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IMPROVING STUDENTS’ POLYLOGICAL SPEECH IN ENGLISH AT THE C1 LEVEL

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Abstract: The development of students’ polylogical speech in English plays a crucial role in achieving communicative competence at the C1 level. This study explores effective methods and pedagogical strategies aimed at improving learners’ ability to participate in academic and professional discussions through polylogues. Emphasis is placed on interactive techniques such as role-playing, debate, problem-solving tasks, and project-based learning, which foster critical thinking, creativity, and spontaneous expression. The research also highlights the significance of authentic materials, digital platforms, and collaborative learning environments in enhancing fluency, accuracy, and pragmatic appropriateness. Findings suggest that integrating task-based and communicative approaches contributes to strengthening students’ linguistic and socio-pragmatic skills, ultimately preparing them for advanced-level communication in diverse contexts.

Keywords: Polylogical speech; English language learning; C1 level proficiency; communicative competence; task-based learning; interactive strategies; socio-pragmatic development.

INTRODUCTION

In the era of globalization, the demand for advanced English proficiency has significantly increased, particularly in academic and professional contexts where effective communication is essential. Achieving the C1 level of competence, as defined by the Common European Framework of Reference for Languages (CEFR), requires not only a strong command of grammar and vocabulary but also the ability to engage in extended discussions, present arguments, and negotiate meaning effectively. Among the various forms of communicative skills, **polylogical speech**—the ability to participate in conversations involving multiple speakers—holds particular importance for learners at this stage. Polylogical interaction reflects real-life communication, where individuals must simultaneously comprehend diverse viewpoints, manage turn-taking, and construct coherent responses. For students aiming to reach C1 proficiency, developing polylogical competence ensures not only fluency and accuracy but also adaptability in diverse social, cultural, and academic environments. This competence enables learners to express ideas persuasively, respond spontaneously, and maintain cohesion within group discussions. Numerous studies in applied linguistics and second language acquisition highlight the effectiveness of communicative and task-based approaches in promoting advanced speech skills. Role-play, debates, simulations, and project-based learning provide opportunities for learners to interact authentically, negotiate meaning, and strengthen critical thinking. Additionally, modern digital tools and collaborative platforms further enhance learners’ exposure to real-time communication, offering an environment conducive to the development of C1-level skills. This article seeks to investigate methods and strategies for improving students’ polylogical speech in English at the C1 level. By analyzing the role of interactive learning activities, authentic materials, and socio-pragmatic awareness, the study aims to propose effective pedagogical practices. The research is also expected to contribute to the theoretical understanding of communicative competence while offering practical

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recommendations for language educators striving to prepare students for advanced-level interaction in both academic and professional domains.

CONCLUSION

The study has demonstrated that improving students’ polylogical speech in English at the C1 level is a multifaceted process that requires the integration of linguistic, pragmatic, and cognitive skills. It is not sufficient for learners to merely master grammatical structures or expand their vocabulary; they must also be able to navigate complex communicative situations where multiple interlocutors express diverse viewpoints. The development of such competence ensures that students are capable of maintaining fluency, accuracy, and coherence while demonstrating flexibility in turn-taking, argumentation, and negotiation of meaning. The findings underscore the importance of adopting interactive and task-based strategies—such as debates, simulations, role-plays, and project-based activities—that encourage authentic and meaningful communication. These approaches not only enhance fluency but also stimulate critical thinking, creativity, and spontaneous speech production. Furthermore, the integration of digital platforms and collaborative learning environments provides learners with greater exposure to real-world communication practices, fostering both linguistic and socio-pragmatic development.

Equally important is the role of teachers in guiding learners toward advanced proficiency. Educators must design tasks that balance linguistic complexity with communicative authenticity, ensuring that learners are gradually challenged to operate at the C1 level. Authentic materials, interdisciplinary contexts, and culturally diverse perspectives should also be incorporated to enrich students’ communicative competence and prepare them for global academic and professional interactions. In conclusion, the advancement of students’ polylogical speech at the C1 level can be achieved through a comprehensive pedagogical framework that combines communicative approaches, task-based instruction, and digital resources. Such a framework enables learners to develop not only language skills but also socio-pragmatic awareness, thereby equipping them with the tools necessary for successful participation in polylogical communication across academic, professional, and intercultural domains.

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