

Tutora: Dra. Carolina P. Amador Moreno

Título: Perceptions of authenticity in contemporary Irish comedy

Descriptor: This Final Year Project will discuss sociolinguistically-oriented issues related to perceptual dialectology. The project will discuss folk reactions to humour available from the Internet/YouTube. This is a topic aimed at students choosing “Análisis Sociolingüístico del Inglés” as an optional module.

Tutora: Dra. Carolina P. Amador Moreno

Título: Perceptual dialectology: Folk responses to non-standardness in Youtube.

Descriptor: This final year project will look at how non-experts react to different dialects of English as portrayed on the web. The study will focus on perceptual dialectology issues that are discussed in the context of the modules “Variación Lingüística del Inglés” and “Análisis Sociolingüístico del Inglés”.

Tutora: Dra. Carolina P. Amador Moreno

Título: Ecolinguistic approaches to renewable energies: solar energy

Descriptor: This Final Year Project will look at how Ecolinguistics can analyse the discourses surrounding solar energy, exploring how different stakeholders use language to advocate for or criticise this type of renewable energy. This includes the language used by renewable energy companies, environmental activists, policymakers, and affected communities. In order to engage with this study you will need to select a body of material that allows for the type of linguistic analysis we will carry out as part of the module “Gramática del Discurso”.

Tutora: Dra. Carolina P. Amador Moreno

Título: Ecolinguistic approaches to renewable energies: wind power

Descriptor: This Final Year Project will look at how Ecolinguistics can analyse the discourses surrounding windmills, exploring how different stakeholders use language to advocate for or criticise this type of renewable energy. This includes the language used by renewable energy companies, environmental activists, policymakers, and affected communities. In order to engage with this study you will need to select a body of material that allows for the type of linguistic analysis we will carry out as part of the module “Gramática del Discurso”.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Rethinking Writing in the online context

Descriptor: The recent shift from classroom to e-learning has accelerated the ongoing integration of technology in education. This final year dissertation examines the effectiveness of the online teaching-learning process in the EFL classroom. Taking as a departure point the notions of synchronous and asynchronous learning discussed in the module *Lingüística Aplicada a la Enseñanza del Inglés*, the ultimate objective of this TFG proposal will be to investigate the pedagogical implications derived from the application of Computer-Mediated Communication (CMC) methods to the teaching and learning of writing skills in the EFL classroom. In doing so, the student will be invited to collect and analyse data using questionnaires and interviews from local EFL students and teachers.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Exploring the effectiveness of peer feedback on EFL learners’ writing performance

Descriptor: This final year dissertation aims at investigating the impact and effectiveness of peer feedback in comparison with teacher feedback on EFL learners’ writing performance. To this end, the student will be invited to collect and analyse data using questionnaires and interviews from EFL students and teachers in the region of Extremadura. This TFG proposal will focus on issues discussed in the module *Lingüística Aplicada a la Enseñanza del Inglés*.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: The representation of Irish English in *The Banshees of Inisherin*

Descriptor: This final year dissertation aims at examining the representation of Irish English in the media, more specifically in the Oscar-nominated film *The Banshees of Inisherin* (2022). Taking as a departure point the distinctive features of Irish English (IrE) discussed in the module *Variación Lingüística en el Inglés Actual*, the aim of this TFG proposal is to explore and explain the discursive strategies and linguistic devices (the use of pragmatic markers, the performance of speech acts, etc.) scriptwriters and actors rely on in the construction and (re)creation of Irishness.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Analyzing power, identity and politics in Donald Trump's speeches using LIWC-22

Descriptor: This final year dissertation aims at exploring the former US President Donald Trump's language. Using methods from corpus linguistics and discourse analysis, the student will be invited to compile a corpus of political speeches and presidential debates that will be used to scrutinize and discuss characteristic features of Trump's linguistic style as well as the impact of such linguistic choices on the construction of national identity and power. This TFG proposal will focus on features addressed in the modules *Variación Lingüística en el Inglés Actual* and *Análisis Sociolingüístico del Inglés*.

Tutora: Dra. Cristina Blanco García

Título: Pronunciation instruction: EFL learners and teachers' beliefs

Descriptor: This study aims at identifying what EFL learners and teachers believe regarding pronunciation instruction. It is generally agreed that "pronunciation is a neglected language skill" according to various authors such as Derwing and Munro (2005). The first part of the study will be devoted to the literature review on the history of pronunciation teaching, how it has progressively been gaining ground, the methods used, the current situation in classes of English as a second language, and the beliefs of learners and teachers on the topic. The second part will have a practical approach and it will consist of a study based on surveys conducted among learners and teachers of English to evaluate the current situation regarding the teaching and learning of pronunciation.

Tutora: Dra. Cristina Blanco García

Título: A preliminary approach to gender in English coursebooks

Descriptor: The main aim of this piece of research is to analyse and evaluate sex roles in English coursebooks with the aim of make both teachers and learners aware in gender related issues. The piece of work will be divided in two main sections: 1) literature review on the topic of gender and with a special emphasis on course materials; 2) an in-depth analysis of English coursebooks, taking into account both the visual materials and the linguistic material. Among the areas to be scrutinized will be the frequency of male and female names, the types and distribution of jobs for female and male characters as well as the types of activities they perform in visual data, the performance of male and female in conversations, among others.

Tutora: Prof. Noelia Carmona Rivero

Título: Masculinities in Donal Ryan's *The Thing About December* (2013)

Descriptor: This final year dissertation will offer the student the possibility of exploring models of masculinities within Donal Ryan's *The Thing About December* in the context of a changing Ireland that was just entering a new economic model which would leave society torn between tradition and modernity.

Tutora: Prof. Noelia Carmona Rivero

Título: Gender, Queerness, and Oppression in Taylor Jenkins Reid's *The Seven Husbands of Evelyn Hugo* (2017)

Descriptor: In this final year dissertation the student will have the opportunity to analyse Taylor Jenkins Reid's renowned novel, *The Seven Husbands of Evelyn Hugo*, combining Gender and Queer Studies to explore questions of female and queer identity and the fight for freedom and equality in the specific context of the story.

Tutora: Prof. Noelia Carmona Rivero

Título: Irish Youth's Identity in Sally Rooney's *Normal People* (2018)

Descriptor: Set in the context of Post-Celtic Tiger Ireland, Sally Rooney's coming-of-age novel *Normal People* deals with the struggle of young people to find real connections and construct their identities in contemporary Ireland. In this project, the student will analyse Rooney's novel from a multidisciplinary point of view that will tackle questions of gender, identity, class, sexuality, and vulnerability.

Tutor: Dr. Luis J. Conejero Magro

Título: Shakespeare's source material: Source study of Shakespeare's *The Rape of Lucrece*

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Rape of Lucrece* (1593-94) and also presents a bibliographic review of source studies of such poem. As is well known, Shakespeare's source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his work. This project will examine how the recurring themes and topics of conquer, violence and sex are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the lyrical text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Tutor: Dr. Luis J. Conejero Magro

Título: Shakespeare's source material: Source study of Shakespeare's *The Comedy of Errors*

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Comedy of Errors* (1594) and also presents a bibliographic review of source studies of such poem. As is well known, Shakespeare's source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his work. This project will examine how the recurring themes and topics of conquer, violence and sex are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the lyrical text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as 'Literatura Inglesa V'.

Tutor: Dr. Luis J. Conejero Magro

Título: Shakespeare's source material: Source study of Shakespeare's *Love's Labour's Lost*

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Love's Labour's Lost* (1594-95) and also presents a bibliographic review of source studies of such poem. As is well known, Shakespeare's source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his work. This project will examine how the recurring themes and topics of conquer, violence and sex are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the

lyrical text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as ‘Literatura Inglesa V’.

Tutor: Dr. Luis J. Conejero Magro

Título: Shakespeare’s source material: Source study of Shakespeare’s *Richard II*

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Richard II* (1595) and also presents a bibliographic review of source studies of such poem. As is well known, Shakespeare’s source material can be classified as follows: Classical, historical, literary and biblical sources. With very few exceptions, Shakespeare drew largely from multiple texts and different authors. It must be taken into consideration that there were multiple voices speaking from and about the past in the different texts where Shakespeare found inspiration for his work. This project will examine how the recurring themes and topics of conquer, violence and sex are borrowed, as well as the intertextual motifs, symbols and tropes adapted by Shakespeare. The study of sources will determine the textual implications and the relationship of the lyrical text to other texts. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (borrowed intertexts) which move from text to text. The study, based on methodology rooted in the theory of intertextuality will, of course, focus on aspects students explore during courses such as ‘Literatura Inglesa V’.

Tutora: Prof. Sara Díaz Sierra

Título: A study of the representation of the Northern Irish English dialect in the novel *No Mate for the Magpie*

Descriptor: *No Mate for the Magpie* (1985) is a novel written by the Northern Irish author Frances Molloy during the times of the “Troubles”. Through the book Molloy uses a working-class Derry accent which, despite being acclaimed by some scholars, has not received the attention it deserves. In this final year dissertation the student will thoroughly analyse Molloy’s portrayal of her Derry accent by examining aspects of grammar, pronunciation and lexis.

Tutora: Prof. Sara Díaz Sierra

Título: A comparative analysis of *Mojo Mickybo* and its film adaptation *Mickybo and Me*

Descriptor: This final-year dissertation aims at a comparative analysis of *Mojo Mickybo* (1998), a play by the Belfast writer Owen McCafferty, and its film adaptation *Mickybo and Me* (2004). *Mojo Mickybo* is a story about a friendship between a Protestant boy, Mojo, and a Catholic boy, Mickybo. In this final year dissertation the student is invited to explore the ways in which the film and the play diverge and converge. To do so, the student will compare the plot and the dialogues used in film and play.

Tutor: Dr. Luis G. Girón Echeverría

Título: Gary Snyder at 93: A Reevaluation of his Poetry

Descriptor: Considered a key living voice and “poet laureate of profound ecological vision”, Snyder has written poetry for 70 years. This final year dissertation will consider Snyder’s presence and essence in the scope of 20th and 21st century American poetry. Taking his participation in a tribute organized by the Library of America as a point of departure, on account of the publication of his *Collected Poems* (June 21, 2022) in the Library of America series, held on July 22, 2022, this dissertation will also reflect on how his enormous poetical output grows more relevant with each passing decade. The student is expected to engage in understanding the main affinities as well as dissimilarities between his poetic oeuvre and that of the main Beatnik poets (Allen Ginsberg, Lawrence Ferlinghetti), among others.

Tutor: Dr. Luis G. Girón Echeverría

Título: A Critical Study of a Selection of Paul Auster’s *Collected Poems*

Descriptor: A writer of poetry, fiction, essays, scriptwriter and film director, Paul Auster is no doubt one of the key living figures in the American literary scenario. The topic of this final year dissertation sparked off from the tutor's attendance at the investiture of Auster as Doctor Honoris Causa by the Autonomous University of Madrid on June 16, 2022. It will first focus on a complete reading of Paul Auster's *Collected Poems* (Faber, 2014); secondly, the student will come up with a critical analysis of different themes, voices and styles, and finally, close attention will be paid to the stylo-linguistic approach.

Tutor: Dr. Luis G. Girón Echeverría

Título: A Descriptive Comparative Analysis of the First Ten Chapters of 3 Spanish Translations of Harriet Beecher Stowe's *Uncle Tom's Cabin*

Descriptor: This undergraduate dissertation will analyze the textual differences of the first ten chapters of 3 Spanish translations (Bruguera, Aguilar and Cátedra) of Harriet Beecher Stowe's anti-slavery novel. It will be carried out mainly in the light of the principles of Descriptive Translation Studies.

Tutor: Dr. Luis G. Girón Echeverría

Título: A Critical Reading of Stephen Crane's Poetry

Descriptor: Mainly remembered for his novels *Maggie: A Girl of the Streets* (1893) and *The Red Badge of Courage* (1895), Stephen Crane's poetry has remained largely unknown, not having received much scholarly attention. Recent scholarship has started to give it due credit and value its literary quality. An excellent example is Paul Auster's *Burning Boy: The Life and Work of Stephen Crane* (Henry Holt, 2021). This undergraduate dissertation will first focus on a complete reading of *The Complete Poetical Works of Stephen Crane* (2015); secondly, the student will carry out a critical analysis of different themes, voices and styles in a selection of poems, and finally, close attention will be paid to the stylo-linguistic approach.

Tutora: Prof. Marta Martín Gilete

Título: Metaphor as a window onto the way we think about and understand the world in English: Explanatory metaphors on climate change

Descriptor: While the word 'metaphor' reminds people of literature and poetry, metaphorical language is all around us. Metaphor pervades language and thought, playing a leading role in everyday human communication. For instance, the English language is full of such metaphors as LIFE IS A JOURNEY – 'get your feet wet', 'give someone the green light', 'pass away'; or ARGUMENT IS BATTLE – 'shoot down', 'duck the issue', 'stick to your arms'. The objective of this TFG proposal is to explore the pervasive nature of metaphor in English public discourse, particularly in the context of climate change. Specifically, the TFG aims to examine the metaphoric mappings employed to enhance understanding of climate change and explore how metaphors shape our perception and comprehension of this pressing global issue.

Tutora: Prof. Marta Martín Gilete

Título: Learning metaphors at B2 level: A critical analysis of textbooks aimed at EFL students

Descriptor: Metaphor is a ubiquitous dimension of language use and therefore of importance to foreign language learning. Drawing on metaphor as a key indicator of L2 learners' proficiency in discourse, this TFG proposal explores how B2 students can be helped develop their metaphor competence in English with the support of textbooks. In this piece of work, the student will critically analyse different textbooks aimed at B2 level by examining the methods used to foster metaphor (i.e., idioms, phrasal verbs, collocations, and polysemy). Accordingly, this dissertation aims to reflect on the extent to which the methods explored may provide some support to EFL students for learning metaphor at B2 level.

Tutora: Prof. Marta Martín Gilete

Título: Current English use: Understanding singular *they*

Descriptor: Pronouns are often considered to be a boring word class. Learners often believe that, unlike nouns and adjectives, the members of the pronoun group do not change much. However, this is not entirely true. When we look at how pronouns are used by English native speakers in their spoken communication today (see British National Corpus, 2014), we can see some interesting changes over time. This TFG aims at exploring trends in current spoken British English. More specifically, this piece of work addresses the use of singular *they* and how it differs from English as it used to be spoken twenty years ago.

Tutora: Prof. Marta Martín Gilete

Título: Current English use: Understanding plural *you*

Descriptor: Pronouns are often considered to be a relatively straightforward word class because it is believed that they do not undergo much change. However, this is not entirely true. When we look at how pronouns are used by British English speakers in their communication today (see British National Corpus, 2014), we can see some interesting patterns and changes developing over time. This TFG proposal aims at exploring trends in current spoken British English. More specifically, this piece of work addresses the use of plural *you* and how it differs from English as it used to be spoken twenty years ago.

Tutora: Prof. Laura Méndez Márquez

Título: An exploration of Biblical undertones: Intertextual analysis of *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe*

Descriptor: This dissertation delves into the intricate relationship between C.S. Lewis's novel, *The Lion, the Witch, and the Wardrobe*, and the concept of the seven deadly sins. Through an intertextual analysis, the student will show how the narrative in this fantasy parallels the seven deadly sins outlined in Christian theology. Furthermore, Lewis interweaves Biblical allusions, drawing parallels between the novel's pivotal events and those found in the Old and New Testaments of the Bible. In essence, Lewis employs *The Lion, the Witch, and the Wardrobe* to convey not only the Christian tradition but also to explore the themes of evil actions, the loss of innocence, humankind's potential for redemption and a nuanced perspective on faith. This dissertation illuminates the deep theological and allegorical layers within the text, shedding light on how the application of the theory of intertextuality can serve to uncover the layers of any piece of literature.

Tutora: Prof. Laura Méndez Márquez

Título: Evolution of the representation of the image of the vampire: Intertextual analysis of *Twilight*

Descriptor: This dissertation examines the evolution of the representation of the vampire in literature. Through an intertextual analysis of Stephenie Meyer's *Twilight*, the student will demonstrate how the representation of the vampire in literature has evolved from its origins in Bram Stoker's *Dracula* and its reimagination in Anne Rice's *Interview with the Vampire*. In this sense, this final year project will explore how the concepts of the Self and the Other have suffered a change with the reinvention and humanization of the vampire in literature. Thus, it will show how the study of the theory of intertextuality can serve to uncover the layers of any piece of literature.

Tutora: Prof. Laura Méndez Márquez

Título: An exploration of the evolution of the dystopian novel: Intertextual analysis of James Dashner's *The Maze Runner*

Descriptor: This dissertation delves into the theory of intertextuality within James Dashner's dystopian novel *The Maze Runner*. Through an exhaustive examination of the text, this research seeks to unravel the multifaceted web of literary, philosophical and cultural references that contribute to the narrative's thematic richness and complexity. The study conducts a comprehensive intertextual analysis of *The Maze Runner*, emphasizing the hero's journey archetype and existential exploration. Moreover, it examines how Dashner's narrative fits within the dystopian tradition, paralleling the

societal disintegration depicted in William Golding's *Lord of the Flies*. All in all, this final year project research probes how an analysis of intertextual sources can serve to uncover the layers of any piece of literature.

Tutor: Dr. José Luis Oncins Martínez

Título: "In other words" in academic discourse: a corpus-based exploration

Descriptor: Very often, scholars use this and similar expressions to reformulate their ideas in their papers and books. It is interesting to compare what comes before and after this conjunctive element and in what ways the two pieces of text may differ. In this project students are encouraged to explore how these reformulations work in a corpus of academic English.

Tutor: Dr. José Luis Oncins Martínez

Título: The word "heart" in Shakespeare's work: an exploration

Descriptor: The word "heart", a polysemous term in Elizabethan England and today, stands high among Shakespeare's favourite terms. The *Oxford English Dictionary* illustrates the many different senses and usages of the word with a lot of passages from Shakespeare's works. Students are expected to explore the meaning of this word in Shakespeare's plays and poems.

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: Biblical Phraseology and Christian Imagery in Popular Culture: *The Simpsons*

Descriptor: Christianity, both through tradition and through sacred texts like the Bible, have created a corpus of ideas and images that pervade the cultural milieu of English-speaking countries. Also, in linguistic terms, several of the English translations of the Bible—particularly the KJV—have left an indelible mark in the language in the form of neologisms, stereotyped comparisons, collocations, etc. All these cultural and linguistic elements are often creatively exploited and satirized in popular culture. In this dissertation, students will explore the stylistic use of biblical phraseology and Christian imagery in the US animation series *The Simpsons*.

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: Biblical Phraseology and Christian Imagery in Popular Culture: *American Dad*

Descriptor: Christianity, both through tradition and through sacred texts like the Bible, have created a corpus of ideas and images that pervade the cultural milieu of English-speaking countries. Also, in linguistic terms, several of the English translations of the Bible—particularly the KJV—have left an indelible mark in the language in the form of neologisms, stereotyped comparisons, collocations, etc. All these cultural and linguistic elements are often creatively exploited and satirized in popular culture. In this dissertation, students will explore the stylistic use of biblical phraseology and Christian imagery in the US animation series *American Dad*.

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: Biblical Phraseology and Christian Imagery in Popular Culture: *Futurama*

Descriptor: Christianity, both through tradition and through sacred texts like the Bible, have created a corpus of ideas and images that pervade the cultural milieu of English-speaking countries. Also, in linguistic terms, several of the English translations of the Bible—particularly the KJV—have left an indelible mark in the language in the form of neologisms, stereotyped comparisons, collocations, etc. All these cultural and linguistic elements are often creatively exploited and satirized in popular culture. In this dissertation, students will explore the stylistic use of biblical phraseology and Christian imagery in the US animation series *Futurama*.

Tutor: Dr. Pablo Ruano San Segundo

Título: Discourse presentation strategies in Jane Austen's novels (i)

Descriptor: In this project, the student will look into discourse presentation strategies (direct speech, indirect speech, free indirect speech, etc.) in one of Jane Austen's novels. The aim of this piece of work

is to explore the literary functions of different strategies. A selected bibliography on both the language of Jane Austen and the significance of discourse presentation strategies in literary texts will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: Discourse presentation strategies in Jane Austen's novels (ii)

Descriptor: In this project, the student will look into discourse presentation strategies (direct speech, indirect speech, free indirect speech, etc.) in one of Jane Austen's novels. The aim of this piece of work is to explore the literary functions of different strategies. A selected bibliography on both the language of Jane Austen and the significance of discourse presentation strategies in literary texts will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: Discourse presentation strategies in Jane Austen's novels (iii)

Descriptor: In this project, the student will look into discourse presentation strategies (direct speech, indirect speech, free indirect speech, etc.) in one of Jane Austen's novels. The aim of this piece of work is to explore the literary functions of different strategies. A selected bibliography on both the language of Jane Austen and the significance of discourse presentation strategies in literary texts will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: Discourse presentation strategies in Jane Austen's novels (iv)

Descriptor: In this project, the student will look into discourse presentation strategies (direct speech, indirect speech, free indirect speech, etc.) in one of Jane Austen's novels. The aim of this piece of work is to explore the literary functions of different strategies. A selected bibliography on both the language of Jane Austen and the significance of discourse presentation strategies in literary texts will be provided.

Tutor: Dr. Manuel Sánchez García

Título: When grammar books disagree: The negative and interrogative forms of "used to"

Descriptor: The present project aims at describing the main differences in meaning and use –together with those in geographical, chronological and registral distribution– of the modal verb "used to" in the negative form ("didn't use to + INF" vs. "didn't used to + INF" vs. "usen't to + INF" vs. "usedn't to + INF") and in the interrogative form ("did X use to + INF?" vs. "did X used to + INF?" vs. "used X to + INF?"). To this aim, a thorough exploration of a large number of grammar manuals and textbooks will be carried out, followed by a practical application of some basic tools of corpus linguistics.

Tutor: Dr. Manuel Sánchez García

Título: Ambiguity and humour in the English Language

Descriptor: Ambiguity is often employed intentionally during verbal communication. This is particularly true of the language of humour, which often relies on several linguistic strategies leading to multiple, non-exclusive (though contrasting) interpretations. This piece of work will explore this topic mainly from a semantic point of view, although other areas of language study such as pragmatics or phonetics and phonology will also prove useful.

Tutor: Dr. Manuel Sánchez García

Título: Informal English

Descriptor: Since the earliest stages of their learning process, students of English are confronted with the blurry distinction between formal and informal language. This project will provide a tentative approach to some of the main features of informal English –should such a thing really exist– in the areas of pronunciation, morphology, lexis (shortened words, slang, clippings, acronyms...), syntax, etc.

The practical part will probe the relevance of this characteristic in the language of songs, films and literary texts.

Tutor: Dr. Manuel Sánchez García

Título: What's in a word: Do

Descriptor: The aim of this final project is to gather and present as much relevant information as possible about one single word in English: the verb *do*. The student will be required to explain and comment on the etymology of the word, its pronunciation –both present and past–, its double role as an auxiliary and a full verb, its meaning and its frequency of use. Additionally, attention will be paid to its presence in different multi-word units such as phrasal verbs, idioms, set phrases and standard expressions, as well as the contrast with its synonym *make*. Finally, its relevance for different geographical varieties and registers of English will also be examined.

Tutor: Dr. Bernardo Santano Moreno

Título: The Composition, Relationship and Survival of the Manuscripts of the *Anglo-Saxon Chronicle*

Descriptor: *The Anglo-Saxon Chronicle* is a complex set of seven surviving major manuscripts, of which the earliest is known as the Parker Chronicle. It is accepted that in the 9th century a chronicle was drawn up in the kingdom of Wessex. Some of the sources used for the composition of this Chronicle have been identified, other sources have been suggested. The paper should analyse the main hypotheses about the composition of the original *Anglo-Saxon Chronicle*, the characteristics of the surviving manuscripts and the way in which they interrelate.

Tutor: Dr. Bernardo Santano Moreno

Título: Chaucer's Use of the Fabliau in the *Canterbury Tales*: Sources and Analogues

Descriptor: Fabliaux are short narrative poems of comic and satiric content which were popular in France in the 12th and 13th centuries. In the 14th century, Chaucer used them in his *Canterbury Tales*. The paper should analyse the characteristics of Chaucer's fabliaux in the *Canterbury Tales* suggesting their similarities with other texts.

Tutor: Dr. Bernardo Santano Moreno

Título: The Use of the Runic Alphabet in Anglo-Saxon England

Descriptor: The Runic alphabet was used in England between the 6th and 10th centuries. Apart from being found in inscriptions on stones and as decoration on artefacts, there is evidence of its use for the recording of literary texts. The paper should analyse surviving examples of runic inscriptions in Great Britain and describe their main characteristics.

Tutor: Dr. Bernardo Santano Moreno

Título: *The Wanderer* and the Search for Christian Consolation

Descriptor: *The Wanderer* is an Old English Elegy in which the protagonist, the *eardstapa*, describes the hardships and sufferings he is going through in exile. The speaker also meditates about the temporary values of earthly life. The paper should focus on these meditations and their psychological and religious interpretations.

Tutor: Dr. Luis J. Tosina Fernández

Título: Are proverbs inherently sexist? A survey of English paremiology through the perspective of gender

Descriptor: Proverbs, given their origin in the tradition of a people, often present extremely conservative and old-fashioned beliefs that do not hold up to society's current principles. Among the most widely discussed particulars of proverbs is their alleged sexism. This final year dissertation analyzes the portrayal of women in English proverbs to determine whether English paremiology can be said to be inherently sexist.

Tutor: Dr. Luis J. Tosina Fernández

Título: “There but for the grace of God go I”: A proverbial miscategorization in J. L. Barnes’ *The Inheritance Games*

Descriptor: J. L. Barnes’ 2020 novel, *The Inheritance Games*, became an instant success among its young adult readership, receiving numerous accolades. In the novel, proverbs play a key role in the development of the plot, something that may come across as an oddity given the widespread belief that paremias are most frequently used by older generations. Among the proverbs that articulate the narrative, Barnes includes the sentence “there but for the grace of God go I”, which, nevertheless, seems to be a different phraseological category. This final year dissertation assesses the use of this sentence in order to determine whether it is indeed a proverb or whether it should be recategorized.

Tutor: Dr. Luis J. Tosina Fernández

Título: Fictional folklore: *Harry Potter*

Descriptor: Items of folklore include any element of popular culture that relates to the tradition of a people and which is transmitted orally from one generation to the next. As it happens, authors of fantasy often invent *ad hoc* folklore to endow their works with more credibility and relatability for their audiences. This final year dissertation explores this practice in J. K. Rowling’s celebrated saga.

Tutor: Dr. Luis J. Tosina Fernández

Título: Visual representation of phraseologisms in R. Crumb’s *The Book of Genesis*

Descriptor: R. Crumb is considered to be among the most influential comic book artists of the 20th century. The American author is characterized by an unmistakable style that results in a somewhat disturbing imagery. In his 2009 graphic novel, *The Book of Genesis*, Crumb distances himself from his usual grotesque style and quirky topics to illustrate the first book of the Judeo-Christian sacred text. This final year dissertation examines Crumb’s work through the postulates of A. Naciscione and her concept of ‘visual representation of PUs’ in order to analyze various instances in which the author draws the visual representation of phraseological units of Biblical origin that are broadly used in the English language.

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth Century through Film: A Lesson Plan Based on Richard Eyre’s *Stage Beauty* (2004)

Descriptor: This final year dissertation aims at reflecting on the advantages of using films for examining literary texts and their context. More specifically, the student will be invited to explore the topic of Restoration theater using the film *Stage Beauty* (2004).

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth Century through Film: A Lesson Plan Based on Steven Spielberg’s *Amistad* (1997)

Descriptor: This final year dissertation aims at reflecting on the advantages of using films for examining literary texts and their context. More specifically, the student will be invited to explore the representation of slavery in Aphra Behn’s *Oroonoko* (1688) and in the film *Amistad* (1997).

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth Century through Film: A Lesson Plan Based on Saul Dibb’s *The Duchess* (2008)

Descriptor: This final year dissertation aims at reflecting on the advantages of using films for examining literary texts and their context. More specifically, the student will be invited to explore the situation of women in mid-eighteenth-century Britain using the film *The Duchess* (2008).

Tutora: Dra. Diana Villanueva Romero

Título: Online Resources for the Study of the Long Eighteenth Century

Descriptor: This final year dissertation aims at creating an annotated bibliography of online resources relevant to the study of the long eighteenth century and its literature.