



ORIGINAL PAPER

Social Media Technology: An Effect of the EFL Students' Attitude towards *Pride and Prejudice*

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Abstract

This study aims to explore the attitudes of EFL students in Jane Austen's novel *Pride and Prejudice*, and to identify the effect of social media technology on understanding the novel. Jane Austen is considered as the pioneer writer of feminine literature, who redefined British society, by narrating with intelligence and irony the human relations of the society of the early nineteenth century and dreamed of a world in which women could advance until they reach their desired and deserved social status. *Pride and Prejudice* is one of Austen's best novels. The essay emphasizes on sharing more than one student with their teacher for analyzing the novel. The study consists of two parts: the first is a literary analysis paper of *Pride and Prejudice*, and the second is the searching of the EFL students' attitude towards Austen's novel after using social media technology.

Keywords: *Austen; technology; social media; EFL students; studying literature; Pride and Prejudice.*

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Introduction

Literature is considered as a mirror to understand the nature of any society, traditions, meanwhile, it gives us a new way of thinking about the world and life around us. Literature, originally, is the art which rouses passionate emotions and stimulates spiritual feelings and sensations. Literature offers conceptions of new ideas and identifies different perspectives towards the world, so people can think in different ways in life. It gives the chance to understand the different aspects such as historical and cultural movements and ideas that prevailed at a given time for a particular culture and society. It is enjoyable to be familiar and understand literature and later become a reference to ancient and contemporary culture. Each literary work hides concepts of issues. In this article, the authors present a study of applying social media technology for teaching and learning English language by Literature, they have chosen one of Jane Austen novels, as Austen stimulates readers to recognize various features of ethics and morality in the 18th century at the same time, she expresses the real life of the aristocratic class through her magnificent fiction. Austen's audience obviously noticed that her novels employ characters from special social classes of the eighteenth century; her six complete novels have been meticulously studied throughout the twentieth century. Today, and with the development of the new knowledge of communication, social media is a device to stimulate the user, to share their experience, opinions, senses and emotions, and a mean to learn how to use the second language, its precision derives from its high-spirited creation and its masterfully artificial comic plot which infuses the narrative, description and dialogue. *Pride and Prejudice* is an English novel written by Jane Austen, nobody forget that this novel is too light, bright, and sparkling, the author herself wrote in a letter to her sister "The work is rather too light, and bright, and sparkling; it wants shade; it wants to be stretched out here and there with a long chapter of sense" (Austen-Leigh, 2008: 134). This fiction is taught as one of the syllables in the English department / College of Art and Education at Iraqi Universities. The students will be more connected with the novel and able to understand the events and climax clearly.

We can not deny the role of ideology at the interface of language and literature, in this effort, both the teacher and the student will be able to participate and analyze the fiction. This study presents two parts, the first part is the presentation of the effective classical, and social fiction in English literature, *Pride and Prejudice*. The second part is to highlight the effect of the social media technology/video on EFL students' attitude towards studying literature, especially novels. The sample is represented by third grade students, Department of English language, College of Arts/Iraqia University, the attitude questionnaire is used as a study tool after verifying its psychometric characteristics. The result of this study shows that the students have a positive attitude towards *Pride and Prejudice* after studying through the social media/ video, and the straight way to acquire English language, which has long been a question of great interest in a wide range of fields. According to these results, several recommendations and suggestions have been set forward.

Literary Part

Why Jane Austen?

Jane Austen was born in 1775 in the village of Steventon in rural Hampshire of England. Her father was the local clergyman. Her mother, Cassandra Leigh, was from

the Leighs, the educated and aristocratic family. She grew up surrounded by the beauty and liberty of the countryside. Mr. Austen, the father was so devoted to his wife and children, and he tried to develop them. Jane Austen was beginning to engage as a writer with the short juvenile productions; in her 25 years old, she edited three manuscript volumes of juvenile writings, "Love and Friendship", a brilliant burlesque of popular sentimental novels. Her writings, proposing a picture of more than superficial accuracy to reveal precious values in meaning structures and interpretations.

Robert L. Mack writes in *The Austen Family Writing: Gossip, Parody, and Corporate Personality*: "Austen family heritage was shaped by an unusual degree of self-awareness and by a concern for the preservation of the family writing in the interests of fashioning a worthy and coherent narrative of domestic identity" (Mack, 2009: 39).

Jane Austen is considered as a pioneer of writing moral development of her heroines, and main characters. She expresses the multifaceted aspects required for perfect moral maturity. Jan Fergus mentions in *Jane Austen: A Literary Life* that "her works are deeply religious in this sense, although she deliberately avoided overt religious instructions" (Fergus, 1991: 36). Austen's global appeal can be known by the regular produced versions of Austen's books reset in modern texts and syllables that are taught in different faculties, she has put a new life into the defraying genre that is in modern English novels. She raised a new genre into a new level of art, therefore they called her as "first modern novelist". Her social themes are calling for virtue, so her novels have met more popularity in Arab countries, and commits high exploration of the themes, love, marriage, self-knowledge, money, and reputation.

Literary critics describe Jane Austen's unique genius as an author of an extensive arrangement of theories concerning the conventional values and habits to write well literary thoughts, she creates as well as develops her characters surrounded by a specific social construction. After two-hundred years of her death, so many people are still attractive and charmed with Jane Austen and her world. Jane Austen reflects the conditions of contemporary time, especially of women in order to shed light on the positive aspects that encourage the establishment of morality and ethics in community. In *Young Jane Austen: Author*, Juliet McMaster conveys "The epistolary convention also comes in for Austen's satire. It's great virtue was its immediacy" (McMaster, 2009: 84).

In the twentieth century, Austen gained new intellectual readers, and became famous for her Augustan irony and technical innovation. Wiltshire in *Jane Austen and the Body: The Picture of Health*. "Many critics and scholars have of course placed Austen within a literary context whose achievements enabled her own" (Wiltshire, 1992: 61).

Pride and Prejudice: A Sentimental View

Pride and Prejudice is a romantic and social novel; it describes a common central topic, it is famous for its style, for precision and balance of its sentences convening the morals and ethical values that transfers to a commentary on the individual's values, these values leads to the happy image of Jane Austen's social philosophy. Thomas Rodham adopted that Jane Austen is considered as moral philosophy according to her teaching style and plots, "Austen was also a brilliant moral philosopher who analyzed and taught a virtue ethics for middle-class life that is surprisingly contemporary" (Rodham, 2013:1).

Regarding this fiction, moral guide presented by the heroines, Elizabeth much about her condition, as the parallel proposals teach her "Pride and Prejudice, then, is

certainly about knowing, knowing oneself and other people, as well as about money and sex” (Wiltshire, 1992: 102). The title *Pride and Prejudice* refers to the more important abstract characteristics of Elizabeth Bennet and Mr. Darcy, who must overcome their personal pride and often baseless prejudices in order to recognize their true feelings for each other: “Austen’s characters, however, experience morality as a positive, if difficult, choice, not as a sacrifice” (Emsley, 2005: 21).

Pat Rogers in his introduction in *Pride and Prejudice* describes its title: “The title *Pride and Prejudice* has embedded itself so deeply in our consciousness that we easily forget the phrase had a life of its own before Jane Austen claimed the sole rights. In the century before the novel was published, this expression turned up at least a thousand times in printed literature, with or without minor modifications” (Rogers, 2006: 37).

In my opinion, Jane Austen chose this title to make her audience feel of their humanity, to be proud that they are humans, have their senses to be rid, at the same time they have their Prejudice, the two expressions are, absolutely completed each other. In one of her letters (January 29, 1813) she writes to her sister about *Pride and Prejudice*: —“I want to tell you that I have got my own darling child from London. On Wednesday I received one copy sent down by Falkener, with three lines from Henry to say that he had given another to Charles, and sent a third by the coach to Gooderham.’ She is particularly enamored of that creation of her own brain who has doubtless inspired the same sentiment in many other people—’ Elizabeth Darcy’ (*nee* Bennet)—and of my mother’s views on the same subject she writes that ’ Fanny’s praise is very gratifying. My hopes were tolerably strong of *her*, but nothing like a certainty. Her liking Darcy and Elizabeth is enough. She might hate all the others, if she would” (Austen-Leigh, 2008: 77).

“*Pride and Prejudice* is not a novel of ideas in the narrow sense, but a love story which dramatizes ideas. Its power derives from the extraordinary skill with which Austen manages the narrative, and the deft way in which language is utilised to bring out characters and situations” (Rogers, 2006: 76).

Concerning her productions, Jane Austen, approves of Deigh’s view about moral ethics, he illustrates “Modern ethics proceeds from the idea of a highest or supreme authority. Its leading systems depend on such an authority to certify the truth of moral judgments. To be a moral agent a person must be capable of comprehending such truth and of matching his or her conduct to it” (Deigh, 1996: 8). The premium way to gain ethics is to consider the personal relations, either with friends or with a person’s family. So to get the perfect profit, one should regard the natural dynamics of each relation then determine the accepting convinced moral behaviour that is required toward one another.

The most glorious description of Jane Austen sets in virtues, and vices among those social classes, in a way in which the characters define their own moral characters, independent of their assigned social values, Austen’s novel suggests that each character has the willful agency to behave in a way besides morally independent deeds. B. C. writes in the volume 2 of *Jane Austen: The Critical Heritage* “We see the novels praised for their elegance of form and their surface ‘finish’; for the realism of their fictional world, the variety and vitality of their characters; for their pervasive humor; and for their gentle and unidiomatic morality and its sermonising delivery. The novels are prized for their ‘perfection’ (Southam, 2002: 13).

Oliveira writes “The subjects of her novels are love, the fancy of beautiful and young girls in relation to marriage, strolls, visits, balls and tea, the choice of the adjusted husband and the good marriage” (Oliveira, 2007: 9). One of the greatest challenges in the 18th and 19th century, the marriage for love was gaining view, at that time, the person could choose his wife, but in the condition of parental approval of the engagement, these conventions could prevent the son from inheriting his estate. In the late 18th century, Deirdre Le Faye explains “Respectable young women could have no profession except matrimony, hence girls were expected to marry as soon as possible after they made their debut into society in their late teens” (Lefaye, 2002: 113). To what extent Jane Austen can be seen as a searching analyst of moral behaviour, her work can be a coherent thought of social manners. In the first lines, Austen declares “It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife” (*P&P*, n.d, 1: 212). The main of her fiction is the value of marriage as a social organization, the standards of motives to differentiate the moral marriage from the material kind. Marriage secures respect and stability for both sides. Overall, Lady's dream is to marry a rich gentleman to have money and a good rank in the society. “For Jane Austen, happiness in general is the goal of human action done according to morality, a code of conduct according to which every person has value; and happiness in marriage is the result of each spouse valuing and pursuing the other's happiness above all else” (McClung, 2017:1).

Love is not the main consideration in marriage in the 18th century. Jane Austen is considered as one of the female writers who has the sense of society, this is a logical reason that encourages her to characterize her heroines to act morally. Most of the 18th century problems can be solved by overcoming terrible behaviour. Elizabeth, the central female character in *Pride and Prejudice* regarded as the most admirable and endearing of Austen's heroines, has many mistakes, but she knows her faults and corrects them. This is what is called the moral responsibility that is specialized to Austen heroines. Sarah Emsley writes that a number of critics attempt to demonstrate Austen's seriousness by showing how the novel is obvious, by history, or by arguing that Austen hides political subversiveness behind conservative forms. The known critic, Vivien Jones has argued “Explicit evidence of that feminist “line” seems apparent when, at various key moments, Austen's novels echo the Enlightenment-infl ected rhetoric of contemporary debates about gender politics and the position of women”. (Jones,2009:283), while some feminist critics read Austen as complicit in bourgeois ideology and see marriage in her novels as an inadequate substitute for independence, other critics reads for Austen as serious and internationally important works in progress, But on her view, Emsley considers Brown's opinion that the decline in Austen's reputation is a serious one, she adds “Austen should also be taken seriously as a philosophical and religious writer in the context of the tradition of both men and women who wrote before her time” (Emesly, 2005: 97). In her novel *Pride and Prejudice* Jane Austen presents different kinds of marriage. Love marriage, obligation marriage and material marriage. At the same time, Austen considers the positive benefits of this social and moral liaison. She goes around that idea of women getting married only in arranged marriage conditions. Ethical institution of marriage is one of the virtuous issues that dominate her fiction. Le Faye declares that, “If there was no direct male heir, as in the Bennet's' case, then the next nearest male collateral descendant of the owner who had originally created the entail would inherit — in this case, Mr. Bennet's distant cousin Mr. Collins. Like all legal restrictive practices, over the passage of time ways had been found

that made it possible for some families in certain circumstances to break an entail and re-settle an estate in a different way to include female inheritance” (Le Faye, 2002:184).

Social Media: A Mean of Appreciating *Pride and Prejudice*

It's necessary to establish a general background of education for all sorts of learners, among the foreign language, in order to achieve that instructors should not use the most typically traditional ways in university education. This helps them to better comprehend and interpret literary texts, and acquire improved language skills. Our aim is to study literature for literature's sake for its values, not only as a source to acquire English language. Students who use social networks positively can develop their knowledge based on wide communications and knowledge sharing from the social network sites, also they can understand and appreciate the novels offered by movies.

Nowadays, no one can forget the impact of social media on the academic concert of students. Social media can include text, audio, images, video, Twitter, Facebook, Wiki, and other program communications. In today's social space social media is definitely one of the most powerful origins of information and news, a type of technology used mainly for social and entertainment purposes. Social Media involves an active act of creation of content and/or communication, which is presented by the videos we use, and someone who receives and understands the communication, that presented by the college students. Collins dictionary defines the video as, “Video is a system by which you can see television images or films on your computer, rather than on a television set” (Collins, 2019). Interactive videos provide expanded opportunities to apply the knowledge and skills they have acquired, and used for revising concepts and reinforcing them for students who need further explanation.

Social Media and EFL Students' Attitude towards English Literature. The Problem of the Study

Most developing countries complain of a shortage in faculties and a decrease in the technical competence of many of their staff, as well as overcrowded classrooms, overcoming theoretical approaches and distance from community requirements as well as their inability to meet the needs of individuals. Over the past decades, a certain type of teaching has prevailed in schools, where teaching methods have been limited based on dumping, memorization, memorization and retrieval in order to preserve information for the examination and pour the minds of all learners into one template (in achieving them, due to the high reliance on traditional teaching methods so that learners do not have opportunities to practice self-teaching methods in the educational process). Traditional education has faced many problems, which have an impact on the level of education, making it limited to achieving its goals. New methods that help low-achieving learners improve their learning and achievement through the adoption of learner-centred methods. Social media impacted the interaction of people around the world and the way of getting the information (Allam, 2016: 1). The use of Social Media for teaching and learning has been connected to the theory of connectives as the basis of its implementation, suggesting that the ability to access information when needed has become the main feature of learning in this information era, and because of its ability to deliver immediate and varied samples of language to a wide audience, many teachers are looking to the Internet for content to use in the language classroom.

Research Objectives

The objectives of this study are:

The aims of the study is to discover the students' attitude towards Jane Austen's novel *Pride and Prejudice* by using social media (third year) EFL students at the Department of English, College of Arts/University of Iraqia; academic year 2018-2019; literary text: "*Pride and Prejudice*, and to investigate students' attitudes towards social media as a tool for academic purposes and language learning

Methodology Participants

The participants are 60 male and female students. They are selected from the third stage/ Department of English Language, College of Arts/ University of Iraqia. An attitude questionnaire was employed as a measuring instrument in this study. It was modified to measure the attitudes towards learning English literature.

First: Research Methodology

The researchers adopted the experimental method because it is more suitable with the research procedures. It is a method of scientific research and is based on a deliberate change in certain conditions in the factors that can affect the subject of the study and to observe the effects of this change and interpretation and access to the relationships between the causes and results is a method based mainly on experience and observation which are the variables that can affect the subject of the study. Since this research deals with one independent variable (interactive video) in one dependent variable (achievement), the appropriate approach is the experimental approach, which is adopted by the researcher in the current research.

Second: Experimental Design:

The researchers employed the experimental design for both samples (control and experimental). Teaching is represented by interactive video (the independent variable of the experiment), and literary comprehension (dependent variable). Therefore, the researchers adopted the experimental design with partial adjustment with two groups of measurement. The researchers chose the members of the sample randomly from the original community and then entered the independent variable (treatment) on one of the two groups without the other. Comparing the performance of the two groups, if there are fundamental differences between them, the researcher refers to the impact of the independent variable (treatment). One of the advantages of the design helps to control non-independent factors, as these factors are exposed to the members of the two groups, this design avoids the impact of pre-measurement, and avoids the impact that can result from the weakness of the measurement tool between pre and post measurement. There are several experimental designs that are used according to the problem of the study and the researcher found that this design is more suitable for the current study. The post-test procedure group. Controls were the same method used in the achievement test group: Experimental without (interactive video) and Experimental independent variable (video interaction) achievement test:

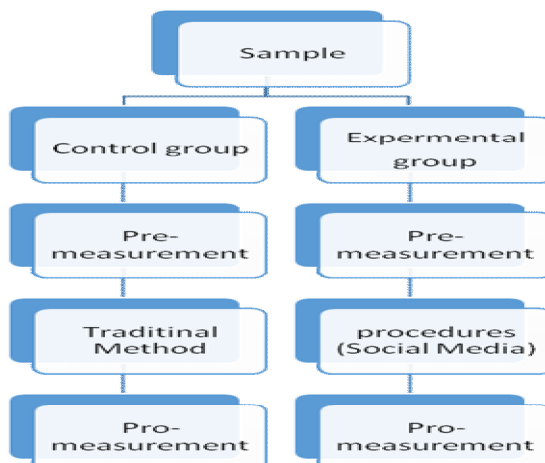


Figure 1: Research Steps Design
Source: Authors' own compilation

The Research Sample

This is the process of selecting a number of individuals who are part of the research community, in order to select a sample of the research from the colleges, the researchers selected (60) students, (30) to meet the purposes of the experiment, and (30) are the control group. The number of students in the two groups (60) students, the control group contains (30) students, and the experimental group (30).

The students were selected randomly to be (18) female, and (12) male in the experimental group, (18) female, and (12) male in the control group.

Research Tool: (Achievement Test): Achievement test is a tool used to determine the degree to which a learner has acquired knowledge and skills in the content of the subject that he has already learned, through his answers to a sample of the questions (paragraphs) that represent the content of the subject. According to the following steps:

Determine the objective of the test: Is the measurement of the attitude of the research sample (control, and experimental) in the cognitive aspect of the teaching material, which includes Jane Austen's novel *Pride and Prejudice*.

Determination of scientific material: The subject is covered by the current research to be studied for students of the control and experimental groups according to the syllables of the third stage/ College of Arts for the year (2018 – 2019).

Formulation of the test items

Comprehension test paragraphs, consisting of (20) items to measure the levels of Bloom for the field of knowledge (knowledge, comprehension, application), were formulated, a multiple choice type and each question contains four alternatives to measure the students' attitudes.

Answer Instructions: Instructions are given to the students on how to answer the test and how to divide the scores and determine the time allocated for the answer.

Test Validity is a great importance in evaluating the test and its effectiveness as a tool for measurement. When we want to verify the validity of a test, we collect evidence to conclude that the test measures the attribute it is designed to measure. Validity applies to all test passages, and an honest test that is valid for measurement on a specific group of students may not be true for another group.

Face Validity: It refers to the extent to which the test measured for the purpose for which it was apparently developed, and is reached through the consensus of the arbitrators estimates on the degree of measurement of the test for the attribute, and face validity means the general appearance of the test in terms of vocabulary and how to formulate and how clear, as well as deals with test instructions, accuracy, clarity, objectivity, and suitability of the test for the purpose for which it was intended.

Reliability. By using The Statistical Package Richardson (KR-20), acceptable value is 0.91 which shows acceptable consistency of reliability.

Presentation to experts and arbitrators of specialists:

The researcher then presented the test and its items to a group of experts and arbitrators (8), who hold a doctorate degree in English literature, and methodology to ensure the sincerity of its content, and asked them to give their comments and opinions on the clarity of the educational material and the validity of scientific and technical terms used in the social media/ video (and achieve educational objectives as well as language accuracy and accuracy of content and logical sequence and presentation style, and the appropriate number of frames, and drafting to suit the desired goals).

Research Results:

To verify the hypothesis of the research, T-test was used for two independent samples that used the mean of the experimental group (18.279) with a standard deviation (5.236) and the mean of the control group (12.35) with a standard deviation (5.236).

Accordingly, the calculated T -value (3.988) larger than the t table value (2.50) at a significant level (0.05), which means that there is a difference between the two groups and for the benefit of the experiment.

This means to achieve the hypothesis of the research, and the social media positively effective in student’s comprehension. The table (1) explains that.

Table (1). T calculated value for the difference between the control and experimental groups in the comprehension

Groups	N	mean	Standard deviation	d f	t calculated value	t table value	Significance level at 0.05
Control	30	12.35	6.345	58	3.988	2.50	Significance
Experimental	30	18.279	5.236				

Source: Authors’ own compilation

Interpretation of the Results:

The results of the current research showed that the experimental group students who studied according to the use of social media- video above the control group students

who studied the usual way in the comprehension test that this superiority may be due to one or more of the following reasons:

1. The use of more than a sense of learning using images, drawings and sounds as well as interaction using audio-visual aids, which happened to students of the experimental group.

2. Teaching using interactive video, focuses on modern trends in teaching, such as individualization of education and the learner-centered, by allowing the student to search for information and discovery and inquiry himself, displays the elements of content in a manner that attracts the student,

3. The interactive video has taken into account the differences between the individual students by giving him the freedom to learn what he needs from the scientific material.

4. Interactive video provides immediate feedback i.e. the student can identify the areas of weakness and strength through what allows him to video feedback and bifurcation in the scientific material.

Conclusion

According to the results of the present study, the researcher can be concluded that teaching using social media particularly, the interactive video has the effect of:

1. Facilitating the students' understanding of the scientific subject which leads to raising their academic achievement.

2. Interactive video makes the student a central focus in the process of education.

3. Activates students' motivation towards learning.

4. Its effectiveness and its positive impact in the teaching of computers to first graders average compared to the usual way.

5. Preparation and submission of the study material well and orderly lead to the delivery of scientific material to students easily.

6. Its use has achieved the flexibility of communication between the student and the teacher and between the students themselves by discussing the film

7. Gives students the opportunity to observe and conclude from watching it, and makes learning more attractive and impact for learners.

Recommendations:

The researchers recommend to the academic instructor to use social media especially, interactive video within the vocabulary of teaching methods in the faculties of education. Also to explain the effect of interactive video on other types of variables learning and the expansion of logical intelligence and the development of reflective and critical thinking.

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