

OFERTA DE TRABAJOS DE FIN DE GRADO

GRADO EN ESTUDIOS INGLESES

CURSO 2019-2020

Stories in your pockets: Flash fiction for Business (Dra. Carolina P. Amador Moreno)

This Final Year Project will focus on Flash fiction, a relatively new form of creative writing that selects words carefully drawing on familiar cultural references and social memory to convey meaning in a flash. Because it can be written and read in minutes or seconds they are starting to be used for marketing with the aim of packing narratives that convey immediate meaning to the reader. The project will allow you to explore the ways in which Flash fiction can be used in the local context in order to boost commerce and tourism. This FYP would be of interest to students with a creative mind and a bit of parallel thinking, who are interested in Applied Linguistics in general. The project has a high practical component that might involve working with local companies interested in exploiting this type of study.

New technologies and voice-face correlations. Age, gender and ethnicity issues in the context of Forensic Linguistics (Dra. Carolina P. Amador Moreno)

This Final Year Project will discuss sociolinguistically-oriented ethical issues behind the use of Speech2Face, a voice encoder that is used for the reconstruction of facial images based on the age, gender and ethnicity of the speaker. Voice-face correlations are based on the analysis of millions of natural videos of people speaking from Internet/YouTube. The project will discuss the implications technologies like this can have for the field of Forensic Linguistics. (This is a topic aimed at students choosing “Análisis Sociolingüístico del Inglés” as an optional module).

Animated Films and linguistic stereotypes (Dra. Carolina P. Amador Moreno)

This Final Year Project will look at how cartoons and animated films use accent and/ or gender-specific discourse in order to signal identity. The study will discuss the fictionalization of discourse and how the portrayal of dialect/genderlect can be used to influence public opinion and perhaps perpetuate stereotypes. In order to engage with this study you will need to select a body of material (i.e. a corpus of films/cartoon series) that allow for the type of sociolinguistic analysis we will carry out as part of the module “Análisis Sociolingüístico del Inglés”. Students willing to focus on dialect representation only may also draw from the contents covered as part of the module on “Variación Lingüística del Inglés”.

Code-Switching and the construction of African American identity: the case of Barack Obama (Dra. Nancy E. Ávila Ledesma)

This final year dissertation investigates former US president Barack Obama’s linguistic flexibility and selective use of African American Vernacular English (AAVE) features as a key political asset. More specifically, the student will be invited to choose four speeches delivered by the former president in front of both black and non-black audiences in order to identify and elaborate on (i) code-switching and (ii) possible linguistic variants indexical of African American English in Obama’s rhetoric. This TFG proposal will focus on AAVE issues addressed in the context of the module on *Variación Lingüística del Inglés*.

Evoking ‘New Zealandness’: Exploring language and identity in the political speech of New Zealand’s Prime Minister Jacinta Ardern (Dra. Nancy E. Ávila Ledesma)

This final year dissertation examines the interrelationship that exists between language and identity in the context of the Christchurch mosque shootings in New Zealand. In order to do so, the student will be invited to create a small corpus of political speeches delivered by New Zealand's Prime Minister Jacinta Ardern. Taking as a departure point the distinctive features of New Zealand English (NZE) discussed in the module *Variación Lingüística del Inglés*, the aim of this TFG proposal is to explore and explain the different topics, discursive strategies and linguistic devices the Prime Minister uses to construct the concepts of national identity and belonging.

The language of online advertisement (Dra. Nancy E. Ávila Ledesma)

This final year dissertation explores the language of advertising in English in an attempt to gain a better understanding of the main linguistic strategies advertisers use to attract potential customers' attention. In order to do so, the student will be invited to create a small corpus of online advertising texts which will be approached and discussed from lexical, grammatical and pragmatic perspectives. This TFG proposal, then, seeks to offer a general overview of the linguistic and pragmatic features of the advertising discourse in English, paying special attention to the pedagogical implications of the results in the EFL classroom.

The impact of American TV shows in the EFL classroom (Dra. Nancy E. Ávila Ledesma)

When asked about the relevance of TV shows in the process of learning English, students usually agree with the idea that English TV series play a significant role in motivating and enhancing their vocabulary knowledge and communicative competence. This final year dissertation investigates the impact of English TV shows and, in particular, American TV programmes, on EFL students' learning process and attitudes towards American English. In doing so, the student will be invited to collect and analyse data using questionnaires and interviews from local EFL classrooms.

Intertextual Appropriation of William Shakespeare's Plays: Jeanette Winterson's *The Gap of Time* (2015) (Dr. Luis J. Conejero Magro)

This final year dissertation examines the themes of friendship, age, gender and time in Jeanette Winterson's novel *The Gap of Time* (2015). *The Gap of Time* tells the story of Leo, a wary and suspicious Londoner whose life begins to collapse. The novel is an attempt to reinterpret one of Shakespeare's plays for a 21st-century audience, using *The Winter's Tale* as a basis. The updated Shakespearean play is presented through a story which merges and oscillates between modern syntax, structure and vocabulary, and Shakespearean cadence, rhymes and speeches. This project will examine how the most representative characters in Shakespeare's plays are used, as well as the intertextual motifs, symbols and tropes found in the novel. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (intertexts) in the aforementioned novel. 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'.

Intertextual Appropriation of William Shakespeare's Plays: Edward St. Aubyn's *Dunbar* (2018) (Dr. Luis J. Conejero Magro)

This final year dissertation examines the themes of justice, compassion, madness and appearance in Edward St. Aubyn's novel *Dunbar* (2018). *Dunbar* tells the story of Henry, a once powerful manager of an international business whose life begins to spin out of control. The novel is an attempt to reinterpret one of Shakespeare's plays for a 21st-century audience, using *King Lear* as a basis. The updated Shakespearean play is presented through a story which merges and oscillates between modern syntax, structure and vocabulary, and Shakespearean cadence, rhymes and speeches. This project will examine

how the most representative characters in Shakespeare's plays are used, as well as the intertextual motifs, symbols and tropes found in the novel. The aim of this final year dissertation is to scrutinise the form and function of these linguistic units (intertexts) in the aforementioned novel. 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'.

Iconicity, ekphrasis and linguistic innovation in E. E. Cummings poetry (Dr. Luis G. Girón Echevarría)

This undergraduate dissertation aims at focusing on iconicity, ekphrasis and linguistic innovation in a selection of the American poet E. E. Cummings.

A Descriptive Contrastive Analysis of the Spanish Translations of Arthur Miller's *Death of a Salesman* (Dr. Luis G. Girón Echevarría)

This undergraduate dissertation will undertake a descriptive contrastive analysis of the Spanish translations of the American playwright Arthur Miller's *Death of a Salesman*.

The Semantics and Pragmatics of the "You"/"Thou" Pronominal Address Markers in Shakespeare's *Henry IV, part I* and *Henry V* (Dr. Luis G. Girón Echevarría)

This undergraduate project will focus on the semantic and pragmatic study of the "You"/"Thou" pronominal address markers in Shakespeare's *Henry IV, part I* and *Henry V*.

A Critical Analysis of the "Yellow Woman" Myth in Leslie Marmon Silko and Louise Erdrich's Fiction (Dr. Luis G. Girón Echevarría)

This undergraduate project will compare and analyze the "Yellow Woman" myth in the Native American writer Leslie Marmon Silko and Louise Erdrich's Fiction.

Cardinal Wolsey in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of Cardinal Wolsey will be selected and analysed in order to contrast this fictional character with the real history Cardinal from the first third of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

Anne Bullen in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of Anne Bullen will be selected and analysed in order to contrast this fictional character with the real history Queen from the first half of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

Henry VIII in real history and in the play *Henry VIII* (Dr. Ramón López Ortega)

In this final year dissertation, several passages from *Henry VIII* focusing on the character of this Monarch will be selected and analysed in order to contrast this fictional character with the real history King Henry VIII from the first half of the XVI century. The aim of this contrastive analysis is to delve into Shakespeare's mindset towards the turbulent events of this period.

The Novel in the First Half of the Twentieth Century. Two points of view: Joyce and Lawrence (Dr. Jesús Á. Marín Calvarro)

The novel in the first half of the twentieth century explores not only new methods of telling a story but also certain topics that were considered very delicate or even taboo by the English society of the time. Joyce's stream of consciousness was an unconventional approach to narration; Lawrence's views of sexuality deeply shocked the Victorian morals of English Society.

Bernard Shaw's plays of ideas (Dr. Jesús Á. Marín Calvarro)

Bernard Shaw's plays dealt with contemporary problems, some of them very controversial: from the exploitation of the poor (*Widowers' Houses*) or prostitution (*Mrs Warren's Profession*) to female equality (*Candida*) or the Irish question (*John Bull's Other Island*). This drama of ideas compelled his audience to think.

Harold Pinter and the 'comedy of menace' (Dr. Jesús Á. Marín Calvarro)

Pinter is more concerned with the dangers inherent in the silences between characters, the menace in the meaning of what is said and not said. His characters do not have the capacity that Beckett's characters have, to fill their time with memories, chat, tortured reflections. They are much less self-sufficient and more dependent on the unstable ties that bind them to each other. *The Caretaker* (1960) and *The Homecoming* (1965) are full-length plays of menace, ambiguity and unfulfilled ambitions.

Samuel Beckett and his theatre of the Absurd (Dr. Jesús Á. Marín Calvarro)

Beckett takes drama to new extremes, and pushes his characters to the limits of solitude, non-communication and hopelessness. Nonetheless, they all survive, and any thoughts of suicide are dispelled

Reading Shakespeare's tragedies in the 21st century (Dr. José Luis Oncins Martínez)

Because of the differences between Elizabethan and Modern English, 21st-century readers of Shakespeare may find it difficult to understand the exact meaning of some of the words he used in his tragedies. This TFG topic invites students to explore some of these words with the help of some dictionaries and annotated editions of Shakespeare's tragedies.

Reading Shakespeare's comedies in the 21st century (Dr. José Luis Oncins Martínez)

Because of the differences between Elizabethan and Modern English, 21st-century readers of Shakespeare may find it difficult to understand the exact meaning of some of the words he used in his comedies. This TFG topic invites students to explore some of these words with the help of some dictionaries and annotated editions of Shakespeare's comedies.

Reading Shakespeare's histories in the 21st century (Dr. José Luis Oncins Martínez)

Because of the differences between Elizabethan and Modern English, 21st-century readers of Shakespeare may find it difficult to understand the exact meaning of some of the words he used in his histories. This TFG topic invites students to explore some of these words with the help of some dictionaries and annotated editions of Shakespeare's histories.

Grammar reference in textbooks (Encarnación Pérez Pulido)

This final year dissertation aims at analyzing how grammar is dealt with in several textbooks designed for the teaching of English as a Foreign Language. The student will have to seek for the different methodological approaches used in the presentation of grammar points in a number of textbooks belonging to different publishing houses.

English personal pronouns: Some peculiar traits (Encarnación Pérez Pulido)

This final year dissertation focuses on the use of personal pronouns in English. More specifically, the aim is to look into some different peculiarities of this word class, both in form and content, and to explain the use of some of them in particular contexts.

Vague language in English (Encarnación Pérez Pulido)

This final project focuses on the use of vague language in English. Using some of the most extensive corpora available for the English language, a broad look at the most common ones will be taken. Softeners, fillers, or imprecise expressions, among others, will be dealt with, first from a theoretical and cultural perspective. Then, using some simple tools provided by corpus linguistics, the student will obtain conclusions about their frequency and patterns of use.

“Winter is coming”: Teaching English through *Game of Thrones* (Dra. Elena Rebollo Cortés)

One of the most widely acclaimed TV series of the last decades, *Game of Thrones* offers a plethora of opportunities for English teaching. Given its global success, *GoT* connects deeply with students' interests and represents a powerful vehicle to bring together language learning and popular culture. This TFG aims to explore the possibilities of using *GoT* in the EFL classroom as an interdisciplinary English-teaching tool considering not only the original text (novels) but also other transmedia *GoT*-related by-products in the digital age (recaps, tweets, memes or videos).

***We Should all be Feminists*, by Chimamanda Ngozi Achidie (Dra. Elena Rebollo Cortés)**

“We should all be Feminists” is much more than a message printed in a trendy must-have T-shirt. This line is the title of Nigeria-born author Chimamanda Ngozi Achidie's influential Ted Talk delivered in 2017, later extended and published in an essay form. The objective of this TFG is two-fold: on the one hand, it aims to take a closer look at Achidie's influential text, examining her words in the light of third-wave feminism. On the other, to celebrate one of the most vibrant female voices of contemporary African literature.

Mobile phones are allowed in the class: new digital paths to English learning (Dra. Elena Rebollo Cortés)

Mobile phones have been traditionally considered a disruptive, distracting presence in the classroom, an obstacle for students' learning. This TFG aims to transform the old adage “Mobile phones are not allowed in the class” into a new one: “Mobile phones welcome”. Therefore, the main focus would be to examine MALL (mobile assisted language learning) to consider the benefits and learning opportunities that mobile phones bring into the EFL class: gamification, collaborative learning and other student-centered useful applications.

English Literature (1890-1945) – An annotated catalogue of online resources (Dr. Gustavo A. Rodríguez Martín)

Modern literature is an inexhaustible area of enquiry for scholars. Trying to keep up with the relevant academic output on any of the major canonical authors alone is practically impossible for a single researcher. Bachelor students, however, have to find resources that provide a general, holistic account of the major literary periods they study. In this regard, resources available online come in handy, but students cannot spare the time to peruse a myriad sites and single out the relevant ones. This TFG seeks to compile an annotated catalogue of online resources for the study of modern literature from the turn of the century until the end of WWII in order to build towards a practical reference guide for university students who take survey courses on modern literature.

English Literature (1945-present) – An annotated catalogue of online resources (Dr. Gustavo A. Rodríguez Martín)

Modern literature is an inexhaustible area of enquiry for scholars. Trying to keep up with the relevant academic output on any of the major canonical authors alone is practically impossible for a single researcher. Bachelor students, however, have to find resources that provide a general, holistic account of the major literary periods they study. In this regard, resources available online come in handy, but students cannot spare the time to peruse a myriad sites and single out the relevant ones. This TFG is seeks to compile an annotated catalogue of online resources for the study of modern literature from the end of WWII until the present in order to build towards a practical reference guide for university students who take survey courses on modern literature.

The English of CAE and CPE reading texts: A corpus-based survey (Gustavo A. Rodríguez Martín)

Students often find difficulty in preparing for CAE and CPE tests. One of their major concerns has to do with the set of idioms, expressions, and turns of phrase that they are most likely to encounter in their tests. This TFG seeks to determine which are the syntactic structures and fixed expressions that students have to pay special attention to because of their frequency and saliency. More specifically, this TFG will focus on texts from the Reading part of the test. In order to carry out this analysis, a corpus-based methodology will be applied to a corpus that the student has to compile manually from a selection of past practice tests.

The English of CAE and CPE listening scripts: A corpus-based survey (Dr. Gustavo A. Rodríguez Martín)

Students often find difficulty in preparing for CAE and CPE tests. One of their major concerns has to do with the set of idioms, expressions, and turns of phrase that they are most likely to encounter in their tests. This TFG seeks to determine which are the syntactic structures and fixed expressions that students have to pay special attention to because of their frequency and saliency. More specifically, this TFG will focus on the scripts from the Listening part of the test. In order to carry out this analysis, a corpus-based methodology will be applied to a corpus that the student has to compile manually from a selection of past practice tests.

An analysis of vocatives in Charles Dickens's *Hard Times* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of vocatives in *Hard Times*. The analysis will focus on how the author makes use of this element in characters' discourse to introduce narratorial pauses in their speech. For example:

"*Tom Gradgrind,*" replied Bounderby, knocking the flat of his hand several times with great vehemence on the table, "I speak of a very special messenger that has come to me, in reference to Louisa. Mrs. Sparsit, ma'am, stand forward!" (*Hard Times*, chapter 31)

The aim of this piece of work is to scrutinise both formal and functional aspects of this element in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (<http://clic.bham.ac.uk/>).

An analysis of vocatives in Charles Dickens's *David Copperfield* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of vocatives in *David Copperfield*. The analysis will focus on how the author makes use of this element in characters' discourse to introduce narratorial pauses in their speech. For example:

'*David,*' he said, making his lips thin, by pressing them together, 'if I have an obstinate horse or dog to deal with, what do you think I do?' (*David Copperfield*, chapter 4)

The aim of this piece of work is to scrutinise both formal and functional aspects of this element in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (<http://clic.bham.ac.uk/>).

An analysis of vocatives in Charles Dickens's *Martin Chuzzlewit* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of vocatives in *Martin Chuzzlewit*. The analysis will focus on how the author makes use of this element in characters' discourse to introduce narratorial pauses in their speech. For example:

'*Martin*,' interposed the young lady, laying her hand upon his arm; 'reflect how short a time we have been in this house, and that even your name is unknown here.' (*Martin Chuzzlewit*, chapter 3)

The aim of this piece of work is to scrutinise both formal and functional aspects of this element in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (<http://clic.bham.ac.uk/>).

An analysis of vocatives in Charles Dickens's *Nicholas Nickleby* (Dr. Pablo Ruano San Segundo)

In this project the student will analyse Charles Dickens's use of vocatives in *Nicholas Nickleby*. The analysis will focus on how the author makes use of this element in characters' discourse to introduce narratorial pauses in their speech. For example:

'*Mr Squeers*,' said the waiter, looking in at this juncture; 'here's a gentleman asking for you at the bar.' (*Nicholas Nickleby*, chapter 4)

The aim of this piece of work is to scrutinise both formal and functional aspects of this element in the aforementioned novel from a stylistic point of view. The analysis will be carried out using the CLiC web app (<http://clic.bham.ac.uk/>).

Accounting for semantic difference. The case of money-related vocabulary in English (Dr. Manuel Sánchez García)

In several subjects of the Degree in English Studies at the University of Extremadura, students are brought into contact with a number of linguistic concepts and methods of analysis which enable them to grasp the shades of meaning distinguishing closely related words. Those concepts include such different ideas as register, semantic fields or doublets; sense relationships such as synonymy or hyponymy; and methods of study such as componential analysis or collocational grids. By using these and other similar tools, in this final year dissertation the student will have to systematically explain the differences between the members of a given set of English money-related terms.

Journal and newspaper articles in English (Dr. Manuel Sánchez García)

This piece of work aims at offering a general account of the main features of articles, thus distinguishing them from other varieties of texts. Attention will be paid both to articles appearing in standard sections of newspapers and to articles related to academic and scientific disciplines. An analysis of a representative array of this type of text will also be carried out.

Intentional use of taboo language. The case of insults in English (Dr. Manuel Sánchez García)

It is a common experience for all students of English to come across certain chunks of language which are conventionally labelled as taboo and, as a result, traditionally avoided in the context of the classroom and conveniently replaced with the help of euphemism and other useful linguistic tools. Taboo, however, is also an essential part of English. As such, it serves a number of communicative functions and is intentionally employed by users of the language on a large number of occasions. This

final year dissertation aims at describing and analysing that portion of language which has as its main function to shock or offend the participants in the communication process.

Negation in English (Dr. Manuel Sánchez García)

The shift of the affirmative form of a word, phrase, clause or statement to its negative equivalent, or vice versa, is no doubt one of the grammatical transformations that students of English are traditionally most accustomed to, mainly because this is quite an automatic, predictable process. However, there are occasions when this transformation becomes something more complex, like when some of the following are involved: modal verbs, the lexical verb *to be*, the imperative form of verbs, certain mental process verbs, or the differences between using *any* or *no* and their derivative forms. With all these in mind, this final year dissertation aims at offering a practical overview of negation and some of its main peculiarities in English.

The Origin and Development of the Arthurian Legend (Dr. Bernardo Santano Moreno)

The term “Arthurian legend” describes the body of stories and medieval romances centering on the legendary king Arthur. Medieval writers treated stories of Arthur’s birth, the adventures of his knights and the quest for the Holy Grail. Tales about Arthur and his court had been popular in Wales before the 11th century. Some stories were marvelous fabrications, and certain aspects were adapted to suit feudal times. The concept of Arthur as a conqueror was inspired by legends surrounding leaders such as Alexander the Great and Charlemagne. Later writers, mainly Wace of Jersey and Layamon, filled out certain details, especially the Round Table and its Knights. The paper should focus on the sources for the Arthurian legend and the main writers and works in which the legend is developed.

***Piers Plowman* as a Satire of Contemporary Religious Issues (Dr. Bernardo Santano Moreno)**

Piers Plowman is a fourteenth-century alliterative poem by William Langland. Three versions and multiple manuscripts have survived making the textual tradition of this work one of the most complex and interesting in medieval English literature. The poem is framed as a series of dream visions in which the narrator deals with contemporary religious issues used by radical reformists as a manifesto of their own beliefs. The student should focus on these ideas and how they relate to the Peasants’ Revolt (1381).

The Elegies of the Exeter Book (Dr. Bernardo Santano Moreno)

The poems in the *Exeter Book* known as the “Old English elegies” focus on loss, separation, exile and the transience of earthly things, among other general topics. The student should explore these poems, analyse the main topics and compare the way in which the anonymous poets dealt with them in each composition.

The Frank’s Casket: An Analysis of Its Inscriptions and Carvings (Dr. Bernardo Santano Moreno)

The Anglo-Saxon casket known as The Frank’s Casket is made of whale bone; it is carved on the sides and top in relief with scenes from Roman, Jewish, Christian and Germanic traditions. It is decorated by several panels with texts in Old English and Latin. There are also scenes depicting the legendary Weland the Smith and the Adoration of the Magi. The main inscription takes the form of a riddle. The student should provide a detailed analysis of the inscriptions and the images.

Gender in 19th century English novels (Cassandra S. Tully)

This Final Year Project will focus on either masculinity or femininity and its representation in a selection of novels from the 19th century. From a Gender Studies point of view, this project aims to analyse the

characters' behaviour and the reason to behave in such a manner, whether it be because of the literary canon of the period or because it was the author's intention. Some of the novels that may be selected for this dissertation are Charlotte Brontë's *Jane Eyre*, Jane Austen's *Pride and Prejudice*, Oscar Wilde's *The Portrait of Dorian Gray*, Emily Brontë's *Wuthering Heights*, Bram Stoker's *Dracula*, Mary Shelley's *Frankenstein* or Elizabeth Gaskell's *North and South* amongst others.

The female gaze in 19th century English literature (Cassandra S. Tully)

This Final Year Project aims to analyse the opposite term of feminist film theory Laura Mulvey's 'the male gaze' in which the viewer, the creator, and the male character is a heterosexual male. Thus, moving from Film Studies into literature, this dissertation will search for instances in which the female gaze was part of the 19th century period and whether the female character, the reader, and the author, are all part and accomplices of this gaze or not.

Transcultural representation of *Pride and Prejudice* across media (Cassandra S. Tully)

Jane Austen's *Pride and Prejudice* (1813) has had around 20 different cinematic adaptations since the 1930s as well as thousands of other literary adaptations. With the use of New Technologies and the growth of Social Networks, more and more classic literary adaptations are being filmed in other media such as in 'vlog' format. Firstly, because they are not copyrighted and secondly because people are familiar with the stories. Such is the case of Pemberley Digital's *The Lizzie Bennet Diaries*, an adaptation in around 100 episodes of 5 minutes or less of *Pride and Prejudice*. In this Final Year Project the student will be able to analyse different transcultural interpretations of the same story through different social networks (YouTube, Twitter...) while comparing it to the original source.

A Web Study Text of Aphra Behn's *Oroonoko* (Dra. Diana Villanueva Romero)

Following the example of Ann Woodlief's Web Study Texts (University of Virginia) and inspired by the Eighteenth Century England site of the University of Michigan, this final year dissertation aims at challenging students to put into practice the skills acquired throughout the degree by creating an academically informed web study site of Aphra Behn's *Oroonoko*.

A Web Study Text of Alexander Pope's "The Rape of the Lock" (Dra. Diana Villanueva Romero)

Following the example of Ann Woodlief's Web Study Texts (University of Virginia) and inspired by the Eighteenth Century England site (University of Michigan), this final year dissertation aims at challenging students to put into practice the skills acquired throughout the degree by creating an academically informed web study site of Alexander Pope's "The Rape of the Lock".

A Study Guide of Literatures in English at the University of Extremadura (Dra. Diana Villanueva Romero)

Given the lack of a comprehensive overview of the contents of the modules on literatures in English taught as part of the Degree in English Studies at the UEx, this final year dissertation aims at challenging students to put into practice the skills acquired throughout the degree by creating a guide to their study that will eventually be used by future undergraduate students as an orientation on the contents and workload required.

Spanish at University: A Language and Cultural Guide to International Students (Dra. Diana Villanueva Romero)

Following the example of the BBC site *English at University* which offers useful English words and phrases needed for successful completion of a year of study abroad, this final year dissertation aims at challenging students to put into practice the skills acquired throughout the degree by creating a

parallel site on the topic of Spanish at University that can eventually be used by future international students in the context of the School of Humanities at the UEx.