

# **OFERTA DE TEMAS PARA TRABAJOS DE FIN DE GRADO EN EL GRADO EN ESTUDIOS INGLESES CURSO 2022-2023**

*IMPORTANTE: En esta lista, se han suprimido los temas ofrecidos en primera instancia por las doctoras Eugenia Núñez Nogueroles y Raquel García-Cuevas García, así como los que estaban pendientes de ofrecer por la profesora Marta Martín Gilete. En su lugar, se han añadido al final de esta lista once trabajos en total, sin título ni descriptor aún, que serán dirigidos por las personas que sustituyan a las profesoras mencionadas durante el curso 2022-23.*

**Tutor/a: Nancy Ávila Ledesma**

**Título: Strengthening speaking and listening skills via videoconferencing**

**Descripción:** Digital technology has transformed the ways in which listening and speaking skills are taught and acquired in the EFL classroom nowadays. From gamified lessons to podcasts, there is a wide variety of English learning tools that can potentially increase classroom productivity. In the current e-learning environment, the use of video conferencing tools has also facilitated students' interaction and collaboration. Taking as a departure point the notions of synchronous and asynchronous learning studied in the subject 'Applied Linguistics for English Language Teaching', the main aim of this TFG proposal will be to investigate the effectiveness of videoconferencing as well as its application in the EFL classroom.

**Tutor/a: Cristina Blanco García**

**Título: English Medium Instruction: An approach to the situation in the University of Extremadura**

**Descripción:** English has become a lingua franca when it comes to international communication, business or education after the Second World War. Higher education has adopted an international perspective as a consequence of globalization, which contributed to the introduction and promotion of English as a medium of instruction. The objective of this research is to analyse the global phenomenon, its implementation and its characteristics at the University of Extremadura. The study will be based on based two different degrees at the University of Extremadura in which English is a medium of instruction and the perspective of students and teachers will be considered in this evaluation.

**Tutor/a: Cristina Blanco García**

**Título: The diachrony of negation in English: An empirical study**

**Descripción:** This piece of research aims at studying clausal negation in English from a diachronic perspective. Negation has attracted numerous researchers (Tieken-Boon van Ostaden et al. 1999; Hansen and Visconti 2014). The aim of this study is: 1) to analyse the emergence of the negative particle not; 2) the appearance and decline of multiple negation; 3) the auxiliary do in negative clauses. The project is divided in two different parts: in the first part a diachronic evolution of negation in English will be provided from a theoretical point of view; in the second part, there will be an empirical analysis based on various parallel texts from different periods of the history of English.

**Tutor/a: Cristina Blanco García**

**Título: A preliminary approach to how English phrasal verbs are taught and learnt**

**Descripción:** The main aim of this piece of research is to analyse the difficulties that phrasal verbs present for learners of English. Furthermore, alternative methods to teach phrasal verbs more effectively will be described. The piece of work will be divided in three main sections: 1) literature review in which the main features of phrasal verbs will be described, as well as the difficulties that they entail when it comes to teach and learn them. In fact, phrasal verbs are considered to be one of the hardest aspects to learn for non-natives; 2) an analysis of one or two methods for learning phrasal verbs; 3) an alternative proposal to teach phrasal verbs and, if possible, it will be tested to prove its effectiveness.

**Tutor/a: Cristina Blanco García**

**Título: The role of motivation in the acquisition of a second language: a preliminary study based on Extremaduran learners**

**Descripción:** When learning a language, there are many extralinguistic factors which have been proved to affect the learning process. This study aims at studying motivation, as one of the factors which is involved in the learning process and which determines the failure or the success of a language learner. This piece of research will delve into the study of motivation among English language learners at different stages and in different contexts in the region of Extremadura. The first part of the study will be devoted to the literature review on the topic of motivation and the second part will have a practical approach and it will consist of a study based on surveys conducted among learners of English at different levels and in different learning contexts. The results will be studied and commented to describe the different types of motivation which coexist in the different learning scenarios.

**Tutor/a: Cristina Blanco García**

**Título: Vocabulary acquisition strategies: A preliminary study**

**Descripción:** There is a general consensus that the acquisition of vocabulary is paramount when learning a second language. However, the best way to acquire new vocabulary is not clear yet since it depends on various factors, such as motivation of the learner, sex or the memorizing techniques used. The strategies to learn vocabulary have developed greatly in the recent years, but there is still a need to develop new effective strategies to learn new vocabulary. This piece of work will have two parts: 1) review of the literature on strategies to learn new vocabulary; 2) an analysis of a survey conducted among Spanish learners of English as a second language with the aim to answer questions such as: which strategies to learn vocabulary are preferred for Spanish learners of English? Do students have a preference for certain types of strategies?

**Tutor/a: Luis J. Conejero Magro**

**Título: Shakespeare's source material: Source study of Shakespeare's Henry VI, Part 3**

**Descripción:** This final year dissertation examines the textual sources consulted by William Shakespeare while writing Henry VI, Part 3, originally entitled Richard, Duke of York (1591) 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 J. Conejero Magro**

**Título: Shakespeare's source material: Source study of Shakespeare's Titus Andronicus**

**Descripción:** This final year dissertation examines the textual sources consulted by William Shakespeare while writing Titus Andronicus (1592) 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 J. Conejero Magro**

**Título: Shakespeare's source material: Source study of Shakespeare's Richard III**

**Descripción:** This final year dissertation examines the textual sources consulted by William Shakespeare while writing Richard III (1592-93) 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 J. Conejero Magro**

**Título: Shakespeare's source material: Source study of Shakespeare's Venus and Adonis**

**Descripción:** This final year dissertation examines the textual sources consulted by William Shakespeare while writing Venus and Adonis (1592-93) 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 in this Elizabethan Ovidian poem 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/a: Sara Díaz Sierra**

**Título: Representations of the Northern Irish Troubles in Film**

**Descripción:** This final year dissertation aims to investigate how the Troubles, the well-known ethno-political conflict that took place in Northern Ireland between 1968 to 1998, has been represented in cinema from the 1980s until now. The students will review the themes, stereotypes, tropes, set of characters and locations that have been used in films released in this 40-year period. In order to do so, they will have to watch a selection of films and read scholarly literature on Northern Irish cinema. This will allow them to ascertain how the representation of the Troubles has evolved over time.

**Tutor: Luis Gustavo Girón Echevarría**

**Título: Iconicity, Ekphrasis and Linguistic Innovation in Cummings' Poetry: A Stylistic Analysis of Five Poems**

**Descripción:** After initially reading a good corpus of poems by American poet E. E. Cummings, this final year dissertation will provide a stylistic analysis of a selection of 5 poems from the perspective of iconicity, ekphrasis and linguistic innovation. In addition, the student is expected to come to grips with the main stylistic trademarks of Cummings' idiosyncratic writing.

**Tutor: Luis Gustavo Girón Echevarría**

**Título: Gary Snyder at 92: A Reevaluation of his Poetry**

**Descripción:** Considered a key living voice and "poet laureate of profound ecological vision", Snyder has written poetry for over 70 years. This final year dissertation will consider Snyder's presence and essence in the scope of 20th and 21st 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, and due to be held on July 20, 2022 (6:00 p.m. American Eastern time), this final year dissertation will also reflect on how his enormous poetical output grows more relevant with each passing decade. The student is expected to engage himself/herself 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: Luis Gustavo Girón Echevarría**

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

**Descripción:** 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 last June 16th. It will first focus on a complete reading of Auster's **Collected Poems** (Faber, 2014); secondly, the student will eventually come up with a critical analysis of

different themes, voices and styles, and thirdly, close attention will be paid to the stylo-linguistic approach.

In the afternoon from 4:00 to 5:30 p.m., a good number of Spanish students mostly pursuing English degrees and English and American literature professors engaged in an enthralling and very enlightening “in conversation” session with the writer, in which Auster himself provided recollections from personal experience, emotion and insight in terms of his relation to the poetic artifact.

**Tutor: Luis Gustavo Girón Echevarría**

**Título: Learning English through Full Language Immersion**

**Descripción:** It is widely taken for granted that one of the, if not the best, method of learning a language is living the language and culture through full language immersion. This final year dissertation sets out to discuss and analyze the different stages in learning English through full language immersion. A primary endeavor will be to familiarize the student with the theoretical groundwork and specifics of the issue, in the hopes that he/she will reach valid findings and assumptions. As a part of the dissertation, the student will carry out a questionnaire counting with the aid and active participation of 4 Spanish Erasmus students reading for English, who were fortunate enough to enjoy and experience firsthand their full English language immersion in England, Ireland, Scotland, and Wales during the last academic year 2021-2022.

**Tutor/a: Atilana Guerrero Sánchez**

**Título: Pearl S. Buck, escritora y filósofa**

**Descripción:** En este trabajo se estudiará la figura de la gran novelista Pearl S. Buck (1892-1973) a través de su experiencia como estadounidense nacida y educada en china. Tal y como ella se veía a sí misma, habitante de dos mundos entre los que no había conexión, la actual emergencia económica y política de la potencia oriental ha reactualizado su obra de forma insospechada.

Se propone la lectura de tres de sus novelas más famosas (viento del este, viento del oeste, la madre y la buena tierra) junto con su biografía actualizada y sus escritos sobre china para presentar una semblanza actual de esta gran mujer.

**Tutor/a: José Luis Oncins Martínez**

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

**Descripción:** 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: José Luis Oncins Martínez**

**Título: “In other words” in academic discourse: a corpus-based exploration**

**Descripción:** 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/a: Gustavo A. Rodríguez Martín**

**Título: Bernard Shaw's Letters to The Times**

**Descripción:** Bernard Shaw was a prolific letter writer by any standards. Of special interest are his letters to the press, where he dealt with the most disparate topics—very often making use of his acerbic pen and witty turn of phrase. This TFG intends to survey Shaw's letters to The Times in order to establish stylistic and thematic patterns in the author's epistolary style. In order to do so, students are expected to compile a corpus of Shaw's letters, later to apply some basic principles of corpus-based study to the sample.

**Tutor/a: Gustavo A. Rodríguez Martín**

**Título: A Corpus-Based Enquiry into English Binomials: "Lo and Behold"**

**Descripción:** 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 A. Rodríguez Martín**

**Título: A Corpus-Based Enquiry into English Binomials: "Above and Beyond"**

**Descripción:** 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: "Above and Beyond." 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: Pablo Ruano San Segundo**

**Título: Stylistic analysis of English fictional narratives (i)**

**Descripción:** In this project, the student will look into stylistically significant aspects of a 18th- 19th- or 20th-century novel of their own choice. The text under discussion should be authorised by the supervisor beforehand—students may choose a novel they have already read in any module on English literature. The aim of this piece of work is to explore textual devices frequently used in fictional narratives to shape textual worlds and characters.

**Tutor/a: Pablo Ruano San Segundo**

**Título: Stylistic analysis of English fictional narratives (ii)**

**Descripción:** In this project, the student will look into stylistically significant aspects of a 18th- 19th- or 20th-century novel of their own choice. The text under discussion should be authorised by the supervisor beforehand—students may choose a novel they have already read in any module on English literature. The aim of this piece of work is to explore textual devices frequently used in fictional narratives to shape textual worlds and characters.

**Tutor/a: Pablo Ruano San Segundo**

**Título: Stylistic analysis of English fictional narratives (iii)**

**Descripción:** In this project, the student will look into stylistically significant aspects of a 18th- 19th- or 20th-century novel of their own choice. The text under discussion should be authorised by the supervisor beforehand –students may choose a novel they have already read in any module on English literature. The aim of this piece of work is to explore textual devices frequently used in fictional narratives to shape textual worlds and characters.

**Tutor/a: Pablo Ruano San Segundo**

**Título: Stylistic analysis of English fictional narratives (iv)**

**Descripción:** In this project, the student will look into stylistically significant aspects of a 18th- 19th- or 20th-century novel of their own choice. The text under discussion should be authorised by the supervisor beforehand –students may choose a novel they have already read in any module on English literature. The aim of this piece of work is to explore textual devices frequently used in fictional narratives to shape textual worlds and characters.

**Tutor/a: Manuel Sánchez García**

**Título: On English personal pronouns**

**Descripción:** Even though that of personal pronouns is a simple, closed grammatical category, there is often some confusion –especially among students of English– about certain oddities concerning them. The aim of this final project is to shed some light from a student’s point of view on some of those peculiarities: why the first-person singular pronoun I is always capitalised; the case of thou, its origin, differences with you and its presence in contemporary English; present-day English plural forms of you; origin of the subject and object forms of personal pronouns, etc.

**Tutor/a: Manuel Sánchez García**

**Título: What’s in a word: Get**

**Descripción:** 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 get. Students will be required to explain and comment on the etymology of the word, its pronunciation –both present and past–, meaning and 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 its relevance in different geographical varieties of English.

**Tutor/a: Manuel Sánchez García**

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

**Descripción:** 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: English phraseologisms and cultural stereotypes: Nationality**

**Descripción:** Languages –and, of course, English– largely reflect the stereotypes and even prejudices that their speakers share. When native speakers of English have a common, not necessarily true bias towards someone or something, this fact immediately shows in the way they speak about that someone or something. This is actually so frequent that those thoughts tend to settle in the language and crystallize in the form of set phrases and expressions which, in turn, are repeated so often that they strongly contribute to making the stereotype even stronger. This final project will explore the impact of mutual influence between phraseologisms and culture on one specific lexical field, that of nationalities.

**Tutor/a: Bernardo Santano Moreno**

**Título: The Sutton-Hoo Ship Burial**

**Descripción:** The Sutton Hoo ship burial provides a view on 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: Bernardo Santano Moreno**

**Título: The Plantagenet Empire: A Discussion of the Concept**

**Descripción:** Henry II is considered by some historians to be the founder of an “Empire” that extended from Scotland to the Pyrenees. There is division among scholars as to whether this is an acceptable term to define his conglomeration of territories. The study should focus on the different views on the idea on a “Plantagenet Empire”.

**Tutor/a: Bernardo Santano Moreno**

**Título: The French Influence on Middle English: Main Stages and Areas of Impact**

**Descripción:** The Norman Conquest brought about an important flow of new terms into the English Language. The study should focus on the different stages and the main areas of influence of French on the English language during the Middle English period.

**Tutor/a: Bernardo Santano Moreno**

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

**Descripción:** 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/a: Ana María Terrazas Calero**

**Título: Politeness and Status (Im)balance in New Moon (2009)**

**Descripción:** This project analyzes the interactions between The Volturi and The Cullens in The Twilight Saga: New Moon (Summit Entertainment, 2009). Using sociopragmatic methodologies, the project studies issues such as terms of address, status imbalance, or Face-threatening acts, among others.



**Tutor/a: Ana María Terrazas Calero**

**Título: Constructing identity stereotypes through speech representation: A case study of Game of Thrones**

**Descripción:** This project analyzes the linguistic construction of stereotypes and identities in season 1 of Game of Thrones (HBO, 2011). Using variationist and sociolinguistic approaches, the project will determine which accent and linguistic features are distinctive to House Stark and House Lannister, identifying what their use indexes with regard to identity.

**IMPORTANT:** This topic requires having undertaken and/or undertaking the following modules: Sociolinguistics and Variation of the English Language. The student must also have watched the entirety of season 1 or have access to it.

**Tutor/a: Ana María Terrazas Calero**

**Título: Creating villains and heroes: A case study of the linguistic representation of British English in Hollywood**

**Descripción:** This project analyzes the linguistic construction of villains and heroes in *Silence of the Lambs* (Orion Pictures, 1991), *Deadpool* (Twentieth Century Fox, 2016), and *John Wick* (Lionsgate, 2014). Using variationist and sociolinguistic approaches, the project will determine what type of identity the representation of a British English accent encodes with regard to creating villains or heroes in these Hollywood movies.

**Tutor/a: Ana María Terrazas Calero**

**Título: 'I fucking knew it': Investigating intensifying fucking in *The Spinning Heart*.**

**Descripción:** This project investigates the use of intensifying *fucking* (e.g. 'I *fucking* new it!') in Donal Ryan's (2012) debut novel, *The Spinning Heart*. Using corpus linguistic tools as well as variationist and sociolinguistic approaches, the project will determine its form, use, functions, and the type of speaker identity it indexes in the context of Irish English presented in the book.

**Tutor/a: Luis J. Tosina Fernández**

**Título: Visual representation of phraseologisms in comics and graphic novels**

**Descripción:** 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: Cassandra Tully de Lope**

**Título: Felix Ever After: Queer Coming of Age.**

**Descripción:** This final year dissertation offers the student to analyse from an interdisciplinary point of view Kacen Callender's *Felix Ever After* (2020). By analysing this novel from a Queer Theory perspective as well as the Gender 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: Irish masculinities in Donal Ryan's The Spinning Heart.**

**Descripción:** This final year dissertation will allow the student to explore the different models of masculinity that appear in Donal Ryan's *The Spinning Heart* in the context of the economic depression of the early 2000s with topics such as hypermasculinity, toxic masculinity, patriarchy, and Irish studies.

**Tutor/a: Cassandra Tully de Lope**

**Título: Transmedia adaptation of female characters from Sheridan Le Fanu's Carmilla.**

**Descripción:** With the use of New Technologies and the growth of Social Networks, more and more classic literary adaptations are being adapted to 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 Sheridan Le Fanu's *Carmilla* (1872), which has over 30 adaptations. In this Final Year Project, the student will be able to analyse how transmedia interpretations of the same story through different social networks (YouTube, Twitter...) explore the themes of the original novella.

**Tutor/a: Diana Villanueva Romero**

**Título: Thomas Southerne's Oroonoko (1696) in Conversation with Aphra Behn's Homonymous Text.**

**Descripción:** This final year dissertation invites students to explore Thomas Southerne's theatrical adaptation of Aphra Behn's novella *Oroonoko* from the perspective of racial and gender studies.

**Tutor/a: Diana Villanueva Romero**

**Título: Biyi Bandele's Oroonoko (1999) in Conversation with Aphra Behn's Homonymous Text.**

**Descripción:** This final year dissertation invites students to explore Biyi Bandele's theatrical adaptation of Aphra Behn's novella *Oroonoko* from the perspective of postcolonial studies.

**Tutor/a: Diana Villanueva Romero**

**Título: A Guide to Postcolonial Literature(s) in English.**

**Descripción:** This final year dissertation invites students to create a guide to postcolonial literature in English written since 2020.

**Tutor/a: Diana Villanueva Romero**

**Título: A World at Your Feet: The Spectator's Project.**

**Descripción:** This final year dissertation invites students to use The Spectator's Project (<http://www2.scc.rutgers.edu/spectator/index.html>) to trace the significance of imported goods (sugar cane, tea, silk, paintings, art, jewels, sugar, cotton, perfumes and tobacco) in eighteenth-century Britain.

**Tutor/a: Persona que ocupe la plaza DL0494A**

**Título: Por determinar (1)**

**Descripción:**

**Tutor/a: Persona que ocupe la plaza DL0494A**

**Título: Por determinar (2)**

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**Título:** Por determinar (4)

**Descripción:**