studies (phonetics and phonology; morphology; syntax; semantics; typology and universals; etc.).

Textbook: Bagasheva, A. *Introduction to General Linguistics: a reader*

Phonetics and Phonology

By the end of their 2nd year BA studies students are expected to:

- be able to discuss and illustrate **letter-to-sound correspondences** in present-day English;
- be able to describe and illustrate basic **morphophonemic alternations**;
- be able to **produce phonemic transcription** of utterances spoken consistently in a standard English accent (RP or GA);
- know the basics of **sound description and classification**, and be able to describe and classify the vowels and consonants of English;
- be able to discuss **major systemic and allophonic differences** in contemporary standard English accents;
- be able to **compare and contrast the phonological systems** of standard English and Bulgarian;
- be able to **render English names in Bulgarian** and motivate the renditions with the help of Danchev's (1987, 1995) model for the cross-language rendition of names;
- understand the principles of **syllabification** in English and Bulgarian and be able to apply them to polysyllabic English words;
- be able to discuss and illustrate the **major principles of lexical and phrasal stress** placement in English;
- be able to explain **processes typical of connected speech (assimilation, elision, liaison, reduction**, etc.) and predict their occurrence in English connected speech;
- be able to discuss **the main functions of intonation in E**nglish; be able to transcribe English connected speech intonationally and explain the motivation for their tonicity, tonality and tone choices.

Textbook: Giegerich, H. (1992) *English Phonology. An Introduction*, Cambridge University Press.

Morphology

By the end of the course in Morphology students are expected to be able to:

- recognise and comment on **units of morphological analysis** in a text; identify morphs, allomorphs, word-forms, grammatical words, clitics.

- distinguish the **major types of morphemes and morpho-phonemic processes/alternations**; recognize and comment on relevant examples of **inflection and derivation in** a text;

- identify **grammatical categories** and the oppositions involved in them; distinguish between function words (closed classes), lexical words (open classes), numerals and interjections.

- recognise the **formal markers** and the **meanings/functions** in an original text of the categories of **number, case, gender and definiteness** of the noun;

- comment on **types of verbs** and **verb phrases**;

- understand the concepts of **time and tense, aspectuality and aspect, modality and mood, time-correlation or phase (the perfect), futurity**,

- identify the **morpho-syntactic marking** and **functions of the category of voice**

- understand and discuss **finiteness**; identify how it is expressed in a text, analyse markers and functions.

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

Syntax

By the end of the courses in Theoretical and Practical Syntax students are expected to be able to:

* distinguish between **structural and functional units** of a sentence
* identify structural units (**clauses and phrases**): clause, NP, VP, PP, AP, AdvP
* represent the **internal structure of phrases**: head and dependents, relevant for each phrase type, as well as some properties, such as finite/non-finite, for example.
* determine the function of phrases, e.g. a noun phrase functioning as a subject, object, etc.
* identify functional units (parts of the sentence): subject, predicate, predicator, object - direct, indirect, prepositional, subject complement, object complement, adverbial modifier (adjunct)
* determine the structural realization of functional units, e.g. a subject realized by a noun phrase, a non-finite clause, etc.
* distinguish simple, compound and complex sentences
* identify coordination at various levels in a sentence
* identify different kinds of subordinate clauses: nominal, relative, adverbial
* detect agreement in a sentence
* identify negation at clausal or subclausal level and finding negators and non-affirmative items
* discuss choices between unmarked and marked word order and the related basic devices: fronting, inversion of subjects and verbs, existential *there*, passive voice, clefting, subject extraposition.

* **Textbook: ....**

Text Linguistics

By the end of the course students are expected to be able to:

* distinguish a text from a random collection of sentences.
* distinguish a text from a discourse.
* analyse a text's texture.
* distinguish among cohesive devices.
* distinguish among different types of cohesive ties/ chains.
* distinguish and analyse different text-types.
* analyse the structure of a text.
* analyse and discuss coherence in a text.
* analyse a text with respect to the seven standards of textuality.
* discern and discuss the creation of Text Worlds and Discourse Worlds in a text.
* analyse the operation of conceptual metaphors.
* analyse and place a text along the Orality-Literacy continuum.

Textbook: ....

Introduction to the Theory and Practice of Translation

By the end of the course students are expected to know and be able to answer questions relating to:

- translation as a linguistic and interdisciplinary object of study;
- translation as a specific type of interlinguistic and intercultural phenomenon;
- the importance of purpose in translating;
- types of translation;
- equivalence, adequacy and acceptability in translation;
- basic translational transformations.

As a result of acquiring knowledge about the above, students should have the competence to contextualize their linguistic and cultural competence in the practice of translating and editing [translated] texts by making informed decisions, and be able to justify them.

- **Textbook: ……………………**

INDICATORS of effective assessment in higher education

- Assessment is treated as an **integral and prominent component** of the entire teaching and learning process.

- Subject assessment is **integrated into** a plan for assessment of students' **overall course attainment** – acquired competence in the particular subject area and professional expertise.

- There is a clear alignment between expected **learning outcomes,** what is taught and learnt , and the **knowledge and skills assessed**, i.e. there is a coherent curriculum loop.

- A **variety of assessment strategies** are employed organized in a well- thought-out progression in terms of complexity, weighting and assessment requirements;

INDICATORS…

- **Assessment tasks are focused on students' ability to critically analyze, interpret, infer, make connections and draw conclusions rather than on memorization of information presented during the course of studies.**

- **Assessment tasks are designed to foster valued learning strategies .**

- **There is a provision for students' choice in assessment tasks.**

- **Grades are calculated on the basis of clearly articulated outcomes and criteria for levels of achievement.**

- **Assessment tasks are trialed to check for inherent inconsistencies or biases that may disadvantage students.**

- **Plagiarism is minimized through careful task design.**

Teachers

- What course content should be taught? What should learners learn?

- What teaching methods are appropriate? How can they be assessed?

- Assessment is the final consideration for the staff in the design of the teaching/ learning process

Students

- In what ways am I going to be assessed? What do I need to know?

- What are my learning objectives? What approaches to study should I adopt?

- Assessment is at the forefront of students' perception of the teaching/ learning process

The NEW STATE EXAM - format

Constituent elements:

I. **Translation from English into Bulgarian – a text of 20 lines approximately**

II. **Translation from Bulgarian into English - a text of 20 lines approximately**

III. **Analytical part:**

❖ **Linguistics – text-based analysis of language problems/ categories related to the linguistic disciplines studied during the course of studies;**

❖ **Literature and culture – text-based analysis of literature/ culture issues from the disciplines studied during the course of studies**

The **NEW STATE EXAM - administration**

Two sessions of four academic hours each:

A. **Morning session – 9.00 – 11.30**

- **Translation from English into Bulgarian – 9.00 – 10.00**

- **The Literature/ culture component – 10.00 – 11.30**

A. **Afternoon session – 13.00 – 15.30**

- **Translation from Bulgarian into English – 13.00 – 14.00**

- **The Linguistic component – 13.00 – 15.30**

The Linguistics Component

FORMAT of the Linguistics test

It includes:

- A text - about 350 – 400 words, language – Modern English, genre - popular science, original, non-adapted.

- Nine questions/ tasks organized on three levels of difficulty:

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Tasks progression

- Low level of difficulty – four questions – 10 points each
- Intermediate level of difficulty – three questions – 20 points each

- High level of difficulty – two questions – 30 points each

Scoring

- The maximum number of points required for an excellent mark is **90**.

- Students can choose any combination of questions to reach that number but _they are obliged to pick at least one question of each level._

- The minimum number of points needed for a pass is **54**.

- It is important to remember that you are obliged to choose a question from each level. If you fail to do that you get a poor mark irrespective of how well you have answered the other questions.

Possible combinations are:

Low level – 10 points; Intermediate level – 20 points; High level
- 30 points

4 x 10 = 40
1 x 20 = 20
1 x 30 = 30
****

1 x 10 = 10
1 x 20 = 20
2 x 30 = 60
****

2 x 10 = 20
 2 x 20 = 40
1 x 30 = 30

Types of questions

Higher-level cognitive skills

(High) Evaluation
Synthesis

(Intermediate) Analysis
Application

(Low) Comprehension
Knowledge
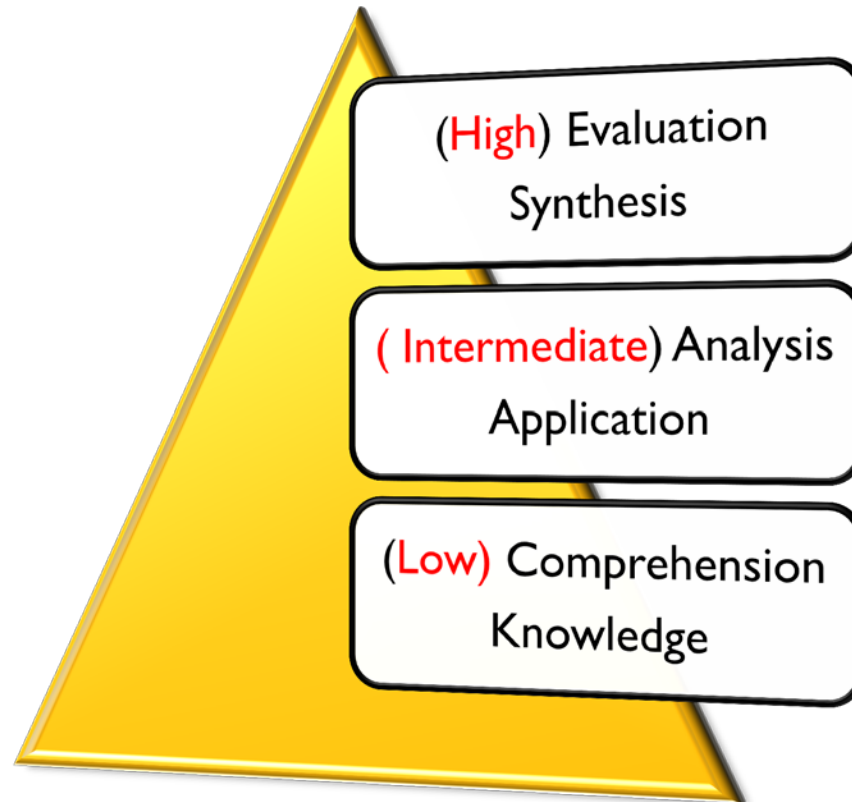
Lower-level cognitive skills

COGNITIVE SKILLS - KNOWLEDGE

KNOWLEDGE – based skills relate to students' ability to use rote memorization and recall certain facts.

Action verbs commonly used in questions aimed at measuring students' knowledge:

Cite, define, identify, label, list, match, arrange, name, select, state, find

COMPREHENSION

COMPREHENSION skills - address students' ability to read texts, understand and interpret important information and put other ideas into their own words.

Action verbs commonly used in questions aimed at measuring students' comprehension abilities:

classify, convert, describe, distinguish between, extend, Illustrate, exemplify, Interpret, paraphrase, summarize, translate,

APPLICATION

Skills address students' ability to apply concepts in new contexts.

Action verbs commonly used in questions aimed at measuring students' application skills:

- **Apply, arrange, compute, construct, demonstrate, modify, operate, predict, prepare, produce, relate, show, solve,**

ANALYSIS

Relates to students' ability to break down a category/ information and examine/ compare/ establish the relationship between its constituent elements.

Action verbs commonly used in questions aimed at measuring students' analytic skills:

Analyze, associate, determine, differentiate, discriminate, distinguish, estimate, order, point out, separate, subdivide, contrast.

SYNTHESIS

Skills related to students' ability to form a whole out of various pieces of information creating a pattern where one did not previously exist.

Action verbs commonly used in questions aimed at measuring students' comprehension abilities:

Combine, compile, compose, construct, create, design, develop, formulate, integrate, modify, organize, rearrange, plan, rewrite, tell report,

EVALUATION

Involves students' ability to judge about the worth or value of other people's ideas, opinions, work or actions.

Action verbs commonly used in questions aimed at measuring students' evaluation skills

Appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support, weigh, :

SAMPLE TEST