

UDC 81-139

IRSTI 14.07.07

<https://doi.org/10.48371/PEDS.2026.81.2.019>

PROJECT-BASED CLIL IN A TRILINGUAL CONTEXT: STUDENT PERCEPTIONS OF ENGLISH SKILL DEVELOPMENT AND MOTIVATION

*Baizhanova G.N.¹, Konyrbayeva S.S.²

*¹Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan

²Al-Farabi Kazakh National University, Almaty, Kazakhstan

Abstract. As English-medium and trilingual instruction expands across higher education in multilingual contexts such as Kazakhstan, understanding effective pedagogical approaches for language development becomes increasingly important. This study examines how project-based Content and Language Integrated Learning (CLIL) influences students' motivation and English language skill development and compares learners' perceptions with those of traditional/classical methods. The participants are third-year English-major students at Korkyt Ata Kyzylorda University in Kazakhstan, who took part in semester-long project-based CLIL classes with Chemistry and Biology as content subjects. A survey-based quantitative study was conducted, and data were examined using descriptive statistics and Pierson's correlation in SPSS. Findings show that students perceive project-based CLIL as beneficial for speaking and reading skills, with translanguaging practices supporting comprehension, while writing and listening showed comparatively lower gains. A strong positive correlation ($r = 0.690, p < .001$) between students' participation in collaborative projects and proficiency gains confirms the importance of interactive and engaging learning environments. It contributes to CLIL theory by foregrounding collaboration as a key component that has been undertheorized in existing frameworks. Despite limitations in sample size and short assessment duration, findings suggest that project-based CLIL with translanguaging elements strengthens both language-learning outcomes and motivation. Practical guidance for curriculum designers and educators implementing CLIL in multilingual educational contexts is also provided.

Keywords: Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), translanguaging, foreign language learning, students' perceptions, research skills, language skills, motivation, multilingual education

Introduction

Kazakhstan seeks to integrate into the world educational and scientific community to reach the standards of industrialized nations, where English is the dominant language. In response, the Kazakh government introduced a trilingual education that emphasizes proficiency in Kazakh, Russian and English [1]. The importance of this study lies in its adoption of Content and Language Integrated Learning (CLIL), a methodology that fosters the simultaneous acquisition of

subject content and language skills. It is important to incorporate complementary innovative student-centered approaches, such as Project-Based Learning (PBL), and translanguaging to improve the effectiveness of CLIL [2]. PBL was implemented alongside CLIL by combining foreign language education with scientific disciplines, such as Chemistry and Biology, at a regional educational institution to boost the effectiveness, learner engagement and overall output of the teaching and learning process.

Key to the success of such methodologies is the development of the main language skills. Reading, writing, listening, and speaking, based on communication and comprehension [3], each contributes distinctly to overall ability. Motivation also plays an important role in inspiring learners to stay engaged and persist in their learning efforts [4].

Relying on this foundation, CLIL uses various methods that promote active learning and engagement. Instead of focusing on traditional language instruction, it stresses learning through context [5]. By using authentic materials and real-life situations, CLIL creates a captivating learning experience that helps students connect language acquisition with practical use. Coyle, Hood, and Marsh [6] identify four connecting principles, Content, Communication, Cognition and Culture (4Cs), as the central framework of CLIL. Students develop subject knowledge (Content) while using language as a means of Communication, building critical thinking (Cognition), and cultivating intercultural awareness (Culture). To achieve these aims effectively, CLIL uses scaffolding techniques in which teachers provide planned support through visual aids, language tasks, and repetition to improve content understanding and language acquisition [7].

Similarly, PBL emphasizes student-centered learning, engaging students in real-world tasks and collective work through problem-solving, exploring new topics, and applying them in practice. In the context of language acquisition, PBL improves communication skills as students use the target language to collaborate, conduct research and present their findings [2, 8]. This interactive method improves language proficiency and builds critical thinking, creativity, and teamwork which makes learning meaningful and engaging [2]. Both PBL and CLIL are student-centered pedagogical approaches that foster engagement and interdisciplinary learning. In PBL, students work on real-world problems over an extended period [9], which stresses critical thinking, collaboration, and practical use of knowledge. The merging of these two methods magnifies the respective strengths. PBL's hands-on problem-solving activities match with CLIL's communicative approach, in which students use the target language as a means of learning and self-expression. Secondly, CLIL advances interdisciplinary connections by teaching content in a foreign language, while PBL integrates multiple disciplines, providing an integrated learning experience. Thirdly, both approaches are focused on real-world learning. CLIL situates the language use in content contexts, and PBL engages students with authentic, real-life problems, showing the practical relevance of language skills.

PBL and CLIL promote active learning, which can increase students' engagement and motivation. PBL allows students to work on authentic projects,

developing a sense of ownership and relevance in their learning. Similarly, CLIL integrates language learning with content subjects which makes learning more meaningful and applicable to students' lives [10]. Therefore, combining PBL and CLIL creates a purposeful learning setting that supports both language skill development and sustained motivation [8, 11]. Meyer's "CLIL Pyramid" highlights scaffolding and task-based learning as key elements of effective CLIL instruction and aligns with the project-oriented structure [12]. This approach involves real-world tasks that advance general language proficiency and specific skills (speaking and writing). Empirical studies have found that students in project-based CLIL settings improved motivation and engagement [2, 8, 13]. Collectively, these research works highlight the advantages of project-based CLIL in language education.

Despite growing interest in both PBL and CLIL their intersection is still underexplored. Existing literature tends to examine each approach in isolation, and the few studies that address their combined implementation adopt teacher perspectives or theoretical frameworks [8, 13]. Student perceptions of integrated PBL-CLIL approaches are particularly understudied. Especially, in multilingual, non-Western contexts, such as Kazakhstan, where a trilingual policy makes such integration both relevant and distinctive. Our research addresses the abovementioned gaps by investigating student perceptions of project-based CLIL in a soft-CLIL context at Korkyt Ata Kyzylorda University in Kazakhstan, where English is integrated with Chemistry and Biology as content subjects. Specifically, it evaluates the effects of project-based CLIL on students' English language skills (speaking, writing, listening, and reading) and motivation. The study provides evidence of the twofold benefits of this approach by examining both measurable outcomes and participant perceptions. Besides, it contributes to the development of effective language-teaching strategies. The findings present guidance for curriculum designers and teacher training programs in Kazakhstan and other comparable multilingual contexts where content-integrated language learning is a growing priority.

Materials and methods

The study uses a quantitative research design to examine the effectiveness of project-based CLIL in improving students' English language skills and motivation. It addresses two key research questions:

RQ 1: How does project-based CLIL impact students' overall English proficiency and specific language skills (speaking, writing, listening, and reading)?

RQ 2: How does student engagement in project-based CLIL activities influence their perceived improvement in language proficiency and motivation compared to traditional learning methods?

The following hypotheses guide the study:

The following hypotheses guide the study:

H1: Project-based CLIL improves students' overall English proficiency.

H2: Project-based CLIL is perceived as a more effective method for enhancing specific language skills (speaking, writing, listening and reading).

H3: Students perceive project-based CLIL as more engaging and motivating than traditional learning tasks.

H4: Students express preference for project-based CLIL over traditional instructional methods.

H5: Enjoyment in group projects is positively correlated with perceived language improvement.

The study involved 20 third-year English-major students from Korkyt Ata Kyzylorda University, Kazakhstan. The PBL methodology was integrated into the CLIL approach. Participants attended project-based CLIL classes over one academic semester, with the first half devoted to Chemistry and the second half to Biology. Both of them were taught through English as the medium of instruction. They were divided into 4 teams: 3 with 5 members and 1 with 6. Data were collected from 20 students, as two participants were persistently absent throughout the study period. Each student was assigned a task during the planning stage of a project to make sure that every member of the project team contributed. Their English proficiency levels ranged from B1 to C2, as determined by institutional placement records.

All participants provided informed consent before data collection and the authors maintained anonymity throughout the study.

Students completed three projects, 1 in Chemistry and 2 in Biology, interspersed with tasks completed under traditional instructional conditions covering the same curricular topics. They enable students to make perceived comparisons between the two approaches. The Chemistry project (Alternative energy sources) required one representative from each team to draw lots to select a subtopic from the following options: solar, wind, bioenergy, or hydroelectric power. Teams then conducted research, held group discussions in English, and delivered final presentations of their findings. The first Biology project required student teams to create and record an audio track for an animated cartoon addressing a local environmental issue. This task integrated scientific content (ecology) with creative linguistic expression. Scriptwriting, narration and recording were all conducted in English. The second Biology project involved a field trip to a local museum. Students documented the museum sections through written descriptions in English and produced a video presentation. These presentations combined content knowledge in Biology with cultural observation and multimodal language use.

There were three practical lessons per week for 15 weeks and one 'individual work with the teacher' each week for 10 weeks. Two practical lessons were dedicated to conducting project-based research, which included four stages:

- 1) discussion and planning;
- 2) gathering and analyzing information on the topic;
- 3) project development and production;
- 4) presenting results to the group.

A questionnaire was administered via Google Forms to collect data on students' perceptions of the project-based CLIL experience. The survey consisted of 30 mixed-format questions that included three types of items:

1) Likert-scale items to measure attitudes, motivation and perceived skill improvement (n=18),

2) binary (yes/no) items eliciting students' preferences between project-based CLIL and traditional instructional methods, and background information (n=5), and

3) multiple-choice items asking students to identify which of the four language skills (speaking, writing, listening and reading) was most significantly affected by the instructional approach (n=5).

Data were analyzed using IBM SPSS Statistics. Descriptive statistics (means, medians, standard deviations, and response distributions) were computed for all survey items to examine responses across the response hypotheses. To test H5, Pearson's correlation was computed between perceived enjoyment of project-based CLIL and (Q16) and language improvement (Q21). This combination of analyses enabled an examination of both the distributional patterns of students' self-reported perceptions and the relationships between key variables.

Results and discussion

This section presents findings from students' (n=20) survey responses regarding their experiences with project-based CLIL. The results are organized according to the study's five hypotheses. Descriptive statistics for all Likert-scale items are presented in

Table 1. Yes/no and multiple-choice item frequencies are reported within each hypothesis subsection.

Table 1 - Descriptive statistics for Likert-scale survey items

Survey item	N	M	SD	SD%	D%	Neu %	A%	SA%
Section 2. Perceived language proficiency improvement								
Q6: Project-based CLIL helped me improve my overall English proficiency	20	3.95	0.76	–	–	30.0	45.0	25.0
Q7: I feel more confident in my speaking skills	20	4.00	0.73	–	–	25.0	50.0	25.0
Q8: Project-based CLIL enhanced my listening comprehension	20	3.85	0.81	–	5.0	25.0	50.0	20.0
Q9: My vocabulary expanded significantly	20	4.05	0.76	–	–	25.0	45.0	30.0
Q10: I noticed improvement in my grammar	20	3.25	0.85	–	20.0	40.0	35.0	5.0
Q13: I noticed a significant improvement in my reading skills	20	3.90	0.45	–	–	15.0	80.0	5.0
Q14: I found it easier to learn grammar in context	20	3.65	0.59	–	–	40.0	55.0	5.0
Section 3. Student engagement								
Q15: I felt more motivated to participate in English lessons	20	2.0	4.00	0.73	–	–	25.0	50.0

Q16: Project-based CLIL made learning English more enjoyable than traditional methods	20	20	4.20	0.70	–	–	15.0	50.0
Q20: Project-based CLIL encouraged more responsibility for my learning	20	20	3.90	0.64	–	–	25.0	60.0
Section 4. Language skill development								
Q21: I feel that my language skills are improving through project-based CLIL activities	20	20	4.00	0.65	–	–	20.0	60.0
Q22: I became more confident in writing essays and reports	20	20	3.50	0.61	–	5.0	40.0	55.0
Q23: The projects required me to use English in real-life contexts	20	20	3.85	0.49	–	–	20.0	75.0
Q27: I was able to practice and improve my pronunciation	20	20	3.95	0.69	–	–	25.0	55.0
Section 5. Overall perceptions								
Q28: I would recommend project-based CLIL to other students	20	20	4.25	0.64	–	–	10.0	55.0
Q29: Overall, project-based CLIL was more effective than traditional methods	20	20	4.00	0.56	–	–	15.0	70.0

Note. M = mean; SD = standard deviation; SD% = Strongly Disagree; D% = Disagree; Neu% = Neutral; A% = Agree; SA% = Strongly Agree. Dashes (-) indicate 0% response rate for that category.

H1: Project-based CLIL improves students' overall English proficiency.

The survey results show that students generally perceived an improvement in their overall English proficiency following project-based CLIL instruction. Responses to Q6 yielded a mean of $M = 3.95$ ($SD = 0.76$) with 45% agreeing and 25% strongly agreeing. No students selected Disagree or Strongly Disagree and 30% remained neutral. The vocabulary expansion (Q9) received the highest mean among proficiency items ($M = 4.05$, $SD = 0.76$) showing that 75% of students agreed or strongly agreed. Reading improvement (Q13) yielded $M = 3.90$ ($SD = 0.45$) and 85% agreement or strong agreement. Grammar improvement (Q10) received the lowest rating among proficiency items ($M = 3.25$, $SD = 0.85$) with 20% of students disagreeing. When asked directly whether their overall English proficiency improved more with project-based CLIL than with traditional/ classic methods (Q11), 95% of students ($n = 19$) responded affirmatively, while 5% ($n = 1$) responded negatively.

H2: Project-based CLIL is perceived as more effective for enhancing specific language skills.

Two multiple-choice items were analyzed to investigate which specific language skills students found improved through project-based CLIL the most. Q12 asked which skill improved most during the course overall; Q26 asked which skill improved most specifically through project-based CLIL activities. On Q12, speaking was identified as the most improved skill by 60% of students ($n = 12$), followed by reading (25%, $n = 5$), writing (10%, $n = 2$), and listening

(5%, $n = 1$). On Q26 (which isolated improvement specifically attributable to project-based CLIL) speaking remained the most frequently selected skill (50%, $n = 10$) followed by reading (25%, $n = 5$), writing (20%, $n = 4$) and listening (5%, $n = 1$). Likert-scale items by skill area are consistent with these frequency distributions. The language improvement in Q21 yielded $M = 4.00$ ($SD = 0.65$) with 80% agreeing or strongly agreeing. Speaking confidence (Q7) showed an identical mean ($M = 4.00$, $SD = 0.73$). Pronunciation improvement (Q27) was rated similarly ($M = 3.95$, $SD = 0.69$). Reading improvement (Q13) showed $M = 3.90$ ($SD = 0.45$) with the lowest standard deviation across all items and it indicates high consensus. Listening comprehension (Q8) received $M = 3.85$ ($SD = 0.81$) while writing confidence (Q22) received the lowest mean among skill items ($M = 3.50$, $SD = 0.61$) with 5% of students disagreeing and 40% remaining neutral.

H3: Students perceive project-based CLIL as more engaging and motivating than traditional learning tasks.

Results show that project-based CLIL positively influenced students' motivation and their engagement in the project activities. The motivation item (Q15) yielded $M = 4.00$ ($SD = 0.73$) with 75% of students agreeing or strongly agreeing and none disagreeing. The enjoyment item comparing project-based CLIL to traditional methods (Q16) produced the second-highest mean in the survey ($M = 4.20$, $SD = 0.70$), and showed that 85% of students agreeing or strongly agreeing. Perceived responsibility for learning (Q20) yielded $M = 3.90$ ($SD = 0.64$) - 75% agreeing or strongly agreeing. When asked whether project-based CLIL increased their interest in learning English outside of class (Q18), all 20 students (100%) responded positively. Regarding the aspects of project-based CLIL that most increased engagement Q19 was selected by the largest proportion of students (40%, $n = 8$), followed by group collaboration (30%, $n = 6$), creative projects (25%, $n = 5$), and real-world application (5%, $n = 1$).

H4: Students express a preference for project-based CLIL over traditional instructional methods.

Student preference for project-based CLIL over traditional methods was assessed through both a direct yes/no item and two Likert-scale items. On Q30, all 20 students (100%) indicated that, if given the choice, they would prefer project-based CLIL over traditional/ classical teaching methods. The recommendation item (Q28) had the highest mean of all Likert items in the survey ($M = 4.25$, $SD = 0.64$), with 90% of students agreeing or strongly agreeing that they would recommend project-based CLIL to other students. All 20 students (100%) also reported that project-based CLIL helped them develop better English communication skills (Q25).

H5: Perceived enjoyment of project-based CLIL is positively correlated with perceived language improvement.

Pearson's correlation was computed between students' perceived enjoyment of project-based CLIL versus traditional methods (Q16) and their perceived language improvement (Q21). The analysis disclosed a correlation ($r = .690$, $p < .001$, $N = 20$), as presented in Table 2.

Table 2 - Correlation between project-based CLIL enjoyment and perceived language improvement

		Correlation between Project-based CLIL enjoyment and Perceived language improvement	Improvement
Q16. Project-based CLIL enjoyment	Pearson's Correlation	1	,690**
	Sig. (2-tailed).		,001
	N	22	22
Q21. Perceived language improvement	Pearson's Correlation	,690**	1
	Sig. (2-tailed).	,001	
	N	22	22

Note. ** Correlation is significant at the 0.01 level (2-tailed). Q16 = "I am actively engaged in project-based CLIL activities." (Likert 1–5). Q21 = "I feel that my language skills are improving through project-based CLIL activities" (Likert 1–5).

The strong positive correlation indicates that students who perceived project-based CLIL as more enjoyable than traditional instruction also tended to report greater improvement in their English language skills. This finding aligns with H5 and suggests the affective dimension of learning. Specifically, students' enjoyment in project-based CLIL is associated with their perceived improvement in language.

Discussion

This section interprets the findings in relation to the study's five hypotheses and links them with the reviewed theory on project-based CLIL, language skill development, and student motivation.

H1: Overall English Proficiency

The descriptive findings support H1 as the majority of students reported improvement in overall English language proficiency after the project-based CLIL intervention. Q6, Q11, and Q19 results indicate that project-based CLIL's contributed to their language development. These results align with prior research by demonstrating that the effectiveness of project-based CLIL in fostering language development. Yufrizal [11] provided empirical evidence that students in project-based CLIL settings show measurable proficiency gains, and the positive perceptions reported in the current study are consistent with that broader pattern of findings. The observed pattern can be explained through CLIL's theoretical dual focus on language and subject content, as articulated by Coyle, Hood, and Marsh [6]. By integrating PBL with CLIL the study reinforced the idea that students engage with language not only through explicit instruction but also through authentic academic and communicative tasks, which Banegas [5] identifies as central to effective CLIL implementation. This finding implies

that project-based CLIL instruction may benefit from supplementary grammar-focused activities.

H2: Specific Language Skill Development

The results support the H2 descriptively. Of the four skills, speaking is most frequently identified as improved in project-based CLIL intervention lessons. This finding aligns with CLIL's emphasis on communication as a primary learning tool [6] and with Meyer's [12] argument that task-based and student-centered learning enhances speaking fluency. Reading improvement was the second most frequent and the low standard deviation means that students agreed with each other. This is consistent with Harmer's [3] assertion that reading enriches vocabulary and comprehension. Conversely, writing and listening showed comparatively lower perceived improvement. Writing was the only skill item for which students expressed disagreement. Listening skills were lower than those of others. It might be due to the output-oriented project-based tasks used in this study. Findings suggest that project-based CLIL may need to incorporate structured writing assignments and targeted listening activities to achieve balanced skill development.

H3: Motivation and Engagement

The findings give strong descriptive support for H3. Motivation scores were consistently high across multiple items with all 20 students reporting increased interest in learning English outside of class. This is a notable finding because out-of-class motivation is widely recognized as a predictor of long-term success in language acquisition.

The observed pattern is consistent with Dörnyei's [4] motivational framework. It emphasizes the importance of task relevance, learner autonomy, and active participation in sustaining motivation in language learning. Problem-solving tasks and group collaboration were identified as the most engaging aspects of project-based CLIL, a finding that aligns with Herrarte and Belouqui [8], who found that PBL in CLIL contexts enhances intrinsic motivation because students perceive learning as more authentic, relevant, and enjoyable than traditional instruction. The current study's results are consistent with these findings. The scaffolding provided through structured project stages (planning, information gathering, production and presentation) appears to have contributed to sustained engagement by offering students clear task structures within an otherwise open-ended learning environment, as emphasized by Ball, Kelly, and Clegg [7] and operationalized through Meyer's CLIL Pyramid [12], appears to have contributed to sustained engagement by offering students clear task structures within an otherwise open-ended learning environment.

H4: Student Preference

The findings support H4. The unanimous preference for project-based CLIL over traditional methods indicates that students' favorable perception of

this approach extends beyond passive satisfaction to an active endorsement. These results align with Herrarte and Beloqui [8] who found that students in CLIL environments using PBL demonstrated higher engagement and more positive attitudes toward language learning than those in traditional EFL settings. Bedeker et al. [10] further support this finding in the Kazakhstani context, highlighting that CLIL implementation that accommodates students' multilingual repertoires tends to elicit more positive student perceptions, as demonstrated in this study through translanguaging practices.

H5: Enjoyment and Perceived Language Improvement

The strong positive correlation between perceived enjoyment of project-based CLIL and perceived language improvement ($r = .690, p < .001$) provides the study's direct quantitative evidence of an association between affective and linguistic dimensions of project-based CLIL learning. Those students who found project-based CLIL more enjoyable than traditional instruction also reported significantly greater improvement in their English language skills. It suggests that what is generated by this approach is not merely affective but meaningfully linked to perceived language outcomes. This finding has both theoretical and practical significance. Theoretically, it supports Dörnyei's [4] argument that positive affective engagement serves as a motivational catalyst for language acquisition. When students enjoy the learning process they are more likely to engage actively in communicative tasks. They also produce more spoken language and thereby accelerate perceived language development. This is also consistent with CLIL's communicative orientation [6] and with Herrarte and Beloqui [8] finding that project-based tasks in CLIL contexts are perceived as more enjoyable than traditional instruction, leading to greater language engagement. Practically, the correlation underscores the importance of designing project-based CLIL experiences that prioritize student enjoyment not as a supplementary but as a pedagogically significant factor. Collaborative, problem-solving and creative tasks identified by students as the most engaging aspects of project-based CLIL, appear to create the affective conditions under which spoken language development is most likely to be perceived as occurring. Educators implementing project-based CLIL should therefore attend carefully to the enjoyment dimension of task design, ensuring that projects are not only linguistically demanding but also intrinsically motivating.

These findings contribute to the growing body of empirical evidence by supporting the integration of PBL and CLIL in multilingual educational contexts [2, 13] and extend this evidence to a specific Kazakhstani university context where trilingual policy makes such integration both nationally relevant and pedagogically distinctive. The study also provides preliminary evidence that translanguaging practices within a project-based CLIL framework may support student comprehension and engagement, consistent with Karabassova and San

Isidro's [1] findings on teacher perceptions of translanguaging in Kazakhstani CLIL classrooms.

For educators and curriculum designers in Kazakhstan and other multilingual contexts the findings suggest that project-based CLIL with structured collaborative tasks is a promising instructional approach for enhancing English language skill development. Particularly speaking and sustained motivation. However, lower perceived gains in writing and listening skills, along with lower grammar ratings, indicate that project-based CLIL alone may not achieve balanced proficiency development. It should be complemented by targeted instructional support in these areas.

Limitations

There are a couple of limitations despite the promising results of project-based CLIL. First, the small sample size from a single institution limits the generalizability of the findings. Second, the absence of a control group means that comparisons with traditional methods reflect students' self-perceptions rather than experimentally controlled groups. Future research with larger and more diverse samples, longitudinal designs and proficiency measures would strengthen the evidence base for project-based CLIL in a multilingual higher education context.

Conclusion

The study investigated the effectiveness of project-based CLIL in enhancing English language skills and motivation. The findings indicate that students perceived this approach as more effective and engaging than traditional/classical instructional teaching methods. Across all five hypotheses, descriptive results pointed in the same direction: students reported gains in overall English proficiency, identified speaking as the skill most significantly enhanced. They also expressed high motivation and engagement unanimously preferred project-based CLIL over traditional methods, and demonstrated a strong positive association between enjoyment of project-based CLIL and perceived language improvement. These findings suggest that project-based CLIL creates a learning environment in which the affective and linguistic dimensions of language learning reinforce each other. Hence, collaborative and problem-solving tasks serve as the primary catalysts for both engagement and perceived oral language development.

The use of translanguaging practices that allow students to draw on their Kazakh, Russian and English supports comprehension and engagement within this multilingual framework. At the same time, it is consistent with the institution's trilingual educational policy.

The study contributes to knowledge across four dimensions as summarized in Table 3.

Table 3 - Summary of study contributions and implications

Dimension	Contribution	Implication
Theoretical	Extends CLIL's 4C framework by foregrounding enjoyment and collaboration as affective-linguistic mechanisms linking motivation to perceived speaking gains	Future CLIL theory should incorporate affective engagement as a discrete component alongside Content, Communication, Cognition, and Culture
Empirical	Provides survey-based quantitative evidence from a Kazakhstani trilingual university context, where project-based CLIL research remains scarce	Establishes a data-driven baseline for future comparative and longitudinal studies in Central Asian higher education
Practical	Identifies speaking and reading as the skills most enhanced by project-based CLIL, and writing and listening as areas requiring supplementary support	Curriculum designers should pair project-based CLIL with structured writing assignments and targeted listening tasks for balanced skill development
Policy	Demonstrates student-perceived effectiveness of project-based CLIL with translanguaging in a trilingual-policy context (Kazakh–Russian–English)	Supports the adoption of project-based CLIL at primary, secondary, and higher education levels within Kazakhstan's trilingual education framework

REFERENCES

- [1] Karabassova L., San Isidro X. Towards Translanguaging in CLIL: A Study on Teachers' Perceptions and Practices in Kazakhstan. // *International Journal of Multilingualism*. – 2020. – Vol. 20. – No. 2. – pp. 556–575. – DOI: <http://dx.doi.org/10.1080/14790718.2020.1828426>
- [2] Baizhanova G.N. Evaluating the Effectiveness of Project-based Learning in Soft CLIL Context. // *Bulletin of Ablai Khan KazUIRandWL, Series "Pedagogical Sciences"*. – 2025. – No. 3 (78). – p. 282-297. DOI: <https://doi.org/10.48371/PEDS.2025.78.3.018>
- [3] Harmer J. *The Practice of English Language Teaching*. – 5th ed. – London: Longman, 2007. – 310 p.
- [4] Dornyei Z. *Motivational strategies in the language classroom*. – Cambridge: Cambridge University Press, 2001. – 14 p. – DOI: <http://dx.doi.org/10.1017/CBO9780511667343>
- [5] Banegas D. L. Integrating Content and Language in English Language Teaching in Secondary Education: Models, Benefits, and Challenges. // *Studies in Second Language Learning and Teaching*. – 2012. – Vol. 2. – No. 1. – pp. 111–136. – DOI: <https://doi.org/10.14746/ssllt.2012.2.1.6>
- [6] Coyle D., Hood P., Marsh D. *CLIL: Content and Language Integrated Learning*. – Cambridge: Cambridge University Press, 2010. – 13 p.
- [7] Ball P., Kelly K., Clegg J. *Putting CLIL into Practice*. – Oxford: Oxford University Press, 2015. [Electronic resource]. - Access mode: URL <https://books.google.kz/books?id=jB0ZDQAAQBAJ&lpg=PP1&pg=PT6#v=onepage&q&f=false> [Date of access: 15.07.2025].

[8] Herrarte D.L., Beloqui R.L. The Impact of Type of Approach (CLIL Versus EFL) and Methodology (Book-Based Versus Project Work) on Motivation. // *Porta Linguarum: Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*. – 2015. – No. 23. – pp. 41-57. DOI: <https://doi.org/10.30827/Digibug.53737>

[9] Thomas J. W. A Review of Research on Project-based Learning. – San Rafael, CA: Autodesk Foundation, – 2000. – URL: http://www.bie.org/research/study/review_of_project_based_learning_2000

[10] Bedeker M., Ospanbek A., Simons M., Yessenbekova A., Zhalgaspayev M. ‘I Can Easily Switch to the Kazakh Language, also to the Russian language’: Reimagining Kazakhstani CLIL Implementation as a Third Space. // *Language, Culture and Curriculum*. – 2024. – Vol. 37. – No. 2. – pp. 121–138. – DOI: <https://doi.org/10.1080/07908318.2023.2245832>

[11] Yufrizal H. The Impact of Project-based CLIL on Students’ English Proficiency. // *Journal of Education and Learning (EduLearn)*. – 2021. – Vol. 15. – No. 1. – pp. 11–18. – DOI: <https://doi.org/10.11591/edulearn.v15i1.15692>

[12] Meyer O. Towards Quality CLIL: Successful Planning and Teaching Strategies. // *Pulso. Revista de Educación*. – 2010. – No. 33. – pp. 11–29. – DOI: <https://doi.org/10.58265/pulso.5002>

[13] Sengerbekova B., Smakova K., Avasi V. Project-based Learning (PBL) in a CLIL Classroom: The Case of Kazakhstan. // *SDU University Bulletin: Pedagogy and Teaching Methods*. – 2024. – Vol. 66. – No. 1. – pp. 6–20. – DOI: <https://doi.org/10.47344/sdubulletin.v66i1.1259>

ҮШТІЛДІ ОРТАДАҒЫ ЖОБАҒА НЕГІЗДЕЛГЕН CLIL: АҒЫЛШЫН ТІЛІ ДАҒДЫЛАРЫНЫҢ ДАМУЫ МЕН МОТИВАЦИЯСЫНА ҚАТЫСТЫ СТУДЕНТТЕРДІҢ ПАЙЫМДАУЛАРЫ

*Байжанова Г.Н.¹, Қоңырбаева С.С.²

¹Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан

²Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

Аңдатпа. Жоғары білім беру жүйесінде ағылшын тілін «оқыту тілі» ретінде пайдалану және үштілді білім беру Қазақстан сияқты көптілді контексттерде кеңінен таралуына байланысты тіл дамытудың тиімді педагогикалық тәсілдерін зерделеу барған сайын өзекті мәселеге айналууда. Зерттеу жобаға негізделген пән мен тілді кіріктіріп оқыту (CLIL) тәсілінің студенттердің мотивациясы мен ағылшын тілі дағдыларының дамуына қалай әсер ететінін зерттейді және білім алушылардың дәстүрлі оқыту әдістерімен салыстырғандағы пайымдауларын талдайды. Зерттеуге Қорқыт Ата атындағы Қызылорда университетінде оқитын ағылшын тілі мамандығының 20 үшінші курс студенті қатысты. Сауалнамаға арқылы жиналған сандық зерттеу деректері SPSS бағдарламасында сипаттамалық статистика және Пирсон корреляциясы арқылы талданды. Нәтижелер студенттердің жобаға негізделген CLIL-дің сөйлеу және оқу дағдыларын дамытуда тиімділігін, ал транслингвация тәжірибелерінің

түсінуді жеңілдететінін көрсетті. Ал, жазылым және тыңдалым дағдылары салыстырмалы түрде аз дамыған. Студенттердің жобаға негізделген CLIL-дан алған ләззаты мен сөйлеу дағдысының жетілуін субъективті тұрғыдан бағалауы арасындағы күшті оң корреляция ($r = 0,690$, $p < ,001$) интерактивті тіл үйрену ортасында аффективті қатысудың маңыздылығын айқындайды. Зерттеу CLIL теориясына, бар тұжырымдамалық негіздерде жеткілікті теориялануы орын алмаған ынтымақтастықты негізгі компонент ретінде бөліп көрсету арқылы үлес қосады. Іріктеме көлемі мен бағалаудың қысқа мерзімділігіне байланысты шектеулерге қарамастан, нәтижелер транслингвация элементтерін қамтылған жобаға негізделген CLIL-дың тілдік дағдылар мен мотивацияны нығайтатынын айғақтайды. Алынған деректер көптілді білім беру ортасында CLIL енгізетін оқу бағдарламасын жасаушылар мен педагогтарға практикалық нұсқаулар ұсынады.

Тірек сөздер: пәндік-тілдік интегративтік оқыту, жобалық оқыту, транслингвация, шетел тілін үйрену, студенттердің көзқарасы, зерттеу дағдылары, тілдік дағдылар, мотивация, көптілді білім беру

CLIL НА ОСНОВЕ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ В ТРЁХЪЯЗЫЧНОМ КОНТЕКСТЕ: ВОСПРИЯТИЕ СТУДЕНТАМИ РАЗВИТИЯ НАВЫКОВ АНГЛИЙСКОГО ЯЗЫКА И МОТИВАЦИИ

*Байжанова Г.Н.¹, Қоңырбаева С.С.²

*¹Қорқыт Ата атындағы Қызылорда университеті, Қызылорда, Қазақстан

²Казахский национальный университет имени Аль-Фараби,
Алматы, Казахстан

Аннотация. По мере расширения англоязычного и трёхязычного обучения в системе высшего образования многоязычных контекстах всё более актуальным становится изучение эффективных педагогических подходов к развитию языковых навыков. В настоящем исследовании рассматривается влияние CLIL на основе проектной деятельности (предметно-языкового интегрированного обучения) на мотивацию студентов и развитие их навыков владения английским языком, а также анализируется восприятие обучающимися данного подхода в сравнении с традиционными методами обучения. В исследовании приняли участие 20 студентов третьего курса специальности английского языка Кызылординского университета имени Коркыт Ата, которые посещали семестровые занятия по CLIL на основе проектной деятельности с использованием химии и биологии в качестве предметного содержания. Было проведено количественное исследование на основе анкетирования. Полученные данные анализировались с применением описательной статистики и корреляции Пирсона в программе SPSS. Результаты свидетельствуют о том, что студенты расценивают CLIL на основе проектной деятельности как особенно эффективный подход для развития навыков говорения и чтения. Практики транслингвации при этом способствуют пониманию учебного материала, тогда как навыки письма и аудирования демонстрируют сравнительно меньший прогресс. Выявленная сильная положительная корреляция ($r = 0,690$, $p <$

,001) между субъективной оценкой студентами удовольствия от CLIL на основе проектной деятельности и воспринимаемым улучшением навыков говорения подчёркивает значимость аффективной вовлечённости в интерактивных языковых образовательных средах. Исследование вносит вклад в теорию CLIL, выдвигая на первый план коллаборация как ключевой компонент, которому уделялось недостаточно внимания в существующих концептуальных рамках. Несмотря на ограничения, связанные с объёмом выборки и непродолжительностью периода оценивания, полученные результаты указывают на то, что CLIL на основе проектной деятельности с элементами транслингваций способствует как повышению эффективности языкового обучения, так и росту мотивации. Представленные выводы предлагают практические рекомендации для разработчиков учебных программ и преподавателей, реализующих CLIL в разнообразных многоязычных образовательных контекстах.

Ключевые слова: предметно-языковое интегрированное обучение, проектное обучение, транслингвация, изучение иностранных языков, восприятие студентов, исследовательские навыки, языковые навыки, мотивация, полиязычное образование

Received / Мақала түсті / Статья постуила: 24.11.2025

Accepted: / Жариялауға қабылданды / Принята к публикации: 26.06.2026

Information about the authors:

Baizhanova Gulnur Nurymbekkyzy – PhD Doctoral student, Korkyt Ata Kyzylorda University, Kyzylorda, Kazakhstan, ORCID: <https://orcid.org/0000-0001-9223-8048>, e-mail: Nurymbekkyzy@korkyt.kz

Konyrbayeva Sarash Sahiyevna – Doctor of Pedagogical Sciences, Associate Professor, Al-Farabi Kazakh National University, Almaty, Kazakhstan, ORCID: <https://orcid.org/0000-0003-3497-990X>, e-mail: Pedsheberlik@mail.ru

Авторлар туралы мәлімет:

Байжанова Гүлнұр Нұрымбекқызы – докторант, Қорқыт Ата атындағы Қызылорда университеті Қызылорда, Қазақстан, ORCID: <https://orcid.org/0000-0001-9223-8048>, эл.пошта: Nurymbekkyzy@korkyt.kz

Қоңырбаева Сараш Сахиевна – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, Әл-Фараби атындағы Қазақ Ұлттық Университеті, Алматы, Қазақстан, ORCID: <https://orcid.org/0000-0003-3497-990X>, эл.пошта: Pedsheberlik@mail.ru

Информация об авторах:

Байжанова Гулнур Нурымбекқызы – докторант, Кызылординский университет имени Кorkyt Ата, Кызылорда, Казахстан, ORCID: <https://orcid.org/0000-0001-9223-8048>, эл. почта: Nurymbekkyzy@korkyt.kz

Қоңырбаева Сараш Сахиевна – кандидат педагогических наук, ассоциированный профессор, Казахский национальный университет имени Аль-Фараби, Алматы, Казахстан, ORCID: <https://orcid.org/0000-0003-3497-990X>, эл.почта: Pedsheberlik@mail.ru