situations. Literary heritage and personal experience are mutually interrelated and must not be treated separately. Characters’ experiences in *Romeo and Juliet* and in *Pride and Prejudice* and students’ experiences reflected through songs and meaningful activities are overlapping. The division between literature and real life in old teaching practice decreases the significance of language learning and personal development. However, songs, films or even humour and gossip generate a continuous interest in literary works that must always be developed with students’ interests in mind.

The very qualities which make projects successful are their connection with students’ personal interests and lives. Activities must be adapted for meeting students’ needs in order to contribute to the development of the communicative functions of language. Activities are related to one another to channel students’ energy into a final product that they can call their own. They learn through progression. With any project both teachers and students begin a venture into the unknown in the bilingual classroom, which leads to further research and in-depth knowledge. Every activity is an adventure that gives students the opportunity to use the target language fully and effectively without inhibitions or stress as they build up a portfolio that expands their knowledge of the target culture and literature.

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