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FINAL EXAMINATIONS
SPECIFICATIONS
(BA in English)

The purpose of the final examinations is to verify and evaluate the knowledge, skills and attainments required for the bachelor's degree, during which students demonstrate how they can apply the acquired knowledge. Final Examinations consist of three parts: (1) thesis defense, (2) use of English, (3) subject content assessment.

1. Thesis defense

During the thesis defense candidates demonstrate that

- they can authentically represent the English language, literatures in English, and English-language civilizations;
- they can competently read specialized literature in English and are familiar with the terminology of their professional field, and are able to apply them;
- they are able to analyse original problems and are able to present their results in front of a professional audience in oral as well as in written form;
- they are able to consider a multifaceted methodological approach to problems;
- they understand and are able to represent the critical approaches of their own field;
- they understand the most important issues of their field as well as different approaches to them. They are open to research-based solutions to problems;
- they are familiar with the ethical norms and rules of their field, and they are able to comply with them; while carrying out professional duties, in human relationships and in communication;
- they take responsibility for their texts written in English or in their mother tongue; they are aware of the possible consequences, and apply plagiarism-free knowledge mediation.

2. Use of language assessment

The use of language assessment is to be taken as one component of the Final Examinations for BA English Philology students at the end of their 3-year studies, where they prove their ability to comprehend, convey and create written and oral English-language texts about everyday, cultural, political, economic, social, linguistic and literary topics at a minimum advanced level (C1 in accordance with the Common European Framework of Reference).

2.1. Purpose of the Test of Language Use

This is a proficiency test, which is intended to measure candidates' performance in social and professional areas of language use. It is to guarantee that only with a proficient command of English can students obtain a BA degree in English Philology or continue their studies to Master programmes or teacher training.

2.2. Level and function of the test

A "PASS" on the examination represents at least the level required to obtain C1 of the Common European Framework of Reference levels. This means that the students need to have an operational command of the language in social and professional fields.

2.3 Components of the Language Use Examination

2.3.1. Written component
In this part the candidates' overall linguistic competence, language awareness and language use together with their writing and mediation skills will be tested. Candidates are required to demonstrate that their level of language use in written production, written interaction and mediation corresponds to C1 level in accordance with the Common European Framework of Reference.

2.3.1.1. Skills and abilities
Candidates have to be able to demonstrate that they
- are able to understand a wide variety of authentic written texts, detect subtle stylistic differences;
- can quickly read through long and complex texts, find relevant details;
- can quickly determine the content and importance of news, articles and reports on a wide range of professional topics;
- understand a wide range of long and complex texts in detail that may occur in social, academic and professional life, identify minor details including attitudes, as well as implicit and explicit opinions;
– can use language in written production and interaction flexibly and effectively for social and professional purposes;
– have a good command of a broad range of language allowing them to express themselves clearly in an appropriate style on a wide range of general, academic and /or professional topics;
– can present clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion;
– create clear, detailed texts on a wide range of topics;
– can produce clear, well-structured detailed texts on a variety of subjects – especially on English-language cultures related topics – synthesising and evaluating information and arguments from a number of sources, highlighting the significant points and relevant supporting details;
– can highlight the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples and can round off their writing with an appropriate conclusion;
– show a controlled use of organizational patterns, connectors and cohesive devices;
– have a good command of a broad lexical repertoire and high lexical accuracy;
– show a high degree of grammatical control, accurate spelling, consistent layout, paragraphing and punctuation;
– express themselves in English in several registers according to the rules of a specific genre, in an easily comprehensible and sophisticated language;
– consciously represent the language and communication standards of the English language.

2.3.1.2. Possible task types
Candidates have to perform the following tasks:
Part one: written comprehension and interpretation
- *Text completion*: meaningful completion of an authentic English text from a given set
- *True/false multiple choice:* judgment of veracity of allegations based on an authentic English text
- *Assignment:* assignment of possible titles / descriptions to paragraphs of an authentic English text on the basis of content criteria.

Candidates are not allowed to use a dictionary.

Part two: Written production
- *Writing an essay* on a topic regarding which the candidate takes a position, puts forward opinions and possible counter-arguments, drawing on examples of their own knowledge and/or experience in order to support the statement

In the written production examination part candidates write a 300-350- word essay, in which they clearly explain the topic, their opinion and arguments, and coherently support it, using the appropriate register and style.

Candidates are not allowed to use a dictionary.

Assessment is based on the following criteria: content, range of vocabulary, accuracy, appropriacy of register and format, organization and cohesion.

2.3.1.3. Time of administration: 150 minutes

2.3.2. Oral language use examination
Candidates must prove that their oral use of the language satisfies the requirements of the C1 level of the Common European Framework of Reference for Languages.

2.3.2.1 Language skills and abilities
Candidates must demonstrate convincingly that they are able to
- carry out interaction with a native speaker in a fluent and natural way, which is not burdensome to any of the participants, and understand professional texts related to English studies;
- speak fluently and spontaneously without much obvious searching for expression
- use language flexibly and effectively for social and professional purposes
- formulate ideas and opinions with precision
- relate contribution naturally to those of other speakers
- present clear detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Have a good command of a broad range of language allowing themselves to select a formulation to express themselves clearly in an appropriate style on a wide range of general, academic and/or professional topics without having to restrict what they want to say.
- Consistently maintain a high degree of grammatical accuracy; errors are rare, difficult to spot and generally self -corrected when they do occur.
- Can express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
- Can select a suitable phrase from a readily available range of discourse functions to preface their remarks in order to obtain or to keep the floor and to relate their contributions skilfully to those of other speakers.
- Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

2.3.2.2. Possible task types
Candidates have to prepare for the following tasks:
- oral discussion on a topic
- oral interview

2.3.2.3. Duration of the oral examination
At the examination the candidate randomly chooses one topic from a previously published topic list, and prepares to present it. Half an hour is given to prepare for the task, during which the candidate may make some notes. Following the preparation time candidates are given 30 minutes to present and discuss their topic.

3. Subject content assessment
At the final examination students prove that besides the high command of English language they are also well-acquainted with English-speaking cultures. Furthermore, they prove that they
- are informed about the generally accepted characteristics and historicity of English-language cultural phenomena;
- are aware of the established procedures to perceive English-language texts and cultural phenomena, and of the professionally accepted contexts of interpretation;
- are aware of the typical research questions of English and American Studies, as well as of the methods of their analysis and interpretation;
- are familiar with the English terminology of their specialist areas (literature, linguistics and cultural studies);
- have mastered the most important skills required by the curriculum.

3.1.1. Components of the subject content assessment
At the oral examination students, on the one hand, report on their wide and in-depth professional knowledge gained in the field of study of their thesis, on the other hand, they give an account of the general professional knowledge on the main topic areas of the other two fields of their curricular study. In practice, this means that candidates randomly select one topic from the possible topics of the field of study of their thesis, demonstrating their thorough knowledge of the discipline in detail, and also selects a topic from all the topics of the other two disciplines, the professional knowledge of which (concepts, processes, inherent connections, results) they demonstrate.

3.1.2. Topics for subject content assessment
Topics of the various fields of studies are found below. ATTENTION: The following topics intend to provide assistance and guidance during preparation for the final examinations; however, distinction has to be made based on which discipline students have written their thesis work on. For the definitive details see: the lists of topics of the three disciplines.

3.1.2.1. Literature

While students demonstrate their general knowledge of literature topics, by reflecting on certain topics from a comprehensive range of questions from the aspects of history of literature and literary theory, as well as historical-cultural perspectives, students are expected to prove that they
(a) are able to look into the period, 'school', movement, etc. of a given era; (b) are aware of the main stages of the development of literary forms and traditions; (c) perceive certain themes, attitudes, conventions being repeated, developed, etc. within a particular author's corpus; (d) and see particular texts in relation to the ideas, persons, events, etc., of the given era as well as to those earlier and later.
IMPORTANT: when elaborating on the topic chosen it is advised that in your presentation you concentrate on the dominant authors and /or works that are considered representative of a given cultural period (this always means more than one author and work).

Those students who wrote their thesis on the discipline of literature shall – besides presenting the eras, oeuvres and general relationships in the topic – also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic. These have to be presented in a detailed way from a text-centered approach.

Early English literature

Medieval English Culture and literature
1. Compare and contrast the chief aspects of the early and later medieval cultural fable, and its relevant literary forms
- major codes, plotlines, and mindset of early, high and late medieval English culture, relevant literary forms, cultural codes, plotlines, and mindset of medieval English culture, analogical symbolism,
- texts to use as illustration: Caedmon's Hymn, The Wife's Lament, The Wanderer, *Beowulf* White Was His Naked Breast, I Sing of a Maiden, Chaucer's *The Canterbury Tales* (*The General Prologue, The Wife of Bath's Prologue and Tale*), The Life of this World, The Ten Ages of Man, All Too Late, *Everyman*

2. The Renaissance in England

Chief codes, plotlines and mindset of the English Renaissance; aspects of Humanism, the plotline of the colonisation, image of the „new man", the birth of renaissance English theatre and drama, aspects of the figurative mindset (the age of metaphor); chief genres of Shakespearian drama, their major thematic focus, aspects of the idea of the theatre of the world (*theatrum mundi*).
- texts to use as illustration: Elizabethan sonnets (Wyatt, Sydney, Spenser, Shakespeare, major thematic points, figurative representations of the aspects of love); Marlowe's *Doctor Faustus* issues addressed in the plays, patterns in their plot; *Richard III,* OR *Hamlet,* OR *As You Like It,* OR *The Tempest.*

3. The baroque and the Puritan Interregnum
- aspects of the transition from early to modern cultures; the cultural codes and fable of the baroque, relevant literary forms (Metaphysical poetry, heroic epic, Jacobean drama) texts to use as illustration: Metaphysical lyric poetry, Milton's epic poetry; Jacobean (non- Shakespearean drama).

The long eighteenth century

4. The Restoration and the Augustan Age

- the Restoration and Augustan plotline in the culture's fable, chief codes and relevant literary forms: restoration tragedy and comedy, satirical literature; the novel, multiple trends in novel writing;

- <u>texts to use as illustration</u>: Restoration lyric poetry, Congreve's *The Way of the World*, Pope' satirical poetry, Swift's satirical narrative; aspects of the "new species of writing", Defoe's, Fielding's, Sterne's novels.

5. The age of sensibility and romanticism

- cultural codes and mindset of the Age of Sensibility; new trends in novel writing, lyric poetry and the drama; Romanticism as an epoch of condensation; new poetic techniques and thematic issues in English Romantic poetry;

- <u>texts to use as illustration</u>: Laurence Sterne's, Jane Austen's and Mary Shelley's novels, the poetry of the two generations of English Romantic poetry.

6. Discovery and the New World. Puritanism and the birth of the Republic

- discovery and the invention of the New World: defining American literature; historical, cultural and ideological, philosophical background; "New World" narratives; Puritan genres; Enlightenment in the colonies; the Founding Fathers;

- texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): early Puritan histories and poetry, Rowlandson's, Bradstreet's, Franklin's, Crevecouer's texts.

For an in-depth discussion choose ONE: 1) early Puritan histories and captivity narratives 2) Puritan poetry 3) Enlightenment in the colonies 4) American myths and a formulating national literary tradition.

7. American Renaissance

- historical, cultural and ideological, philosophical background; the Transcendentalist Movement; the development of a national literature; the peculiar institution;

- texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): Emerson's writings, Thoreau's *Walden*, Hawthorne's and Poe's fiction; Whitman's and Dickinson's poetry.

For an in-depth discussion choose ONE: 1) Transcendentalism: R.W. Emerson and H.D. Thoreau 2) Fiction in the American Renaissance 3) Poetry in the American Renaissance 4) E.A. Poe.

8. Victorian literature

- decisive plotlines and codes in Victorian culture; aspects of the mindset (splitting headache) of the age: relevant literary forms: realism, naturalism, aestheticism, escapism;

- texts to use as illustration: Dickens's, the Brontës', Hardy's and Wilde's novels; Tennyson's, Rossetti's and Browning's poetry.

9. American Realism and the African-American experience

- historical, cultural and ideological/philosophical background; realism and regionalism: cultural regions and their literatures; the South, slave narratives;

- texts (the aspects of whose mainstream interpretation are to be incorporated in the presentation): Clemens's fiction; Douglass's and/or Jacobs's slave narrative(s), Langston Hughes's poetry.

For an in-depth discussion choose ONE: 1) S. Clemens 2) history of slavery and slave narratives and 3) Harlem Renaissance.

10. Modernism and the Twentieth Century
- the challenge of the prevailing aesthetic, ethical and social assumptions; the historical, philosophical and scientific context; the acknowledged and unacknowledged roots; the outbreak of artistic innovation and experimentation;
- texts at student's discretion (at least three to demonstrate an understanding of the concepts above).
For an in-depth discussion choose ONE: 1) Modern fiction (Fitzgerald's, Hemingway's texts); 2) Modern poetry (Imagism, Hughes's poetry) 3) Modern theatre (O'Neill's, Williams', Miller's, Albee's, Miranda's plays).

11. Multiplicity of voices: race, class, ethnicity, and gender in literature
- historical, social and cultural background of the rise of new perspectives; competing voices and the canon wars; postcolonial literature, race and ethnicity, gender;
- texts at student's discretion (at least three to demonstrate an understanding of the concepts above).
For an in-depth discussion choose ONE: 1) Race, ethnicity, class and literature 2) Gender, class, and literature.

3.1.2.2. Linguistics

Linguistics topics and tasks vary depending on whether or not the candidate wrote their thesis in this discipline. For those who wrote their thesis on a topic other than linguistics, a comprehensive range of questions is provided to ascertain whether students grasp the general purport of the subject matter, and understand the inherent connections.

Those candidates who wrote their thesis on a linguistic topic shall, besides presenting the general relationships in the topic, also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic. The same candidates, i.e. those who wrote their thesis on a linguistic topic will also be required to demonstrate their understanding of the topic by identifying examples of some basic concepts in a sample text.

1. Language and linguistics
For an in-depth discussion choose ONE: (1) Language and speech, characteristics of human communication; (2) Langue and parole, linguistics, competence and performance; descriptivism vs prescriptivism; (3) Innateness and the LAD, levels of linguistic analysis: phonetics/phonology, morphology, syntax, semantics, pragmatics, discourse analysis.

2. General description of the English sound system
For an in-depth discussion choose ONE: (1) Classes of consonants - places and manners of articulation, voiced-voiceless, nasal-oral; (2) Classes of vowels - phonetic and phonological classification, short-long, monophthong-diphthong, tongue height, frontness-backness, roundedness; (3) Classes of vowels: full-weak, tense-lax and their relationship to short-long vowels.
Students are also required to demonstrate their understanding of the consonant and vowel systems of English by identifying the subtypes of sounds in a sample text.

3. The English vowel system: rules affecting vowels
For an in-depth discussion choose ONE: (1) The vowel shift, laxing and tensing rules: trisyllabic laxing, laxing endings, laxing by consonant cluster, laxing by free U, CiV laxing, CiV tensing, prevocalic tenseness, (2) Pre-R Breaking and Pre-R Broadening and their exceptions; (3) Letter-to-sound rules for vowels, pronunciation values of vowel letters, graphic positions, Free Position Basic Rule, Covered Position Rule and their exceptions
Students are required to demonstrate their understanding of the vowel system by classifying some vowel sounds and identifying the rules applying to them in a sample text.

4. The English consonant system: rules affecting consonants
For an in-depth discussion choose ONE: (1) Laryngeal processes: fortis-lenis consonants, devoicing, aspiration, glottalization, flapping; (2) Place assimilations, palatalization, R dropping; (3) L-darkening, Yod-dropping, letter-to-sound rules, pronunciation values of consonant letters and digraphs, Velar Softening.
Students are required to demonstrate their understanding of the consonant system by classifying some vowel sounds and identifying the rules applying to them in a sample text.

5. Syntactic structure and types of constituents
For an in-depth discussion choose ONE: (1) Categories, functions, dependency relations; (2) Ways to identify constituents; (3) Syntactic classes of verbs, basic clause patterns. *Students are required to demonstrate their understanding of these notions by classifying phrases and clauses in a sample text.*

6. Noun phrases and determiners
For an in-depth discussion choose ONE: (1) The basic noun phrase, determiners; (2) Restrictive and non-restrictive premodifiers in the NP, (3) Restrictive and non-restrictive postmodifiers.
Students are required to demonstrate their understanding of these notions by classifying Determiners and NP modifiers in a sample text.

7. The history of English:
For an in-depth discussion choose ONE: (1) Characteristics of Proto-Indo-European and Proto-Germanic, the morphology and syntax of Old English; (2) Changes in language: the sound system and spelling, morphology, vocabulary of Middle English; (3) Early Modern English: the Great Vowel Shift and the standardisation process of English.

8. Semantics
For an in-depth discussion choose ONE: (1) sense and reference; collocability; set phrases: idioms, collocations; (2) semantic relationships between words: synonymy, antonymy, homonymy; processes of semantic change.
Students are required to demonstrate their understanding of these notions by identifying examples for them in a sample text.

9. Discourse and text
For an in-depth discussion choose ONE: (1) discourse analysis; conversation analysis; conversational rules and structure; adjacency pairs, (2) text linguistics; text types; written vs. spoken texts; cohesion; coherence; categories of discourse cohesion;

10. Regional and social variation of language
For an in-depth discussion choose ONE: (1) standard language; idiolect; dialect; accent; (2) geolinguistics; isogloss; British English, American English; (3) social aspects of language; scope of sociolinguistics (men and women, power and solidarity, taboo and PC, slang) (4) lingua franca; pidgin language; creole language.

11. Pragmatics
For an in-depth discussion choose ONE: (1) pragmatic principles; the Cooperative Principle; maxims of conversation; (2) constative and performative utterances; speech acts; cross cultural pragmatics.

12. Applied Linguistics
For an in-depth discussion choose ONE: (1) scope of applied linguistics: language and education; (2) scope of applied linguistics: language, work and law; (3) scope of applied linguistics: language, information and effect; (4) North American, British and Australian applied linguistics.

3.1.2.3. History, culture and civilization

The topics below are designed to help and orientate students' preparation for their final examinations. A comprehensive range of questions is provided to ascertain whether students grasp the general purport of the subject matter, and understand the inherent connections.

Those candidates who wrote their thesis in history, culture and civilization shall, besides presenting the general relationships in the topic, also choose ONE of the subtopics listed under the heading and present and in-depth analysis of that subtopic.

Great Britain, British Commonwealth

1. **Contemporary Britain: internal and external features and their formation over the past century.**
For an in-depth discussion choose ONE: 1. The British Isles and Britain today in terms of physical geography, regional divisions, settlement pattern and population; 2. Constitution, parliament, politics and society in the UK in the 20th century and today; 3. Britain's foreign policy and international engagements in the 20th century and today; 4. The British Empire, its legacy in the Commonwealth and contribution to the rise of the 'English-speaking world'.

2. **Cultural, ethnic and political changes on the British Isles before 1066 and their impact on the fabric of British life today.**
For an in-depth discussion choose ONE: 1. The British Isles in the Pre-Celtic and Celtic Times; 2. The rise and decline of Roman Rule in Ancient Britain; 3. Anglo-Saxon England: the main steps on the road to a unified English Kingdom.

3. **Fundamental processes of Medieval England: crises and achievements.** For an in-depth discussion choose ONE: 1. The cultural, social, economic and constitutional legacy of Anglo-Norman England; 2. The Late Middle Ages as a transitional period: short-term disasters and long-term developments; 3. The Hundred Years War as a complex process with dynastic, military, social, economic and ideological factors; 4. The development of the Medieval English Kingship and its crisis in the Wars of the Roses.

4. **Formative factors and underlying processes of the sovereign English state and British political entity in the Tudor and Stuart Times**
For an in-depth discussion choose ONE: 1. An overview of the most important achievements of Tudor England; 2. A comparison of the reigns of Henry VII, Henry the VIII and Elizabeth I; 3. Governmental, political and social change in the Long 17th century; 4. The development of Parliament from its evolution to the Glorious Revolution.

5. **Modern Britain: governmental, political, social, economic reform and progress in the 18th and 19th centuries**
For an in-depth discussion choose ONE: 1. Government and party politics in the Georgian Times; 2. The monarchy, the political parties and parliamentary reform in the 19th; 3. Social reform and cultural development in the 19th century; 4. The "More Than Industrial Revolution" and its impact on British society.

North America; the United States of America

6. **Physical geography, climatic regions and their role in shaping the economic, cultural and political life in the United States.** For an in-depth discussion choose ONE: 1. Topographic regions and subregions; 2. Climatic regions and subregions; 3. The eleven rival regional cultures in North America (in brief). 4. One present-day cultural region to be introduced in detail.

7. The American constitutional tradition and perceptions of democracy: historical roots, basic principles and current structures. For an in-depth discussion choose ONE: 1. Key documents of the American constitutional tradition; 2. Comparing and contrasting the Articles of Confederation and the Constitution of 1787; 3. Powers and prerogatives of the legislative branch today; 4. Powers and prerogatives of the executive branch today.

8. From the first European explorers and colonizers to the achievement of U.S. independence. Indigenous cultures, settlers and immigrants. For an in-depth discussion choose ONE: 1. Push and pull factors in colonization; 2. Native American cultures at the time of the first European contact; 3. Characteristics of the English colonies; 4. Causes of the American Revolution.

9. From the foundation of the Republic to post-Civil War Reconstruction: Slavery, territorial expansion; secession and reunification. For an in-depth discussion choose ONE: 1. Implementing the Constitution: the Bill of Rights and the emergence of the first party system; 2. Slavery and the related compromises; 3. The Civil War: Theaters and strategies; 4. Interpretations of the Reconstruction period: Successes and failures.

10. Imperialistic expansion and world wars: the dilemmas of hemispheric and global involvement until 1945. For an in-depth discussion choose ONE: 1. The Gilded Age: Economic expansion and political corruption; 2. Foreign policy priorities between the Civil War and 1920; 3. The interwar years: Isolationism and involvement; 4. World War II: Causes and effects.

11. The Cold War and the end of bipolar antagonism: the successes and problems of spreading the American model of development until 1990. Civil, political and minority rights struggles after World War II. For an in-depth discussion choose ONE: 1. Long-term, intermediate and immediate causes of the Cold War; 2. Phases of the Cold War; 3. The U.S. after WWII: Rise of the "affluent society" and the struggle against structural poverty and unequal opportunity; 4. The expansion of civil and political rights from the 1950s.

12. Domestic problems and global challenges from the fall of the Iron Curtain to the present day. For an in-depth discussion choose ONE: 1. The U.S. economy in the 1990s; 2. Foreign policy challenges in the 1990s: the Gulf War, the breakup of Yugoslavia, domestic and international terrorism before 2001; 3. The disputed election of 2000 and the effects of 9/11.; 4. The Trump phenomenon: the rise of populism and the return of the culture wars.

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