

The Effect of Short Story in EFL Classroom on Developing Communicative Competence

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Abstract:

This is study intended to investigate the effect of short story in EFL classroom on developing communicative competence. The study has followed the descriptive analytical 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 was a significant statistical correlation between short story and development of communicative competence, Short story increased student's motivation, Short story enhanced students' power of expression and using Short story helped students in developing their receptive and productive skills. Finally, the researcher in the light of the findings, has suggested some recommendations and further studies.

Key words: short story, EFL classrooms, communicative competence

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 that 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. The magnificence of stories is that they can be super practical or inconceivably fantastical. However, several major learning theorists have influenced instructional practices in whole language. The theorists include Dewey, Vygotsky, Halliday, and Piaget stressed the importance of integrating language with other subjects and explored how the social context influences individual learning. 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 researcher has stemmed from personal observation over many years of learning and teaching English language that as if there is a weak in communicative competence. 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 and etc., held by authorised institution. These tests aim at determine the level of communicative competence. The basic issue with defining communication as nothing more than information exchange is that information exchange is only a necessary but not an adequate condition for understanding the complex process of communication. So the researcher current aim is to investigate the use of short stories as effective tool in developing communicative competence.

Questions of the study:

This study raises some questions which are:

1. To what extent will short stories result in developing communicative competence?
2. Is there a significant statistical correlation between short story and development of communicative competence?

Hypotheses of the study:

1. Short stories will result in developing communicative competence.
2. There is a significant statistical correlation between short story and development of communicative competence.

Objectives of the Study:

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

1. To highlight the importance of short story in EFL classroom.
2. To show how to foster students' communicative competence by having them read short stories.

Significance of the Study:

This research draws its significance from examining the use of tales, stories and in developing communicative competence of Preparatory Year Students at Omdurman Islamic University, and suggests some useful activities to develop their communicative competence. Also, this study may be counted as one of the few studies that are applied at O.I.U addressing an urgent issue. 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 researcher makes some delimitation as follows:

1. The populations of the study are students of Omdurman Islamic University, faculty of Arts - English language Dept. both male and female (preparatory year students - 2nd semester.)
2. The study will take place at Omdurman Islamic University in the period of 2017.

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.

Using Literary work in the EFL Classroom: A Historical Perspective

Carter and Rae (1992) shed light on the use of literature in the EFL class-room by saying that language and literature have

been kept distinct in many curricular in many parts of the world and often for good reasons; but much of mutual benefit can be earned from our better understanding of the continuities between the study of language and the study of its literature.

About the status of literature in the EFL curriculum at large. Carter and Long (1991) write that until relatively recent times the teaching of literature in foreign language classes was an activity whose justification was assumed to be obvious. The study of certain classic pieces of literature is considered a *sine qua non* for the truly educated person. But the status of the English literature in the EFL curriculum is no longer as important as it is used to be during the 1970 and 1980. This is justified by the fact that more recently, particularly in the last fifteen years, the emphasis on the study of English for specific practical purposes, and on the spoken more than on the written language, has severely challenged the place of literature in the EFL/ESL curriculum. They also write about the lack of any writings on the role of literature in the EFL classroom, or of the relation between language and literature teaching in the seventies and early eighties. Littlewood (1975) depicting the status of literature in the EFL curriculum, saying that at present there is a high degree of uncertainty about the role 'of literature in the EFL curriculum. Changes in educational and social conditions have shaken the once unquestioned status of literature study amongst our educational goals, and literature also plays a more problematic role in a new pattern of language teaching which aims primarily at practical communicative skills. Recent discussions about advanced courses in schools have generally advocated less emphasis on literature in favor of language. On the neglect of literature in the EFL classroom. Maley and Duff (1990) write that for many years literature, and in particular poetry has not been regarded as a "proper" material for foreign language learning. The Structuralism Approach tended to exclude literature except in the form of Simplified readers, and the utilitarian bias of the

communicative approach deflected attention away from anything which did not seem to have a practical purpose. They criticized the traditional approach of literature teaching by saying that literature continues to be included in some foreign language programs. But unfortunately, it has survived in a traditional model which is no longer constant with the rapid changes which have taken place in mainstream language merely illustration. Benton (1992) also writes about the cause of neglecting literature and the focus on language: Comprehension skills and critical skills became valued by an examination system that has largely by 'passees' literary experience as such and certainly paid scant attention to the role of the reader and the nature of literary response. But Benton points out that the emphasis has now changed when closer relationship has been discerned between reading and literature teaching. Maley and Duff (1990) also write about the earlier period of grammar-translation model when literature texts were the very staple of foreign-language teaching, representing both models of good writing and illustrations of grammatical rules of language.

They further write about the dominance of the structuralism approach when the status of literature has negatively changed and literature found itself side-lined. The formal properties of the language took precedence, and literature study was seen as part of the bad old 'traditional' method. It became difficult to justify the use of literary texts in a world where the grading of vocabulary and structures was given so much emphasis. After the advent of the communicative approach, they point out that the new functional-notional communicative movement also ignored literature. The emphasis was on pragmatic and efficient communication. Literature seemed 'to be irrelevant'. Yet, in the last ten years or so there has been a remarkable revival of interest in literature as one of the resources available for language learning.

Zafeirakou (2004), however, says that during the 1980 the situation has changed quite radically and literature is undergoing an extensive reconsideration within the language teaching profession, provoking a series of articles in professional journals, books and curricular review. The issue of teaching English literature in non-native contexts dates back from the early years of this century when literature was considered of high prestige in language study and access to literary works was assumed part of the purpose of language learning. This approach was characterized by a concentration on the Classics assuming that constant exposure to the best uses of English language would develop the student's performance in the target language.

Zafeirakou (2004) state that these publications beside others attempt to bridge the gap between language and literature studies and to introduce students to some of the finest literature in English making use of texts as a basis for language practice and to improve and develop students' understanding and use of the language through the reading and discussion of literature texts.

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 researcher will give 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 three 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 researcher 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.

The genre

What makes a short story more than a story which is simply short? Several attempts have been made to give an answer to this question. Edgar Allan Poe was considered to be one of the first to write on the short story, and his pieces are basic to short story theory. He focuses on the unity of effect and that a story should "not exceed in length what might be read in an hour" Poe (1994). "In the brief tale, however, the author has an ability to carry out the fullness of his intention, be it what it may. During the hour of perusal the soul of the reader is at the writer's control" Poe (1994 p.). Poe means by this, is that when the reader reads a novel, he/she takes breaks, gets impressions from other parts of his/her life; there is what you might call interference. Whereas when reading a short story, the story is (mostly) the focus of attention from beginning to end. The unity of effect is fulfilled when the reader dives into the universe of the story and stay there, uninterrupted, until the story ends . Another classic in short story theory is American writer and educator Brander Matthews. In his 1901 article entitled "The Philosophy of the Short Story" he shows the difference between a novel and short story. He utilizes the hyphen and capital S to stress the difference between a true Short story and a story that is simply short. He agrees with Poe that a Short-story has a unity of impression which a novel cannot have. He writes that "A Short-story deals with a single character, a single event, a

single emotion, or the series of emotions called forth by a single situation” Matthews (1994) Matthews argues that the short story writer possesses greater freedom concerning choice of theme than the writer of a novel, but he does stress the need for a Short story writer to be concise, original and have ingenuity and fantasy. Another difference between the novel and the Short story, he claims, is the need to tell a story. He says a Short story is nothing without a plot, whereas there are many examples of novels without a plot. He claims the aim of the novel is often to give a personal impression of life, not so much to tell a story. The story itself, then, is at the core of the short story, while story is of less significance in the novel. Matthews concludes that the Short story is one of the few defined literary forms – a genre, and that the Short-story was developed long before the novel in the history of literature Matthews (1994). There has been a great difference as to how to define the short story and whether or not it is inferior to other literary forms. In recent decades, however, there has been a shift towards recognition of the genre. There has also been a turn towards cognitive theories in defining the short story and how it is understood by readers .

Cognitive short story theory has a link to cognitive psychology. Studies of story comprehension have been conducted to find out how much knowledge a reader needs in order to understand stories and single parts of stories (e.g. at the sentence level). Terms like frame and script emerged from these studies, as well as links to traditional schema theory Van Dijk (1994).

What short story critics think of the genre is one thing, what writers themselves think, is another. One example of the short stories included in this thesis is written by Nadine Gordimer, who wrote an essay on what characteristics of the genre. She compares the short story to the flash of fireflies, which, according to her is more true to human existence than the consistent nature of the novel: Short story writers see by

the light of the flash; theirs is the art of the only thing one can be sure of the present moment. Ideally, they have learned to do without explanation of what went before, and what happens beyond this point. A discrete decisive moment is aimed at – not the decisive moment, because the short story doesn't deal in cumulative. Gordimer (1994) The aim of the short story and the novel, is to communicate human experience. In real human experience, moments of truth come like flashes, in single moments, single situations. Another short story writer, Raymond Carver says almost the same thing: "First the glimpse. Then the glimpse given life, turned into something that illuminates the moment and May, if we're lucky – that word again – have even further ranging consequences and meaning" (May, 1994).

This is what definition of the short story does; it shows us that one moment of revelation and insight with no need to explain the context .What we can agree upon when discussing the short story is that it has a density, intensity that makes it necessary to read between the lines, and it requires great effort to be exerted to go beneath the surface to get to the meaning of the text. May, (Ibid, 2002) writes that most short story critics have classified the short story closer to the lyric than to the narrative in terms of sense that it makes use of "metaphorically over determined language". My claim is that this makes it a highly relevant genre to use in the English classroom. Not only does this require close attention to language and interpretation, but it also important to reflect and search for meaning. Another advantage of the genre is that it is by virtue an accessible genre. It is not a difficult task for a student to read a short story, and often the short story is very short to read and discuss within the span of one session. In other words, there are many characteristics of the short story makes it highly appropriate to be used in language education.

The definition communicative competence

The term communicative competence was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and rules of language use suitable to a given context. His work clearly revealed that there is a shift of emphasis among linguists from the study of language as a system in isolation, a focus shown in the work of Chomsky (1965), the study of language as communication. Hymes's (1972) conceptualisation of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995), who attempted to define the certain components of the construct of communicative competence. The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), comprises four competencies under the heading of communicative competence : grammatical competence (i. e. knowledge of the language code); sociolinguistic competence (i. e. knowledge of the sociocultural rules of use in a particular context); strategic competence (i. e. knowledge of how to use communication strategies to tackle breakdowns in communication) and discourse competence (i. e. knowledge of achieving Teaching Intercultural Communicative Competence through the Four Skills coherence and cohesion in a spoken or written text). Pragmatic competence is basically included in this model under sociolinguistic competence, which Canale and Swain (1980) described as 'sociocultural rules of use'. However, it was not until Bachman that pragmatic competence came to be considered as one of the key components of communicative competence.

Bachman's (1990) model of communicative language ability comprised three elements, namely language competence, strategic competence and physiological mechanisms. Language competence comprises two further components: organizational and pragmatic competence. On the one hand, organisational competence comprises grammatical and textual competence,

thereby paralleling Canale's (1983) discourse competence. On the other hand, pragmatic competence includes illocutionary Competence and sociolinguistic competence, the former referring to knowledge of speech acts and language functions and the latter referring to the knowledge of how to use language functions appropriately in a given context. This distinction between these two sub-competencies echoes Leech's (1983) and Thomas's (division of pragmatics into pragmalinguistics, which has been defined as 'the particular resources which a given language provides for transferring particular illocutions', and socio pragmatics, which has been defined as 'the sociological interface of pragmatics'. Apart from language competence, the model also includes strategic competence and physiological mechanisms. The former refers to the mental capacity to implement language competence especially in the situation in which communication occurs, whereas the latter refers to the neurological and psychological processes that are involved in language use. The most notable advance on Canale's (1983) model is that Bachman's (1990) model identifies pragmatic competence as a main component of the construct of communicative competence that is coordinated with grammatical and textual competence rather than being subordinated to it and interacting with the organisational competence in many ways (Kasper, 1997). Ever since then, the importance of this competence has been maintained as, for example, in the pedagogically motivated model of communicative competence proposed by Celce- Murcia et al. (1995)

Models of communicative competence

A succession of theorists has contributed to defining the elements which constitute communicative competence, and also to the idea of an integral cultural component in language learning. Canale and Swain (1981) showed that communicative competence, which include grammatical competence,

sociolinguistic competence and strategic competence. Bachman (1990) identifies only two areas of language competence.

This review acknowledges the contribution of the discipline of pragmatics, in its study of the acquisition of speech acts in situated language functions. It gives a similar model to intercultural theory, but is largely focused on form and development as viewed through performance data. In common with intercultural language theory, pragmatics acknowledges the role of the first or home language in the socio pragmatic target language development, but seems to have less interest in cultural perspective. Roever (2006) promotes the inclusion, and assessment, of explicit pragmatic material in learning tasks. Kasper and Rose (2002) emphasize that ‘unless learners consciously attend to the complex interaction between language use and social context they will hardly ever learn the pragmatics of a new language’ (Kasper & Rose, 2002, p. ix). Liddicoat (2006b) has positioned a study of tu/vou use in students of French in the bridging discipline of intercultural pragmatics. Organizational competence and pragmatic competence. Van Ek (1986) developed multi competent models to include six competences in language. They are linguistic competence, sociolinguistic competence, discourse competence, strategic competence sociocultural competence and social competence. Liddicoat et al. (2003) critique Van Ek’s models for their assumption of the native speaker as the only desirable norm, and their exclusion of learners’ knowledge and attitudes developed as part of their first language experience. Steele and Suozo (1994) took a sociocultural focus on the particular nature of the culture that is essential for language learning. For Meyer (2000) intercultural competence is a balance of social and communicative skills, including empathy and social skills, but to the extent that the linguistic component is almost unrepresented. By ram and Zarate (1994) have defined five sets of skills and knowledge (‘savoirs’) as the components of intercultural language learning: knowledge of self, knowing

how to understand, knowing how to learn, knowing how to be, knowing how to commit oneself (critical and political awareness). Liddicoat et al. (2003) confirm that many of the models above lack a fully elaborated model of language competence, and do not show the relationship between the components. Paige et al. (1999) draw a useful distinction between culture-specific and culture-general processes in intercultural learning. Culture-specific denotes knowledge and skills specific to operating within a particular language and culture. Culture-general denotes having an understanding of the nature of culture itself, and acknowledges cultural adaptation, personal identity and emotions involved in intercultural communication. Intercultural language learning theory situates all language as a cultural act Kramsch (1993).

Language, culture and learning are understood as fundamentally interrelated. Both the form of the language and the messages conveyed in it are understood to provide cultural knowledge. The learner is involved in a process of developing are festive and critical understanding of their use of languages and cultures, through comparing, inferring and negotiating both the languages and their own intercultural identity Corbett (2003) Crozet & Liddicoat (1999) Liddicoat et al., (2003)

Liddicoat et al. (2003) write that 'culture is not about information and things; it is about actions and understanding.' Moran (2001, p.8) similarly asserts the experiential learning approach to culture learning. The intercultural language user comes to understand that all language behaviours (verbal and non-verbal) have particular cultural meaning and significance in context.

The conceptualisation of culture used by intercultural language learning a knowledge sits debt to Geertz: the paradigm for teaching culture takes culture as sets of practices, as they lived experience of individuals (Geertz 1973, 1983). Cultural competence, the focus of this study, is seen as 'the

ability to interact in the target culture in informed ways' (Liddicoat et al., 2003).

Liddicoat (2002) argues for a non-linear, cyclical learning process of intercultural competence over time. This model turns attention to the learner's internal processes of noticing difference in language production itself, suitability of language used, and non-verbal behaviour. This noticing is important in progressive change in production of their speaking/writing output. The learner evaluates or reflects on his/her output, comparing it with other language models or behaviours, and the learner modifies that ongoing output.

It is the last section of Figure 2, which is cyclical (output, noticing, reflection, amending the output), involving intercultural negotiation in action, an ongoing learning process of making language and behaviour more culturally aware and appropriate. Figure 2: A pathway for developing intercultural competence (Liddicoat, 2002) The position of the intercultural learner has been described as being in a 'third place', a term originally coined by Bhabha (1992). Byram (1989) and Kramsch (1993) explain a process of the student developing intercultural competence through de-centering from input noticing reflection noticing output his/her own first culture or place, observing a second culture or place, and finally occupying this 'third place' from which he/she can make reflective observations of both his/her own home culture and the target culture. The third place or 'space' refers to a conceptual place 'where negotiation takes place, where identity is constructed and reconstructed English,' (2002). The dissertation returns to a discussion of this concept in Chapter 4.

Short stories develop communicative competence

Short stories allow teachers to deal the four skills to all levels of language competence. Murdoch (2002 p. 9) indicates that: "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance English

language teaching courses for learners at intermediate levels of proficiency" . He clarifies why stories ought to be utilized to reinforce ELT by discussing exercises educators can make, for example, writing and carrying on discourses. Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. Also teachers can make an assortment of writing exercises to help teachers to build up their composition aptitudes. They can request students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. Also, Oster (1989) affirms that such literary works help students to write more creatively. In addition, stories can be improve to enhance teachers vocabulary and reading. Lao and Krashen (2000) exhibit the aftereffect of an examination between a gathering of teachers that read artistic writings and a moment gathering that read non-abstract writings. The gathering who read abstract writings indicated change in vocabulary and in reading. As Oster (1989), high- intermediate and advanced students likewise advantage from literary text. What they read gives them chance to think of their own bits of knowledge, helping them to talk the language in more inventive way. They turn out to be more innovative since they are confronted with their own perspective, that/those of the principle character(s) of the story and those of their companions. This insightful procedure prompts basic considering. As Oster affirms, concentrating on perspective in writing augments students' vision and cultivates basic thinking by performing the different ways, when teachers read they cooperate with the content. By connecting with the content, they translate what they read, they can progress in the direction of communicating in English all the more imaginatively.

Methodology of the study

The researcher describes the methods used for data collection. It particularly presents the target subject, research 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 researcher uses both a test (pre-test & post-test) to examine a random sample of the preparatory year students at Omdurman Islamic University to measure their communicative competence.

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 researcher 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 research 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 teachers included in the questionnaire was forty. The experiment sample amounts to 200 (80 males & 120 females) students in the first level who are randomly chosen to undergo a test measuring their intercultural awareness and communicative competence. The researcher chooses 120 female students because of their large number to reach an equal representation for both genders. They were classified as pre-intermediate EFL learners.

Instrument for Data Analysis

In this study two types of tools were used to gather the required data and information from the subject of this study. These two tools are: pre- and post-tests. The test processed by 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 two 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
Receptive skills	Readiness	0.63	0.68
	Listening	0.65	0.70
Productive skills	Speaking	0.81	0.84
	Writing	0.69	0.72

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 2.1: 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)
Receptive communication skills	2	0.90	0.95
Productive communication skills	2	0.84	0.92

Alpha reliability factor for receptive communicative skills = (Cronbach's Alpha based On Standardized items): **0.90**, **thus** Internal validity = (Square Radical of Alpha reliability factor) = **0.95**. Alpha reliability factor for productive communicative skills = (Cronbach's Alpha based On Standardized items): **0.84**, **thus** Internal validity = (Square Radical of Alpha reliability factor) = **0.92**. As it has been evident from the data above the items of each 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.

Analysis and Dissection

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

Table 2.2 shows the differences in student's performance on pretest and posttest measure on receptive skills (listening)

Group	Failed		Success		Theoretical mean (pass)	Mean (student degree)	T value	P value
	N	%	N	%				
Experimental Pre	56	56.0%	44	44.0%	5.0	4.2±0.3	-8.4	0.021
Experimental Post	30	30.0%	70	70.0%	5.0	7.8±1.9		

Table 2.3 shows the differences in student's performance on pretest and posttest measure on receptive communicative skills (reading)

Group	Failed		Success		Theoretical mean (pass)	Mean (student degree)	T value	P value
	N	%	N	%				
Experimental Pre	53	53.0%	47	47.0%	5.0	3.9±0.2	-5.2	0.011
Experimental Post	28	28.0%	72	72.0%	5.0	8.0±1.2		

Table 2.4 shows the differences in student's performance on pre-test and post-test on measuring productive skills (speaking)

Group	Failed		Success		Theoretical mean (pass)	Mean (student degree)	T value	P value
	N	%	N	%				
Experimental Pre	70	70.0%	30	30.0%	5.0	2.4	-7.1	0.034
Experimental Post	51	51.0%	49	49.0%	5.0	6.7		

Table 2.5 shows the differences in student's performance on pre-test and post-test on measuring productive skills (writing)

Group	Failed		Success		Theoretical mean (pass)	Mean (student degree)	T value	P value
	N	%	N	%				
Experimental Pre	74	74.0%	26	26.0%	5.0	2.1±1.1	-6.1	0.011
Experimental Post	44	44.0%	56	56.0%	5.0	5.9±2.2		

The post-test showed significant statistical differences between two groups (experimental and controlled group) in all dimensions of test. The response of the experimental group was highly positive, as the result, expressed in percentages, showed in the analysis of test.

To sum up, all the results of the four dimensions showed that short story has a positive effect on developing EFT students' receptive and productive skills.

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 communicative competence as 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, as the learners and their perceptions determine the success of any material used for developing communicative competence, it was essential to investigate the effect of short stories in developing both communicative competence and 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' communicative competence.
2. There are correlation between short story and development of communicative competence.
3. Using short story is more motivated and preferred by EFL students who are majored in English language.

Recommendation

As a result of the experiment carried out by the researcher, which is obvious and confirms the hypotheses of the research about the effect of short story in EFL classroom on developing communicative competence, and for all the previous reasons the researcher recommends,

1. Short story should be implemented in EFL classroom in teaching English language besides the pre-set syllabus. This because it get inside the mine of individuals.
2. Short stories should be taught to solve the missing link between language and culture.
3. Short stories should be taught 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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