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EVALUATING THE EFFECTIVENESS OF PROJECT-BASED LEARNING IN SOFT CLIL CONTEXT

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Abstract. Teaching students an unfamiliar scientific discipline using an unaccustomed methodology like CLIL, combined with the challenges of a technologically advanced world that often hinders communication, inspired this research. It focuses on utilizing project-based learning (PBL) to engage students in group discussions and real-life contexts in a foreign language within a trilingual educational setting, aiming to facilitate both foreign language acquisition and content learning for the pre-service teachers of English. A qualitative method was applied through structured observation to assess the impact of project-based CLIL on the English proficiency of 20 pre-service English teachers. The observation focused on predefined indicators: motivation, language proficiency, engagement, collaboration, and critical thinking skills. A descriptive analysis was then conducted using checklists to track participants' behavior objectively. The study reveals that project-based CLIL improved students' speaking fluency and vocabulary, but overall language proficiency, especially in writing, grammar, and listening, showed limited progress. Motivation increased for most students. However, a lack of project and research skills hindered full engagement and critical thinking skills at some point. Translanguaging was of great help in dealing with problems in terms of specific terms deficiency and speaking fluency that promoted engagement and collaboration. The project plans used in conducting the research can be added and used in the discipline's syllabus, and teachers can choose the specific topics that coincide with the lesson plan and implement PBL in their lessons.

Keywords: content and Language Integrated Learning, CLIL, Project-Based Learning, PBL, foreign language learning, motivation, engagement, critical thinking

Introduction

In recent years, language education has significantly shifted towards Content and Language Integrated Learning (CLIL). CLIL aims to create a more unified and comprehensive learning environment by merging second or foreign language learning with exploring subject content. Coyle et al. characterize CLIL as a driving force for language development within the curriculum, underscoring the significance of acquiring language skills through meaningful content [1]. It

also improves students' language proficiency, while enriching their familiarity of the topics in Chemistry, Biology or History under study by combining language instruction with subject-specific material. This method is a valuable enhancement to language education, offering students an inclusive and stimulating way to advance their language skills. However, despite the global implementation of diverse methodologies that tries to improve the efficiency and accessibility of CLIL lessons, their effectiveness remains context-dependent, shaped by the distinct social and economic conditions of various countries [2].

In Kazakhstan, CLIL is considered to be a promising method for transitioning to English as the language of education. The country plans to integrate the English language into both school and university curricula to make CLIL essential for this shift [3]. From the other hand, this approach is crucial for implementing Kazakhstan's trilingual education policy [4]. As this policy aims to promote proficiency in three languages: Kazakh, Russian, and English. Despite being frequently highlighted as a fundamental component of Kazakhstan's trilingual education strategy, the adoption and implementation of CLIL have not been adequately explored in the country's academic landscape [5]. This particular gap is evident in the context of soft CLIL, where the integration of CLIL-based lessons into foreign language teacher training programs, specifically those in which pre-service English teachers study subjects like Chemistry and Biology in English, remains under-researched. Most existing studies primarily focus on hard CLIL, particularly in contexts where students in natural science departments are taught their disciplines in a foreign language, such as Chemistry or Biology [1].

Drawing on this, CLIL serves as a key component in fostering the shift towards English as the medium of instruction in Kazakhstan. Particularly, inthe CLIL integration into foreign language teacher training programs. Student interaction becomes a key element within this scope, as it enhances language acquisition and content comprehension. The effectiveness of such program depends on a clear understanding of competencies, such as knowledge, skills, attitudes, values, motivations, and beliefs important for teachers' professional success. Competency-based approaches to teacher training provide a comprehensive framework for preparing future educators to meet the demands of current diverse and multilingual classrooms [6]. To this end, educational methods that promote active participation, interaction, and collaboration, such as Project-Based Learning (PBL), are especially effective because they encourage deeper student engagement and support the simultaneous development of content knowledge and language skills [1, 7]. PBL is deemed valuable for CLIL due to its unique attributes. In CLIL, content is important for language acquisition, with the foreign language acting as the conduit for understanding this content [8]. PBL's emphasis on practical projects and real-world applications aligns effectively with using content to enhance language learning in the CLIL context [7]. Students improve their content comprehension and boost target language skills by engaging

in project-based tasks related to the subject matter. This combination of content and language learning through practical projects highlights the efficacy of PBL within the CLIL framework.

Numerous studies on project-based CLIL, both internationally and in Kazakhstan, have demonstrated positive results, particularly in areas such as increased student motivation [9, 10], significant improvements in language proficiency [1], enhanced engagement and collaboration among students [11] and improved critical thinking skills [10]. However, some scholars have identified challenges associated with PBL in CLIL classrooms. These include difficulties in managing complex classroom dynamics, especially when it is difficult to balance teaching content with helping students learn the language. Furthermore, the pedagogical demands of designing and implementing practical project-based tasks can be daunting for educators, sometimes leading to less effective outcomes when compared to more traditional teaching methods [12].

Given the aforementioned gaps and challenges, this study aims to compare the impact of Project-Based CLIL and traditional teaching methods on the English proficiency of pre-service English teachers in Biology and Chemistry classes. Present study aims to evaluate the effectiveness of PBL within CLIL, specifically focusing on how CLIL can be successfully implemented with an emphasis on language acquisition rather than content mastery. The following research objectives will guide the study:

- to apply both PBL and traditional teaching methods in CLIL settings
- to assess the effectiveness of PBL in enhancing language acquisition and learning outcomes within CLIL.

Materials and metods

Research design

I applied qualitative method to investigate the effectiveness of project-based CLIL in enhancing the English proficiency of language students compared to traditional teaching methods. A qualitative approach is well-suited to examine nuanced interactions that take place in the classroom deeply and how project-based CLIL influences language learning outcomes, as observed by teachers [13]. It allows to delve into how project-based learning in CLIL affects students' progress, offering insights into aspects of teaching practices that are often overlooked in quantitative analysis.

The descriptive analysis focused on the observed behaviors of third-year pre-service English teachers during a project-based CLIL course implemented at Korkyt Ata Kyzylorda University during the 2023-2024 academic year. The course, Teaching English Language on a Professional Approach (texts on natural sciences: Chemistry and Biology), integrated Chemistry and Biology content with English language instruction, employing six distinct projects as the central framework for learning. Chemistry was taught for the first 7.5 weeks and

Biology for the other 7.5 weeks. The discipline consisted of five credits, with three practical lessons per week for 15 weeks, covering two mid-term exams and a final exam at the end of the semester.

Before commencing the experimental research, I designed a specialized syllabus for the project-based CLIL course, as outlined in Table 1. It covers the main topics of the discipline's primary syllabus. Every project spanned two weeks to allow students sufficient time to engage in planning, research, solution development, and presentations. The projects encompassed a variety of types, such as research-based, problem-solving, cross-curricular, experiential [14], inquiry-based, and performance-based [15], ensuring both interdisciplinary and practical applications of the course content. To encourage students to conduct better research, each project had a specific research question, a detailed plan to follow, and a clear delivery of findings.

Table 1 - Project-based CLIL lesson plan

	Research-based Project	Problem-solving Project	Inquiry-based Project	Performance-based Project	Cross-curricular Project	Experiential Project
Science field	Chemistry: "The role of Chemistry in clean energy solutions"	Chemistry, Ecology: "Designing eco-friendly chemical products"	Chemistry, Ecology: "The Chemistry of environmental pollution"	Biology: "Creating an audio to a cartoon Addressing environmental issues	Ecology, Cultural studies, Economics, Social Studies: Introduction to the 4 pillars of sustainability	Biology, Zoology, History, Geography: Exploring artifacts at the Kyzylorda Regional Museum
Project question/ problem (1 lesson)	What are the most promising chemical technologies for clean energy production in Kyzylorda?	How can we create chemical products that are both effective and environmentally friendly?	How do chemical pollutants in the air, water, and soil affect ecosystems and local's health?	How can environmental issues be effectively illustrated through a cartoon?	How can the four pillars of sustainability be applied to solve regional environmental issues?	What are the historical and ecological implications of artifacts in Kyzylorda's museum?
Plan (1 lesson)	Teams explore different alternative energy types (solar, wind, bioenergy, hydroelectric).	Teams focus on different product categories (cleaning agents, cosmetics, household or personal care products).	Teams explore different pollution types (air, water, soil, noise).	Teams choose a problem to address through a cartoon, dividing tasks.	Teams select one pillar (Ecologic, Economic, Social, Cultural) and divide subthemes.	Students divide museum halls, each team focusing on a specific exhibition.

Research (2 lessons)	Conduct literature reviews using international and domestic sources (teacher-guided).	Investigate the environmental and health impacts of everyday chemical products.	Investigate local pollutants' chemical composition and explore reduction strategies.	Research the chosen problem to accurately portray it in the cartoon.	Use online resources to study sustainability topics relevant to Kazakhstan or Kyzylorda.	Visit the museum to gather detailed information about chosen artifacts.
Solution (1 lesson)	Propose solutions based on literature review findings.	Suggest eco-friendly designs for the chosen product type.	Explore practical methods to reduce local pollution.	Deliver a cartoon video addressing the environmental issue with recorded audio.	Develop an action plan to integrate the 4 pillars of sustainability into Kyzylorda's context.	Deliver a speech or video explaining the historical and ecological significance of the exhibition.
Teacher's Feedback (1 lesson)	Ensure materials are sufficient and solutions are supported by research.	Check for evidence in research, including specific data or examples.	Assess the clarity and feasibility of reduction strategies.	Review cartoon scripts made by students and ensure alignment with the issue.	Evaluate relevance of the action plan to local context and sustainability goals.	Provide feedback on content accuracy and delivery.
Presentation (1 lesson)	Teams present their findings and proposed solutions.	Teams showcase their product designs and research outcomes.	Teams present pollution findings and proposed solutions.	Teams show their cartoons with recorded audio to address the issue.	Teams present their action plans, linking themes to sustainability pillars.	Teams present videos explaining their chosen artifact and its context.

Participants

The study involved a group of 20 third-year pre-service English teachers from the Department of Foreign Languages and Translation at Korkyt Ata Kyzylorda University, specializing in 'Foreign Language: Two Foreign Languages.' The experimental group was divided into four teams, fostering collaboration and engagement in the learning process while working on different projects. In order to ensure a balanced mix of academic abilities across the groups and prevent one group from being significantly stronger or weaker than others I used an intentional sampling method. It secured a fair and effective distribution of participants in the teams.

Procedure

Students from the experimental group were given the same research project question, the same amount of time to work on it, and the same deadline for submission. Groups were assigned to research three projects in Chemistry and 3 in Biology, spending seven lessons, that is, 2 weeks for each project. This period included planning, research, discussions, and presentations, which all team members delivered to the group. It also included a question-and-answer session with the other groups and the teacher's comments on the project. The activities conducted during the project were primarily in English.

Results and Discussion

The primary aim of this descriptive analysis is to evaluate the effectiveness of the project-based CLIL course in enhancing student learning outcomes. Observations were categorized into four key aspects: motivation, language proficiency, engagement and collaboration, and critical thinking skills. These four key aspects have been explored in previous studies, such as motivation [9, 10], language proficiency [1], engagement and collaboration among students [11], and critical thinking skills [10]. These categories were carefully selected to capture the cognitive and affective dimensions of student learning within the CLIL framework, offering a comprehensive perspective on the method's impact. To further refine the analysis, positive and negative behaviours within each category were systematically documented throughout the course, revealing trends, challenges, and opportunities for improvement.

Over 15 weeks, I conducted observations and took notes during the implementation of the project-based CLIL. The observation focused on classroom interactions, group discussions and individual reflections that offered valuable qualitative grasp. Students' behaviors were systematically categorized using predefined criteria aligned with the study's objectives. A structured coding scheme ensured consistent and reliable analysis and enabled an accurate evaluation of the observed data.

The idea for conducting this research arose from two years of experience teaching the same discipline to two or three groups or subgroups. It was a demanding process that required explaining complex linguistic content and, more importantly, engaging and motivating students to overcome their discouragement and fear of studying non-linguistic subjects in English. The first lesson always explained why the course was necessary, especially since many students disliked subjects like Chemistry, Physics, and Biology, which was why they chose the Humanities field. The situation became more challenging when we began working with textbooks that were filled with symbols, numbers, and formulas. It was especially difficult for students with lower grades who struggled to use English in Chemistry or Biology. So they were quiet and disengaged for most lessons, except when I prepared leveled texts and tasks to help them and real-life topics

to discuss by delivering presentations. Consequently, by researching academic articles written by authors mentioned in the literature review, I developed the idea to implement a different method, moving away from the traditional approach that allows my students to improve their language skills in learning Chemistry and Biology by making it both enjoyable and motivating for all the students notwithstanding their level of English language proficiency.

Motivation. I first noticed that all the students were demotivated and looked perplexed, wondering how Chemistry and Biology would be taught to language major students. As third-year students, they did not take the CLIL course itself. Motivation increased significantly by the second week, particularly after clear project plans were established and experienced students from the academic mobility program actively engaged with other students. Students with prior international academic experience were notably more motivated throughout the course. In contrast, many students initially showed low motivation, particularly those more accustomed to traditional teaching methods. They were motivated when they knew they were doing the right thing without the teacher's interference, feeling a sense of self-satisfaction and self-worth (See Table 2). The positive impact of autonomy and opportunities for self-expression indicates that students thrive when they have a sense of ownership in their learning process. It shows that it is important to balance support with future independent learning opportunities.

The two most motivating projects were a performance-based project, where teams created audio for a cartoon, and an experiential project, where students explored artifacts and acted as guides at the Kyzylorda Regional Museum. In the former, students were highly motivated by the opportunity to create audio for a cartoon, as it combined their creativity with the use of IT tools they had rarely experienced in language acquisition or during lessons before. Narrating cartoons in a foreign language added an exciting challenge. Because students had to act, change their voices, and bring characters to life. The project was enriching at the same time, as it required careful attention to the script's pronunciation and translating ideas from Kazakh or Russian into English. Groups were free to choose any cartoon but were asked to address environmental issues. However, some projects focused on topics the students found more interesting or wanted to share with their teachers instead. https://youtu.be/hHZFulCTHWg, https://studio.youtube.com/video/JhI3xJKpm1A/ https://youtu.be/BhsA3-hCHoM The latter, visiting the Kyzylorda Regional Museum was a unique experience for the students, as they had never participated in a field trip like that before. Taking on the role of a guide in a foreign language and doing it in front of the camera made them feel accomplished and provided a memorable way to apply their knowledge in a real-world context. https://youtu.be/yXK8bhKPLe0, https://youtu.be/uT_WnTJDM50, https://www.youtube.com/watch?v=l3wEqLoXjKQ All of the students were highly excited about creating something special and unique. I could see it when we watched the videos during the presentation lessons. The students'

excitement was evident when we watched their videos during the presentation lessons, as they looked proud of creating something truly special and unique.

The initial low motivation among most students could be attributed to the absence of CLIL and a lack of familiarity with PBL methodologies. Hence, the discipline of 'CLIL' which is all about its methodology, is taken away from the EP (Educational program) of the class 2021, which caused the unawareness and absence of knowledge about this particular methodology among the groups EL (English Language) -21-1,3,5,7 (See Table 2.). These approaches require higher levels of student autonomy and problem-solving, which can be challenging and time-consuming without clear guidance early on. Resistance to new methods likely stemmed from their preference for traditional teaching practices, such as reading, translation, completing exercises related to the text, and retelling it, which they found more predictable and more manageable to perform (See Table 2).

Language Proficiency. CLIL integrates both language acquisition and subject learning. However, as CLIL is studied from the perspective of language learning primarily in this research, it is crucial to note that all language skills (speaking, reading, vocabulary, writing, and listening) are considered. For instance, during the observation, oral language learning skills improved more than written ones. Speaking fluency and vocabulary enhancement were observed in both high- and low-graded students; this improvement was especially noticeable when teachers or peers did not correct mistakes. I asked the students not to laugh and correct each other's grammar and pronunciation errors. Consequently, students' confidence increased while communicating or expressing their ideas despite some linguistic inaccuracies (See Table 2). This growth can be linked to the "Performance-based project", where students applied their creativity and communication skills in real-world contexts like voiceover work. The "Inquiry-based project" also encouraged students to explore and present ideas without fearing making mistakes. In the "Problem-solving project", speaking fluency reached its peak, as students collaborated to resolve local ecological problems by creating an eco-friendly product. This effort not only improved speaking and communication skills by sharing life hacks learned from their parents and grandparents but also played a key role in building confidence. These types of projects helped students develop speaking fluency and define the words when the exact term was unknown, as they gained experience working through challenges in a collaborative and supportive environment.

Additionally, translanguaging between English, Kazakh and Russian languages was permitted. It was particularly evident when sharing background knowledge about local culture, indicating that students were comfortable contributing in areas where they had expertise, even if their English was limited. For example, a student from the Aral region told her grandmother stories about the ecological condition and how the number of different species of fish and

vegetation used to cure certain diseases disappeared from the area. Furthermore, the Aral Sea disaster had a profound impact on the locals, affecting them materially, physically, and spiritually, and it was the worst. The second student told how her grandparents warned them about hunting on 'saiga' and various myths about their curse. In Chemistry, a student talked about using the chemical element 'lead' to heal stuttering caused by fear of something and its good results. Another student discussed the usefulness and protection of 'gold' from the evil eye (See Table 2). The improvement in speaking fluency over time, facilitated by a relaxed approach to grammar correction, underscores the value of creating a low-pressure environment for all language lessons and should be considered by the teachers. As a result of 15 weeks of observation, I can conclude that by focusing on communication rather than accuracy, students became more eager to speak up despite the linguistic challenges. CLIL approach, combined with projects that required research and working with scientific sources, led to the enhancement of reading skills, the translation of numerous texts, and the acquisition of a significant amount of new vocabulary.

Engagement and Collaboration. Overcoming linguistic barriers and being able to communicate in English led to increased engagement. Because students became more comfortable with teamwork, particularly after group reshuffling based on their preferences. Group reshuffling occurred due to a misunderstanding and disagreement between five students from three different teams during planning and discussions, as they were unable to find a common language or get along with each other. Later, I found out that the whole group is generally divided into several subgroups and has a particular circle of communication among each other. Regarding collaboration, it extended outside the classroom without the teacher's intervention (See Table 2). In particular, while doing voiceovers for cartoons, preparing guiding videos in the museum, and making presentations. Collaboration reached its peak during the project "Introduction to the Four Pillars of Sustainability". Students from the same regions worked together to research and gather information about local environmental issues. This project explored how the four pillars of sustainability could be applied to address regional environmental challenges. The students were very interested in this project because they wanted their region to develop sustainably. As mentioned above, less academically confident students were hesitant to participate in group tasks. Over time, restructured teams balanced group dynamics, leading to more productive outcomes. Effective collaboration emerged when groups were optimized and students were given space to take the initiative. After the explanatory lesson, I only gave feedback when asked for it. Other times, I let the students use their imagination and creativity, supporting their ideas without restrictions. No illegal or rule-violating activities were proposed. Early misunderstandings within teams diminished as they adjusted to the group work dynamic.

The initial hesitancy of less proficient students to participate in group tasks

can also likely be linked to insecurities about their abilities and lack of experience with collaborative learning. Misunderstandings within teams suggest that clear expectations for group roles and communication may not have been established early on, as they were sometimes instructed to work in teams. The extension of collaboration outside the classroom without teacher intervention indicates a growing sense of responsibility and ownership among students. Considering the above-mentioned shift in students' engagement and collaboration, I can say that given the right conditions, students can adapt to collaborative work and even exceed expectations.

Critical Thinking Skills. The welcoming ambiance created by collaborative work triggered the advancement of students' critical thinking skills. It was mainly observed in learning to listen, respect, and evaluate diverse opinions without shouting or fighting. There were five students, three of whom studied in Poland and the other two in South Korea, who participated in a semester-long academic mobility program and consistently demonstrated advanced critical thinking using examples from broader contexts. In contrast, others initially relied on dominant opinions or information from family, friends, and social media trends (See Table 2). To demonstrate, these students stated that stereotypes about various aspects, such as nations, cultures, and customs, can be both helpful and harmful. The usefulness is based on situations where expectations are met, making them easier to deal with. On the other hand, judging things according to stereotypes can worsen issues and lead to misunderstandings between different people and cultures. Consequently, studying abroad improves not only intercultural competence in students but also critical thinking abilities, which result from the diversity of perspectives and opinions. Their contributions likely served as a model for other students, and that facilitated the development of these skills across the group. As a result, independent analysis gradually replaced conformity as students developed critical thinking skills by learning from one another. However, this progression was slower for those less exposed to diverse viewpoints. Besides, many students relied on informal-digital sources and showed the lack training in critical thinking. This might be because they had little practice in evaluating different perspectives or making arguments based on evidence in other lessons. I had to remind them to use reliable sources, such as scientific articles, book chapters, or official government websites, and to provide references for the information they used. For example, one student said the life expectancy for men in Kazakhstan was 50 and 65 for women, but when we checked Wikipedia, it showed 69 and 77.9. These activities helped improve critical thinking by the end of the course, primarily through repeated practice and group discussions where students asked detailed questions about the information.

The problem-solving project, where students designed eco-friendly chemical products, helped develop their critical thinking skills. They analyzed environmental problems, brainstormed solutions, and evaluated their designs,

encouraging creativity. Their products included natural dishwashing cleaners made with baking soda, antibacterial cleansers for bathrooms and kitchens that utilized vinegar, organic fertilizers derived from fruit and vegetable waste, and eco-friendly shopping bags crafted from textiles. The inquiry-based project, where students explored the chemistry of environmental pollution, fostered critical thinking, encouraging them to ask meaningful questions and seek answers. As part of the project, students also investigated practical methods to address local pollution issues in Kyzylorda region, Kazakhstan, such as radiation and air pollution from the oil and gas industry, contamination from the Baikonur Cosmodrome, soil and water pollution caused by uranium production in Shieli, and the severe ecological impact of the shrinking Aral Sea. https://youtu.be/OY1ceJDyoMM, https://youtu.be/AiV8Dt2q_1U, https://youtu.be/sg04B5rNFWA

Table 2 - Aspects of motivation, language proficiency, engagement and collaboration, and critical thinking in project-based CLIL

Aspects/categories	Negative	Positive
Motivation	- perplexed by studying Chemistry in English (disliked and feared calculations)	- some highly motivated (students who studied abroad by academic mobility program)
	- low initial motivation (new project method, lack of clarity).	-motivation increased after clear plans were established (week 2).
	- interest driven by grades, not content.	- freedom to express opinions boosted motivation.
	- resistance to new methods (preferred traditional reading/translation).	- autonomy with minimal teacher interference.
	- difficulty relaxing and engaging.	
Language proficiency	- struggled to express in English (less academic students, translanguaging between languages)	- Improved speaking fluency (no teacher control, mistakes allowed)
	- limited specific vocabulary (translanguaging to Kazakh/ Russian)	
	- grammar less prioritized	
Engagement and collaboration	- hesitation (less academic students, quiet at first)	- effective student engagement, boosted productivity and project outcomes
	- some misunderstandings within teams (group reshuffling)	- collaboration extended outside class (without teacher insistence)
	- teams reestablished based on students' preferences considering academic level	
Critical thinking skills	- conformity to dominant student opinions (lack of critical thinking)	- by end of project, students learned to listen, accept, and respect others' opinions
	- critical thinking based on social media trends and examples	- academic mobility students showed better critical thinking skills

Conclusion

The analysis reveals that while project-based CLIL had some positive effects, such as enhancing students' speaking fluency and specific vocabulary by the end of the course, overall language proficiency did not improve significantly, particularly in writing, grammar accuracy, and listening. Although, motivation increased on average 4-5 students remained disengaged in some project work. In addition, students lacked the necessary skills and experience to conduct projects and research effectively which limited their full engagement with the PBL approach. Critical thinking was developed slowly, with students often relying on informal sources and struggling to think independently. However, students (without prior academic mobility experience) demonstrated improved critical thinking by the end of the course, highlighting that students require more time and practice to develop these skills fully. Positive outcomes were observed in fluency and critical thinking, particularly among individuals with prior experience in academic mobility. The separate disciplines found in the EP of the given specialty, such as 'CLIL' and 'Developing Critical Thinking Skills,' must be taught in earlier semesters to improve outcomes. Additionally, future PBL implementations in CLIL should include more structured guidance on research and project management, as well as focused support to enhance all language skills.

Implications and suggestions

1) Transitioning from traditional or book-based methods to innovative teaching approaches, such as PBL, requires step-by-step support to help students become accustomed to these unfamiliar processes. Clear structures and the involvement of experienced students can effectively boost the motivation of all learners.

2) Implementing translanguaging as a tool rather than a barrier could help less proficient students transition to using English in academic contexts more effectively. For instance, the discipline 'Teaching English Language on a Professional Approach (texts on natural sciences: Chemistry and Biology). Furthermore, students must have a specific vocabulary list and exercises focused on project topics to help with common issues related to specific terms.

3) Ensuring that groups are well-balanced in terms of skills and confidence levels from the beginning of the lessons can enhance engagement and productivity. Instructors or teachers should provide team-building activities and clarify roles to prevent misunderstandings.

4) Introducing critical thinking strategies early could accelerate skill development. Additionally, having experienced or advanced students mentor their peers can foster a supportive environment that encourages independent thinking.

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«SOFT CLIL» КОНТЕКСТІНДЕ ЖОБАЛЫҚ ОҚЫТУ ТИІМДІЛІГІН БАҒАЛАУ

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Аңдатпа. Білім алушыларға пәндік-тілдік интегративтік оқыту (ПТИО) сияқты бейтаныс әдіснамамен ғылыми пәнді (Химия, Биология) үйрету, сонымен қатар технологиялық тұрғыдан дамыған әлемнің адамдар арасындағы қарым-қатынасқа кедергі келтіретін қиындықтары осы зерттеуді жүргізуге түрткі болды. Зерттеу үштілді білім беру контекстінде жобалық оқыту әдісін қолдануға, болашақ ағылшын тіл мұғалімдерінің топтық талқылаулар мен шетел тілінде күнделікті өмір жағдайларына қолдануға және бұл пәнді меңгеру мен шетел тілін үйренуді қатар дамытуға бағытталған. Бұл зерттеу үшін ағылшын тілі мамандығында оқитын 20 студенттің ағылшын тілі дағдыларын бағалау мақсатында құрылымдық бақылау арқылы сапалық әдіс қолданылды. Бақылау барысында алдын ала анықталған көрсеткіштерге, соның ішінде мотивация, тілдік дағдылар, жоба барысында атсалысу мен ынтымақтастық және сыни ойлау қабілеттеріне назар аударылды. Зерттеуде қатысушылардың мінез-құлқын объективті түрде қадағалау үшін белгілеу парағы арқылы сипаттамалық талдау жүргізілді. Талдау нәтижесінде студенттердің сөйлеу еркіндігі мен сөздік қорын жақсарғанын, бірақ жалпы тілдік дағдылар, әсіресе жазу, грамматика және тыңдау салаларында шектеулі прогресс байқалғанын көрсетті. Көбіне студенттердің мотивациясы артқанымен, жобалық және зерттеу дағдыларының жетіспеушілігі кейбір студенттердің толық қатысуына және сыни ойлау дағдыларының дамуына кедергі келтірді. Салалық терминдердің жетіспеушілігінен туындаған мәселелерді шешуде, сөйлеу еркіндігін арттыруда және ынтымақтастықты дамытуда транслингвация өте пайдалы болды. Зерттеу барысында қолданылған жоба жоспарлары пәннің оқу бағдарламасына енгізіліп, пән оқытушылары сабақ жоспарымен сәйкес келетін нақты тақырыптарды таңдап, жобалық оқыту әдісін өз сабақтарында қолдана алады.

Тірек сөздер: пәндік-тілдік интегративтік оқыту, CLIL, жоба негізінде оқыту, PBL, шетел тілін үйрену, мотивация, сабаққа атсалысу, сын тұрғысынан ойлау

ОЦЕНКА ЭФФЕКТИВНОСТИ ПРОЕКТНОГО ОБУЧЕНИЯ В КОНТЕКСТЕ «SOFT CLIL»

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Аннотация. Методология предметно-языкового интегрированного обучения(ПЯИО)являетсяновойнаучнойдисциплиной,использованиекоторой при обучении студентов представляет собой сложную педагогическую задачу. Основанием необходимости проведения исследования также послужили вызовы современного технологического общества, влияющие на характер коммуникаций. Исследование проводилось на проектной группе студентов численностью 20 человек обучающихся специальности учителя английского языка посредством наблюдения, оценки и структурирования воздействия ПЯИО на уровень владения английским языком. Фокусом исследования являлось использование методов проектного обучения, посредством которых, будущие учителя английского языка вовлекались в групповые обсуждения и реальные коммуникативные ситуации с использованием иностранного языка в условиях трех язычной образовательной среды, с целью содействия в усвоении предметного содержания, а также формирования иноязычной коммуникативной компетенции. В качестве индикаторов наблюдения были выбраны: мотивация, языковая компетенция, вовлеченность, коллаборация и критическое мышление. Объективное отслеживание поведения участников осуществлялось посредством описательного анализа с использованием чек-листов. Обобщенный анализ показал, что использование проектного ПЯИО позволило улучшить беглость речи студентов и их словарный запас при ограниченном прогрессе общего уровня языковой компетенции в письме, грамматике и аудировании. Мотивация увеличилась у большинства студентов, и неполное вовлечение и развитие критического мышления отдельных студентов было связано с недостаточными навыками в проектной и исследовательской деятельности. Необходимо отметить, что применение транслингвации оказало помощь в решении проблем, связанных с нехваткой специфических терминов и улучшением беглости речи, отразившихся на улучшении показателей вовлеченности и коллаборации. Примененные в ходе исследования проектные планы могут быть использованы преподавателями при проведении занятий в рамках ПЯИО.

Ключевые слова: предметно-языковое интегрированное обучение, CLIL, обучение на основе проектов, PBL, изучение иностранных языков, мотивация, вовлеченность, критическое мышление

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