Dedication

With the highest terms of deep love and most profound honor, this work is dedicated to my God - Allah the Most Merciful, the Most Compassionate and to my Prophet - the Seal Messenger of Islam and The Comprehensive Sponsor of all Muslims Syidona Mohammed may Allah’s prayers and peace be upon him, and to my Spiritual Parents, the First Dandarawian, Sidi Mohammed As-Sultan may Allah’s good pleasures be bestowed upon him and The Second Dandarawian Sidna Al Abbass El-Imam may good pleasures of Allah be upon him and to my reverend Life Parents (Yousif and Maria). To blood parts of my family, Osama, Dr. Basher, Mudathir, Mayada, Samah, Yousra and Salma and specially to the veins that give life, hope and meaning: Mohamed, Mariem, Maria(1), Ahmed, Amna, Abdelmajeed, Maria(2), Alaa, Samah and Mahmoud.
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This Institute is devoted to capacity building/training and research into Peace, Security and Development issues. IPCS aims to build the capacity of Tanzanian and African Civilian Personnel by giving them an opportunity to learn more about causes of Conflict, Conflict Resolution, and Modern United Nations (UN) Peace Support Operations so as to add to a stand-by capacity of personnel that can be used in the African Union.
(AU) or United Nations (UN) led Peace Support Operations. In particular, IPCS contributes to the training of civilian personnel for the AU’s regional standby brigades in Eastern, Southern and Central Africa. Thank you so much Mr. Severine Allute, Mr. Cosmas Nkhara Bahali, Mr. Alex Tarazo, Ms Leyla Ulaya, Ms Cecylia Malamsha, and Mr. Nasser E. Mwakambonja for their kind behavior with us.

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List of Abbreviations

1. (ASPnet) Associated Schools Project Network
2. (IIPE) The International Institute on Peace Education
3. (EFL) English as a Foreign Language
5. (NCF) National Curriculum Framework
6. (KAIPTC) Kofi Annan International Peace Keeping Training Centre
7. (CERPE) The Center Of Research Of Peace Education
8. (CPP) Center For Positive Practices
9. (EETP) Empowering Educators to Teach Peace
10. (WCED) Western Cape Education Department
11. (PGP) Peace Global Perspective
12. (CNDE) Center for Nonviolence & Democratic Education
13. (NPC) The Nigeria Peace Centre
14. (PEN) Peace Education Network
15. (LECIA) Legon Centre for International Affairs
16. (WANPB) West Africa Network for Peace Building
17. (GPNO) Global Perspective is a Nonprofit Organization
18. (EFA) Education for All
19. (GAUN) General Assembly of the United Nations
20. (CODESRIA) Council for the Development of Social Science Research in Africa
21. (UPEACE) University for Peace
22. (SNCPD) South-North Centre for Peacebuilding and Development
23. (NEPAD) New Partnership for Africa’s Development
24. (PRIO) Peace Research Institute, Oslo
25. (PADRIGU) Department of Peace and Development Research in Gothenburg university
26. (FAS) Femmes Africa Solidarité
27. (USAID) United States Agency for International Development
28. (DFID) United Kingdom’s Department for International Development
29. (CDA) Conflict-Related Development Analysis
30. (CAF) Conflict Analysis Framework
31. (UNECA) UN Economic Commission for Africa
32. (CSO) Civil Society Organizations
33. (ACCORD) African Centre for the Constructive Resolution of Disputes
34. (OSSREA) Organization for Social Science Research in Eastern and Southern Africa
35. (SIPRI) Stockholm International Peace Research Institute
36. (INCORE) Initiative on Conflict Resolution and Ethnicity Centre Project
37. (WANEP) West Africa Network for Peacebuilding
38. (HRE) Human Right Education
ملخص البحث

هذا البحث هو محاولة لتحليل وتقييم نهج اللغة الإنجليزية بالمستوى الجامعي وكذلك الأستاذة/الأستاذ الذي يقوم بتدریس هذا النهج متناول بناء قيم السلام وثقافته عبر التعليم وتدريس اللغة الإنجليزية.

وأما الدراسة تهدف إلى تحلیل وتقيیم أداء المناهج اللغة الإنجليزية الحالية على مستوى الجامعة وطرق التدريس المتبعه ودور إدارة الجامعة وإدارة المناهج والسياسات التعليمية فان النظرية اللغوية البحتية التي قام عليها البحث هي نظرية تحليل منهج اللغة الإنجليزية الحالی بجامعة أمدرمان الأهلية ووضع واقع الطلاب والطالبات الحالی من حيث قصور المناهج في بناء ثقافة السلام والمحور وآداب الاختلاف والتعاون السلمي والإحترام وقبول الآخر والتسامح والتفكير الإيجابي والحرج وفص النزاعات والاعتداف ومهارة حل المشاكل وأدب الخطاب ونظام الاستماع وأطراف كثيرة تطرق بها البحث.

تم جمع معلومات البحث من إجابات عدد من الأساتذة والأستاذات بأقسام اللغة الإنجليزیة بالجامعات السودانية مثل جامعة أمدرمان الأهلية وجامعة الأحفاد للبنات وجامعة النيلين وجامعة الخرطوم وجامعة أمدرمان الإسلامية.

وتم ذلك عن تحلیل أهداف ومرامی منهج اللغة الإنجليزیة بجامعة أمدرمان الأهلیة، تشیر نتائج البحث إلى عدم وجود كافی من قيم ثقافة السلام وآدابها التعليمیة اليسانية والسلوکية في أهداف المناهج ومرواد المناهج وطرق تدريس المناهج وحتى مساعی الأستاذة ذاتیة لذلك الشیء. وتشير النتائج أيضاً إلى الأثر السالب لعدم تعليم الطلاب والطالبات لخصائص بناء السلام عبر التعليم أو لقيم بناء السلام عبر التعليم (تدريس اللغة الإنجليزیة في المستوى الجامعي).

وكلما هدفت الدراسة ووصفت بإعادة صياغة وكتابة تصميم مناهج اللغة الإنجليزیة الحالیة وطرق تدريسها وكذلك أسلوب الأستاذة والأستاذة
في التدريس حتى يتماشى مع ما يعانيه الطلاب والطالبات اليوم من ثقافة العنف لأن أهداف مناهج اللغة الإنجليزية تشرنقت على نفسها ولم تستعمل اللغة كأداة لتحسين السلوك الأكاديمي والحيائي للطلاب.
Abstract

This research has been regarded as an attempt to analyze, criticize and assess the English as a Foreign Language (EFL) curricula at university level within Applied Linguistics, Educational Settings and Curricula, tackling a Case Study of (English Language Program at Omdurman Ahlia University since (2008 up to 2012) in relation to build peace culture and values through teaching English language in Sudan at university level. Therefore, this research aims to evaluate, positively criticize, and assesses the performance and outputs of the recent EFL curricula at university level, methods of teaching, university administration roles and educational policies objectives. So the theoretical framework has been provided the theory of applied linguistics analysis and EFL educational objectives analysis among EFL curricula at Omudurman Ahlia University.

Research data were originally collected from EFL teacher questionnaire and EFL curricula document analysis questionnaire for EFL teacher form different universities and particular document analysis for EFL curricula was done for Omudurman Ahlia University, English Language Department Program.

The results have shown that there is a complete absence for the values and culture of peace among the educational and academic objectives of EFL curricula at the university level. It also have shown that EFL curricula at university failed to foster the value of peace, tolerance, dialogue, ethics of differences, accepting others, coexistence, human rights, democracy and respect for others regardless of race, gender, age, nationality, class, sexuality, appearance, political or religious belief, physical or mental ability.