

## TFG 2017-2018 ESTUDIS ANGLÉSOS

### Literature and Cultural Studies

#### **Jordi Coral**

- ) English Renaissance literature, including Shakespeare

#### **Joan Curbet**

- ) Forms of desire in Shakespeare and/or his contemporaries (general subject)  
Subthemes:
  - o Iconographies of sexual desire
  - o Myths and archetypes of desire
  - o The representation of woman in the poetry/drama of the Renaissance
  - o Bodies and souls

#### **Felicity Hand**

- ) Environmental issues in contemporary literature
- ) Crime writing

**NOTE:** The texts can come from any part of the English-speaking world. Any interested students should enrol in the optional subject *Prosa en anglès* in the first semester, though this is not compulsory

#### **Sara Martín**

- ) For a list of texts for TFGs, please see:  
[http://gent.uab.cat/saramartinalegre/sites/gent.uab.cat.saramartinalegre/files/tfg-ba\\_dissertation\\_suggestions.doc](http://gent.uab.cat/saramartinalegre/sites/gent.uab.cat.saramartinalegre/files/tfg-ba_dissertation_suggestions.doc)

**NOTE:** Any interested students should enrol in the optional subject *Estudis de Gènere*, although it is not compulsory.

#### **Andrew Monnickendam**

- ) Nineteenth and twentieth-century literature
- ) Irish and Scottish literature

#### **Arnau Roig**

- ) Analysis of representations of sex, gender and/or sexuality in literature, cinema, communications.
- ) Comparison of such representations in different periods, authors, countries or media.

**NOTE:** The specific theme is to be agreed on by student and teacher. Ideally the interested TFG student(s) should enrol in the optional subject 100207 *Gender Studies* and/or 100255 *Literatura Comparada i Estudis Culturals*, though this is not compulsory.

**Language, Linguistics, Applied Linguistics**

**Montserrat Capdevila**

- ) Individual differences in the acquisition of English as a foreign language
- ) The acquisition of syntactic structures/morphology in EFL
- ) The role of peer interaction in the acquisition of English as a foreign language

**Mercè Coll**

- ) Non-finite clauses: Description and translation
- ) Generic reference: How it is expressed in English and Spanish/Catalan.
- ) Argument structure: Verbs with more than one argument structure in English and verbs with more than one argument structure in English and Spanish/Catalan
- ) Verb types: state verbs, telic verbs and activity verbs
- ) Aspect: perfective, imperfective and perfect
- ) Long *wh*-movement in adult language and in child language
- ) Presupposition, scalar implicature and entailment
- ) *But* and its different meanings
- ) Coordination versus subordination: How you can tell them apart
- ) Expressing future time in English

**Hortènsia Curell**

- ) Contrastive linguistics
- ) Cross-cultural and interlanguage pragmatics
- ) Cognitive linguistics
- ) Psycholinguistics

**Ana Fernández**

- ) The translation of humour
- ) A contrastive analysis of discourse constructions
- ) A contrastive analysis of metaphors used in the English and Spanish press
- ) Analysis of students' discursive errors in TFG writing
- ) Analysis of students' errors in academic writing

**Andrea Huerta**

- ) Heritage speakers: speakers whose home language is different from the one spoken in the community.

### **Mireia Llinàs**

- ) *That*-omission in clauses selected by verbs, nouns and adjectives.
- ) What is the source of *transfer* in the initial stage of L3 acquisition? A comparison of existing models.
- ) The position of the subject in Early Child English

### **Melissa Moyer**

- ) Multilingualism and identity on blogs and/or other forms of social media.
- ) The consumption of English in Barcelona. Ideologies and practices of language schools and their clients towards varieties of English (native, non-native, American, British, etc.)

### **Sònia Oliver**

- ) Cross-cultural aspects of academic English L2

### **Alan Reeves**

- ) Advanced Writing
- ) Teaching English as Foreign Language
- ) Second Language Acquisition

### **Maria Josep Solé**

- ) Variation and sound change
- ) English dialects.
- ) L2 English acquisition by Catalan/Spanish speakers (e.g., vowel duration, aspiration, vowel contrasts, etc.)
- ) Phonetic/phonological transcription and analysis of an excerpt or text from TV/dialogue, e.g., analysis of weak forms and reduction processes (assimilations, elisions, etc.)
- ) Analysis of intonation (tonic displacement)

### **Susagna Tubau**

- ) The syntax of the CP domain: proliferation of functional categories in the left periphery
- ) Functional categories and cross-linguistic variation
- ) Adjectives: to what extent can they be considered a syntactic class?

### **Olena Vasylets**

- ) The use of new technologies in language teaching
- ) L2 writing (acquisition of the skill of writing and the role of writing as a tool to learn a language)
- ) Analysis of complexity, accuracy and fluency of L2 production

**German (only comparative topics English/German)**

**Bernd Springer**

The following, only if in comparison with English language texts and contexts:

- ) Adaptations of German literature to film
- ) The reflections of the First and the Second World War in German literature
- ) German literature in the times of Enlightenment, the Weimarer Klassik and Romanticism
- ) The German Revolutions of 1848/49, 1918/19 and 1989 in historiography and literature
- ) German history in the 20th century
- ) Themes from the history of German culture