



**Sudan University of Science and
Technology**
College of Post Graduate Studies
College of Languages



**Investigation of the ‘Learning Modes’ and its
Learner-Centeredness in Higher Education
Institutions in Sudan**

A case-Study: Ahfad University for Women

دراسة "أساليب التعلم" الذي يركز على المتعلم
في مؤسسات التعليم العالي في السودان
دراسة حالة: جامعة الاحفاد للبنات

A thesis

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Declaration

I hereby declare this thesis represents my own work which has been done after registration at Sudan University for Science and Technology for degree of PhD. This work has not been submitted, partially or in a whole, in any previous application for a degree; except where states otherwise by reference or acknowledgement.

Signature:

17/8/ 2020

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Dr. Amna Mohamed Bedri (Main supervisor)

17/8/2020

Dedication

This PhD research thesis is dedicated to all members of my family, especially to my parents whose unconditional love, support, inspiration, and encouragement gave me the power to pursue my education. I would like also to extend my sincere gratitude to my elder brother, Yassir, who kept reminding us that life without a cause is a curse. Lastly, this PhD is dedicated to my son Yassir, the junior, whom I see the world revolving and changing through his lovely eyes.

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Abstract

This study investigates an essential area of English language teaching and learning. It examines the way English language is taught in Higher Education Institutions in Sudan. School of Languages at Ahfad University for Women was chosen as a case study. Principally, it examines if reading comprehension skill and vocabulary as a sub-skill are taught in accordance with student-based approach to teaching English language or not. It also examines if students are engaged actively in the whole learning process of reading comprehension skill and vocabulary. The study used a triangulation method that comprises three tools: the classroom observation checklist, students' questionnaire, and teachers' interview. As far as the students' questionnaire is concerned, the Package of Social Sciences (SPSS) was used for analysis. Teachers' interview was analyzed in terms of different themes. The classroom observation checklists for both reading comprehension and vocabulary were analyzed according to different themes. The Package of Social Sciences (SPSS) was also used for analyzing the checklists in reading comprehension and vocabulary. The main findings of this study can be summarized as follows: teachers do not use games and activities in teaching vocabulary, help students understand word meaning by examining contextual clues, teach figurative meaning, and they do not use Graphic Organizers to increase students' knowledge of vocabulary. Additionally, they do not activate students' prior knowledge when teaching reading comprehension. They do not teach reading strategies explicitly, neither use jigsaw reading comprehension nor use higher-order deductive reasoning skills. This study recommends the use of jigsaw reading, games and activities for teaching vocabulary.

مستخلص البحث

تتقصي هذه الدراسة جوانب مهمة في تدريس، وتعلم اللغة الإنجليزية، حيث تهدف إلي كيفية تدريس اللغة الإنجليزية في مؤسسات التعليم العالي في السودان. لقد جاء اختيار مدرسة اللغات بجامعة الأحفاد للبنات كدراسة حالة. تتقصي بشكل أساسي هذه الدراسة الكيفية التي يتم من خلالها تدريس مهارتي القراءة، والمفردات علي ضوء طرق تدريس اللغة الإنجليزية القائمة علي المتعلم. استخدمت الدراسة ثلاث وسائل لجمع المعلومات والتي تتمثل في قائمة لمتابعة كيفية تدريس مهارتي القراءة والمفردات، استبيان الطالبات، و مقابلات مع الأساتذة. وفيما يخص استبيان الطالبات، فلقد تم استخدام ما يعرف ببرنامج حزم العلوم الاجتماعية (SPSS) ، وفيما يخص قائمة المتابعة للاستاذة في مهارتي القراءة والمفردات ، فلقد تم تحليلها ايضاً ببرنامج حزم العلوم الاجتماعية (SPSS) وتحليل الأفكار الرئيسية، وفيما يخص مقابلات الأساتذة، فلقد تم تحليلها وفق الأفكار الرئيسية. ومن أهم النتائج التي قد توصلت لها الدراسة: عدم استخدام الأساتذة للأنشطة والألعاب في تدريس المفردات، عدم مساعدة الأساتذة للطالبات لمعرفة معاني المفردات من خلال سياق الجملة، عدم مساعدة الأساتذة للطالبات علي مهارة فهم المعني المصاحب والمجازي للمفردة، استخدام منظم الرسوم البيانية من أجل زيادة المفردات والزخيرة اللغوية. عدم تنشيط المعرفة السابقة للطالبات في تدريس مهارة القراءة. عدم تدريس استراتيجيات القراءة بشكل مباشر. عدم استخدام طريقة "الجكسو" في تدريس مهارة القراءة وهي طريقة تعتمد على تقسيم النص لاجزاء، لجعل القراءة نشطة وفعالة وقائمة على مهارتي التفكير والتحليل والاستنباط مما يمكن المتعلمين من التعلم من بعضهم البعض وبشكل فيه تعاون . توصي الدراسة باستخدام الأنشطة المختلفة والألعاب من قبل الاساتذة حين تدريس مهارتي القراءة والمفردات ، ومنظم والرسول البيانية ازيادة الزخيرة اللغوية .

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