

Review of Doctoral Thesis

submitted for the degree of Doctor of Philosophy (PhD) within the
specialty 6D011900 "Foreign language: two foreign languages"
at Suleyman Demirel University, Almaty, Kazakhstan

Title: Developing Intercultural Communicative Competence through Project-Based Learning in English Language Teaching

Author: Smakova Kymbat Mauletkarimovna

Supervisor: Prof. Aybarsha Islam

I thank you for the invitation to review the Ph.D. thesis of Mrs. Kymbat Smakova. In my opinion, the thesis meets the requirements for gaining the Ph.D. degree in the specialty 6D011900 "Foreign language: two foreign languages". I arrive at this conclusion having carefully examined the thesis and submit, herein, the review report as requested.

The topic of the study – 'Developing Intercultural Communicative Competence through Project-Based Learning in English Language Teaching' – is highly significant for and especially relevant to the context of Kazakhstan given the recent introduction of the 'Trinity of Languages' project and state language policy which necessitate the advancement of intercultural communicative competence (ICC). Foreign language education in Kazakhstani state secondary schools is an under-studied context, thus the research project is valuable in that it addresses a contextual gap in the field.

Furthermore, the author has succeeded in identifying, critically analyzing, and synthesizing relevant scientific literature. This has resulted in her identifying theoretical, knowledge, and evidence gaps in the field and in developing fresh and innovative methodological frameworks (High-Quality PBL Model) to address those gaps.

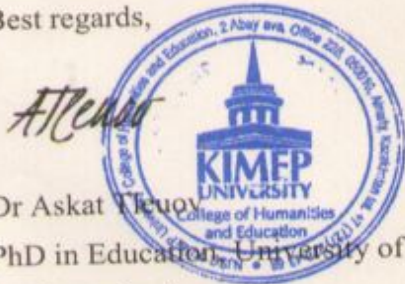
The highly elaborate mixed methods research design (a case study incorporating both qualitative and quantitative methods and data) developed and implemented by Mrs. Kymbat Smakova is a fitting testament to her research skills and is another evidence that she is well-prepared to operate as an independent researcher in academia. The research design has enabled the exploration of emic perspectives of both teachers and students in relation to the phenomenon.

The study offers important findings and implications. In particular, the development of the assessment tools for ICC development on the basis of High-Quality PBL will attract interest of EFL practitioners and researchers across contexts.

The content and the structure of the thesis corresponds to the principles and requirements of the Control Committee for Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan. It is well-written and coherently organized.

Based on these considerations, I strongly believe that the original scientific work produced by Mrs. Kymbat Smakova is worthy of the degree of Doctor of Philosophy (PhD) in 6D011900 - "Foreign language: two foreign languages"

Best regards,



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