

UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

TEACHING ENGLISH LANGUAGE THROUGH LITERATURE: GRADED READERS.

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Table of contents

Abstract	4
Introduction	5
1.- The Role of Literature in the EFL Classroom	6
2.- Different Methods and Approaches Used to Teach Literature	8
3.- Advantages and Disadvantages of the Use of Literature in EFL Classroom	10
3.1.- Advantages	10
3.1.1- Exploitation of the Four Skills through Literature	12
3.2.- Disadvantages	14
4.- Selection of Literary Texts	15
4.1.- Short Stories	17
4.2. The Use of Graded Readers in the EFL Classroom	18
4.2.1. What are Graded Readers?	18
4.2.2. Graded Readers in the EFL Classroom	20
4.2.3. Positive Aspects in the Use of Graded Readers	21
5.- Conclusions	22
6.- Didactic Unit	23
6.1.- Justification	23
6.2.- Background and Contextualization	24
6.3.- Competences	25
6.4.- Objectives	27
6.5.- Contents	29

6.6.- Transversality / Cross Curricular Issues and Interdisciplinary	29
6.7.- Temporalization	30
6.8.- Attention to Diversity	32
6.9.- Materials	32
6.10.- Lesson Plan: Step by Step Account	33
6.11.- Evaluation	39
7.- References	41
7.1.- General References	41
7.2.- Didactic Unit References	43

Abstract

This essay focuses on the importance of the use of literature in the EFL classroom. It shows how the use of literature can be positive for the pedagogic development of the student. Not only does the student learn grammar and vocabulary, but the four skills are developed and improved. An efficient resource for bringing literature into the EFL classroom are the graded readers. In the section devoted to the Didactic Unit, we see an example of how a teacher can teach literature and how students can improve the four skills through reading a graded reader and doing different activities that motivate them to learn English. Our chosen graded reader is *Jane Eyre* because this work is considered a classic in English literature. In addition, there are a lot of cross-curricular topics taken from this reader, for example, symbols, social classes, female independence and the Victorian Era.

Key words: literature, student, graded readers, skills, EFL classroom, didactic unit.

Resumen

Este Trabajo Fin de Máster se centra en la importancia del uso de la literatura en la clase de lengua inglesa mostrando cómo el uso de la literatura puede ser positivo para el desarrollo pedagógico del alumno. El alumno aprende gramática y vocabulario y mejora las cuatro destrezas. Un recurso efectivo para acercar la literatura a la clase de habla inglesa son los libros adaptados. La unidad didáctica de este Trabajo Fin de Máster muestra cómo un profesor puede enseñar literatura mediante la lectura de un libro adaptado y con el desarrollo de diferentes actividades para romper la rutina diaria de la clase de habla inglesa. Hemos elegido *Jane Eyre* como libro adaptado porque este trabajo es considerado un clásico en la literatura inglesa. Además hay muchos temas transversales extraídos de este libro, por ejemplo, símbolos, clases sociales, independencia de la mujer y la época Victoriana.

Palabras clave: literatura, estudiante, lecturas adaptadas, habilidades, clase de inglés como lengua extranjera, unidad didáctica.

Introduction

Literature is the garden of wisdom

James Ellis

The presence of literature in the EFL Classroom has been a very widely discussed topic and has undergone several changes over time. Many authors have highlighted its significance and their positive aspects in the teaching of a foreign language.

In this essay, we will support the use of literature in the EFL Classroom. The main idea is to learn and acquire a foreign language through the use of literary texts and the development of activities where literature has a predominant role. Our essay is divided into five chapters. Firstly, we will offer a brief review about the role of literature in the EFL classroom and the different didactic methods and approaches that have been developed to teach it. Secondly, in section three we will emphasize the advantages of using literature in the classroom and how it favours the learning of the four skills. Finally, literature is introduced in the EFL classroom (specially Secondary Education) through adapted readings: the graded readers. For that reason, the last section in this essay, the didactic unit, focuses on the teaching of the foreign language through literature with different activities and the use of graded readers. In this case, *Jane Eyre* by Charlotte Brontë is the book chosen to be exploited in class.

As Royal Decree 1631/2006, of Dec 29th establishes in article seven as a basic competence: "Reading constitutes an essential factor for the development of basic competences. Schools must guarantee a time dedicated to it in the teaching practice of all subjects and in all courses of the stage".

1.- The Role of Literature in the EFL Classroom

The use of literature in the EFL classroom as a language learning tool has been studied by many authors. Its use has spanned several periods, and a brief review is necessary to understand the role of literature in the EFL classroom because, on some occasions, it has been a controversial topic.

The presence of literature in EFL classroom appears in the early twentieth century. The use of literary texts was focused initially on grammar translation. The Grammar Translation Method, translating literary texts into students' mother tongue, was the sole method used in language teaching. "Thus literature was a key element in the Grammar Translation Method. (...) The focus of this teaching method was on mastering grammar structures or vocabulary. There was neither literary interest nor interest in content". (Bobkina & Dominguez, 2014: 249). This incomplete exploitation of literary texts produced a wrong or limited use of literature in the classroom.

The Grammar Translation Method was used no longer and after World War II, Structuralism brought a change about the importance of literature in the teaching of a foreign language. Aesthetic aspect has less interest in literature. According to Troung (2009: 4):

Structuralism emphasizes total objectivity in examining literary texts and denies the role of readers' personal responses in analyzing literature. It requires learners to approach literary texts scientifically and to use their knowledge of structures and themes to place to work into a meaningful hierarchical system.

With the priority given to oral skills, literature was not employed in the EFL classrooms.

The 1980s saw the implementation of the Communicative Approach. The importance of communication as a significant part in the learning and use of authentic materials for the development of activities in classroom 'activates' the presence of literature in the teaching. "As a consequence, the need for the rehabilitation and the reintegration of literature as an integral part of the communicative language programs was clearly expressed as a long-term objective in the mid 80's" (Bobkina & Dominguez, 2004: 249).

Since 1990s, literature in the EFL classroom has been a topic argued by several academics. Some of these academics emphasize the advantages of developing skills or are aware of the large quantity of resources literature can offer them. Kern (2002: 2) expresses:

Although it may sometimes seem as if we are dealing with hopelessly incommensurate discourse or irreconcilable goals, I propose that dichotomies between lower - and upper-division teaching- between language and literature can begin to dissolve

if we can step back far enough to see the common ground. What is needed is a way to reconcile an emphasis on face-to-face verbal interaction with the development of learners' ability to read, discuss, think, and write critically about texts - in other words, a conceptual framework broad enough to accommodate both of them.

After this brief review of literature's use during the last hundred years, the questions to be answered or the statements that appear are: the importance of the implementation of the literature in the classroom and the reasons why the teachers should dedicate some hours to teach the foreign language through literature to their students.

According to Shantha (2011: 2), language and literature are inseparable. If there is not language, the literature does not exist, and vice versa. Literature is a powerful tool that connects text to the context. The text which a person reads relates to the context, which is learned through this text.

Many critics have defended the exploitation of literature in the EFL classroom. Some of them emphasize the significance of literature in the improvement of the linguistic skills and the confidence that is developed by students when using language in real contexts. A country's culture can also be shown through its authors and their books. Literature reveals to the students expressions, structures and the context of a "authentic" foreign language. The quantity of resources, vocabulary or structures which these texts present support the use of literature in our teaching of EFL. Reading becomes a creative activity in the classroom where the reader's own interpretation is included. In the classroom, students discuss about the context, situations and culture that the reading has provided them.

In his publication "The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom", Troung (2009: 3) argues:

The study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters.

In addition to developing students' English language skills, teaching literature also appeals to their imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters.

2.- Different Methods and Approaches Used to Teach Literature

As there are various different teaching methods, many authors have discussed literary approaches, taking into account different theories that have been developed regarding how to teach or evaluate literature in the EFL classroom. As a result, in his book *Literature and Language Teaching*, Lazar (1993: 23) classified three approaches to teaching literature as follows:

- **A Language - Based Approach:** It refers to the analysis of the details of language in the texts students read, which furthers their understanding of English. Language and literature connect in the teaching of class. Students recognize grammatical and lexical structures. "Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discoursal categories to make aesthetic judgments of the text" (Lazar, 1993: 23).

- **Literature as Content:** Literature is the content of the text. Students learn to read texts and discuss the literary aspects. In this approach, the texts are selected according to their significance in the literary tradition. The social, historical and political aspects of a literary text gain importance.

- **Literature for Personal Enrichment:** Literature encourages students to draw on their own personal experiences, feelings and opinions. They are involved intellectually and emotionally in the learning of English. Literature is also an excellent stimulus for group work. Motivation plays an important role in this approach.

In this light, Truong Thi My Van (2009: 3) presents in the article "The Relevance of Literary Analysis to Teaching Literature in the EFL Classroom" , six approaches to literary analysis:

- **New Criticism Approach:** 1940s and 1950s. Its name originated with the work *The New Criticism* (1941) by John Crowe Ransom. This approach emphasizes a closed reading, in which the historical, cultural, lexical aspects are not necessary to interpret the literary work. The literary meaning does not go beyond the text itself. The text must be studied and valued as independent.

- **Structuralism Approach:** 1950s. It classifies literature as a scientific system rather than an individual analysis of the work. Like New Criticism, Structuralism focuses on objectivity to analyze the text, and ignores the personal opinions of the readers.

- **Reader-Response Approach:** late 1960s. It takes an opposite view to those of New Criticism and Structuralism. The reader and his or her experiences of a literary work are essential elements in the reader - response approach. Readers elaborate their own interpretation of a literary work. Many academics highlight the importance of the relationship between the reader and the text.

- **Stylistics Approach:** 1970s. With this approach, the study and interpretation of texts is focused on their linguistic style; the features of literary language. The role of the reader is more important than in the other approaches. He or she can interpret texts with his or her knowledge of literature and history, for example. The reader works closely with the text and through its analysis derives meaning.

- **Language – Based Approach:** 1990s. In this approach, an emphasis on the knowledge of the literary language is placed. This favors the creation of different activities such as preparing the reading or becoming familiar with the story's background.

- **Critical Literary Approach:** late 1990s. It is in line with other theories such as Critical Language Studies, Educational Sociology, and Feminism. This approach follows the adoption of "critical" perspectives towards the text.

Finally, three approaches used by many writers are highlighted. These are the approaches described by R. Carter and M. Long (1991: 2-3) and then presented by Simon Bibby and Tara McIlroy (2013: 19) in their article "Literature in language teaching: What, why and how":

1. **The Cultural Model:** Students study literature while also discovering and analyzing the social, political, literary and historical context of a particular text. Literature is a source of information about a culture; it is another mechanism with which to explore the culture of a particular people in a specific location and point in time. "The text is seen as a cultural artefact" (Savvidou, 2004: 1).

2. **The Language Model:** The main aspect of studying a literary text is the language-used in a given text. For example, the student can learn a specific grammatical structure through a literary text. "The text is used as a focus for grammatical and structural analysis" (Savvidou,2004: 1).

3. The Personal Growth Model: In this approach, there is a greater perspective towards the student. Learners can express their feelings and opinions about the text and create relationships between their knowledge and what is expressed in the text. "The text is the stimulus for personal growth activities" (Savvidou, 2004: 1).

A combination of these approaches is the most efficient way to make literature understandable to students so that they can develop their linguistic and literary competence.

3.- Advantages and Disadvantages of the Use of Literature in EFL Classroom

3.1.- Advantages

Many authors have analyzed the different advantages of using literature in the EFL classroom. In this section, we will look at the following issues explored by the authors Joanne Collie and Stephen Slater (1990) and Gillian Lazard (1993):

- **Valuable Authentic Material**

Using authentic materials (materials written for native speakers), such as literature, has many benefits in the EFL classroom. Since many authors do not create their literary works in order to teach a language, the context and the language are not simplified for non-native learners and are therefore genuine, a work written by a native author.

- **Motivating Material**

Motivation provides various positive aspects, which make the learning of a new language easier. It elicits classroom participation. Literature spark students' imagination and their creativity. Creating an atmosphere where interaction and motivation have an important role.

Lazard (1993: 15) considers "asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar theme, could be highly motivating"

- **Cultural enrichment (Access to Cultural Background)**

Literary works create a bond between readers and other cultures. Readers become acquainted with social, political and historical aspects which can appear in the context of a literary work. Lazar (1993: 17) argues that "at the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation". Reading information about other cultures gives students detailed knowledge. They become more understanding and learn to respect characteristics of another culture: ideas, customs, religions or rules. Respect for different cultures is favored.

- **Language Enrichment (Encouraging Language Acquisition)**

A literary work presents a "rich context in which individual or lexical items are made more memorable" (Collie and Slater 1990: 5).

Some syntactic structures, stylistics variations and ways to connect ideas, which sometimes cannot be found in spoken language, appear in the literary texts. According to Lazar (1993: 19), sometimes the students do not have access to spoken English and learn exclusively through the written text. In this context, literature takes on a special importance.

Students become aware of language acquisition and the different grammatical structures. They try to make use of them and so is a way to elicit motivation and learning. As Lazar says, "Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language" (Lazar, 1993: 17).

- **Expanding Students' Interpretative Abilities**

As Lazar (1993: 19) literature helps students to increase their abilities to discover meaning of a literary work and express their own interpretations.

Each student can formulate different interpretations of a literary text because of their multiple meanings.

Student learns to analyze and interpret a literary work. It can be an interesting and useful activity for other contexts or subjects due to the development of their analytical skills.

- **Personal Enrichment (Educating the Whole Person)**

"But literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students to develop their critical abilities and to increase their emotional awareness", Lazar (1993: 19).

Furthermore, many authors declare that reading literary texts develop emotional intelligence (emotional and mental growth, a capacity to perceive, assimilate and understand one's emotions and those of others). "Literature can also act as a powerful change agent by developing pupil's intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence", Ghosn (2002: 172). With regard to the critical aspects, literature shows the possibility for students to interpret or give their opinion. It can instigate a change in the students' attitudes or thoughts. According to Langer (1997: 1) reading literature produces a reasoning in students. They think, interpret and debate about the context given by literature.

Due to their personal involvement, students may take an interest in the text and so another advantage is revealed: the promotion of reading habits.

3.1.1- Exploitation of the Four Skills through Literature

Literature contributes to the teaching of the four language skills: reading, writing, speaking and listening. Rocha (2003) explains that reading literature emphasizes a reinforcing of the skills. Reading literature encourages students to do more creative writing and improves their vocabulary and reading skills. However, many authors focus on the interrelationship of the four skills. For an efficient learning, it is necessary to relate the four skills and to create activities that do not focus only on one skill.

- **Literature and Reading**

According to Harmer (1998: 68), reading can be used for many reasons. "As a part of the process of language acquisition". Through reading literature learners study many aspects of the foreign language: vocabulary, grammar, structures and punctuation. They deal with different types of text and topics.

There are two main ways to develop reading skills : reading aloud and silent reading. Reading aloud improves the students' pronunciation whereas silent reading is a more complex process. It establishes an interaction between the reader, text and what he or she is reading.

In his article, "Teaching English Through Literature", Murat Hişmanoğlu (2005) presents the three levels which are differentiated in a reading comprehension lesson, described by Stern (1991: 332):

- Literal level: The main ideas that the text is mentioning, for example, characters or dates.
- Inferential level: Interpretations of the text, for example, predictions.
- Evaluative level: It can create a connection between the text and the reader's world, opinions or comparisons.

An example of developing the reading skills through literature is the use of graded readers.

- **Literature and Writing**

Rames (1983: 3) argues:

Writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

Literature becomes a very important resource for writing in the EFL classroom. Critical studies consider literature "as a model and as a subject matter" (Noaman, 2013: 128). In literature as a model, the student imitates the original literary work. In this context, authors distinguish between three kinds of writing: controlled writing, guided writing and reproducing the model. In controlled writing, teachers play a key role. They can use dictation, a copying book or matching as exercises. In guided writing, teachers provide strategies for writing, for example, a character description. In reproducing the model, students do not copy the text but instead use such techniques as summarizing and paraphrasing. In literature as a subject matter, however, the students write their interpretations or ideas inspired by the literary text.

- **Literature and Speaking**

In his book *How to teach English*, Harmer (1998: 87), divided into three the reasons to give students speaking activities where they use the foreign language all the time.

- Rehearsal: It emphasizes the 'free discussion' inside and outside the classroom.
- Feedback: Teachers show students the problems which they are having with the language and at the same time teachers perceive the common mistakes of their students.
- Engagement: The role of motivation is very important.

There are many different activities connected to literature that help students develop speaking in the classroom, for example, students reciting a poem, giving their ideas or thoughts about the work, storytelling, role playing or performing drama.

With these activities, the student not only improves his or her pronunciation but reinforces other skills. When students recite a poem, they are improving their speaking, reading and memorization. Also, there is an increase in the student's motivation. Additionally, in activities such as storytelling or role play, improvisation is another aspect developed with the use of literature in the English classroom.

- **Literature and Listening**

As McLaren (1996: 211) comments that the reasons for using listening activities numerous. Specifically, he emphasizes "comprehensible input" developed by listening activities. Also, listening skill is used outside the classroom, in various contexts. It is a motivational resource, some listening activities are related to current songs, movies and videos.

Listening to poems or tales improves students' listening ability and motivates them. Listening to literature in the classroom can be more attractive than listening to conversations. For example, the teacher can read a short story as the students listen. Oral narration can become a relevant tool to be used in the literature classroom. If the teacher reads an extract of a literary work, he or she can awaken interest in literature. Moreover, students can practice oral narration and develop their pronunciation.

3.2.- Disadvantages

As we have learned in the previous section, there are many advantages or aspects which support introducing literature in EFL classroom.

However, some opinions oppose the presence of literature in the classroom. Some authors find negative aspects in its use. One of these authors is Sandra McKay (1982), who presents some arguments in her article "Literature in the ESL Classroom". Firstly, McKay (1982: 530) says "literature has traditionally been used to teach language usage, rarely has it been used to develop language use". One of the arguments against literature is the limited teaching of grammar. The grammatical skill is very relevant in the English language teaching plan.

Another drawback is that literature is not a resource which helps to achieve the "academic and occupational goals of the students" (McKay 1982: 530).

McKay (1982: 530) affirms that "an evolution of reading proficiency rests on an understanding of what is involved in the reading process". Sometimes, the reading process of a literary work becomes difficult because the work may contain difficult structures or more advanced vocabulary. McKay emphasizes students' motivation to read in class and tries to make this process more attractive despite the "obstacles" related to vocabulary or meaning.

Finally, the cultural aspect can be another disadvantage. According to McKay (1982:531) "literary texts reflect a particular cultural perspective, they may be difficult for ESL students to read". When a student reads a literary work with many cultural references, it can be a problem. It can impede the student from following the main idea of the text or he or she simply does not understand it.

Despite the disadvantages, the benefits of using literature in EFL classroom are numerous. Therefore, these disadvantages can be reduced in the teaching.

4.- Selection of Literary Texts

Normally, when students read a literary text, they find it more difficult than other texts. For that reason, when literary texts are selected, there are some considerations to be taken into account. The teacher should have these considerations in mind when he or she chooses texts to use in the EFL classroom.

According to Lazar (1993: 48) "in choosing a literary text for use with your students, you should think about three main ideas. These are: the type of course you are teaching, the type of students who are doing the course and certain factors connected with text itself". Some academics point out factors such as motivation, needs, interests, cultural background, age and language level of the students.

- **Motivation:** The selected text has to be interesting for the student. If reading the text is motivating, it will be easier.

- **Availability and Suitability of Text:** Related to motivation; students' openness will be greater if the text motivates them. Students will pay closer attention to those texts which reflect their likes.

- **Age:** In this section, graded readers have an essential role. Graded readers are adapted to each age group and so the selection of a literary work is easier.

- **Students' Cultural Background:** When the teacher selects a literary text, he or she has to be aware of the students' potential unfamiliarity with the cultural background of the literary text. Sometimes, a student reads a text, but he or she does not understand it because of his/her cultural gaps. The teacher should explain the cultural background of the period when the selected work was written, or when its plot takes place. For example, understanding society's notion of love in 17th century England would give added meaning to Shakespeare's love poems.

- **Students' Linguistic Proficiency:** This poses difficulties because a literary work can present complex vocabulary, structures or rhetorical expressions, which can make the text more difficult. Lazar (1993: 53) poses some questions, which the teacher may consider when selecting a text:

Are students sufficiently familiar with the usual norms of language use to recognize when these are subverted?, How much of the language in the text will students be able to infer? or Will students find it useful and enjoyable to study the text, or will they feel demotivated by the difficulties of the language?

- **Students' Literary Background:** Lazar (1993: 54) explains: "when choosing texts to use with students, therefore, we should look not only at the grading of the language in the text, but at its specific literary qualities and whether our students can navigate their own way through these". Students need to have a little knowledge about literary language to understand the text. For example, if they have already studied Romanticism in the Spanish Language class, they can apply what they have learned to better understand a text of the same genre in English.

Furthermore, Lazar (1993) expounds additional criteria: length of text, exploitability and suitability with students' syllabus.

Once teachers have already selected literary material to use in class, then they need to design and organize activities. These activities will be divided into three different strategies carried out in the exploitation of a literary work: pre-reading, while-reading and post-reading. We will briefly look at each one:

- Pre - reading: It is important to prepare the student. Preparation awakens interest in the reading and activates students' knowledge. Some examples of activities which the teacher can use in this section are brainstorming, group discussions, pre-questions and visual aids (pictures, videos, etc.).

- While - reading: Teachers have to maintain students' interest in the reading. It is likely teachers are aware of their students' degree of textual comprehension and it is motivating or not for them. Video sessions can be an additional activity for this section. After students read a story, they can also watch the film adaptation, if any. It is more productive to watch the film after doing the reading. The reader can compare and contrast literary characters and their film equivalents.

- Post - reading: To ensure the reading comprehension, some activities may be done in the EFL classroom. One example is feedback. It is the most commonly used activity since it helps the teacher to know to what degree students comprehend the text. This activity encourages the free interpretation of the text by students.

4.1.- Short Stories

Many academics proclaim that the most common literary genre in class is the short story. Students prefer this genre in the EFL classroom. Some authors point out as the main factor that the relatively shorter length makes it easier to read than a novel. Also, a poem, for example, needs more hours of study in the classroom and sometimes the teaching plan does not allow time for extra activities. According to Pathan (2013: 22), "(...) if selected and used wisely, they [short stories] can transform the whole process of teaching and learning of foreign language tremendously making it not only easy but also pleasurable and worth undertaking."

Short stories offer many benefits which we have mentioned in the previous sections. In the process of exploiting a short story, students develop aspects such as reinforcing skills, increasing motivation, appreciating the richness of language, acquiring socio-cultural competence and developing critical thinking. The structure of a short story (beginning, middle and end) develops the interest of students because it encourages them to read to the end. Teachers using short stories can furthermore help students develop various linguistic aspects such as lexis, syntax, cohesion and phonology. Moreover, there is a large number of topics to be read in class. Finally, other researchers point out the cognitive benefits. Pathan (2013: 25) affirms,

Experts believe that stories in L1 and L2 are processed using the same cognitive strategies which can help EFL learners not only to master target language easily but also to develop various, individual, learning strategies. Through stories, EFL learners can attempt to get the general meaning by reading or listening to them.

To achieve these benefits, teachers need to select stories carefully. The short story is a good resource for all levels and ages, yet for students to gain maximum benefit, teachers have to follow a carefully designed plan to adapt to previous considerations when selecting a literary text (motivation, needs, age, etc.) As Pardede (2011: 18) expresses,

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. (...) However, the teacher plays a great role she/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities.

4.2. The Use of Graded Readers in the EFL Classroom

Now that we have looked at the positive aspects of using literature in the EFL classroom, the benefits of short stories and the importance of a proper selection of a literary text, we will mention of the most frequently used resource to teach literature in the EFL classroom: Graded readers.

4.2.1. What are Graded Readers?

According to Bamford (1984: 218), graded readers "are short books of fiction and non-fiction which are graded structurally and lexically - and occasionally in other ways". These adapted books allow students to see reading as an easy and interesting process. When they read a text as originally written, problems can appear such as difficult vocabulary and grammar and complex story and sentence structure. Graded Readers, on the other hand, offer students adapted contents.

Graded readers are written using vocabulary and grammar, which have already been studied in class. Consequently, there is little new vocabulary and the grammar is familiar to students. With respect to content, graded readers include pictures or annotations, which make reading in a foreign language easier. The organization and the type of text are designed to help the student with the reading. Normally, the text is clearly organized into paragraphs and chapters and the types are related to their mother tongue, that is to say, the use of dialogues, narrations or descriptions.

In the EFL classroom, graded readers can be used to improve and develop extensive reading. To differentiate between extensive and intensive reading, we quote the definition explained in his article "Extensive Reading by Means of Graded Readers" by Bamford (1984: 219):

Intensive reading is used for translation purposes, to teach vocabulary and structure in context, to teach reading skills such as scanning or guessing unknown words, and to prepare students eventually to read and comprehend all kinds of written material in the target language.

Extensive reading, on the other hand, is the reading of large amounts of material for pleasure and information, just as learners (hopefully) do in their own language. This corresponds to the "application" or "conversation" phase in oral language teaching, when students are encouraged to use what they have learned.

Lastly, we classify readers according to their lexical and grammatical level. Here are the level divisions¹:

- Level 0 (easy starts): 200 headwords
- Level 1 (beginner): 300 headwords
- Level 2 (elementary): 600 headwords
- Level 3 (pre-intermediate): 1200 headwords
- Level 4 (intermediate): 1700 headwords
- Level 5 (upper- intermediate) : 2300 headwords
- Level 6 (advanced): 3000 headwords

The Common European Framework of Reference (CEFR) for Languages establishes the following levels:

- A1 (level 1): 1st year secondary school
- A2 (level 3): 2nd year secondary school
- B1 (level 4): 3rd / 4th year secondary school
- B2 (level 5): 4th year secondary school / 1st year preparatory school
- C1 (level 6): 2nd year preparatory school

With respect to the grammatical level, the following classification can be used :

- 1st year secondary school (level 1/A1): *To be, to have got, there was/were, imperatives, present continuous, past simple of regular verbs and common irregular*

¹ Extracted from Penguin Readers.

verbs, *going to* for prediction and intention, *would like*, infinitive forms after *want*, *start*, *like*; possessive form ('s), *because* (conjunction);

- 2nd year secondary school (level 3/A2): Present simple and continuous, past simple, past continuous, present perfect simple, *can't*, *could*, *must*, *shall*, *need*, *should*; question tags, comparison of adjectives and adverbs;

- 3rd year secondary school (level 4/B1): Present perfect continuous, past perfect, simple passive verb forms, *used to*, non-defining relative clauses, first and second conditionals, reported speech with past tense reporting verbs;

- 4th year secondary school : In this course the level is between B1 and B2 (level 4 and 5). Present perfect, defining relative clauses, clauses of result with *so*, *such....that*, clauses of concession with *although*, clauses of comparison with *as/ so....as*;

- 1st year preparatory school (level 5/ B2): Past perfect continuous, future continuous, *get something done*, *may* for permission, *would* for willingness / refusal, relative clauses: embedded, defining, third conditional, responses with *so/neither/nor*;

- 2nd year preparatory school (level 6/ C1): Future perfect, modal perfects, mixed conditionals, *-ing/wh-* clause as subject, sentences with *wish + were /would/had*.

This classification is an approximation; it depends on the level of the whole class. Sometimes, a review of some grammatical contents is necessary.

4.2.2. Graded Readers in the EFL Classroom

Normally, in the EFL classroom students carry out intensive reading, read short sentences or paragraphs to learn vocabulary and grammar and analyze the reading. However, to develop these skills adequately, extensive reading also needs to be practiced. Graded readers cover extensive reading as well.

Two approaches are proposed. First, graded readers can be used on an individual basis. The classroom has its own library and students borrow a book to read at home, for example. With this use of graded readers, learners read independently after having chosen a text based on their own interests. The second way is reading as a class requirement. Teacher and students read the same book (the most common way to work with a graded reader). This method has the advantage that the class can interpret and discuss the book as a whole. Moreover, the teacher can prepare extra activities for the exploitation of the book.

For a more effective teaching plan, the best option may be the combination of the two approaches. Regardless, Graded Readers are an important and useful resource for motivating students to read.

With regard to the structure or activities, Graded Readers contain support material. For example, at the beginning, they outline the contents, a biography about the author and pictures and names of the different characters. At the end we find activities to consolidate reading comprehension. Principally, these activities are designed for the pre-reading, while-reading and post-reading model.

Apart from this, it is important that students learn other skills [speaking, writing and listening] and acquire the motivation to follow the process of reading in a satisfactory way. When the teacher chooses a text, he or she has to take into account some similar aspects to the selection criteria of short stories. A variety of activities associated with the text for a complete reading and an atmosphere of participation where teacher and students share their ideas and interpretations of the book must be created. Students shouldn't only listen to or read the story; he or she must be an active participant in the learning process.

Continuing with graded readers, we now examine a number of positive aspects about its use.

4.2.3. Positive Aspects in the Use of Graded Readers

As we have learned in the previous sections, the use of graded readers facilitates students' learning and reading with regard to²:

- Improvement in Reading Fluency: The simplification of the language helps students stay on track in the reading by getting to know the meaning of the words. The majority of the vocabulary is known to them.
- Vocabulary Acquisition: Unfamiliar vocabulary is normally defined in the text or explained in the appendix. This contributes to the learning of new vocabulary. Moreover, structures or collocations are repeated so students can recognize them. When a word or structure is familiar to the student, it boosts their motivation to read.
- Language Construction: While reading graded readers, students begin to see how paragraphs are organized, how linkers are used and how sentences are constructed.
- Writing Skills: Reading along with some activities can develop student's writing, beyond just improving reading or phonetic skills. In previous sections, we have focused on the reinforcing of skills. Activities (mainly in the post-reading) can also help improve writing skills. For instance, students can write a description or their own story related to some aspects of the book.

² Extracted from: MacMillan Readers. Using Graded Readers in the Classroom [PDF document]. Retrieved from: <http://www.mlh.co.jp/readers/UGRIC-web-2014-Macmillan.pdf>

- Confidence and Independent Learning: Graded readers are easier to understand; for that reason, learners are more confident of their capacity to comprehend the book. They have more confidence in their level and reading is easier to deal with independently. However, the teacher first has to create an environment for the growth of independent learners to create a basis for independent learning.
- Developing a Positive Attitude: The wide variety of book titles and styles facilitates students' choice. Students can choose books which they think will be interesting. This greatly diminishes the possibility of choosing uninteresting or outright boring readings, thus avoiding creating a potentially negative view towards the readings.

5.- Conclusions

As we have learned throughout this paper, the presence of literature in the classroom offers many benefits derived from different aspects of foreign language teaching. Once this issue has been discussed, we can mention the cultural competence developed through reading of literature, taking into account that many authors underline the necessity of becoming familiar with a country's culture in order to enhance the learning of its language and to reinforce the four skills.

When teaching of a foreign language, it is important to increase the use of graded readers in the classroom and make them a regular part of the syllabus. These materials are a literary resource that enables us to develop activities which improve students' reading ability, and their knowledge of the foreign language. Graded readers offer the teacher a literary work adapted to the students' level and full of activities about vocabulary, expressions and grammar.

In conclusion, language and literature can and should be connected in our teaching practice. Literature offers the necessary cultural context to frame the learning of a foreign language.

6.- Didactic Unit

Title: *Discovering Literature: Jane Eyre*

6.1.- Justification

This Didactic Unit has been written taking into account the Spanish Law of Education (LOE) 2/2006, May 3rd, and the Royal Decree 1631/2006 of December 29th which establishes basic education for all children through the E.S.O. initiative.

According to the Organic Law of Education (LOE 2/2006 May, 3rd: 53) students have to: "understand and express themselves appropriately in one or more foreign languages" and "know, value and respect the basic characteristics of their own culture and history and that of others, together with their artistic and cultural heritage".

Furthermore, the Royal Decree 1631/2006 of December 29th specifies that reading constitutes a critical factor in the development of basic competences. Schools must spend a set amount of time using reading in the teaching of all subjects and all courses.

This Didactic Unit strives to bring literature closer to students. Its intention is for students to become familiar with literature in English as they study it as a foreign language all the while developing reading skills. In this context, different activities are developed to obtain a reinforcement of skills. Students will have to do several activities in which they will practice the four skills: listening, reading, writing and speaking. All this will be carried out through the use of a graded reader. *Jane Eyre* has been chosen for this Didactic Unit.

In addition, in Andalucía the Law for Education in Andalucía (LEA 17/2007 December, 10th: 14) supports the aforementioned law and establishes as basic competences:

- Competence in linguistic communication, which refers to the use of language as a tool for oral and written communication in Spanish as well as in the foreign language.
- Cultural and artistic competence, which means appreciating, understanding and valuing different cultural and artistic manifestations critically, using them as a form of enjoyment and source of personal enrichment.

6.2.- Background and Contextualization

The school in which this Didactic Unit will be taught is located in the center of Linares in the province of Jaén. Linares has approximately 59,737 inhabitants. Regarding its sources of wealth, this city develops activities in such sectors as: agriculture, industry (it is known as "Mining City") and tourism. Linares is a city with easy access due to numerous roads; for that reason, many students come to this school from other small villages. Our students' families are middle to upper class.

This school has between seven hundred and eight hundred students. The levels range from primary to secondary to non-compulsory education. Regarding the secondary school, there are two classes of first year secondary school, two classes of second year secondary school, three classes of third year secondary school and two classes of fourth year secondary school. In preparatory school, there are two classes for each of the two levels. Their classes are divided into Humanities, Social Sciences, Natural Sciences and Technology.

In total there are forty teachers, the English Department being made up of three. As for the students' profile, they have a medium or medium-high level in the English language, some of them having acquired the official level B1. There are two students whose English level is lower, but these students will have extra activities and resources to bring up their level.

Our Didactic Unit has been designed for a fourth year class of Compulsory Secondary Education. It will be developed in the last term of the course, since students have previously studied the majority of contents. The class is composed of thirty students (fourteen boys and sixteen girls) who will have obtained B1/B2 level in the CEFR (Common European Framework of Reference for Languages) by the end of the school year. They are well behaved and contribute to a respectful and collaboration - oriented environment. The schedule of English classes is four sessions per week with each one lasting about fifty five minutes:

	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
08:30 - 09:30					
09:30 - 10:30		English			
10:30 - 11:30	English				English
11:30 - 12:00	BREAK				
12:00 - 13:00					
13:00 - 14:00				English	
14:00 - 15:00					

Figure 1: School Schedule.

In the classroom, the students sit in pairs, part of cooperative work initiative. The classroom has an Internet connection and a digital board since this school has been equipped to use new technologies.

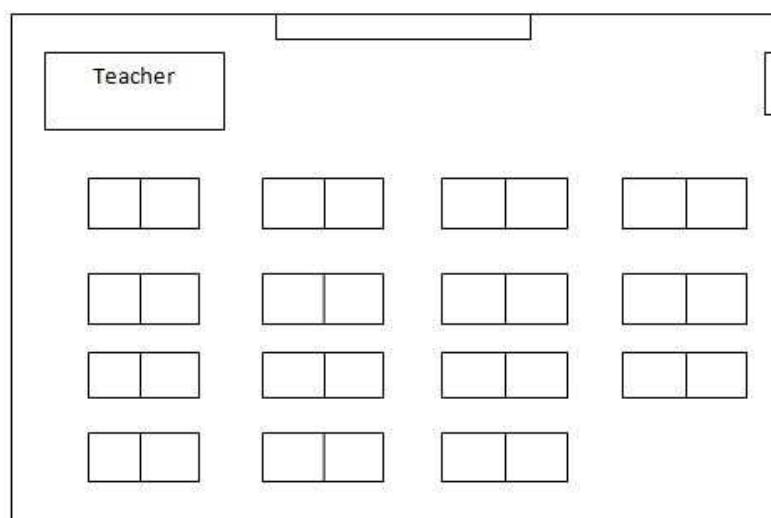


Figure 2: Classroom

6.3.- Competences

Eight different key competences are established in the teaching of the fourth year of Compulsory Secondary Education:

- I. Communicative competence in one's mother tongue in a foreign language
- II. Mathematical competence / literacy

III. Knowledge and interaction with the physical and natural world

IV. Digital and technological competence

V. Social and civic competence

VI. Cultural and artistic expressions

VII. Learning to learn competence

VIII. Autonomy and initiative

According to the Royal Decree 1631/2006 of December 29th, in this Didactic Unit the following competences will be developed:

- Communicate competence in one's mother tongue and in a foreign language (I). The proposed activities in this Didactic Unit seek promoting real communication in the classroom. Students will do activities to advance their oral and written skills. They will have to do oral activities in which communication is established with the teacher or among students; for example, the oral presentation of the final project.

- Social and civic competence (V). This competence includes the respect for other cultures or lifestyles. Students learn social and political aspects, traditions and customs of people speaking a foreign language. This knowledge of other cultures creates a tolerant view and a non discriminatory attitude towards other opinions. With this Didactic Unit, students will become aware of changing views held by a particular people. A more relevant role of the woman in the society, for instance.

- Cultural and artistic expressions (VI). Students are in contact with literary works from another country or culture. In this Didactic Unit, students will read a literary work and will do activities related to film, theatre or music. This kind of activities promote culture and art.

- Learning to learn competence (VII). Through this competence, students have to develop their own abilities. They should work in their own way and use the available resources. For this purpose, the role of the teacher is crucial. This Didactic Unit contains some activities which develop the cooperative work as well as the use of the dictionary and Internet. Students use these tools to learn in their own way.

- Autonomy and initiative (Entrepreneurship) (VIII). Students acquire social skills, develop cooperative skills and work in groups. For that reason, in this Didactic Unit these skills are promoted through activities such as performing, oral presentations or the final project.

Likewise, the Common European Framework of Reference for Languages (2001: 13-14) divides communicative competences into:

- Linguistic competence. According to the CEFR, in this competence "lexical, phonological, syntactical knowledge and skills" (2001: 13) are included. With the use of a graded reader, the Didactic Unit develops the four skills and at the same time suggests activities to improve grammar, vocabulary, speaking and listening.

- Sociolinguistic competence. In this Didactic Unit, students come into contact with the English spoken in the XIX century. This aspect familiarizes students with a more formal use of the language. Additionally, some activities in this Unit are proposed for developing and improving the speaking skill in a modern context. Students have to give their opinion or discuss some aspects related to the novel.

- Pragmatic competence. The CEFR states that this competence is related to "the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony and parody" (2001: 13). Students will encounter activities such as the composing of a formal letter and the writing of a small play.

6.4.-Objectives

Didactic Objective	Key Competence	Evaluation Criteria
➤ To learn the Present Perfect Continuous tense and Reported Speech	1	If the students have learned how to use the Present Perfect Continuous tense and Reported Speech.
➤ To learn the structure of the formal letter.	1,5,7,8	If the students have learned how to write a formal letter.
➤ To understand English instructions or information from teacher, videos or other students.	1,7	If the students can understand English instructions or information from the teacher, videos or other students.
➤ To work in a group to create a final project from start to finish.	1,5,6,7,8	If the students are able to work in a group to create a final project from start to finish.
➤ To learn historical, social and cultural aspects from a given text.	5,6,7,8	If the students are able to learn historical, social and cultural aspects from a given text.
➤ To acquire skills to analyze possible symbols in a literary text.	1,5,6,7	If the students are able to learn to analyze possible symbols in a literary text.

Others are also highlighted in this development of this Didactic Unit:

- To become familiar with literature and some literary authors.
- To learn the importance of reading in a foreign language.
- To promote the reading habit among students.
- To learn cultural aspects in a foreign language through books and music.
- To break the routine using a different style of English lesson.
- To feel motivated to improvise and perform in a foreign language.

Finally, among the objectives established by the Spanish Law of Education (LOE 2/2006: 51/52), the following objectives will be emphasized for students to:

a) Accept their responsibilities, know and exercise their rights respecting others, show tolerance, cooperation and solidarity among people and groups, practice dialogue, adopt human rights as common values of a plural society and prepare to take part in democratic citizenship.

b) Develop and consolidate habits of discipline, study and work both individually and as a group, as a necessary condition for the effective performance or learning tasks and as a means of personal development.

j) Know, value and respect the basic characteristics of their own culture and history and that of others, together with their artistic and cultural heritage.

l) Appreciate artistic creation and understand the language of different art forms, using various means of expression and representation.

6.5.- Contents

Listening / Speaking and Interacting	Reading and Writing	Linguistic awareness and reflection upon the language
<ul style="list-style-type: none"> • Listen to a song • Answer questions related to the reading • Express opinions about some aspects of the reading • Perform a short play • Present a final project orally 	<ul style="list-style-type: none"> • Write a formal letter and comic strip • Read the graded reader <i>Jane Eyre</i> • Read the author's biography • Complete activities with Reported Speech 	<p>Function:</p> <ul style="list-style-type: none"> • To analyze, speak and write about the <i>Jane Eyre</i> book <p>Grammar:</p> <ul style="list-style-type: none"> • Present Perfect Continuous and Reported Speech • Adjectives <p>Vocabulary:</p> <ul style="list-style-type: none"> • Specific vocabulary from the book and activities <p>Pronunciation:</p> <ul style="list-style-type: none"> • Pronunciation of the specific vocabulary • Pronunciation of the oral activities
Sociocultural aspects		
<ul style="list-style-type: none"> • To become familiar with literary works written in a foreign language • To promote reading as a habit among students 		

6.6.-Transversality / Cross Curricular Issues and Interdisciplinary

As for transversality or cross - curricular issues, coeducation and multicultural education are promoted in this Didactic Unit. Through this reading and some other activities, students will develop become aware of English society and culture in the XIX century, which is the period when *Jane Eyre* was written. Also, this book may be a resource to develop different topics related to the syllabus, for example, women's rights may be a current issue which may be used as an activity for the Women's Day.

Furthermore, there are some contents which may be related to other subjects in the syllabus (interdisciplinary). Principally, this Didactic Unit is connected to subjects such as history (the Victorian Era) and literature (famous authors in English Literature).

6.7.- Temporalization

The Didactic Unit has been organized into five sessions of fifty five minutes. In the first session we will work with pre- reading activities. The rest of the sessions will focus on reading (while- and post- reading activities). There are different activities in which students exploit the reading and improve the four skills associated with a foreign language.

Session 1 - 55 min				
Activity	Time	Skill	Material	Interaction
Video	15 min	Speaking and listening	Video, digital blackboard, computer and internet.	Teacher (T) → Students (Ss)
Romantic Novel: Charlotte Brontë	20 min	Reading, speaking and listening	Flashcards, PowerPoint presentation	T → Ss Ss → Ss
Characters	15 min	Reading, writing, speaking and listening	Photocopies	Ss T → Ss
Brainstorming session	5 min	Speaking and listening		T → Ss

Session 2 - 55 min				
Activity	Time	Skill	Material	Interaction
Creating a comic	20 min	Writing and reading.	Photocopy, dictionary and pencil.	Ss
Song: 'Bonfire Heart'	20 min	Listening, writing and reading	Photocopy, Internet and digital blackboard	T → Ss Ss
Present Perfect Continuous.	15 min	Writing and reading	Photocopy	Ss

Session 3 - 55 min				
Activity	Time	Skill	Material	Interaction
Who is Charlotte Bronte?	12 min	Reading and writing	Photocopy	Ss
Small play	15 min	Speaking and listening	Dictionary and Internet	T → Ss Ss → Ss
Write a formal letter	15 min	Writing	Photocopy, dictionary.	T → Ss Ss
Symbols	13 min	Reading, writing and speaking	Photocopy	T → Ss Ss → Ss

Session 4 - 55 min				
Activity	Time	Skill	Material	Interaction
Jane Eyre and the Victorian Era	20 min	Reading, listening and speaking	PowerPoint presentation	T → Ss
Present and Past	20 min	Writing, reading, listening and speaking	Photocopy and dictionary	T → Ss Ss → Ss
Reported Speech	15 min	Writing and reading	Photocopy	Ss T → Ss

Session 5 - 55 min				
Activity	Time	Skill	Material	Interaction
Test	15 min	Writing	Photocopy	Ss
Final Project	40 min	Writing, reading, listening and speaking	Pencils, scissors, papers, laptop, Internet...	Ss

6.8.- Attention to Diversity

We do not have students with special needs in our class. But this Didactic Unit offers some reinforcement activities or resources and supplementary activities.

1. **Reinforcement activities.** These activities are created in order to follow the unit without any problem, in order to consolidate the contents learned in the Unit. They are designed for the two students in the class whose English level is lower.

- Students may read a graded reader with a lower level. They become familiar with characters, scenes and context of the story. But, their reading is easier than the chosen book. (Appendix 1)
- After the explanation of Present Perfect Continuous tense and Reported Speech, the teacher gives students some tables with the contents. (Appendix 2)
- Encouraging cooperative work. Students with a lower level will receive help from their classmates.

2. **Supplementary activities.** These activities focus on those students who have already obtained a B1 level. These activities will be used only if all the other objectives have already fulfilled.

- The teacher gives a photocopy with extra activities related to reading. (Appendix 3)

Both kinds of activities (reinforcement and supplementary) will be done at home so that students do not feel they are being treated differently.

6.9.- Materials

In the teaching of this Didactic Unit, the following materials will be used:

- Blackboard and digital blackboard
- Reading material: Graded reader *Jane Eyre* (Appendix 4)
- Computer
- Internet connection
- Dictionary
- Photocopies
- Pens, notebook, scissors, glue, cardboard and color pencils.
- Flashcards
- Power Point presentations

6.10.- Lesson plan: Step by Step Account

Session 1 - 55 min				
Activity	Time	Skill	Material	Interaction
Video	15 min	Speaking and listening	Video, digital blackboard, computer and internet.	Teacher (T) → Students (Ss)
Romantic Novel: Charlotte Brontë	20 min	Reading, speaking and listening	Flashcards, PowerPoint presentation	T → Ss Ss → Ss
Characters	15 min	Reading, writing, speaking and listening	Photocopies	Ss T → Ss
Brainstorming session	5 min	Speaking and listening		T → Ss

Activity 1: Video.

The activity serves as an introduction to reading *Jane Eyre* and the characters and scenery that appear in the story. Students begin to familiarize themselves with the story.

The teacher shows the following video to students, which is a trailer of the film *Jane Eyre*:

LINK	https://www.youtube.com/watch?v=8IFsdfk3mlk
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After the video is played, the teacher asks the students some questions about the book and trailer such as:

- *Have you ever read this book?*
- *Have you ever watched this film?*
- *What do you think is the topic of this book? Love, comedy, terror, thriller, horror, etc.?*
- *What do you think about the story? Is it a sad or happy story? An old or modern story?*

- *What is your opinion of the characters' clothes and the scenery? Are the characters' clothes old-fashioned or modern? Are the scenes light, medium or dark?*

Activity 2: Romantic Novel: Charlotte Brontë

The teacher distributes five quotations in English taken from the book (Appendix 5A) and five quotations in Spanish for every three students; that is to say, ten quotations distributed among thirty students. Students have to find the group who has the equivalent quotation. Therefore, five groups will form, each of them with a quotation in English and its Spanish translation.

Then, the teacher shows a PowerPoint presentation which indicates the correct translation to each quotations (Appendix 5B). Students then have to check their quotations. If necessary, students will re-divided into groups of six people with their correct quotation corresponding to the correct translation. For five minutes, they have to write a sentence about the meaning of the quotation, what the writer meant by it, an adjective, verb or noun related to the quotation, etc.

Finally, each group has to read its quotations and express its ideas to the rest of the class and the teacher.

Activity 3: Characters

With this activity, students begin to learn about the main characters that appear in the reading. Moreover, they review (explained in the previous topics) and learn new vocabulary. The teacher gives students a photocopy of the activity (Appendix 6). Students have to connect the adjectives to the pictures of the characters according to what their faces express. They may work in pairs and use the dictionary.

Once the students have completed the exercise, they will share their answers and opinions with the rest of the class.

Activity 4: Brainstorming session

After doing the previous activities, the teacher and students will carry out a brainstorming session. They will express their opinions and ideas about what the reading of this book may offer them. These following questions are suggested: *Do you think you will enjoy the book? What do you think of the physical appearance of some characters of the story? Could you guess who the protagonists in the story are?*

Session 2 - 55 min				
Activity	Time	Skill	Material	Interaction
Creating a comic	20 min	Writing and reading.	Photocopy, dictionary and pencil.	Ss
Song: 'Bonfire Heart'	20 min	Listening, writing and reading	Photocopy, Internet and digital blackboard	T → Ss Ss
Present Perfect Continuous.	15 min	Writing and reading	Photocopy	Ss

Activity 1: Creating a comic

Students will create their own comic strip. The teacher gives them a comic strip with empty balloons and students have to fill them in with their own words. The story will resume after the chapter 29 "The wedding" in the graded reader. Students have to imagine a story which explains why Mr. Rochester cannot marry Jane. Although they have already read the book, they will make up alternative story. For example, Mr. Rochester cannot marry Jane because he has a baby. Students write it in the comic strip.

For that activity, the teacher provides them with a photocopy of a comic strip (Appendix 7). Students can use it or they can draw their own. In this activity, they may use the dictionary. When the teacher has collected all the comics, he or she will correct them and later hang them on the classroom wall.

Activity 2: Song "Bonfire Heart"

In this activity the teacher's objective is to motivate students. The activities are not just reading or writing. For that reason, the teacher has chosen this song. This song is modern in relation to the book, but it is related to some vocabulary in the book. The theme is similar: love.

The teacher delivers a photocopy of the song and the activities (Appendix 8). Firstly, students listen to the song. Secondly, they listen to the song again and fill in the gaps with the words in the box. Finally, teacher and the students check the words together.

LINK SONG	https://www.youtube.com/watch?v=g1j1qwQQ8-Q
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The second part of the activity is a brief explanation of the Present Perfect Continuous tense. Students have to underline this tense in the song. With the teacher's help,

they will learn the grammatical aspects of this tense. It is a brief explanation because, despite being a more difficult tense, the following year (1st year preparatory school) they will learn it in depth. Being introduced to some grammatical aspects to be taught in the following years is advantageous.

Activity 3: Present Perfect Continuous Tense (Grammar)

The teacher prepares some activities related to this tense (Appendix 9). Each student has to do these exercises to review and consolidate the Present Perfect Continuous tense. Once students have done these exercises, they will correct them together with teacher explaining and clearing up any questions the students might have.

Session 3 - 55 min				
Activity	Time	Skill	Material	Interaction
Who is Charlotte Bronte?	12 min	Reading and writing	Photocopy	Ss
Small play	15 min	Speaking and listening	Dictionary and Internet	T → Ss Ss → Ss
Write a formal letter	15 min	Writing	Photocopy, dictionary.	T → Ss Ss
Symbols	13 min	Reading, writing and speaking	Photocopy	T → Ss Ss → Ss

Activity 1: Who is Charlotte Brontë

In this activity, students have to complete Charlotte Brontë's biography. The teacher delivers a text with the author's biography where some words have been eliminated. Students have to find the correct word and write it in.

(Appendix 10)

Activity 2: Short play

The teacher divides the class into groups. Each group has to create a "short play". Students can choose the characters that they want (for example, Jane Eyre, Mr. Rochester, Berta, Helen Burns...) and what they will say in their play. It can be made up. Students may use the dictionary. Afterwards, each group will perform its dialogues for two minutes to the rest of the class.

This activity focuses on imagination and spontaneity while breaking the routine of writing activities. The teacher creates a welcoming and accepting atmosphere in which students interact with other classmates.

Activity 3: Write a formal letter

The teacher explains how to write an formal letter and its structure. After the explanation, the teacher hands out a photocopy (Appendix 11) in which students have to write a formal letter. In the photocopy, the context is provided and instructions are given about how to write this letter. Once students have finished it, they hand it in to the teacher. He or she will correct them and return them to the students to revise the common mistakes. Then the teacher and students will share feedback about the formal letter and their mistakes. Students may use the dictionary.

Activity 4: Symbols

In this activity, students learn about some symbols in the story. The teacher hands out a photocopy of some symbols and their possible meanings. Students have to connect each symbol with its meaning. Afterwards, the teacher and students analyze each symbol and the students’ answers.

(Appendix 12)

Session 4 - 55 min				
Activity	Time	Skill	Material	Interaction
Jane Eyre and the Victorian Era	20 min	Reading, listening and speaking	PowerPoint presentation	T → Ss
Present and Past	20 min	Writing, reading, listening and speaking	Photocopy and dictionary	T → Ss Ss → Ss
Reported Speech	15 min	Writing and reading	Photocopy	Ss T → Ss

Activity 1: Jane Eyre and the Victorian Era

In this activity, the teacher tries to teach some historical and cultural background aspects of the book. He or she prepares a PowerPoint presentation showing some pictures of the period. While students watch the presentation, the teacher asks some questions and introduces some sentences to discuss with the class.

(Appendix 13)

Activity 2: Past and present

This activity continues with historical and social aspects. The teacher gives students a photocopy of the activity (Appendix 14). In this photocopy, there are various sentences with current information. Students have to indicate if these events happened in the past and correct them using true information. For example:

"Men often have longer hair than women" - "Only women had long hair"

Afterwards the whole class discusses these aspects. For this activity, students may work in pairs and use the dictionary or the Internet to find the information.

Activity 3: Reported Speech

The teacher explains this grammatical point then hands out a photocopy with activities. Students have to do these activities. Afterwards, the whole class corrects them and the teacher clarifies any questions about the activities or the grammatical point.

In the photocopy (Appendix 15), the activities are taken from the book version of *Jane Eyre*.

Session 5 - 55 min				
Activity	Time	Skill	Material	Interaction
Test	15 min	Writing	Photocopy	Ss
Final Project	40 min	Writing, reading, listening and speaking	Pencils, scissors, papers, laptop, Internet...	Ss

Activity 1: Test

Students will have to pass a test worth 40 percent of the final evaluation. This is another resource to check reading comprehension. However, most of a mark's weight is given to cooperative and participation since they are deemed more important. (Appendix 16)

Activity 2: Final project

The class is divided into groups and the teacher suggests some topics. Each group will have a different topic. Once a group has one, it will have to do a final project such as a poster or PowerPoint presentation. These projects will have the following structure:

- Title

- Images, text, information, etc., related to the topic.
- Grammar and vocabulary explained in the didactic unit and in the course.

Topics:

- Jane Eyre's characters
- Charlotte Brontë: her life
- Jane Eyre and Mr. Rochester: love
- The Victorian Era
- The Lowood Institution
- The Red Room

Students can use different materials they will have to bring to the class. For example: pictures, scissors, pencils, laptop, etc.

Once they have completed their final project, they will have to present it to the rest of the class for three or four minutes.

This activity will be 45 percent of the final mark.

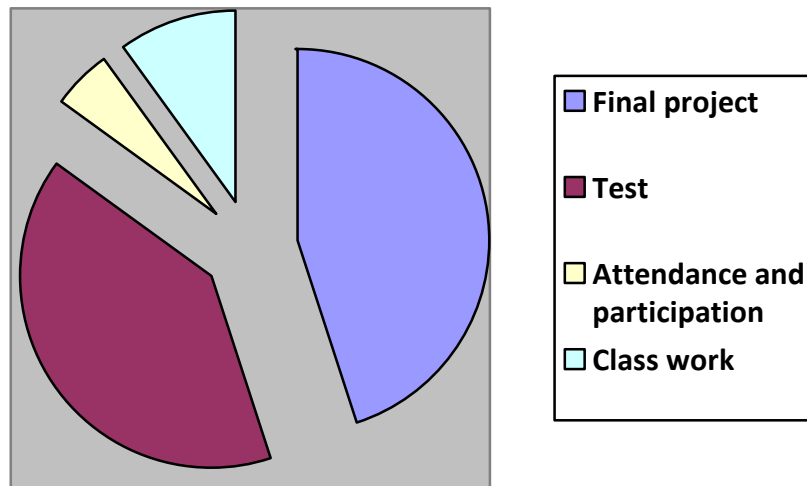
6.11.- Evaluation

To ascertain that the students have obtained the previously described objectives, the following evaluation criteria will be taken into account:

- Students' knowledge of the Present Perfect Continuous tense and Reported Speech.
- Students' ability to write a formal letter.
- Students' understanding of English instructions or information from teacher, videos or other students.
- Students' ability to work in a group to create a final project from start to finish.
- Students' ability to learn historical, social and cultural aspects from a given text.
- Students' ability to analyze possible symbols in a literary text.

Breakdown for the class grade will be as follows:

- Final project: 45%
- Test: 40%
- Attendance and participation: 5%
- Class work (compositions, exercises and performances): 10%



7.- References

7.1.- General References

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Pictures

Figure 1: School Schedule (done)

Figure 2: Classroom (done)

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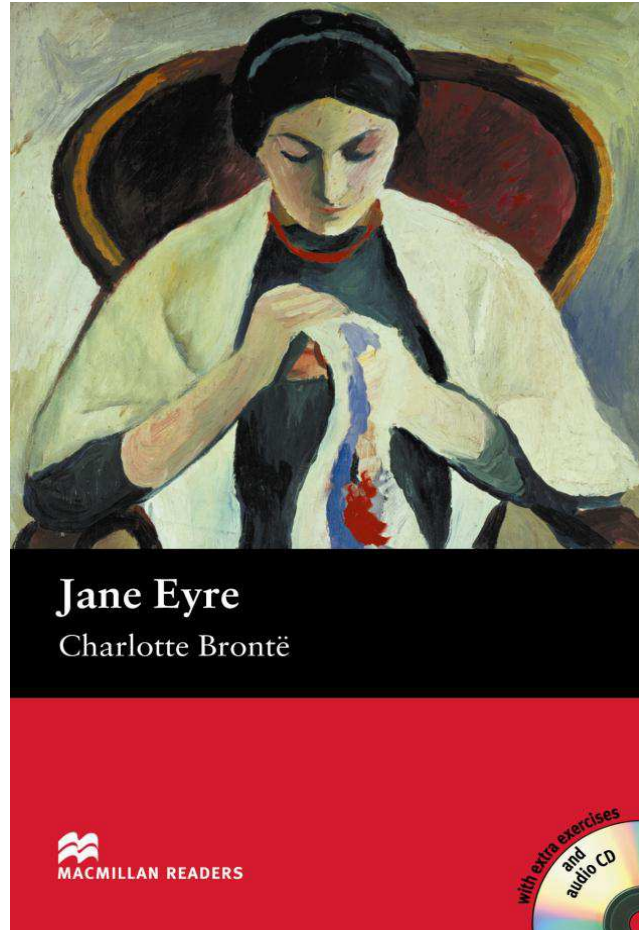
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APPENDIXES

Appendix 1

Graded Reader level 3. Jane Eyre.



Appendix 2

PRESENT PERFECT CONTINUOUS POSITIVE							
Singular	I	have	(I've)	been	reading speaking crying eating cooking telling sleeping skiling		
	you		(you've)				
	he she it	has	(he's) (she's) (it's)				
Plural	you we they	have	(you've) (we've) (they've)				
	subject + have/has + been + verb-ing						

Table 1

PRESENT PERFECT CONTINUOUS NEGATIVE						
Singular	I	have	(I've)	not	been	reading speaking crying eating cooking telling sleeping skiing
	you		(you've)			
	he she it	has	(he's) (she's) (it's)			
Plural	you we they	have	(you've) (we've) (they've)			
	subject + have/has + not + been + verb-ing					

Table 2

QUESTIONS PRESENT PERFECT CONTINUOUS					
Singular	Have	I	been	reading speaking crying eating cooking telling sleeping skiing	
		you			
Has	he she it				?
	you we they				
Plural	Have				
have/has + subject + been + verb-ing					

Table 3

Direct Speech	⇒	Indirect Speech
simple present <i>He said, "I go to school every day."</i>	⇒	simple past <i>He said (that) he went to school every day.</i>
simple past <i>He said, "I went to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present perfect <i>He said, "I have gone to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present progressive <i>He said, "I am going to school every day."</i>	⇒	past progressive <i>He said (that) he was going to school every day.</i>
past progressive <i>He said, "I was going to school every day."</i>	⇒	perfect progressive <i>He said (that) he had been going to school every day.</i>
future (will) <i>He said, "I will go to school every day."</i>	⇒	would + verb name <i>He said (that) he would go to school every day.</i>
future (going to) <i>He said, "I am going to school every day."</i>	⇒	present progressive <i>He said (that) he is going to school every day.</i>
		past progressive <i>He said (that) he was going to school every day.</i>
Direct Speech	⇒	Indirect Speech
auxiliary + verb name <i>He said, "Do you go to school every day?"</i> <i>He said, "Where do you go to school?"</i>	⇒	simple past <i>He asked me if I went to school every day.*</i> <i>He asked me where I went to school.</i>
imperative <i>He said, "Go to school every day."</i>	⇒	infinitive <i>He said to go to school every day.</i>

Table 4

Appendix 3

Supplementary activities.

Activity 1. Are the following sentences true (T) or false (F)? Correct the false ones.

1. Jane Eyre lived with her aunt because her parents were living abroad.
2. Jane went to Lowood School, where she met a girl called Helen Burns.
3. Grace Poole interrupted the wedding of Mr. Rochester to Jane.
4. Jane returned to Thornfield Hall and saw the house in ruins.
5. She finally married Mr. Rochester and they had four children.

Taken from: http://www.langenscheidt.de/_files_media/lkg_uploads/lupo/rt-janeeyre_step3_key_test.pdf

Activity 2. Complete the sentences with a word from the box.

conversation / food / hair / health / sewing

1. The girls at Lowood complain about _____.
2. Miss Scatcherd scolds Helen while Jane is doing some _____.
3. Mr. Brocklehurst complains to Miss Temple about the girls' _____.

4. Jane is impressed by Miss Temple's and Helen's _____.
5. By April, many Lowood girls have problems with their _____.

Taken from: <http://www.penguinreaders.com/pdf/downloads/pr/activity-worksheets/9781405876636.pdf>

Activity 3. Underline the correct words.

1. Jane hides from the Reed children behind a *bookshelf / curtain*.
2. *Abbot / Bessie* thinks that Jane always lies.
3. Mr. Lloyd usually treats Mrs. Reed's *children / servants*.
4. Mr. Brocklehurst gives Jane a book about *good / bad* girl.
5. The journey to Lowood takes almost all *day / morning*.

Taken from: <http://www.penguinreaders.com/pdf/downloads/pr/activity-worksheets/9781405876636.pdf>

Appendix 4

Jane Eyre by Charlotte Brontë. Level 5. Retold by Evelyn Attwood. Pearson English Readers.

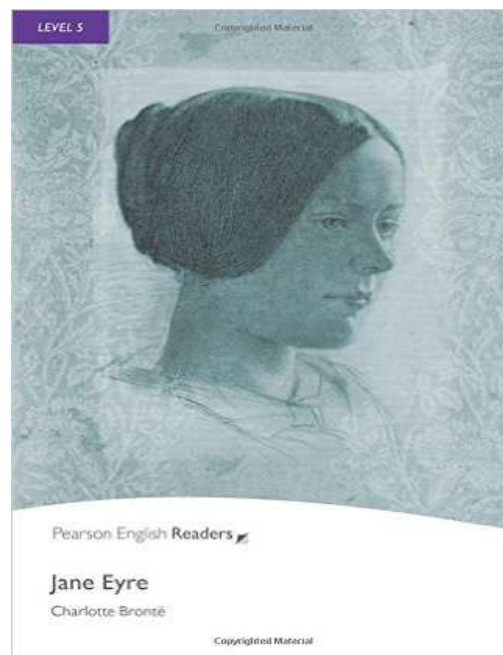


Figure 1

Appendix 5A:

<p>"I remembered that the real world was wide, and that a varied field of hopes and fears, of sensations and excitements, awaited those who had the courage to go forth into its expanse, to seek real knowledge of life amidst its perils."</p> <p>- Charlotte Bronte in 'Jane Eyre'</p>	<p>" Me acordé de que el mundo real era grande y que, a los que tenían el valor de lanzarse a él para buscar la verdadera vida, ofrecía una amplia gama de esperanzas y temores, de sensaciones y emociones entre sus peligros"</p>
---	---

Figure 1


	<p>"Yo le habría puesto tan difícil dejarme como lo es para mí dejarlo a usted"</p>
--	---

Figure 2

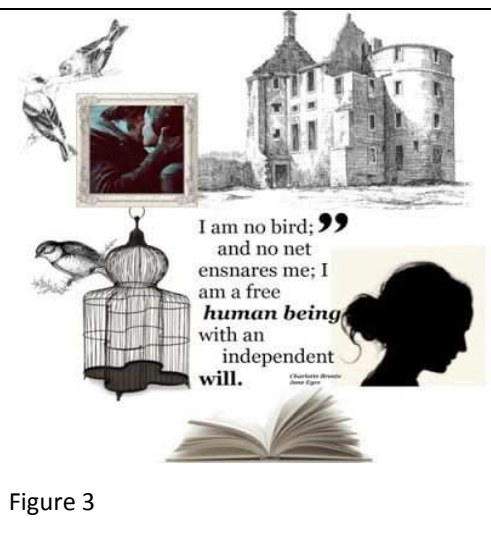
	<p>" No soy ningún pájaro, ni estoy atrapada en ninguna red. Soy un ser humano libre con voluntad propia, que pongo en funcionamiento para dejarlo"</p>
---	---

Figure 3

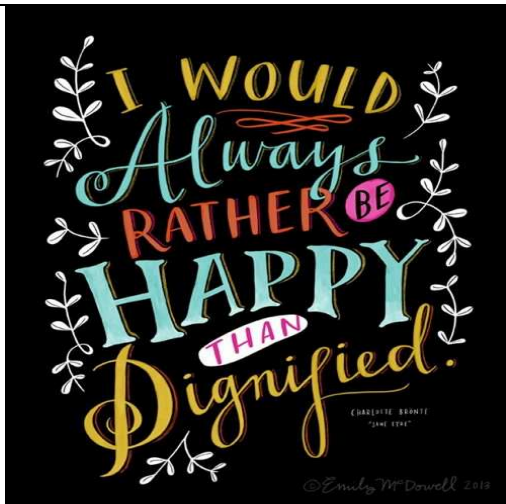


Figure 4

"Yo siempre le doy más importancia a la felicidad que a la dignidad"



Figure 5

" A mí me importa lo que hago. Cuanto más solitaria, sin amigos y sin apoyo, más me respetaré a mí misma"

Appendix 5B

"I remembered that the real world was wide, and that a varied field of hopes and fears of sensations and excitements, awaited those who had the courage to go forth into its expanse to seek real knowledge of life amidst its perils"

" Me acordé de que el mundo real era grande y que, a los que tenían el valor de lanzarse a él para buscar la verdadera vida, ofrecía una amplia gama de esperanzas y temores, de sensaciones y emociones entre sus peligros"

"I should have made it for you to leave me, as it is now for me to leave you"

"Yo le habría puesto tan difícil dejarme como lo es para mí dejarlo a usted"

"I am no bird; and no net ensnares me; I am a free human being with an independent will"

" No soy ningún pájaro, ni estoy atrapada en ninguna red. Soy un ser humano libre con voluntad propia, que pongo en funcionamiento para dejarlo"

" I would always rather be happy than dignified"

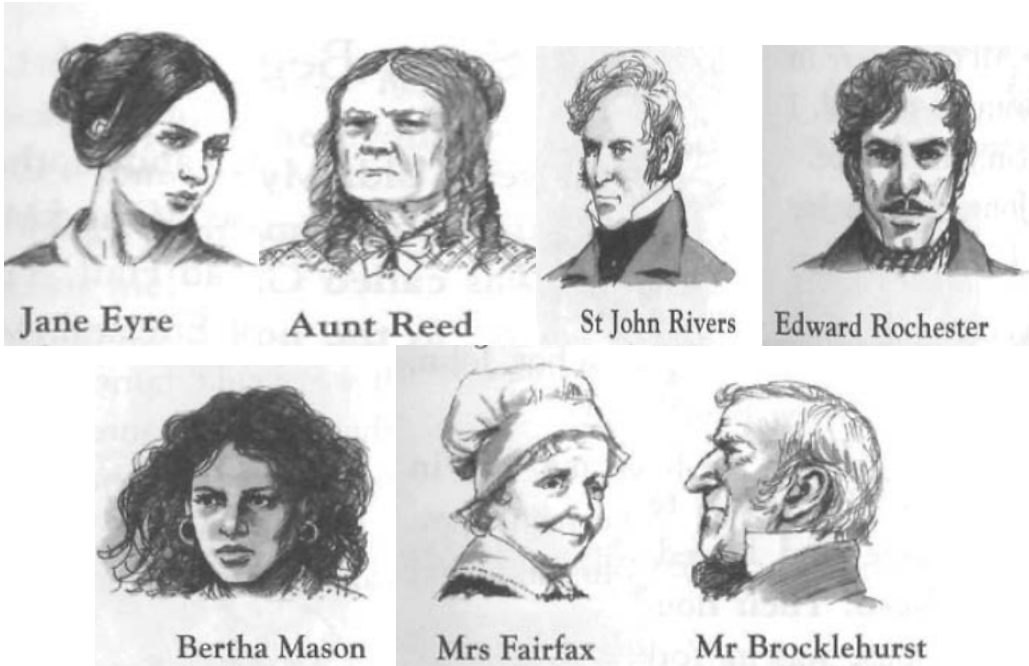
"Yo siempre le doy más importancia a la felicidad que a la dignidad"

"I care for myself. The more solitary, the more friendless, the more unsustained I am, the more I will respect myself"

" A mí me importa lo que hago. Cuanto más solitaria, sin amigos y sin apoyo, más me respetaré a mí misma"

Appendix 6

CHARACTERS



Beautiful	Happy	Sad	Arrogant	Friendly
Dangerous	Violent	Smart	Sincere	Sensitive
Rich	Poor	Optimistic	Courageous	Bitter
Fearful	Patient	Intelligent	Crazy	Religious

Adapted from: http://supadu.com/images/ckfinder/252/pdfs/jane_eyre.pdf
 Pictures taken from: <http://mgu-sh.ru/sites/default/files/c.bronte-jane.eyremacmillan.readers.pdf>

CREATING A COMIC



Picture taken from: <https://es.pinterest.com/deviantart/>

Appendix 8

SONG

1.- Listen to the following song and complete the gaps with the words given in the chart:

Sky	Colder	Starts	Love	Flame
Looking	Mouth	Bonfire heart	Fires	Someone

"Bonfire heart" by James Blunt.

Your _____ is a revolver firing bullets in the _____.

Your _____ is like a soldier, loyal till you die.

And I've been looking at the stars for a long, long time.

I've been putting out _____ all my life.

Everybody wants a flame, but they don't want to get burnt.

And today is our turn.

Days like these lead to nights like this leads to love like ours,

You light the spark in my _____.

People like us, we don't need that much.

Just _____ that starts, starts the spark in our bonfire hearts.

This world is getting _____. Strangers passing by.

No one offers you a shoulder. No one looks you in the eye.

But I've been _____ at you for a long, long time.

Just trying to break through, trying to make you mine.

Everybody wants a _____, they don't want to get burnt

Well today is our turn.

Days like these lead to nights like this leads to love like ours,

You light a spark in my bonfire heart.

People like us, we don't need that much.

Just someone that starts, _____ a spark in our bonfire hearts.

Extracted from: <http://www.musica.com/letras.asp?letra=2147374>

2.- Underline the Present Perfect Continuous tense in the song.

Appendix 9

PRESENT PERFECT CONTINUOUS

Activity 1. Fill in the blanks with the Present Perfect Continuous form of the verbs in brackets:

- I _____ (clean) the house all day.
- Kevin _____ (live) in his friend's flat since last year.
- I _____ (read) The Post for the last ten years.
- Take your coat! It _____ (snow) since early this morning.
- Gillian _____ (not study) well recently. She _____ (think) about her trip to the Far East.
- The scientist _____ (work) on that experiment for the last two weeks.
- The teenagers _____ (discuss) the rock concert for the last hour.
- I _____ (bake) cakes all morning.

Taken from: Rowan, J. (2005). *New English Grammar for Bachillerato*. Cyprus: Burlington Books. Exercise 14, page: 156.

Activity 2. Put the words into the correct order to make affirmative, negative or interrogative sentences:

- been / trying / lately / hard / very / Jane Eyre / hasn't

- been / letter / the / time / for / long / examining / she / a / has.

- time / have / fearing / the / of / Mr. Brocklehurst / coming / been / all / this / I.

- he / curtain / behind / have / you / doing / what / asked / the / been.

Sentences adapted from: Penguin Graded Reader "Jane Eyre".

WHO IS CHARLOTTE BRONTE?



Charlotte Brontë was born on 21st April _____. She lived in the village of Haworth, in West Yorkshire, in the north of England. Her father was a _____. He worked in the church at Haworth. Charlotte had four _____. They were Maria, _____, Emily and Anne. Charlotte had one brother - Branwell. Charlotte was not pretty and her _____ were weak. But Charlotte was clever and she had a strong _____. In 1824, Maria, Elizabeth, Charlotte and Emily were pupils at a school called Cowan _____. The school was fifty miles from _____. It was a bad school and many of the children became _____. In _____, Maria and Elizabeth died. Charlotte and Emily went home. From 1825 to 1831, Charlotte's father taught his children at home. In 1831, Charlotte was fifteen years old. She was a pupil at a school _____ Roe Head. Later, she was a teacher at this school. In 1842, Charlotte and Emily _____ in Brussels in Belgium. Charlotte was a _____ student. But she was _____. She fell in love with a married man. And she returned to _____.

sisters	Bridge	England	called	clever
1816	clergyman	Haworth	eyes	studied
Elizabeth	sick	1825	character	unhappy

Taken from: <http://mggu-sh.ru/sites/default/files/c.bronte-jane.eyremacmillan.readers.pdf>

Appendix 11

FORMAL LETTER

Jane Eyre has left of Mr. Rochester's house. She wants to write a letter in which she explains the reason why she has left. Imagine you are Jane Eyre and write a formal letter where you explain the reasons. Invent your explanation.

Mr. Rochester,

Thornfield Hall,

Dear Sir,

Yours sincerely,

Appendix 12

SYMBOLS

Red Room / Fire / Bertha Manson / Gothic imagery / Love / Autonomy / Gender relations

STORMS

LACK OF
FREEDOM

PASSION

GHOSTS

MADNESS

JANE EYRE AS A
FEMINIST NOVEL

BAD THINGS

THE VICORIAN ERA - JANE EYRE

Clothes:

- What do you think about these clothes?
- Do you think these are comfortable clothes?
- In which occasion, will you wear these clothes?
- Do you like this kind of clothes?



Figure 1



Figure 2

Social class:

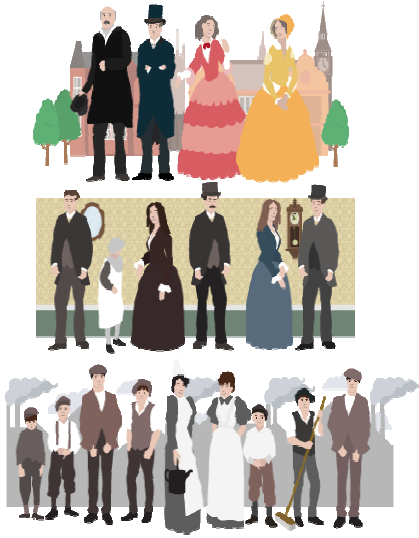


Figure 3.

- What does this picture represent?

- Divide these words into the three groups:

business / powerful / rich / factories / wealthy / working / The Royal Family / political / merchants

- Which group do you think Jane Eyre and Mr. Rochester belong to?

Appendix 14

PAST AND PRESENT

Present	Past (the Victorian Era)
People travel by car or plane.	
About one third of marriages end in divorce.	
People communicate immediately by telephone or fax.	
Good - looking young women often marry older, richer men.	
People light and heat their homes using electricity.	
The population of Greater London is about 10 million.	
People consider wealth a measure of how important they are.	
Language and sciences are taught in schools.	
Women's clothes sometimes look the same as men's.	
In one day you can fly half way around the world.	
People learn about social behavior from the television.	

Taken from: http://supadu.com/images/ckfinder/252/pdfs/jane_eyre.pdf

REPORTED SPEECH

1. 'What do you want?', she asked. (page 2)

2. 'Am I in danger?', he asked. (page 82)

3. 'I have a word to address to the pupils', she said. (page 21)

4. 'Is there a flood?', he asked. (page 55)

5. 'She looks such a rough one', he said. (page 70)

6. 'Take it back to the coach house', said Mr. Rochester (page 110)

Appendix 16

Test:

1. Who is the author of "Jane Eyre"?
 - a) Emily Dickinson
 - b) Charlotte Bronte
 - c) Jane Austen
 - d) Emily Bronte
2. What is the color of the room Jane is locked in at Gateshead?
 - a) Red
 - b) Green
 - c) Fuchsia
 - d) Blue
3. What student be friend Jane at Lowood?
 - a) Mary Rivers
 - b) Helen Burns
 - c) Diana Rivers
 - d) Miss Temple
4. Who sets the fire in Rochester's bedroom?
 - a) Jane
 - b) Bertha
 - c) Mrs. Fairfax
 - d) Grace Poole
5. Jane is sent away from Gateshead. Where does she go?
 - a) Lowood School
 - b) Clifford House
 - c) Lythton House
 - d) Reed Orphanage
6. What major obstacle stands in the way of Jane marrying Mr. Rochester?
 - a) Mr. Rochester lost his money
 - b) Jane doesn't love Mr. Rochester
 - c) Mr. Rochester is married
 - d) Jane is in love with another man
7. What is striking about Mr. Rochester when Jane returns?

- a) He doesn't love Jane anymore
- b) He is dressed as a gypsy
- c) He has become a monk
- d) His vision is impaired