Investigating the Impact of Using Literature on Improving Students' Communicative Competence, with a Reference to Some Extracts from the Novel "Things Fall Apart"
(With some extracts from the novel "Things Fall Apart")

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ABSTRACT:

The aim of this study is to investigate the impact of using literature on improving students' communicative competence among the students of the third year at Dar Salaam Secondary Schools (Khartoum State). The researcher adopted the experimental method to carry out this research. The sample of the study included 40 students both males and females who represent the third-year students who are going to sit for the Sudan Secondary Certificate final examinations within the academic year 2018-2019 at Dar Salaam's Municipality, all the students are taken as one sample and then divided into two groups (control and experimental). For data collection the researcher has followed the design of pre-test and post-test using literature in classroom. The result found by (SPSS) analysis indicated that there was a significant difference between the pre-test and the post-test it was 24.121 . the value was 0.003 less than 0.05 which showed what has shown in the hypothesis.

المستخلص: هدفت هذه الدراسة الي تقصي تأثير استخدام وتدريس المواد الادبية على تحسين مهارات الطلاب التخاطبية والتواصلية وسط طلاب المرحلة الثانوية المستوى الثالث الذين يجلسون لامتحانات الشهادة الثانوية (محلية دار السلام– ولاية الخرطوم) للعام الدراسي (2018–2019). اتبع الباحث في هذه الدراسة المنهج التجريبي. شملت عينة هذه الدراسة 40 طالب وطالبة من طلاب السنة الثالثة . في بداية الامر تم اخذ العينة كلها كعينة عنقودية ومن ثم تقسيم العينة الي مجموعتين (المجموعة الضابطة والمجموعة الاختبارية). لجمع البيانات اتبع الباحث تصميم الاختبار القبلي والبعدي. علية كانت نتيجة التحليل الاحصائي (SPSS) هي الإشارة الي فروق مهمة بين الاختبار القبلي والبعدي و التي استقرت في نسبة (24.121) وأن القيمة المعنوية كانت 0.003 مما يدل على أن الاختبار البعدي كان ذو نتيجة افضل.

كلمات المفتاح: القدرة التخاطبية, الكتب الرقمية, الكتب المطبوعة, تدريس اللغة الاجنبية, المقدرة الادبية

Key Words: Communicative Competence, Electronic Books, Hard copy Books, Foreign Language Teaching, Literary Competence.

INTRODUCTION

Since the students never pay particular attention to reading in general, and they read very little, and most of them don't read at all, definitely this will bring negative effect on them, and illiteracy will increase among them and the society as well. It is known that digital books have replaced printed ones. This study is trying to give evidence that literature is still needed in our schools, colleges, and universities. Moreover, literature is very important in peoples' life; it helps in educating people and refines their lives.

To the best knowledge of the researcher that the Ministry of Education in the Sudan suspended using literature in schools for decades, claiming that the level of our students was deteriorating because of the literature. However, the same establishment (ministry of education) has brought literature back to schools alleging that the deterioration of the English can be cured by learning literature in classrooms.

Statement of the problem:

There are many reasons that encouraged the researcher to write about this important topic, some of these reasons can be be solved and others still have faced some obstacles . One of these reasons, the technology of today paved the way to many resources that can be found online which resulted in disappearance of eloctronic books, which are dominant up to date. Despite the existence of this technology, there still a big place for printed material(Mohammed, 2016p.43).These materials (drama, novels ,short stories,…etc) will help students develop their communication skills efficiently. Therefore, they should be considered.

3: Objectives of the study:

This study focuses on learning through the use of literature for enhancing the other language skills in relation to the learning of the new vocabulary.

To the best knowledge of the researcher the language skills are indivisible and integrated. Reading and writing are to be found as they are the foundational elements to success in school examinations **Moore-Thomas**, *Cheryl;* **Day-Vines**, *Norma L. Professional School Counseling , (v14 n1 p53-63 Oct* **2010)**. *Emerging literature on school-family-community .)* .All these skills involve having strong vocabulary. Literature gives learners more words than the teacher gives inside the classroom. the amount of previous word knowledge and experience can vary greatly in their meaning and numbers in the classroom. To bring essays in classroom will encourage high school students to improve their reading skills ((Lee & Choi, 2008p196)). One way to achieve this might be through using literature. Literature creates flexible and rich environment in which students can view and interact with what they are learning ((Fetter, Berlanga, & Sloep,

2012 p76-79).Good video games recruit good learning (Gee, 2008 p85)) Literature creates an environment where the student controls the pace and the amount of information to be studied.

4. The relationship between Literature and English Language:

There have been moments of unfortunate separation and attempted reconciliations between langue teaching and literature skillfully planned ((Alawad, 2016 p.223)which seem to foretell that they will live happily for a while. Yet, one should not be oblivious of the years they have been through under the scrutiny of contemporary scholars and have a general picture of this relationship (Hewitt, 2008 p412).However, all the controversies and different stances taken by linguists, literary critics and practitioners have not been able to hide the reasons for incorporating Literature into the English Language classroom (Elkilic, ERISEN, KAYINTU, & KARACA, 2011 p.158). Support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, the teachers use to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and establish a solid integration between language and literature. Teaching literature is like war, teachers need to fight hard to make their teachingl very interesting (TEACHING IS WAR), indicate that they use Literature in their English teaching practices and to add to students' knowledge of the world at large (Oda & Khaz'al, 2009). Following this trend, (Gilroy & Parkinson, 1996 p.56) propose three models to justify the use of Literature.

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The first model in their discussion is the CULTURAL MODEL which represents the possibility Literature brings into the picture as regards the understanding and appreciation of different cultures and ideologies together with the development of one's perception of feelings and artistic forms. Their second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, studets'PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artifacts and, in broad terms, the understanding of our society, culture, and ourselves as to function within that social matrix. With regards to this last model, the reseacher personally interpret this aspect as one which covers the previous two that are the language approach and cultural one, since cultural understanding presupposes some cultural knowledge and in order to engage with a text and evaluate it one must resort to language to achieve such a purpose. Even though no general categories are put forward, (Parker, 1994 p88)asserts that literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature, (Parker) moves on to say, encourages language acquisition, expands students' language awareness and interpretation abilities, (Semino & Short, 2004 p.51)and last, it educates the whole person, position which resembles the personal growth model described above.

To depend on previous reasons for the teaching of literature in a second language, (Sell, 2005 p.90)non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training.

Finally, it is claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form, discourse processing skills, improves vocabulary expansion and reading skills. (Callicott & McRae, 2014 p.322) the same justifications outlined above could be also used to justify the incorporation of a novel as one type of literary text in our syllabus of course plan(Schwaninger, 2011 p.1)will briefly mention the reasons behind the latter. First, a novel provides a more involving motivational source for pedagogic activities, and it also engages learners intellectually, emotionally and linguistically. Furthermore, it provides a picture of another culture, though some cultural background is deemed essential. Finally, for action.5 learners can test out things in their minds before they **act**, and they ...(Gee, 2008 p.19)

5. What is meant by literature?

(Thaler, 2016 p.139) The literature used in ELT classrooms today is no longer restricted to canonical texts from certain countries e.g. UK, USA, but includes the work of writers from a diverse range of countries and cultures using different forms of English. Literary texts can be studied in their original forms or in simplified or abridged versions. An increasing number of stories in English are written specifically for learners of other languages.

6. Literature and Vocabulary:

The main reason for many people who read literature is to increase their vocabulary. After all, the point where a child's vocabulary is clouded by her/his ability to read happens fairly early, so from an educational perspective, new items will be met earlier by developing readers.

The same is even truer for second language learners. So, how does an instructor help to expand an individual's vocabulary? On one hand, students can be assigned long word lists. While targeted vocabulary study is useful, if the students write word list in order to memorize new vocabulary that will be boring and discourage learners. Instead, literature handles the opportunity to passively acquire a much larger body of vocabulary. Active acquisition can be targeted for words of note, and in any event the words will be used in context. This helps to create a picture in the learner's mind of the definition of the word as well as letting them see the importance of the word to the language at hand.

7: How to develop communicative Competence in the English Classroom?

This question is too long and difficult to be answered in a single paper as it depend on many aspects, like text selection, and in addition to the national and the curriculum plans and examinations, activities and group dynamics in a class, teacher personality monitoring the reading of literary texts in the classroom. Regardless of these obstacles, there seem to be some fundamental principles emerging from recent trends in literary theory that might contribute to enhancing the enjoyment of both teachers and learners in a class and thus create a natural basis for the development of literary competence. Since literary competence is to be developed in the learner of English, increased awareness on the part of the teachers about reader-response theories seems a sensible first step. The function of reader oriented theories is to liberate readers, also untrained young readers in school, from the constraints sometimes implicit in other literary theories. Without this theoretical back up traditional texts oriented might be more reluctant to be given .

That is still favoured by many teachers. This is the point of departure for the discussion of the first part of the article. In choosing a literary text for use with your students, you should think about three main areas, these are: the type of the course you are teaching, the type of students who are doing the course and certain factors concerned with the text itself. The first of these is being thought- the type of the course you are teaching. Not only are the theories necessary to develop literary competence,but also the thoughts of reseachers.Research think of how foreign language learners actually respond to literature, and poetry particularly, may shed light on what approaches work well with the learners of English and thus increasing motivation for reading English, which is a necessary step to develop literary competence. Therefore the discussion about theory will be followed up by some response samples from my own research; here is a quotation from the novel (Achebe, 2010 p. 96)*, a man of war. Unlike his father he could stand the look of blood. In (Umuofia's)latest war he was the first to bring home* (Achebe, 1958 .114). When the researcher asked the students to describe Okonkwo in the above quotation they said: "*he is a brave man unlike his father".* Here they used a new word the "brave" instead of a man of no fear*,* and this is the value of literature.

8. Material and Methods:

At the beginning the researcher randomly selected (45) students for the study to check out the validity and reliability of the tests. According to the (SPSS) analysis the test was reliable, and then the pre-test was given at the beginning of the academic year (using literature). It is also targeted to see how the students communicate before taking literature lessons.

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The students were exposed to different types of literature (drama, poetry and short stories). Then, the post-test was administered after five months before the beginning of the first holiday, the period in which the students have good knowledge about the literature and they have already finished chapter ten. They can interpret what they have in their own language.

9. Results:

According to the following table there was a big difference between the means of the degree of the control group and the experimental group. The means of the experimental group is bigger than the control group 24.121and 23.231 respectively. When comparing the two groups in the post-test it's very clear that those who took literature in their course can communicate more effectively than those who did not, Concerning the (T) the difference was significant for the (40) students in the experimental group 2.08 comparing to the other group, which means that the students who were exposed to literature materials communicate better than those who didn't take literature. This result can support the results of the study carried out by (M.Khatib-2012- in Iran at Safashahr University) in which he taught literature using short stories to some groups of learners and keep the other group without literature. At the end he came out with the result that using literature in classroom brings positive effects on students L2 attitudes.

Table (1):

The following table illustrates the correlation of the study sample (T):

group	students	SD	Mean	df	T	Sig(2-tailld
Control	40	18.66	23.231	38	2.08	0.003
Experimental	40	23.21	24.121			

Hypothesis of the study:

Students will communicate effectively after being exposed to literature materials.

Questions of the study:

- Do students develop good communication skill after they were taught literature?

10: Discussion: With reference to the study carried out by (M.Khatib-2012- at Safashahr University) which was conducted in the same field of using literature in the classrooms, the results of the current study were found to be very similar in which the students in the experimental group did more better in communication than those in the control group. To conclude, the researcher has come to the reality that using literature in our classrooms can help our students to develop good communication skills and this was found in analysis of the (SPSS) according to the results of the pre-test and post-test which go side by side with the hypothesis of the study, and the question of the study was answered in the same line. Therefore Literature has been verified as a great tool to approach English language and it is always a way of learning how to write and spell correctly. In a session after the students suggested some points for teaching literary texts inside the classroom. Here are the points:

- Literature should be taught in group or even in seminars.
- Literary texts should be interesting and attract the attention of the students.

Conclusion:

To conclude the reseacher tried to focus on reasons why students do not take care of reading. Besides the effect of the technoloy and electronic books on the readers of today, despite the technology ones can not deny the role of the teacher, therefore, this paper is recommended to the ministry of education to take care the literary materials such as poerty, drama, novels,…etc when teacing Enlish in classroom. Even the previous studies concerning the same field recommended using literature in classroom.

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Remark: Please write all the names of books in italics as the same previous ones.

General Remarks: This paper is good, provided that all the required modifications should be performed.

- References should be written correctly and so the quotations as required in the body of this research paper.
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- Enumerate your paper.
- This paper is slightly short and does not match the numbers of words recommended by SUST. Please expand this study in the matter of the number of words.
- The extracts you mention from the novel **"Things Fall Apart"** are not so clear. Please make them so clear and distinguishable. Please clarify the same in a good manner.
- Conclusion should be written. This is very important.