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**Title of the Dissertation:** INTERCULTURAL AWARENESS IN FOREIGN LANGUAGE TEACHING: THE ITALIAN CURRICULA IN THE JORDANIAN CONTEXT

**Abstract:**

In a world characterized by an unprecedented cultural crisis, the intercultural approach has emerged as an issue of fundamental importance in foreign language teaching. Terms such as “culture” and “identity” have acquired both wider and more acute significance in the curricular debate. In this research I argue that the traditional ways of thinking about foreign languages, and hence the risks associated with such a pedagogical choice, have proved less than inspiring and have often contributed to the sometimes negative perception of Otherness, a major consequence of which has been the “university violence” phenomenon in Jordan. It is the drastic implications in many respects of the educational system in Jordan that call into question the disengagement from the global scene, which has produced a deep sense of ethnocentricity, besides other matters of ultimate concern. Through a historical, theoretical and empirical analysis, this thesis unfolds the process of maturation of factors that have been germinating in Jordan and Italy throughout the centuries and that have allowed, even encouraged, the nationalization of language curricula. The “old method” ideas and practices have been seen as simply not working anymore and thus have led to an urgent quest, in both contexts, for more relativizing alternatives that promote the diversity of world views. If teachers choose to implement practical responses then the stereotypes are likely to be overcome, and intercultural progress will follow.