

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
4. (UNESCO) United Nations Education, Scientific, and Cultural Organization
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

- 39.(ARRC) Asia Pacific Regional Resource Center for Human Right Education
- 40.(WCS) World Class School
- 41.(WCP) World Class Parents
- 42.(WCA) World Class Administration
- 43.(PEF) Peace Education Foundation
- 44.(PRCs) Peace Resource Centers
- 45.(CEWC) Council for Education in World Citizenship

ملخص البحث

هذا البحث هو محاولة لتحليل وتقويم منهج اللغة الإنجليزية بالمستوى الجامعي وكذلك الأستاذ/الأستاذة الذي يقوم بتدريس هذا المنهج متناول بناء قيم السلام وثقافته عبر التعليم وتدريس اللغة الإنجليزية. وبما أن الدراسة تهدف إلى تحليل وتقويم أداء مناهج اللغة الإنجليزية الحالية على مستوى الجامعة وطرق التدريس المتبعة ودور إدارة الجامعة وإدارة المناهج والسياسات التعليمية فإن النظرية اللغوية البحثية التي قام عليها البحث هي نظرية تحليل منهج اللغة الإنجليزية الحالي بجامعة أمدرمان الأهلية ووضع واقع الطلاب والطالبات الحالي من حيث قصور المناهج في بناء ثقافة السلام والحوار وآداب الاختلاف والتعايش السلمي والاحترام وقبول الآخر والتسامح والتفكير الإيجابي والحرص وفض النزاعات واللاعنف ومهارة حل المشاكل وأدب الخطاب وفن الاستماع وأخرى كثيرة تطرق لها البحث.

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

وتم ذلك عن تحليل أهداف ومرامي منهج اللغة الإنجليزية بجامعة أمدرمان الأهلية، تشير نتائج البحث إلى عدم وجود قدر كافي من قيم ثقافة السلام وآدابها التعليمية الحياتية والسلوكية في أهداف المناهج ومواد المناهج وطرق تدريس المناهج وحتى مساعي الأستاذ الذاتية لذلك الشيء. وتشير النتائج أيضاً إلى الأثر السالب لعدم تعليم الطلاب والطالبات لخصائص بناء السلام عبر التعليم أو لقيم بناء السلام عبر التعليم (تدريس اللغة الإنجليزية في المستوى الجامعي).

وختاماً هدفت الدراسة ووصت بإعادة صياغة وكتابة تصميم مناهج اللغة الإنجليزية الحالية وطرق تدريسها وكذلك أسلوب الأستاذ والأستاذة

في التدريس حتى يتمشى مع ما يعانيه الطلاب والطالبات اليوم من ثقافة العنف لأن أهداف مناهج اللغة الإنجليزية تشرنقت على نفسها ولم تستعمل اللغة كأداة لتحسين السلوك الأكاديمي والحياتي 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 Omdurman Ahlia University.

Research data were originally collected from EFL teacher questionnaire and EFL curricula document analysis questionnaire for EFL teacher from different universities and particular document analysis for EFL curricula was done for Omdurman 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.