

DEDICATION

*I dedicate this research work to
the souls of martyrs of our great Sudanese revolution*

DECLARATION

I hereby declare that this thesis is my own original work and has not been submitted anywhere else for any other degree.

A handwritten signature in black ink on a light gray rectangular background. The signature reads "M. Alkhair" in a cursive script.

Mohammad S. Alkhair

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ABSTRACT

This study investigates the representation of cultural diversity in/through the content of English language textbook at basic level in Sudan. It focuses on the representation of three cultural dimensions: cultural diversity, national cultural and language teaching ideologies through analysing the content of SMILE textbook. The study aims to identify the patterns of representing cultural diversity in SMILE 1 textbook. It also tries to examine SMILE 1 representation of national culture. The study attempts to explore the language teaching ideologies that SMILE 1 textbook employs to construct culture and language. To achieve these objectives the study draws on textbook and ethnographic data. The study collected ethnographic data through (6) unstructured interviews with material writers, national consultants and curricula officials. Besides, the study performed (12) informal conversational interviews with pupils, teachers, pupils' parents, educationalists and language specialists. The study employs quantitative content, qualitative content analysis and semiotic analysis as methodologies for analysing textbook and curricula data. The study draws a representative sample from SMILE 1 textbook. It achieved several findings the most important of these are: SMILE 1 textbook does not adequately address the question of cultural diversity in Sudan. Besides, the study finds that SMILE 1 overrepresented national culture at the expense of cultural diversity at the different regions of Sudan. Further, SMILE 1 is based on language teaching ideologies that give priority to linguistic competency at the expense of developing pupils' cultural and symbolic competencies. The study recommends a balanced representation for cultural diversity and national culture. It recommends applying a cultural federalism for equitable representation of cultural diversity in the different areas of Sudan bearing in mind the hybrid nature of country. Textbooks should go beyond the exclusive focus on the teaching of linguistic structures to include the teaching of language in society and cultural context. The study suggests further research to be carried out on the cultural politics of changing landscape of curricular in the post-revolution context of Sudan.

مستخلص الدراسة

تناولت الدراسة قضية التنوع الثقافي ، وتمثيله وذلك عبر دراسة وتحليل محتوى الكتب المدرسية المستخدمة لتعليم اللغة الإنجليزية بمرحلة الأساس في السودان . في هذا الصدد ركزت الدراسة على ثلاثة أبعاد ثقافية متمثلة في: تمثيل التنوع الثقافي ، الثقافة القومية ، الأيديولوجية اللغوية وذلك عبر تحليل محتوى كتاب "سمائل" المدرسي لتدريس اللغة الإنجليزية. هدفت الدراسة إلى سبر أغوار التنوع الثقافي وأنماط تمثيله من خلال محتوى كتاب سمائل المدرسي الأول المستخدم لتدريس الإنجليزية للصف الثالث. وقد حاولت الدراسة تمحيص مسألة الثقافة القومية وطريقة تمثيلها من خلال الكتاب المدرسي الذي تمت الدراسة. فضلا عن ذلك فقد سعت الدراسة إلى الكشف عن الأيديولوجيا اللغوية والتعليمية التي يستخدمها الكتاب المدرسي موضوع التحليل في عمليتي بناء، وتمثيل الثقافة، واللغة. ولتحقيق هذه الأهداف اعتمدت الدراسة على مصدرين للبيانات، إحداهما البيانات الاثنوغرافية الميدانية، والمصدر الاخر تمثل في بيانات الكتب المدرسية، والمنهج، ووثائقه. و كذلك أجرى الباحث ست مقابلات مع مؤلفي الكتاب المدرسي المعني بالدراسة، ومستشاريه المحليين وأحد المسؤولين التربويين بالمركز القومي للمناهج وهي الجهة المسؤولة عن إصدار الكتاب مكان الدراسة. كما أجرى الباحث اثنتى عشرة محادثة مع كل من التلاميذ، وأولياء أمورهم، و المعلمين والتربويين ومختصين لغويين. استخدمت الدراسة تحليل المحتوى الكمي وتحليل المحتوى النوعي والتحليل السيميائي للمحتوى بوصفها مناهج للتحليل. اتخذت الدراسة من الكتاب المدرسي "سمائل"، الكتاب الأول للصف الثالث عينة تمثيلية. توصلت الدراسة إلى عدد من النتائج أهمها أن الكتاب المدرسي محل التمحيص لم يخاطب قضية التنوع الثقافي في السودان بالشكل الكافي. وكذلك طغى تمثيل الثقافة القومية الرسمية في الكتاب مما جعلها تؤثر على تمثيل التنوع الثقافي لأقاليم السودان المختلفة. ركز الكتاب المدرسي مكان الدراسة على الكفاءة اللغوية وأهمل تنمية الكفاءة الثقافية والرمزية للتلاميذ. أوصت الدراسة بتحقيق تمثيل متوازن للتنوع الثقافي والثقافة القومية في الكتب والمناهج الدراسية في السودان. كما أوصت بتطبيق مبدأ الفدرالية الثقافية بوصفه أساسا لتمثيل التنوع في مناطق السودان المختلفة مع الأخذ في الاعتبار طبيعة التمازج الثقافي في البلاد. و يجب أيضا تحرير الكتب المدرسية من الهيمنة الحصرية للجانب اللغوي لتدريس اللغة والعمل على تدريس اللغة بوصفها ظاهرة اجتماعية وثقافية. اقترحت الدراسة إجراء المزيد من البحوث في السياسة الثقافية للمشهد المتغير للمناهج الدراسية في السودان مابعد الثورة

TABLE OF CONTENTS

APPROVAL PAGE.....	ii
DEDICATION	iii
DECLARATION.....	iv
ACKNOWLEDGMENT.....	vi
ABSTRACT	vii
ARABIC ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF MAPS	xiv
LIST OF ABBREVIATIONS.....	xv
CHAPTER ONE : Introduction.....	1
1.1 Background.....	1
1.2 Statement of the problem	3
1.3 Objectives of the study.....	5
1.4 Questions of the study.....	5
1.5 Scope of the study	6
1.6 Significance of the study	6
1.7 Methodology of the study	7
1.8 Terms of the study	8
CHAPTER TWO: Literature Review	4
2.0 Introduction	11
2.1 Historical context of the study	11
2.1.1 Sudan: The social, political and historical context	11
2.1.2 The diversity in Sudan.....	14
2.1.2.1 Diversity management in colonial Sudan (1898-1956)	16
2.1.2.2 Diversity management in the post-colonial Sudan (1956-1989)	18
2.1.2.3 Diversity management in al-Bashir’s regime (1989-2019)	25
2.1.3 Politics of language textbooks in al-Bashir’s regime	28
2.2 Literature review	32
2.2.1 Representation and cultural meaning-making.....	33
2.2.1.1 Discourse as a third form of representation.....	35
2.2.1.2 Multimodality, constructivism and representation	37

2.2.1.3 Representation and identity-making processes	39
2.2.2 Diversity and cultural diversity	40
2.2.2.1 Dimensions of diversity	41
2.2.3 Language, culture and identity	42
2.2.4 Culture and identity in language education: A changing landscape	43
2.2.4.1 From language(s) to repertoire(s)	45
2.2.4.2 From cultural competence to critical cosmopolitanism	46
2.3 Critical semiotic ethnographic perspective to language education and material development	47
2.3.1 Critical post-structuralist and neo-Marxist approaches	52
2.3.2 Freirean critical pedagogy	59
2.3.3 Feminist critical discourse analysis	62
2.3.4 Critical approaches to nationalism and diversity management	66
2.3.5 Critical semiotic-ecological approaches.....	67
2.4 Previous studies	70
2.5 Summary.....	73
CHAPTER THREE: Research Methodology	74
3.0 Introduction	74
3.1 Data collection and analysis	74
3.1.1. Interviews.....	75
3.1.1.1 Formal unstructured interviews	76
3.1.1.2 Informal conversational interviews.....	77
3.1.2 Content analyses.....	77
3.1.2.1 Coding steps and procedures	78
3.1.3 Semiotic analysis	85
3.2 Validity and reliability.....	87
3.3 Population and sampling	90
3.4 Summary.....	91

CHATER FOUR: Data Analysis, Results and Discussion	92
4.0 Introduction	92
4.1 Representation of cultural diversity in SMILE 1 textbook	93
4.1.1 Representation of cultural diversity through characters' name ...	93
4.1.2 SMILE's representation of cultural diversity through dressing ..	96
4.1.3 SMILE's representation of cultural diversity through foods	99
4.1.4 SMILE's representation of cultural diversity through symbols ..	103
4.1.5 SMILE's representation of gender diversity and gender ideologies	106
4.2 SMILE's representation of national culture	116
4.2.1 SMILE's representation of national culture and nationalist ideologies.....	116
4.2.2 SMILE's national culture and the construction of religion	122
4.2.3 Patterns of national representation, invisibility and exclusion in SMILE 1	130
4.3 Pedagogical and language teaching ideologies in SMILE	134
4.3.1 The pedagogical construction of L1 in SMILE textbook	134
4.3.2 Pedagogical construction of L2 in SMILE textbook	142
4.3.3 The semiotic construction of language and culture in SMILE textbook	145
4.3.4 Pedagogical construction of teacher-learner relations in SMILE textbook	157
4.4 Results and discussion	160
4.5 Implications of the study	166
CHAPTER FIVE: Summary of the study, conclusion, recommendations and suggestions for further studies	167
5.1 Summary of the study	167
5.2 Findings of the study	167
5.3 Recommendations of the study	168
5.4 Suggestions for further research.....	170
REFERENCES	171
APPENDICES	193

LIST OF FIGURES

Figure (3.1) Textbook and ethnographic data sources the study used	75
Figure (4.1) Dichotomous presentation of L1 and L2 characters	97
Figure (4.2) Representation of food invitation in SMILE	101
Figure (4.3) SMILE1's international representation of symbols	104
Figure (4.4) Orientalist embodiments of L1 & L2 females in the textbook	111
Figure (4.5) SMILE's representation of an international female	112
Figure (4.6) SMILE's representation of females from the national centre	113
Figure (4.7) SMILE's representation of females from Darfur region ..	114
Figure (4.8) SMILE's representation of females from the periphery ..	114
Figure (4.9) SMILE's symbolic representation of Sudan's map	121
Figure (4.10) Over-representation of urban spaces	133
Figure (4.11) Sign indexing an Arabic text	137
Figure (4.12) An icon carrying a bilingual text	138
Figure (4.13) Semiotic extract no.1 from SMILE 1 textbook	146
Figure (4.14) Semiotic extract no.2 from SMILE 1 textbook	150
Figure (4.15) Structural focus of pedagogical tasks in the textbook ...	152
Figure (4.16) Semiotic extract no.3 from SMILE 1 textbook	153
Figure (4.17) Patterns of modality and teacher-learners power relations	158
Figure (4.18) Modality pattern of characters' interaction in SMILE ...	159

LIST OF TABLES

Table (4.1) SMILE’s local and international representation of names ..	94
Table (4.2) SMILE’s local regional representation of names	95
Table (4.3) SMILE’s local and international representation of dresses..	96
Table (4.4) SMILE’s local regional representation of dressing culture(s)	98
Table (4.5) SMILE’s local and international representation of foods	99
Table (4.6) SMILE’s local regional representation of food culture(s)	100
Table (4.7) SMILE’s local and international representation of symbols	103
Table (4.8) SMILE’s local regional representation of symbols	105
Table (4.9) SMILE’s representation of gender diversity through characters’ name	106
Table (4.10) SMILE’s characters visibility based on their gender.	107

LIST OF MAPS

Map (1.1) Sudan's geopolitical location after 2011	13
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LIST OF ABBREVIATIONS

CPA	Comprehensive Peace Agreement
DRA	Department of Religious Affairs
EFL	English as a Foreign Language
ESL	English as a Second Language
GCD	General Curricula Document
NCCER	National Centre for Curricula and Educational Research
NIF	National Islamic Front
NCP	National Congress Party
NSP	New Sudan Project
SMILE	Sudan Modern Integrated Learning of English
SPLM/A	Sudan People Liberation Movement/Army
UNESCO	United Nation Educational, Scientific and Cultural Organization