The Effect of Short Story in EFL Classroom on Developing Intercultural Awareness

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Abstract:

    This is study intended to investigate the effect of short story in EFL classroom on developing intercultural awareness. The study followed the experimental method and data have been collected via two instruments, pre-test and post-test for the students, beside a questionnaire for a group of EFL teachers, both of them have been classified and analyzed thoroughly by using SPSS. Accordingly, the study has reached the following results: there is a significant statistical correlation between short story and development of intercultural awareness, Short story increased student's motivation, Short story enhances students' power of expression and develop their receptive and productive skills. Finally, the study in the light of the findings, has suggested some recommendations and further studies.

Key words: short story, EFL classrooms, intercultural awareness

INTRODUCTION

Over the last ten years there has been considerable attention in using short stories as a tool of education. There are many conferences and workshops have been held in the use of short stories in EFL classroom. A short story is a work of fiction that is typically written in prose, often in narrative format. This

configuration has a tendency to be more pointed than longer works of fiction, for example, novellas (in the twentieth and 21st century) and novels. The stories build up one's creative ability by bringing new thoughts into their world – thoughts regarding fantastical universes, different planets, and distinctive focuses on time and imaginary characters. It'll urge you to understand that you can, and ought to, imagine anything you need. Literary works, are regularly utilized as a part of language classes, for they are fun, persuading, and successful in extending intercultural awareness, empowering interpretative, and most of all promoting communicative competence.

STATEMENTS OF THE PROBLEM:

The study has stemmed from personal observation over many years of learning and teaching English language that as if there is not a weak of communicative competence only but also the absence of intercultural awareness. It is a medium that always is developing, changing, and advancing. The situation is further complicated by the great importance attached to scores in most language capability tests, such as TOFEL, IELTS, CET, TEM and etc., held by authorities of different kinds worldwide. Such tests are designed either for students who want to study abroad or for those who want a certificate that will enhance their opportunities in handling a good job. These tests aim at showing the aspect of culture impairment as well as communicative competence. The basic issue with defining communication as nothing more than information exchange is only a necessary but not an adequate condition for understanding the complex process of communication. So the study current aim is to investigate the use of short stories as an effective strategy in developing intercultural awareness and communicative competence.

Questions of the study:

This study raises some questions which are:

1. To what extend will short stories result in developing intercultural awareness?
2. Is there a significant statistical correlation between short story and development of intercultural awareness?

Objectives of the Study:

The main objective of this study is to investigate the effect of short stories in developing intercultural awareness in addition to achieve the following:

- To show how to foster students' intercultural awareness.

- To highlight the importance of cultural aspects in communication context.

Significance of the Study:

According to Porto (2010), In fact, a more comprehensive view of culture, understood as the particular beliefs, ways of life, and even artistic expressions of a specific society, should obviously be the goal of current EFL education. This study draws its significance from examining the use of short stories to develop intercultural awareness of Preparatory Year Students at Omdurman Islamic University, and suggests some useful activities to develop their intercultural awareness. Also, this study may be counted as one of the few studies that are applied at O.I.U addressing modern issue. The short story is defined, in this study, in terms of what it does rather than what it is.

Delimitation of the study

In this study, the study makes some delimitation as follows:

1. The study will take place at Omdurman Islamic University, faculty of Arts, English language Dept. (both male and female, preparatory year students - 2nd semester.) to investigate the effect of short story on developing intercultural awareness.

Literature review

Since the beginning of language, stories have given an extraordinary approach to children to find out about the history, culture, values and pragmatic aptitudes of their society. Short stories have the great advantage of contextualizing newly met cultural items; with their apparent interest that serves to make the target language more memorable. Leslie Marmon Silko (2012) states that: "The human capacity for language and storytelling go hand in hand". Being able to communicate in a language involves more than simply understanding the words and having the capacity to deliver and claim sentences. It likewise requires learning and comprehension of the social parts of the language. Fictional literature is more than just fiction. Stories about individuals and cultures that are unique in relation to our own give an awesome window into worlds that are generally removed to us. The way of stories is to such an extent that they frequently give an option and more private path into another culture than what factual texts can offer. This is the beginning point for this thesis.

What is Literature?

As indicated by Evangelia (2003). Most definitions of literature have been criteria definitions; definitions based on a rundown of Criteria which every literary work must meet. What is implied by literature and what sorts of literature are described as literary texts is begging to be proven wrong since there are no guidelines which can clearly characterize what literature is? Furthermore, what is most certainly not? Also she distinguished the three kinds of literary texts are:

> **A.** visual texts like films, television advertisements, cartoons, photographs etc.
> **B.** spoken and written texts like spoken drama, interviews, films and TV commentaries, poetry, novels, play scripts, journalism etc.

C. Musical texts such as vocal instruments, records, CDs, etc.

She further points out the reason why all the above texts can be characterized as literary work is that they are all social documents offered to their spectators, readers or listeners a full cultural understanding of the country where the target language is the first language. However, for the purpose of this study, the studyer agrees with Lazar (1993) in taking literature to mean: "...those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered".

Lazar's definition of literature includes besides the traditional literary Canon, contemporary works of non-native English speakers. About this notion of the expansion of literature to include literatures in English of non-native speakers.

Reasons for selecting Short Stories

The choice of the short story as the literary genre for exploration of the questions posed in this thesis is not a random one. Neither is the selection of the short stories which have been analyzed. Though the short story often has been viewed as an inferior genre to other literary forms, and has often been defined as a shorter, less accomplished version of the novel, it has come to be recognized as a genre in its own right, and as something more than a story which is short. In order to explain why the short story is a genre especially suited as a source of cultural insight in a teaching context, the study gives a very brief account of the development of short story theory, and how this form of literature is viewed today. Then the criteria for choosing the five particular short stories will be explained. According to (Bachman 1990, Council of Europe 2001) Current approaches show that learning a foreign language should not just involve linguistic competence but also include intercultural competence. Also, it is known as a fact that teaching and

learning a foreign language cannot be decreased to the immediate instructing of linguistic perspectives like phonology, morphology, vocabulary, and sentence structure. So, many of the contributions to improving communicative competence have been to question the absence of culture which leads directly to communicative competence. The contemporary models of communicative competence show that there is much more to learn a language, and they include the vital component of cultural knowledge and awareness. In other words, to learn a language well, usually, requires knowing something about the culture of that language. Communication that lacks appropriate cultural content often results in humorous incidents, or worse, is the source of serious miscommunication and misunderstanding. The use of literary texts can promote reflection on cultural differences, develop understanding of the home culture, and consequently, enhance more tolerant and open attitudes towards other cultures. Tomlinson and Masuhara (2004), for instance, claim that cultural awareness might be accomplished through encountering the way of life, either straightforwardly through going to a society, or in a roundabout way through films, music or literature. According to what have been mentioned; the study will investigate the effect of short stories in developing intercultural awareness and communicative competence.

What is short story?

The short story is defined as short work of literature often written in narrative prose. It is focused on a sequence of events that shaped the story. That is to say, it is rather short form of prose fiction. It often narrates a specific set of events with focusing on one aim with one plot. It usually comprises a small set of characters. The short story made up of a beginning, middle and end. Each story consists of single simple plot. The short story involves setting, central character, action and takes single place during a short period, such as an hour, few hours,

and a day. For instance, Ernest Hemingway's "Hills like White Elephants" is a short story concentrating on a conversation that occurred on a single day. The writer of a short story shuns unimportant repetition and fine descriptions due to the fact that the short story requires economy and conciseness..

Elements and Characteristics of Short Stories

Short stories tend to be less complex than novels. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. In longer forms of fiction, stories tend to contain certain core elements of dramatic structure: exposition (the introduction of setting, situation and main characters); complication (the event of the story that introduces the conflict); rising action, crisis (the decisive moment for the protagonist and their commitment to a course of action); climax (the point of highest interest in terms of the conflict and the point of the story with the most action); resolution (the point of the story when the conflict is resolved); and moral. Because of their short length, short stories may or may not follow this pattern. Some do not follow patterns at all. For example, modern short stories only occasionally have an exposition. More typical, though, is an abrupt beginning, with the story starting in the middle of the action. As with longer stories, plots of short stories also have a climax, crisis, or turning-point. However, the endings of many short stories are abrupt and open and may or may not have a moral or practical lesson. Of course, as with any art form, the exact characteristics of a short story will vary by author.

Length

Determining what exactly separates a short story from longer fictional formats is problematic. A classic definition of a short story is that one should be able to be read it in one sitting, a point most notably made in Edgar Allan Poe's essay "The

Philosophy of Composition" (1846). Other definitions place the maximum word length at 7,500 words. In contemporary usage, the term short story most often refers to a work of fiction no longer than 20,000 words and no shorter than 1,000.Source: www.en.wikipedia.org

Short Story Structure

• Create a narrative lead: show the main character in action, dialogue, or reaction.

• Introduce the main character's character.

• Introduce the setting: the time place, and relationships of the main character's life.

• Introduce and develop the problem the main character is facing.

• Develop the plot and problem toward a climax: e.g. a decision, action, conversation, or confrontation, or confrontation that shows the problem at its height.

• Develop a change in the main character: e.g. an acknowledgement of understanding of something, a decision, a course of action, a regret.

• Develop a resolution: how does the main character come to terms – or not – with his or her problem? Source: Lessons that Change Writers, Nancie Atwell, (2002)

The power of Short Stories in the EFL classroom

This section looks at ways to put down story roots in students through further exploration of the relationship between storytelling and language development.

The National Story Telling Association (1994) point out that since stories are organized encounters with a plot and a beginning, center and end, they are among the absolute best language experiences. Story structures move toward becoming framework for the experiences in life and in story. This impact has a several causes. first, stories are made out of words typically talked musically, and have both primary meaning and

secondary, or connotative, meaning. even simple rhymes, for example, "Jack be agile, Jack Jump over the Candlestick" are rich with a sound and sense and sense not found in ordinary speaking and reading. Second the story is a springboard for related types of speaking, thinking, writing and reading. At the point when young adults are language rich, they convey more experience and as a result engage the subject more deeply and come away with more additional.

Hearing an extensive variety of stories from an early age in both the classroom and home presents a treasure upon a child. The early stories root in a child's inner life and grow and develop, giving it structure and significance. The individual sufficiently favored to have had a lifetime of hearing stories resembles all around watered tree: the roots dive deep; the branches reach to the sky.

What is culture, and how does it relate to narrative?

When working with questions of the relationship between culture and literature, it is useful to have a definition of culture in mind. Culture can be defined as "the actual grounded terrain of practices, representations, languages and customs of any specific society" Barker (2003)quotation from S. Hall). What culture is concerned with is how we make sense of the world, and meanings are generated through different signs, of which language is the most important signifying system. Studies of language and stories are therefore of great importance in culture studies. Barker (Ibid,2003) writes that: "Narratives offer us frameworks of understanding and rules of reference about the way the social order is constructed" If we want to learn something about the norms, values and customs of a society, stories can help us understand how that particular society makes sense of the world and create meaning through language and narratives .

When analyzing the short stories, I shall be looking at what the stories reveal about the practices, representations and

customs of the societies the stories emerged from. Narrative theory provides tools that enable us to look at how culture is represented in a text. Choices made in relation to for example narration and time and space are often reflections of the explicit and implicit cultural issues the text deals with, and can reveal something about values and ways of seeing the world of both the world of the text itself, and the cultural formation from which the narrative emerged.

The power of short story in enhancing intercultural awareness in EFL classroom

Short stories are effective when EFL learners focus on others culture. Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and present, and about people customs. Culture teaches students to understand and respects people differences. When using literary text, teachers muses or be aware that culture roe whom the text was written should be studied. As student faces a new culture, they become more aware of their own culture. They start comparing their culture to see whether the fine similarities or differences between the two culture.

The Rise of Teaching Culture in the EFL Classroom

Current interest in teaching culture worldwide is due to inter-disciplinary efforts made in cultural studies. It came into existence in the 1940s in English literature studies and has entered the forefront of academia since the latter part of the 1980s. Meanwhile, the study of English literature as an academic discipline is on continuous decline and its heyday has been over. Just as Simon During has observed, "English is losing ground to a wide spread of contemporary culture forms advertising and the internet to cartoons and art movies- what we call cultural studies" During, (2004).

What is During is attempting to discuss here is that people all over the world are no longer interested in English as a language, but that cultural studies in connection with English have a significant role to, play   in the age of economic globalization as indicated by the blurring of the boundary between high culture (of English literature) and popular culture (of advertisements, cartoons and art movies). In accompany with economic globalization, there is a tendency of cultural globalization, which in finality will annihilate the cultural products produced by the few hegemonic powers. Whereas, English been used, first by Britain in the colonial period, and then by America in the postcolonial period, as a vehicle in the construction of "western capitalist hegemony and globalization" Jones, (2002). For this reason, the English language has been regarded by some as a form of hegemonic power, and the learning of it, due largely to the cultural superiority it represents, will possibly lead to the loss of cultural identity of the learners through the process of acculturation imposed upon them by the hegemonic powers. Cultural studies, on the other hand, are able to break the hegemony , if there is any, imposed by the English language, by adopting a multicultural policy of applauding "the wide spread of contemporary culture forms from advertising and the internet to cartoons and art movies." The study and maintenance of one's own culture in process of learning English as a foreign language help and motivates the learners maintain their own distinct cultural identity. Hence, the great significance of cultural awareness in today's world of globalization.

Rather than one's own culture, the EFL learners also develop an awareness of the cultures belonging to all the English-speaking countries, or even other cultures. Such a cultural consciousness is often referred to as intercultural awareness, which has always been talked about as though it were a "fifth skill" – the ability to be aware of cultural relativity following reading, writing, listening and speaking. There is

something to be said for this as an initial attempt to understand or define something that may seem a difficult concept but, as Claire Kramsch points out:

> "If…language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency… Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing" Kramsch, (1993).

Or just as Hudson argues, language itself is defined by and contained within its culture and a society's language is an aspect of its culture Hudson, (1980). The learner cannot be competent in the language if we do not understand the culture that has shaped and informed it. We cannot learn a second language if we do not cultivate through teaching an awareness of that culture, and how that culture relates to our own first language/native culture. It is not only therefore essential to have cultural awareness, but also intercultural awareness.

Consequently, great significance has been given to the teaching of culture in teaching of English as a foreign language. The exposure to cultures both of the EFL learners' and of the ones related to the English language is considered by many linguists much in consistence with the language-acquisition process manifested in our first language learning and acquisition. Though not testified, the seemingly effortless child language acquisition underlies the importance of the culture in the acquisition of human language. This assumption is best echoed in the findings by psycholinguist Thomas Scovel: Among the four stages (i.e. the stage of crying, the stage of cooing, the stage of babbling, and the production of the first word) of children' first language acquisition, the stage of babbling is the first stage where we have strong evidence that infants are influenced by all those months of exposure to the cultural environment they are living in (Scovel, 1998). In conclusion, the

teaching of culture in the EFL classrooms will be of same positive influence upon the second language acquisition.

The main goal of teaching culture is to nurture the intercultural communicative function of language. To R. Wardhaugh, language is a system of arbitrary symbols used for human communication Wardhaugh, (1972). In fact, every action in connection with English as a foreign language, either in the aspect of listening (to audio or audiovisual materials in English) or speaking (either with persons with English as their first language, or with persons who speak English as a second or foreign language), or in the aspect of writing or reading (materials in English), can be regarded as intercultural communication, for in each of the actions, there is an encountering of the native culture embodied in the EFL learners and the exotic culture (s) carried either in the English materials or by the persons who communicate with the learners of EFL. Intercultural communicative competence is an attempt to raise the learners' awareness of their own culture and help them to interpret and understand other cultures. In other words, the EFL learners will be able to predict the behavior patterns of the peoples from the target cultures. As a result, the intercultural communication will be greatly facilitated.

Intersection of culture and language: Intercultural Language Learning

This review of the theoretical bases of intercultural language learning has concluded that the intersection of culture and language as represented in current Intercultural Language Learning theory. It is suitable to first briefly review the theoretical and study developments, which have contributed to intercultural language learning theory.

This review has stated that a Chomsky an view of language competence comprised the syntactical ability to form sentences correctly (1957). Hymes (1972) coined the phrase communicative competence to explain the attention which

needs to be paid to the conditions of use and social knowledge required to interpret messages and to what a learner really needs to know to participate in a speech community. In redefining the nature of linguistic competence, there is a need to move away from models which have sole emphasis on linguistic structures, and towards an emphasis on a more sociocultural determined model of language as communication.

Methodology of the study

In this section the study describes the methods used for data collection. It particularly presents the target subject, study instruments and procedures for data collection. Then it goes further to present tools, reliability and validity. It also illustrates the steps used in the study and concludes with a summary. In order to collect the data the study uses both a test (pre-test & post-test) and questionnaire (for EFL teachers) to examine a random sample of the preparatory year students at Omdurman Islamic University to measure their intercultural awareness.

Population of the study

The population of this study is students of the preparatory year in the department of English Language. Subject's data which this study used to analyze were collected from 420 students from both gender of English language and Literature Department at Omdurman Islamic University. English Department is one of the largest departments in the university. The students are chosen randomly without any knowledge of the study about them, so that the finding can reflect the real situation. Most of the subjects in the department at age of sixteen to eighteen and graduated from high school all over the Sudan. They are about the same age and both genders. Because most students in this university are female, the number of females as subjects in this study is more than of males. However, most of them had studied English for 7 years or more

before entering this university. They are from various backgrounds as coming from different parts of Sudan, so some of them had got the local dialect which relatively affects their English speaking and pronunciation. However, Their exposure to English language and culture seemed very limited. When this study was conducted, all of them had been studying in English department for one semester and they didn't study literature course.

The Sample of the study:

The total number of students included in the test was one hundred. The experiment sample amounts to 200 (80mals & 120 females) students in the first level who are randomly chosen to undergo a test measuring their intercultural awareness. The study choose 120 female students because of their large number to reach an equal representation for both gender. They were classified as pre-intermediate EFL learners.

Instrument for Data Analysis

In this study, two types of tools are used to gather the required data and information from the subject of this study. These two tools are: pre- and post-tests and a questionnaire for teachers to enhance the overall out comes. both test and questionnaire processed through the statistical package of Social Sciences (SPSS) to conclude to the findings.

Validity and reliability of the study

To test the reliability and validity of test that applied to students, 15 answer sheets were randomly selected, then the degrees of the students were recorded for each of the three dimensions of the study and manipulated using the features of Statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the test) and Alpha Cronbach's (for the reliability of the test). The following tables illustrate the results of this procedure.

Table 1:1 Validity test for the test

Dimensions	Items	Coefficient factor with dimension	Coefficient factor with Total
Cultural awareness	Awareness	0.78	0.79
	Acceptance	0.72	0.77

As shown in Table 1.1 all the values of Pearson Coefficient Factor between items and total of the dimension and with the total of the test are positive and greater than 0.20, which indicate good validity for all the items of each dimension of the test for answer the questions of the current study.

Table 1.2: Alpha Cronbach's Test for measuring the reliability of test

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Cultural awareness	2	0.89	0.94

According to findings in Table (1.2) Alpha reliability factor for cultural awareness = (Cronbach's Alpha based On Standardized items)**: 0.89, thus** Internal validity = (Squire Radical of Alpha reliability factor) = **0.94.** As it has been evident from the data above the items of dimension of the test has attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study.

Validity and reliability of the teachers' questionnaire

To test the reliability and validity of the teachers questionnaire 10 questionnaires were randomly selected, then manipulated using the features of Statistical Packages for Social Sciences (SPSS), through Person Coefficient Factor Test (for the validity of the questionnaire) and Alpha Cronbach's (for the reliability of the questionnaire). The following tables illustrate the results of this procedure.

Table 2.1: Validity test for the teacher's questionnaire

Cultural awareness	No items	Coefficient factor with dimension	Coefficient factor with Total
Cultural awareness	1	0.75	0.80
	2	0.71	0.78
	3	0.69	0.70
	4	0.59	0.61
	5	0.70	0.72

As shown in Table 2.1, all the values of Pearson Coefficient Factor between items and total of the dimension and with the total of the questionnaire are positive and greater than 0.20, which indicate good validity for all the items of each dimension of the questionnaire for answering the questions of the current study.

Table 2.2: Alpha Cronbach's Test for measuring the reliability of the teacher's questionnaire

Dimension	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Cultural awareness	5	0.81	0.90

According to results in Table (3.6) Alpha reliability factor for cultural awareness items = (Cronbach's Alpha based On Standardized items)**: 0.81, thus** Internal validity = (Squire Radical of Alpha reliability factor) = **0.90.**

As it has been evident from the data above the items of dimension of the teacher's questionnaire has attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study.

Analysis and Dissection

The two tests (pre-test and post-test) were the first tool used to collect data of the study. These two tests were constructed; validated and piloted to investigate and measure intercultural awareness of Preparatory Year Students at Omdurman Islamic University.

Table (2.3) Comparison of EFL Students' performance on the pre-test and post-test (Intercultural Awareness**)**

Group	Failed		Success		Theoretical mean (pass)	Mean (student degree)	T value	P value
	N	%	N	%				
Experimental Pre	69	69.0%	31	31.0%	15.0	12.6	-11.9	0.001
Experimental Post	48	48.0%	52	52.0%	15.0	21.8		

Percentage of success of the students on the dimension of the test (cultural awareness) was increased at post-test which indicate a significant differences in the performance of the students on this dimension between pre-test and post-test for experimental group.

Table (2-8) Opinions of the English language teachers on the use of short story to develop Intercultural awareness among students:

Items	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1- Short stories develop students' awareness of the target culture as well as their home culture.	38	95.0	1	2.5	1	2.5
2- Short stories play an effective role in facilitating students' cross cultural borders.	31	77.5	3	7.5	6	15.0
3- Short stories help students in reflecting the diversity of culture	37	92.5	2	5.0	1	2.5
4- Short stories raise students' awareness of the danger of generalizing cultural behaviours.	33	82.5	5	12.5	2	5.0
5- Short stories help students in respecting other cultures.	35	87.5	3	7.5	2	5.0

Table (2-8) shows the frequency and percentage of English language teachers toward intercultural awareness skills among students.

When the participants were asked to answer item number 1, (Short stories develop students' awareness of the target culture as well as their home culture.), 38 of the 40 participants responded (agree) which represents (95.0 %), whereas 1 of them responded (neutral) which represents (2.5 %), and 1 responded (disagree) which represents (2.5 %).

When the participants were asked to answer item number 2, (Short stories play an effective role in facilitating students' cross cultural borders.) 31 of the 40 participants responded (agree) which represents (77.5 %), 6 of them

responded (disagree) which represents (15.0 %), while 3 of them responded (neutral) which represents (7.5 %).

When the participants were asked to answer item number 3, (Short stories help students in reflecting the diversity of culture.) 37 of the 40 participants responded (agree) which represents (92.5 %), 2 of them responded (neutral) which represents (5.0 %), while 1 of them responded (disagree) which represents (2.5 %).

When the participants were asked to answer item number 4, (Short stories raise students' awareness of the danger of generalizing cultural behaviours.) 33 of the 40 participants responded (agree) which represents (82.5 %), 5 of them responded (neutral) which represents (12.5 %), while 2 of them responded (disagree) which represents (5.0 %).

When the participants were asked to answer item number 5, (Short stories help students in respecting other cultures.) 35 of the 40 participants responded (agree) which represents (87.5 %), 3 of them responded (neutral) which represents (7.5 %), while 2 of them responded (disagree) which represents (5.0 %).

From the results of this dimension, it was found that 95.0 % of the total participants agreed that short stories develop students' awareness of the target culture as well as their home culture. 77.5 % agreed that short stories play an effective role in facilitating students' cross cultural borders. 92.5 % of them agreed that short stories help students in reflecting the diversity of culture. 82.5 % agreed that short stories raise students' awareness of the danger of generalizing cultural behaviours. 87.5 % agreed that short stories help students in respecting other cultures.

In conclusion, according to the above results majority of English language teachers agreed that, short stories have an effective role in developing students' intercultural awareness toward other cultures.

Table (2.10) The T- test Results of the Dimension's Items:

Items	N	Mean	Std. Deviation
1- Short stories develop students' awareness of the target culture as well as their home culture.	40	2.93	1.7
2- Short stories play an effective role in facilitating students' cross cultural borders.	40	2.63	1.3
3- Short stories help students in reflecting the diversity of culture.	40	2.90	1.4
4- Short stories raise students' awareness of the danger of generalizing cultural behaviours.	40	2.78	1.0
5- Short stories help students in respecting other cultures.	40	2.83	1.3

Table (2-10) shows The T-test results of the first dimension's items of the questionnaire. According to Tables (2-8 and 2-10) the opinions of the participants on the first dimension (Intercultural awareness among students.) tend to be agree, because all items of this dimension got the highest marks which was high percentages for all items. This is confirmed by that all the means of the answers of the participants on the five items of this dimension were higher than 2 (neutral value). All the standard deviations' results were greater than (0.05) which indicated that there was no difference in the participants' response and majority of them agreed with the all items of this dimension, so these results of standard deviations reinforce validity of the questionnaire.

The response of the English teachers were highly positive, as the result, expressed in percentages, showed in the analysis of questionnaire. The majority of teachers agreed with most 5 items, which confirms the effect of short story on developing intercultural awareness. More than 70% assured that short story as tool develops intercultural awareness .

CONCLUSION, FINDINGS AND RECOMMENDATIONS

Conclusion:

The use of short stories in EFL classroom has always been recommended by the experts in the field for developing intercultural awareness. Short stories offer infinite linguistic as well as personal, socio-cultural, cognitive and emotional benefits for the language learners. Being the product of creative

writers who have better command over language, stories are considered to be rich in language and amusing in nature and help in overcoming the problem of intercultural awareness. Stories expose EFL learners to the functional, situational and idiomatic use of language and thus, help in understanding and mastering the intricacies and nuances of a foreign language like English. However, it was essential to investigate the effect of short stories in developing intercultural awareness among the students of Omdurman Islamic University.

Findings

The most important finding of this study are:
1. Using short story in EFL classroom develop students' intercultural awareness.
2. There is a significant statistical correlation between short story and development of intercultural awareness
3. Short story enhances students' power of expression by identifying the cultural aspect.

Recommendations

As a result of the experiment carried out by the study, which is obvious and confirms the hypotheses of the study about the effect of short story in EFL classroom on developing intercultural awareness, and for all the previous reasons the study recommends,
1. short story should be implemented in EFL classroom in teaching English language besides the pre-set syllabus for the students of preparatory year. This because it get inside the mine of individuals.
2. Short stories should be taught to solve the messing link between language and culture.
3. Short stories should be taught if the aim is to develop both receptive and productive skills.

Further studies

Exploring an effective teaching strategies for short story as amazing technique of learning English language as forging language.

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