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The Application of Project-Based Learning to CLIL Lessons in the High School English Program

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ABSTRACT

English has become an international language, widely used in business, academia, and tourism. Many people learn English as a second language to improve their employment prospects and communication skills. Therefore, the education sector has focused on enhancing the value of English. New teaching strategies have been applied at different educational levels. Along with that, at the high school level, the development of soft skills such as teamwork, project management, communication, and problem-solving skills is limited. This study aims to determine whether the Project Based Learning (PBL) method should be applied to Content and Language Integrated Learning (CLIL) lessons to improve the soft skills for 10th-grade students. Data was collected through questionnaires and surveys with 30 participants from a high school in Vietnam. The results showed that students' soft skills improved after applying PBL to CLIL lessons. Student feedback was generally positive, and suggestions to reduce barriers to adopting these methods were offered to increase effectiveness and widespread adoption.

Keywords*: Project Based Learning (PBL), Content and Language Integrated Learning (CLIL), Soft skills, 10th-grade students.*

I. INTRODUCTION

English is an international language used for communication, social, cultural, and economic connections. It is widely used in fields like advanced studies, business, technology, finance, engineering, medicine, tourism, and education. As a result, English is now taught and learned as a second language worldwide. As stated by Maulidar et al. (2019), it is critical to assess the effectiveness of the teaching process in order to use the right learning tactic. The method employed in this ought to be able to grab the pupils' interest. Additionally, developing a learning strategy is the first step toward applying the proper approaches, strategies, and tactics for

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managing the classroom to accomplish effective teaching that boosts pupils' academic performance, and facilitates their language proficiency (Bin-Tahir, 2016). However, current high school students' limited development of soft skills such as teamwork, project management, communication, and problem-solving hinders work performance and knowledge acquisition, leading to confusion, lack of confidence, and poor decision-making.

Besides methods for teaching such as think-pair-share, the jigsaw method, debates, group presentations, etc., one of the most effective methods is Project-Based Learning. It is a teaching method that began in the early 20th century has become a global success, helping students develop initiative, communication skills, critical thinking, and confidence for international work, beyond just learning English grammar and vocabulary. CLIL, a learning approach, encourages students to learn English through topics of interest, such as culture, society, science, and math ect. Students acquire language naturally through materials like videos, pictures, projects, and art, fostering flexible reflexes and holistic thinking. In some English high school textbooks, a CLIL lesson is designed in almost every unit. In this research, we chose to use the textbook English 10, published by Vietnam Education Publishing House with a CLIL lesson in each unit. We conducted a study entitled " The application of Project-Based Learning to CLIL lessons

in the High School English program" with the hope to improve 5 soft skills: teamwork, project management, communication, interpersonal, and problem-solving for students.

(A) Literature Review

1. Project-Based Learning

Project-based learning (PBL) is a student-centered educational method that uses practical actions to investigate interesting topics, providing a comprehensive investigation compared to prescriptive lesson plans that guide students toward learning outcomes or objectives. According to Blumenfeld et al.(1991), the essence of Project-based Learning is that a question or problem serves to organize and drive activities; and these activities culminate in a final product that addresses the driving question. Kubiatko and Vaculová (2011) emphasize the importance of project-based learning in fostering active student engagement and openness through the creation of problems and inquiries. The project involves collaboration with students, based on their needs, interests, and intrinsic motivation, drawing inspiration from their environment and daily challenges.

There are three types of project-based learning approaches, which are often employed both exclusively and inclusively, along with other modes of teaching.

Challenge-based learning is a PBL approach that focuses on real-world issues, promoting teamwork, critical thinking, and knowledge application. It uses various sources like books, movies, case studies, newspapers, and publications. This approach encourages creativity, encourages active participation in education, and uses technology to enhance problem-solving, research, and interpersonal communication skills.

Place-based education is a learning technique that immerses students in their environment, surroundings, and social culture. It uses local heritage, culture, landscapes, opportunities, and experiences to study subjects like language arts, mathematics, social studies, and society. This approach fosters a sense of belonging and responsibility, incorporating real-world experiences and hands-on learning. Both challenge-based and context-based learning methods can apply to various subjects, driven by students' interests and goals.

Activity-based learning is a hands-on approach that encourages students to create meaning through manipulation and experimentation, promoting deeper understanding and the retention of knowledge. It promotes critical thinking and problem-solving skills. Interactive field trips can also be used to encourage creativity and independent thinking. This child-centered approach creates an enjoyable and memorable learning experience, unlike traditional problem-based or place-based learning.

PBL involves assigning projects to learners, requiring cooperation to create a product or presentation. Mirsha Garcia (2020) identifies three key components: authentic issues, students' voices, and essential questions or hypotheses, which are essential for effective PBL in class. Clark (2017) suggests that Project-Based Learning (PBL) classrooms differentiate from traditional classrooms by focusing on teamwork, student choice and voice, technology use, and public presentation. Teamwork helps students find solutions to problems, develop abilities, and apply knowledge in real-world situations. PBL projects encourage self-reliance, making students feel more in control. Technology use is crucial for accurate and creative project completion. Public presentations allow students to create impactful projects and share their findings with audiences, fostering motivation, responsibility, and management of the process. Along with the above components, S. Han & K. Bhattacharya (2001) said that time management is also a crucial element because PBL lessons provide students the chance to organize, look over, and consider what they have learned. In short, PBL fosters problem-solving skills, responsibility, and ownership of students' learning processes. It incorporates time management, allowing reflection and consolidation of knowledge, enhancing understanding of the subject matter.

II. CLIL

Content and Language Integrated Learning, which is known as CLIL, is a dual-focused educational approach that uses a second language for both language and content instruction (Coyle, D., Hood, P., & Marsh, D. 2010). This is an educational approach where students are taught a variety of subjects in a language that is not their first language or the primary language of instruction in the relevant educational system (Dalton-Puffer, C., & Nikula, T. 2014). By integrating the foreign language with the subject matter, students are able to develop both their linguistic skills and their understanding of the content being taught. CLIL, as described by Marsh, David, and D. Wolff (2007), is a content-based approach that focuses on academic disciplines or professions rather than everyday life or target language culture. Despite being scheduled as content lessons like science, geography, and music, CLIL classes still teach the target language as a subject in foreign language classes led by language specialists. Nonetheless, it can also occasionally be seen as a strategy for teaching foreign languages (Richards & Rogers 2001). CLIL promotes interrelated thinking skills, learning to learn, and metacognition through individual or group exercises, with the teacher acting as a facilitator, and using visual organizers and charts. These organizers come in a variety of forms and have linking elements (Hillyard, S. 2010).

The 4Cs framework, developed by Coyle, Hood, & Marsh (2010), emphasizes the importance of integrating content and language learning in CLIL programs.

- *Content:* CLIL's core content, including academic subjects like science, history, and mathematics, encourages learners to create their own knowledge, aligning with curriculum standards and objectives. It fosters curiosity, active learning, and motivation, ensuring students meet specific learning outcomes.

- *Communication:* CLIL emphasizes communication as a crucial learning component, allowing students to develop language skills in a transparent, accessible language for reading, writing, listening, and speaking. This deepens understanding, encourages meaningful discussions, and fosters collaboration among peers.

- *Cognition:* CLIL enhances students' thinking skills by analyzing content linguistically and thinking processes, stimulating critical thinking, problem-solving, and higher-order cognitive processes. It promotes deeper understanding, encourages using language as a learning tool, and fosters analytical thinking, creativity, and independent learning.

- *Culture:* CLIL programs emphasize the importance of understanding cultural contexts in language and content. They integrate cultural elements to develop students' language skills, cultural awareness, and sensitivity, preparing them for the globalized world by enabling effective communication and navigation in diverse settings.

III. SOFT SKILLS

The importance of education in a knowledge economy has grown in recent decades, leading to increased funding and support for educational initiatives. As technology and globalization continue to advance, the demand for highly skilled workers has also increased, making education more essential than ever for individuals to succeed in the workforce. Cimatti (2016) highlights the importance of soft skills in the workplace, which include social aptitudes, communication capability, friendliness, and teamwork abilities. These skills are crucial for effective communication, collaboration, and problem-solving, fostering strong relationships and a positive work environment. Developing soft skills alongside technical knowledge can significantly improve an individual's employability and success.

In this research article, the author chose 5 soft skills to do research: *communication, teamwork, project management, interpersonal, and problem-solving skills*. Soft skills shape personalities, and educators aim for graduates from tertiary education institutions to possess mature personalities with a well-rounded education (Schulz, B.,2008). The research employs five soft skills to enhance interpersonal interactions, project preparation, team communication, and problem-solving, promoting a positive work environment and fostering innovation and creativity.

- *Communication skill:* Effective communication involves transferring information orally or in writing, utilizing nonverbal cues, and attentive listening, and is crucial in personal and professional relationships. Practice is the key to developing effective communication abilities (Lavender, J.,2019). Effective communication enhances interpersonal relationships, collaboration, conflict resolution, and motivation, leading to improved performance (Sen, L., 2007).

- *Teamwork Skill:* Teamwork involves working together to accomplish tasks or achieve larger goals, requiring specific responsibilities and effective communication among team members. Effective teamwork also involves collaboration among team members to achieve common goals (Lavender, J.,2019).

- *Project management:* Project management involves starting, planning, overseeing, and concluding a team's work to achieve project goals within scope, time, and financing. It involves five phases: planning, carrying out, overseeing, and concluding. Effective project management requires strong leadership, communication, adaptability, and a deep understanding of the industry and project requirements.

- *Interpersonal skills:* Interpersonal skills are essential for effective communication with others or groups (Rungapadiachy, 1999). Personal connections are based mostly on communication, and relationships are judged by the way people communicate (Burleson, 2003). Effective communication is vital for building trust, resolving conflicts, and fostering understanding in relationships, and continuous development and improvement are essential for overall relationship quality.

- *Problem-solving skills:* The initial step in issue-solving is identifying and resolving the problem (Güçlü, 2003). Problem-solving skills, involving critical thinking, creativity, and analysis, are crucial for personal development and adaptability. They help individuals overcome obstacles, make informed decisions, and achieve goals effectively. Developing these skills enhances communication, collaboration, and productivity, making them essential at various career levels.

IV. RELATED STUDIES

In Vietnam, research about CLIL's enhanced opportunities for learners to learn L2 vocabulary in context-relevant settings, facilitated by teacher-student interaction and engaging debate, activating prior knowledge and linguistic skills by Oanh (2018).

According to Tien (2021), Project-based Learning is an effective teaching method that improves students' language and content knowledge, employability skills, and employability by letting them use English in authentic contexts through project tasks that call for negotiation, problem-solving, decision-making, work organization, and public speaking. Van Khanh (2015) highlights that Project-based Learning (PBL) empowers students to learn independently and alters their passive learning style, fostering critical thinking, problem-solving, accountability, self-reliance, and collaborative learning competencies essential for active learning. PBL provides a more engaging and interactive educational experience.

In the world, Sanz Navarro (2020) suggests that CLIL and PBL methods are beneficial for children's learning due to their emphasis on experimentation, communication in foreign languages, and motivation for debate, investigation, and reason. Both approaches complement each other, promoting an engaging and effective learning experience. According to Moreno

Casatejada (2023), project-based learning improves students' understanding of contextual subjects, language proficiency, and communication skills. Additionally, it increases their drive to learn, increases their attendance rates, and gets them ready for possibilities and challenges down the road.

Habul-Šabanović's research indicates that PBL and CLIL-like teaching methods in higher education can boost student motivation, enhance cognitively demanding content and language learning, and enable them to perform at their best in both linguistic and academic competence. These methods not only boost motivation but also allow students to engage with complex subjects, improve language skills, and showcase their full potential in academic and linguistic abilities.

It can be seen that, both domestically and internationally, some topics have had significant suggestions, helping English learners improve their soft skills so they can apply them to their studies. The use of PBL in CLIL classrooms enhances students' soft skills, including problem-solving, teamwork, project management, communication, and interpersonal skills. However, there are not many updated topics about improving all 5 soft skills as I just mentioned. Therefore, applying PBL to CLIL lessons to improve these 5 skills needs to be promoted and used to learn more.

(A) Materials & methods

a. Research design

The current study used a quantitative research design, with the aim to evaluate the impact of applying the PBL approach to CLIL lessons. Surveys were conducted to find out students' feedback on whether or not their soft skills had changed compared to theirs before and their attitudes toward applying these integrated methods.

b. Participants

A class of 30 10th-grade Biology students at Thai Nguyen High School for the Gifted Students were invited to participate in the study. The students were studying the textbook English 10 published by the Vietnam Education Publish House. They were working with unit 10 – Ecotourism with a CLIL lesson. All of them were required to carry out a project on the topic of *Ecotourism in three regions: North, Central, and South*. The final product was a video about Ecotourism in one of the three mentioned areas. After completing the project, they were asked to complete surveys to determine the changes in their soft skills and attitudes about the application.

c. **Data collection instruments**

Questionnaire number one: In the last meeting of the project, a questionnaire including 33 questions about 5 soft skills was distributed to students and they had 15 minutes to answer all the questions. The survey results were then evaluated and debated.

Questionnaire number two asked about students' attitudes after the process. The results of this survey were also analyzed.

The procedure of the project is as follows:

	Things to do	**Expected product**
Week 1	- Introduction, requirements, grouping, action plan. - Discuss and present a list of content to design a video. - Discuss and present the video name.	- An action plan. - List of content to design a video. - Group name and video topic name.
Week 2-3	- Collect photos and videos about eco-tourism areas. - Write scripts for introducing tourism areas. - Design videos. - Report work progress.	- Progress reports. - Scripts for the videos
Week 4	- Complete the video, and post it on social networks. - Presenting the video-making process and lessons from the project.	- A complete video. - Group presentation. - Evaluation of the products, group members' participation. - Vote for the most adoration video.

V. DATA ANALYSIS

1. Students Responses on five Soft Skills

After the project completion, we delivered the first questionnaire on the improvement of five soft skills. The percentage and frequencies are calculated and analyzed as below:

2. Teamwork Skills

Statements	CD (%)	D (%)	N (%)	A (%)	CA (%)	M	SD	Decision
1. I can interact more positively and flexibly with team members.	0	0	4 (13.3)	12 (40)	14 (46,7)	4.3	.69	High perception
2. I know how to work with other team members to achieve common goals more than before.	0	1 (3.3)	4 (13.3)	14 (46.7)	11 (36.7)	4.2	.79	High perception
3. While focusing on the assignment, I am still enthusiastic about helping my team members so they can also succeed.	2 (6.7)	0	7 (23.3)	10 (33.3)	11 (36.7)	3.9	1.11	Low perception
4. I always want to find the best solutions to the problems the team is facing.	0	2 (6.6)	5 (16.7)	12 (40)	11 (36.7)	4.2	.89	High perception
5. I better understand the benefits of teamwork, which is creating many new initiatives and solutions as well as sharing a large workload.	0	0	8 (26.7)	10 (33.3)	12 (40)	4.1	.82	High perception
6. I always try to find ways to get along and complete common tasks well with	0	0	4 (13.3)	11 (36.7)	15 (50)	4.4	.72	High perception

everyone.									

Table 1: Student's Response on Teamwork Skills

Note: N=30, SA= Strongly Agree; A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Decision - weighted average: 25.1/6 = **4.1**

The table showed that the majority of respondents seemed to feel that they were able to interact more actively and flexibly with team members. And, they learned how to work with other team members to achieve common goals more than before. Furthermore, they were aware of finding the best solutions to the problems the group was facing. Most participants agreed that they had a better understanding of the benefits of teamwork, which is creating new initiatives and solutions as well as sharing a large workload. Along with that, they have always tried to find ways to get along and complete common tasks well with everyone. On the other hand, some students struggled with balancing their own tasks and responsibilities with their teammates. For example, they still found it difficult to enthusiastically help their team members so that they too can succeed. Overall, students have shown more attention to building teamwork skills than in the past.

(A) Project Management

Statements	CD (%)	D (%)	N (%)	A (%)	CA (%)	M	SD	Decision
1. I know how to build detailed plans that include more specific goals, progress, and time than before.	0	1 (3.3)	7 (23.3)	15 (50)	7 (23.3)	3.9	.78	High perception
2. I know how to manage my time more effectively by dividing tasks, setting deadlines, and prioritizing important work.	0	1 (3.3)	3 (10)	17 (56.7)	9 (30)	4.1	.73	High perception
3. I am able to provide	0	3	13	9	6	3.6	.89	Low

direction, motivation and support to my team more than before.		(6.7)	(43.3)	(30)	(20)			perception
4. I know how to identify potential risks and develop risk mitigation strategies more than before.	0	1 (3.3)	8 (26.7)	14 (46.7)	7 (23.3)	3.9	.80	High perception
5. I know how to maintain clear and open communication with team members.	0	0	6 (20)	13 (43.3)	11 (36.7)	4.2	.75	High perception
6. I know how to tackle more challenges and find solutions to keep projects on track.	0	0	8 (26.7)	13 (43.3)	9 (30)	4.0	.76	High perception
7. I know how to effectively manage and interact with team members.	0	0	6 (20)	13 (43.3)	11 (26.7)	4.2	.75	High perception

Table 2: Student's Response on Project Management

Note: N=30, SA= Strongly Agree; A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Decision-weighted average: 27.9/7 = **3.9**

The data presented in Table 2 indicates that most students have improved their abilities in project management skills. For instance, they were skilled at creating elaborate plans with more precise objectives, advancement, and time than previously. They also understood how to divide tasks, establish deadlines, and prioritize the most critical tasks in order to manage time more efficiently. They were additionally more adept than before in spotting potential risks and creating plans to reduce them. They also understood how to continue openly communicating with other team members. Another thing they were highly aware of is the need to know how to deal with challenges and come up with solutions to keep initiatives moving forward. They comprehended how to lead and communicate with team members efficiently. However, there

is only one problem that they were not as conscious of, and that is their inability to lead, inspire, and assist their team. This ignorance may make it more difficult for them to lead successfully.

(B) Communication Skills

Statements	CD (%)	D (%)	N (%)	A (%)	CA (%)	M	SD	Decision
1. I actively listen carefully, understand and sympathize with other people's opinions more.	0	0	3 (10)	12 (40)	15 (50)	4.4	.67	High perception
2. I am more able to work with team members than before toward a common goal.	0	0	4 (16,6)	11 (36.7)	14 (46.7)	4.3	.74	High perception
3. I know how to contribute ideas more actively, and offer solutions to problems that arise.	0	1 (3.3)	14 (13.3)	12 (40)	13 (43.3)	4.2	.82	High perception
4. I always try to understand and acknowledge other people's feelings and perspectives.	0	0	6 (20)	11 (36.7)	13 (43.3)	4.2	.77	High perception
5. I always try to express ideas clearly and accurately.	0	0	8 (26.7)	11 (36.7)	11 (36.7)	4.1	.80	Low perception
6. I always pay attention to others, understand their messages and give appropriate	1 (3.3)	0	6 (20)	11 (36.7)	12 (40)	4.1	.96	Low perception

responses.									

Table 3: Student's Response on Communication Skills

Note: N=30, SA=Strongly Agree; A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Decision-weighted average: 25.3/6 = **4.2**

Table 3 shows that students had a higher rating for actively listening carefully, understanding, and sympathizing with other people's opinions more than before. Furthermore, they also had the ability to work with team members, know how to contribute ideas more actively and come up with solutions to problems that arise. They also tried to understand and acknowledge other people's feelings and perspectives more than before. On the contrary, they had a poor awareness of issues such as trying to express their ideas clearly and accurately. Always paying attention to others, understanding their messages, and giving appropriate responses were also areas they need to improve on. Generally, they had a high perception of improving communication skills.

(C) Interpersonal Skills

Statements	CD (%)	D (%)	N (%)	A (%)	CA (%)	M	SD	Decision
1. I am able to understand and empathize with the feelings and perspectives of others more than before.	0	0	10 (34.5)	10 (34.5)	10 (31)	4.0	.83	Low perception
2. I can pay full attention to what the other person is saying, understand the message, and respond more thoughtfully.	0	0	6 (20.7)	14 (48.3)	10 (31)	4.1	.69	High perception
3. I know how to resolve disagreements and conflicts better than before.	0	0	9 (30)	14 (46.7)	7 (23.3)	3.9	.74	Low perception

4. I know how to develop and maintain positive relationships with others better.	0	0	7 (23.3)	8 (26.7)	15 (50)	4.3	.83	High perception
5. I can recognize and understand other people's emotions and manage my own emotions better than before.	0	0	7 (23.3)	11 (36.7)	12 (40)	4.1	.80	High perception
6. I have the ability to work more effectively with others toward a common goal.	0	0	8 (26.7)	9 (30)	13 (43.3)	4.1	.99	Low perception
7. I always respect other people's opinions, values, and perspectives.	0	0	5 (16.7)	8 (26.7)	17 (56.6)	4.4	.74	High perception

Table 4: Student's Response on Interpersonal Skills

Note: N=30, SA= Strongly Agree; A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Decision-weighted average: 28.9/7 = **4.1**

As shown in Table 4, students felt that they could fully focus on what other people were saying, comprehended what they were saying, and replied more wisely. They were more adept at fostering and preserving wholesome relationships with people, as well as more capable of identifying, comprehending, and controlling their own emotions. They also had an optimistic view on the importance of constantly respecting views, values, and ideas of others. However, the mean calculated for items such as better understanding and empathy for the thoughts and feelings of others, the capacity to settle disputes and conflicts, and the capacity to collaborate with others more successfully toward a shared objective equals 4.1, that is also the weighted average, suggesting that the abilities of those did not alter. Nevertheless, in general, students' interpersonal skills changed positively.

(D) Problem-Solving

Statements	CD (%)	D (%)	N (%)	A (%)	CA (%)	M	SD	Decision
1. I know how to break down complex problems into manageable parts and analyze them more systematically than before.	0	1 (3.3)	5 (16.7)	14 (46.7)	10 (33.3)	4.1	.80	High perception
2. I can come up with more viable options and options to solve problems than before.	0	0	3 (10)	16 (53.3)	11 (36.7)	4.3	.64	High perception
3. I know how to evaluate information, arguments, and evidence more objectively and logically than before.	0	0	8 (27.6)	13 (44.8)	8 (27.6)	4.0	.76	Low perception
4. I can develop and execute problem-solving plans more systematically and effectively than before.	0	0	5 (16.7)	15 (50)	10 (33.3)	4.2	.70	High perception
5. I have the ability to develop and implement problem-solving plans systematically and effectively.	0	0	7 (23.3)	15 (50)	8 (26.7)	4.0	.72	Low perception
6. I am better able to evaluate and compare options to choose the best option.	0	0	3 (10)	19 (63.3)	8 (26.7)	4.0	.81	Low perception

7. I can handle and resolve conflicts constructively and peacefully.	0	0	4 (13.3)	13 (43.3)	13 (43.3)	4.3	.70	High perception

Table 5: Student's Response on Problem-Solving

Note: N=30, SA= Strongly Agree; A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree. Decision-weighted average: 28.9/7 = **4.1**

According to Table 5 data, students were more aware of the need to dissect difficult problems into smaller, more manageable components and conduct more methodical analyses of them. They also concured that they could think of more workable solutions to the issue than they had done previously. Students also identified great determination in addressing and resolving disagreements constructively and peacefully and in carrying out problem-solving plans more methodically and effectively than previously. Conversely, there was a lack of awareness among students regarding the following three perspectives: the capacity to critically analyze data, arguments, and supporting evidence objectively and logically; the ability to create and carry out efficient and methodical plans for solving problems; and the capacity to assess and contrast options in order to select the optimal one.

Students' attitudes towards the Project-Based learning method in CLIL lessons

Statements	Yes (%)	No (%)
1. I find it easier to learn through CLIL Project-Based Learning.	25 (83,3)	5 (16,7)
2. I find that Project-Based learning through CLIL is more motivating.	26 (86,7)	4 (13,3)
3. It will be more interesting to learn through Project-Based CLIL	28 (93,3)	2 (0,6)
4. I feel autonomous when learning through the CLIL Project-Based	26	4

Learning model.	(86,7)	(13,3)
5. I feel like learning through CLIL Project-Based Learning is more active in the teaching-learning process.	26 (86,7)	4 (13,3)
6. I could use my study time more effectively through CLIL Project-Based Learning.	22 (73,3)	8 (26,7)
7. I feel like learning through CLIL Project-Based Learning can enhance my interest in learning.	27 (90)	3 (10)
8. I think learning through CLIL Project-Based Learning can enhance my English proficiency.	25 (83,3)	5 (16,7)
9. I feel that learning through CLIL Project-Based Learning can improve my understanding of English.	26 (86,7)	4 (13,3)
10. I think learning through CLIL Project-Based Learning should be applied to other subjects.	25 (83,3)	5 (16,7)

Table 6: Survey on student's attitude towards the Project-Based method in CLIL lessons

To find out students' attitudes about CLIL Project-Based Learning activities, students were asked to answer yes/no to a questionnaire consisting of 10 questions. The result can be seen in the table above. The majority of students agreed with the benefits that the PBL CLIL lessons bring and beside English, CLIL Project-Based Learning should be applied to other subjects.

It can be seen from the results obtained from the survey that students' five soft skills including teamwork skill, project management skill, communication skill, interpersonal skill, and problem solving skill changed positively. That means they consented that their five soft skills were better than previously when they had not joined the project. These important skills prepare them to be ready for work and independent life. Therefore, the more they have chances to improve these essential skills, the more successful they will become in their study, work and life. This is an advice for teachers to apply PBL in CLIL lessons as much as possible to develop their students' 21th century skills.

Furthermore, many of the students shown their agreement on the application of PBL on CLIL lessons. Originally, CLIL lessons are taught as normal lessons with teacher and students' interaction in class. For PBL CLIL lessons, students can deeply research the related topic, collaborate to create products, and present them in and outside the classroom. In this case, they have to spend more time working with each other and they step by step make their final products. That natural way to study, in other words, learning by doing, is the interest of majority of the students. And, truly, it brings a lot of advantages to learners. That is why many participants in the research had positive perspective on the benefits of PBL CLIL lessons.

VI. CONCLUSION AND RECOMMENDATION

Through research, it can be seen that applying PBL to CLIL in the curriculum to improve soft skills for 10th-grade students has had positive results, most of them answered that all five soft skills are: communication, teamwork, project management, interpersonal, and problem-solving skills improved after being exposed to this experiment. This result demonstrates the effectiveness of applying PBL and CLIL methods to the learning process.

Moreover, students' opinions about applying these two methods are quite positive. In most of the questions in the survey that researchers mentioned, they expressed positive opinions. Nevertheless, the students' attitude towards this experimental process is quite good and they believe that these methods have the potential to improve their learning experience. This indicates a strong level of satisfaction and engagement with the innovative teaching methods being implemented.

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