

Technologies for Developing Intercultural Competence of Future Foreign Language Teachers Through Reading Literary Works (on The Example of Methods of Reading the Work of Immigrant-Muslim Writers in the USA)

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ABSTRACT

Objective: This study explores innovative technologies and instructional strategies to develop intercultural competence in future foreign language teachers through the analysis of literary works by U.S.-based immigrant-Muslim authors. **Method:** The research employs digital annotation platforms, interactive reading journals, and reflective activities to engage students with themes of identity, marginalization, and hybridity within culturally complex texts. These strategies integrate literary analysis with intercultural pedagogy to promote critical thinking and empathy. **Results:** The findings indicate that using immigrant-Muslim literature enhances sociolinguistic sensitivity and intercultural understanding, equipping students with the cultural sensitivity and ethical awareness necessary for inclusive teaching. These texts served as cultural documents, fostering a deeper understanding of marginalized perspectives. **Novelty:** This article proposes a novel, technology-supported pedagogical framework that links reading strategies with intercultural reflection, emphasizing marginalized voices often excluded from mainstream curricula. It offers a new approach to teacher training by incorporating minority-authored literature and digital tools, filling a gap in existing educational methodologies.

INTRODUCTION

In recent years, the need to develop intercultural competence among foreign language teachers has become an essential component of teacher training programs. Language, as both a system and a cultural product, cannot be fully understood or taught without addressing its social, historical, and ideological dimensions. Reading literary works, particularly those produced by minority voices, offers invaluable insights into the experiences of “the other” and opens pathways for developing empathy and cultural literacy.

This article focuses on the use of literary works by immigrant-Muslim writers in the USA—such as Mohja Kahf, Khaled Hosseini, and Leila Ahmed—as tools for developing intercultural competence among future teachers. These authors explore issues such as migration, religious identity, biculturalism, and cultural conflict, making their texts ideal for critical engagement in foreign language classrooms.

RESEARCH METHOD

Intercultural competence involves the ability to understand, respect, and communicate effectively with individuals from different cultural backgrounds. According to Byram, key components include:

1. Knowledge of other cultures
2. Attitudes of openness and curiosity
3. Skills of interpretation and relation
4. Critical cultural awareness
5. Linguistic mediation

Literary texts offer a rich context in which these elements can be developed simultaneously. Through reading and discussion, learners are exposed to the values, beliefs, and behaviors of other communities, fostering intercultural dialogue and empathy.

RESULTS AND DISCUSSION

Intercultural competence involves the ability to understand, respect, and communicate effectively with individuals from different cultural backgrounds. According to Byram, key components include:

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CONCLUSION

Fundamental Finding : This study demonstrates that incorporating the works of immigrant-Muslim writers in foreign language education significantly enhances intercultural competence among future educators. Through the use of digital technologies and pedagogical strategies, these literary works facilitate a deeper understanding of complex cultural identities and narratives. **Implication** : The findings suggest that integrating minority-authored literature into teacher training programs can foster cultural sensitivity, empathy, and critical thinking, ultimately leading to more inclusive and globally responsive educators. **Limitation** : A limitation of this study is its focus on a specific group of writers (immigrant-Muslim authors in the U.S.), which may limit the generalizability of the findings to broader educational contexts or other cultural

groups. **Future Research** : Future research could expand this framework to include a wider range of cultural perspectives and explore the long-term impact of intercultural literary pedagogy on teacher efficacy and student outcomes in diverse classrooms.

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