

English

BA PROGRAMME

BASIC COURSES

1. ENGLISH LANGUAGE

Duration: 8 semesters, 1st - 4th year
Teaching: 1st year - 10 hours per week, credits - 30
2nd year - 10 hours per week, credits - 20
3rd year - 6 hours per week, credits - 12
4th year - 6 hours per week, credits - 12

Building on the competence acquired at secondary-school level (approximately Cambridge Advanced) the language course aims to develop a higher degree of competence in terms of fluency and accuracy, and achieve the communicative effectiveness needed for academic purposes.

1a. INTEGRATED SKILLS

R. Blagoeva, N. Yakimova, L. Genova, M. Dimitrova, L. Gagova, I. Kazakova, Ts. Chernogorova, A. Nikolova
Duration: 4 semesters, 1st and 2nd year
Teaching: 1st year - 8 hours per week
2nd year - 4 hours per week

This course is designed to develop students' overall competence in the English language through the systematic development of the skills of reading, writing, listening and speaking, and the extension of their lexical and grammatical knowledge.

In particular it aims to develop students' listening skills so that they can listen to a range of types of English oral discourse; to develop students' reading skills so that they approximate the reading style of an educated native speaker, and are able to extract meaning in an efficient way from a range of text types; to increase the fluency and accuracy of students' speaking skills, so that they are able to participate in academic seminars in English, and to communicate confidently with native and non-native speakers of English; and to develop students' writing skills, especially their ability to write essays, with a style cohesion and rhetorical pattern suited to academic English discourse. In addition, the course trains students in specific study skills, such as note-taking and using reference and other works in the library.

The course adopts an integrated approach to language learning, whereby knowledge and skills are extended through tasks related to themes and topics which motivate students and contribute to their general intellectual development. By the end of the course, students should reach a level of proficiency roughly equivalent to a pass grade in the Cambridge Proficiency Examination.

1b. ANALYTIC GRAMMAR

Prof. D.Litt. L. Grozdanova, Dr. A. Bagasheva
Duration: 2 semesters, 2nd year
Teaching: seminars – 60

Analytic grammar is addressed to second-year students as part of the general English language course. Its basic aim is to develop the students' linguistic analytic skills through

identification of grammatical forms, structures and functions, discovery of productive patterns and regularities, and drawing relevant conclusion. Working independently in class or at home, students will be able to put their newly acquired knowledge to practice and test their own hypotheses. This course serves as a bridge between the English language course and the theoretical disciplines in the curriculum.

PRACTICAL MODERN ENGLISH SYNTAX

N. Alexieva

Duration: 5th and 6th semesters, 3rd year

Teaching: seminars - 60

This 2-term course, offered in the 3rd year of the BA degree, is part of an extensive 3-year course in Practical English Grammar. It aims at providing a deeper insight into the structure, meaning and thematic organization of the sentence, as well as at developing students' analytical skills in the syntactic comprehension and production of texts. Such skills are important also for a better acquisition of other BA subjects, such as Stylistics, Academic Writing, Translation, and Text Analysis, as well as for the future work of students as teachers, translators, editors, etc.

The topics covered include: basic functions in the simple sentence, their structural realization by phrases and clauses, their semantic peculiarities and thematic (informational) potential; types of word order as a means of text cohesion; basic types of sentences: simple, complex, compound, (non)-emphatic; types of subordinate clauses and their functions as sentence members. Special attention is drawn to the syntactic causes of translation problems due to interlingual interference and to peculiarities of English syntax which do not have a correlate in Bulgarian.

Assessment: the final mark is based on participation in seminar discussions, two term tests (50%), and a grammatical component of the final written examination in Practical English (50%); the tests and the examination component involve syntactic analysis of a literary and a journalistic text.

Ic. INTEGRATED SKILLS - THIRD AND FOURTH YEAR

The Integrated Skills Course for third and fourth year students consists of the English through Literature course in the 5th semester and several modules in the 4th year, each taking up one semester with 30 teaching hours. Students choose one module to attend each semester. The practice material is oriented towards specific fields of knowledge and aims at further development of the four basic skills so that the students achieve a high level of confidence as users of the foreign language.

Some of the modules offered at present are:

ENGLISH THROUGH LITERATURE

M. Dimitrova

Duration: 6th semester, 3rd year

Teaching: seminars - 30

English Through Literature is a one-semester compulsory course within third-year Integrated Skills. It is designed to improve students' language skills, and is based on a selection of contemporary literary texts (poems, short stories, and essays). The discussion of each text focuses on a variety of questions: language study questions, comprehension and interpretation questions, questions about textual effects, cultural questions. Students will probably also be interested to have to deal with texts and authors that usually fall outside the traditional literary syllabus (e.g. Woody Allen's humorous stories and J.G. Ballard's science fiction ones; the poetry of Roger McGough and Brian Patten).

The course places particular emphasis on class discussions and on developing the skills of self-expression and successful argumentation. Assessment is based on participation in class discussions, a written assignment, and a language test.

BUSINESS COMMUNICATION

Duration: one semester

Teaching: seminars - 30

Business Communication develops important communicative and social skills needed in the world of business. It focuses on topics such as telephone etiquette, business etiquette, the language of business negotiations, presentations, advertising, socializing, correspondence, cultural differences and intercultural business communication.

LEGAL ENGLISH

Duration: one semester

Teaching: seminars - 30

The objective of the course is to raise students' awareness of the stylistic, lexical, grammatical and cultural characteristics of English as used in various legal systems, to strengthen terminological skills, and to encourage interdisciplinary study. The goals are: to study in detail about 10 functional genres, among the most widely used, most important (claim, complaint, contract, warrant, act, bill, writ, summons, judgments, order, wills, forms); to cover various branches of law and court proceedings; to discuss examples of historical cultural writings, representation in popular fiction and film.

1e. BREAKBAR (Breaking Communication Barriers)

Dr. E. Slavova

Duration: 3rd semester, 2nd year

Teaching: 2 hours per week

BREAKBAR is an integrated skills course which aims to develop students' communicative competence and performance through the use of literary texts. The course is the result of a TEMPUS project which includes the Department of English at Sofia University, Ruhr Universitaet Bochum, the University of Sheffield and Veliko Turnovo University. The texts offered are modern, authentic, complete and cover a wide range of literary genres such as short stories, poems and one-act plays. On the basis of situations prompted by them and through dialogue and discussion (either prepared or improvised), the students can develop their skills in producing discourse that is not merely grammatically correct, but also effective as communication. The classes are learner-oriented, therefore allowing a lot of individual participation and free sharing of opinion on important issues like the complexity of interpersonal relations and the problems arising out of cultural, gender, race and social differences. BREAKBAR has a strong creative bias and encourages students to use their imagination to work out the emotional and psychological aspects of the situations. The emphasis of work in class is on oral communication, but the course also includes writing in various types and registers, all of them authentic and widely used in the modern world. Work, both oral and written, is assessed on a current basis according to scales specially devised for BREAKBAR.

2. PRACTICAL PHONETICS

Assoc. Prof. Dr. S. Dimitrova

Duration: 1st and 2nd semesters, 1st year

Teaching: seminars - 45
Credits: 4

The aim of the course is to help students improve their pronunciation, focusing on the main problems of foreign learners of English. At the beginning of the course students are taught the phonemic alphabet and there are regular exercises further on to practise transcribing from tape-recorded dictation and from written text, as well as to develop the skill of reading the phonemic script. The rest of the course deals with individual sounds and groups of sounds that cause problems to learners of English, looks at the ways in which the pronunciation of individual words can change when they are part of a phrase or sentence, considers words and groups of words with problematic lexical stress, and introduces the most common rhythm and intonation patterns in English. It also familiarizes students with the most important differences between British and American pronunciation models.

3. INTRODUCTION TO GENERAL LINGUISTICS

Prof. D.Litt. M. Pencheva, Dr. A. Bagasheva

Duration: 1st semester, 1st year

Teaching: lectures - 30
seminars - 30

Credits: 6

This course is an introduction to the study of human languages. It deals with the fundamental properties shared by all languages, their similarities and differences. The themes include: the science of language and natural languages, methods of linguistic analysis, the sound system of language(s) phonetics and phonology, word formation, the grammatical organization of language (morphology; syntax); problems of semantics and vocabulary (lexis), organization and ways of expression of meaning, language use, acquisition (elements of psycho-, socio-, and text-linguistics); language variation, historical change, etc. The students discuss issues of particular relevance to the structure of English and search for answers to the following questions: Are words really the building blocks of language, or are there still smaller units? What allows us to understand people who speak with different accents? How do we "mean" something? How does language interact with context to form meaning? – and many more.

Concepts such as *langue* and *parole*, *syntagmatic* and *paradigmatic* relations, *synchronic* and *diachronic* studies, *system* and *structure*, *function* and *use* are introduced early in the course and are used as the basis for familiarizing the students with the most conspicuous features and categories of English as a natural human language, belonging to the Germanic group of the Indo-European family of languages.

This course aims to enable the students to understand the basic aspects of language and how to analyze it. By the end of the semester, the students should be able to use the general knowledge of language analysis as the background for further language study.

4. INTRODUCTORY SURVEY COURSE ON BRITISH SOCIETY AND CULTURE

Assoc. Prof. D.Litt. T. Stoicheva, Dr. M. Pipeva, I. Kazakova

Duration: 2nd semester, 1st year

Teaching: lectures - 30
seminars - 30

Credits: 6

The aim of the course is to introduce students into today's Britain using concepts as they have been developing in Cultural Studies with reference to British issues. Students learn about

British/English culture as a way of life and its values modeled in the cultures of different classes. We study major developments in the 19th century (industrialization, the empire) and their role for the specificity of modern British awareness. The course also traces the functioning of British institutions such as Parliament and the educational system. Moreover, Cultural Studies are discussed in the mirror of British media, nationness, youth and gender cultures.

In the seminars we study visual and other texts and discuss feature films paying special attention to aspects of British culture.

Assessment: The final grade is based on participation in seminar discussions, the mid-term test and the final written exam.

5. THE LINGUISTIC DEBATE

Prof. D.Litt. M. Pencheva, Team

Duration: 2nd semester, 1st year

Teaching: lectures - 30

Credits: 2

This course is a more sophisticated module building upon the first linguistics course "Introduction to General Linguistics". Its content is organized on a thematic principle and aims to create critical awareness of the fundamental frameworks of linguistic thought. The course also aims to create analytical skills which the students will be required to adequately apply further on in their modules in linguistics. The Linguistic Debate is a basic but demanding course which introduces students to the specific nature of linguistics as a rigorous scientific endeavour. After an introduction to the core of general debate in current linguistics, the students are familiarized with leading methodological principles and procedures of linguistic analysis, practised by influential schools in linguistics. The topics are centred round three focal areas: a) origin and nature of language as a human faculty; b) the internal organization and functioning of linguistic systems; and c) comparative study of the explanatory potential of the most prominent schools of linguistic analysis.

6. 19th AND 20th CENTURY ENGLISH LITERATURE

Assoc. Prof. Dr. S. Roussenova, Assoc. Prof. Dr. V. Katsarova, Dr. A. Asparuhov, Dr.

Z. Catalan, Dr. M. Pipeva

Duration: 2nd and 3rd semesters, 1st and 2nd years

Teaching: lectures - 30

seminars - 60

Credits: 8

The course objective is to familiarize students with major developments in the English novel, poetry and drama from the Victorian period to the late 20th century. In the first term students explore the early and late Victorian novel through the prism of the realist mode (Dickens, Thackeray, the Brontë sisters, George Eliot, Hardy) as well as Victorian poetry. The second term focuses on the modernist experiment (J. Joyce, D. H. Lawrence, V. Woolf, T.S. Eliot) and on a selection of post-modern novels. Attention is also paid to post-war British drama. The lectures are based on a survey placing literary developments in the intellectual and socio-political context of the times while the seminars are devoted to the critical reading and discussion of individual works.

Assessment: the final grade is based on a mid-course test (40%) and a final written examination (60%). Class participation is also taken into account.

7. ENGLISH PHONETICS AND PHONOLOGY

Assoc. Prof. Dr. S. Dimitrova, V. Filipov

Duration: 3rd semester, 2nd year

Teaching: lectures - 30
seminars - 30

Credits: 5

The course in English phonetics and phonology is introductory and presents a general description of modern English pronunciation: RP, or BBC English, General American, Scottish Standard English, etc. A comparative-contrastive approach is adopted throughout the course. Some of the central issues are: the articulatory and acoustic aspects of speech production and perception, the vocalic and the consonantal systems of English and Bulgarian, phonology of the syllable, the word and the utterance, prosodic features of connected speech, intralingual and interlingual transcription, varieties of spoken English, a brief presentation of alternative phonological theories.

Assessment: the final grade is based on participation in seminar discussions, a mid-term test and a final written examination.

8. ENGLISH LITERATURE OF THE 18th CENTURY AND ROMANTICISM

Assoc. Prof. Dr. J. Stefanova, L. Terziev

Duration: 3rd and 4th semesters, 2nd year

Teaching: lectures - 30
seminars - 60

Credits: 7

The course aims at familiarising the students with the major trends and representatives of the English literary tradition from the Restoration period to the early decades of the 19th century. The first term focuses on prose and the novel in particular (Fielding, Richardson, Sterne, Smollett, the Gothic novel, Jane Austen, etc.). Some time is also allotted to poetry as it develops from Neo-classicism to Romanticism. The second term pays exclusive attention to Romantic poetry (Wordsworth, Coleridge, Shelley, Keats, Byron, etc.). In the lecture course, the material is introduced in broad outlines and problems, whereas the seminars rely on a close analysis of individual works.

9. ENGLISH MORPHOLOGY

Assoc. Prof. Dr. C. Stamenov, A. Stoevsky

Duration: 3rd semester, 2nd year

Teaching: lectures - 30
seminars - 30

Credits: 5

The course begins with a brief introduction dealing with the place of morphology among the other levels of language, basic units (morpheme, word), the parts of speech, grammatical categories and markers. The main part of the course concentrates on the grammatical categories of the two major word-classes: the noun and the verb. The topics include number, case and gender of the noun, tense, futurity, aspectuality and aspect, modality and voice of the verb.

10. THEORETICAL SYNTAX

Prof. D.Litt. L. Grozdanova, Dr. A. Bagasheva

Duration: 4th semester, 2nd year

Teaching: lectures - 30

seminars - 30
Credits: 5

The purpose of this course is to expand and enrich the students' linguistic knowledge and to further develop their analytic skills. It presents the scope, goals, terminology and methodologies of theoretical syntax in general and various syntactic theories in particular. Intellectual development in the field is followed from structural grammar through transformation-generative theory, semantic roles, to functional grammar. The basic unit of analysis is the English sentence, which is considered in terms of structure, function, paradigmatic and syntagmatic relationships. A three-level analysis is performed, involving specific diagnostic procedures and argumentation. The aim of the lectures is to discuss issues of macro- and micro-syntax, enabling students to form their own view. The seminars will give them opportunities to identify constituents, functions and relations, applying different techniques of analysis.

Assessment: the final grade is based on participation in seminar discussions, a mid-term test (1/3 of the final mark) and a final written examination (2/3 of the final mark).

11. ENGLISH INTONATION

V. Filipov

Duration: 4th semester, 2nd year

Teaching: seminars – 30

Credits: 2

The aim of this practical course is to train students in the use of the most important prosodic features of English speech. The starting point is the speaker and his message – the information he wishes to convey, and the role of rhythm, stress and intonation in expressing meaning in spoken discourse. Special attention is paid to intonation: it is viewed as a system which comprises a number of sub-systems, namely, prominence, tone and key. The important communicative functions of each of these sub-systems are identified, discussed, transcribed and practised in a range of contexts.

12. ENGLISH HISTORICAL LINGUISTICS

Assoc. Prof. Dr. M. Kovatcheva, M. Sabev

Duration: 5th semester, 3rd year

Teaching: lectures - 15

seminars - 15

Credits: 3

The course introduces concepts necessary for the diachronic study of English. The notion of language change is viewed against the background of sociolinguistic variation. A distinction is made between innovation and change. All linguistic and extralinguistic factors for change are studied in detail. Criteria for the classification of language change are offered. All changes are illustrated with material from the history of the English language.

The following types of language change from the history of the English language are discussed: assimilations, the Great Vowel Shift, reduction and loss of inflections, analogical extension and analogical levelling, reinterpretation of free syntactic combinations as analytical verbal forms, changes of word order, the rise of a standard variety, sociolinguistic variation in the use of pronouns, contact-induced changes, borrowing.

Assessment: 30% oral presentation, 70% written examination.

13. SEMANTICS

Prof. D.Litt. M. Pencheva, Dr. R. Ishpekova

Duration: 5th semester, 3rd year
Teaching: lectures - 30
seminars - 30
Credits: 5

The course constitutes the final part of the Linguistics programme and covers the following topics: approaches to meaning and types of meaning; semantic structure and semantic relations (types of); methods of analysing meaning (traditional, structural, componential analysis, psycholinguistic, semantics differential, etc.); change of meaning (types of); taboo and euphemism; metaphor and metonymy; cognitive approach to meaning; variants of English (national, social varieties, functional varieties, slang, jargon, argot, etc.)

14. TEXT LINGUISTICS

Prof. D.Litt. L. Grozdanova, R. Blagoeva

Duration: 5th semester, 3rd year
Teaching: lectures - 30
seminars - 15

Credits: 4

The objective of the course is to introduce students to the theory and practice of working with whole texts. It builds on students' knowledge acquired earlier in disciplines such as Syntax, Semantics, Morphology, Phonology, General Linguistics, The Linguistic Debate, etc.

Some of the major topics the course covers are: approaches to studying texts; standards of textuality; interpretations of context; cognitive analyses of texts; text structure and text types.

15. STYLISTICS

Prof. D.Litt. A. Shurbanov, Dr. Z. Catalan

Duration: 5th semester, 3rd year
Teaching: lectures - 15
seminars - 30

Credits: 4

The objective of this course in literary stylistics is to create an awareness of the manifold uses of style for the purposes of precise and effective rendering of subtle shades of meaning and attitude in literature. The lectures provide a general theoretical framework for the analysis of concrete texts. They draw attention to the specific stylistic problems of the different genres, starting with poetry, going through drama and ending with prose. They also touch upon the rhetoric of text.

The seminars are devoted to an analysis of short literary texts from the point of view of stylistics, paying some attention to each genre and trying to cover different periods, schools, authors, topics, etc.

16. ENGLISH LITERATURE OF THE MIDDLE AGES AND THE RENAISSANCE

Prof. D.Litt. A. Shurbanov, Assoc. Prof. Dr. E. Pancheva, Dr. A. Asparuhov

Duration: 5th and 6th semesters, 3rd year
Teaching: lectures - 30
seminars - 60

Credits: 8

The aim of this course is to introduce the students into the history of English literature from its beginnings in the 8th century to the Civil War in the 17th. It offers an overall idea about the development of the various genres and their interaction as well as a basic knowledge about the specific contribution of the greatest writers of the period, including Chaucer, Shakespeare, and Milton.

The lectures offer a survey of the entire period with a focus on its most important tendencies and authors, while the seminars aim at developing skills for a close analytical reading of literary texts in the original from Chaucer's time onwards. They normally start with a series of shorter lyrical poems, to continue with Medieval and Renaissance drama. Special attention is paid to Shakespeare and his most distinguished contemporaries.

17. HISTORY OF ENGLISH

Assoc. Prof. Dr. M. Kovatcheva, M. Sabev

Duration: 6th semester, 3rd year

Teaching: lectures - 30
seminars - 30

Credits: 6

The aim of the course is to map the synchronic description of English with the specific interplay of diachronic patterns that led to its modern state. The Old English period is characterized typologically as a starting point and then each category is traced to Middle English and Modern English. Special attention is paid to the historical relation between Modern English spelling and pronunciation. The conditions for the rise of a social variety are dealt with and the historical motivation of major regional varieties in Britain is discussed.

In the seminars the students get acquainted with Old and Middle English texts in the original and trace phonological, morphological, syntactic and lexical changes in comparison with Modern English.

Assessment: Assignment 1 – 30%, Assignment 2 – 30%, Term Assignment - 40%.

18. THE SOCIETY AND CULTURE OF THE UNITED STATES

Assoc. Prof. Dr. K. Slavova, R. Muharska

Duration: 6th semester, 3rd year

Teaching: lectures - 30
seminars - 30

Credits: 5

The course provides students with a basic knowledge of the development of American society and culture. The approach is interdisciplinary, bringing together a broad spectrum of historical, socio-political and cultural issues in order to explain the national specificity of American culture. The lectures provide a historical overview of key stages in the development of American civilization. The seminars focus on developing the students' skills in analysing a variety of interconnected literary, journalistic and political texts. A variety of audio-visual materials are used to explain the national specificity of American culture.

19. HISTORY OF AMERICAN LITERATURE UP TO WWI

Assoc. Prof. Dr. M. Danova, A. Glavanakova

Duration: 7th semester, 4th year

Teaching: lectures - 30
seminars - 30

Credits: 4

The aim of the course is to give a review of the development of the different literary genres of American literature from its colonial period through its intense national Renaissance in the 19th century up to WWI. The students are exposed both to the works and the writing philosophies of some of the major writers in the canon of American literature of the time and to some of the often marginalized ones. The seminars are devoted to the critical analysis of individual works.

20. INTRODUCTION TO GENERAL TRANSLATION THEORY

Prof. D.Litt. B. Alexieva, D. Stoeva

Duration: 7th semester, 4th year

Teaching: lectures - 30
seminars - 30

Credits: 4

The aim of the course is to acquaint students with major theoretical issues related to translation as a product and process. Translation theory is viewed as an interdisciplinary branch of studies within a more general semiotic framework. The focus is placed on the different types of meaning and their preservation in translation. Various approaches to translation equivalence are examined and new avenues are explored for dealing with the issue in a cognitive and experiential framework, on the basis of the notion of functional content.

Apart from discussions of theoretical issues, the seminars are also devoted to a comparative analysis of Source Language and Receptor Language texts, with a view to employing the models and analytic procedures introduced in the lectures and to increasing the students' awareness of cross-linguistic and cross-cultural differences relevant to the practice of translation.

21. HISTORY OF AMERICAN LITERATURE FROM THE END OF WWI TO THE PRESENT

Assoc. Prof. Dr. M. Danova, A. Glavanakova

Duration: 8th semester, 4th year

Teaching: lectures - 30
seminars - 30

Credits: 4

The focus of the course is on the “American Century” in literature, the 20th century, with its very diverse modernist, realist and post-modernist trends and schools of writing. Special attention is paid to the development of the different literary genres in the USA during this period. The works of the writers are discussed from different perspectives in an attempt to create an awareness of the many-faceted literary history of the USA.

ELECTIVE COURSES

1. A SURVEY OF MODERN ENGLISH WORD-FORMATION

Assoc. Prof. Dr. C. Stamenov

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

Do you know the meaning of *ageism*, *trouble-shooting*, *two-hander*, *twigloo*, *himbo*, *nanomachine* and how these words have been formed? This course offers a survey of Modern English Word-Formation, an area of morphology which is not covered by the basic course in the subject. Concepts like inflexion and derivation, derivative and formant, combining form, productivity and blocking are introduced before discussing the major means of word-formation in English: affixation (suffixation and prefixation), compounding and conversion, as well as some of the “minor” means: abbreviation and clipping, blending, and back-formation. The students are encouraged to collect and analyze their own corpus of examples from the press and the media of today. The aim of the course is not only to introduce the students to one more aspect of the linguistic description of English, but also to raise their awareness and competence in an area which will help expand their vocabulary.

2. INTRODUCTION TO SOCIOLINGUISTICS

Assoc. Prof. Dr. Maria Georgieva

Duration: 15 weeks, Winter term

Teaching: lectures – 30
seminars – 30

Credits: 4

Through analysis of real-life speech samples, the course raises students’ awareness of the multiple ways of interaction between language and society and the role of socially-situated aspects of interpersonal communication. The course introduces students to the main approaches to sociolinguistic analysis, sociolinguistic variability, bilingualism and multilingualism and sociocultural dimensions of communication. During the seminar sessions students gain hands-on experience of sociolinguistic analysis: they collect and analyze real life speech samples and develop sensitivity to the effect of social and cultural factors on communication. The approach is student-oriented and involves autonomous reading and discussion of papers by key researchers in the field. Students’ continuous progress (30%) is assessed through autonomous tasks and a test. Overall course achievement (70%) is evaluated through a portfolio, including a field work task and a written paper on a topic discussed during the course.

3. POPULAR CULTURE IN THE U.S. – TEXTS AND IMAGES

Assoc. Prof. Dr. K. Slavova

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

*Credits:*4

The course provides an upper-level introduction to various critical approaches to the study of American popular culture. We will analyze how such important factors as ethnicity, race, gender, class, age, region, and sexuality in American multicultural society are shaped by and reshaped by popular culture. The principal approach will be one of textual analysis, focusing on how specific popular culture products make their meanings. However, the overpowering transformation of postmodern culture from a text-centered to an image-centered one will necessarily require the adoption of less conventional approaches to the interpretation of the image. For the exploration of this pervasive feature of popular culture the course will look at advertisements, popular music, films, soap operas and reality TV.

4. CHILDREN'S LITERATURE: CRITICISM AND TRANSLATION

Dr. M. Pipeva

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30
Credits: 4

Children's literature, as a major vehicle of socialization, is an important area of cultural and translation studies. For the past two decades there has been a growing interest in the academic study of literature for children within the framework of a variety of disciplines: literature, translation, critical linguistics, pedagogy, librarianship, media studies. The booming market of children's books in Bulgaria and the prominence of books translated from English have created a demand for professionally trained translators, critics and publishers. At the same time, expertise in this field will enhance the graduates' opportunities for professional realization in other areas, such as the teaching of English to young learners, the media, etc.

The aims of the course are to acquaint the students with the specific characteristic features of children's literature and its ontogenetic role, to explore the specificity of children's literature discourse and the translation strategies it calls for, to provide the students with practical experience in translating "classical" and contemporary texts for children, to introduce the students to the history of British children's literature in its social context, to examine the Bulgarian reception of that literature and the cultural factors and mechanisms involved, to introduce a variety of theoretical approaches and analytical tools in studying children's literature.

Assessment is based on class participation and portfolio of translated texts (25%), one oral presentation (25 %), and a term paper (50%).

5. POPULAR FICTION ON PAGE AND SCREEN

Dr. Z. Catalan

Duration: 15 weeks
Teaching: lectures - 30
seminars - 30
Credits: 4

The course offers a multi-aspectual approach to the popular novel and film in the Anglo-American context. The development of these genres is examined diachronically, tracing the close relationship and interpenetration between "high" realist fiction and the various forms of sensationalist literature in the 19th century, followed by the corresponding phenomena in the 20th century, with the appearance of the cinema and television. The major focal points in the course are: patterns of narrative sequence, character and behavioural stereotypes, stylistic devices and their specific rhetorical effects, gender issues and their representation, linguistic means of building ideological points of view. The material examined includes samples from popular 19th century fiction (Ch. Dickens and/or A. Trollope), including its parodies, (serialized) film versions of classic realist texts (*Oliver Twist*), 19th and 20th century detective and adventure literature and films (James Bond and Indiana Jones), examples from romance literature and films (Harlequine romances). Attention is also paid to the sociology of the best-seller.

Assessment is based on participation in class, 1 presentation and a (final) term paper.

6. THE FORMATION OF SLANG

Assoc. Prof. Dr. M. Kovatcheva

Duration: 15 weeks
Teaching: lectures - 30
seminars - 30
Credits: 4

The definition of slang makes reference to the speakers who use it, the reason why slang is used and the fact that it “has to change to stay the same”. This means that any study of the slang of a particular speech group can only be historical. That is why it makes better sense to study the actual process of slang formation in general.

The course offers insight into the driving forces behind the formation of slang and the sociolinguistic factors determining the particular structure it acquires. Examples will be drawn from British, American and Bulgarian slang in an attempt to uncover similarities and differences, as well as direct or indirect influences.

7. CANADA’S LANGUAGES AND CULTURES

Assoc. Prof. Dr. M. Georgieva, Team

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

Canada, as one of the world’s first official multicultural societies, is an important resource of ideas and practices of how diversity can be constructively engaged in the complex dynamics of race, ethnic, gender and aboriginal relations, how it can be challenged and transformed through commitment to inclusiveness, understanding and tolerance of ‘otherness’.

The course is an introduction to the complex socio-cultural and linguistic mosaic of Canada with an emphasis on society-building processes, intergroup dynamics and citizenship values, and the policy of multiculturalism within the framework of bilingual language practices. During the course, students will develop skills of selecting, contrasting and critically analyzing empirical evidence on multiculturalism, multilingualism and language policy with a view to establishing areas of shared socio-cultural practices between Bulgarian and Canadian societies. The course involves autonomous reading and discussion of key texts on Canada and Canadian peoples. Participation in class discussion as well as a report on a topic of students’ choice serve as a basis for continuous assessment. Overall course achievement is evaluated through a written paper on a topic discussed during the course.

8. MULTICULTURAL PERSPECTIVES TO CANADIAN LITERATURE

Assoc. Prof. Dr. M. Danova, G. Avramova

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

The aim of the course is to outline the development of Canadian literature from the perspectives of multiculturalism and transculturalism. Special attention will be given to the historical and the genre development of Canadian literature, as well as to some of the most prominent writers in contemporary Canada – Margaret Atwood, Michael Ondaatje, Alice Munroe, Thomas King among others. The topics to be discussed will include indigenous writing, regional writing, women writing, multiethnic writing in a variety of genres - autobiography, drama, short fiction and the novel. In addition the developments specific to Canadian culture in comparison to the U.S. and British culture will be emphasized. Thus, the students will be able to strengthen their knowledge of Canadian culture and acquire a broader perspective for

understanding the processes of creation in Canadian literature, as well as of identity-formation and nation-building in an era of globalization and multiethnicity.

9. NARRATIVES OF THE FUTURE: SCIENCE FICTION

R. Muharska

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

The course follows the development of science fiction as one of the major trends in popular culture - in literature, film, television, comic books – and later, computer games.

Although SF as a cultural phenomenon transcends the boundaries of national culture, its particular place in the development of US culture is looked at with special attention to its relationships (particularly in the 1960s) with other leading socio-cultural tendencies: liberation projects, youth and ‘techno’ culture, the Cold War, etc.

SF’s similarity with folklore/myth as a social mechanism of coping with change, particularly “the future shock” is followed with the historical development of SF as a literary genre. Special attention is given to the audiences/markets for SF and the way their dynamics influence artistic production, particularly the issue of ‘fandom’ and the age/gender profiles of the typical SF audiences at different historical points.

Discussions are based on a variety of materials: literary texts, big screen and TV films, comic books etc.

10. VARIETIES OF SPOKEN ENGLISH

Assoc. Prof. Dr. S. Dimitrova

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

The aim of the course is to introduce students to some of the main varieties of English spoken around the world today.

After looking at how and why accents differ from one another, the two “standard” accents of England (RP, or Received Pronunciation) and the United States (GA, or General American) are compared and contrasted. We also discuss the changes that have affected RP over the last century, the rise of Estuary English, the accents of London and the south of England, accent variation in the north of England. Other accents of the British Isles such as Welsh, Scottish, Northern and Southern Irish are also considered. We further look at some Eastern and Southern varieties of American English and the major southern-hemisphere accents – Australian, New Zealand and South African English. Finally, we discuss some second-language, pidgin and creole varieties. Throughout the course, students listen to and watch a variety of audio and video materials and analyze the recordings both in class and as part of their individual assignments.

Assessment is based on a mid-term test (25%), an end-of-term test (25%) and a term project consisting of a written paper and a class presentation (50%).

11. MODERN FORMAL APPROACHES TO SYNTAX

Assoc. Prof. Dr. Tz. Venkova

Duration: 15 weeks, 4th year

Teaching: lectures - 30
seminars - 30

Credits: 4

The course aims to promote a creative and formally-oriented attitude towards language structure. The formal representation of the systematic aspects of language is concerned. The focus is on discussions of the possible mechanisms of combining language elements. Step by step, formally consistent fragments of grammar are built from a lexicon-based perspective. Alternative syntactic approaches to particular issues are analyzed. The implementation of the developed language fragments in computational systems is discussed in regard to modern information technologies.

Lectures present a broader perspective of the issues and highlight the key points. The seminars are devoted to the discussion of particular aspects of the main issues and ideas of the course.

Assessment is based on an oral presentation (10 % of the course mark), a short term paper (30 % of the course mark), and a final examination (60% of the course mark).

12. SECOND LANGUAGE ACQUISITION

Assoc. Prof. Dr. M. Georgieva

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 4

The course builds on courses in Linguistics and Psycholinguistics/ Sociolinguistics and allows students to gain an insight into major foreign language acquisition processes from various perspectives: structural, universal grammar, functional, cognitive, sociolinguistic and socio-cultural. In addition to language learning theories, the course also introduces students to the topics of: error analysis, natural order of acquisition, the role of Input/ output for learning, learning strategies and task-based learning. On the more practical side, students will acquire skills in collecting research data and analyzing EFL learner speech by applying different research methods. Students' contribution to a group project aimed at investigating the learning and interaction processes in their own classroom serves for continuous assessment of their progress. Overall course achievement is evaluated through a written exam.

13. CULTURAL HISTORY OF THE U.S.

Assoc. Prof. Dr. K. Slavova, R. Muharska

Duration: 15 weeks

Teaching: lectures - 30
seminars - 30

Credits: 5

The course addresses the basic trends, periods and figures in American history, as well as the most significant values, events, ideas, and cultural phenomena that have shaped American society from its Puritan beginnings to the present day. A broad interdisciplinary approach has been chosen combining the methods of historiography, cultural studies, philosophy, sociology, gender studies, anthropology, and literary studies. The course will trace the transformations of American society over the years by looking at diverse processes such as geographical expansion and the Frontier, immigration, industrialization, urbanization, multiculturalism, racial/ethnic conflicts, as well as dominant ideals of democracy, liberalism and equality. The texts to be discussed in class include political manifestos, historical documents, philosophical essays, and

literary materials. Discussions will be supplemented with watching documentary films. (for more, go to <http://www.chusa.hit.bg>)

14. WRITING FOR SPECIFIC PURPOSES

R. Muharska

Duration: 15 weeks

Teaching: 30 seminars

Credits: 3

The course has a twofold aim: In the first place it seeks to enhance students' skills in *recognizing* various forms of communication for specific purposes: various 'functional genres' of writing, 'bureaucratic prose', academic, journalistic etc. In the second place it is directed at mastering the skills needed for *producing texts in those genres*. Special attention is paid to a variety of communicative strategies for different purposes, such as persuasion, manipulative influence etc. The module focuses particularly on internal/external institutional communication - letters of intent, invitations, project proposals, recommendations, CVs etc.

15. NEGOTIATING (WITH) POWER

R. Muharska

Duration: 15 weeks

Teaching: 30 seminars

Credits:

The course aims at enhancing communication skills by focusing on the ways in which power works in communication. At the foundation of the course lie the concepts of power and discourse from both a linguistic and a social science perspective; hierarchies and division lines in society along the lines of gender, race (ethnicity), class, age, disability etc. Special attention is given to the way gender stereotypes work in language and to issues of normativity and political correctness, slang and politeness, hate speech and hate groups etc.

MA PROGRAMMES

TRANSLATION

WINTER SEMESTER

COMPULSORY COURSES

THEORY OF TRANSLATION – PART I

Dr. Elena Meteva

Lectures: 15

Credits: 4

The course is structured in two parts. The first one introduces the students to the history of translation and the methods theorized and applied in the different periods, starting with the third millennium BC and coming down to our own day. The role of translation in the formation and evolution of national cultures is shown. The second part surveys the different theories of and approaches to translation as well as the most important practical problems faced by translators. It outlines the various lexical and grammatical transformations practiced in translation. The

specifics of the major genres of literary and extra-literary texts – fictional, dramatic, sociopolitical, scientific, poetic, etc. – are differentiated and studied.

INTERNET COMMUNICATIONS

Dr. Vessela Guenova

Lectures: 15

Credits: 4

The course develops and presents basic methods and tools for documentation through electronic media and especially, the Internet. The work is structured in two stages within each item of the course: after an initial theoretical part, the practical application of the know-how is exercised. At the end of the course, the students may choose to write a thesis presenting the work they have done.

The applied part of the course is based on actual translation practice. Real translation situations are simulated, during which the students find their information sources and carry out professional translation on that basis.

ELECTIVE COURSES

PRACTICAL ENGLISH – PART I

Lyubina Gagova

Lectures: 30

Credits: 2

This course is designed to develop the overall competence in the English language of students for whom it is not as good as their French. The work is carried out through the systematic development of the skills of reading, writing, listening and speaking, and the extension of their lexical and grammatical knowledge.

The classes adopt an integrated approach to language learning, whereby knowledge and skills are extended through tasks related to themes and topics that motivate students and contribute to their general intellectual development. By the end of the course, the participants should reach a level of proficiency roughly equivalent to a pass grade in the Cambridge Proficiency Examination.

PRACTICAL FRENCH – PART I

Malinka Velinova

Lectures: 30

Credits: 2

The course develops the overall competence in the French language of students for whom it is not as good as their English. The work is carried out through the systematic development of the skills of reading, writing, listening and speaking, and the extension of their lexical and grammatical knowledge.

The classes adopt an integrated approach to language learning, whereby knowledge and skills are extended through tasks related to themes and topics that motivate students and

contribute to their general intellectual development. By the end of the course, the participants should reach a level of proficiency allowing them to perform average translation tasks.

SUMMER SEMESTER

COMPULSORY COURSES

CULTURAL TRADITION AND CONTEMPORARY TEXTS

Assoc. Prof. D.Litt. T. Stoicheva

Lectures: 30

Credits: 6

This course introduces students into the translation of Biblical and mythological motifs and passages as they appear in political and fictional texts by contemporary English-speaking authors. The borrowings from the Bible and ancient Greek mythology may produce diverse effects, sometimes quite different from original concepts. Such translations enrich students' expertise helping them translate texts upon more than one level and acquire a richer perspective into British and American ideological and behavioural models.

THEORY OF TRANSLATION – PART II

Dr. Elena Meteva

Lectures: 15

Credits: 4

ELECTIVE COURSES

CREATIVE WRITING

Lubomir Terziev, Maria Dimitrova

Lectures: 30

Credits: 4

Creative writing can develop attitudes and skills crucial to the work of a translator or an interpreter. Among these are: awareness of different genres and registers, recognition of the figurative dimension of language, ability to “translate” the culture-specific aspects of a text, awareness of the fine borderline between the translatable and the untranslatable.

This course includes the following activities: (re)writing fictional/non-fictional texts in different genres, manipulating the register(s) of a text, rewriting an English text in Bulgarian and vice versa, parodying texts, (re)writing texts from different perspectives. Both teachers and students will write reviews of the work produced in the course. The assessment is based on: a portfolio of texts, participation in classroom discussions, and peer reviewing.

PRACTICAL ENGLISH – PART II

Lyubina Gagova

Lectures: 30

Credits: 2

METHODOLOGY OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING METHODOLOGY

The course aims to develop professional understanding and attitudes of students as future teachers of English. Students acquire skills in practical teaching and assessment of achievement. They learn knowledge and develop understanding in the area of foreign-language teaching.

The teaching and learning objectives are in harmony with Professional Standards of the Department of Language education.

The course is taught through English.

SYLLABUS DESIGN

The course aims to give the students knowledge and understanding in a specific methodological field of research and development. Skills of designing language syllabi are formed in the tradition of the communicative approach in language education. Teaching content is oriented towards current European documents in the area of languages (*Common European Framework of Reference for Languages, Learning, Teaching and Assessment, The European Language Portfolio*) and trends, e.g. Intercomprehension Analysis.

LANGUAGE TESTING

The course aims to give the students knowledge and understanding in a specific methodological field of research and development. Skills of designing and standardising test items are formed in the tradition of Classical Test Theory. Teaching content is oriented towards three current European documents in the area of languages: *A Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEF), The European Language Portfolio* and *Manual for Relating Language Examinations to the CEF*.

Course assessment is done on the basis of a concrete test-design project or an essay on a course-related topic.

COMMUNICATIVE DEVELOPMENT AND COMMUNICATIVE ORIENTATION

The course aims to provide knowledge and develop useful techniques in classroom management and organization. Students will follow the development of the communicative idea and will focus on three basic stages in the developmental process and their specific methodological problems and characteristics. Particular emphasis will be placed upon the notion of “communicative orientation”, its aspects and components, and their use in overcoming anxiety and promoting a healthy classroom environment in the realities of each individual learning situation. Concepts from various fields of knowledge will be introduced as part of the course so as to better understand the need for “a human to-human orientation” to language teaching.

Course Assessment is done on the basis of an essay on a course-related topic.

COMMUNICATION AND TEXTBOOKS

The focus of attention is on the most important non-human factor in classroom communication. The course aims to help students gain some knowledge and skills on how to evaluate textbooks from a communicative perspective. Samples of teaching materials – good and bad, appropriate and inappropriate – will be exploited as data for raising learners’ “textbook awareness”. Questionnaires by reputable authors will be used to provide guidance in the development of personal evaluation checklists.

Course Assessment is done on the basis of the development of a personal evaluation checklist and its practical application.

THE CULTURAL DIMENSION IN FLT

The aim of the course is to introduce students to the basic aspects of the relationship between language and culture and their role in FLT. Culture in language learning is not just a fifth skill in addition to listening, speaking, reading and writing. If language is seen as a social practice, culture becomes the very core of language teaching. Cultural diversity is a potential source of conflict which can challenge learners’ ability to make sense of the world around them. The development of communicative competence presupposes the development of intercultural communicative skills and understanding of the processes of culture learning.

Assessment will be based on a term paper on a selected topic.

INTERCOMPREHENSION

The aim of the course is to introduce students to a relatively new interdisciplinary field of study. Intercomprehension is a recently developed construct, which brings together topical issues related to multiculturalism, plurilingualism, diversification, code-switching, language transfer, language learning strategies and intercultural competence. Filomena Capucho defines the term as: “the capacity to understand and to be understood in an unknown language by means of different communicative modes and strategies”.

Assessment will be based on a term paper on a selected topic.

