

Tutora: Dra. Carolina P. Amador Moreno

Título: Perceptions of authenticity in contemporary Irish comedy

Descriptor: This Final Year Project will discuss sociolinguistically-oriented issues related to perceptual dialectology. The project will discuss folk reactions to humour in fiction. (This is a topic aimed at students choosing *Análisis Sociolingüístico del Inglés* as an optional module).

Tutora: Dra. Carolina P. Amador Moreno

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

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

Tutora: Dra. Carolina P. Amador Moreno

Título: Ecolinguistic approaches to renewable energies: Solar energy

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

Tutora: Dra. Carolina P. Amador Moreno

Título: Ecolinguistic approaches to renewable energies: Wind power

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

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Analysing political speech: A corpus linguistic approach

Descriptor: This final-year dissertation aims to analyse the language used in contemporary political discourse, focusing on speeches, interviews and public statements from political figures. The project seeks to identify recurring themes, patterns and linguistic strategies that characterise political rhetoric using a corpus linguistic approach. This involves creating a corpus of political speeches and applying computational tools to identify key linguistic features such as frequent collocations, lexical choices and syntactic structures. This TFG proposal will focus on features addressed in the modules *Variación Lingüística en el Inglés Actual* and *Análisis Sociolingüístico del Inglés*.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: A sociolinguistic analysis of Spanglish and the South Florida dialect

Descriptor: Spanglish, a hybrid form of communication that blends Spanish and English, is widely spoken in bilingual communities in the United States, particularly in regions like South Florida where Hispanic influence is significant. This final-year dissertation will focus on understanding the sociolinguistic

dynamics that contribute to the development of Spanglish in South Florida and the implications for identity and communication. This TFG proposal will address features discussed in the modules *Variación Lingüística en el Inglés Actual* and *Análisis Sociolingüístico del Inglés*.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Exploring Task-Based Language Teaching (TBLT) in EFL classrooms in Extremadura

Descriptor: This dissertation aims to examine the effectiveness of Task-Based Language Teaching (TBLT) in the English as a Foreign Language (EFL) classroom. TBLT is a student-centred approach that emphasises the use of meaningful tasks to promote language acquisition. The project will explore how TBLT can enhance learners' communicative competence and motivation in real-world contexts, particularly in the educational settings of the region of Extremadura. This TFG proposal will focus on features addressed in the module *Lingüística Aplicada a la Enseñanza del Inglés*.

Tutora: Dra. Nancy Eloína Ávila Ledesma

Título: Analysing the impact of peer feedback vs. teacher feedback on EFL learners' writing performance

Descriptor: This final-year project aims to explore the impact of peer and teacher feedback on EFL learners' writing performance. Through questionnaires and interviews with students, the project will examine how each type of feedback influences writing skills, learner autonomy and language proficiency. It will also assess students' perceptions and preferences regarding feedback. The dissertation aligns with topics covered in *Lingüística Aplicada a la Enseñanza del Inglés*.

Tutora: Prof. Noelia Carmona Rivero

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

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

Tutora: Prof. Noelia Carmona Rivero

Título: Irish youth's identity in Sally Rooney's *Normal People* (2018)

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

Tutora: Prof. Noelia Carmona Rivero

Título: A comparative analysis of Christopher Isherwood's *A Single Man* (1964) and Tom Ford's cinematic adaptation *A Single Man* (2009)

Descriptor: This final year dissertation will allow the student to explore and compare the different devices used in the novel form and the cinematic adaptation of Christopher Isherwood's renowned novel *A Single Man*. Working from a multidisciplinary perspective, the student will establish a comprehensive comparison that will acknowledge similitudes and differences regarding narrative, aesthetic choices, and characterization.

Tutor: Dr. Luis J. Conejero Magro

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

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

Tutor: Dr. Luis J. Conejero Magro

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

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *The Comedy of Errors* (1594) and also presents a bibliographic review of source studies of such 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, such as loyalty, identity and persistence, 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: Dr. Luis J. Conejero Magro

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

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Love's Labour's Lost* (1594-95) and also presents a bibliographic review of source studies of such 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, love and education, 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: Dr. Luis J. Conejero Magro

Título: Shakespeare's source material: Source study of Shakespeare's *Romeo and Juliet*

Descriptor: This final year dissertation examines the textual sources consulted by William Shakespeare while writing *Romeo and Juliet* (1595) 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*.

Tutora: Prof. Laura Méndez Márquez

Título: An exploration of Biblical undertones: Intertextual analysis of *The Chronicles of Narnia: The Magician's Nephew*

Descriptor: This end-of-degree dissertation delves into the intricate relationship between C.S. Lewis's novel *The Magician's Nephew* and the Bible. Through an intertextual analysis, the study will demonstrate how the narrative in this fantasy parallels the Creation as outlined in Christian theology. In essence, Lewis employs this novel to convey not only the Christian tradition but also to explore the themes of evil actions, the loss of innocence, humankind's potential for redemption and a nuanced perspective on faith. This dissertation illuminates the deep theological and allegorical layers within the text, shedding light on how the application of the theory of intertextuality can serve to uncover the layers of any piece of literature

Tutora: Prof. Laura Méndez Márquez

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

Descriptor: This end-of-degree dissertation delves into the theory of intertextuality within James Dashner's dystopian novel *The Maze Runner*. Through an exhaustive examination of the text, this research seeks to unravel the multifaceted web of literary, philosophical and cultural references that contribute to the narrative's thematic richness and complexity. The study conducts a comprehensive intertextual analysis of *The Maze Runner*, emphasizing the hero's journey archetype and existential exploration. Moreover, it examines how Dashner's narrative fits within the dystopian tradition, paralleling the societal disintegration depicted in William Golding's *Lord of the Flies*. All in all, this final year project research probes how an analysis of intertextual sources can serve to uncover the layers of any piece of literature.

Tutora: Prof. Laura Méndez Márquez

Título: An exploration of Biblical undertones: Intertextual analysis of Margaret Atwood's *The Handmaid's Tale*

Descriptor: This end-of-degree dissertation delves into the intricate relationship between Margaret Atwood's *The Handmaid's Tale* and the Bible. Through an intertextual analysis, the student will demonstrate how Atwood's dystopia interweaves biblical allusions, drawing parallels between the novel's pivotal events and those found in the Old and New Testaments of the Bible. Moreover, the dissertation will analyse the significance of the biblical phrases used throughout the novel. This research sheds light on the deep theological and allegorical layers within the text, highlighting how the application of the theory of intertextuality can uncover the meaning of any piece of literature.

Tutor: Dr. José Luis Oncins Martínez

Título: The "Theory of Humours" as a key to understanding some Shakespearean characters today

Descriptor: In *The Taming of the Shrew*, Petruchio refuses to have meat for dinner (or give it to Katherine) because he believes it causes a hot temper and arouses anger: "I tell thee, Kate, 'twas burnt and dried away. And I expressly am forbid to touch it, for it engenders choler, planteth anger; and better 'twere that both of us did fast, since of ourselves, ourselves are choleric" (Act IV, scene i). Even though a modern reader may find this passage difficult to understand, the connection between meat, choler (bile) and anger would have been easily identified by an Elizabethan audience, and is easily explained through humoral theory, a pseudo science dating back to ancient times and still very much alive in the Renaissance. The student interested in this topic should first of all familiarize him/herself with the theory and then use it to explain a few passages like the one quoted above that may be difficult to understand today.

Tutor: Dr. José Luis Oncins Martínez

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

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

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: Religious imagery in Modernist Poetry: T. S. Eliot

Descriptor: Religious imagery, particularly that of Christianity, is ubiquitous in the poetry of Modernism. Students are expected to review some of the literature on the topic as a preliminary study to a poem by T. S. Eliot. In addition, the project involves identifying, annotating, and discussing these religious references in the selected poem in order to illuminate the original text.

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: The Mundane in Modernist Poetry: T. S. Eliot

Descriptor: The mundane—including the language of contemporary material culture—is ubiquitous in the poetry of Modernism. Students are expected to review some of the literature on the topic as a preliminary study to a poem by T. S. Eliot. In addition, the project involves identifying, annotating, and discussing these references to everyday life in the selected poem in order to illuminate the original text.

Tutor: Dr. Gustavo A. Rodríguez Martín

Título: A Corpus-Based Study of Quasi-Synonyms: Big/Large

Descriptor: Synonyms are one of the gray areas that pose significant problems for ESL students. In this project, students are expected to utilize a corpus-based methodology in order to identify the differences in meaning and use between two quasi-synonyms. The project includes a brief overview of the relevant literature as it pertains to both the semantics of synonymity and the application of corpus-based methods.

Tutor: Dr. Pablo Ruano San Segundo

Título: The language of George Orwell: *Animal Farm*

Descriptor: In this project, the student will look into the literary English of George Orwell's *Animal Farm*. The aim of this piece of work is to explore the style of the author in one of his novels. A selected bibliography on both the language of George Orwell and style in fictional narratives will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: The language of George Orwell: *Nineteen Eighty-Four*

Descriptor: In this project, the student will look into the literary English of George Orwell's *Nineteen Eighty-Four*. The aim of this piece of work is to explore the style of the author in one of his novels. A selected bibliography on both the language of George Orwell and style in fictional narratives will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: The language of Jane Austen

Descriptor: In this project, the student will look into the literary English of Jane Austen in one of her novels. The aim of this piece of work is to explore the style of the author under analysis. A selected bibliography on both the language of Jane Austen and style in fictional narratives will be provided.

Tutor: Dr. Pablo Ruano San Segundo

Título: The language of Charles Dickens

Descriptor: In this project, the student will look into the literary English of Charles Dickens in one of her novels. The aim of this piece of work is to explore the style of the author under analysis. A selected bibliography on both the language of Charles Dickens and style in fictional narratives will be provided.

Tutor: Dra. Jennifer de la Salud Ruiz Morgan

Título: Accents of English: The British Isles

Descriptor: In this project students are invited to examine one or two accents spoken in the British Isles. Students are expected to 1) study the historical origins and evolution of a given accent, 2) describe its most characteristic phonetic and phonological features, and 3) select and analyse examples of standard or regional varieties of the English spoken in the British Isles taken from literary works, film, television and/or music.

Tutor: Dra. Jennifer de la Salud Ruiz Morgan

Título: Accents of English: American English

Descriptor: In this project students are invited to examine one or two accents spoken in the United States of America. Students are expected to 1) study the historical origins and evolution of a given accent, 2)

describe its most characteristic phonetic and phonological features, and 3) select and analyse examples of standard or regional varieties of American English taken from literary works, film, television and/or music.

Tutor: Dra. Jennifer de la Salud Ruiz Morgan

Título: Accents of English: Caribbean English

Descriptor: In this project students are invited to examine one or two accents spoken in the Caribbean. Students are expected to 1) study the historical origins and evolution of a given accent, 2) describe its most characteristic phonetic and phonological features, and 3) select and analyse examples of standard or regional varieties of Caribbean English taken from literary works, film, television and/or music.

Tutor: Dr. Manuel Sánchez García

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

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

Tutor: Dr. Manuel Sánchez García

Título: On-line resources for the study of English language and grammar

Descriptor: In recent times, the study of a foreign language has progressively incorporated more and more tools and resources from the Internet. The aim of this final year dissertation is to offer some insight into the use of electronic resources for the study of English grammar, both in a general sense and in the context of the English Studies Degree at the University of Extremadura.

Tutor: Dr. Manuel Sánchez García

Título: Punctuation in English

Descriptor: Punctuation is that part of grammar that allows to organise discourse and make it easier to use. However, it usually receives little to no specific attention in most English language teaching methods, which often results in the students’ erratic use of commas, semicolons, brackets, simple and double quotation marks, hyphens or dashes, to mention but a few. In this final project, a general overview of punctuation signs and the rules governing their use will be sought for, trying to find some consensus –if there exists any– among grammar books and manuals, both old and new, about the use of punctuation in English.

Tutor: Dr. Manuel Sánchez García

Título: The sonnet in literature written in English

Descriptor: The sonnet is probably the most popular fixed verse form in Western poetry. However, since its apparition in thirteenth-century Italy, it has undergone numerous alterations affecting its form, internal organisation, tone and content. In this final project, the student is expected to cover the most relevant aspects of the use and history of this stanza –rhyme scheme, stress distribution, recurrent

topics, content disposition, popular variants, etc.– along five centuries of literature written in English. A number of representative texts will be analysed and used as examples.

Tutor: Dr. Bernardo Santano Moreno

Título: *Ælfric's Colloquy on the Occupations* as a portrait of tenth-century Anglo-Saxon society

Descriptor: Ælfric lived around the end of the tenth century. He wrote his *Colloquy on the Occupations* in Anglo-Saxon and Latin in order to teach Latin to his students. The text is written in the form of question and answer between a teacher and various workers giving a vivid picture of life and society at that time. The last part becomes a more philosophical discussion between teacher and pupils. The paper should focus on those social and ideological aspects of the work.

Tutor: Dr. Bernardo Santano Moreno

Título: The composition, relationship and survival of the manuscripts of the *Anglo-Saxon Chronicle*

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

Tutor: Dr. Bernardo Santano Moreno

Título: “Cynewulf and Cyneheard” and the Anglo-Saxon heroic code

Descriptor: Cynewulf and Cyneheard is a well-known episode from the *Anglo-Saxon Chronicle* which portrays a classic example of the lord-retainer relationship and the Anglo-Saxon warrior ideal. The paper should focus on how the warrior ethic seems to be in the service of political propaganda.

Tutor: Dr. Bernardo Santano Moreno

Título: “The Old English Elegies” of the Exeter Book

Descriptor: 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.

Tutor: Dr. Luis J. Tosina Fernández

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

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

Tutor: Dr. Luis J. Tosina Fernández

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

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

Tutor: Dr. Luis J. Tosina Fernández

Título: The proverbial NOFX

Descriptor: Proverbs are frequently used in popular music, generally inserted in the lyrics of songs, but also as song titles, and as song themes. This final year dissertation explores the use of proverbs in the discography of NOFX, one of the most influential bands in the punk rock scene in the last 40 years.

Tutor: Dr. Luis J. Tosina Fernández

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

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

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth Century through film: A lesson plan based on Richard Eyre's *Stage Beauty* (2004)

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

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth century through film: A lesson plan based on Steven Spielberg's *Amistad* (1997)

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

Tutora: Dra. Diana Villanueva Romero

Título: Understanding the Long Eighteenth century through film: A lesson plan based on Saul Dibb's *The Duchess* (2008)

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

Tutora: Dra. Diana Villanueva Romero

Título: A portrait of the modern woman in Paz Marquez Benitez's "Dead Stars"

Descriptor: This final year dissertation aims at analyzing female characters in the short story "Dead Stars" by Philippine woman author Paz Marquez Benitez.