



UNIVERSIDAD DE JAÉN

Centro de Estudios de Postgrado

USING LITERATURE IN THE EFL CLASSROOM: A DIDACTIC APPROACH TO JANE AUSTEN'S *PRIDE AND PREJUDICE*

Alumna: Mercado Avilés, Marta

Tutor: José Ruiz Mas

Dpto.: Filología Inglesa

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ABSTRACT

The main purpose of this final Master's degree project is to use literature for the teaching of English as a second/foreign language. The literary work selected to do so is *Pride and Prejudice* by the English author Jane Austen. Considering that, a general overview of her graded readers is given in the first part of this project. In the same way, advantages of using literature in the EFL class are provided to demonstrate why it may be beneficial for students. In the second part of this work, a proposal of a didactic unit based on the Austen's novel is developed to apply the ideas that have been defended throughout this project by promoting the cooperative learning as well as the project-based learning.

Key words: English literature, TEFL, graded readers, *Pride and Prejudice*, Jane Austen, cooperative learning, project-based learning.

RESUMEN

El principal objetivo de este Trabajo de Fin de Máster es el uso de la literatura para la enseñanza del inglés como idioma extranjero. La obra literaria escogida para hacerlo es *Orgullo y Prejuicio* de la autora inglesa Jane Austen. Para ello, se lleva a cabo una visión general de sus libros adaptados en la primera parte de este proyecto. Del mismo modo, se exponen las ventajas de utilizar la literatura en clase de inglés como idioma extranjero para demostrar por qué puede ser beneficiosa para los estudiantes. En la segunda parte de este trabajo, se desarrolla la propuesta de una unidad didáctica basada en la novela de Austen para aplicar las ideas que se defienden a lo largo de este proyecto promoviendo tanto el trabajo cooperativo como el aprendizaje basado en proyectos.

Palabras clave: Literatura inglesa, enseñanza del inglés como lengua extranjera, lecturas adaptadas, *Orgullo y Prejuicio*, Jane Austen, aprendizaje cooperativo, aprendizaje basado en proyectos.

1. Introduction

It is very common in our current foreign language classrooms to find teachers who are particularly focused on the formal aspects of the language. This project intends to explain why the employment of literature may also be extremely useful when teaching a foreign/second language. Language is obviously very important, but literature offers us the opportunity to work with authentic material that, as will be explained in following sections, has been proved to have more benefits in the student's learning process than using adapted materials. The good thing about this is that we can teach and promote the learning of culture and the practicality of the language and not just its formal aspects.

Jane Austen's *Pride and Prejudice* is the literary work that I have chosen as the main source of linguistic input for this didactic unit. By doing so, I hope to be able to set the basis of my beliefs in relation to the use of literature in the EFL class. As it is stated throughout this project, Jane Austen is one of the best options for the teaching of the English language, not only because of the author's "model" use of the language, proof of this is that her novels are indisputable classics, but also because we, teachers of English, may also take advantage of the topics she deals with in her novels and convey a series of positive values to the benefit of our students' development that will certainly be of their use in their adulthood. *Pride and Prejudice* gives us the chance to make our students reflect on the social changes that have taken place throughout history and set these differences to create a sense of awareness in them about how the world has evolved and how much it still has to do for the welfare of humankind.

For all the above reasons, one of the main aims of this project has been the design of a didactic unit based on an adapted version of the novel *Pride and Prejudice*. Through it and the activities that ensure, I will endeavour to cover formal and cultural aspects of the English language, as well as the practice of the five major linguistic skills of the process of teaching English as a foreign/second language: reading, writing, listening, speaking and interaction. Learning a language effectively implies the confident practice of them all.

Without further ado, it is now time to go directly into the core of this work and develop all the aforementioned ideas in a more detailed manner.

1. PART ONE: Theoretical framework

1.1. Advantages of using literature in the EFL classroom.

It is a universally acknowledged truth that the use of literature in the ESL/EFL classroom has a very long list of advantages. When teaching a foreign language, teachers have the tendency to be often excessively focused on conveying its formal aspects; they tend to forget its literature, an indelible part of the foreign country's culture. For this reason, in this section I intend to introduce some of the advantages that teachers should take into account in order to make the most of their students' learning process of a second/foreign language.

Firstly, literary texts are mostly authentic material, which is a direct and realistic source of input for the students of the greatest value. It is not the same to work with authentic material as with non-authentic or adapted material. Authentic materials involve not only real language as it is commonly used but also realistic depictions of its culture and practicality. As stated by Aytunga Oğuz and H. Ozge Bahar in their article "The Importance of Using Authentic Materials in Prospective Foreign Language Teaching Training" (2008), those items, which they call 'layers', are extremely essential at the time of teaching a foreign language:

These layers motivate the students intrinsically because students have the chance to enjoy both learning the language and the culture where this language is spoken and putting what they have into practice as used in real world. (Oğuz and OzgeBahar 2008: 331).

Apart from that, literature includes many different types of language, including a wide variety of social, geographical, dialectal registers, idiolects as well as genres. For instance, narrations, dialogues, descriptions..., the sky is the limit. Their study, analysis and use in the classroom must be a source of interest to any FL teacher. All these types will naturally vary depending on the linguistic, cultural, age and maturity level of the students, but they will all constitute a highly useful tool to teach the language and the culture of a country. In fact, this wide range of types of language is what we find in everyday life. Students will be motivated by the fact that they can associate the learning of a new language to its usefulness in the real and globalized world of today.

Besides, the use of literature is not only inextricably bound to the skill of reading. The listening, speaking and writing skills may (and should) also be trained and practised one way or another. For example, listening may be practised through songs; speaking through their own drama productions, and writing through the student's

creation of his/hershort stories. Further details and instances of these kinds of tasks and activities will be described in the second part of this Master's Thesis.

Last but not least, literature contributes in depth to the development and expansion of the students' imagination and creativity. Reading stories, inventing alternative endings, getting to know different types of literary characters and personalities, performing the role of a 'baddie' in a classroom theatre production or creating their own short stories are activities which are certainly and directly bounded to the exploration of their imagination.

1.2. Literature in the ELT classroom: graded readers

In the encouragement of the skill of reading as an educational and pleasant habit to instil in our students, the graded reader takes a prominent role. A graded reader, a reader for short, is a fiction or non-fiction book in which the language has been carefully controlled to conform to the (linguistic and cultural) competence of the FL learner (Demetriou and Ruiz Mas, 2001). Nowadays most graded readers include pre-, while- and after- activities with the purpose of allowing the practice of the four linguistic skills.

As Demetriou and Ruiz Mas have stated (2009), the advantages of graded readers in the teaching of English are many. Following these two authors, I would like to insist on the most obvious ones:

- to encourage the reading skill of the FL learner;
- to provide the learner with different registers, genres, cultural contexts and new vocabulary of the FL;
- to introduce the learner into the literature and/or the culture of the target language;
- to stimulate the learner to go on learning the target language;
- to provide an extra batch of activities based on the graded reader, and last but not least,
- to provide intellectual, spiritual and artistic/aesthetic pleasure to the FL learner.

The adaptation of a fully-fledged literary work into a successful graded reader implies a number of linguistic and extra-linguistic operations which are usually carried out by specialized linguists and literary critics hired by the educational publishers. I include a

number of operative “golden” rules which are usually employed in the process of graded adaptations (Demetriou and Ruiz Mas, 2009):

- The number of headwords is controlled. The lower the level of the learner, the lower the number of headwords. By «headword» pedagogists understand any word that is not a preposition, an article, a frequency adverb, a conjunction, a numeral, etc.; in other words, headwords are mainly nouns, verbs, adjectives and adverbs.
- New words are introduced in such a way that they are very easy to guess by looking at the context. In many graded readers words are also explained in simple English in footnotes or in a glossary at the end of the book.
- Grammatical structures are limited according to the linguistic proficiency of the presumed reader/learner.
- The amount of factual information provided in the book is reduced. It is a universally acknowledged truth that learners of a new language do not absorb information easily when they are reading in a target language.
- Narrative techniques have been simplified. In other words, no literary experimentation is found in graded readers. Classical texts have been simplified and adapted to a simple and easy-to-follow narrative structure.
- Pictures and illustrations are generously included. The simpler the graded reader, the more illustrations there should be.

1.3. Jane Austen in FLT

The employment of literature for the teaching of a language whether a foreign/second language or the student’s native language may be justified with the advantages that have been briefly described above. Nonetheless, it is necessary to explain why the author Jane Austen and her literary production is in my opinion a good option to choose for our ELT practice. In this section some materials related to her life and works already existing in education are going to be reviewed, from graded readers of her novels to other didactic resources that can be very useful to know and exploit in our English classes. They are no doubt relevant materials to teach English language and English culture, specifically in relation to the student’s familiarization of the historical context of the transition of English literature from the 18th to the 19th century and will (hopefully) contribute to allow the student to value the author and her literary work as well as her place in the history of English literature.

It may be argued that the works of Jane Austen are relatively old-fashioned in the mind of a 21st century reader. One of the reasons for this belief may lie in the importance she gives to the issue of marriage. Matrimony is not such a relevant issue nowadays: many couples willingly decide to omit this “official” step in their relationships. However, there are a lot of more topics that may be considered essential in our current educational system. Examples of these matters are perfectly described by Maureen Jecroisin in her book *Jane Austen and the 21st century classroom* (2014):

For many, Austen’s texts are meant for the enjoyment of women and carry no more weight than the amount of lace associated with each marriage that takes place. However, as noted above, there are many relevant topics at work within the plots. The manner in which the characters interact with each other based on social, gender, and financial protocol, is quite relevant to our time. Specifically, the pressures placed on male characters make the actions and trepidations of the men just as notable as their female counterparts. (Jecrois, 2014: 3)

Therefore, literature is not only useful for the teaching of a language but for the teaching of values, such as feminism. In *Pride and Prejudice*, or indeed in any of her other novels, we will certainly be able to encounter examples that allow a comparison of specific social conducts between the past and the present day. As far as the application of the term ‘feminism’ is concerned, Jane Austen may be related to it because of the novels she wrote, where the second rate social and economic role of women in England’s society in the Romantic period is given the highest relevance and is subsequently openly criticized. In the particular case of *Pride and Prejudice*, through the character of Elizabeth Bennet we are meeting a woman who, at the time when the novel is set, did not behave as it was expected by society. The female figure in that period, and still nowadays albeit to a far lesser extent, has always been asked to meet and be up to some qualities that were considered to be inherent to their woman condition. We can take advantage of the injustice of the situation as far as women were concerned to show our students how different life is nowadays as compared to the 18th and 19th centuries and describe the struggle that women have had to go through in order to achieve the benefit of the same rights as men. Astonishingly, literature may be used to manifest and overcome these inequalities. Authors such as Austen and other contemporary writers were consciously or unconsciously encouraging women to fight for an egalitarian life with their novels. This is why Jane Austen is one of the best methodological options to employ if teachers decide to use literature in the classroom.

We must also take into consideration that Austen's works, all of them, have been filmed, some versions even by the prestigious BBC. This allows us teachers to accompany our exploitation of the Austen texts with audiovisual material of the highest quality.

In the following two sections different materials of Jane Austen used for EL teaching are going to be analysed and discussed, ranging from the various graded readers of *Pride and Prejudice* edited by different ELT publishers to other didactic materials related to Jane Austen's life and deeds that may be employed for the teaching of English as a foreign language in our Secondary and Bachillerato classes.

1.3.1. Graded readers: Jane Austen's *Pride and Prejudice*

Reading is one of the most effective ways to improve one's learning of both a first and a foreign language. For this reason, graded readers are created conscientiously to facilitate the reading of a literary work. They are designed according to different levels of linguistic and cultural ability in order to make a literary or non-literary book accessible to the student of a language. Besides, they include a great variety of stories, which go from the most well-known literary classics to the most popular children's stories. There is an extensive list of books belonging to the different genres to choose from. Apart from the linguistic and cultural level of the graded reader, its choice must depend on its capacity to fulfill the interests of our students. Therefore, it is fundamental that teachers endeavour to take into account the preferences of their students since this policy will directly influence their level of engagement and motivation when reading literature.

Apart from mentioning the different graded readers of *Pride and Prejudice* according to the most well-known publishing houses, it is time to take into account that there are other works by Jane Austen that have also its relevant share in ELT.

The most popular readers of Jane Austen's novels, apart from *Pride and Prejudice*, are primarily *Emma*, *Sense and Sensibility* and *Persuasion*. These readers are easily found in the web pages and catalogues of the previously mentioned publishing houses. Besides, it can be inferred that they are more frequently used because there exist different levels of the same book. For instance, as to the Oxford Graded Readers, we can find three different versions of *Emma*, two of *Sense and Sensibility*, two of *Persuasion*, and even two of *Mansfield Park*. However, there are four different versions of *Pride and Prejudice*. This is a clear sign that this graded reader is much more used to learn English than any other of Austen's literary production. After all, it is the most popular of Austen's novels and the one that has been most often adapted to the screen. However, it is worth mentioning that there are other titles that also appear in some of the publishing houses mentioned above. For example *Northanger Abbey* in

Pearson or *Selected Letters* in Oxford are literary works that are also utilized when teaching English, but they are no doubt much less known than the rest.

In this section, I am going to concentrate on making a brief review of some of different publishing houses which have included graded readers of Jane Austen's *Pride and Prejudice* in their catalogues. In the first place, attention will be paid to *Macmillan Readers: Pride and Prejudice*, intended to intermediate level students. The author of this adaptation is Margaret Turner, who has written more than forty-four graded readers for *Macmillan Readers*. This book was published in 2005 and it possesses around 1.600 basic/headwords. Its key features include meticulously controlled information, vocabulary and grammatical structures in accordance with the lower-intermediate level it is addressed to. For example, if we compare the beginning of the original novel: "It is a universally acknowledged truth that a single man in possession of a good fortune, must be in want of a wife" and this version: "Everyone knows that a rich, unmarried man needs a pretty wife", a great difference can be appreciated. The words used are much more basic and the passive structure has been changed into active.

Typical of graded readers is the existence of a glossary explaining the meaning of certain phrases and words, and this is the case of this Macmillan reader version. Students can find it at the back of the book. Apart from this, this graded reader includes an author data sheet where students may learn about the most relevant aspects of Austen's life. For instance, it mentions the difficulties she had to face because of being a woman writer in that period, since she had to publish four out of her six novels anonymously. This kind of information may lead to the debate and reflection of how life has evolved throughout the history of humankind in relation to the role of women in society.

Besides that, this graded reader incorporates other sections of interest such as points for understanding, work sheets and test sheets. In the work sheets students are required to do pre-, while- and after- activities. This is very beneficial for a full comprehension of the story. Another key point of this book is the presence of images throughout the story. In the sample chapter provided by the webpage, we can see a picture of Elizabeth Bennet having her back to Mr. Darcy. She has a very serious countenance. Furthermore, the image is accompanied with a relevant statement, useful to understand the plot: "'She is quite pretty, but not beautiful enough to interest me,' Darcy said coldly". So, we can infer that the presence of images supports the comprehension of the plot since it tries to reflect the expressions and behaviour of the characters. This image is shown below:



Figure 1: Mr. Darcy and Elizabeth in the ball. (Macmillan Graded Reader. 2005)

Finally, it is worth mentioning that this graded reader possesses an eBook version, something that can be very useful for those students opting for an e-Reader mode. If an audio CD is included is not mentioned on the webpage at all, so we can imagine that it is not.

Now, it is the turn of the graded reader published by the Burlington publishing house. In this case, the book was published in 2009. The level is qualified as 'medium' and it contains between 1,300 and 1,700 headwords. Burlington classifies the graded readers according to the school years in which they may be used. *Pride and Prejudice* is in the category of 1st year of "Bachillerato" graded readers. Thankfully, this publishing house offers a very extensive list of the best classics adapted for students, indeed, more than 130 literary works that range from Washington Irving's *The Legend of Sleepy Hollow* for pupils of the 1st year of ESO, to Shakespeare's *A Midsummer Night's Dream* for 3rd of ESO or Emily Brontë's *Wuthering Heights* for 2nd of "Bachillerato", to name but a few examples of graders originating from English and American literatures,

representing different genres, from the short story to drama or novel, or even of different historical/literary periods: Early Modern Period, Romanticism or Victorianism.

All Burlington graded readers are destined to Spanish students learning English. So, the features of these books do not apply only for *Pride and Prejudice*, but to all the readers of this publishing house. As in the Macmillan version, the Burlington one includes a list of difficult words to help the students to comprehend the reading text. They appear translated contextually in different Spanish peninsular languages: Spanish, Catalan, Galician and Basque. Then, vocabulary and grammatical structures have been used carefully according to the linguistic level of the students with the aim of ensuring every student's specific needs. Besides, images from a *Pride and Prejudice* film are included. Consequently, we can use the film version at the same time as the book in the classroom, since the students are going to relate both of them immediately.

An extremely necessary tool that differentiates the Burlington version from the Macmillan reader is that the Burlington reader does include Audio CD recordings of the book. For our students, it is essential to practise oral skills such as listening and pronunciation and it is also a different way of presenting a story which can make the experience more appealing for them. Lastly, concerning activities and comprehension questions, the Burlington publishing house emphasizes the fact that activities do not only intend to check and reinforce the students' comprehension but to encourage them to develop their visual and textual abilities to use information correctly.

Another version of *Pride and Prejudice* is the one provided by Heinemann, a well-known publisher of professional resources and a specialized provider of educational services. The *Pride and Prejudice* reader is classified as an Intermediate Level story on the list it offers for English language teaching. It is slightly outdated since it was published in 1994 and may be in want of a more modern reedition. In fact, the real editor is Macmillan Education and the author is the same as the Macmillan version that was reviewed above, Margaret Turner. As well as the previous readers, this version has around 1,600 headwords. Heinemann also offers a long list of literary works. We can find graded readers of such juvenile scope as *A Christmas Carol* or *Oliver Twist*, by Charles Dickens; or *Jane Eyre* by Charlotte Bronte, among others. Heinemann does not include PDFs or epub's or any other versions which may facilitate the student's access. In the same way, this book does not have an audio CD, probably because of its "old" age. However, this version has images provided by the illustrator Alexy Pendle. Due to the fact that the editor is Macmillan Education, the format of the illustrations is practically the same. The format consists of a picture accompanied by a sentence or a piece of text below that helps the students to understand the story more

easily. Unfortunately, the publisher's webpage does not offer much more information about this graded reader.

The version of *Pride and Prejudice* provided by Oxford University Press (OUP) was published in 2007 and was written by Clare West, an author who is engaged in the development of strategies for writing and reading in students. This book is destined to students between a high B2 and a C1 level of English, according to the Common European Framework of Reference (CEFR). Taking into account that it is intended to be used by students with a high knowledge of English, unlike in the previous cases, this graded reader is longer since it has 29,455 words altogether, written in 128 pages. This is a length that requires that the learner may be an experienced reader already. As an example of the adapted words and vocabulary in the book we can find: "The moment I first met you, I noticed your pride, your sense of superiority, and your selfish disdain for the feelings of others. You are the last man in the world whom I could ever be persuaded to marry," said Elizabeth Bennet". It can be clearly noticed that the vocabulary has been adapted into simpler words.

As in the other publishing houses, its catalogue of graded readers also includes a very long list of the greatest works of English literature: more than 250 titles such as Lewis Carroll's *Alice's Adventures in Wonderland*, Lucy Maud Montgomery's *Anne of Green Gables* or Charles Dickens's *David Copperfield*, that is, books that cover mainly the 19th and 20th centuries, including works written and published in different English-speaking countries: Britain, USA, Canada, etc.

Apart from that, it includes a downloadable list of MP3 audios to allow the listening of the narration of the book in English. Besides, concerning the images and pictures, this book includes some in the format of pen drawings. They are also accompanied by a key statement, as in the previously mentioned books. For instance, there is a drawing of Mr. Darcy looking down upon Elizabeth Bennet and the sentence is: "'No', Darcy said coldly. 'She is not attractive enough to tempt me'". Therefore, we can assume that the images in this version are a great way to reinforce the comprehension of the story. They also try to attract the student's attention to the key statements that will surely help them understand the implications of the plot and the evolution of the main characters. Students might be able to appreciate details in the pictures such as Darcy's looks and countenance, showing superiority and pride, in order to better understand the attitudes of the characters throughout the story. This is the described image found in the book and it represents practically the same scene as the one shown in the previous image:

for Bingley to join her for the next dance.

'Oh yes! She's the most beautiful creature I've ever seen! But just behind you is one of her sisters. She's very pretty, and I'm sure she's very pleasant. My partner could introduce you.'

'Who do you mean?' And Darcy turned to look at Elizabeth for a moment. 'No,' he said coldly, 'she's not attractive enough to tempt *me*. Go back to your partner, Bingley.'



'No,' Darcy said coldly, 'she's not attractive enough to tempt me.'

Figure 2: Darcy talking about Elizabeth with superiority. (OUP Graded Reader. 2007)

1.3.2. Other resources employed for the exploitation of *Pride and Prejudice*

Apart from graded readers, there are other didactic tools and resources that may be used in class in relation to Jane Austen's life and works. In the first place, we may have a look at the Jane Austen's House Museum. It is described as one of the most appreciated Austen sites in the entire world. In fact, it is a real museum that is placed in England, but since we are teaching in Spain and a visit would be almost impossible, we can use the materials that are posted on its webpage to start giving information to our students about the writer and the period in a more practical way. Being related to

the house in which the author lived and wrote may be a different and original way to engage our students in her work and be better familiarized with her.

On this webpage there are materials that we can use in class. For instance, by starting with the document called *10 key facts about Jane Austen's House*, students can get a general idea about the history of the house and learn some interesting features of the life of Austen while she lived there. Besides, there are well-made videos posted on this page showing personal objects of hers, such as a ring or the desk where she wrote some of her novels. A narrator tells the story and insists on the importance of these objects. It is just a sampling of what can be found in Jane Austen's House, but we can use them to develop an interest in her and to make the reading of her novels more meaningful and more "realistic". At the same time we allow our students to practise the listening skill. As it is stated on the webpage, "The short videos allow viewers from Britain and around the world to virtually experience parts of Jane Austen's beloved home, where she lived and wrote."

Apart from this, we can show the students real letters written by Jane Austen. In fact, there are data about the writing of a first version of *Pride and Prejudice* that included 42 letters. In fact, the first draft to the novel was based on letters that explained the plot. We can take advantage of this information to explain students the importance of letter-writing in that period of time and the meanings that they conveyed. In Kathryn Sutherland's article "Jane Austen and social judgement" (2014) she points out:

Pride and Prejudice is filled with letters: as many as 42 are mentioned, and there is considerable emphasis on reading and re-reading letters. Many 1790s novels were actually written completely in letter form (epistolary fiction), as an exchange of letters between characters. Novels in letters take on a particular structure, openly inviting interpretation as characters engage in reading one another's behaviour (literally reading it off the surface of their letters). This openness to debate and interpretation, whatever its deeper structural origin, is written large across the pages of *Pride and Prejudice*. Elizabeth Bennet in particular must learn to be a skilful reader. (Sutherland, 2014: 4)

This explanation can give rise to a debate with students about the interpretation of different letters, how the use of letters has changed since then until now, etc.

Another useful resource in relation to Jane Austen is a short documentary film called *The Divine Jane: Reflections on Austen*, posted on the Morgan Library & Museum's webpage. It is based on the interviews made to some writers, scholars and

actors who give their perceptions and interpretations on her life and works. The interviewees have to answer different questions such as their first impressions when reading Austen for the first time, why they think she remains so popular nowadays, etc. It is a very original and “modern” way to get to know Austen: through other’s opinions. As they state, this documentary provides unique and engaging insights into Austen’s life and works. Besides, in the documentary some letters and manuscripts written by Austen herself are also shown. In fact, the Morgan Library & Museum is a major repository of them.

All in all, what is important here is to be able to transmit to our students why she was and still remains so important for English literature after all these years. If we manage to do this, we will achieve a major goal: to get our pupils interested in reading and in her novels. Encouraging them to discover why she has become so significant for people nowadays will make them curious readers and (hopefully) turn them into people with an excellent taste for reading.

After all that has been covered in the previous sections, we can conclude that Jane Austen has a very important role in ESL/FLT if we manage to make the most of the resources that are available and if we make the author and her work appealing enough. After all, she is one of the best authors to choose if we wish to encourage the reading of literature in class, arguably on the same level of relevance in literary importance in English literature as Shakespeare, Dickens, Chaucer and Milton. *Pride and Prejudice* is, undoubtedly, one of Austen's most used graded readers worldwide if we are to take into consideration its constant presence in the main ELT catalogues. Consequently, the didactic unit that will be developed in the following sections will be based on *Pride and Prejudice*. Thousands and thousands of fans of Jane Austen all over the world cannot be wrong!

2. PART TWO: Didactic Unit

2.1. Introduction

This final Master's degree project is intended to bring the students closer to the matter of literature for their learning of a second/foreign language. The main objective is the acquisition of knowledge in the second/foreign language through the use of an English literary work, Jane Austen's *Pride and Prejudice*. I will not only be concerned with the formal aspects of the language but with some of the social and cultural topics that are dealt with in the novel such as the role of women in society or the issue of marriage of convenience for economic purposes. This didactic unit is directed towards 1st year of "Bachillerato" students. The students will have the opportunity to read an adapted version of *Pride and Prejudice* and work on different activities based on the novel. At the same time, they are expected to learn and practise reported speech through different types of activities. Some of them are directly related to the novel but some others are not.

2.2. Contextualization

This didactic unit has been designed for students of the 1st year of "Bachillerato". The High School is called "I.E.S San Felipe Neri", it is placed in the city of Martos (province of Jaén) and it is a bilingual High School.

The class is made up of 30 students, 17 girls and 13 boys, and they are all between 16 and 18 years old. Their level of English is quite good, most of them possess a high B1 level and some of them have even reached the B2 level. In socio-economic terms, all students belong to medium-class families.

In the class, there are 2 students with specific needs of educational support. On the one hand we have a girl who suffers from ADHD and, on the other hand, we have a boy who suffers from dyslexia. However, although they are both at the same level as the rest of the class and they can follow the pace of the class without major problems, some measures have to be taken into account to help them to progress without difficulties. These measures will be explained later on in the section of "Attention to diversity".

In the 1st year of "Bachillerato", students have 3 hours of English per week. This didactic unit is intended to last 7 sessions, so it will cover two weeks and one extra session of a third week. The sessions are thought to last 55 minutes approximately and they will take place on Mondays, Wednesdays and Fridays. The class in which English is taught is provided with a digital board, as well as Internet connection which will come

in handy to look for specific resources when necessary. The students are sitting in pairs, which serves to promote the interaction between them and facilitates the different communicative processes that are carried out during the lessons.

This unit will be taught in the third term of the school year since at that time the students will have already reviewed all verb tenses that are necessary to make necessary changes when we transform sentences from direct Speech to reported speech and vice versa. So, their previous knowledge regarding grammar structures, verb tenses and time expressions is essential for the realization of this unit.

These students have a very good level of English for their age. Reading and writing do not mean a problem for them but probably listening does. During the sessions, I will lay emphasis on the oral skills, which can be considered more important if we bear in mind that a language is a means of communication. Finally, it has to be mentioned that our students are very participatory in this subject and quite motivated towards their learning process in the English language.

As it was slightly mentioned in the introduction of this part, the aim of this didactic unit is to provide the students with the means to practise the acquisition of the English language and learn it through the use of an English literary work. In the same way, reported Speech is one of the main foci of this unit and I will intend to teach it by using fragments of the novel as well as typical grammar exercises and games. As a final project, students will be asked to film a trailer from any film version of *Pride and Prejudice* in groups. They will have to take into account details such as the creation of the script for the video, the music they will use according to the period in which the novel takes place, the clothing, the scenery...,etc. In one of the sessions, we will devote some time to choose the characters they are going to represent through a mini-casting.

2.3. Justification of this didactic unit

This didactic unit is part of my final project for my Master's degree in "The Teaching of Secondary Education, Post-obligatory Education, Professional-Technical Education and Modern Languages" (University of Jaen, Spain) titled "Using literature in the EFL classroom: A didactic approach to Jane Austen's *Pride and Prejudice*". It is primarily focused on the reading and comprehension of the novel and, then, the realization of a final project in groups, promoting the cooperative work. This didactic unit is built on the basis of our Andalusian curriculum corresponding to "Bachillerato": the Andalusian government's *Orden de 5 de agosto de 2008*. Moreover, this didactic unit has been created taking into account the Common European Framework of Reference for Languages(CEFRL) by which it is promoted a communicative learning environment

through the establishing a common basis for the learning, objectives and methodologies when learning a second/foreign language in Europe.

This topic in particular has been chosen to reinforce the idea that the use of literature can be an extremely useful tool when teaching a language that many teachers do not rely on. For that reason, being *Pride and Prejudice* a masterpiece of the English literature, I considered it a perfect example that fits with my intentions of teaching. As it was developed in the first part of this final project, Jane Austen is one of the authors who have been chosen the most to teach English. Perhaps, the reasons to explain why teachers have opted for Austen are mainly based on the success of their novels. However, we may think that her works are outdated to be taught to our 21st century students. English used by Austen really differs from the English we know nowadays. Because of that, graded readers are edited with the intention of solving those obstacles with language and are consequently adapted to the assumed level of our students. Nonetheless, the most difficult part of teaching a novel written in 1796-97 and published in 1813, more than 200 years ago, may be the differences between society at the time and nowadays. These are some of the elements that I will cover in the working sessions of this didactic unit.

2.4. Timing

As it was mentioned in the point of “Contextualization”, this didactic unit is designed for the 1st year of post-obligatory secondary education (“Bachillerato”). Students are expected to feel comfortable working with activities requiring a high B1 level, near to B2. However, there are 5 learners with a certified B2 level. For these ones, there will be extra material if they need it.

As mentioned earlier on, this unit will be taught in the third term of the school year. There are 7 sessions of 55 minutes each. There are 3 sessions per week for English in the 1st year of “Bachillerato”. So, the didactic unit is to be implemented in two weeks and in an extra working session of a third week.

2.5. Key competences

As the *Real Decreto 1105/2014* states, competency-based learning favours the learning processes themselves and the motivation to learn, due to the strong interrelation of its components. In this case, the work of the teachers is essential when designing the different tasks and activities that are going to be implemented in class, since they have to take into account that at least some of the key competences are covered (p. 170). Within the 7 competences in force in the Spanish educational legislation, this didactic unit will endeavour to include activities of the following:

- **Competence in Linguistic Communication (CLC):** When we ask our students to speak or interact with us or among them we are promoting this competence. Probably, in the teaching of modern languages this is the competence that we use the most due to the fact that our ultimate aim as second/foreign language teachers is to allow our students to communicate effectively in the second/foreign language.
- **Digital Competence (DC):** Asking the students to create a trailer implies the realization of this competence. They will have to make use of cameras as well as computers to edit the video they have to create. In class, we will also make use of the digital board to play videos and the Internet to look for information of the characters, for example. All this together is promoting, probably in an indirect way, their ability in using technologies.
- **Social and Civic Competences (SCC):** This competence is based on the use of the student's abilities to use their knowledge to the welfare and improvement of society, by means, for instance, of activities related to the solving of conflicts or the taking of decisions. Through the game 'Go between's' we are placing our students in an imaginary situation where they have to solve a conflict in groups of three (with the use of reported speech) in order to come to a negotiated agreement. Therefore, they are making use of their knowledge regarding society for the solving of a conflict. They have to be respectful in the interacting with others according to the social norms established.
- **Sense of Initiative and Entrepreneurship (SIE):** It is realized by the final project of this unit. The students have to elaborate an idea and then put it into action. They have to take some instructions into account and take decisions of what to include in their videos, what clothes they choose, what music... And finally, by making use of their abilities, convert it into a final product.

2.6. Didactic objectives

In this didactic unit, the aims that are expected to be achieved by the students are the following:

- To read and comprehend the selected graded reader of *Pride and Prejudice*.
- To improve the skill of reading as part of a useful habit-taking activity.

- To be critical and able to reflect on what they read, watch and listen to.
- To practise oral skills: listening, speaking and interaction as much as possible.
- To use and transform sentences from direct speech to reported Speech and vice versa.
- To learn new vocabulary through the graded reader.
- To create a trailer of *Pride and Prejudice* based on the contents of the novel.

2.7. Contents

As far as contents are concerned, they are quite related to the didactic objectives that have been mentioned above. They have been designed according to the five main communicative skills: speaking, listening, reading, writing and interaction. However, for teaching purposes, in this section they have been subdivided into four parts: comprehension and production strategies; communicative functions; linguistic exponents; and, sociocultural & sociolinguistic aspects:

COMPREHENSION AND PRODUCTION STRATEGIES

- Reading the whole graded reader of Jane Austen's *Pride and Prejudice*
- Skimming a chapter of the book to identify synonyms
- Answering comprehension questions
- Completing sheets with specific required information
- Elaborating a script for the final project

COMMUNICATIVE FUNCTIONS

- Interaction with classmates to solve conflicts
- Debates about social issues
- Performing in front of an audience for the "mini-casting"
- Production of an oral video simulating a trailer for the film version of *Pride and Prejudice*
- Performing the video orally before playing it

LINGUISTIC EXPONENTS

- Reported speech
- Time expressions (now, next, today, tonight, tomorrow...)
- Place expressions (here, this, these, ...)
- Reporting verbs (ask, offer, suggest, remind, order...)
- New vocabulary included in the graded reader

SOCIOCULTURAL & SOCIOLINGUISTIC ASPECTS

- Approaching Jane Austen and its legacy to literature
- Appreciating changes between Georgian society and nowadays
- Selecting music and customs according to the Georgian society

2.8. Assessable learning standards

According to the *Real Decreto 1105/2014*, the assessable learning standards that are present in this didactic unit are the following:

ORAL TEXTS COMPREHENSION

2. To comprehend, in daily and less common transactions and procedures, the exposition of a problem or the request for information regarding it, as long as they can ask for confirmation on some details.
3. To identify the main points and relevant details of a formal or informal conversation of certain duration between two or more interlocutors that takes place around them, as long as the acoustic conditions are good, the speech is structured and the language is not used too idiomatically.
4. To comprehend, in an informal conversation or a discussion in which he/she participates, both by voice and by technical means, specific relevant information on general topics of his/her interest, and grasp feelings such as surprise, interest or indifference, always that the interlocutors avoid a very idiomatic use of the language and there are no acoustic interferences.
5. To comprehend, in a formal conversation in which he/she participates, in the academic or occupational field, detailed information and points of view and opinions on topics of their specialty and related to daily and less common activities and procedures, as long as they can ask questions to check that they have understood what the interlocutor has meant and obtain clarifications on some details.
6. To comprehend the main ideas and the relevant details of a presentation, talk or conference to be seen on topics of interest or specialty, as long as that the speech is clearly structured and in standard English.

ORAL TEXTS PRODUCTION (EXPRESSION AND INTERACTION)

1. To make well-structured and lengthy presentations on an academic subjects (for example on an artistic or literary work), with sufficient clarity so that it can be followed without difficulty most of the time, its main ideas are explained with reasonable precision, and he/she answers questions from the audience when asked clearly and at normal speed.
3. To participate effectively in informal face-to-face or telephone conversations or other technical means, (...); he/she tells stories as well as the plot of books and movies, indicating their reactions; offers and is interested in personal opinions on topics of their interest; makes their opinions or reactions to possible solutions to practical problems or issues understandable; politely expresses beliefs, agreements and disagreements, and explains and justifies their opinions and projects.

WRITTEN TEXTS COMPREHENSION

1. To comprehend instructions of a certain length and complexity within their area of interest or specialty, as long as he/she can re-read difficult sections.
7. To follow the plot line of fiction stories and short novels clearly structured, with simple and direct language, in a standard variety of English, and understands the personality of the different characters and their relationships, when they are clearly described and in sufficient detail.

WRITTEN TEXTS PRODUCTION

1. To complete a detailed questionnaire with personal, academic or employment information.
3. To take notes, make a list of the important points, during a simple lecture, and write a short summary with essential information, as long as the topic is known and the speech is formulated simply and clearly articulated.

2.9.Objectives of stage and area

According to the law, these are the objectives of stage of “Bachillerato” that are dealt with in this unit:

- c) Students should aim at the effective equality of rights and opportunities for men and women and reject any discrimination towards the disabled, the elderly and the underdeveloped.
- d) Students should try to reinforce reading, study and discipline habits in order to improve their personal advancement.
- f) Students should aim at being able to communicate fluently and correctly in one or more foreign languages.
- g) Students should learn how to use the new technologies of information and communication responsibly.
- h) Students should learn to be critical towards the realities of the contemporary world, its historical antecedents and the main traits of development.
- k) Students should be encouraged to practise and improve their sense of creativity, flexibility, initiative, team work, criticism and self-esteem.

On the other hand, these are the objectives of area. Students of “Bachillerato” should be able to achieve the followings aims:

- 2. Develop strategies to improve the understanding of both oral and written texts.
- 4. Understand both the general and the specific information of all types of texts.
- 7. Learn to use the dictionary and other sources of information and strategies in order to improve a satisfactory learning process of a language.
- 8. Become familiar in a critical way with the main traits of the collective behaviour and customs of the speakers of a foreign language.
- 9. Be able to read and understand general texts in a foreign language.

The following chart represents a summary of the objectives that are supposed to be achieved throughout this didactic unit as well as the ways in which objectives and basic competences relate:

Didactic objectives	Stage objectives	Foreign Language	Key competences
- To read and comprehend the graded reader of <i>Pride and Prejudice</i> - To improve the skill of reading as part of a useful habit-taking activity - To be critical and able to reflect on what they read, watch and listen to - To practise oral skills: listening, speaking and interaction - To use and transform sentences of reported speech to direct speech and vice versa - To learn new vocabulary through the graded reader - To create a	(RD 1105/2014) c d f g h k	2 4 7 8 9	CLC DC SCC SIE

trailer of <i>Pride and Prejudice</i> based on the contents of the novel			
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2.10. Cross-Curricular issues and transversality

Cross-curricular elements are those that have to be implemented in all subjects of Secondary Education. According to the *Real Decreto 1105/2014*, the different cross-curricular elements are: reading comprehension; oral and written expressions; audio-visual communication; information and communication technologies; entrepreneurship; civic and constitutional education; equal rights and opportunities for disabled people; coeducation; education for peace; sustainable development; road safety education and health education.

Although this didactic unit may have included more than what it has, we have to be realistic and fit to the needs of our students. Being too ambitious may affect to the achievement of the objectives. This didactic unit includes activities where the following cross-curricular issues are encouraged:

- **Reading comprehension:** Since our main concern in this didactic unit is to read and comprehend the graded reader of *Pride and Prejudice*, this matter is clearly promoted and developed.
- **Oral and written expressions:** The final project of this unit is aimed to allow our students to produce their own material: a written script and an oral video. Therefore, oral and written expressions are fundamental for the realization of that project.
- **Audio-visual communication:** It is clearly promoted by the filming of the trailer.
- **Information and communication technologies:** In this case, students will have to be in contact with new technologies in order to be able to film the video and then edit it to include the music they have selected or the special effects they may need to create so that the feeling of watching a real trailer is achieved.

- **Entrepreneurship:** I am encouraging the production of a final product, but the students have to possess leadership spirit as well as the skill to make the right decisions and come to an agreement with the rest of the group for the achievement of a final project. They are their own masters.
- **Coeducation:** It is encouraged if we think in coeducation as promoting equal opportunities for men and women. When students are encouraged to reflect about the position of women in past times and in the novel, or the issue that Jane Austen did not sign her books with her name because she was a woman, we are covering this issue.

2.11. Interdisciplinarity

Throughout this didactic unit I believe that at least three disciplines are involved, apart from English. These are:

- **Music:** This is worked in the unit in two different ways. On the one hand, in activity 5 of the third session, where students will work with a song. It will be used to practise the grammar that is to be learnt in this unit but in a different way from the traditional grammar exercises. Apart from that, it is also really worth mentioning that not only grammar is being practised but listening as well. They will have to discriminate between different sounds in order to guess the missing words in the lyrics. On the other hand, students will have to choose an appropriate music for their videos. The song (or songs) they use has/have to be in accordance with the period when the novel takes place. Therefore, they will have to investigate typical songs of the era and being in contact with classical or popular music of the time.
- **Art:** In this case, art is worked in class since they are asked to film a video and that is, in other words, audiovisual contents which are directly related to the field of art.
- **History:** Although we will not study history as such along the didactic unit, students will be asked to reflect on some aspects of the society of Austen's times and the changes that have taken place throughout history. So, comparing the differences between the past and the present implies being in contact with history. Besides that, when the students have to look for the typical clothes that people used to wear at that time, they are again in contact with historical issues.

2.12. Attention to diversity

As it was previously referred to, in our class we have two students that, although they do not present a delay with respect to the levels of their classmates, need some specific measures to be taken into account by the teacher. In spite of that, the measures do not imply significant curricular adaptations. If this were not the case, they would need different didactic material created specifically to deal with their learning difficulties or special needs.

Firstly, there is a girl suffering from ADHD. Her main problem is related to her capacity for concentration. Besides, she sometimes feels very nervous and needs a moment to calm her nerves. As a specific measure for her, I usually sit her in the front row to be watching at her and to control her feelings or needs. Apart from that, she will act as the 'secretary' of the teacher with the aim of her being implied in some tasks that require standing up and moving. For example, she will deliver worksheets when we need them, help the teacher to bring to the class some material, going to ask another teacher something when it is necessary, etc.

Secondly, there is a boy suffering from dyslexia. He does not have a very serious problem but some measures are applied to favour his development. In this case, what teachers usually do is to provide him with a computer whenever he needs to write long texts. Having dyslexia makes him write a bit more slowly when he has to deal with long texts since he needs to be concentrated in order to write correctly. Apart from that, teachers will not correct him errors by using red colour. This student has had many problems throughout his life until he has come to express himself correctly in writing (he used to confuse letters and often had grammatical mistakes). For this reason, teachers have come to the agreement of not using the red colour when marking his work because it only serves to create frustration in him. Otherwise, they can use red or blue colours to correct him or make some annotations in his homework or exams. Lastly, teachers must keep an eye on him and make sure that he writes down in his agenda everything he has to do for homework, deadlines and exams dates just to have time enough to prepare them.

Apart from that, though it was mentioned at the beginning that most of the students in class shared the same level at English, there are 5 students who have a B2 level and, therefore, they are a bit faster when carrying out some tasks. For these fast-finishers students, extra activities will be prepared in each session just in case they finish earlier since we do not want them to be bored. The level of the activities is not higher in this case because it would increase the gap between these learners and the rest.

2.13. Resources

The materials and resources needed to carry out this didactic unit are the following ones:

- Digital board
- Computers
- Projector
- Speakers
- Internet connection
- Penguin's graded reader of *Pride and Prejudice* (Level 5)
- Tables
- Chairs
- Papers and worksheets

2.14. Methodology

In this didactic unit, it can be said that more than one methodology has been applied throughout the different sessions. On the one hand, the communicative approach may be the most frequently used. In the English class, we treat the English language as a tool to communicate while speaking and writing. In all sessions, there are activities to practise the oral skills with different aims: solving conflicts, debates, oral presentations, etc. All these diverse ways of communicating are the best form to learn a language, better than just using question-answer formats.

On the other hand, cooperative learning is also promoted since there are various activities that imply being in pairs or small groups. The best example is the final project they have to create. The most important objective of that work is to be able to cooperate with the whole group in order to achieve a final shared goal. Through this methodology, we are encouraging our students to work cooperatively, something that is essential in our daily life if we take into account that we are emerged in a world where society is the main core. Besides, at the same time they are working together, they are developing their individual skills. Each member of the group has a role that is necessary to elaborate the final product. Not only are they improving their skills but also learning from the rest, as well as teaching them at the same time.

Apart from this, a Project-based learning (PBL) method is being developed. This approach allows the students to acquire competences, knowledge and improve their skills while they elaborate a common project. The final objective of this didactic unit is to create a project. By using this approach, we can catch the attention and interest of our students more easily.

I should mention that in the didactic unit traditional grammar exercises are also included. However, some of them have been outlined in a different format (as in the game “Go between”) with the purpose of allowing the teaching of grammar inductively. Audio-visual materials are also essential in these sessions. Instead of opting for a traditional audio to practise the listening skill, I would rather choose playing videos in class so that students may listen at the same time they are watching and image which provides the context. Visual elements are of key importance to catch their attention and help them to comprehend the audio.

2.15. Evaluation

2.15.1. Marking criteria

According to the contents of this didactic unit, the final mark of the students will be divided into the following parts:

- Active participation (participation in debates, being volunteers when they are asked to, etc.): **20 %**
- Listening activity: **10 %**
- Daily observation of students (positive attitude, read the chapters at home, good behaviour): **10 %**
- Final project (elaboration of a trailer for the film *Pride and Prejudice*: **60 %**. This percentage is subdivided into:
 - Oral presentation before playing the video: 10 %
 - Script: 10 %
 - Content of the video: 30%
 - Good edition (ability using the new technologies), appropriated music, originality, customs and setting: 10%

2.15.2. Evaluation criteria

In order to evaluate the students with the previous percentage, each one must achieve or fulfill a series of criteria. These evaluation criteria are directly related to the didactic objectives proposed before:

Didactic objective	Evaluation criteria
To read and comprehend the graded reader of <i>Pride and Prejudice</i>	To read and understand the plot of the graded reader of <i>Pride and Prejudice</i>
To improve the skill of reading as part of a useful habit-taking activity	To improve the skill of reading as part of a useful habit-taking activity thanks to daily reading homework
To be critical and able to reflect on what they read, watch and listen to	To be critical and reflect on what they read, watch and listen to
To practise oral skills: listening, speaking and interaction	To practise oral skills daily: listening, speaking and interaction
To use and transform sentences of reported speech into direct speech and vice versa	To use and make the correct changes to transform sentences from reported speech into direct speech and vice versa
To learn new vocabulary through the graded reader	To apply the new vocabulary in sentences to use the words in contexts
To create a trailer of <i>Pride and Prejudice</i> based on the contents of the novel	To create a trailer of <i>Pride and Prejudice</i> based on the contents of the novel

2.15.3. Evaluation materials

The main tools that will be employed to evaluate the students are rubrics. They will be used for all the parts compounding the evaluation criteria, except for the listening skill, which will be evaluated according to the right and wrong answers of each student (in the listening activity there are 10 gaps to fill in, so each gap is equal to 1% of the final mark).

The following rubric will be used to value the active participation:

Percentage	20 %	15 %	10%	5%	0%
PARTICIPATION 20 %	The student is always willing to participate, whatever the task is, and does it properly	The student usually participates, whatever the task, even if he/she makes some mistakes	The student sometimes participates in class and shows moderate interest in the subject	The student rarely participates and does not show much interest in the subject	The student never participates voluntarily and does not show any interest in the subject

Continuing with rubrics, this is the one used to value the daily observation of students by the teacher:

Percentage	10 %	7,5 %	5%	2'5%	0%
DAILY OBSERVATION 10 %	The student always does his/her homework, has a positive attitude, and behaves respectfully with the teacher and the rest of the class	The student usually does his/her homework, has a positive attitude and behaves respectfully with the teacher and the rest of the class	The student sometimes does his/her homework, does not show a positive attitude and sometimes does not behave respectfully with the rest	The student rarely does his/her homework, does not show a positive attitude and sometimes does not behave respectfully with the rest	The student never does his/her homework, shows a negative attitude and does not behave respectfully with the teacher and the rest of the class

And, finally, the rubric used for the evaluation of the final project will have different categories. In this case, the students will be evaluated as a group. Therefore, all members of the group will have the same mark:

FINAL PROJECT (60%)				
Oral Presentation (10%)	10% The group speaks clearly and distinctly all the time, and mispronounces no words.	7,5% The group speaks clearly and distinctly all the time but mispronounces a few words	5% The group speaks clearly and distinctly most of the time but mispronounces some words	2,5% The group cannot be clearly understood and mispronounces most words
Script (10%)	10% Script is complete, well-structured and it is clear what each actor says and does. It is quite professional	7,5% Script is mostly complete. It is clear what each actor says and does. There are minor mistakes	5% Script has a few major flaws. It is not always clear what the actors say and do. It seems incomplete.	2,5% It seems there is no script. Actors seem to be inventing what they say and do it as they go along.
Edition, music, customs, setting and originality (10%)	10% The five assessable elements are properly met in the video	8% Four of the five assessable elements are properly met in the video	6% Three of the five assessable elements are properly met in the video	3% Two or less of the five assessable elements are properly met in the video
Content	30%	20%	10%	5%

(30%)	All the scenes of the video have been perfectly chosen. It does not reveal key parts of the plot, creating the sensation of being a trailer	Most of the scenes in the video have been perfectly chosen. It does not reveal key parts of the plot, creating the sensation of being a trailer	Some of the scenes in the video have been perfectly chosen. It has not been filmed with the format of a trailer	The scenes of the video are meaningless or have been chosen randomly. It has not been filmed with the format of a trailer
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2.16. LESSON PLAN

Before starting to develop the content of each session, it is important to mention that the majority of the activities will have to do with the graded reader of *Pride and Prejudice*. To accomplish that, students will be asked to read the book at home, so that we do not have to spend school hours on reading the novel. For example after session 1, they will have to read from chapters 1 to 5. Anyhow, we may pay attention to some fragments or chapters if they seem to be very difficult for the students and need help for its understanding. The graded reader that the students are meant to read is available online in the following link:

[Pride and Prejudice Graded Reader](#)

Having said that, let's proceed to the explanation and development of each session one by one:

SESSION 1: MONDAY (55')

- 1. Warm-up (5'). (Speaking and interaction).** It consists on a quickly introduction about the novel *Pride and Prejudice*, its author and literature in general. The intention is that the students start to get in touch slightly with Jane Austen and her novels.

- *Do you know Jane Austen?*
- *Have you ever read or watched a film about any of her works?*
- *Do you know any other famous author of English Literature? Who?*
- *Have you ever read a book written by an English author?*
- ...

2. Watch this video about Jane Austen's biography (10'). Listening. The video is based on the life of Austen. Students will watch the video with English subtitles to facilitate its comprehension. They will watch the video twice and they are recommended to take notes since this activity is directly related to the following one. This video is about the beginning of her life and how she started writing as well as the difficulties she faced to sell her novels since she was rejected at first.

[Biography of a Great Thinker](#)

3. Comprehension questions (15'). Writing and speaking. After watching the video, a worksheet will be delivered for each student with some comprehension questions. Evidently, the questions are related with the content of the video. The last question is meant to start a brief discussion with the whole class. The intention is to make them reflect about how rights of women were almost inexistent in the past and how they have evolved throughout history. As it was mentioned in the theoretical part of this project, feminism and equality are examples of values that can be taught through the use of Jane Austen in class. This is the reason why they are asked to think about the detail that Austen did not sign her novels, and it was because of female discrimination. Encouraging them to reflect about these items may serve as a way to teach more than a language, a social movement, which is so necessary nowadays.

JANE AUSTEN: BIOGRAPHY OF A GREAT THINKER

a. How do we know about Austen's life if she was not a public figure at her period?

b. What subjects did Jane and Cassandra have in their formal education?

c. What is the name of the first epistolary novel of Jane Austen?

d. What was the former name of the novel *Pride and Prejudice*?

e. Why did Austen and her family move to Hampshire?

f. Which was the first novel she sold?

g. Did she enjoy success from the very beginning she started writing? Why/why not?

h. Did her name appear on the novel cover as the author? Why do you think this happened? Write down your answer and, then, share it with the rest of your classmates to see their viewpoints as well.

4. Grammar explanation: Reported speech (25').

This last part of the session will be devoted to explain the main grammar part that we will be dealing with during this didactic unit. The explanation will be based principally on the structure and the use of reported speech, including reported questions, commands and suggestions.

After that, attention will be focused on the different changes that have to be made to move from reported speech into direct speech and vice versa. Firstly, tense and modal verbs changes will be explained, then pronouns changes and finally time and place expressions changes.

In session 4, we will be dealing with the commonest reporting verbs that introduce reported sentences.

SESSION 2: Wednesday (55')

1. **Warm-up (5'). (Speaking and interaction).** Brief introduction to the session by asking the students some questions about the chapters they have read and their possible doubts:

- *Do you have any doubt about the chapters you were meant to read?*
- *Are there any volunteers to make a brief summary?*

Apart from serving to clarify any doubt regarding the book, I will use these minutes to check who has and who has not read the chapters there were meant to read by asking easy questions such as:

- *What is name of Mr Bennet's favourite daughter?*
- *Who is moving to their neighbourhood soon?*
- *What character behaves rudely with Elizabeth?*

2. **Transform direct speech into reported speech. (15'). Writing.** This is a traditional grammar activity in which students have to change these sentences randomly chosen from the novel from direct speech into reported speech to practise the rules that were explained in the previous session.

1. **'My dear Mr Bennet,' said Mrs Bennet to her husband one day, 'have you heard that Netherfield Park has been rented at last?'**

2. **'I do not cough for my own amusement,' replied Kitty.**

3. **'Oh', said Lydia confidently, 'I am not afraid. Though I am the youngest, I am the tallest.'**

4. 'Come, Darcy' he (Mr Bingley) said, 'I hate to see you standing around by yourself like this.'

5. 'But Mr Darcy is not so worth listening to as his friend, is he?', said Charlotte.

6. 'His pride', said Miss Lucas, 'does not offend me so much as pride often does, because there is an excuse for it.'

7. 'This was a good idea of mine!', said Mrs Bennet.

8. 'We will go as far as Meryton with you', offered Lydia and Kitty.

9. 'I thought Miss Elizabeth Bennet looked extremely well when she came into the room this morning', said Mr Bingley.

10. 'It must greatly lessen her chance of marrying a man of good position', replied Mr Darcy.

3. **Vocabulary: Match words and definitions. Then use them in a sentence and tell them to the person who is sitting next to you.(15') (Writing, speaking and interaction).** In this activity, students have to find out the meaning of the different words they are provided with. These words come from the original novel. The intention is that the students become familiar with the real vocabulary used by Jane Austen herself. Then, in order to reinforce their learning of the words, they will have to try to use them in a sentence made in pairs.

WORD	DEFINITION
GENIOUS (ADJ)	CHARACTERIZED BY EXTREME CARE AND GREAT EFFORT
DEIGN (V)	DO SOMETHING THAT ONE CONSIDERS TO BE BELOW ONE'S DIGNITY
INGENIOUS (ADJ)	PROCEED SOMEWHERE DESPITE THE RISK OF POSSIBLE DANGERS
GRATIFY (V)	SHOWING INVENTIVENESS AND SKILL
HAUGHTY (ADJ)	THE IMPRESSION PRODUCED BY A PERSON
VENTURE (V)	MAKE HAPPY OR SATISFIED
FIGURE (N)	HAVING OR SHOWING SUPERIORITY
SOLICITUDE (N)	BEING SELF-RESTRAINT AND RETICENCE
SCRUPULOUS (ADJ)	HAVING A NATURAL TALENT
RESERVED (ADJ)	A FEELING OF EXCESSIVE CONCERN

Writing. (10'): As far as you have read, you may have noticed that social rules at the period when Jane Austen wrote the novel are different from what we have now. **In groups of five people, write a note including five pieces of advice that a modern woman of nowadays should know if she were transported into Elizabeth Bennet's period and situation.** This activity intends to make the students aware of the wide social differences existing between the Georgian era and our current world. Once again, this task is focused on the role of women in society, which is one of the main topics of the novel. The cooperative work approach is being used in this activity.

Ideally, each student of the group should suggest a piece of advice. If not, they should provide as many ideas as possible and, then, come to an agreement to decide which one(s) they should choose as the most important one(s).

THE FIVE MOST IMPORTANT TIPS YOU SHOULD KNOW ARE...

1. _____
2. _____
3. _____
4. _____
5. _____

4. **Discussion. (10') (Speaking and interaction):** Choose a spokesperson in the group to share the pieces of advice you have written with the rest of the class groups. Talk about which ones are the best and which ones are not so important. Now we want our students to reflect on and discuss about the pieces of advice they have chosen, explaining why they have chosen them and why they considered others invalid or irrelevant. The spokesperson is the one in charge of reading what they have written but they others are free to interact (and indeed they should) with the rest of the class as well. Participation in this activity is essential and will be taken into account for the final mark.

As for homework, students have to read from chapters 6 to 13 at home.

SESSION 3: Friday (55')

1. **Warm-up (10'):** Some students will be asked some questions. Then, a different student has to report on what their classmate has said. It is a different manner of review and revising reported speech in an oral way, not through the traditional written grammar exercises.

- *Please, tell me something you did yesterday.*
- *Please, tell me something you did last summer.*
- *Please, tell me something you will do tomorrow.*
- *Please, tell me something you will do next weekend.*
- ...

2. Listening (15'): Watch this video about Jane Austen's house and, then, **complete the sentences below**. We will watch a video to do a listening activity instead of just listening to an audio. Visual elements will help the students to complete the sentences. Students will receive some instructions before playing the video. In the first viewing, they only have to pay attention to the video and try to understand what the narrator is saying. In the second viewing, they have to complete the following sentences with the information provided by the narrator. (Answers are indicated in red colour). **This task is an assessable activity which will constitute 10% of the final mark.**

[Jane Austen's House Video](#)

1. Jane Austen's House Museum is open to the public **almost every day of the year**. However, there are some restrictions **during the winter**.
2. One of the most interesting objects in the house is the **real table** where Jane Austen used to write.
3. In the library of the house, the novels of Jane Austen are translated into **uncountable** languages.
4. There are replicas of **her bed and her sisters'** because the real ones were **destroyed**.
5. You can try on the outfits of that period and look like real **Georgian ladies**.
6. For the nostalgic ones, you can visit **the graves** of both Jane's sister and mother.
7. The library and its gardens are placed **next to the church**.

8. You should take **a cup of tea** in front of the museum to rest after this magic visit.

3. **Do you know who said that and to whom? (10'). Writing.** In this activity, students have to guess who has said the sentences they are provided with. These phrases belong to the chapters they have already read (from 1 to 13).

1. *My dear Mr. Bennet, have you heard that Netherfield Park has been rented at last?*

..... to

2. *May I hope, Madam, to speak privately with your lovely daughter Elizabeth?*

..... to

3. *They are all silly and empty-headed like other girls, but Lizzie is a little more intelligent than her sisters.*

..... to

4. *Both your sisters already have partners, and there is not another woman in the room with whom I would care to dance.*

..... to

5. *Sir, I have not the least intention of dancing. Please do not suppose that I moved this way in order to beg for a partner.*

..... to

6. *How can you be so silly in all this mud! You will not be fit to be seen when you get there.*

..... to

7. *I am surprised that Mr Darcy's pride has not made him fairer to you.*

..... to

8. *When I next speak to you on this subject, I shall expect to receive a more favorable answer.*

..... to

9. *Why did you not all learn? You ought all to have learned.*

..... to

10. *She uses her fingers well, though her taste is not equal to Anne's.*
..... to

4. **Norwegian Wood by the Beatles (20'). Listening.** Since we have had a kind of test through the realization of the previous listening, now I want the students to relax and enjoy the final part of the class with one of their favourite activities: songs. In this task, students will be provided with a worksheet with the lyrics of the song *Norwegian Wood* by the Beatles. The activity is divided into three parts. In the first part, they will have to complete the gaps included in the lyrics. After that, their mission is to identify examples of reported speech or direct speech. Finally, and once we have checked they have identified all those examples, they have to transform the sentences written in reported speech into direct speech and vice versa. This are the lyrics (the words in red are the one that will not appear for them):

Norwegian Wood

I once had a girl
Or should I say she once had me
She showed me her room
Isn't it good Norwegian wood?

She asked me to stay
And she told me to sit anywhere
So I looked around
And I noticed there wasn't a chair

I sat on a rug biding my time
Drinking her wine
We talked until two and then she said
"It's time for bed"

She told me she worked
In the morning and started to laugh
I told her I didn't
And crawled off to sleep in the bath

And when I **awoke** I was alone
This bird had flown
So I lit a **fire**
Isn't it good Norwegian wood?

After doing the task, if there is time enough, I will ask the students some questions about the content of the song. For example:

- *Does anyone know the meaning of 'crawl off'?*
- *What does 'This bird had flown' mean?*
- *What do you think is 'Norwegian wood'?*
- ...

As for homework, students have to read from chapters 14 to 21 at home.

SESSION 4: Monday (55')

1. **Solving doubts (5'). Speaking and interaction.** The first five minutes of this session will be devoted to solving the doubts the students may have since this time they have had to read more pages as homework than in previous sessions.

- *Did you understand all the chapters you have read?*
- *Are there any words you don't understand?*
- *Is anyone able to make a very brief summary of 1 minute?*
- ...

2. **Grammar explanation: Reporting verbs(15').** In this fourth session we will be dealing with reporting verbs. The emphasis will be laid on the importance they have when we have to report questions, commands and suggestions. Students are going to be provided with a list of the commonest reporting verbs. The verbs that have been chosen to teach the students are:

- | | |
|-------------------|-------------|
| ✓ Add | ✓ Offer |
| ✓ Advise | ✓ Persuade |
| ✓ Apologize (for) | ✓ Recommend |
| ✓ Agree | ✓ Reply |
| ✓ Beg | ✓ Suggest |
| ✓ Confess | ✓ Whisper |
| ✓ Declare | ✓ Admit |
| ✓ Invite | ✓ Ask |

- ✓ Complain
- ✓ Confirm
- ✓ Explain
- ✓ Mention
- ✓ Order
- ✓ Promise

- ✓ Remind
- ✓ Say
- ✓ Tell
- ✓ Deny

3. **Reading (15'). Find in the last chapter you have read (21st) a word meaning.** Through the scanning technique, the students will look for some synonyms of the words provided. This activity will help them to expand their vocabulary.

- Cheerful → _____
- Worrying → _____
- Blinded → _____
- Take care → _____
- Insensitive → _____
- Damage → _____
- Reserved → _____
- Perceptible → _____
- Accuse → _____
- Try → _____

4. **Create a trailer. (20').** This part of the session is aimed at explaining the instructions of the final project that students have to prepare and to solve doubts they may have. The final project is based on the creation of a trailer in groups of five or six people for a film version of *Pride and Prejudice*. In the trailer the students are expected to include the most relevant scenes of the novel without making 'spoilers'. They have to write their own script and try not to reproduce the same words of their graded readers. Besides, the video is recommended to last 3 minutes minimum and five minutes maximum. When we finish explaining the instructions, I will play two examples of two different trailers of *Pride and Prejudice* films so that the students manage to get a general idea of what they have to do.

[Pride and Prejudice \(2005\)](#)

[Pride and Prejudice \(1995\)](#)

As for homework, students have to read from chapters 22 to 28 at home.

SESSION 5: Wednesday (55')

1. **Solving doubts (5'). Speaking and interaction.** Once again, the first five minutes of this session will be devoted to solve the doubts the students may have had while reading the allotted chapters:
 - *Did you understand all the chapters you have read?*
 - *Are there any words you don't understand?*
 - *Did you like the ending of the book?*
 - *Did you expect it?*
 - ...
2. **Grammar: Transform the sentences in direct speech into reported speech by using the following reporting verbs (15').** This activity intends to review and revise the grammar part of this didactic unit. Students have to work with the changes that reported speech requires, as well as with the reporting verbs explained in the previous session.

Order	Ask	Remind	Advise	Suggest
Apologize	Agree	Explain	Promise	Warn

a) *Why don't we take a cup of tea, Jane?*

b) *I think you should talk to your father...*

c) *Ok, Elizabeth can go to the party.*

d) *Don't forget your umbrella before leaving!*

e) *Mrs Bennet, be quite, please!*

f) *Why are you crying, my dear?*

g) *The reasons why I didn't come are quite clear.*

h) *I am so sorry for being late.*

i) *I swear you that I didn't lie.*

j) *Don't walk around there, it is dangerous.*

3. **Write a different ending for the novel. Then, share your proposals with the rest of the class (20'). Writing and speaking.** In this activity we are encouraging students to use their imaginations and create a different and original ending. Hopefully, we can work with two skills at the same time, writing and speaking.

***PRIDE AND PREJUDICE*: AN ALTERNATIVE END**

- to choose a character of the novel they want to put on stage. As it is expected, more than one will probably want to represent the same character so, to decide who is the best participant they have to look for a fragment in the novel in which that character speaks for a while and learn it by heart to perform it in front of the class in the next session, as a kind of casting. They can be grouped in pairs or threes to put the performance on stage.
- SESSION 6: Friday (55')**
1. **Casting (20'). Speaking.** Now, it is the turn of the students to play the short role they have prepared in order to get the character they want. Once they have all acted, we will choose through voting which was the best to deserve the role in each group.
 2. **In pairs, put the following events in order (5'). Interaction.**
 - ____ **Mr. Collins proposes marriage to Elizabeth (4)**
 - ____ **Darcy seems to be still in love with Elizabeth (9)**
- 48

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 - ____ **Mr. Collins proposes marriage to Elizabeth (4)**
 - ____ **Darcy seems to be still in love with Elizabeth (9)**

- ____ Bingley arrives to the neighborhood (1)
- ____ Darcy starts being interested in Elizabeth (6)
- ____ Mr. Wickham warns Elizabeth about Darcy's real personality (3)
- ____ He makes a second proposal to Elizabeth and she accepts (10)
- ____ Jane and Mr. Bingley seem to be falling in love with each other (2)
- ____ Elizabeth receives a letter from Darcy explaining the truth of the situation (8)
- ____ Mr. Collins proposes marriage to Charlotte (5)
- ____ Darcy asks Elizabeth to marry him, but he is rejected (7)

3. **Go between (15'). Speaking.** This is a game to practise reported speech. The game consists of grouping the students in threes. Two of them seem to have a conflict and they do not talk to each other. So, the third person is responsible for transmitting what one of them wants to say to the other. For example, the conflict may be a negotiation of something that one of them wants to buy from the other. They will have to solve the conflict in 5 or 6 sentences and, then, the roles are changed. It is advisable to change the topic of the conflict too so that they do not use similar sentences. The instructions insist on using the structures of reported speech correctly as well as reporting verbs if they can.
4. **Preparing my character. (5') Writing.** Students will have some minutes to write about the character they are going to play. They will have to fill a sheet providing information about him or her in order to get to know the character perfectly and play the role as faithfully as they can.

1. What is the name and age of the character?

2. Provide a physical description of your character.

3. Name the main features of your character's personality.

4. What is your character's main motivation in the novel?

5. Do you like him/her? Why/why not?

5. **Preparation and brain storming (10')** The last minutes of the class will be devoted to prepare their trailer: Brainstorming of ideas, examples of different sceneries, how they could get dressed...

SESSION 7: Monday (55')

EXPOSITION OF THEIR FINAL PROJECTS (55')

Students will have to do a short presentation of their project before playing it in front of their classmates. They will have to justify why they are playing the scenes they have chosen, why they have chosen a particular song, etc. Then, the videos will be played during the whole session. After we have watched the videos, we will comment on which ones they like the most and why, what aspects should be improved, suggestions to improve them, etc.

2.17. Some extra activities for the fast-finishers

Session 1:

For session 1 there are no further activities since most of the session will be activities that require the whole group to be attentive (warm-up, watching a video, grammar explanation, etc.)

Session 2:

Fast-finishers can continue practising reported speech online with this interactive worksheet that is automatically corrected at the end of the task.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ES L\)/Reported speech/Reported Speech_gs3150gg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ES_L)/Reported_speech/Reported_Speech_gs3150gg)

Session 3:

In this case, the activity is in the form of a short reading which includes background information of *Pride and Prejudice*. It belongs to the same webpage that was used in the extra activity of session 2. Fast-finishers will deliver the teacher their answers and it will be taken into account for the final mark.

<https://www.liveworksheets.com/ai135200tu>

Session 4:

Fast-finishers students may start practising activities of reporting verbs that have just been explained in that session. They will do it, once again, through an interactive worksheet that automatically checks their answers.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ES L\)/Reported speech/Reported speech with verbs of reporting_po17323cq](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ES_L)/Reported_speech/Reported_speech_with_verbs_of_reporting_po17323cq)

Session 5:

Match each character to their descriptions (the descriptions have been taken from the teacher's note worksheet belonging to the Pearson Graded Reader of *Pride and Prejudice*):

CHARACTER		DESCRIPTION
Mr and Mrs Bennet		Neighbour of the Bennets. Although he is titled, he is not so wealthy.
Mr Bingley		A cousin of Mr Bennet who he did not know
Mr Darcy		Mr Darcy's wealthy aunt. She is a rude and arrogant lady.
Mr Collins		Well-off but not wealthy. They have 5 daughters.
Mr Wickham		A friend of Mr Bingley. Not a very warm person on a first acquaintance
Sir William Lucas		A rich young man who moves to the Bennet's area.
Lady Catherine		They are the aunt and uncle of Elizabeth and her sisters.
Mr and Mrs Gardiner		A charming military officer. He will turn out to be an immoral confident trickster.

Session 6:

There are no extra activities for session 6 since the remaining time at the end of the class will be used to prepare their final projects.

Session 7:

This session will be entirely devoted to the watching of the projects and a final discussion.

3. Conclusion

At this point, it is necessary to point out some of the issues that have been addressed throughout the realization of this work. Starting by the advantageous use of literature in EFL classrooms, I can state that it has been proved by means of the didactic unit the endless usefulness of the exploitation of a literary work. It is really beneficial for the students to learn linguistics aspects at the same time they are learning cultural ones.

As it can be observed, Jane Austen has demonstrated to be a very good choice to be focused on due to she was able to include in her novels social aspects that are of urgent necessity nowadays. Therefore, it is not surprising that she is one of the authors who have been exploited the most for the teaching of English. It is astonishing how her works made effect when they were published, more than 200 years ago, and they still influence nowadays. Undoubtedly, some of the reasons to achieve so may be her distinctive literary style together with her depiction of society.

As a result, I have thoroughly designed a didactic unit trying to cover the major aspects that, from my point of view, should be promoted in the EFL teaching. As a future teacher, I pretend to complement my lessons through the use of literary works that I hope my students appreciate. The responsibility to foster different methods to teach languages lies in teachers' hands. That is why I wholeheartedly defend the use of literature in EFL classrooms, since my very last aim is to provoke the awakening of a new world of sensations that the students may never discover if they do not give a chance to read for their own enjoyment. And, doing so while learning English would be the best reward I can have as a teacher.

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