

## **A Holistic Approach to Arabic Language Teaching: Communicative, Intercultural, and Global Citizenship Integration**

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**Abstract**

This presentation explores how modern Arabic language classrooms at a North American university integrate culture learning and global citizenship skill development into language instruction. It aims to expand the current understanding of foreign language education by framing it as a multifaceted endeavor that merges communicative language teaching with intercultural competence and global citizenship education. We present examples of course themes, selected topics, and instructional strategies that foster a student-centered, task-based learning environment. These practices encourage learners to engage actively with both language and culture, promoting deeper understanding and real-world relevance. We argue that the intersection of communicative, intercultural, and global citizenship approaches serves as a dynamic framework for developing students into informed, empathetic, and globally minded individuals. This synergy not only enhances language proficiency but also cultivates the ability to navigate diverse cultural contexts thoughtfully and effectively. The presentation contributes to a broader conversation on reimagining foreign language instruction as a platform for fostering global awareness, intercultural dialogue, and collaborative problem-solving. Ultimately, it underscores the potential of language classrooms to serve as transformative spaces where learners become capable communicators and proactive global citizens, prepared to bridge cultural divides and address global challenges.

**Keywords**

Arabic language instruction, Communicative language teaching, Intercultural competence, Global citizenship education, Student-centered learning, Task-based learning.