

Intercultural Communication in French Language Education in Qatar: Challenges and Emerging Pedagogical Perspectives

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ABSTRACT

The concept of intercultural communication competence (ICC) is becoming an important prerequisite of foreign language teaching, but its implementation in French language classes is still biased and complex. This review is the synthesis of the recent research in the field of intercultural communication in French language teaching, in terms of the pedagogical issues, teaching strategies, and innovations applicable to the context of the multicultural and multilingual setting of Qatar. Data from academic sources were collected through Scopus, Taylor and Francis Online, SpringerLink, and Google Scholar with 2010-2025 period of publications. The chosen research was thematized in the aspects of conceptualization of intercultural communication in the context of French as a foreign language (FLE), pedagogical measures of the development of ICC, and specific contextual issues of Qatar and the Gulf region. The results show that the FLE programs are still focused on giving priorities to linguistic competence rather than to intercultural engagement as well as not based on the context-sensitive frames in incorporating cultural learning. Moreover, institutions and curriculums restrict the ability of teachers to create intercultural awareness amidst diverse learners. The study concludes by indicating new pedagogical pathways which might be useful in enhancing French language education to suit pluralistic sociocultural conditions in Qatar.

Keywords: Intercultural Communication; French Language Education; Qatar; Intercultural Competence; Pedagogical Innovation; Multicultural Education.

1. INTRODUCTION

In modern education of foreign languages, intercultural communication has taken on a very important aspect, which is connected with such a high level of global mobility, multilingualism, and cross-cultural interaction of the societies of the twenty-first century (Álvarez Valencia & Michelson, 2023). Language teaching has been found to focus no longer on grammatical mastery or lexical competence, but to progressively require the building up of ICC, the competence to interpret, mediate, and act across cultural divides appropriately. In this change of pedagogy, the process of language learning is actually viewed as a process of both linguistic and cultural nature, whereby the student is exposed to various viewpoints and social activities entrenched in the target language.

Qatar is a unique environment to consider the relationship existing between language education and intercultural communication. Its educational system has been marked by a diversity of linguistic and cultural groups, where Arabic and English are the languages most commonly used in education, and French is taking up as the other foreign language of choice in most international and private schools. Intercultural in nature, Qatari classrooms usually consist of students with different national, linguistic,

and cultural backgrounds (Mustafawi et al., 2022). This diversity opens opportunities to be exposed to various worldviews at the same time and makes it difficult to employ methods of pedagogy that will be effective in terms of intercultural learning outcomes. Past studies show that although teachers in Qatar profess that intercultural communication is desirable, they often have neither institutional, training, or curriculum resources to apply it to the classroom nor the qualitative approaches that can help. The French language teaching has a special status, as it is not merely a medium of communication, but the channel of cultural identity and heritage. The Middle East, and Qatar, are no exception, and institutions in the region have increased their French programs to facilitate internationalization and cultural diplomacy. The intercultural aspect of learning the French language in such contexts is usually under-researched. There are still numerous programs where the structural and communicative competence is given preference over the more profound intercultural and sociolinguistic aspects of language usage.

Inter-cultural communication is an essential, but poorly developed, part of successful instruction in foreign language teaching (Abdul-Jabbar, 2024). Although the significance of intercultural competence at the center of general competence is becoming established, the prevalent trend in French language programs is to focus on linguistic form and correctness, as well as on the superficial shaping of culture. Such a focus restricts the capacity of learners to work with complicated cultural meanings and prevents the formation of authentic intercultural communication. The studies have continued to reveal that language teachers are usually deficient in coherent structures in incorporating the intercultural aspects, resulting in uneven and incomplete cultural education. These instructional lapses are particularly keen in multilingual places such as Qatar. In this case, the language and cultural diversity of the classroom present educators with special challenges to meet the intercultural aspect of language learning (Bal & Savas, 2022). To solve these existing predicaments, it is important to consider novel pedagogical approaches that address these challenges in relation to current and contextualized educational platforms in Qatar to ensure effective marketing of intercultural communication in teaching the French language. The intercultural communication research on foreign language education in the world has been done widely, but very few studies have specifically generalized the findings on French language teaching in the Gulf or Arab environs (Attou et al., 2024). The multicultural language classrooms, the rapid globalization rate, and the attempts to diversify the linguistic education used in schools make Qatar a very suitable location to focus on the intercultural pedagogy (Abdul-Jabbar, 2023).

Although considerable amounts of research have been conducted concerning intercultural communication and foreign language teaching across the world, there is little that has critically reviewed research studies concerning the area of French language education in the Gulf or Arab contexts (Hammad et al., 2022). The cultural and institutional situation of Qatar, namely, the high rate of globalization, bilingual classrooms, and state-driven diversification of language instruction, predisposes this country in particular to the study of the incorporation of intercultural pedagogy. A semi-systematic review is therefore justified to bring together the current theories, empirical, and methodological issues, to determine the shared issues, and to show the innovation that can be used to inform the local pedagogical plans.

Critical analysis of conceptualization, teaching, and evaluation of intercultural communication in French language teaching and its aspects as applied to the Qatari context is the main objective of the review. The aim of this analysis is: (i) to review prevailing theoretical and pedagogical methods of intercultural communication; (ii) to uncover some common issues and obstacles in the institution in applying intercultural teaching in Qatar; and (iii) to reflect on new pedagogical and technological advancements

in the development of intercultural teaching. The paper will help make a more complex picture of the possible way intercultural communication can be successfully integrated into French language instruction in the multilingual and multicultural context, such as that of Qatar, by summarizing the various viewpoints. Critical analysis of conceptualization, teaching, and evaluation of intercultural communication in French language teaching and its aspects as applied to the Qatari context is the main objective of the review. The aim of this analysis is: (i) to review prevailing theoretical and pedagogical methods of intercultural communication; (ii) to uncover some common issues and obstacles in the institution in applying intercultural teaching in Qatar; and (iii) to reflect on new pedagogical and technological advancements in the development of intercultural teaching.

The paper develops a more complex picture of the possible way intercultural communication can be successfully integrated into French language instruction in the multilingual and multicultural context, such as that of Qatar, by summarizing the various viewpoints.

2. KEY CONCEPTS AND THEORETICAL PERSPECTIVES

2.1. Intercultural Communication in Language Education

The term intercultural communication in language education is a dynamic process or interaction in which the intercultural and linguistic participants form partnerships to bring shared meaning and understanding between themselves. Such a practice not only demands proper use of language but also the ability to read cultural clues, negotiate social identities, as well as work across boundaries with a sense of empathy. The aims of teaching foreign languages have been changed to the attainment of communicative competence to the acquisition of intercultural communication, which signifies the ability of a learner to cope with the intricate connection between the language and the culture. The matters of French language education would be a perfect field to explore, as they entail learning a language and acquiring a culture at the same time (Onishchuk et al., 2020).

2.2. Intercultural Communication Competence as a Pedagogical Goal

Intercultural communication is a knowledge, attitudes, skills, and awareness, which is multidimensional. It emphasizes that effective communication does not just depend on language-related accuracy but also upon such vital attributes as openness, curiosity, empathy, and skills in interpreting new cultural signals. This is a competence that should be developed through constant exposure to different experiences, the critical examination and reviews of the cultural assumptions of self-identity and authentic communication. Inter-cultural communication plays a critical role in French language education to equip students with skills to engage well in intercultural situations in real life (Amara, 2020). Developing this consciousness enables learners to think of language as cultural insight and social identities, and the process of learning language will become a process of discovering, interpreting, and relating, as opposed to learning specific forms of linguistic language memorization.

2.3. The Teacher as an Intercultural Mediator

Educators should have the ability to exemplify intercultural competency and encourage students to challenge stereotypes, consider other perspectives, and realize the depth of interconnection of language and cultural perception (Oberste-Berghaus, 2024). This situation is particularly complicated in multicultural environments, including the ones that are common in Qatar, where educators have to deal with the plurality of cultures' interaction, and have to walk the fine line between the disparities in beliefs and expectations.

2.4. Interculturality, Language, and Global Citizenship

The teaching of the French language also involves intercultural communication as one of its components, which makes the learners ready to be competent and responsible in the international world that is capable of ethical behavior. Interculturality recognizes cultural flexibility and the perpetual learning along with and through others. Language is the route as well as the manifestation of such interculturality, and the way individuals understand it. With such perceptions included, French language education will result in learners with the added appreciation of cultural diversity and critical intellectuals who will be empathetic and socially responsible in their actions. Language teaching is, thus, a significant means to increase global responsibility as a context-sensitive teaching (Madkur et al., 2024).

3. METHODOLOGY

3.1. Review Type and Rationale

The research paper uses a semi-systematic review methodology to integrate the conceptual, empirical, and methodological knowledge regarding intercultural communication in French language teaching. The approach of this method merges the flexibility of narrative synthesis and the rigor of systematic review principles, making such methodological approach more transparent than traditional narrative reviews. The semi-systematic methodology is especially appropriate to interdisciplinary issues such as this one, where the research environment is heterogeneous. It allows establishing patterns, common themes, and trends of various studies. The strategy is comprehensive yet detailed and does not conceal the transparency of literature selection and evaluation (Ofem et al., 2022).

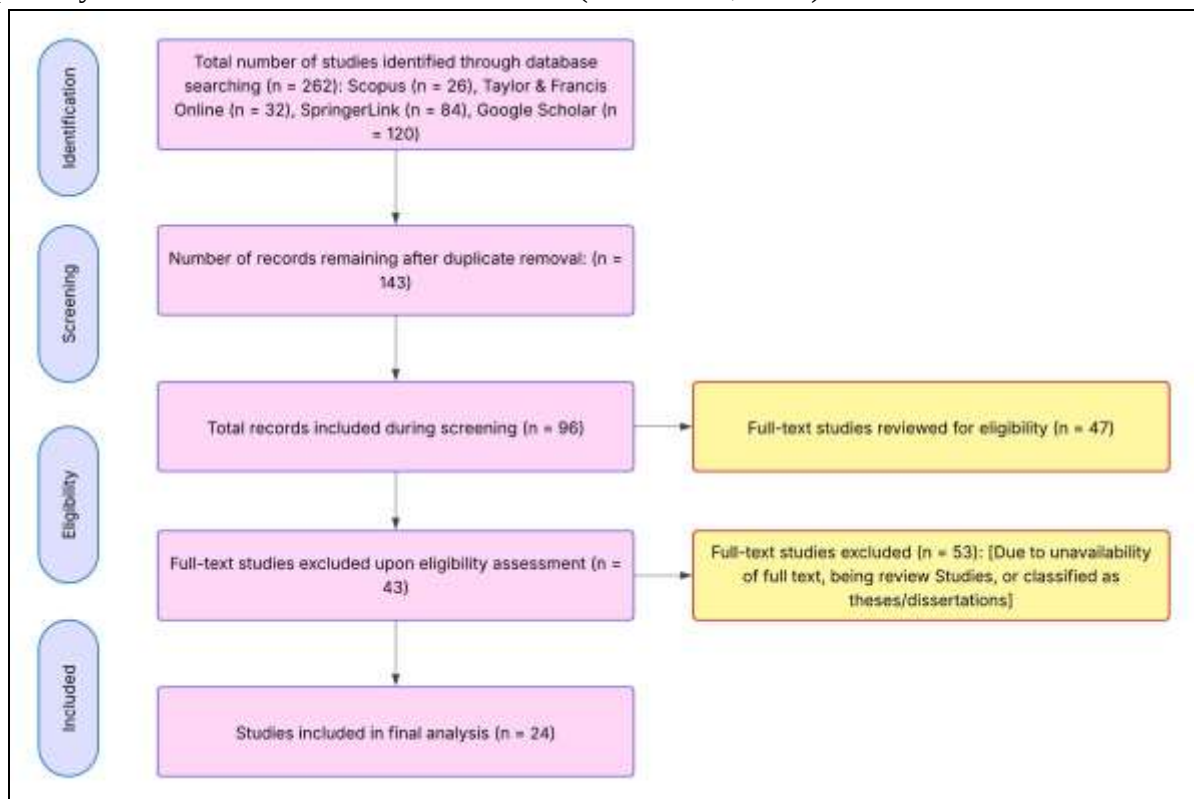


Figure 1: PRISMA Flow Diagram (Source: The Author)

3.2. Data Sources and Search Strategy

A sufficient coverage of the global and regional studies, a thorough literature review was carried out using a variety of academic databases such as Scopus, Taylor and Francis Online, SpringerLink, and

Google Scholar. They limited the search to peer-reviewed journal articles published from 2010 to 2025, in order to focus on the current events in the field of French language education and intercultural communication. Search terms were used with Boolean operators to maximize relevancy. These words were the following: intercultural communication, French language education, intercultural competence, and Qatar. The first search in all databases provided about 262 records in accordance with the variety of research carried out at the crossroads of language education and intercultural pedagogy.

3.3.Screening and Selection Process

The first search was followed by the elimination of duplicate records; therefore, at the preliminary screening step, 143 records were found. The researchers then went through the titles and abstracts critically to be sure that the articles were related to intercultural communication and French language education, and approximately 47 articles were shortlisted to be read in full. These entire texts were then evaluated relative to certain inclusion and exclusion criteria based on congruence with the purposes of the study, rigor of the methodology, as well as relevance to the pedagogical practice. The last sample included 24 studies that were eligible to undergo thematic analysis. The concept of this multi-step process is similar to the PRISMA framework, positioning it as a transparent and replicable process, but without the strict numerical presentation of whole systematic reviews. Approximate numbers provide a plain idea of the extent of the literature to the readers and also provide methodological plausibility.

3.4.Inclusion and Exclusion Criteria

Studies that specifically covered intercultural communication, intercultural competence, and pedagogical strategies used in teaching the French language or in a similar multilingual environment were included in the review. Also selected were the articles examining classroom behavior, teacher behaviors, institutional forms, or pedagogical developments that result in intercultural learning. The exclusion criteria erased the articles that only covered grammatical or linguistic proficiency alone without cultural aspects, as well as non-academic materials and studies that were not applicable in the education context. Such a selective process resulted in the review being able to catch the studies that provided significant information on how intercultural communication is comprehended, taught, and applied in various classroom contexts, particularly in multicultural contexts such as those that exist in Qatar.

3.5.Data Extraction and Thematic Analysis

From the chosen studies, pertinent data as the setting of the studies, the characteristics of the participants, the research, the pedagogical focus, and the main findings, were retrieved. This information was then systematized into a tabular form where their comparison was made to find common patterns. Qualitative thematic analysis was used to combine the findings into three general areas that include intercultural communication strategies, pedagogical difficulties, and innovative tactics that can be employed in intercultural competence development. These domains were used to find subthemes to embrace subtle elements such as technology integration and mediation by teachers. Such a systematic and, at the same time, interpretive approach enabled the researchers to highlight the similarities as well as differences in pedagogical strategies (Shen et al., 2024) without losing the richness of the literature.

3.6.Ethical Considerations and Limitations

The study is a review-based one without any primary data collection, meaning that ethical approval was not required. However, the researchers did not neglect ethical values, as they did not distort the accurate representation of all the studies included and did not fail to mention the original authors. The limitations of this method are that it could be biased towards publications, and could have language constraints, and biased geographical coverage, which would interfere with the generalizability of results. The semi-

systematic review method helps to alleviate these risks; however, by presenting a transparent, systematic, and replicable literature identification and analysis process, therefore contributes to the credibility and strength of the further findings (Zhai et al., 2024).

4. THEMATIC ANALYSIS AND DISCUSSION

4.1. Inter-cultural Communication Strategies in French Language Education

The intercultural approach to communication is imperative in promoting effective learning in the French language classes since it enables students to acquire linguistic and cultural competencies at the same time (Hicham et al., 2025). Studies show that the best approaches are where the cognitive, linguistic, and cultural aspects are effectively combined, through which the learners can actively participate in both active and passive bonding to the cultural aspects of that specific language.

Some of the most well-known methods include the experiential learning methods, which involve simulation, role-playing, and cultural immersion activities. These techniques motivate the students to perform real-life situations, negotiate meaning, social cues, and develop empathy towards other cultures' worldviews (Rambaree et al., 2023). To illustrate, common intercultural encounters, like the process of negotiating a business agreement in a francophone environment, can be simulated in relation to role-playing games. This will enable learners to rehearse communication techniques in the process of proactively negotiating the cultural demands. Simulations are especially useful since they allow students to test the culturally suitable responses in the surroundings of low risk within the establishment and, therefore, gain confidence and flexibility during intercultural communication.

Intercultural competence is also facilitated through task-based and collaborative learning to a great extent. Works that involve theoretical mutual problem solving, or mutual presentation in French, allow the students to be exposed to multiple perspectives, facilitating collaborative learning with peers and positive communication. These activities will offer real-life experiences with students where they will negotiate meaning, deal with misunderstandings, and evolve specific ways of communicating across cultural borders. These forms of collaboration will be highly effective in intercultural classrooms, such as those that occur in Qatar, where students represent various cultures and language backgrounds (Al-Ahmady & Hunaini, 2025). With the assistance of such strategies, educators support the linguistic development and the development of essential intercultural sensitivity.

Multimedia and the use of authentic cultural resources also increase intercultural learning. Due to the exposure of learners to films, music, and digital media, online forums, and interactive platforms, they can be in touch with the real-life practices of communication, which gives them the most profound understanding of communication in the real world. Indicatively, the discussion of francophone films or scaffold intercultural interaction would allow students to study the use of non-verbal communication, interpersonal norms, and culturally anchored meanings. The multimedia materials play an important role in bridging the gap between theoretical awareness and the concrete cultural experience so that the learner will internalize the cultural subtext and optimize their communication plans in diverse situations (Jain, 2024).

The teachers act as critical bridges and agents to the implementation of these strategies. Structured reflection exercises, guided discussions, and scaffolded activities are only a few examples of teacher-mediated ways that help learners to process their intercultural experiences and acquire critical skills (Behbahani & Rashidi, 2024). These reflections are important; the students are supposed to examine

their cultural anticipations, to discover what their forms of bias are, and the way in which they can effectively interact in a multi-ethnic setting.

Research indicates that a mixture of experience-based learning, group work, introduction of multimedia, and good teacher guidance will deliver the best results within such a heterogeneous setting. The combination of such strategies will allow teachers to develop interactive, context-oriented learning experiences that will promote intercultural awareness and language acquisition (McDougald & Pissarello, 2020). By harmonizing these strategies based on defined models of ICC, the shift in this area is made to go beyond the mechanics of language to embrace knowledge, attitudes, skills, and introspective abilities that facilitate context-sensitive communication.

4.2. Pedagogical and Institutional Challenges

Although there are certain effective strategies that can be used to develop intercultural competence in French language classrooms, there are various institutional and pedagogical issues that are likely to impede their overall implementation. Among them, linguistic accuracy and standardized testing is the one, which prevails in most educational settings. In many curriculums, intercultural learning goals are often less given priority compared to performance, vocabulary and grammar through global or regional examination. Due to this, educators tend to spend little time within the classroom on exploring the culture, and intercultural practice is either reduced to supplementary exercises or not at all (Hua, 2018; Kieu et al., 2024). This imbalance develops the tension between the goals of attaining quantifiable linguistic results and the development of the intercultural abilities needed for communicating in various settings effectively.

The other important issue is the constraint related to teachers such as inadequate professional development, limited training, and inaccessibility of authentic resources or materials to undertake intercultural teaching. A great number of instructors are perhaps competent in language, but with very little experience in incorporating intercultural materials in the classroom. In the absence of proper mentoring, educators might not be able to come up with pedagogically competent and culturally relevant activities. Moreover, intercultural communication-specific professional development interventions are few and it, therefore, restricts the ability of educators to improve their competence in negotiating various forms of interaction based on cultural differences (Zguir, 2018). Teachers in the multicultural classrooms have to balance different levels of proficiency, cultural expectations, and learning styles of the students, all of which demand very high levels of instructional expertise that is not always accessible readily (Kieu et al., 2024).

Even the concept of classroom diversity is complex in nature. The French language classrooms in Qatar usually include students of different nationalities, language orientation, and previous cultural background (Hua, 2018). Even though this diversity offers a great opportunity in intercultural learning, it brings about a challenge on dealing with heterogeneity. There can be a great difference in the language proficiency rates, the knowledge of the French culture, or the same exposure of intercultural pedagogical ideas among the students. These disparities demand differentiated teaching that is not only time-consuming, but also quite complex; so that, it needs proper planning and assessment (Zguir, 2018). To balance learning results among students are not prejudiced and to make sure that every student is involved, teachers need to constantly vary materials, activities, and patterns of interaction. Lack of implementation of these disparities may lead to frustration, disengagement, or unfair learning experiences, which will decrease the efficiency of intercultural strategies (Zguir, 2018; Kieu et al., 2024).

Integration of cross-cultural communication within French language is even more complicated by structural and institutional constraints. Time-based constraints and strict schedules often inhibit the possibilities of project-based learning, group activities, etc. The administrative priorities may focus on quantitative academic achievement, instead of comprehensive growth, and the experimental approach to the innovative practice of intercultural teaching can be discouraged (Kieu et al., 2024). Also, the availability of facilities like cross-cultural exchange programs, authentic francophone sources, or multimedia tools might not be fair especially in schools with limited logistical access or budgets (Başaran & Turan, 2025). All these structural issues indicate the imbalance between the principles of pedagogy and reality and the importance of planning and adorning to effective navigation of the systemic constraints by teachers.

Learner-based factors are also a source of difficulties in adopting intercultural communication strategies (Hua, 2018). Certain students might experience lack of motivation, feel resistant, and anxious over some cultural norms they are introduced to or when it comes to working collaboratively with other people of different cultures (Huang, 2025). As an example, students can be too worried to be involved in roleplays or simulations due to the fear of insulting others or making mistakes. Interactions can further be complicated with cultural differences in communication styles, participation in the classroom and learning expectations (Zguir, 2018). Educators are therefore required to utilize means to provide a non-threatening and inclusive atmosphere that will see students feel free to experiment, reflect and engage with each other, across cultures (Kieu et al., 2024).

Moreover, institutional and pedagogical policies and their interrelationship influence the experience of challenges. Even the properly developed curricula and intercultural teaching models may be affected by the policies favoring the classical assessment or the non-acknowledgement of the intercultural goals. Teachers will undergo stress and have to meet an outlined curriculum and meet measurable results as they will not have much chance to use intercultural extensive activities or experiments in their teaching practice. Such difference between the policy expectations and pedagogical aspirations shows the larger systemic obstructions that should not be underestimated during exploring the realization of the intercultural communication strategies in French language education (Jiménez, 2025).

Altogether, these pedagogical and institutional issues prove that to promote the intercultural competence, teachers need to apply not only effective teaching strategies, but also create the ecosystem of assistance that involves teacher training, availability of resources, institutional flexibility, and engagement of learners.

4.3. Innovations and Emerging Practices

To address the pedagogical and institutional challenges associated with promoting intercultural communication in French language education, educational professionals have progressively resorted to novel approaches and introduction of new practices, which would help improve cultural and linguistic competence. The most well-known innovation is the usage of technology-based learning that can provide the students with the access to the real materials sharing the same culture and with the possibility to communicate with the communities speaking French outside of the physical classroom. Online collaborative tools, digital environments provide learners with a sense of real-life communication situations, collaborate in group projects with students in various countries, and have a chance to interact with cultural norms in a monitored safe space. The students can work in groups on making digital presentations together with the classmates who speak French, conduct video meetings, or learn culturally

online; all of them will encourage critical reflection and intercultural perception and strengthen language competencies (Yassin, 2024).

Project-based and blended learning methods have turned out to be appropriate modes of developing intercultural competence. Face-to-face training can be incorporated into the group projects and online assignments, where teachers can be able to develop immersive and flexible learning engagements that promote practice. The project-based learning, specifically, places students in real, situational work, which involves intercultural negotiation and linguistic application (Yassin, 2024; El Hajj, 2024). As an example, when creating a culturally informed marketing campaign in French or creating a comparative study of the cultural processes in the francophone cultures, the students should be able to work through various view-points, to take into consideration the expectations of the audience, and to be able to communicate with the other cultural settings. Such practices promote problem-solving, collaboration, and critical thinking, all of which enable learners to use intercultural strategies in meaningful situations together with the development of transferable skills that may be used outside the classroom (El Hajj, 2024).

Another important innovation is the culturally responsive teaching models. These frameworks also instruct teachers to modify content, teaching practices, and testing methods as per students' culture backgrounds, needs, and experiences. Through recognizing and embracing the varied outlooks of students, the teachers are able to create more engaged and inclusive classroom settings (Makki, 2025).

The use of professional development regarding intercultural pedagogy has become also prominent. The teacher training programs are focusing more on the solutions to the differences in culture, the means of dialoguing and inclusive learning. Teachers are also trained to come up with techniques that promote experimentation and risk-taking, offer effective feedback on intercultural communication, as well as scaffold learners experience on diverse cultures (Effiong, 2023; Makki, 2025). The accessibility of continuous professional growth would guarantee that teachers are in place to meet the diverse needs of multicultural classes, especially in Qatar, where the diversity of students is high and the classroom life structure is complicated (Effiong, 2023).

Another practice that develops intercultural skills is the use of genuine cultural artifacts and real-life-based situations. Watching movies, reading books, listening to the news, and interacting with digital content will enable the learner to see the cultural behaviors, communication patterns, and social norms in context (Singer, 2025). Research also indicates that such innovations prove to be especially effective when undertaken as a multiplexing and an integrated approach, such as the combination of technology, project-based assignments, culturally responsive pedagogy, and teacher facilitation (Gamaliia et al., 2023). Pilot programs that include virtual exchanges, multimedia, and group projects have been proven to enhance the activities of learners and increase their intercultural awareness in Qatar (El Hajj, 2024).

4.4.Contextual Applications in Qatar

The educational situation of Qatar causes a certain specific background in the study and application of intercultural communication strategies to the French language education due to high rates of linguistic and cultural diversity. The classrooms usually involve students of different nationalities and each of them has different linguistic backgrounds, previous experience in the French language, and culturally specific learning requirements. The richness of this diversity provides great potential to carry intercultural competence development, since the students will experience the diversity of perspectives and will need to negotiate meaning in the real-time interactions (Al-Enazi, 2025). Nevertheless, it also brings complications where it all depends upon the educators to positively readjust the strategies of

teaching to adapt the differences in language fluency, cultural backgrounds, and previous learning history.

Such implementation of adaptive and flexible pedagogical strategies should be of special concern. Project-based learning, collaborative activities, and experiential activities are often used by teachers in Qatari classrooms to provide students with an opportunity to engage in an important intercultural interaction. As an example, students can be called to do group projects that exploit the cultural traditions of the francophone or having simulated cross-cultural discussions, which allow them to use their linguistic competency by making their way around cultural specificities. These techniques are useful in not only teaching learners language proficiency, but also the cognitive and social skills that would enable them to interact effectively with others in the real-world despite their cultural differences. Moreover, these practices promote peer learning since learners share their views on diverse topics, exchange their cultural information, and resolve various problems collaboratively in a culturally and linguistically diverse environment (Karkouti et al., 2022).

Digital technologies and virtual platforms integration is the other way that has proven eminent in the multicultural classrooms of Qatar. Online conversations with the francophone students, the digital discussion forums and access to authentic multimedia resources, all enable learners to feel the real-life cultural interaction, even in situations that cannot be undertaken physically. These resources come into effect to close the gap between the local classroom life and the global wider community of francophone, allowing the students a wider view of the cultural norms, social contexts, and communication styles. The digital platforms also support differentiated learning in that educators can provide students with tasks and materials that meet their different levels of proficiency and learning requirements. Such technologies can improve intercultural competency and language acquisition in a wide variety of learning contexts are demonstrated in diverse educational environments (Bastami, 2023).

The intervention of institutional and policy frameworks in Qatar also affects the application of intercultural communication strategy. The educational vision of the country such as focusing on cultural diversity, multilingualism, are related to the development of more general ideas of internationalization and global citizenship through creating globally competent learners. Practically, this is transformed into curriculum programs, which include intercultural courses, a concept that fosters group studies and reflective practices. In those schools where the French language is supported, teachers are very likely to get a professional development opportunity, access to authentic cultural materials, and structured instructions to incorporate intercultural learning into regular teaching. These institutionalized steps facilitate the atmosphere of pedagogical change and assist teachers to wade through the issues of heterogeneous classrooms (Adly Gamal, 2023).

The relevance and authenticity of intercultural learning activities are attributed closely to the impact and engagement of learners in the Qatari setting. As cultural activities become relevant and are not opposed to student experiences, the learners tend to be more active in their involvement, critical and develop adaptive communication skills. As an example, project-based activities that bridge the gap between French language studies and local cultural life or social matters worldwide enable students to connect the linguistic knowledge to the real-world and develop interest and motivation within them. Also, the classroom setting itself can serve as an informal learning environment that facilitates intercultural learning since students have to work with individuals of different cultural backgrounds on a daily basis. These are also interactions that develop empathy, perspective-taking, and negotiating meaning in a

multicultural context, all of which are necessary parts of intercultural competence (Al Qenai & Wright, 2025).

When applying global pedagogical models to be used in the local Qatari context, it is important to pay attention to the institutional and cultural factors. Although frameworks like the ICC act as theoretical guidance, practical implementation is also a concern; whereas, curricular limitations, classroom heterogeneity, and availability of resources have to be considered. Teachers tend to adjust the contents, actions and tests to accommodate the previous experiences and the cultural anticipations of the students without violating the provision of wider learning goals (Hoff, 2020).

5. CONCLUSION

In conclusion, this review study presented the role of intercultural communication in French language teaching which provides strategies, challenges and innovations of multicultural classes especially in the Qatari context. Best pedagogy can be based on experiential learning, collaboration, and the use of technologies, where learners can achieve both linguistic and intercultural competence. However, as much as these developments have been made, there are still a number of challenges facing the implementation, like the restrictions in the curriculum, preparedness of the teachers, the nature of the diverse learners, and the lack of access to real culture materials. Future research must be focused on the longitudinal research design to establish the evolution of intercultural competence throughout the years, especially in multilingual and multicultural classes such as that of Qatar. Future research on the effectiveness of digital innovations, virtual exchanges, and project-based learning in promoting the development of long-lasting intercultural abilities should also be studied. The training, resources and the most effective strategies in facilitating the intercultural pedagogy are also to be identified. Also, more focus should be given to diverse groups of learners to make sure that the practices can be inclusive and special needs such as different language skills and cultural backgrounds will be taken into account. Overall, such practices have the potential to inform the curriculum design, pedagogical innovation, and policy development, which will facilitate the intercultural approach to education at the international and regional levels of the French language learning.

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