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**FOSTERING PLURALISTIC VERBAL INTERACTION IN HIGHER EDUCATION:
THEORETICAL FOUNDATIONS AND PRACTICAL APPLICATIONS**

This article examines theoretical foundations of pluralistic-oriented instruction through verbal interaction in higher education and discusses their practical implementation in the foreign language (FL) classroom. In the contemporary educational context, FL instruction facilitates the effective development and practical acquisition of language skills through the implementation of modern teaching methods and pedagogical approaches. From this perspective, verbal and interactive activities designed for teaching French as a FL are developed in accordance with the principles and standards of the pluralistic-oriented teaching model. The system of interactive tasks devised for multilingual and multicultural contexts is based on the concept of pluralistic approaches to language instruction, specifically on the pedagogical model and descriptors proposed in the CARAP (Framework of Reference for Pluralistic Approaches to Languages and Cultures). Accordingly, the theoretical foundations, didactic lesson models, and sample activities presented in this article provide students with opportunities to compare cultural diversity and different social contexts based on their own reflections and experiences within multilingual and multicultural learning environments.

Keywords: pluralistic approaches; language; intercultural communication; verbal interactivity; intercultural approach.

Introduction. Language learning never begins with a blank slate. Learners consciously or unconsciously draw upon their previous linguistic experiences and are often able to interpret written texts or comprehend spoken discourse by relying on similarities among genetically related languages. For example, a student who is proficient in French is generally capable of understanding the content and overall meaning of texts in Spanish or Italian, and expressing informed opinions about them due to the linguistic proximity of these Romance languages.

The language or languages spoken within the family play a fundamental role in shaping an individual's worldview, cognitive strategies, and communicative practices. Consequently, acknowledging learners' home languages is not merely a gesture of cultural recognition; it constitutes a pedagogical necessity that supports cognitive development and promotes more effective language learning. From this perspective, Michel Candelier approaches foreign language (FL) learning from four

complementary perspectives: intercultural approach, integrated didactic approach to languages, wakening to languages, intercomprehension between related languages (Candelier et al., 2007b).

Research has demonstrated that language acquisition and the development of oral proficiency are not random processes. Rather, learners consciously or unconsciously draw upon their previous linguistic experiences, enabling them to develop language competence in a more purposeful and efficient manner (Zarate, Lévy, Kramsch, 2008). For example, a student who is proficient in French and Spanish is often able to understand the meaning of texts written in Portuguese or Italian. Similar phenomena can also be observed among Turkic and Slavic languages. Such transfer is a natural consequence of linguistic similarities within the same language family. Recent studies further indicate that the use of learners' first language plays a significant role in FL instruction within multilingual and multicultural societies. In particular, the facilitative role of cognitive knowledge in language acquisition is closely related to the influence of the mother tongue. Cognitive theories emphasize that effective learning depends on activating prior knowledge and integrating newly acquired knowledge with existing cognitive structures. Consequently, rather than encouraging rote memorization of grammatical rules or conversational patterns, language teachers should promote conscious, purposeful, and reflective learning processes (Bertocchini, Costanzo, 2008).

Research Objective. The aim of this study is to examine the theoretical foundations and practical implementation of pluralistic-oriented teaching of verbal interaction in higher education, with particular emphasis on the application of the principles and descriptors of the CARAP (Framework of Reference for Pluralistic Approaches to Languages and Cultures). The study seeks to demonstrate how interactive learning activities based on plurilingual and intercultural approaches contribute to the development of learners' communicative, intercultural, and strategic competences in FL education.

Research Methods. The study employs a combination of theoretical and empirical research methods. The theoretical methods include the analysis and synthesis of scientific literature, conceptual analysis of key documents related to plurilingual education, particularly the CARAP framework and the Common European Framework of Reference for Languages (CEFR), as well as comparative analysis of contemporary approaches to FL teaching. The empirical component of the research is based on the development and analysis of didactic models and interactive tasks designed for multilingual and multicultural learning contexts. Observation of the learning process, pedagogical experimentation, and qualitative analysis of learners' activities were used to evaluate the effectiveness of pluralistic-oriented interactive approaches in fostering verbal interaction, intercultural awareness, collaboration, and problem-solving skills.

Outline of the main material of the study. Furthermore, language mediation should not be understood merely as the translation of information from one language into another. To construct and interpret meaning effectively, learners must develop not only linguistic competence but also the ability to act as social agents in diverse communicative situations, mediating between languages and cultures and using language appropriately across different contexts (Conseil de l'Europe, 2018, p. 164).

Within this framework, CEFR introduces the concept of mediation. Mediation activities include translation, explanation, interpretation, paraphrasing, information transfer, text simplification, facilitation of communication, and exchange of ideas. That given, mediation is regarded as a social and cultural process that promotes collaboration, communication, and interaction among language users (Conseil de l'Europe, 2018, p. 123).

According to G. Zarate, D. Lévy, C. Kramsch the FL learner should not be regarded as a passive recipient of knowledge but rather as a social actor who actively participates in the process of communication. During interaction, learners construct and negotiate their positions by drawing upon critical thinking, reflective analysis, action-oriented learning, and communicative strategies. From this perspective, language acquisition is viewed as a multidimensional process that develops through social interaction. Consequently, the concept of the "learner as a social actor" has become a key theoretical construct in FL education, particularly in multilingual and multicultural contexts and in the acquisition of a second or additional language (Zarate, Lévy, Kramsch, 2008, p. 42).

Respectively, the primary objective of pluralistic approaches to language education is to develop individuals who are capable of communicating effectively in multilingual and multicultural environments. This raises an important question: "Does the teaching of a second FL facilitate the development of intercultural competence by exposing learners to diverse languages, cultures, and communicative practices, or does it make this process more complex?"

The effective implementation of pluralistic approaches is fundamentally aimed at fostering intercultural competence within educational settings. In multilingual and multicultural societies, the successful design and implementation of interactive learning activities require the integration of pluralistic approaches with intercultural competence. From this perspective, the integrated teaching of languages and cultures is grounded in general pedagogical principles. Hence, language teachers should make systematic and purposeful use of methodological resources and pedagogical approaches that promote the development of intercultural communicative competence (Candelier et al., 2007a).

Within a pluralistic educational framework, foreign and second language instruction should be regarded as a pedagogical environment that enables learners to apply theoretical knowledge in authentic communicative situations. At the same time, language teaching should be informed by contemporary theories of social constructivism and cognitive psychology in order to support the development of learners' core linguistic competences and communicative skills (Bertocchi, Costanzo, 2008).

The following section of this study presents a selection of interactive classroom activities designed following the theoretical principles of the pluralistic approach discussed above.

During classroom activities, students are asked to role-play greeting situations commonly used in their family environments through verbal expression and non-verbal communication, including gestures. The remaining students are then encouraged to identify the communicative contexts in which these greetings are typically used by drawing on their inquiry skills and creative thinking. In this way, language instruction and intercultural awareness complement one another and contribute to meaningful learning (Candelier et al., 2012).

Students are also encouraged to explain to their peers the meaning of a word or expression they have learned in the target language and to compare it with equivalent expressions in other languages. This

collaborative process promotes peer learning and raises learners' awareness of linguistic and cultural similarities and differences. As a result, learners engage in multilingual interaction by constructing short dialogues in

several languages, thereby transforming the classroom into a dynamic space for plurilingual oral communication. An example of this pedagogical approach is presented in the following didactic model (table 1):

Table 1

Multilingual Interaction
in Foreign Language Classrooms

Methods	Implementation model (Classroom scenario)	Competences developed through instruction
Role-play (including gestures and facial expressions) (Family context)	Students are asked to role-play the way they greet their parents upon waking up in the morning by using appropriate gestures and facial expressions: e.g., in Azerbaijani, a student may slowly leave the room, place a hand over the heart, and say " <i>Sabahınız xeyir</i> " (" <i>Good morning</i> "), whereas in French, the greeting may be accompanied by <i>la bise</i> (a cheek kiss) or by sending a kiss gesture with the hand while saying " <i>Bonjour</i> ".	Developing: non-verbal communication competence; awareness of culturally specific meanings conveyed through body language; integrating learners' own linguistic and cultural identities into the classroom environment.
Situation analysis (creative thinking skills)	Other students analyze the simulated greeting situation and discuss in the target language the relationship between the participants (formal or informal), the time of day, and the communicative context in which the interaction occurs.	Sociolinguistic and pragmatic analysis: analyzing linguistic units within their social and communicative contexts.
Comparative explanation and collaborative learning	Two students select the French expressions " <i>Coucou</i> " or " <i>Salut</i> ". They explain the meaning of these expressions and discuss why they are used primarily among close friends and within informal relationships. The other two students compare them with equivalent expressions in their mother tongue, such as " <i>Salam</i> " (" <i>Hello</i> ") or " <i>Necəsən?</i> " (" <i>How are you?</i> "), highlighting structural and cultural differences between these expressions.	Metalinguistic awareness: developing the ability to analyze structural, semantic, and cultural similarities and differences between languages.
Multilingual interaction and creating short dialogues	Mini-groups are formed in the classroom. Students create and perform a " <i>xoş gəlmisiniz</i> " scene by combining French, English, and their mother tongue (or other regional languages they are familiar with) within the same dialogue: e.g., A (in French): <i>Salut! Ça va?</i> B (in Azerbaijani): <i>Salam! Hər şey yaxşıdır, bəs sən?</i> A (in French): <i>Moi aussi, super! Ah, regarde, voilà!</i> C (in English): <i>Hey guys! What's up? Long time no see!</i> A (in French): <i>Oh, il fait très chaud aujourd'hui, non? etc.</i>	Interlinguistic mutual understanding: actively using one's linguistic repertoire for communication without being limited to a single language.

The didactic model presented above has been developed in compliance with the standards and descriptors of the CARAP outlined below (Candelier et al., 2007a, pp. 42, 46, 49).

The conducted analysis demonstrates that the didactic model presented above transforms learners' mother tongues into a bridge that facilitates a deeper understanding of the target language (French), rather than perceiving them as an obstacle or a source of errors. The classroom environment consequently moves beyond a monolingual learning space and becomes a multilingual laboratory in which different languages are recognized and valued equally.

The second interactive activity is based on role-playing. In particular, role-plays represent

an effective tool for supporting language teaching within multilingual and multicultural contexts. For example, plurilingual interaction can be organized through an "*Airport*" scenario. One student provides information in French, the other in English, and a third in another language, while the participants attempt to establish communication through verbal and non-verbal means by negotiating meaning together. Such activities contribute to the development of communication strategies and enable students to use their linguistic repertoires flexibly. Therefore, language acquisition is not limited to the production of grammatically correct sentences; rather, it becomes a process of collaborative meaning-making (table 2).

Collaborative Foreign Language Acquisition

Learner's role	Target language used	B1-level dialogue sample	Implementation of the interactive method in communication
Student A – <i>Sərnişin</i>	French (CEFR – B1-level)	Le dialogue se fait à l'aéroport : "Excusez-moi, j'ai un grand problème. Je n'arrive pas à trouver ma valise. Je viens d'arriver de Paris, mais ma valise n'est pas sur le tapis roulant. C'est un grand sac, rouge, avec des roues. Vous comprenez?"	Paraphrasing (describing): when the learner cannot recall the word "valiz" ("suitcase"), they describe the object by using expressions such as "grand sac" ("large bag") or "avec des roues" ("with wheels"). The passenger notices that the other person has limited understanding of French and emphasizes the key words to facilitate communication: "Paris", "tapis (roulant)" ("conveyor belt"), and "rouge" ("red").
Student B – <i>Əməkdaş</i>	English (CEFR – B1-Level)	"Hello. Okay, let's look. Can you repeat, please? Your bag is big and red? Did you arrive with the Paris flight? Please show me your passport and boarding pass".	Clarification: "Can you repeat, please?" Confirms understanding by repeating the information received. ("Your bag is big and red?").
Student C – <i>Vasitəçi</i>	Azerbaijani (mother tongue) – interaction with other languages	"Gözləyin, mən kömək edim. She says her bag is big, red and has wheels. Paris reysi ilə gəlib, amma baqaj lenti (tapis roulant) üzərində çamadanını tapmayıb".	Translation and reformulation strategy (mediation): the student mediates communication by translating the French expression "tapis roulant" into English and Azerbaijani and simplifying complex terminology to facilitate mutual understanding between the interlocutors. This mediation process resolves the misunderstanding between students A and B. Student C further clarifies the reference to the "baqaj lenti", thereby assisting the staff member in accurately verifying the information in the system.

The didactic model presented above has been developed in line with the following standards and descriptors of the CARAP (Candelier et al., 2007a, pp. 44–46).

It should be emphasized that the pluralistic-oriented interactive task model contributes not only to the development of learners' language skills but also to the formation of their abilities in communication, collaboration, and problem-solving. Students attempt to solve common communicative problems without fear of making mistakes, while effectively drawing on their existing linguistic resources. Furthermore, learners do not merely expand their vocabulary; they also acquire strategies for overcoming communication difficulties through description, paraphrasing, and translation.

Research indicates that the main advantage of interactive (active) learning lies in engaging students in motivating activities before introducing theoretical knowledge. Such activities enhance the effectiveness of the learning process and contribute to the development of learners' emotional intelligence, critical thinking, and social

responsibility. For instance, topics reflecting the sociocultural characteristics of society, such as stereotypes, traditions, customs, and family relationships, provide meaningful contexts for language learning. In this regard, the use of authentic materials (videos, animations, presentations, online resources, etc.) in teaching these topics enables learners to engage with cultural phenomena more actively and express their critical and creative perspectives (Tagliante, 2006).

The tasks discussed above have been analyzed in agreement with the principles of the pluralistic approach and the standards of the CARAP. The representation of verbal and non-verbal communication practices across different cultures, as well as the simulation of social relationships through role-playing activities, encourages learners to develop an understanding of cultural diversity. For example, a particular gesture or facial expression may be interpreted as a sign of respect in one culture, whereas the same behavior may be perceived as a sign of inattention or disrespect in another. Presenting such situations through interactive

activities, discussions, and role-plays creates opportunities for learners to recognize cultural differences and establish connections between language education and social competence.

Conclusion. The results of the conducted research and practical experiments demonstrate that the CARAP plays a significant role in the practical implementation of theoretical knowledge within pluralistic-oriented teaching of verbal interaction in higher education. The framework provides a unified set of principles for organizing the learning process, defining its objectives and content, designing teaching resources, and ensuring the effective development of learners' language competences.

The didactic lesson models presented as samples enable students to analyze authentic communicative situations and, based on their own perspectives, compare cultural differences as well as diverse cultural and social contexts.

Thus, lessons organized through modern methods and approaches contribute not only to achieving the communicative objectives of FL teaching but also significantly support the development of students' intercultural communication skills within multilingual and multicultural contexts.

Implications for Further Research. Future research may focus on the empirical validation of the proposed pluralistic-oriented teaching model in diverse higher education contexts through experimental and longitudinal studies. Particular attention should be paid to measuring its impact on learners' plurilingual competence, intercultural communicative competence, mediation skills, and verbal interaction strategies. In addition, further studies could investigate the integration of digital learning environments

and artificial intelligence tools into pluralistic language teaching, as well as examine the applicability of the CARAP framework to languages from different linguistic families and educational settings. Such research would contribute to the further development of evidence-based methodologies for multilingual and multicultural FL education.

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САЛМАНОВА Жала

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ТЕОРЕТИЧНІ ЗАСАДИ ТА ПРАКТИЧНЕ ЗАСТОСУВАННЯ ПЛЮРАЛІСТИЧНО ОРІЄНТОВАНОГО НАВЧАННЯ ВЕРБАЛЬНОЇ ВЗАЄМОДІЇ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. У статті розглядаються теоретичні засади плюралістично орієнтованого навчання вербальної взаємодії у закладах вищої освіти та аналізуються особливості його практичної реалізації в процесі навчання іноземної мови.

У сучасному освітньому контексті навчання іноземних мов сприяє ефективному формуванню та практичному засвоєнню мовленнєвих навичок і вмінь завдяки впровадженню сучасних методів навчання та педагогічних підходів. З цієї позиції вербальні та інтерактивні види діяльності, спрямовані на навчання французької мови як іноземної, розробляються відповідно до принципів і стандартів плюралістично орієнтованої моделі навчання.

Розроблена для багатомовного та полікультурного середовища система інтерактивних завдань ґрунтується на концепції плюралістичних підходів до навчання мов, зокрема на педагогічній моделі та

дескрипторах, запропонованих у документі CARAP (Рамка референцій для плюралістичних підходів до мов і культур).

Представлені у статті теоретичні положення, дидактичні моделі занять і приклади завдань створюють для студентів можливості аналізувати культурне різноманіття, порівнювати різні культурні та соціальні контексти на основі власних міркувань і досвіду в умовах багатомовного та полікультурного освітнього середовища.

Ключові слова: плюралістичні підходи; мова; міжкультурна комунікація; вербальна взаємодія; міжкультурний підхід.

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