

## إستهلال

آية قراء نية: قال الله تعالى: (يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ).

سورة الحجرات آية رقم (13)

## Preface

**Quran Verse: Allah the Almighty said: (O mankind, indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you.Indeed,Allah is knowing and acquainted).**

**Surah al-Hujurat Verse No (13)**

**Dedication**  
To my Parents

## **Acknowledgements**

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## **Abstract**

This research investigates the role of the reading literary texts reflecting Sudanese cultural diversity in raising the Sudanese students' cultural awareness and reinforcing Sudan's national unity in diversity. Sudanese university students of English are of various diversified cultural backgrounds. English reading comprehension curriculum has to be based on the accumulated aspects of Sudanese cultures to assist the enhancement of the students' cultural diversity. The study adopts analytical descriptive method by employing a questionnaire administered to 80 4<sup>th</sup> year students of English, Department of English, college of languages, Sudan University of Science and Technology (SUST) and 40 Sudanese university teaching staff, lecturers and Ph.D. holders of English. Data gathered was analyzed by using statistical package for social sciences (SPSS). An interview has also been conducted where five interviewees were been interviewed and the data obtained was recorded, typed and analyzed. Results demonstrate a significant direct statistical relationship between the reinforcement of Sudanese cultures as that of ethnicities, gender, Nomads and Bedouins, indigenous languages, types of food and clothing and integrating them into the English reading comprehension syllabus in order to raise cultural awareness among undergraduates. The research comes up with a number of recommendations as that the various aspects of the Sudanese diversified cultures have to be integrated within the reading literary texts in order to raise Sudanese cultural awareness. Suggestions for further studies to be carried out on other language skills as that of listening, speaking and writing skills.

## المستخلص

يتناول هذا البحث الدور الذي تلعبه نصوص القراءة الأدبية في رفع الوعي الثقافي للطلاب. تهدف الدراسة لتبيان دور نصوص القراءة الأدبية في رفع الوعي الثقافي للطلاب لما تتضمنه من الأوجه الثقافية السودانية المختلفة ودورها في تعزيز الوحدة الوطنية وسط طلاب الجامعة بمختلف أعرافهم وهوياتهم الثقافية. تبنت الدراسة المنهج الوصفي التحليلي في تحليل البيانات التي جمعت عبر الاستبانة باستخدام الحزم الإحصائية للعلوم الاجتماعية (SPSS) والتي أجريت لعدد (40) من أساتذة الجامعات السودانية من حملة الماجستير والدكتوراة وكذلك وزعت على عدد (80) من طلاب اللغة الانجليزية الفرقة الرابعة بكلية اللغات جامعة السودان للعلوم والتكنولوجيا. توصلت الدراسة إلى عدة نتائج والتي من أهمها أن تبني الأوجه والمكونات الثقافية السودانية المختلفة مثل الإثنيات والنوع والبدو والرحل واللغات الأصلية وأنواع الأطعمة والملبس وتضمينها في منهج القراءة الانجليزية يلعب دوراً هاماً في رفع الوعي الثقافي لطلاب الجامعات ، كما توصل البحث إلى العديد من التوصيات نلخصها في الآتي: ضرورة دمج المكونات والخصائص الثقافية المختلفة للثقافات السودانية كمكون أساسي ضمن منهج القراءة الانجليزية بالجامعة. وأوصت الدراسة بضرورة إجراء مزيد من البحوث على المهارات اللغوية الأخرى مثل مهارات السمع والمخاطبة والكتابة.

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## **Definitions of Terms**

1. Cultural Diversity: the differences among people because of racial or ethnic backgrounds, language, dress and traditions, Your Dictionary (2015).
2. Metacognitive theory of reading: which is based on the control of manipulation that a reader can have on the act of comprehending a text, emphasizes the involvement of the reader's thinking about what he is doing while reading, Omaggio (1993).
3. Cultural responsive classroom management: a five-part concept derived from the literature on culturally responsive pedagogy, multicultural counseling and caring, Weinstein Tomlinson, Clarke and Curran (2004).
4. Classroom management: refers to those activities within which effective teaching and learning can occur (Martin & Sugamman, p. 9, 1993).
5. Syllabus: the syllabus is a plan for an entire course. The plan typically includes the goals and / or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended. Occasionally syllabi might also include learning objectives, learning activities and study questions, George J. Posner (1972).
6. Diversity education: providing microscopic perspective to analyze identities, discriminations and power asymmetries critically co-existing at a given school and, secondly, promote changes which "normalize" heterogeneities and hybridities among and between pupils, parents and teachers, (Brew – Ster et al. 2002).

## **List of Abbreviations**

- 1- ELLS: English Language Learners.
- 2- UDCD: Universal Declaration on Cultural Diversity.
- 3- ENAR: European Network Against Racism.
- 4- CRCM: Culturally Responsive Classroom Management.
- 5- RAXEN: European Racism and Xeno-phobia Information Network.
- 6- ESL/EFL: English as a Second Language/English as a Foreign Language.