# Dedication

*This thesis is dedicated to my father and my mother who both wished me to have the best of everything they missed.*

*I also dedicate this study to my husband and son Mohammed, brothers & sister.*

*I also dedicated it to my brothers and my sister.*

# Acknowledgements

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# Abstract

The aim of this study is to investigate "Integrating the English Language Culture in the Sudanese Secondary Schools Syllabus & Its Effectiveness on TEFL". Particularly, it attempts to explore three research questions: (1) What are the Sudanese secondary schools teachers' opinions about :(a) integrating English culture in their teaching ? (b) including some cultural topics of the language in Sudanese secondary schools English language syllabus? (c) the useful ways of teaching the target culture? (2) What are the opinions of the undergraduate student teachers' about the culture of English language included in their Bachelor of Education Arts programme? (3) Do English language textbooks (Spine) in Sudanese Secondary schools provide enough target language culture to enhance intercultural communication?

To answer these questions a descriptive analytical approach was used. Data has been collected through the following instruments:(1) Two questionnaires, one for Sudanese Secondary School EFL teachers and the other for undergraduate student teachers;(2) interview with staff member of faculties of Education in Sudan, and (3) analysis of the cultural aspects in the Sudanese Secondary School textbooks (Spine 5 and 6).

The main findings of this study are:1 - Secondary school teachers' EFL opinions were positive about : (a) integrating English language culture in their teaching ,(b) including some cultural topics of the target language in Sudanese secondary School syllabuses (Spine) ,and (c) the best ways of teaching the target culture. 2- The prospective teachers' opinions were positive about the culture of English language included in their Bachelor of Education Arts programme. 3- Analysis of the textbooks shows the Spine Book series do not provide enough target language culture to enhance intercultural communication.

According to the above findings the researcher recommends the following: 1- EFL textbooks designers should pay more attention to the inclusion of some cultural topics of the target language with some cultural topics of the students' native language to enhance intercultural communication in the forthcoming syllabus. 2- To improve the situation of teaching EFL and its culture more attention in the future should be paid to the training of teachers and undergraduate student teachers with knowledge and information of the target language culture and the ways of teaching it . 3- Designers of English syllabuses should include the target language literature, because this will motivate the students and will be useful in developing and enhancing linguistic and cultural knowledge, i.e. The chosen materials should be of modern literature.

## مستخلص

تبحث هذه الدراسة فى مدى " دمج ثقافة اللغة الإنجليزية فى مقرر اللغة الإنجليزية للمرحلة الثانوية بالسودان وأثره علي تدريس اللغة الإنجليزية " تحديدآ .هذا و تحاول الباحثة الإجابة عن أسئلة البحث التالية: ١ – ما رأى معلمي اللغة الإنجليزية في المرحلة الثانوية في: (أ) تضمين ثقافة اللغة الإنجليزية في تدريسهم ؟ (ب) إدخال بعض من موضوعات الثقافة الانجليزية في مقرر اللغة الانجليزية في المرحلة الثانوية؟ (ج) و الأساليب الأفضل لتدريس الثقافة المستهدفة؟ ٢– ما رأى الطلاب المعلمين في تضمين ثقافة اللغة الإنجليزية في برنامج بكالوريوس اللغة الانجليزية ؟ ٣– هل يوفر مقرر اللغة الإنجليزية في المرحلة الثانوية للطالب قدرآ كاف من ثقافة اللغة الإنجليزية لتعزيزالتواصل بين الثقافتين؟

للإجابة عن هذه الأسئلة استخدمت الباحثة المنهج الو صفى التحليلي. جمعت المعلومات لهذه الدراسة عن طريق الاستبيان و المقابلة و تحليل المحتوى الثقافي لمقرر اللغة الإنجليزية بالمرحلة الثانوية تحديدآ سلسة سباين(كتاب ٥ +٦) .

توصلت الدراسة إلى النتائج التالية : ١– آراء معلمي اللغة الإنجليزية كانت ايجابية في: (أ) تضمين بعض عناصر الثقافة الإنجليزية في تدريسهم (ب) إدخال بعض المواضيع الثقافية لهذه اللغة في مقرر اللغة الإنجليزية بالمرحلة الثانوية (ج) وبأفضل أسليب تدريس هذه الثقافة . ٢– آراء الطلاب المعلمين كانت إيجابية في ثقافة اللغة الإنجليزية المضمنة في برنامج البكالوريوس اللغة الانجليزية . ٣ – مقرر اللغة الإنجليزية في المرحلة الثانوية لا يمد الطالب بقدر كاف من ثقافة اللغة الإنجليزية لتعزيز التواصل الثقافي بين اللغتين

بُناءً على هذه النتائج توصى الباحثة بالآتي: ١– يجب أن يُعطي مصممو مقرر اللغة الإنجليزية للمرحلة الثانوية اهتماماً أكبر لإدخال بعض من مواضيع ثقافة اللغة الإنجليزية مع بعض من مواضيع ثقافة لغة الطالب القومية لتعزيز التواصل القائم بين الثقافتين. ٢– الاهتمام بتدريب معلمي اللغة الإنجليزية في الخدمة و أثناء دراسة البكالوريوس لتحسين تدريس اللغة الإنجليزية و ثقافتها في المستقبل بالمعلومات و المعرفة بثقافة اللغة الانجليزية و طرق تدريسها . ٣ – يجب أن يضمن الأدب الانجليزي في مقرر اللغة الانجليزية لأنه محفز ومفيد في تنمية و تعزيز المعرفة اللغوية و الثقافية . علي أن تكون النصوص المختارة عن الأدب المعاصر.

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## List of Abbreviations

The following abbreviations are used in this study. The meanings listed on the right are the ones appearing in the literature consulted for the theoretical framework of this study. Some abbreviations the researcher has introduce specifically for this study.

| | |
|---|---|
| C1 | The Learner's Own Culture |
| C2 | The Foreign Culture |
| EFL | English as a Foreign Language |
| FL | Foreign Language |
| FLT | Foreign Language Teaching |
| TC | Target Culture |
| TL | Target Language |
| TLC | Target Language Culture |
| TEFL | Teaching English as Foreign Language |
| SPINE | Sudan Practical Integrated National English |