

Tutor/a: Ana María Terrazas Calero

Título: Sociopragmatic analysis of *The Silence of the Lambs*

This project analyzes the interactions between Dr Hannibal Lecter and Clarice Starling in Thomas Harris' (1981) novel, *Silence of the Lambs*. Using sociolinguistic and pragmatics as analytic frameworks, the project studies issues such as terms of address, status imbalance, or face-threatening acts, among others.

Tutor/a: Ana María Terrazas Calero

Título: Analyzing the language of ‘royal’ love in Henry VIII's letters to Anne Boleyn

The project analyzes a series of love letters Henry VIII sent to Anne Boleyn to investigate the type of language used in them from a sociolinguistic and historical perspective.

IMPORTANT: This topic requires having undertaken and/or undertaking the following modules: History of the English Language I, Culture & Civilization II, and Sociolinguistics.

Tutor/a: Ana María Terrazas Calero

Título: Irish English orality in fiction

This project analyzes the representation of Irish English in Paul Howard's (2013) novel, *Downturn Abbey*. Using variationist and sociolinguistic approaches, the project will determine which linguistic items are distinctive to Southside Dublin and Northside Dublin English and what their use represents.

Tutor/a: Ana María Terrazas Calero

Título: The use of New Intensifiers SO in Friends

This project investigates the use of New Intensifiers SO (e.g. 'I'm SO not doing this!') in a corpus of scripts from US sitcom FRIENDS using corpus linguistic tools as well as variationist and sociolinguistic approaches to determine its form, use, and functions.

Tutor/a: Bernardo Santano Moreno

Título: “The Prologue to the *Canterbury Tales*: A Microcosm of Medieval Society”

In the Prologue to the *Canterbury Tales*, Chaucer combines a number of character from the different ranks of fourteenth-century society, a historical period in which rapid social and religious changes were taking place. The text could be considered a vivid picture of these developments and the student should focus on the representation of the changes that affected the Church, the Nobility and the other lower ranks of society.

Tutor/a: Bernardo Santano Moreno

Título: “The Role of Women in *Beowulf*”

Recent studies have stressed the importance of women in the epic poem *Beowulf* and their role as hostess, peace weavers, lovers, mourners and monsters. The study should focus

on how these roles are represented in the poem and the importance of female characters in the development of the story.

Tutor/a: Bernardo Santano Moreno

Título: “The Medieval Knight of Europe: Origins and Evolution”

The figure of the medieval knight is the result of a long process of evolution that could be traced back to classical Antiquity. As Christianity spread and became the dominant spiritual force in Europe, knighthood evolved and so did the ideal of knightly behaviour. The study should focus on the origins, evolution and impact of knighthood in medieval England.

Tutor/a: Bernardo Santano Moreno

Título: “The Sutton-Hoo Ship Burial”

The Sutton Hoo ship burial provides a view of early Anglo-Saxon England. The artefacts found in this grave reveal a world with an exquisite sense of artistic beauty and a complex network of international relationships. The study should focus on an interpretation of the main finds in the Sutton-Hoo burial ship.

Tutor/a: Marta Martín Gilete

Título: Metaphor as a window onto the way we think about and understand the world in English: the case of the British press

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’. This TFG proposal aims at exploring the ubiquity of metaphor in the English written discourse of the British press. In this piece of work, the student will focus on one topic of their most interest to identify and compare which metaphoric language is employed to keep readers informed about the same piece of news across several British newspapers. Accordingly, this dissertation aims to reflect on the extent to which metaphor plays an essential role in the understanding of the news.

Tutor/a: Marta Martín Gilete

Título: Metaphor as a window onto the way we think about and understand the world in English: the case of the American press

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’. This TFG proposal aims at exploring the ubiquity of metaphor in the English written discourse of the American press. In this piece of work, the student will focus on

one topic of their most interest to identify and compare which metaphoric language is employed to keep readers informed about the same piece of news across several American newspapers. Accordingly, this dissertation aims to reflect on the extent to which metaphor plays an essential role in the understanding of the news.

Tutor/a: Marta Martín Gilete

Título: Metaphor as a window onto the way we think about and understand the world in English: the case of the Irish press

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’. This TFG proposal aims at exploring the ubiquity of metaphor in the English written discourse of the Irish press. In this piece of work, the student will focus on one topic of their most interest to identify and compare which metaphoric language is employed to keep readers informed about the same piece of news across several Irish newspapers. Accordingly, this dissertation aims to reflect on the extent to which metaphor plays an essential role in the understanding of the news.

Tutor/a: Eugenia Esperanza Núñez Nogueroles

Título: Anglicisms in the Spanish press: Sports

The influence that English has been exerting over a great number of languages throughout the last decades constitutes a process which is likely to increase for the years to come, since new English words are entering other tongues at a high rate nowadays. Spanish is no exception; in fact, it has absorbed a large quantity of Anglicisms in general everyday language as well as in different specialised fields. In this project, the student will analyse the presence of English loanwords in a specific section of Spanish newspapers: sports.

Tutor/a: Eugenia Esperanza Núñez Nogueroles

Título: Anglicisms in the Spanish press: Culture

The influence that English has been exerting over a great number of languages throughout the last decades constitutes a process which is likely to increase for the years to come, since new English words are entering other tongues at a high rate nowadays. Spanish is no exception; in fact, it has absorbed a large quantity of Anglicisms in general everyday language as well as in different specialised fields. In this project, the student will analyse the presence of English loanwords in a specific section of Spanish newspapers: culture.

Tutor/a: Eugenia Esperanza Núñez Nogueroles

Título: Anglicisms in the Spanish press: Technology

The influence that English has been exerting over a great number of languages throughout the last decades constitutes a process which is likely to increase for the years to come, since new English words are entering other tongues at a high rate nowadays. Spanish is

no exception; in fact, it has absorbed a large quantity of Anglicisms in general everyday language as well as in different specialised fields. In this project, the student will analyse the presence of English loanwords in a specific section of Spanish newspapers: technology.

Tutor/a: Eugenia Esperanza Núñez Nogueroles

Título: Anglicisms in the Spanish press: Fashion

The influence that English has been exerting over a great number of languages throughout the last decades constitutes a process which is likely to increase for the years to come, since new English words are entering other tongues at a high rate nowadays. Spanish is no exception; in fact, it has absorbed a large quantity of Anglicisms in general everyday language as well as in different specialised fields. In this project, the student will analyse the presence of English loanwords in a specific section of Spanish newspapers: fashion.

Tutor/a: Luis Javier Conejero Magro

Título: “Shakespeare’s source material: Source study of Shakespeare’s *The Taming of the Shrew*”

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Taming of the Shrew* (1590-91) and also presents a bibliographic review of source studies of such play. 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 plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play 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 dramatic 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/a: Luis Javier Conejero Magro

Título: “Shakespeare’s source material: Source study of Shakespeare’s *Henry VI, Part 2*”

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Henry VI, Part 2* (1591-92) and also presents a bibliographic review of source studies of such play. 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 plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play 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 dramatic 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/a: Luis Javier Conejero Magro

Título: “Shakespeare’s source material: Source study of Shakespeare’s *Henry VI, Part 3*”

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Henry VI, Part 3* (1591-92) and also presents a bibliographic review of source studies of such play. 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 plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play 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 dramatic 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/a: Luis Javier Conejero Magro

Título: “Shakespeare’s source material: Source study of Shakespeare’s *Henry VI, Part 1*”

This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Henry VI, Part 1* (1591-92) and also presents a bibliographic review of source studies of such play. 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 plays. This project will examine how the most representative characters as well as the recurring themes and topics in this play 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 dramatic 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/a: Cassandra Tully de Lope

Título: Queer coming of age in Jeanette Winterson's *Oranges Are Not the Only Fruit*.

This final year dissertation offers the students to analyse from an interdisciplinary point of view Jeanette Winterson's *Oranges Are not the Only Fruit* (1985). By analysing this novel from a Queer Theory perspective as well as the Genre Studies perspective of the Bildungsroman, the student might be able to identify and describe the creation of identities in narration and how these develop from an LGBTQI+ standpoint.

Tutor/a: Cassandra Tully de Lope

Título: Genderless or gender-fluid? The narrator in Jeanette Winterson's *Written on the Body*.

Traditionally, the narrator in Jeanette Winterson's *Written on the Body* (1992) has been considered as 'genderless' as they do not use any form of gender identification in the narration and as they are described as having female and male lovers. However, since the writer herself identifies as a lesbian, readers might be inclined to see the narrator of the story as a mirror image of the writer herself. This final year dissertation wants to discuss and address the complexity in writing a genderless narrator by proposing the idea that the narrator could be gender-fluid and not a reflection of the writer onto the novel itself.

Tutor/a: Cassandra Tully de Lope

Título: Stephen King's *Carrie* and the female abject.

This final year dissertation focuses on how the concept described by Julia Kristeva in her 1982 essay *Powers of Horror: An Essay on Abjection* can be further specified to the female creation of identity and the fears that come with the coming of age. Monthly menstruation and the transformation the female body undergoes can be argued to be another form of abjection that Carrie learns during the course of the novel.

Tutor/a: Raquel García Cuevas

Título: "Goblin Market": a nursery rhyme?

Published in 1862, Christina Rossetti's narrative poem saw the light under the label of nursery rhyme. Nonetheless, different critics have approached Rossetti's piece from many perspectives to argue that behind the reported children's poem one can really find a work best suited for adults. This final-year dissertation aims at bringing together the critical interpretations of "Goblin Market" which have gained greater currency in academia and discuss which of them may be more feasible in the light of Rossetti's background and artistic production.

Tutor/a: Raquel García Cuevas

Título: 'Gender portrayal in Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde*'

The so-called Victorian Decadence is present throughout Stevenson's novella and chiefly articulated via the character of Mr Hyde. The settings and actions depicted in this work go hand in hand with the Victorian anxieties of the time, however, one may think that these anxieties were only-male related given the apparent absence of women from the

book. This final-year dissertation will explore how gender is portrayed in Stevenson's work and how this portrayal speaks to the plot of the novella.

Tutor/a: Raquel García Cuevas

Título: 'Femininity and the marriage market in *Pride and Prejudice*'

Populated by young, "marriageable" women, Austen's novel features a great variety of models of femininity. From the Bennet girls to Anne de Bourgh, women in this work are seen discussing their prospects, devising strategies, and participating in the period's marriage market either actively or by proxy. From utter cosification to blunt rebellion, a wide range of positions are to be found in relation to marriage. This final-year dissertation will depict the different examples of femininity described in Austen's work and the impact they have on the "proper functioning" of the marriage market.

Tutor/a: Sara Díaz Sierra

Título: Northern Irish English as represented in *Derry Girls*

This final-year dissertation sets out to analyse the representation of the Northern Irish variety of English in Lisa McGee's TV show *Derry Girls*. The analysis will focus on linguistic as well as sociolinguistic variation and the student will be given the opportunity to choose what type of features s/he wants to explore (phonological, grammatical, lexical or the three of them). The aim of this dissertation will be twofold: to determine if the representation of Northern Irish English can be considered authentic from a linguistic perspective; and to investigate connections between linguistic forms and social meanings.

Tutor/a: Sara Díaz Sierra

Título: Perceptions of the English used in *Derry Girls* among Spanish EFL university students

This final-year dissertation aims to explore how the variety of English represented in Lisa McGee's TV show *Derry Girls* is perceived by Spanish EFL university students. In order to gather students' perceptions, the learner will have to design a questionnaire to be completed by students of the Degree in English Studies. Results from this study will then be compared to findings from previous research on language attitudes and language perception.

Tutor/a: Sara Díaz Sierra

Título: Failed performances of the Northern Irish English accent in non-Irish films: An analysis of language production and perception

As pointed out by O'Riordan (2015), "representations and misrepresentations of the Irish accent [in films] have sparked some of the most sustained and common popular criticism" (p. 35). A simple Google search returns quite a few examples of articles where the performances of Irish or Northern Irish accents by usually non-Irish actors are criticised. Despite the popular interest in performed accents in cinema, there is little academic research on this topic. This dissertation will contribute to fill that gap by examining several non-Irish actors' performances of the Northern Irish English accent. The student

will analyse those performances from a phonological point of view in order to ascertain whether the performances of the accent are as inaccurate as audiences have suggested.

Tutor/a: Sara Díaz Sierra

Título: *Mojo Mickybo: Dialect and Ethnic Identity in the Play and its Film Adaptation*

This final-year dissertation aims at a comparative analysis of *Mojo Mickybo*, a play by the Belfast writer Owen McCafferty, and the film based on his play and entitled *Mickybo and Me*. The student will examine the use of the Belfast dialect by the two main characters in the play and film, Mojo and Mickybo, a Protestant and a Catholic boy respectively. Protestants and Catholics are the two main ethnic groups in Northern Ireland, and they have been segregated from each other for a long time. This ethnic segregation has brought about significant differences between the two groups in many aspects of life, one of which is language. For this reason, the student will also explore if there is any ethnolinguistic difference in the dialect employed by each of the two boys. This study will help to better understand the interplay between language and ethnic identity in Northern Ireland.

Tutor/a: Pablo Ruano San Segundo

Título: What makes a fictional character? A case study (i)

In this project, the student will look into the shaping of fictional characters in literary texts from a textual point of view. Specifically, the student will analyse several techniques of characterisation (physical appearance, voice, actions, etc.) in a novel of their own choice. Both the novel and the character(s) under discussion need to be authorised by the supervisor. The aim of this piece of work is to explore textual devices frequently used in literary texts to depict fictional characters (catchphrases, body language, etc.) and the effects they have on readers' perception of these characters.

Tutor/a: Pablo Ruano San Segundo

Título: What makes a fictional character? A case study (ii)

In this project, the student will look into the shaping of fictional characters in literary texts from a textual point of view. Specifically, the student will analyse several techniques of characterisation (physical appearance, voice, actions, etc.) in a novel of their own choice. Both the novel and the character(s) under discussion need to be authorised by the supervisor. The aim of this piece of work is to explore textual devices frequently used in literary texts to depict fictional characters (catchphrases, body language, etc.) and the effects they have on readers' perception of these characters.

Tutor/a: Pablo Ruano San Segundo

Título: What makes a fictional character? A case study (iii)

In this project, the student will look into the shaping of fictional characters in literary texts from a textual point of view. Specifically, the student will analyse several techniques of characterisation (physical appearance, voice, actions, etc.) in a novel of their own choice. Both the novel and the character(s) under discussion need to be authorised by the

supervisor. The aim of this piece of work is to explore textual devices frequently used in literary texts to depict fictional characters (catchphrases, body language, etc.) and the effects they have on readers' perception of these characters.

Tutor/a: Pablo Ruano San Segundo

Título: What makes a fictional character? A case study (iv)

In this project, the student will look into the shaping of fictional characters in literary texts from a textual point of view. Specifically, the student will analyse several techniques of characterisation (physical appearance, voice, actions, etc.) in a novel of their own choice. Both the novel and the character(s) under discussion need to be authorised by the supervisor. The aim of this piece of work is to explore textual devices frequently used in literary texts to depict fictional characters (catchphrases, body language, etc.) and the effects they have on readers' perception of these characters.

Tutor/a: Nancy Ávila Ledesma

Título: 'Ideas worth spreading': TED talks as an English-teaching tool

The use of TED talks as a tool for engaging students in meaningful learning activities has been a matter of considerable debate in the EFL context. This final year dissertation aims at exploring students' perceptions on the potential benefits and learning opportunities that TED talks bring into the EFL classroom. Taking as a point of departure the notions of language learning to be covered in the module *Lingüística Aplicada a la Enseñanza del Inglés*, this TFG proposal will primarily, but not exclusively, concentrate on the role of TED talks in the acquisition/development of listening comprehension and communication skills. In doing so, the student will be invited to collect and analyse data using questionnaires and interviews from local EFL learners.

Tutor/a: Diana Villanueva Romero

Título: Women and Nature in Margaret Atwood's Short Stories: "Death at Landscape" and "Scarlet Ibis."

This final year dissertation gives students the opportunity of analyzing Atwood's talent at creating short stories dominated by female characters and their relationship with nature.

Tutor/a: Diana Villanueva Romero

Título: Chimamanda Ngozi Adichie and the Role of the Public Intellectual.

This final year dissertation invites students to explore the role of the public intellectual in two talks by Nigerian writer Chimamanda Ngozi Adichie: "The Danger of a Single Story" and "We Should All Be Feminists."

Tutor/a: Diana Villanueva Romero

Título: Interspecies Relations in Postcolonial Women's Ecofiction: Marian Engel's *Bear*.

In this final year dissertation students will investigate one of Canada's most representative novels, Marian Engel's *Bear* (1976), from the perspective of animal ecofeminism and literary animal studies.

Tutor/a: Diana Villanueva Romero

Título: The Bluestockings: Women and Intellectual Life in Eighteenth-century Britain.

In this final year dissertation students will explore the origin, establishment and development of the eighteenth-century women's club the Blue Stocking Society.

Tutor/a: Luis Tosina Fernández

Título: Visual representation of phraseologisms in comics and graphic novels

The presence of phraseologisms is ubiquitous in literature, irrespective of the genre. However, graphic literature has been known to make use of phraseologisms differently from other more traditional genres. Comic books and graphic novels often include phraseology in relation to their literal interpretation, which distances the genre from the common use of phrasemes for their figurative value. For this dissertation, some examples found in various works will be analyzed in order to establish the features of this ingenious use of phraseology.

Tutor/a: Manuel Sánchez García

Título: Figurative English in the language of technology and telecommunications

As is well known, English is nowadays the international *lingua franca* for all matters related to technological progress. As a result, this area of language is at present particularly prone to incorporating new words and meanings so as to provide names for the novel objects, actions and methods brought about by scientific advancement. In this project, attention will be paid to how some traditional mechanisms of figurative language –e.g. metaphor, personification or metonymy– contribute to the naming of innovations in the field of technology and telecommunications in English.

Tutor/a: Manuel Sánchez García

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

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/a: Manuel Sánchez García

Título: Taboo in English

This final year dissertation will focus on how taboo words and expressions appear, evolve and are used in language. For this, attention will be paid to two of the most offensive and at the same time recurrent taboo words in English: the “n-word” and the “f-word”. This project will look into their origin, evolution and present-day use –or avoidance thereof. Moreover, an explanation will be attempted of why they are so frequently used in spite of their very negative, shocking denotative and connotative implications.

Tutor/a: Manuel Sánchez García

Título: Sexual bias in English: Why are some female words negative and their masculine equivalents positive or neutral?

Theoretically speaking, calling a woman a “bitch” should be roughly equivalent to using “dog” to refer to a man; or labelling a woman as a “courtesan” should be practically identical to employing “courtier” when addressing her male counterpart. In practice, however, this is far from true. This final year dissertation will pay attention to how sexism often arises in areas of language such as professions (“governor” vs. “governess”) or animal names when metaphorically applied to humans (“bull” vs. “cow”) by attaching positive or neutral connotations to masculine terms and negative ones to their female equivalents.

Tutor/a: Cristina Blanco García

Título: Causal subordination: *because* and *in case (that)*

The aim of this project is to study diachronically two subordinators of Romance origin, namely *because* and *in case (that)*. As a starting point the *Corpus of Historical English Law Reports 1535-1999 (CHELAR)* will be used to trace its development. Among other aspects, special attention will be given to their frequency in the corpus as well as to formal aspects such as the position of the subordinate clauses in the sentence headed by these subordinators or the mood, indicative or subjunctive, favoured by these two subordinators.

Tutor/a: Gustavo Rodríguez Martín

Título: A Corpus-Based Study of English Binomials: “Black and White.”

This dissertation aims to help students become familiar with the use of corpora and corpus-based methodologies for linguistic study. More specifically, students are expected to utilize online corpora in order to investigate the frequency, distribution, (ir-)reversibility, semantic and pragmatic meaning, and stylistic use of an English binomial: “Black and white.” The final version of the dissertation should include a brief literature review on English binomials, an overview of the corpus-based methodology that has been used, an outline of the raw data mined from the corpora, and a discussion of the most relevant findings derived from the whole study.

Tutor/a: Gustavo Rodríguez Martín

Título: A Corpus-Based Study of English Binomials: “Lo and Behold.”

This dissertation aims to help students become familiar with the use of corpora and corpus-based methodologies for linguistic study. More specifically, students are expected to utilize online corpora in order to investigate the frequency, distribution, (ir-)reversibility, semantic and pragmatic meaning, and stylistic use of an English binomial: “Lo and behold.” The final version of the dissertation should include a brief literature review on English binomials, an overview of the corpus-based methodology that has been used, an outline of the raw data mined from the corpora, and a discussion of the most relevant findings derived from the whole study.

Tutor/a: Gustavo Rodríguez Martín

Título: A Corpus Based Study of English Binomials: “Ladies and Gentlemen.”

This dissertation aims to help students become familiar with the use of corpora and corpus-based methodologies for linguistic study. More specifically, students are expected to utilize online corpora in order to investigate the frequency, distribution, (ir-)reversibility, semantic and pragmatic meaning, and stylistic use of an English binomial: “Ladies and gentlemen.” The final version of the dissertation should include a brief literature review on English binomials, an overview of the corpus-based methodology that has been used, an outline of the raw data mined from the corpora, and a discussion of the most relevant findings derived from the whole study.

Tutor/a: Luis Girón Echevarría

Título: A Descriptive Comparative Analysis of Three Spanish Translations of Francis S. Fitzgerald's *The Great Gatsby*.

Drawing mainly on the Descriptive Translation Studies (DTS) and other translation theories, this degree project provides a descriptive comparative analysis of three Spanish translations of Francis S. Fitzgerald's *The Great Gatsby*.

Tutor/a: Luis Girón Echevarría

Título: A Descriptive Comparative Analysis of Three Spanish Translations of Arthur Miller's *The Crucible*.

Drawing mainly on the Descriptive Translation Studies (DTS) and other translation theories, this dissertation will undertake a comparison of three Spanish translations of the American playwright Arthur Miller's *The Crucible*.

Tutor/a: Luis Girón Echevarría

Título: A Descriptive Comparative Analysis of Three Spanish Translations of Arthur Miller's *A View from the Bridge*.

Drawing mainly on the Descriptive Translation Studies (DTS) and other translation theories, this dissertation will undertake a comparison of three Spanish translations of the American playwright Arthur Miller's *A View from the Bridge*.

Tutor/a: Luis Girón Echevarría

Título: A Descriptive Comparative Analysis of Three Spanish Translations of Arthur Miller's *All My Sons*.

Drawing mainly on the Descriptive Translation Studies and other translation theories, this dissertation will undertake a comparison of three Spanish translations of the American playwright Arthur Miller's *All My Sons*.

Tutor/a: José Luis Oncins Martínez

Título: English is "the new Latin": A comparison of Latin and English as *lingua francas* in Europe

Latin was Europe's *lingua franca* for a few centuries, especially among scholars. Today, English is used as an international language in most spheres of life. In this proposal, students are expected to compare the roles of Latin and English as perhaps the most influential *lingua francas* in different periods of the history of Europe.

Tutor/a: José Luis Oncins Martínez

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

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/a: Atilana Sánchez Guerrero

Título: El Ensayo inglés

Se propone la lectura y análisis de *An Essay Concerning Human Understanding* (Ensayos sobre el entendimiento humano) de John Locke como uno de los ensayistas más importantes del siglo XVII inglés. Para ello, se ofrecerá una idea de su contexto histórico, en el que tendrá un papel importante el desarrollo de la lengua nacional, así como la crítica de las ideas que la filosofía de Descartes había puesto en la escena europea, en particular, las "ideas innatas".