

Review
of the Doctoral Dissertation on the topic
“Developing Intercultural Communicative Competence through Project-
Based Learning in English Language Teaching”
submitted for the Degree of Doctor of Philosophy (PhD) in the specialty
“6D011900 - Foreign Language: Two Foreign Languages” by
Smakova Kymbat Mauletkarimovna.

The significance of intercultural communicative competence is widely recognized by methodologists and this explorative research reveals the issues concerning intercultural communicative competence development in Kazakhstani secondary schools. Moreover, the researcher has successfully identified the assessment of learners' intercultural communicative competencies as one of the most challenging aspects in methodology. Project-based learning is promoted here as one of the contemporary, participatory teaching methods that engages students into the constructivist process of the target language and can be productively applied in educational systems to assist learners to enhance the social and intercultural competencies for today's labor market. The topicality of this research is revealed through the fact that project-based learning implementation in foreign language classroom in Kazakhstani schools is still on the developmental stage and does not comply with the high-quality project-based components.

The thesis consists of introduction, three chapters, conclusion, references and appendixes. The first chapter of thesis introduces theoretical and methodological foundations of intercultural communicative competence development based on project-based activities. It explores a deep conceptual insight of shifts in pedagogical focus from content-based to competency-based approaches. The modelling of intercultural communicative competence development through PBL is comprehensively presented in second chapter to provide operational frameworks and a solid foundation for the purpose of the current study. The third chapter presents the findings of the experimental part. It provides the diagnosis of intercultural communicative competence development within high-quality project-based learning, pre-post project investigations and the results of ICC assessment. It also describes the participants' viewpoints regarding the focus of the research and demonstrates the contribution and effectiveness of the high-quality project-based learning on the development of learners' ICC.

With the scientific purposes in mind, the present research was aimed at investigating the scientific and practical contribution of project-based learning to the development of learners' intercultural communicative competencies in secondary education. The constructed hypothesis was confirmed by the experimental project, achieving the positive results. Thus, I strongly believe that this research can be widely used and bring a valuable contribution for educators and learners as well as it can be served as a guideline to promote and assess learners' intercultural competence development in foreign language teaching in secondary schools.

Reviewer: Doctor of Pedagogical Sciences
Professor, Kyrgyz National University
named after J. Balasagun

