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Manuscript

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**Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and
Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction**

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NORMATIVE REFERENCES

The following standards are referenced in this dissertation:

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USE OF TERMINOLOGY

In this dissertation, the following terms are applied with relevant definitions:

Approach – a set of theoretical assumptions and principles about the nature of language, language learning, and language teaching that guides the selection of teaching methods and techniques.

Competence – an integrated combination of knowledge, skills, abilities, attitudes, and experience that enables an individual to perform effectively in a particular domain.

Cross-linguistic transfer - the application of linguistic or learning features from one language to another by a bilingual or multilingual speaker. Transfer may occur across both languages in the acquisition of a simultaneous bilingual, from a mature speaker's first language (L1) to a second (L2) or third (L3) language they are acquiring, or from an FL or L2 back to the L1.

Declarative knowledge – consciously accessible knowledge about facts, rules, and strategies that can be verbalized and intentionally applied during learning.

Foreign language (FL) – a language learned outside its natural communicative environment and primarily acquired through formal instruction.

Language learning strategies - a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.

Language of instruction - the language used for teaching the basic curriculum of the educational system.

Learner autonomy – the ability of learners to take responsibility for planning, monitoring, evaluating, and regulating their own learning process.

Metacognition - "cognition about cognition", "thinking about thinking", "knowing about knowing", becoming "aware of one's awareness" and higher-order thinking skills; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

Metacognitive writing strategies – conscious strategies used to regulate the writing process through planning, organizing, monitoring, editing, and evaluating written work.

Modelling - 1) simulating a system by creating some formed models, which reflect and reproduce the principles of organization and functioning of this situation; 2) one of the main methods of modern research in the search and explanation of the essential characteristics of new objects of pedagogical reality, which can be supplemented by design methods. Modeling is a theoretical way of displaying the form of existence, structure, composition and structure of the functioning or development of a pedagogical object through the disclosure of the competent composition and internal relations, as well as through the determination of parameters providing the possibility of a qualitative and quantitative analysis of the dynamics of changes in the studied pedagogical phenomenon.

Model - mentally presented or materially realized system that, reflecting or reproducing an object of research, is able to replace it in such a way that the study gives us complete information about this object.

Mother tongue / first language - the language(s) that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most.

Multicompetence - a concept in second language acquisition formulated by Vivian Cook that refers to the knowledge of more than one language in one person's mind. From the multicompetence perspective, the different languages a person speaks are seen as one connected system, rather than each language being a separate system. People who speak a second language are seen as unique multilingual individuals, rather than people who have merely attached another language to their repertoire.

Multilingual education - the use of two or more languages as mediums of instruction.

Multilingual competence is the ability to communicate effectively by using knowledge, skills, and strategies across multiple languages in different communicative contexts.

Multilingualism - the use of more than one language, either by an individual speaker or by a group of speakers.

Multilingual Strategy-Based Approach (MSA) – an instructional approach developed in the present study that integrates multilingual education, metacognitive strategy-based instruction, and cross-linguistic transfer to develop writing skills in FL and facilitate the transfer of writing strategies to L2 and L1.

Plurilingualism – the ability of an individual to use and draw upon multiple languages as an integrated communicative repertoire, with knowledge and skills interacting across languages (CEFR, 2020).

Plurilingual education – an educational approach that promotes the integrated development of learners' linguistic repertoire by encouraging interaction, transfer, and flexible use of all languages known by the learner.

Principles - the starting points, which, implemented in the content, organization, teaching methods and techniques, determine the learning strategy and tactics.

Procedural knowledge – knowledge that has become automated through repeated practice and is applied with little conscious awareness during task performance.

Second language / L2 - a language that is not the native language (first language or L1) of the speaker, but is learned later and has a natural environment for the practice; it can be another language used in the speaker's home country.

Self-regulated learning (SRL) - refers to learning that is guided by metacognition (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attribute

their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control.

Strategy-Based Instruction (SBI) – an instructional approach that explicitly teaches learners how, when, and why to use learning strategies in order to improve task performance, develop learner autonomy, and promote self-regulated learning.

Trilingual education - a program for teaching three languages, adopted at the state level, in classes on a multilingual program using various teaching methods that allow combining the study of the subject and language, that is carrying out comprehensive teaching.

Writing assessment criteria – a set of descriptors used to evaluate written performance, including content, communicative achievement, organization, and language.

Writing competence – the ability to produce coherent, accurate, and purposeful written texts by integrating linguistic knowledge, writing skills, and metacognitive strategies appropriate to the communicative context.

Writing performance – the observable quality of a learner's written production as measured through assessment criteria such as content, organization, communicative achievement, and language use.

Writing strategy transfer – the application of metacognitive writing strategies acquired in one language to writing tasks performed in another language.

ABBREVIATIONS AND NOTATIONS

CEFR - Common European Framework of Reference for Languages
CG – control group
EG – experimental group
ESL – English as second language
EWSI - English writing strategy inventory
FL - foreign language
IELTS - International English Language Testing System
IPOLIS - International Project on Language Learner Strategies
L1 - first language (native language)
L2 - second language
LLS – language learning strategies
LSP - language for special purposes
LUS – language use strategies
MA – multilingual approach
MSA – multilingual-strategy based approach
SBI - strategy based instruction
SRSD - self-regulated strategy development
S2R - Strategic Self-Regulation
TOEFL - Test of English as a Foreign Language
QUAL - qualitative
QUAN - quantitative
UK – United Kingdom
UNESCO - The United Nations Educational, Scientific and Cultural Organisation

INTRODUCTION

The relevance of research. The entry of Kazakhstan into the global educational space faces many difficulties of a social, political and economic nature, but remains the most adequate response to global trends. The processes of modernization of education, despite the fact that they are actively proceeding, do not keep pace with the requirements of the time. The social order of the modern world for multilingual people who speak a foreign language as a means of intercultural communication, capable of transferring knowledge and skills to a new situation and their effective adaptation, and able to act in changing conditions is very high (S.S. Kunanbayeva [1], G.M. Kassymova [2], V.V. Kraevsky [3], A.B. Khutorsky [4], etc.).

However, despite the growing body of research in multilingual education, these studies are often developed within separate methodological traditions and do not always form a unified pedagogical framework. In particular, issues related to writing instruction, learning strategies, and cross-linguistic transfer are frequently considered separately and independently rather than as interconnected components of multilingual competence development.

Existing research demonstrates substantial progress in four interconnected fields. Multilingual education provides theoretical foundations for multilingual competence development; writing pedagogy offers numerous approaches to teaching writing; strategy-based instruction has established the effectiveness of explicit strategy training; and cross-linguistic transfer has been widely investigated as a mechanism of multilingual development. However, these strands of research have largely evolved independently and have rarely been integrated into a unified pedagogical framework for multilingual writing development.

According to B.A. Zhetpisbaeva, "The entry of Kazakhstan into the world educational space in a special way actualizes the problems of multilingual education, the effectiveness of which is largely due to both the vertical and horizontal continuity of all levels and links of the education system" [5]. This problem strikes the need to revise the basic principles and approaches, "which will ensure the continuity of educational programs, will determine the high quality and efficiency of the formation of a multilingual personality as one of the essential factors in the development of the country's intellectual potential". The path of development and implementation of an effective model of multilingual education in educational institutions of Kazakhstan is very difficult and requires several measures that will ensure its effective functioning. So, B.A. Zhetpisbaeva speaks of the need to form "a conceptually holistic approach to solving the problems of multilingual education, the beginning of the formation of a regulatory and scientific-methodological base, determining ways to solve staffing issues, updating the problem of continuity of school and university programs of multilingual education, including teaching languages". The idea of the need for a multilingual approach in Kazakhstan is supported by A.A. Golovchun in her scientific works on multilingual education. In her opinion, the development of a conceptual approach based on the learner-centered paradigm and capable of developing "personality of the pupil, his determination, self-realization and social adaptation" and

implemented in accordance with "function of the stage of learning and principles of teaching" can become a solution to such a problem as a misunderstanding of the essence of multilingual education, which in our country often leads to "teaching 'different' language users rather than for creating a population of multilinguals" [6]. In this context, three interrelated research dimensions can be identified that determine the relevance of the present study.

The second problem, which was also reflected in A.A. Golovchun's idea of the need for a "learner-centered approach" [6], speaks of the modern requirements of education for independence in the process of acquiring knowledge. In this regard, the aim of education should be not so much the transfer of a certain amount of knowledge or information, but more the formation of self-learning and self-regulation strategies as the basis and integral part of future professional and social activities that will give the learner, who is a subject of the educational process, a certain autonomy and independence from full teacher management. Moreover, the main purpose of language teaching and learning is to become increasingly competent at speaking and writing a second or foreign language. Kazakhstani trilingual policy requires fluency in a foreign language and its use for the purposes of both personal development and the economic development of the country as a whole [2]. Achieving these goals involves changing the requirements for the level of development of self-regulation skills in educational activities at the state level, and requires new approaches to teaching not only foreign language, but all three languages, the instruction of which is demanded by the trilingual educational policy of Kazakhstan - Kazakh, Russian, English.

The concept 'learning to learn' originates from an increasing recognition that language learning involves much more than teachers and learners simply interacting with one another and then sitting back and observing how well the learners have soaked it all up. The teacher's input never automatically leads to the learner's output. If it did, life would be simple and there wouldn't be any need for so much research and investigation in the sphere of methodology of teaching and learning foreign languages or any other sciences.

The reaction to this lack of simplicity in gaining knowledge led scientists to thought about learner's self-management, where teachers just teach them strategies of learning language which help them to find and absorb knowledge individually, which, by the way, has a reliable and long-lasting effect, because students do not accept knowledge as for granted, but make effort and spend time to get it. Therefore, the strategy of teaching a foreign language should go beyond the traditional transfer of knowledge from teacher to student, which is the key to success in learning and using a foreign language.

Research in the field of language learning strategies has developed along several major directions, including cognitive and metacognitive strategy instruction, learner autonomy, and writing strategy development. The above-mentioned problems of teaching strategies have been extensively investigated by numerous foreign researchers. Early research by C. Weinstein and R. Mayer conceptualized learning strategies as processes that facilitate the acquisition, storage, and retrieval of information [7]. Subsequently, A. U. Chamot, R. L. Oxford, and A. Cohen developed

comprehensive classifications of language learning strategies and demonstrated the effectiveness of explicit strategy instruction for enhancing language learning and learner autonomy [8, 9, 10, 11, 12]. More recently, K. Forbes extended this line of research to multilingual contexts by examining the transfer of writing strategies across languages, thereby providing a foundation for multilingual strategy-based instruction [13].

Russian scholars such as E.A. Danilina [14], A.A. Bazikova [15], E.H. Solovova [16], P.V. Sysoyev [17], M.N. Evstigneev [18] have also contributed to the methodological foundations of foreign language instruction, learner autonomy, and the development of learners' strategic competence. Their research has examined methodological approaches to foreign language teaching, technology-enhanced language learning, and contemporary pedagogical conditions for developing writing skills. Although these studies have advanced foreign language pedagogy, the issue of explicit multilingual strategy-based writing instruction remains insufficiently explored.

Among Kazakhstani scientists there were also works on the development of writing skills, but the problem of writing in their works was solved in a slightly different direction. For example, D.B. Shayakhmetova [19] investigated teaching written business communication for students of economic specialties. Sh.K. Zharkynbekova and F.K. Issenova examine the role of academic writing as a discipline in higher education in Kazakhstan [20], while A.B. Akhmetova and G.E. Imambayeva analyze *reading and writing performance* in English as a foreign language among middle school learners [21]. At the university level, research by A. Bodaubekov et al. (2025) investigates the impact of AI feedback tools on TFL writing skills, and M. Ramankulova et al. show how *essay writing activities* can support communicative and critical thinking competencies [22]. Finally, the work by Z. Zhylytyrova, G. Yersultanova, and B. Agabekova highlights the potential of journaling to enhance B2-level English writing proficiency, reflecting a growing focus on pedagogical strategies that improve writing outcomes in Kazakhstani EFL contexts [23]. However, despite the growing attention to writing instruction in different educational contexts, existing studies in Kazakhstan remain largely fragmented and are not integrated into a unified multilingual strategy-based framework.

Taken together, the existing literature can be viewed as comprising four closely related but largely separate research strands: multilingual education, writing pedagogy, strategy-based instruction, and cross-linguistic transfer. Multilingual education research has primarily addressed multilingual competence, language policy, and language integration; writing pedagogy has focused on writing development and genre-specific instruction; strategy-based instruction has emphasized learner autonomy and metacognitive regulation; while cross-linguistic transfer research has examined the transfer of linguistic, literacy, and writing-related knowledge and strategies across languages. Research on cross-linguistic transfer provides an important theoretical basis for this problem. T. Odlin [24] and R. Ellis [25] demonstrated that previously acquired linguistic knowledge may influence learning and performance in another language. Later, D. Perkins and G. Salomon [26] and A. Cohen and M. Brooks-Carson [27] extended this perspective to cognitive and writing-related processes, suggesting that

knowledge and strategies developed in one context may be applied in another. More directly relevant to the present study, K. Forbes demonstrated the potential for writing strategy transfer across languages and emphasized the role of metacognitive strategy use in multilingual writing development [13, 28]. These studies establish the theoretical and empirical possibility of cross-linguistic transfer of writing strategies; however, they provide limited guidance on how such transfer can be deliberately organized through classroom instruction. The unresolved issue, therefore, is not whether writing strategies can be transferred across languages, but how this potential can be pedagogically facilitated and incorporated into systematic writing instruction.

Thus, the analysis of the existing literature indicates that the scientific gap does not lie in the absence of research on multilingual education, writing pedagogy, Strategy-Based Instruction, or cross-linguistic transfer as separate areas. Each of these fields has established important theoretical and empirical foundations. The gap lies in the limited methodological integration of these perspectives for writing instruction in multilingual educational contexts. In particular, insufficient attention has been given to a pedagogically organized process in which metacognitive writing strategies are explicitly developed in one language and subsequently transferred and applied to writing in other languages. This gap is especially relevant in the Kazakhstani context, where the trilingual educational policy creates a need for instructional approaches that can connect writing development across Kazakh, Russian, and English rather than treating the three languages as isolated subjects.

The relevance of this issue is particularly evident in the Kazakhstani context, where Kazakh, Russian, and English constitute the three languages of the national trilingual education policy. The trilingual educational policy adopted in Kazakhstan makes all linguists and methodologists think of mutually beneficial methods of teaching languages that will lead to the simultaneous improvement of all three generally accepted languages in Kazakhstan. Despite the fact that the requirements for the level of development of students' writing skills in Kazakh, Russian and English have much in common, as can be seen from the State compulsory standard of basic secondary education (August 3, 2022) [29], an approach that implements state requirements has not been developed yet.

When teaching languages at school, there is no collaboration between teachers or joint development of curriculums or programs, which leads to fragmentation and the absence of any positive influence of one subject on another. Abroad, a solution to such a problem was found in the multilingual approach, which was developed by the Council of Europe (2020) and the Common European Coordinate System for Languages (CEFR) [30] and included integrated teaching of the mother tongue and two or more foreign languages. In our context, we need a multilingual approach to study the native, second language, which in many cognitive parameters can be equated to a foreign, and a foreign language.

Moreover, the need for such an approach is particularly evident in the context of writing instruction in secondary schools. And finally, the third problem considered in our study is relevant for many countries, and is related to developing writing skills among secondary school students. Many researchers state that out of the 4 main

language skills, the least attention is paid to writing. C. Lally [31] and G. Valdes [32] claim that writing is a skill that receives the least attention in the second language classroom context and it is usually treated as the form of communicative skill rather than an essential component of second language competence. Secondary school teachers explain the origin of such a problem by the lack of time to work with this skill, as issued by the curriculum, and insufficient time for marking students' writing assignments and giving constructive feedback to each student. Consequently, teachers most often avoid working with writing skills, and even if written homework is set, students receive feedback very late, which is most often subjective and usually in the form of a mark or points, rather than a comment, which could shed light on weak sights of a student and, possibly, working on them would lead to a positive dynamic in solving the problem.

This gap mentioned above provides the rationale for the development of the Multilingual Strategy-Based Approach (MSA), which integrates multilingual education, explicit metacognitive strategy instruction, writing pedagogy, and pedagogically organized cross-linguistic transfer within a single pedagogical approach. The proposed approach focuses on developing writing skills through the explicit teaching of metacognitive writing strategies in English and facilitating their conscious transfer and application to writing tasks in Russian and Kazakh. In this way, MSA addresses the methodological gap between the established theoretical possibility of cross-linguistic transfer and its systematic pedagogical implementation in multilingual writing instruction.

It is expected that the approach of explicit development of transferable metacognitive strategies will reduce dependence on the teacher, increase students' autonomy and improve quality of written works. The study of the above mentioned approach to solving problems in the process of fulfilling writing assignments and confirming the hypothesis about the positive impact of writing strategies on the development of writing skills in learning a foreign language will determine the relevance of the study, since "active engagement in learning implies and requires self-awareness and self-direction" [12] as well as effective strategy use.

Object of study: the process of teaching writing to secondary school students in the conditions of multilingual education.

Subject of study: the methodology of developing writing skills in English by means of meta-cognitive strategy-based instruction and their transfer to the Russian and Kazakh languages.

Research hypothesis:

The development of writing skills in English, Russian, and Kazakh will be more effective **if:**

- a Multilingual-Strategy Based Approach (MSA) is implemented through the cross-linguistic transfer of meta-cognitive writing strategies from a foreign language (English) to a second language (Russian) and a native language (Kazakh), taking into account learners' multicompetence;
- writing instruction is based on the development of self-regulation through the explicit teaching and conscious use of meta-cognitive writing strategies;

then students will demonstrate:

- increased awareness and use of meta-cognitive writing strategies (planning, organizing, editing and evaluating);
- improved writing performance in English, Russian and Kazakh through the transfer of meta-cognitive writing strategies from English to Russian and Kazakh;
- successful cross-linguistic transfer of meta-cognitive writing strategies, different degree across languages.

Since meta-cognitive writing strategies promote conscious control of the writing process and facilitate the transfer of strategic knowledge across languages, while the degree of transfer depends on the declarative or procedural nature of learners' language knowledge.

Research Aim: to theoretically substantiate, develop and experimentally validate the effectiveness of the Multilingual Strategy-Based Approach (MSA) for developing writing skills in English through meta-cognitive strategy-based instruction and facilitating the cross-linguistic transfer of writing strategies to Russian and Kazakh in multilingual secondary education.

Research Objectives:

1) To study the theoretical foundations of the use of learning strategies, meta-cognitive writing strategies, and cross-linguistic transfer in multilingual education to substantiate the application of the Multilingual Strategy-Based Approach (MSA) to writing instruction in secondary schools of Kazakhstan.

2) To develop and theoretically substantiate the methodological model of the Multilingual Strategy-Based Approach (MSA) for developing writing skills in English and facilitating the transfer of meta-cognitive writing strategies to Russian and Kazakh, including its structural components, principles, criteria, and assessment indicators.

3) To develop a typology of exercises based on the phased instruction of meta-cognitive writing strategies and their subsequent transfer across languages.

4) To verify experimentally the effectiveness of the MSA methodology for the development of writing skills in English and to examine the degree of cross-linguistic transfer of acquired meta-cognitive writing strategies to Russian and Kazakh through quantitative and qualitative analysis of the collected data.

5) To develop scientifically grounded and practically applicable recommendations for teachers on the implementation of the Multilingual Strategy-Based Approach (MSA) in multilingual secondary education.

Leading research idea

The development of writing skills based on the MSA methodology is characterized by a high degree of efficiency, since the use of meta-cognitive writing strategies gives the writing process more organization, awareness, autonomy, which ultimately aims at the durability of the acquired skills, moreover, in conditions of multilingual learning, it becomes possible to transfer writing strategies from FL to L2 and L1, which supports the improvement of writing skills across languages.

The methodological basis of the study was:

- multilingual education theory (B.A. Zhetpisbayeva, A.A. Golovchun, D.E. Gaipov);

- language learning strategies theory (A.D. Cohen, E. Macaro, R.L. Oxford & Schramm, Ellis, Weinstein & Mayer, A.U. Chamot, Wenden, Chi, Glaser, & Rees, Forbes, O'Malley);

- cognitive theories (Anderson, Kunanbayeva, Chamot & Stewner-Manzanares, McLaughlin, Rabinowitz, Chi, O'Malley & Chamot, Oxford);

- self-regulation theories (Zimmerman, R.L. Oxford, S.S. Kunanbayeva, A.T. Chaklikova, Dickinson, Scarcella & Oxford, Vygotsky, Rubin, Dale, H. Schunk, Swartz, Gu, Schunk & Peggy, Reder & Schunn, Shimamura, Hacker, Birjandi et al., Mahmoudi et al.);

- writing strategies theories (R.L. Oxford, Scarcella, Vygotsky, Hayes & Flower, Chastain, Devine, Gordon, Nunan, Flower & Hayes, Scardamalia, Bereiter, Forbes, Gordon & Kent, Roca de Larios & Murphy, Prior, Collins, Richards & Renandya, Johnson, Perry, Brown, Davidson, Goh, Nelson, Rost, Wenden & Rubin, Mu, M. Bloom, O'Malley and A.U. Chamot, He, Samoilova, Djavatova, Вернигорова, Валяева, Berdikova, D.B. Shayakhmetova, Ivanova, Tutatchikova, Bazvanova, Grabe & Kaplan, Zamel, Raimis, Silva, Beare and Bourdages, Englert et al., Lane et al., Barry J. Zimmerman & Albert Bandura);

- cross-linguistic transfer theories (Ellis, Odlin, Vygotsky, Selinker, Perkins & Salomon, Smith & Kellerman, Mahmoud, Cohen & Brooks-Carson, Wolfersberger, Mu & Carrington);

- multicompetence theories (Cummins, Gass, Selinker, Cook, Ellis, Larsen Freeman & Long, Vygotsky, Leontyev, Vereshyagin, Khamraeva, Kecskes & Papp, Oksaar, Yoshida, Forbes).

Research Methods:

Theoretical Methods

- Study and critical analysis of scientific literature on the research topic
- Modelling (conceptual and methodological modelling of the multilingual strategy-based approach)

Empirical (Practical) Methods

- Writing task (diagnostic assessment of students' writing performance)
- Stimulated interview (to explore students' metacognitive processes and strategy use)
- Survey (to collect quantitative data on attitudes and strategy awareness)
- Experiment (to test the effectiveness of the proposed approach)

Research base: The respondents were 62 experimental and 10 case-study 9th grade (ages 13 to 14) students of two secondary schools in Almaty region. The participants represented the target population for the study, as they were learning in a multilingual educational environment where Kazakh functioned as the first language (L1), Russian as the second language (L2), and English as a foreign language (FL). The selection of Grade 9 students was theoretically justified by previous research on Strategy-Based Instruction (A. U. Chamot and M. Keatley [33], M. Grenfell and V. Harris [34], R.L. Oxford [12]), which indicates that the effective development of meta-cognitive strategies requires a level of cognitive and linguistic maturity typically

associated with adolescent learners and at least a pre-intermediate level of foreign language proficiency.

The experimental design included two parallel mixed-ability classes that were comparable in age, educational context, language background, curriculum, and teaching conditions. One class was assigned as the Experimental Group (EG, $n = 32$), in which the Multilingual-Strategy Based Approach were implemented, while the second class served as the Control Group (CG, $n = 30$) and continued instruction according to the regular school curriculum. Both groups were taught by the same English and Russian language teachers, which ensured the comparability of instructional conditions and increased the internal validity of the study. In addition, ten students from the Experimental Group were selected for an in-depth case study using purposive maximum-variation sampling. The selection was based on gender, academic performance in the three languages, and attitudes towards language learning in order to obtain a diverse representation of learner profiles and to provide a deeper understanding of strategy use and transfer processes.

Scientific novelty of the research:

The scientific novelty of the research is defined as follows:

- Specific pedagogical conditions for adapting the multilingual approach to writing instruction in Kazakhstani secondary schools have been identified and substantiated, clarifying the contextual requirements for its implementation in a multilingual educational environment.

- The Multilingual-Strategy Based Approach (MSA) is developed as an integrative instructional framework for teaching writing, grounded in the mechanism of cross-linguistic transfer of metacognitive writing strategies across FL, L2, and L1.

- A cross-linguistic mechanism of metacognitive writing strategy transfer from a foreign language (English, FL) to the first language (Kazakh, L1) is empirically identified and confirmed, providing experimental support for the theory of multicompetence in the context of typologically different language families.

- The effectiveness of metacognitive writing strategy transfer from a foreign language (English, FL) to a second language (Russian, L2) is experimentally demonstrated, revealing its pedagogical significance even in contexts where such transfer is not explicitly targeted in traditional instructional practices.

- The effectiveness of the developed MSA-based instructional system was empirically validated in improving learners' writing skills through the conscious use of metacognitive writing strategies, as evidenced by improved writing performance, increased strategic awareness, and enhanced self-regulation of the writing process.

The theoretical significance of the research is as follows:

- The theoretical foundations of multilingual education are clarified from the perspective of their applicability to writing instruction, with particular attention to the interaction of languages and the potential for cross-linguistic transfer in a multilingual learner's linguistic repertoire.

- The theoretical provisions of Strategy-Based Instruction are systematized and specified in relation to writing, with metacognitive writing strategies identified as a transferable means of regulating the writing process.

- The concept of cross-linguistic transfer is further specified from a pedagogical perspective by distinguishing the transfer of linguistic knowledge and skills from the conscious transfer of writing strategies across languages.

- The study establishes a theoretical relationship between multilingual education, Strategy-Based Instruction, and cross-linguistic transfer, demonstrating how their complementary principles can be integrated for the development of writing skills in a multilingual educational context.

- The Multilingual Strategy-Based Approach (MSA) is theoretically conceptualized as an integrative pedagogical approach in which explicit instruction in transferable metacognitive writing strategies is provided in English and their conscious application is facilitated in Russian and Kazakh.

- Learning strategies and metacognitive writing strategies are systematized and classified based on an analytical synthesis of established theories of Strategy-Based Instruction, metacognition, self-regulated learning, and writing research.

- A four-stage model of teaching metacognitive writing strategies is theoretically justified, representing a structured sequence for developing learners' ability to plan, organize, monitor, and evaluate their writing.

- Categories of metacognitive writing strategies corresponding to the main stages of writing task completion are identified and theoretically related to the process of writing development across languages.

The practical significance of the research lies in the contribution to the written language teaching methodology for secondary school students based on the MSA approach; the development of a methodological model for teaching foreign language writing using SBI; development of exercise system developed in accordance with 4 stages of teaching strategies and principles that underlie the multilingual approach. Furthermore, a comprehensive teaching and methodological guide "Application of metacognitive writing strategies in essay writing classroom" was developed to support teachers in implementing the proposed framework. The guide includes task sequences, classroom activities, methodological recommendations, and instructional materials aimed at developing students' writing skills through explicit metacognitive strategy instruction.

The results of the study can be used by schools in the development of curriculum, textbooks in a foreign language, and other languages in collaborative teaching, conducting seminars and practical classes, lecturing on the methodology of teaching foreign languages, conducting classes in the continuing education system of teachers of foreign languages.

Statements for defense:

- 1) The Multilingual Strategy-Based Approach (MSA), grounded in metacognitive strategy-based instruction and cross-linguistic transfer, constitutes an effective framework for developing writing skills in English and facilitating the transfer of writing strategies to Russian and Kazakh in multilingual secondary education.

- 2) The effectiveness of developing writing skills in English is enhanced through the implementation of the MSA methodological model, which integrates phased

instruction in meta-cognitive writing strategies, multilingual transfer mechanisms, and an assessment system based on writing performance and strategy use indicators.

3) The implementation of the MSA methodology contributes to increased metacognitive awareness and use of metacognitive writing strategies by language learners. The acquired planning, organizing, editing, and evaluating strategies are transferred from English writing tasks to Russian and Kazakh, resulting in increased strategy use and improved writing performance across languages, thereby confirming the effectiveness of cross-linguistic strategy transfer in multilingual education.

4) The intensity of cross-linguistic transfer of metacognitive writing strategies is influenced by the declarative and procedural characteristics of learners' language knowledge, resulting in varying degrees of strategy transfer across languages.

Research stages

The study was conducted from 2017 to 2025.

At the first stage (2017-2018), a thorough analysis and collection of scientific, methodological, psychological, and pedagogical literature of foreign and domestic researchers was carried out. Also, sampling and preparation of material of experimental training was carried out, a set of didactic tasks (typology of exercises) for experimental work was developed, a questionnaire was drawn up to establish the relevance and novelty of the study, questions of a semi-structured interview. In addition, Writing Assessment Scale for writing tasks evaluation was developed with explicit reference to the Common European Framework of Reference for Languages (CEFR) [30]. The conceptual and cognitive apparatus of the study was also concretized: the research hypothesis, the aim and objectives of the study, research methods, statements for defense, etc. Based on the analysis of theoretical material, scientific articles in leading national journals were published.

At the second stage (2018-2019), a scientific internship was held at the University of Cambridge, UK, where materials for conducting experimental work were discussed and supplemented under the supervision of foreign scientific adviser Dr. Karen Forbes. Experimental work was carried out: a stage-by-stage model of writing skills development was tested on the basis of the leading SBI methodology under the conditions of a multilingual approach.

The third stage of the study includes two phases of experimental implementation and data collection. In the first phase (2019), measures were taken to collect data during the pre- and post- intervention stages of the experiment. In the second phase (2023-2024), a follow-up experimental study was conducted to supplement and update the previously collected data. The repeated implementation of the experimental procedure ensured the relevance of the findings and strengthened their empirical validity.

At the fourth stage (2024-2025), the final work of the study was carried out: processing, analysis of the data collected during the experimental work, conclusions were drawn. Scientific articles on the results of research work were published. Moreover, a teaching and methodological guide for foreign language teachers, which included tasks and materials collected and developed during the implementation of the approach, was published.

Approbation. The findings and conclusions are reflected in speeches, reports and articles in proceedings of international scientific conferences:

1. Materials of international scientific and practical conference "The translation world of Al-Farabi and the transformation of intercultural research in the aspect of learning foreign languages", Almaty, Kazakhstan, 5-6 April, 2019, scientific article "Implementation of writing strategies into secondary school classrooms";

2. III international scientific and practical conference "Science and education in the modern world: Challenges of the XXI century", Nur-Sultan, Kazakhstan, 2019, scientific article "The difference in teaching "second" and "foreign" languages in a multilingual society";

3. International academic institute: Education and social sciences conference, Rome, Italy, September 17, 2019, scientific article "The usage of "peer-reviewing" strategy for secondary school students as a means of enhancing writing skills".

Also in the international scientific journals of the Scopus database:

1. Multilingual approach to writing pedagogy through metacognitive strategy-based instruction. Journal of Teaching English for Specific and Academic Purposes, 13(2), 377–389 (2025).

In publications recommended by the Committee for Education and Science Control of the Ministry of Education and Science of the Republic of Kazakhstan:

1. Bulletin of Kazakh National Women's Teacher Training University, No. 4 (76), 2018, scientific article "To the Problem of Learning Strategies in Teaching and Learning English";

2. Bulletin of Kazakh National Women's Teacher Training University, No 4 (80) 2019, scientific article "The ways of implementation of the trilingual policy of Kazakhstan in the process of education";

3. Academy of Pedagogical Sciences, No. 2 2020, scientific article "Cognitive Processes in Acquiring Learning Strategies in Foreign Language Education";

4. Orleu. Bulletin of Continuing Education, No. 1 (52), 2026, scientific article "Problems of Implementing Multilingual Education In Kazakhstani Secondary Schools".

5. Bulletin of Toraighyrov University. Pedagogics series. No. 3, 2026, scientific article "Teaching Writing Through Meta-Cognitive Strategy Instruction".

Finally, the methodological component of the study is reflected in a teaching and methodological guide for English language teachers "Application of metacognitive writing strategies in essay writing classroom" ISBN 978-601-361-732-9. (Appendix A). This guide was officially registered and granted copyright protection (Certificate No. 69645, issued on 7 April 2026) (Appendix B). The teaching materials were subsequently implemented in the educational process of a secondary school in Kaskelen (Appendix C). The outcomes of this implementation were discussed and reviewed at the school's methodological council meeting (Appendix D).

The structure of the work. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and an appendix.

The first section, " The theoretical basis for the implementation of a multilingual approach for developing writing skills ", discusses the phenomenon of multilingual

learning, preconditions and the need for the introduction of multilingual education for the implementation of a trilingual educational policy in Kazakhstan, also considers the problems of introducing multilingual education in the works of Kazakhstani scientists and researchers. Moreover, the chapter presents a theoretical and methodological review and analysis of domestic and foreign studies on learning strategies, gives a theoretical justification for the cognitive nature of learning strategies, provides a classification and scientific justification for the effectiveness of using writing strategies, and reviews literature and research on the cross-linguistic transfer of strategies from the perspective of multicompetence as the theoretical basis for the proposed Multilingual-Strategy based Approach.

In the second chapter, "Theoretical and methodological basis for teaching written speech to secondary school students on the basis of Multilingual-Strategy based Approach" the theoretical framework of the study is substantiated - the concept of a multilingual approach to teaching Kazakh, Russian and English languages on the basis of MSA, a model for the development of writing skills with using MSA, and its components - principles, methods, system of exercises and expected outcomes.

The third section, "Experimental instruction of secondary school learners to writing strategies on the base of Multilingual-Strategy based Approach", proves the didactic effectiveness of SBI in creating students' autonomy while writing and in developing writing skills using meta-cognitive strategies, as well as the didactic effectiveness of a multilingual approach in implementing integrated writing teaching of three languages: Kazakh, Russian and English.

1 THE THEORETICAL BASIS FOR THE IMPLEMENTATION OF A MULTILINGUAL APPROACH FOR DEVELOPING WRITING SKILLS

This chapter discusses the features of multilingual education, the relevance of which is dictated by the requirements of the trilingual language policy of Kazakhstan. The chapter describes the basic requirements for implementing the multilingual approach, one of which is the cross-linguistic transfer, in connection with which the chapter also examines its phenomenon from the point of view of multicompetence, and a number of significant studies in the field of knowledge transfer from FL to L1. In addition, due to the fact that, as part of multilingual teaching of writing in English, Russian and Kazakh, we proposed training in meta-cognitive strategies in a foreign language that are expected to be carried over to the process of completing a writing assignment in a second and native languages, the chapter also considers the phenomenon of learning strategies and, in particular, writing strategies.

1.1 Specifics and conditions of multilingual education in Kazakhstan

1.1.1 Prerequisites for the implementation of a multilingual approach in the system of trilingual education in Kazakhstan

The leading role in the purposeful development of multilingualism belongs to the government of Kazakhstan, which in fact is called upon to realize equality of languages. Citizens should speak their native language to such an extent that they can use it in all spheres of social activity. And the second and foreign languages are studied in order to develop the social and economic stability of the state, and also as a means of free entry into the global economy. Multilingualism in Kazakhstan is not a new phenomenon. Multilingualism has a relatively rich history of development, but today it is studied and developed, first of all, as a linguistic entity that manifests itself and contributes to the development of a country's welfare. So in schools, education is provided not only in Kazakh and Russian, but also in native languages of national minorities living here. In general, multilingualism, contributing to the development of national cultures, makes the spiritual culture of one nation the heritage of another nation, and in this sense, mastering several languages, which has long been practiced in almost all educational institutions of Kazakhstan, is extremely useful. It means that in Kazakhstan bilingual education was established based on historical assumptions and trilingual education appeared as a new trend aiming the development of Kazakh as the official language, Russian as the language of interethnic communication, and English as a means of successful integration into the global economy.

The concept of trilingual education is very important for Kazakhstan in terms of the fact that the cause of all radical changes in the education system was trilingual educational reform. The term multilingual education is used interchangeably with this concept, but in the context of Kazakhstani education, trilingual education is not just learning three languages, but using them as means of instruction in secondary schools. Although the main languages of instruction in standard schools are Kazakh and Russian, Kazakhstan's trilingual education policy promotes different subjects to be taught through different languages as media of instruction [35, 36]. Thus, as stated in A. Abiyir's research, by 2021–2022, 3,864 schools were teaching science subjects,

such as Biology, Information Technology, and Physics in English either fully or partially [35].

While the concept of trilingual education remains important in the context of Kazakhstan's language policy, contemporary international research increasingly employs broader concepts such as multilingual education, plurilingual education, multilingual competence, and multilingualism. These concepts emphasize not merely the acquisition of three separate languages, but the development of an integrated linguistic repertoire in which languages interact and support one another. Therefore, in the present study, the term multilingual education is used as the primary theoretical framework, while trilingual education is treated as a specific policy model implemented in Kazakhstan through the coordinated development of Kazakh, Russian, and English.

Trilingual Policy in Kazakhstan has made enormous changes in the education system. Implementation of a new tendency started from the 2030 Kazakhstan development program [37]. Ways of building a "new state, new market economy and new democracy" were discussed, which, according to the government, is a thorough analysis of the external and internal factors of the country's development. Based on the analysis, it was necessary to develop an appropriate strategy that takes into account the specific features of Kazakhstan's history, multi-ethnicity and cultural diversity of the people of the country [38]. Thus, the State Program set the goal of developing values such as "national security, political stability in the country and consolidation of economic growth based on an open market economy with high foreign investment and domestic savings in order to achieve realistic, stable and sustainable results." [37].

2011–2020 State Program for the Development and Functioning of Languages was implemented in Kazakhstan to lay the foundation for modern language policy and promote the wider use of the Kazakh language while maintaining multilingualism. [39]. The main objectives of the program were: training of specialists of higher educational institutions, who in turn should be able to prepare school teachers in the programs of trilingual education; raising the status of the state language; ensuring the functioning of the Russian language in the social sphere along with the state language; providing systematic scientific and methodological support for teaching English; development of multilingual education infrastructure; development of intercultural awareness and perception of a foreign language; and ensuring the intellectual development of the people by familiarizing themselves with cultural values and facts.

In 2012, the Ministry of Education and Science of the Republic of Kazakhstan and some educational institutions carried out certain measures to introduce multilingual education, such as the development of the Concept for the development of trilingual education, taking into account the features and condition of the Kazakhstan education system and its problems [39], as well as experiments and piloting a 12-year education and teaching school subjects in three languages in some schools of Kazakhstan (for example, NIS). In addition, measures were taken to prepare the staff of educational institutions for teaching in three-language schools. Finally, the teaching of a foreign language has become mandatory in all state pre-school institutions of the country since 2016 after the introduction of the national reform plan "100 Concrete Steps" (2015)

[40] and The Road Map for Trilingual Education (2015–2020) [41]. Of course, the attempt does not always bring one hundred percent effect, but it is impossible not to note the fact that the result of the work done was an analysis of the problems of introducing trilingual education and the following steps were identified in achieving this goal. The conclusions made on the basis of measures to introduce a three-language policy required a revision of the content of language education, the development of a new language learning strategy in Kazakhstani educational institutions.

Later, the Government of the Republic of Kazakhstan adopted the State Program for the Implementation of Language Policy in the Republic of Kazakhstan for 2020–2025 by its December 31, 2019, resolution [42]. This document serves as the basis for regulatory measures to support trilingualism. The program is directly based on language policy development objectives, including the promotion of trilingualism (Kazakh, Russian, English) in society and the education of citizens with multilingual skills. For example, the program text notes the impact of the trilingual model (Kazakh, Russian, English) on the population's language proficiency. Overall, according to A. Abiyr et al. and D. Imanova et al. this policy reflects a gradual move toward multilingual instruction instead of replacing existing languages of instruction (Kazakh, Russian) with full English-medium education in standard schools [35, 43].

The Concept for the Development of Language Policy in the Republic of Kazakhstan for 2023–2029 continues the country's focus on multilingual education and highlights the importance of trilingualism [44]. According to this concept, the education system supports the use of Kazakh as the state language, Russian as a language of interethnic communication, and English as an international language. English is promoted in schools and universities so that students can access global knowledge, communicate internationally, and be more competitive in the modern world. At the same time, the policy aims to gradually increase the number of people who can speak all three languages, helping young people in Kazakhstan become more connected to both national culture and the global community.

What is multilingual education and what benefits can it contribute to the development of language education? The term 'multilingual education' was first introduced by UNESCO in 1999 in the General Conference Resolution and was adopted to mean "use of at least three languages, the mother tongue, a regional or national language and an international language in education" [38]. According to the theory developed by UNESCO, multilingual education is based on three main principles: using the mother tongue as a source of language experience, promoting social and gender equality and equality of linguistically diverse societies through multilingualism, and finally, using the language as a means of intercultural communication and guaranteeing mutual understanding between different cultural communities.

D. Gaipov, one of the Kazakhstani scholars studying multilingual education within the framework of a trilingual language policy, recognized its three main useful features: 1. "Pupils acquaint with the second and third languages as medium of education at the age of twelve or thirteen where pupils build multilingual skills and knowledge on already formed first language identity" [45, p. 421]; 2. Interrelated

beneficial influence between first, second and third languages; 3. Correspondence of the 'content-driven language programmes' mentioned by Met with the "classification of subjects according to the language medium of instruction" [45].

According to UNESCO [38], the introduction of multilingual education is possible with modernization at the state level, since it requires an analysis of the sociolinguistic situation to find out which languages and for what purpose are used by the country's population, in accordance with which the goals of multilingual education should be determined. It also requires the development of a language policy for all levels of education, and its integration into the national education plan. And finally, the retraining of teaching materials and specialists who can create the conditions for achieving the goals.

In Kazakhstan, the deepest problem of multilingual education was studied by B.A. Zhetpisbaeva, who tried to identify the socio-pedagogical conditions and theoretical prerequisites for the establishment of continuous multilingual education in Kazakhstan. By "socio-pedagogical conditions" B.A. Zhetpisbaeva suggests understanding "the totality of the requirements for the education system from all levels of the structural hierarchy of the human community" [46, p.22] and, in the framework of multilingual education, identifies three main components of the language situation: ethnolinguistic component, sociolinguistic component, and linguistic component, the sequence of which is built on the principle 'from general to special'. The ethnolinguistic component of the language situation ensures the priority development of the mother tongue, as well as taking into account the interests, language rights and equal conditions for the development and existence of ethnic minority languages in this community. The sociolinguistic component of the language situation reflects the language policy pursued by state bodies, which includes the status of languages used in this society, which often affects the educational content of linguistic and humanitarian disciplines. And finally, the linguistic component of the language situation, capable of assessing the interaction of social and state structures of society, since the use of languages is often more determined by society itself and, to a lesser extent, by state structures. Thus, in her opinion, "the main vectors of the development of multilingual education are aimed at the formation of linguistic pluralism and linguistic tolerance within the multi-ethnic space and integration into the world community" [46, p.24], which reflects the basic values of Kazakhstani multilingual society and politics. The factors and theoretical prerequisites for the introduction of multilingual education in Kazakhstan, according to B.A. Zhetpisbaeva, are the concepts of linguistic, secondary linguistic and multilingual personality, in the system of Kazakhstani education functioning as the goal, objectives and main consumers of services in the field of multilingual education; as well as the principles of structuring the content of multilingual education, among which there are the principle of historicism, the principle of consistency and the principle of an integrated approach [46].

But despite the state and social priorities aimed at the development of multilingual education, its implementation at the practical level, especially in secondary schools, still remains problematic. A.A. Golovchun, exploring

multilingualism in Kazakhstan, explains the essence of the problem of introducing multilingual education in the fact that "multilingual education is mainly designed for teaching "different" language users rather than for creating a population of multilinguals" [6]. Golovchun sees a solution to the problem in a conceptual approach based on the learner-centered paradigm and capable of developing "personality of the pupil, his determination, self-realization and social adaptation" and implemented in accordance with "function of the stage of learning and principles of teaching" [6].

The current language policy in Kazakhstan sets the task of developing new approaches and methods for productive teaching of all three languages. According to M.A. Klyshbekova, one of such approaches, which is widely used in foreign countries with similar language policies, for example Switzerland, but not well known and appreciated by the teachers of our country, is a multilingual approach to language learning and teaching [47]. The approach, adopted by the Swiss government and teachers as an educational reform in language teaching and presented as a way of introducing two foreign languages in elementary school, is an approach that does not allow language learning in isolation.

The 'multilingual approach' was first introduced by the Council of Europe (2001) and the Common European Coordinate System for Languages (CEFR) and was defined as: "the fact that as an individual person's experience of language in its cultural contexts expands,...he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact" [48, p. 4].

In the 2020 version of the CEFR, known as the CEFR Companion Volume (2020), the idea of multilingualism is further developed [30]. The document explains that multilingual competence is a dynamic and evolving linguistic repertoire of an individual, where languages are not separated but work together in communication. It emphasizes that a person does not need equal proficiency in all languages; instead, individuals use an interrelated repertoire of languages and strategies to communicate effectively in different situations.

One of the most famous projects implementing a multilingual approach to language learning was the "Passepartout" project. It was supported by the Swiss Ministry of Education and implemented in 2007 [49], and became a prerequisite for a coordinated change in the structure of language education in the country, reflected in the development of a new curriculum and materials for language teaching and retraining of teachers.

In order to be able to implement a similar project of comprehensive teaching of three languages at the same time, we compared the main characteristics of the multilingual approach to language learning highlighted by Schwab [50] and the conditions of the Kazakhstani language policy in combination with our proposed method of learning three languages. The feasibility of using the multilingual approach (MA) in the circumstances of the Kazakhstani trilingualism policy can be determined by the following points (see Table 1).

Table 1 - A comparative analysis of the main characteristics of the MA and the conditions for the introduction of the tested methodology.

Characteristics of multilingual approach to teaching and learning languages, S. Schwab [50]	Reasons for implementing the multilingual approach in Kazakhstan
1. the integration of all languages, including home languages the learners have at their disposal	Mastering of Kazakh, Russian and English languages in accordance with the standards of language proficiency by levels as one of the conditions for implementation Trilingual policy in Kazakhstan.
2. metalinguistic awareness as a key factor	Employment of Meta-cognitive writing strategies as means of enhancing writing skills.
3. the emphasis changed from interference to cross-linguistic influence and positive transfer	Multicompetent nature of Kazakhstani schoolchildren, which makes it possible for cross-linguistic transfer of writing strategies from a foreign language to L1 and L2.
4. teachers and learners learn to exploit languages that belong to the same language family.	The similarities in the requirements for the level of their development and expected results found during the study of state compulsory education standards for the corresponding levels of education declared in Decree of the Government of the Republic of Kazakhstan [29].

At first, according to the Order of the Minister of Education of the Republic of Kazakhstan dated 3 August 2022 No. 348 “On approval of the State mandatory standards of preschool education and training, primary, basic secondary and general secondary education, technical and vocational education, and post-secondary education” Trilingual education in Kazakhstan is practically realized through [29]:

1) mastering of Kazakh, Russian and English languages in accordance with the standards of language proficiency by levels;

2) introduction into the program of school subjects taught on the basis of the language for special purposes (LSP), regardless of the language of instruction;

3) implementation of extracurricular activities and elective courses in Kazakh, Russian and English languages for more successful engagement and acquisition.

If we consider the characteristics of the multilingual approach that Schwab (2016) defines in her study, then it is “the integration of all languages, including home languages the learners have at their disposal” that is the main condition for implementing this approach [29]. This characteristic is reflected in the first step of the requirements for the implementation of a Kazakhstani trilingual policy.

Secondly, “metalinguistic awareness” declared as a key factor and main characteristic of the multilingual approach, in turn is recognized by B. Hofer and U. Jessner as a form of metacognition [51], which is the basis of a strategic approach to the development of writing skills, proposed in our methodology.

Thirdly, the multilingual approach strengthens the positive influence of cross-linguistic transfer (facilitation) and weakens its negative influence (interference) on language learning. The success of this transfer is justified by the multicompetence of

Kazakhstani schoolchildren, and we plan to explore the possibility and effectiveness of it in our study using the example of the transfer of skills to strategically perform written tasks from a foreign language in L1 and L2.

And finally, having examined a number of normative and educational documents, we found the prerequisites for using the multilingual approach on the basis of its fourth characteristic. And since we are focusing not on the linguistic but on the pedagogical aspect, we will take as a basis not the similarities of languages agreed upon by Schwab [50], but the similarities in the requirements for the level of their development and expected results found during the study.

Thus, the Chapter on the requirements for the content of education shows both similarities and some differences between the language programs. However, since the purpose of this study is to identify the common pedagogical foundations for applying the multilingual approach, the analysis focuses primarily on the shared characteristics of these requirements [29]:

- is aimed at developing communication skills and speech activity by studying authentic materials;
- is aimed at developing skills to analyze, critical thinking and imagination, as well as use the gained knowledge in real situations;
- is aimed at the development of spiritual and moral values, patriotism and tolerance towards representatives of another culture.

Moreover, according to the State compulsory standards that define the requirements for the content of foreign language education, students are provided with the opportunity to integrate the content of the subject "Foreign Language" with other subjects through intersubject communication for the development of the ability to establish a cause-effect relationship between facts, to work with information, extracting basic and fragmentary parts from foreign sources [29]. This requirement in our research work is of great importance and is the main idea of the development of the pedagogy of writing.

In addition, when analyzing the requirements for the level of preparation of students, some general patterns are revealed (for example, the requirements for the level of preparation of writing skills) [29]:

- to be able to plan;
- to be able to observe spelling, grammar and stylistic norms;
- to be able to write texts of a problem nature, expressing their own attitude to the problem;
- to be able to give reason and arguments to support their personal opinion.

Above analysis suggests the possibility of parallel and complex teaching of all three languages demanded by the state language policy. It is worth to conclude that there are undoubted prerequisites and the basis for developing a language teaching model based on common goals, collaboration and strategic approach to language learning.

The common goals and unified expected results of teaching and learning the English, Kazakh and Russian languages (using the example of writing skills) in the trilingual schools of Kazakhstan suggest that correctly formed and effectively used

learning strategies can equally successfully influence the development of certain skills and be used by students in learning any of three languages within the multilingual approach to teaching writing.

Having examined the features of the multilingual approach adopted abroad and comparing its features with the conditions and features of its implementation in the context of Kazakhstani education, we came to the conclusion that the term “multilingual approach” does not reflect the method or technology of integrative teaching of writing in Kazakh, Russian and English languages, which in our case is a meta- cognitive writing strategy instruction. Therefore, we propose to use the "Multilingual-Strategy based Approach" (MSA) as a term that fully reflects the essence of the proposed approach. Thus, by this approach we offer to understand *an integrative pedagogical approach that combines multilingual education, explicit instruction in metacognitive writing strategies, and pedagogically organized cross-linguistic transfer to support the development of writing skills in English and the application of these strategies to writing in Russian and Kazakh.*

The aforementioned conclusion explains the importance of our research on the effectiveness of "Multilingual-Strategy based Approach" which depends on the possibility of the cross-linguistic transfer of writing strategies between the three languages, taking into account the cognitive aspects of learning the material in a foreign language. Positive research results can be a prerequisite for developing new curriculum and teaching materials based on learning writing strategies in foreign language lessons and retrain teachers to more collaborative language teaching, which will develop the writing skills of students in all three languages used in schools in Kazakhstan.

1.1.2 The concepts of first, second, and foreign languages in the Kazakhstani context

In accordance with the requirements of UNESCO (2025) [52], the multilingual approach involves covering three languages, among which Kazakh is the mother tongue, Russian is the language of national communication, and English is an international language. In our study, we aim to test the effectiveness of using meta-cognitive strategies in developing writing skills and the possibility of transferring these strategies, trained in a FL, to the process of completing a written assignment in L2 and L1, which would give us the right to recommend this approach as a way of implementing multilingual education. One of the statements for defense addresses the influence of the declarative and procedural characteristics of learners' language knowledge on the intensity of cross-linguistic transfer of metacognitive writing strategies. Therefore, we consider it appropriate to understand how L2 differs from FL, terms that are often used interchangeably in foreign literature.

The tremendous importance of learning foreign languages is not a modern trend, but a need that has been recognized throughout history. Each language has its own specifics, which makes it possible to completely change the worldview when learning a new language. The reason is that in every language the whole history of the people who speak it is reflected. The structure of the language laid the way of thinking, which is characteristic of this nation. Studying another language, you are immersed in another

world; you get the opportunity to perceive this world from another point of view, which gives the right to say that another person is born in a man if he learns a new foreign language.

In the modern world, the need to learn a foreign language, and sometimes several languages, has become even more relevant. Among the most important reasons for learning a language are professional demand and social benefits. It is no secret that the dynamics of growth in the number of foreign firms and international companies cooperating with foreign colleagues affects the demand for employees with a good level of foreign language skills. Also, the endless possibilities of travelling for business or personal reasons makes knowledge of a foreign language beyond demand. But, in our opinion, the most important reasons and the meaning of learning a foreign language is the development of mental abilities and the development of the sphere of communication.

It is not a secret that for effective language training, it is important to take into account each of its aspects, and especially the environment of use and status for the user. In the context of Kazakhstan's multinational society and historical influence, the fact is that each of the three languages for citizens of our country has a specific place and is used for a specific purpose, and this place and purpose are very diverse. This diversity has an important influence on the results of any of the applied methods and means of language development.

It is communication, the need for which has caused the emergence of a language, and the conditions under which communication and language acquisition occur determine its status for users: the “native language”, the “second language” and the “foreign language”.

The meaning of the “native language” is obvious. Some of the linguists involved in determining the phenomenon of “native language” were N. D. Galskova [53] and A. N. Shovgenin [54], who noted the various, sometimes contradictory criteria for determining the “native language”. One of the main criteria was the criterion of origin, in other words, it is the language which the child hears from his mother from birth and perceives naturally. In educational institutions, the term “mother tongue” is equivalently replaced by the notion “main functional language”, “dominant language” or “first language” and implies the fluency in the language of a 5-6 years old child, that is, without special and artificial education. In some cases, especially in Kazakhstan’s multi-ethnic society, functional languages may be more than one. This means that the child speaks several languages almost equally, which makes a very difficult division of languages into native and non-native.

At the same time, the distribution of language statuses in Kazakhstan cannot be regarded as uniform. Depending on learners’ linguistic biographies, region of residence, family language practices, language of schooling, and degree of exposure to different languages, Kazakh and Russian may function as L1, L2, or even as parallel first languages in cases of natural bilingualism. Therefore, the categories of first, second, and foreign language should be understood as context-dependent rather than universally fixed for all Kazakhstani learners.

This variability is particularly important for studies of cross-linguistic transfer, since language status influences the degree of automatization of language skills, the balance between declarative and procedural knowledge, and the conditions under which transfer occurs. Consequently, findings obtained within one linguistic configuration should not automatically be generalized to all multilingual learners in Kazakhstan.

But the situation with definitions of a "second language" and a "foreign language" is a bit complicated and contradictory. N.D. Galskova, under a foreign language defines a language, "... which is studied outside the conditions of its natural existence, that is, in the educational process, and which is not used along with the native in everyday communication", while the second language is a language, "which is after or along with the native serves as a second means of communication and is usually absorbed in a social environment, where it is a real means of communication" [53, p.79].

A.D. Cohen also addresses this topic of language status terminology. The phenomenon of L2 and FL, which are most often equated and used as synonyms, is delimited by the explanation that "learning a second language means that the language being learned is that which is spoken in the community where the language learning is taking place, while a foreign language is not spoken in the local community" [55, p.8].

In countries where the monolingual population mainly dominates, the authors use both terms but mean "foreign language". This is explained by the fact that fluently speaking only the native language, the population, trying to master the second, do it consciously as a foreign language. In this case, they lack a language suitable for the definition of a "second language" and the conditions in which they naturally could develop it.

For example, T. Zhu, Y. Zhang, and D. Irwin make a distinction between the terms: "a "second language" has social functions within the community where it is learnt (e.g. as a lingua franca or as the language of another social group), whereas a "foreign language" is learnt primarily for contact outside one's own community", and acknowledges his acceptance of the distinction between the phenomena. However, immediately after the definition of the terms, explains that he "had not needed to maintain it [distinction] during most of the discussion in that book, and had therefore used the term "second language" as a cover term for both "foreign" and "second" language" [56].

As for countries with a multilingual population, such as post-Soviet countries, including Kazakhstan, social conditions made it possible for the population to master at least one more language parallel to their native one. Since the development of the language also took place in a natural way and was necessary for communication with people from other ethnic communities residing in the same territory and society, such a language cannot be foreign and deserves the status of a "second language".

Kazakhstan, being a multinational country and preserving the heritage of the union of the Soviet republics, reflects the picture of the harmonious coexistence of many national languages, where the main dominant are the Kazakh and Russian languages. According to the 2021 census, approximately 80 % of the population speak

Kazakh, while around 84 % speak Russian, reflecting widespread bilingualism, and the State Program for the Development and Functioning of Languages for 2011–2020 set explicit goals for increasing English proficiency to 20 % and trilingual competence to 15 % of the population by 2020 [57; 58]. In the education system, language of instruction is predominantly Kazakh and Russian, with 66 % of students studying in Kazakh and 31 % in Russian, while English is increasingly integrated through elective courses and specialized subjects to support multilingual learning [59]. These measures reflect the program's requirements for mastering all three languages through level-based language instruction, content-area study using multiple languages, and extracurricular language activities, aiming to strengthen both communication skills and global competitiveness among students [58].

The Russian language is not inferior in the amount of use by the citizens of Kazakhstan, since it performs its direct function, evident from the state status of the "language of interethnic communication". The Russian language is assimilated along with the national language in a natural way, since social circumstances and communicative demand create for this all favourable conditions. Being a second means of communication and assimilating, usually in a social environment, the Russian language is an example of a "second" language in the context of the language situation in Kazakhstan.

As for the English language, to which the education system in Kazakhstan attaches great importance, and even puts along with Russian and Kazakh, introducing a trilingual education policy at the state level, any way will remain a "foreign language". The language is studied for the purpose of communication at the international level, but not in society itself, and also cannot be acquired in a social environment, since such an environment that speaks English does not exist.

Many scholars have investigated the difference in the process of mastering the "second language" and "foreign language". It turned out that the conditions of learning and the level of demand for communication in this language in social cases significantly affect the level of proficiency in the language. For example, by studying a language as a second, users are able to master units and categories, which are of great difficulty for students learning the same language, but as a foreign one. K. Derkach and T. Alexopoulou in their research give the example of the Japanese, who, having no analogue of a definite and indefinite article in their native language, even after many years of learning English, make a mistake when choosing it [60]. The same problem is typical for Kazakhstani students when employing a correct article, since the Kazakh language also does not use this kind of grammatical category. But in case of the Russian language use, which for many citizens of Kazakhstan is the second language, in the identical situation there will be much less errors. For instance, "the Russian language has the category of gender and the category of case of the nouns, which is also unusual for the Kazakh language, but having as many academic hours of the Russian language as English does in schools, Kazakhstani children make almost no mistakes when choosing the case or gender of nouns" [61].

For the purposes of the present study, a specific linguistic configuration was adopted in accordance with the characteristics of the research sample. The participants

were students of a Kazakh-medium school, for whom Kazakh functioned as the dominant first language (L1), Russian as a second language (L2), and English as a foreign language (FL). Therefore, the interpretation of the findings is limited to this particular multilingual context and should not be considered universally representative of all Kazakhstani school students.

The recognition of this sociolinguistic diversity is essential for interpreting the results of the present research. The study does not claim that the configuration Kazakh = L1, Russian = L2, English = FL reflects the linguistic reality of all learners in Kazakhstan. Rather, it serves as the contextual framework within which the effectiveness of the Multilingual Strategy-Based Approach and the transfer of metacognitive writing strategies were examined.

In conclusion, Kazakhstan's language landscape reflects a clear distinction between languages in both society and education. Russian and Kazakh dominate daily communication and serve as the main languages of instruction, while English plays a supportive role as a foreign language. In schools, instruction primarily occurs in Kazakh or Russian, with English integrated through language classes, electives, and content-based subjects to develop trilingual competence. Overall, the differences in language use are mirrored in teaching practices, highlighting the country's effort to promote multilingualism while maintaining the central roles of the state and interethnic languages.

1.1.3 The role of cross-linguistic transfer in multilingual education

As it was mentioned above, the multilingual approach emphasizes a positive cross-linguistic transfer of learning. The success of this transfer is justified by the multicompetence of Kazakhstani schoolchildren, and we plan to explore the possibility and effectiveness of it in our study using the example of the transfer of skills to strategically perform written tasks from a foreign language in L1 and L2. In this part, we will consider the phenomenon of the transfer of strategies from the perspective of multicompetence, which, according to the latest studies in the field of methodology, is the ground for the transfer from FL to L1, that is, reverse to the originally considered linguistic transfer from L1 to FL; as well as consider empirical studies and findings which would be useful in distinguishing priorities and dimensions of our study.

Learning a foreign language is closely related to the knowledge, strategies, methods, attitudes and understandings that already exist in the learners' mind, in other words, is inextricable with L1. This feature of language learning entails the accumulation of familiar structural systems and their organization into a consistent structure of knowledge which will become the basis for effective communication in target language [62]. The phenomenon of transfer was in the center of interest of scientists back in the 1960s, when examining the strong influence of L1 on FL especially in the field of pronunciation and grammar, they were divided into two main sights: those who saw the positive influence of the transfer, which facilitates the process of learning a foreign language; and those who have found a negative interference effect.

Supporting the opinion of both positive and negative possibilities of the effect of transfer on the results of studying the language, J. Wang gives the following definition: "Language transfer refers to the influence of a learner's first language on the process of acquiring a second language, which can result in either facilitation (positive transfer) or interference (negative transfer), affecting learners' accuracy, fluency, and choice of linguistic forms." [63, p.79].

Originally the phenomenon of transfer was conceptualised in behaviourist views of language knowledge, as the impact of a learner's already-existing L1 knowledge and habits on FL learning and performance, and became commonly known as the language transfer [64]. Evidence of the influence of L1 on FL can be found in the works of L. Vygotsky, where he noted that the child "can translate into a new language a system of meanings that he already has in his own" [65, p. 110]; and L. Selinker recognizing transfer as one of the five central processes characteristic of language [66].

D.N. Perkins and G. Salomon to explain the nature of the transfer, use the example of a truck, for which a beginner uses his car driving skills and transfers them, where possible, into the situation with the truck [67]. They also contrast the "near transfer" when the areas of language elements used, between which knowledge is transferred, are very close and the gap between them is very small; and the "far transfer", mainly characterized by the transfer of attitudes and cognitive styles, the gap between which is almost irreparable. The "far transfer" is likely to lead to interference, since those scientists who supported the Contrastive Analysis Hypothesis (X. Chen, et al. [68], Y. Li, et al. [69]) affirmed that the more the difference between the two language systems, the greater the probability of interference.

Over time, the transfer phenomenon more often became associated with the term "interference", which gave the process only negative meaning, therefore M. Sharwood-Smith and E. Kellerman being supporters of a more positive and facilitating transfer function, introduced into science more neutral term 'cross-linguistic influence' [70]. As a result, most of the studies conducted in the framework of this interpretation of the phenomenon focused mainly on the transfer of linguistic elements of the language from L1 to FL (lexical and grammatical items, syntax, phonology or morphology). The importance of the ability to transfer knowledge from L1 to FL is recognized by the majority of scholars. Moreover, in recent years, many scientists have also comprehended the role of L1 transfer not only as a complex intelligent activity but also as part of a variety of strategies L2 learners employ in the course of FL acquisition (e.g., B. Bai, X. Zang, G. Lailli [71]; Su [72]; Z. Wang and C. Xu [73]; X. Wang, S. McMillen, and Y. Shi [74]).

Although many researchers acknowledge the existence of a two-way relationship between the first language and a foreign language (FL) (for example, J. Cummins [75]; M.A. Gass [76]; L. Selinker [66]), studies have mainly been conducted in the field of knowledge transfer from L1 to FL, (for example, V. Cook [77]; R. Ellis [78]; D. Larsen-Freeman and M.H. Long [79]). Interest in the influence of FL learning on the development of mother tongue skills began to increase with the newly introduced V. Cook's multi-competency phenomenon [77, 80] in the early 1990s.

In his research, V. Cook argued that in bilingualism or multilingualism (which was defined by the term ‘multicompetence’), even if L2 is acquired as well as L1, the state of knowledge of L1 differs from the state of monolingual ones [80]. V. Cook also found that people who speak more than one language have a distinctive state of mind, multicompetency, and includes all stages of mastering a second language [80, 81].

Research on multilingual education and cross-linguistic transfer in Kazakhstan highlights the interaction of Kazakh, Russian, and English in both societal and educational contexts. Studies show that while Kazakh and Russian dominate daily communication and serve as the main languages of instruction, English is increasingly introduced as a foreign language through elective courses, content-based instruction, and extracurricular activities to support trilingual competence [39]. Scholars such as B. Goodman et al. have examined how learners transfer linguistic and genre knowledge across Kazakh, Russian, and English in trilingual university programs, demonstrating that students draw on their entire linguistic repertoire rather than keeping languages strictly separate [82]. Moreover, E. Smagulova argues that cross-linguistic transfer and multilingual practices are fundamental to understanding how learners negotiate multiple languages in Kazakhstani classrooms. Including these perspectives strengthens the argument that multilingual education in Kazakhstan should move beyond separate language silos toward pedagogical approaches that recognize interaction between languages [83]. Together, these studies provide a strong foundation for understanding how trilingual education in Kazakhstan operates in practice and how policy, pedagogy, and learner strategies intersect.

Among Russian scientists, the influence of bilingualism on intellectual development and the ability to learn languages was studied by L. S. Vygotsky [84], A.N. Leontyev [85], E.A. Khamraeva [86], E.Y. Semenova [87], who in their studies revealed the cognitive potential of a child who knows two or more languages. One of the most important features of bilinguals and monolinguals they call the presence of metalinguistic awareness giving them the ability to analyze the language and perceive the features of the language system. E.A. Khamraeva, in turn, connects the levels of cognitive development of bilinguals with the components of communicative competence, which is formed as a result of the influence of cognitive processes [86, p.96].

This new trend has led researchers to shift their focus to multilingual development dynamism, aspects of which have been neglected for many years, such as, for example, “multicompetency” (V. Cook [77, 80]), the influence of L2 on L1 development [88; 89]), the transfer of sociocultural norms and models of interaction from one language to another [90; 91; 92; 93].

J. Cummins (1993), being the founder of the cognitive theory of bilingualism, confirmed the positive transfer from FL to L1, while mentioning motivation and impact as important conditions for its implementation [75]. I. Kecskes and T. Papp wrote in their study about students who claim that one of the best ways to understand their language is to learn a foreign language [89]. So, in support of this conclusion, I. Kecskes and T. Papp mention Y. Takano, who revealed the phonemization of former allophonic variants, such as [c] and [j], among native Japanese speakers under the

influence of a long study of the English language [94]. Also, a study by L. M. Bailey, K. Lockary, and E. Higby revealed the dependence of the meaning of words in L1 on the meanings in FL (using colour terms as an example) [95].

The importance of the transfer of learning models was mentioned by D.N. Perkins and G. Salomon, which they see in anticipation of the educational system to apply the knowledge acquired in the lessons by students in their real life [67, p. 21]. Researchers see the implementation of the transfer in its two forms: a low-road or “near”, which is characterized by automatism and similarities between the contexts of two languages, and, conversely, a high-road or “far” transfer, which “depends on deliberate mindful abstraction of skill or knowledge from one context for application in another” [67, p. 25] and demands “the effort of deliberate abstraction and connection-making and the ingenuity to make the abstractions and discover the connections” [67, p. 27]. K. Forbes [96, 97], referring to M.A. James [98], suggests that a low-road transfer will be more associated with L2 patterns that were automatically acquired, while a high-road transfer may more relate to consciously acquired knowledge.

Consequently, it is possible to trace the connection between the transfer of knowledge, which does not always happen automatically, and the “metacognitive reflections” proposed by D.N. Perkins & G. Salomon [67] and James [98, p. 156] as a means of stimulating the high-road transfer by being reflective about learners’ own learning.

In support of the positive impact of multicompetence and the knowledge transfer from FL to L1 based on it, a number of studies have been conducted. For example, Y.G. Kim, et al. in their study confirm the high correlation between reading skills L1 and FL and connect it with the transfer from one language to another [99]. Moreover, S.H. Deacon, et al. exploring literacy skills such as phonological awareness, decoding, and reading comprehension transfer occurs bidirectionally between L1 and L2, came to the conclusion that there is not only L1 support for L2 development, but L2 learning can also reinforce and enhance literacy skills in the first language [100].

From the above conclusions, we assume that foreign language teachers, using strategy based instructions, had the opportunity to develop meta-cognitive awareness of learners, which in turn made it possible to simultaneously contribute to their development of academic performance not only in FL, but also in L1.

Consideration of the potential contribution of FL teachers to the development of writing in L1 was the focus of some researchers [89; 97; 101; 102]. R. Berman in his study conducted an intervention in the form of detailed and clear writing instructions in two experimental groups: the first at the L1 lessons, the second at the FL lessons. For the reliability of the results, a control group was created in which the intervention was not carried out. In order to collect data, essays in both languages were performed in the pre- and post-phases of the experiment. In evaluating written work, Berman took into account factors such as organization, fluency, and volume [101, p.36]. (see Table 2).

Table 2 - Meta-analysis of literature related to FL-L1 transfer of writing features

Scientist	Focus	Findings
R. Berman [101]	organization, fluency, and volume.	obvious transfer of essay writing skills from L2 to L1 than from L1 to L2 depending on level of grammatical skill formation in FL.
I. Kecskes and T. Papp [89]	sentence-organizing forces (i.e., grammatical word-order languages and pragmatic wordorder languages); task-solving and learning strategies based on controlled and conscious activities;	as the result of transfer there is more complex writing planning, improved formation of complex sentences in L1: better construction of subordinate clauses, and more frequent use of embedded sentences.
K. Forbes [97]	Meta-cognitive writing strategy use (planning, evaluating, monitoring)	competency increase in planning when writing assignments in L1 due to magnification in the number and range of planning strategies, the number of writing aspects in the focus of student control in self-assessment; accuracy improvement

I. Kecskes and T. Papp, on the other hand, conducted a less intervention study, as students were not deliberately provided with any writing instructions [89]. To select the participants in the experiment, the researchers were guided by the enough developed cognitive features of the preadolescent and adolescent age period (14-16 years). The experiment involved three different groups of Hungarian participants depending on the intensity of training at the FL level (Russian, French and English). In the first *immersion* group, the medium of instruction on some school subjects was FL, the second *specialized* group received from seven to eight hours of FL training per week, and in the third *control* group, school subjects were taught on L1, plus two to three hours of regular FL instructions per week. Over the two-year duration of the experiment, the researchers tested the development of L1 and L2 three times using three different testing methods, selected depending on the purpose of the study and “the developmental level of students in the best possible way” [89, p.21].

M. Hashemian (2011) conducted his experiment in four groups of randomly selected participants aged 18 to 25 years with different levels of fluency in FL (English) [102]. Among the groups were both English-major and non-English-major university students. A written assignment in the form of a paragraph on a simple and motivating topic was used as a method for collecting data; the time for completing the task was not limited. When evaluating and analyzing the work on the basis of The Loban index [102, p.1308], Hashemian took into account such aspects as: the complexity of the sentences, the total number of terminable units for independent clauses and compound sentences, unity of the passages, syntactic structures and T-units [102, p.1308].

Finally, K. Forbes, just like the other above mentioned researchers, studied the phenomenon of transfer of writing features from FL to L1, but unlike the rest, who focused on the product of writing, explored the writing process, expressed in the level

of application of writing strategies (planning, evaluation, monitoring), which, in her opinion, affects academic performance and determines the level of writing skills [97]. Following the four main stages of pedagogical implementation (raising awareness of already used strategies; strategy presentation and modelling; practice; evaluating of the effectiveness of strategies used and transfer of strategies to new tasks), the Year 9 (age 13–14) mixed ability class in a secondary school participants were strategically instructed with the aim “to become more metacognitively aware language learners and more autonomous strategy users” [97, p.112] in two phases. The data collection process took place in three phases and included both quantitative and qualitative methods.

Despite a different focus (on a product or process), [97; 101] or insignificant [82; 102] a greater empirical focus of research, all scientists found a transfer of knowledge from FL to L1. Moreover, R. Berman argues that the transfer of essay writing skills by students was actually more obvious from L2 to L1 than from L1 to L2, and the success of the transfer is related to the level of grammatical skill formation in FL [101, p.40].

I. Kecskes and T. Papp came to three main conclusions from their study, generally similar to other researchers [89]. Firstly, the study of FL can greatly facilitate the development of L1, since despite the fact that the immersion group almost did not receive instructions in L1, their performance and creativity in writing exceeded the other two groups. However, just like R. Berman [101, p. 42], they report some conditions for a successful transition, depending on the achievement of a certain level of grammatical knowledge. Secondly, the multicompetent approach to teaching written speech has led to the intensification of the conscious and creative use of L1. And finally, as a result, participants in both immersion and specialized groups showed more complex writing planning, improved formation of complex sentences in L1: better construction of subordinate clauses, and more frequent use of embedded sentences.

As a result of the mentioned research, M. Hashemian confirms the theory of multicompetence on the two-way influence of the languages FL and L1, which is strengthened by clear instructions and adequate motivation [102, p.1308].

K. Forbes achieved roughly similar results, which confirmed the existence of the transfer of writing strategies from FL to L1 after the first phase raising awareness of already used strategies [97]. She reports that without any guidance, students became more competent in planning when writing assignments in L1, which was the result of better and more frequent use of planning strategies. Fewer errors and more self-corrected errors were also observed as a result of using self-evaluation strategies when using L1. After the second phase of the intervention, which identified the links between the use of the strategy in the L1 and FL lessons, there was a further increase in the number and range of planning strategies, the number of writing aspects in the focus of student control in self-assessment; accuracy has improved. However, similar to R. Berman [101] and I. Kecskes and T. Papp [89], K. Forbes believes that one of the conditions for a successful transfer of strategies from one language to another can be interdisciplinary cooperation between language teachers [97, p. 101].

Thus, relying on the above mentioned studies, we come to the conclusion that the reverse transfer of knowledge from FL and L1 on the basis of multicompetence is possible and even productive in the field of simultaneous mastery of written speech in

several languages, but with some conditions, including a certain level of FL competency and interdisciplinary collaboration of language teachers.

The present study distinguishes between linguistic transfer and strategic transfer. While linguistic transfer involves the movement of language-specific knowledge such as vocabulary, grammar, and discourse conventions from one language to another, strategic transfer refers to the transfer of cognitive and metacognitive procedures used to regulate the writing process.

This distinction is particularly important in multilingual contexts involving typologically distant languages such as English, Russian, and Kazakh. Although these languages differ substantially in their grammatical structures, morphological systems, and discourse traditions, the metacognitive processes underlying successful writing remain largely language-independent.

According to J.H. Flavell, metacognition includes planning, monitoring, and evaluating one's cognitive activity. These processes operate at a higher level of cognitive regulation than language-specific knowledge [103]. Therefore, when multilingual learners employ planning strategies, formulate writing goals, monitor text production, or evaluate the quality of their written output, they rely on procedural knowledge that can be activated across different language systems.

This assumption is supported by the Strategic Self-Regulation Model proposed by R.L. Oxford, which conceptualizes strategies as self-regulatory mechanisms rather than language-bound behaviors [12, p.29]. Similarly, K. Forbes argues that multilingual learners can develop cross-linguistic strategic awareness, enabling them to apply previously acquired writing strategies when working in another language [97, p.101].

This interpretation is also consistent with J. Cummins' Common Underlying Proficiency framework, which suggests that cognitive and academic abilities developed in one language can support performance in another language, despite differences in linguistic form [104].

Consequently, the present study assumes that cross-linguistic transfer occurs primarily at the level of metacognitive regulation rather than at the level of linguistic form. The transfer mechanism is therefore understood as the application of previously developed planning, organizing, editing, and evaluating procedures to writing tasks performed in English, Russian, and Kazakh. Differences between languages may affect the linguistic realization of these strategies, but they do not eliminate the possibility of transferring the underlying metacognitive processes. Therefore, typological distance between languages is expected to influence the intensity of transfer rather than the possibility of transfer itself.

1.2 Theoretical basis for the cognitive nature of language learning strategies

Scholars have been researching and writing about learner strategies for about 50 years now. However, what learner strategies actually are has been difficult to define at an international level and with full consensus. This part reviews the literature that makes it possible to define the phenomenon of “strategy” and “learning strategy,”

makes an analysis of the main studies conducted in this area, suggests possible classifications of learning strategies, and analyses the state of self-regulation within the framework of strategy use.

1.2.1 Features of language learning strategies and cognitive peculiarities of their acquisition

The phenomenon of “strategy” in the field of language learning has been repeatedly investigated and defined in terms of its efficient and self-regulated nature. Even though there is no single definition of a foreign language teaching strategy, researchers agree that second-language learning strategies can be used by students with different levels of language proficiency [9], to improve results in solving problems associated with a second or foreign language learning [30, 91, 105] and by their nature are characterized by consciousness and deliberateness [10, 55].

However, a divergence of opinion regarding the definition and degree of consciousness in the application of strategies led to the meeting of twenty-three international researchers in June 2004 at Oxford University as the International Project on Language Learner Strategies (IPOLIS) to conduct research by collecting information from world researchers in the field of learning strategies usage [106]. The work of experts ultimately led to a common opinion on the issue of consistency or clustering of the use of learning strategies, but also divided the researchers into two camps, one of which is of the opinion about the detail, specificity and cluster, consistent use of strategies. On the other hand, there are advocates of a view on the global use and flexibility of strategies [10, 88].

We support the opinion of a detailed and specific selection of learning strategies, since, as can be seen from the classification of strategies, which will be discussed in detail later in the work, strategies are divided into groups according to skill area, their function, age, gender, level of proficiency. For example, using fillers (uh or uhm) and pausing strategies are helpful for solving communication problems, which means, are specific according to skill area.

Strategy vs. Skill (Process)

Another dilemma, which was planned to be resolved by IPOLIS was the question regarding the mandatory involvement of consciousness in action for the possibility of considering this action a ‘strategy’. A.D. Cohen [10] contrasts the term “strategy” with “process”, thereby, under the first term meaning a conscious algorithm of actions, purposefully applied to solve the problem. As for the second term “process”, referring to the conclusions of J. Wang, he means automatic actions, the choice of which can no longer be explained or justified [63, p 10]. “If the behavior were so unconscious that the learners are not able to identify any strategies associated with it, then the moves or functions associated with this behavior should probably be referred to simply as *process*, not as *strategies*” [63, p. 11]. In the same way, R.L. Oxford contrasts the term ‘skill’ with ‘strategies’ [12]. By that she means that “skills are automatic and out of awareness, whereas strategies are intentional and deliberate” [12, p.12]. So learning strategies are algorithms that are chosen and used consciously, intentionally and deliberately, which means learners understand what, how and why they are doing, and

with the frequent use of such an algorithm, they may lose the involvement of cognitive mechanisms and transform into an automated skill (process) that does not require consciousness.

Definitions

The main idea of learning strategies can be obvious through various definitions by different scholars:

“Learning Strategies are the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process.” [7]

“Learning Strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information.” [8]

“Learner strategies refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language . . . what they know about the strategies they use . . . what they know about aspects of their language learning other than the strategies they use.” [107]

“Second language learner strategies encompass both second language learning and second language use strategies. Taken together they constitute the steps or actions consciously selected by learners either for the learning of a second language, the use of it, or both.” [11]

“Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.” [11]

In our study, we understand ‘learning strategy’ as *a conscious, deliberately employed algorithm of actions aimed at solving a learning problem in conditions of autonomous learning.*

Having examined the variety of definitions, the general meaning of independence and self-regulation is revealed, expressed by the words "learner" and "learning". The teacher's role does not weaken; just it changes its usual priorities, directions and outcomes. Now the task of the teacher is to teach the student how to independently and effectively acquire and master knowledge and skills, and then use them in their professional life.

Features

R.L. Oxford in her Strategic-Self-Regulated Model of language learning excepts conscious employment, involving awareness, focal/peripheral attention, effort and intention, emphasizes some other not less important features of learning strategies [12]. One of them is the ability to make learning *easier, faster, enjoyable, and effective*: students are aware of the tactics of getting the educational target, which makes them successful, the process seems easier, enjoyable and as a result effective.

Strategies can be applied in different contexts and students can choose them among alternatives. So, “manifested through specific tactics in different contexts and for different purposes is one more feature of learning strategies” [12, p. 14].

Another significant feature is reflecting the whole learner, which means that learning strategies affect cognitive affective and socio-cultural interactive aspects of the learner. The study of strategies is linked to the theory of cognition. Cognition is

the way the brain holds information for short periods of time, stores information, selects and retrieves information and processes information (see Figure 1). The retrieval of the linguistic item is no longer 'controlled' by the fact that the learner has to refer to explicit knowledge about the pattern they have noticed or have been taught [105, p.1306].

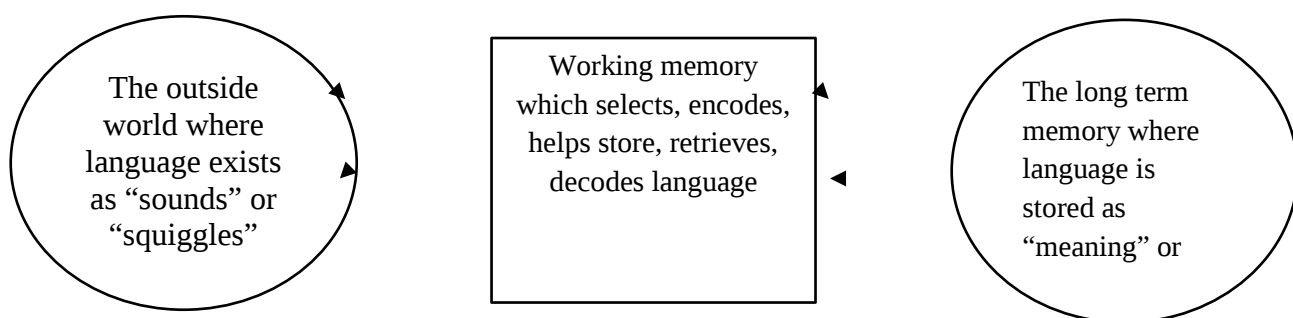


Figure 1- Cognition processes (adapted from Ernesto E. Macaro)

The effectiveness of using learning strategies based on the process of transferring knowledge from short-term to long-term memory is also confirmed by the “Skema theory” developed by M.T.H. Chi, R. Glaser, and E. Rees in 1982 [108]. Efficiency lies in the ability to organize knowledge into skemata, retrieval of the desired skema in a particular training situation for practice and use.

In addition, learning strategies can work in groups combining into strategy chains which operate as an algorithm and reach common aims. To be more concrete and understand what the chain of strategies is, let us look at the example which was given by R.L. Oxford [12]. If the task is to read a new scientific book in Foreign language, first of all students can plan to get familiar with the book before going deeply into it by reading the abstract, finding information about the author, and looking up some terminology in the dictionary. The strategy the student uses is Planning. Then the student can skim the table of contents and the index to find the main ideas contained in the book. At this stage Conceptualizing Broadly strategy is used. The next step is to use skimming to help the student to evaluate what he/she already knows in terms of content and vocabulary. The applied strategy is called Evaluating. And the last but not the least step is to use the information from skimming stages to decide how much time to allow for studying the content as he/she reads the book. Here the student again uses Planning strategy. As it is obvious from the example, the chain of strategies *Planning – Conceptualizing Broadly – Evaluating – Planning* can be used by the learner in the particular situation and for a particular goal.

And the last one is that they can be transferred to other situations, if they are relevant. When speaking about the ability to transfer learning strategies, they can be compared to methodological or didactical principles, which are usually general or special. In the same way, such learning strategies as Planning or Monitoring are relevant to any subject and can be applied in different problem-solving situations, while

Compensatory strategy, which is used by a speaker if he has a lack of foreign vocabulary, can be used only in learning languages.

As mentioned in the previous part, the use of learning strategies consists of a number of cognitive processes, the features of which we will discuss in this chapter.

The approach that most scholars and linguists such as M. Rabinowitz and M.T.H. Chi [109] J.R. Anderson [110, 111]; following when teaching a foreign language is that mastering a second language is best understood as a complex cognitive skill. Accordingly, the theoretical basis for acquiring the language lies in a model for teaching cognitive skills, which will result in a conscious, long-term and adequate language learning [112].

The role of learning strategies in the cognitive theory of language learning is to determine what may result from unconscious learning or lead to ineffective results in the early stages of learning. People can learn new information without consciously applying strategies or applying inappropriate strategies that lead to inefficient learning or short-term use of learned material. For the effectiveness of the application of strategies, they must more actively involve the human mental processes. Strategies that have been used repeatedly and have been brought to automatism can no longer be considered as strategies, but transfer to a skill level that, in its own way, does not require the involvement of any cognitive processes and mechanisms [109, p.83].

J.R. Anderson, talking about how information is stored in memory, distinguishes between “static” information, which is some kind of fact, and “dynamic” information, which is knowledge of how to do something. Thus, “static” information constitutes declarative knowledge, and “dynamic” information is procedural knowledge [110, 111].

Procedural knowledge is a set of knowledge and ideas that is usually stored in long-term memory and the use of which does not require the involvement of any cognitive processes, since it pops up in memory by itself, without any effort. An example of procedural knowledge can be: facts (the capital of Russia - Moscow), skills (riding a bicycle, using a microwave oven), etc.

To effectively store information in memory and analyze the language, it is stored in the form of "propositional representations." Research in cognitive psychology suggests that knowledge in long-term memory is stored in terms of meaning rather than as an exact reproduction of external events. Propositional representations retain the basic meaning of the information, but not the details that usually change or vary in accordance with the context or conditions of use of the information. Such networks of utterances are characterized by the activation of additional concepts by invoking a single concept and by the fact that they help to draw conclusions about concepts. J.M. O'Malley and A.U. Chamot give an example of the concept of a wheel, which in turn attracts a number of concepts related to the meaning of this concept: tires on a car, we understand that the wheel is round, made of rubber and has other features defined in a hierarchical organization [113].

The presentation of procedural knowledge in memory is a key issue in cognitive theory and is contained in what J.R. Anderson [110, 111] calls production systems. Production systems are formed by generating a propositional representation of the

sequence of actions by students in a procedural form and, combining into several productions, serve to overcome the limitations of short-term memory, since shorter sequences of actions that have already become automatic no longer impose requirements on the amount of memory.

Thus, language learning strategies allow us to organize and understand new information, by mastering the concepts and connecting them logically with other concepts related to them and thereby develop a broader understanding than can be seen from the information presented in any particular sentence.

The opposite of procedural is *declarative knowledge*, which can usually be expressed verbally or “declared”, since the principle of cognitive operations in the case of using declarative knowledge is awareness, careful selection and analysis of actions, self-control and consistency. When using declarative knowledge, a person is guided by the rules and can explain the reason for choosing this particular action algorithm, which is the result of a conscious analysis of the situation. An example of declarative knowledge is the ability to generate a language or apply our knowledge of rules to solve a problem. According to Anderson, declarative knowledge can eventually become procedural if some strategies are used very often, and eventually become automatic and, when executed, access to the rules that originally created or activated the procedure is lost. In this case, the strategy becomes a proven skill, the implementation of which does not require special activation of cognitive processes.

In addition, J.R. Anderson suggested that the development of a skill at a cognitive level occurs in three stages of learning (see Figure 2) [111]:

1. *cognitive stage* at which students master the declarative awareness of the algorithm necessary for the development of skills;
2. *associative stage*, characterized by a decrease in the number of errors and planning when performing a skill;
3. *autonomous stage*, which reflects the automatism (process) of the skill.

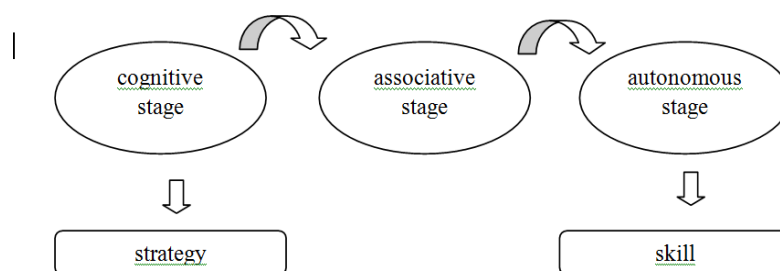


Figure 2 – J.R. Anderson’s stages of learning

A similar scheme is suggested by R.L. Oxford [12], also consisting of three stages: *declarative knowledge stage*, *associative stage*, and *procedural knowledge stage*, having a characteristic corresponding to Anderson's stages.

If we consider learning strategies from the perspective of the theory of the transfer of knowledge from the declarative to the procedural stages (see Table 3), it turns out that at the level of declarative knowledge (or cognitive stage), algorithms for solving academic problems, being new knowledge, consciously and deliberately

selected, and having an explanation and confirmation of its choice, represent a learning strategy.

Table 3 - Cognitive stages of transferring knowledge from declarative (strategy) into procedural (skill) (adapted from R.L. Oxford [12]).

Stage	Characteristics of knowledge	Strategic behaviour of learners
1. Declarative knowledge stage	New, conscious, can be explained and declared verbally.	Learners use new strategies selected consciously and deliberately, having an explanation and justification for its choice.
2. Associative stage	Easier and more familiar.	Learners practice strategies in solving different problems, experiment them, combine, gain experience through mistakes and successes while their usage.
3. Procedural knowledge stage	Automatic, unconscious, habitual, impossible to declare verbally.	Learners automatically employ strategy, not analysing the situation, as they solve an already familiar problem.

The transfer of knowledge to the second cognitive level is described by Anderson as a period of adaptation and improvement through frequent practice and testing. In the theory he explains the transition of identical strategies to solving similar problems by “generalizing the production system”, which is the students' desire to group tasks according to their similar characteristics, which occurs by comparing each of the tasks with a sample [111]. Thus, recognizing the similarities when comparing with the sample, the student most likely uses familiar methods for solving them, however, when distinguishing some new characteristics and task conditions, he will try to choose other optimal solutions and new strategies. Trying to avoid additional processes of concentration, students usually look for ways to reduce cognitive load by the refusal to use a strategy or use a more familiar, but less effective one. An example of this behavior can be guessing the meaning of an unfamiliar word in the text without using contextual clues, which can be successful, but more likely to lead to an erroneous understanding. The same reaction is characteristic of a student who faces a task that is too familiar or too difficult, where he tends to prefer relying on the already reused and automated strategy to using the new one, which does not always guarantee a successful solution to the problem. Thus, one of the main difficulties in teaching strategies is that students will avoid new ones when solving tasks that are too complex or too easy.

To resolve the conflict with the choice of strategy, J.R. Anderson proposes the principle of "dominance of goals or the difference of the goal for one production over another", which guarantees the deliberate use of a particular (new) strategy, which was included in the training and set as a goal for use even if the student recognizes in the task familiar characteristics [111]. However, the process requires deliberate control over the learning situation.

Thus, having passed through an associative stage of practice, experiments, gaining experience through mistakes and successes, knowledge shifts to the procedural (autonomous) stage. Becoming automatic, not requiring awareness or analysis of the situation, as it comes by itself to solve an already familiar problem, those algorithms stop being a strategy, but transform into skills or habits [12].

From the foregoing, it can be assumed that the learning strategies, being complex procedures and used in solving problems; can be represented as procedural knowledge that can be obtained at the cognitive, associative and autonomous stages of learning. Like any skills, strategies, going through all three stages of development, can be learned in the early stages of training and subsequently carried out without awareness due to repeated use. However, M. Rabinowitz and M.T.H. Chi suggest that strategies must be used consciously to be “strategic”; and vice versa, they lose the status of strategies when executed automatically [109, p.83].

When mastering a foreign language, the student often needs to “analyze the language requirements for the environment, determine what types of language skills are required, and begin to develop methods for obtaining information and levels of qualified performance that will ensure satisfactory functioning in the second language to the level required in this setting” [113]. Based on this, J.R. Anderson argues that “mastering a foreign language and strategic methods of processing interact at all stages of training” [111].

The cognitive processes described by J.R. Andersen explain the effectiveness and productivity of using strategic learning of a foreign language, since a foreign language, being a completely new aspect of learning, to a greater extent requires the use of declarative knowledge, which makes the learning process more conscious and systematic.

1.2.2 Language learning strategies in the context of writing instruction

According to K. Forbes [13], the first serious attempts to classify learning strategies were made in the 1970s and 1980s by J. Rubin [114] and M. Neiman [115], but the final and detailed approval of the types of strategies, their characteristics and relationships was achieved only in the late 1980s and early 1990s by scientists, among whom were J.M. O’Malley and A.U. Chamot [113] and R.L. Oxford [11].

J.M. O’Malley and A.U. Chamot, being guided by the J.R. Anderson’s [111] cognitive psychology theory on declarative and procedural knowledge presented the framework of strategies, which includes three major strategy types: meta-cognitive strategies, cognitive strategies and socio-affective strategies [113].

Cognitive strategies “operating directly on incoming information, manipulating it in ways that enhance learning” [113, p.44] are believed by K. Forbes to be more communication strategies as they “closely related to the processing of language, for example, inferencing, deductive reasoning and translation strategies” [13, p.14].

Meta-cognitive strategies, which “involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity” [113, p.8], are more suitable for the definition and functions of learning strategies. Furthermore, unlike the cognitive

strategies, which by their nature are more typical real communicative situations, meta-cognitive strategies are suitable and useful in terms of language teaching [13], which was the reason for choosing this kind of learning strategies the subject of our research.

And finally, *social-affective strategies* which are defined by J.M. O'Malley and A.U. Chamot as “either interaction with another person or ideational control over affect” [113, p.45], which are responsible for motivation, attitude to learning, ways to build relationships and communication with the interlocutor. According to K. Forbes (2016), the strategies included in this category do not quite correspond to the theoretical framework of this theory, but they are undoubtedly very important elements of language learning [13].

Another equally important taxonomy of strategies was developed by R.L. Oxford where she considers two main categories of strategies: direct and indirect, into which 62 language learning strategies have been divided (see Figure 3) [11].

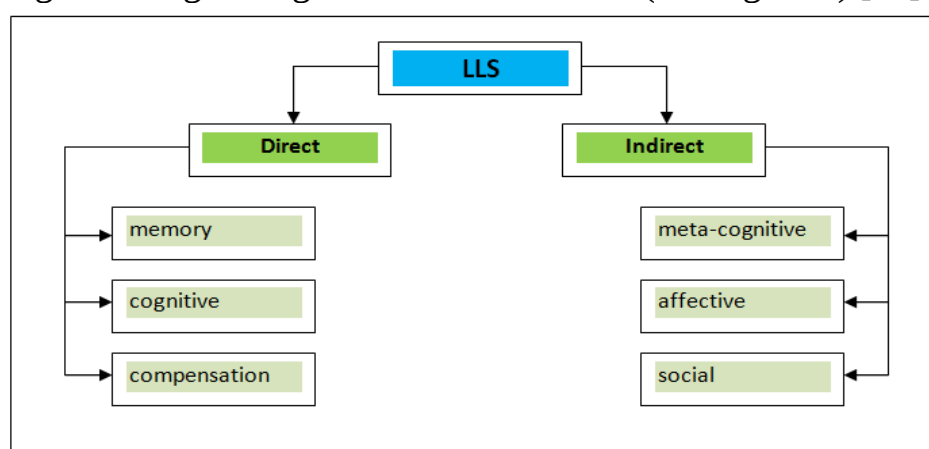


Figure 3 – R.L. Oxford's (1990) taxonomy of LLS

Direct strategies directly involve the target language [11, p. 37] and include *memory* (creating mental linkages, applying images and sounds, reviewing well, and employing actions), *cognitive* (summarizing or reasoning deductively, enabling learners to understand and produce new language by many different means), and *compensation* (guessing or using synonyms) strategy subcategories.

Indirect ones got their name for functioning without direct involvement of the target language as they operate at a mental level, and include *meta-cognitive* (controlling cognitive learning processes), *affective* (responsible for emotions, attitudes, motivations, and values), and *social* (responsible for determining roles and relationship in communication) strategies.

However, a little later, R.L. Oxford introduced a new theory Strategic Self-Regulation (S2R), which, according to her, is a key way to develop the idea of “learning how to learn”, promoted by the Common European Framework of Reference for Languages [12, p.8]. The S2R model is aimed at independent, self-regulated, self-managing foreign language learning by using learning strategies. It includes three main “mutually influential dimensions of L2 learning *Cognitive, Affective, Sociocultural-Interactive*” [12, p.14] controlled by meta-strategies *Meta-Cognitive, Meta-Affective, Meta-Sociocultural-Interactive* (see Figure 4).

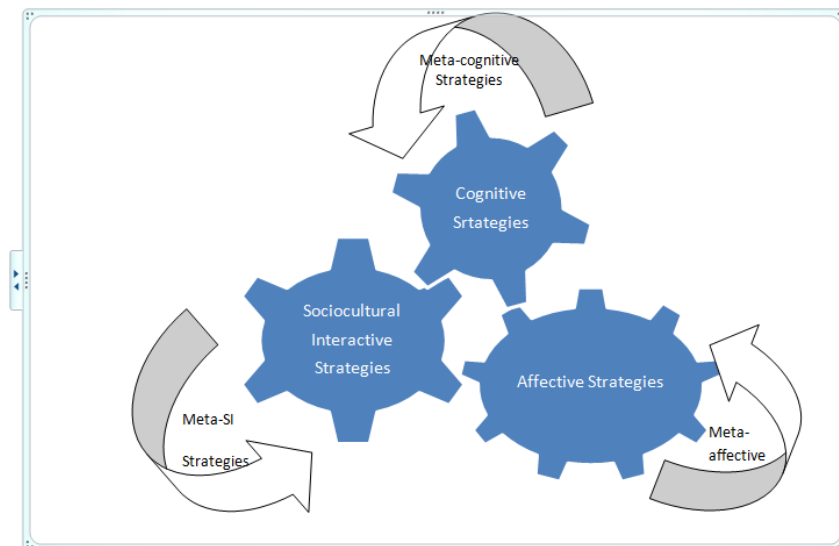


Figure 4 - Dynamic interaction of strategies and meta-strategies
(R.L. Oxford, p. 17)

Cognitive strategies are aimed to “construct, transform, and apply foreign language knowledge” [12, p. 17]. They are: Using the Senses to Understand and Remember, Activating knowledge, Reasoning, Conceptualizing with details, Conceptualizing Broadly, Going Beyond the Immediate Data.

Affective strategies are responsible for positive emotions and attitudes towards the language students learn, they help to stay motivated, which is usually the half of a job in learning languages. The examples are as follows: Activating Supportive Emotions, Beliefs, and Attitudes, Generating and Maintaining Motivation.

Sociocultural-interactive strategies have the purpose of dealing with issues of context, identity, communication and culture in language learning. Examples are: Interacting to Learn and Communicate, Overcoming Knowledge Gaps in Communicating, Dealing with Sociocultural Contexts and Identity.

In her theory, R.L. Oxford puts forward a number of interesting and new ideas, such as a categorical denial of the possibility of dividing strategies into Language Learning Strategies (LLS) and Language Use Strategies (LUS) because she considers these two categories inseparable and mutually dependent [12]. Furthermore, R.L. Oxford introduces new terms ‘meta-affective’ and ‘meta-sociocultural-interactive’, to complement the picture of control of the three main dimensions (cognitive, affective and socio-interactive) by meta-knowledge, in which only meta-cognitive strategies were present and downplayed the importance of the rest.

The modern taxonomy of learning strategies described by A.D. Cohen [55], in some of its aspects, reflects J.M. O’Malley and A.U. Chamot’s [113] classification theory (see Figure 3). In his classification, A.D. Cohen distinguishes between language learning strategies (LLS) and language use strategies (LUS). By LLS, he suggests understanding strategies aimed at working and studying educational material (using memory techniques, grouping material, recognizing material, and distinguishing one from another). As for the LUS, they are aimed at facilitating and effective communication. Among them, Cohen distinguishes 4 subgroups of strategies:

- *retrieval* – which are “used to call up language material from storage by means of whatever memory searching strategies the learner can master” [55, p.13]. The example of retrieval strategy might be a simple association with similar meaning or form of the word in different or the same language.
- *rehearsal* – “strategies for rehearsing target language structures”, [55, p.14] which, from our point of view, could also be successfully applied among language learning strategies.
- *coping* - strategies that most precisely fit the LUS category, since their purpose is to compensate for the lack of knowledge of the language, both lexical and grammatical while communicating. This group of strategies includes lexical avoidance, simplification, approximation, and paraphrase.
- *communication* - strategies “focus on approaches to conveying a message that is both meaningful and informative” [55, p.15]. Mentioned strategies are helpful not to quit communication due to the language problems, connected to idea generation, avoiding problematic areas, misunderstanding, expressing the ideas in interesting and creative ways.

Despite the fact that some scientists are sceptical of distinguishing between LLS and LUS because of the belief that it is impossible to study without practice and use, A.D. Cohen insists on his position, citing the fact that, firstly, not all training material can be useful in a real life situation, and, secondly, some strategies, being ‘behavioral’, can be easily viewed because they were used in the learning process, while others, being ‘mentalist’ and used during real communication, cannot be tracked or observed [55].

Regarding LLS, A.D. Cohen classifies them by function, by skill area, by proficiency level, by gender, and by specific language or culture (see Figure 5).

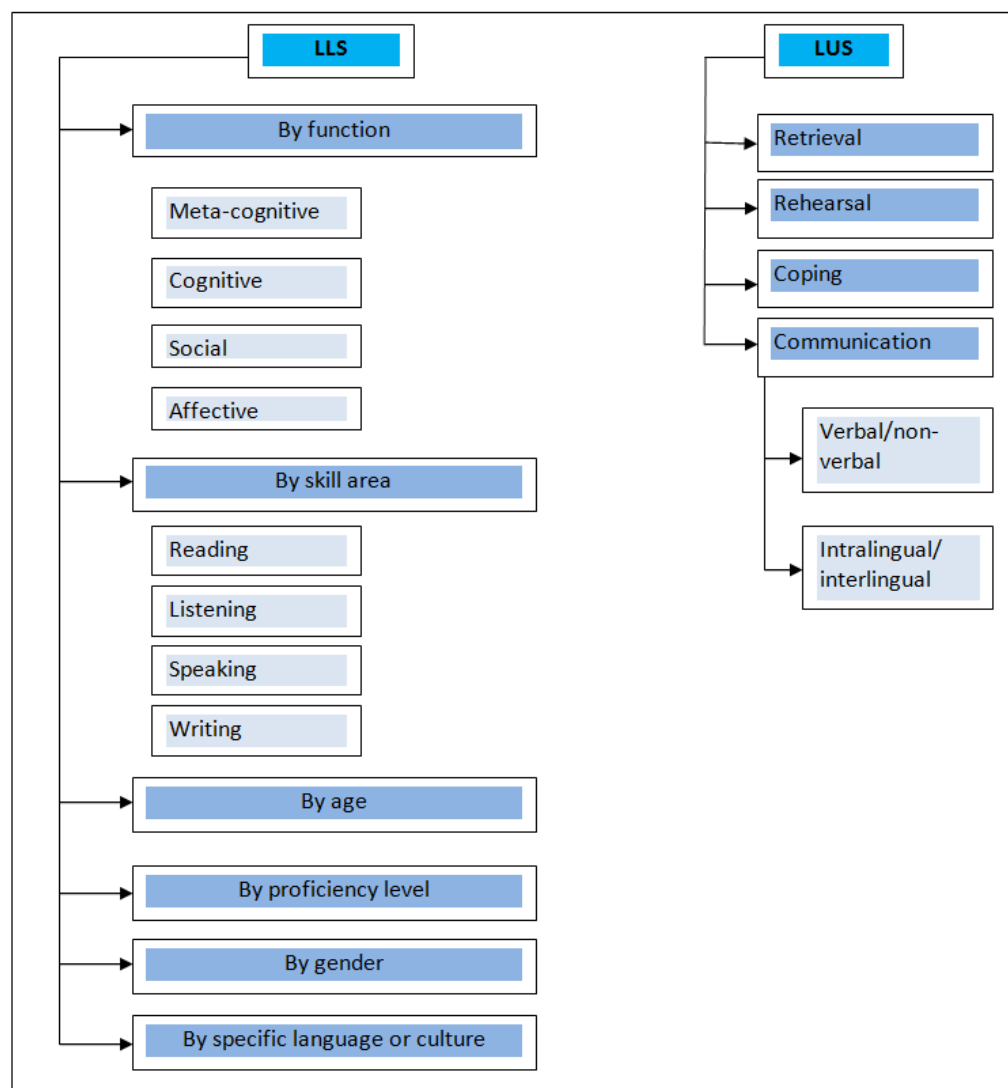


Figure 5 – A.D. Cohen’s taxonomy of strategies

Cohen's taxonomy distinguishing strategies by function, includes meta-cognitive, cognitive, social and affective strategies, and differs from the A.U. Chamot version only in that it does not unite social and affective ones in one group. Based on A.U. Chamot [8]; R.L. Oxford [11, 12], A.D. Cohen under the meta-cognitive strategies refers to the mechanisms of self-control of the cognitive processes responsible for “coordinating the planning and organization of strategy use, the monitoring of their use and the evaluation of how the use went in the learning process” [55, p.19]. Cognitive strategies mainly focus on the use of language “since they involve the awareness, perception, reasoning, and conceptualizing processes” and are responsible both for the storage of information and for the timely and efficient extraction of it from the storage of memory [55, p.19].

The main function of *social* strategies (distribution of social roles and relationships when communicating with other learners or native speakers of the target language; cooperation; request for explanation) and *affective* strategies (controlling emotions; determining the attitude to the subject of discussion; motivation) are no different from the idea of J.M. O’Malley and A.U. Chamot's social-affective strategies, and, in our opinion, are mostly applicable while using the language [113].

Furthermore, learning strategies were classified by A.D. Cohen according to the skills they develop: reading, writing, listening, speaking, vocabulary grammar, and translation, description and empirical justification for which can be found in works of different scholars [55]. Carolyn Gascoigne identifies global, interactive and meta-cognitive *reading strategies*, tools and techniques that emphasize the reflective and creative aspects of the reading process and can thus enable learners to become successful readers in independent, including technologically-mediated learning environments [105, p.1306]. She concludes that reading strategies are very important for independent learners in gaining reading skills.

Writing strategies are discussed by M. Bloom [116]. She makes a strong case for writing strategies to have a very central place in independent language learning. Bloom categorizes writing strategies into pre-writing (e.g. resourcing, analyzing, elaborating and grouping), writing (e.g. rereading, substitution and strategic use of the target language), and revising between drafts (e.g. guided proofreading, resourcing and recombining). In addition, M. Bloom states that to be successful in writing independent learners need to develop meta-cognitive knowledge and strategies such as self-evaluation and planning to give them more control over their learning.

A.D. Cohen emphasizes the need to support learners in developing the strategies needed for learning and performing speech acts in different cultural settings and the ability to monitor and evaluate pragmatic performance [9]. Thus, language use strategies or *communication (speaking)* strategies were singled out by him in a special category, separate from language learning strategies.

H.G. Portilla Torres and F.D.C. Guerra Mera review *vocabulary* learning strategies and evaluate their relevance for independent language learners [117]. They discuss the complementarity of explicit learning through exposure to authentic texts and interaction in the target language and implicit focusing on memorizing words (Guessing from Context, Reading for Pleasure) approaches to vocabulary learning.

Despite the fact that mainly researchers classified strategies by their functions (cognitive, meta-cognitive, etc.), they also agreed on the need for taxonomy by type of skills they are employed for (reading, writing, etc.), Cohen suggested age, proficiency level, gender, specific language or culture as criteria for grouping strategies [10].

The analysis of the presented taxonomies demonstrates that despite differences in terminology and classification principles, most researchers consistently identify a metacognitive dimension responsible for planning, monitoring, regulating, and evaluating learning activities. While cognitive, affective, social, and communication strategies contribute to language learning in different ways, metacognitive strategies occupy a special position because they coordinate and regulate the use of other strategies.

For the purposes of the present study, this distinction is particularly important. The objective of the research is not to investigate language learning strategies in general, but to examine the development and cross-linguistic transfer of metacognitive writing strategies within multilingual education. Therefore, among the numerous strategy categories described in the literature, metacognitive strategies were selected as the central analytical construct because they are directly associated with self-

regulation, conscious control of writing processes, and strategic behavior across languages.

Moreover, unlike many cognitive or language-specific strategies, metacognitive strategies operate at the level of procedural regulation rather than linguistic form. This characteristic makes them theoretically transferable across languages and therefore compatible with the multilingual and cross-linguistic orientation of the Multilingual-Strategy Based Approach (MSA).

However, too complex classifications and blurry boundaries between groups have led to criticism of such a taxonomy among specialists in the strategy-based learning field. E. Kellerman, for example, stated that such attempts to create taxonomies were based on “variable and conflicting criteria, leading to unnecessarily complex and potentially open-ended taxonomies whose psychological status is therefore dubious” [118, p.143]. K. Forbes considers the possibility of precise categorization utopian, and therefore places more trusts in E. Macaro’s [105, p.1306] idea to perceive the strategies existing along a continuum (see Figure 6) [13].

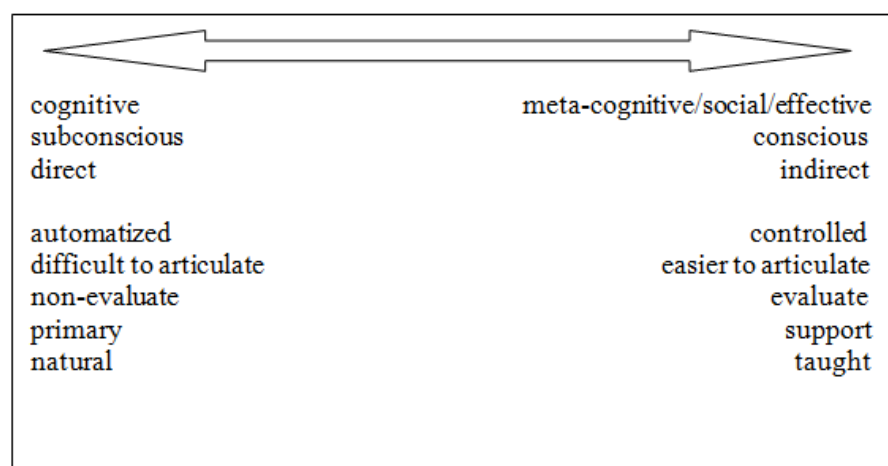


Figure 6 - E. Macaro’s strategy continuum

As can be seen from the graphical representation of E. Macaro’s strategy system, on one side of the continuum are cognitive, direct and subconscious strategies that are directly related to the learning task and the learning process, and at the other end are meta-cognitive, conscious and indirect strategies that are characteristic of the post-study period, where the student using the acquired knowledge becomes more independent and self-regulatory. According to the E. Macaro’s [105, p.1306] theory the same strategy can turn out to be on any of the points of the continuum depending on the situation, while, for example, becoming more or less conscious or self-regulating.

Based on the comparative analysis of existing classifications, the present study adopts the metacognitive strategy framework proposed by J.M. O’Malley and A.U. Chamot [113], further elaborated by R.L. Oxford within the Strategic Self-Regulation Model [12]. Four metacognitive writing strategies were selected as the core components of the experimental methodology: planning, organizing, editing, and evaluating. The selection was determined by their direct relevance to writing

instruction, their observable role in self-regulated writing performance, and their potential for cross-linguistic transfer. These strategies subsequently served as the basis for the development of the MSA methodological model, the system of instructional tasks, and the assessment criteria employed in the experimental phase of the research.

1.3 Classification and scientific validity of the effectiveness of using writing strategies

The paradigm of researching foreign language writing has undergone some serious evolution both in the change in the perspective of considering writing from cognitive to social (R.C. Scarcella and R.L. Oxford [119] inspired by L.S. Vygotsky's Socio-Cultural Theory [120]), and in the shift in the focus of writing research from the final product to the process [121]. Socio-cultural approach to foreign language writing has reconceptualised writing strategies into an important part of process writing. Thus, this part will consider some significant approaches to writing, investigate writing strategies from a meta-cognitive perspective, and analyse some significant research on meta-cognitive strategy use in the field of foreign language acquisition.

1.3.1 Approaches to writing and writing strategy taxonomy

Every aspect of language can be learned in autonomous language learning regulation, but writing lends itself most naturally to distinct trials. K. Chastain explains this phenomena by the fact that the student usually completes the writing task individually as writing is a solitary activity [122]. Writing in terms of mental processes involves a range of steps (pre-writing, writing, reviewing and rewriting) and is defined as “a complex cognitive process involving the writer's long term memory where knowledge of the topic, audience and writing plans are stored; the task environment, including the rhetorical problem and the text produced so far; and writing sub-processes such as idea generation, goal-setting, organizing, reviewing, evaluating, and revising” [122, p.162].

Research made by L.S. Teng showed that to be a successful writer the student should be aware of three main things: who is he/she as a writer (narrator, critic, etc.); features of the writing task (typical requirements to the different types of writing tasks: essay, critical review, complaint letter, summary, etc.); and appropriate strategies for achieving their writing purpose [123]. T. Gordon claimed that a good writer is one who “reads, pays attention to vocabulary, develops strategies to manage uncertainty, and creates opportunities to write outside the classroom” [124]. Strategy use can be easily distinguished in both definitions as one of main tools of getting success in writing.

Writing is a very complex process which historically endured many changes in approaches to it. This originates from a product-oriented approach and ultimately comes to a process-oriented approach [11, 66]. The emphasis on a product-oriented approach is on the final piece of the writing, which reflects whether the students are fluent and skilled users of the target language. In any case, the process-oriented approach emphasizes an assortment of classroom exercises in order to utilize language capability.

Along with the process approach to writing, which has not lost its relevance and still continues to be the focus of attention of researchers, there are other, more modern and no less expedient and common sense ones (see Table 4).

Table 4 - Main approaches to writing

Approach	Founders	Main focus
Product-oriented approach	C.C. Fries [125], G. Hillocks [126]	Final written product, emphasizing correctness, structure, and adherence to linguistic norms
Process approach	J.R. Hayes and L.S. Flower [121], M. Scardamalia and C. Bereiter [127]	Cognitive processes that happen while writing (planning, drafting, revision of the material, using problem-solving, goal-oriented recursive strategies)
Genre approach	T. Gordon [124], T. Kent [128]	Expected, potential readers and genres relevant to them
Functional approach	K. Hyland [129]	Communicative functions of parts of the written text

The process approach has been developed since the 1980s and the main founders were J.R. Hayes and L.S. Flower, and M. Scardamalia and C. Bereiter [121, 127]. The approach mainly focuses on cognitive processes that happen while completing writing tasks and such stages of writing process as planning, drafting, revision of the material, using problem-solving, goal-oriented recursive strategies.

J.R. Hayes and S.L. Flower developed a Cognitive Process Model which included “the basic processes of Planning, Translating, and Reviewing, which are under the control of a Monitor” [121, p.369]. According to K. Forbes, who discerned the similarities between this model and the categorization of the meta-cognitive strategies of J.M. O'Malley and A.U. Chamot [113] as planning, monitoring and evaluation, warns of the possibility of confusion regarding the terminology used [13]. Therefore, if to understand the name of the approach “process” as an automatic action opposite to strategies, and the categories of planning, translation and analysis of J.R. Hayes and S.L. Flower as cognitive processes, K. Forbes offers to perceive the “monitor” mentioned in the model, as a “the higher-order, conscious, meta-cognitive control mechanism for these processes” [13, p.22]. Despite the strategic approach, the model was criticized for generalizing the common features of all authors in one model [130, 131] and not taking into account the fact that there can be both experienced and novice writers [11].

Genre approach has been used since the mid-1990s and the main contributors here are T. Gordon (2008) and T. Kent [124, 128]. K. Forbes, referring to J. Roca de Larios and L. Murphy connects the appearance of this approach with a constructive view of writing as a “social act that can occur only in a certain context and for a certain audience” [132, p.26]. Thus, the focus that has shifted from the writer to the reader has led to the fact that before starting to perform the written assignment, students determine their intended audience, and based on this, build a strategy for solving the problem.

The approach argues that writing is not just internal and cognitive, but what is more important – socio-culturally situated communication. So, writing is emphasized as a means of communication, the form of which the writer chooses depending on the socio-cultural settings and genre in which he presents thoughts, for example, an informal letter to a friend or a formal complaint to the bank manager. According to this the writer chooses suitable writing strategies: identifying the purpose, paying attention to the social context, and following a genre model.

Functional approach, which has been presented in the 2000s, focuses more on compositional patterns than on meaning. The main founders, one of whom is K. Hyland, believe that every part of the written text has its particular communicative function, what has to be discovered first by the student, and then he should think about the way to achieve coherence and cohesion of those paragraphs [129]. While completing writing tasks students apply some particular strategies: breaking down a chunk of writing, such as a paragraph, into parts; identifying these parts (e.g. topic sentence and supporting sentences); discussing purpose of the different components.

Contemporary approaches to writing, in turn, have influenced pedagogy and methodology in the field of teaching writing, fundamentally changing the role of teachers, who in the current conditions are more likely to become “co-authors” of student letters [131], “jointly constructing learning strategies, and avoiding any attempt to simply give strategies to struggling writers” [133, p. 48]. The contribution of each of the approaches is invaluable, and in our opinion in which we agree with K. Hyland [131, p.23] that writing should be considered as “a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts, and audiences”, with the correct integration of some features of modern approaches, the effectiveness of the methodology for teaching written foreign speech will be guaranteed.

Writing strategy taxonomy

Although the writing process is very difficult, there are a lot of scholars trying to find ways to facilitate it and make it more successful [134; 135]). One of the most justified ways is approaching strategy-based instructions, to make the process of writing more self-managed and, as a result, more productive and fruitful.

According to R.L. Oxford, the teacher plays an important role in the learning process, performing the functions of learning management and modelled writing. But a much more important role is assigned to the students themselves. Independence, strategy based and awareness in the process of learning a foreign language make it more effective and targeted [136]. “Students who explicitly know about their own learning process and what makes it effective, learn more” [12, 11]. J. Devine [137] stated that in order to be a successful writer in foreign language, the learner should have meta-cognitive knowledge about:

- a) their role in writing, which means, they should define from which perspective they are writing (reviewer, critique, informer, etc.);
- b) peculiarities of the writing task, requirements and evaluation criteria;
- c) the writing strategies, which can be effectively used to get the goal of the writing task.

Under meta-cognitive knowledge in this context is understood “a construct that refers to thinking about one’s thinking or the human ability to be conscious of one’s mental processes” [138]. This phenomenon was introduced in cognitive psychology by C. Goh in 2008 and basically had the concept of meta-cognition [139].

As for writing strategies, they represent an algorithm of actions, and sometimes a group of algorithms, aimed at solving a problem when performing a written task. A writing strategy is defined by R. De Silva as a “conscious mental activity, employed in pursuit of a goal, often with an aim to solve a problem in writing within a learning situation and an activity that is ‘transferable to other situations and tasks” [140, p. 46].

Literature offers us different kinds of classifications of writing strategies, which were based on many studies regarding of both FL learners and L1 learners. The main aim of all those researches was to identify “learning strategies employed by good learners for general language learning as part of the FL writing process research, as well as in strategy training for writing” [141, 142, 143].

One of the well known classifications, which is a bit different from other versions, but still contains all the main aspects of strategy use in writing, is C. Mu’s taxonomy of writing strategies [143]. The classification consists of 5 broader categories and a number of sub-writing strategies (see Table 5). The broader categories were developed from the theories of ESL writing which combined them to create a more specific classification. The broader categories are:

- 1) rhetorical strategies, which refer to the strategies that writers use to organize and to present their ideas in writing conventions acceptable to native speakers of that language;
- 2) metacognitive strategies which refer to the strategies that the writers use to control the writing process consciously;
- 3) cognitive strategies which refer to the strategies that writers use to implement the actual writing actions;
- 4) communicative strategies which refer to the strategies that the writers use to express ideas in a more effective way;
- 5) social/affective strategies which refer to the strategies that the writers use to interact with others to clarify some questions and to regulate emotions, motivation, and attitudes in their writing [143, p. 9].

Table 5 - Taxonomy of Writing Strategies by C. Mu

Writing strategies	Sub-strategies	Examples
Rhetorical strategies	Organization Use of L1 Formatting/Modeling Comparing	Beginning/development/ending Translate generated idea into ESL Genre consideration Different rhetorical conventions
Meta-cognitive strategies	Planning Monitoring Evaluating	Finding focus Checking and identifying problems

Table 5 (continued)

Writing strategies	Sub-strategies	Examples
Communicative strategies	Avoidance Reduction Sense of readers	Avoiding some problem Giving up some difficulties Anticipating readers' response
Social/affective strategies	Resourcing Getting feedback Assigning goals Rest/deferral	Referring to libraries, dictionaries Getting support from professors, peers Dissolving the load of the task Reducing anxiety

M. Bloom in her classification is guided by the stages of using strategies when performing a written task. She makes a strong case for writing strategies to have a very central place in independent language learning. Bloom categorizes writing strategies into pre-writing (e.g. resourcing, analyzing, elaborating and grouping), writing (e.g. rereading, substitution and strategic use of the target language), and revising between drafts (e.g. guided proofreading, resourcing and recombining). In addition, Bloom states that to be successful in writing independent learners need to develop meta-cognitive knowledge and strategies such as self-evaluation and planning to give them more control over their learning [116].

In **Pre-writing** group M. Bloom includes *resourcing*, which stands for learning to seek out and analyze models of writing, by asking some special questions (see Table 6); *elaboration*, which is defined by J.M. O'Malley and A.U. Chamot as a strategy of relating new information to prior knowledge; and *grouping*, which can include the process of ordering, classifying, or labeling material based on common attributes [113], e.g. semantic or concept mapping.

Table 6 - Role-model writing analysis (adapted from M.Bloom) [116]

1. What is the purpose of this piece of writing? Does the author achieve that purpose?
2. How is the purpose presented? How is it supported by evidence or ideas?
3. Who is the intended reader? Is the style appropriate to the reader?
4. How is the writing organized?

Writing strategies, although they are not used at the initial stage of the written assignment, also include planning and revising. But, research suggests that foreign language writers majority of their time spend on problem-solving processes while composing the written text in FL [116]. Bloom describes some cognitive strategies which are more successful in supporting FL writers while their problem-solving behavior: Rereading, Substitution, Strategic Use of L1.

Rereading implies careful attention to the already written text to check the logical connection, consistency and compliance with the task, which, according to the author, is a sign of a higher level of development of the writing skill [144, 98].

Substitution is a very important strategy for solving problems when writing by using synonymous words or language constructs to convey meaning and ideas [101, p. 30].

Strategic Use of L1 is a helpful strategy that learners use to solve problems and manage the FL writing process, e.g. using an L1 word or phrase as a place holder in the text. This allows the writer to focus on the flow of ideas, which are connected to this word and come to his/her mind so quickly that if the writer deals with the translation or spelling of the word he/she has problems with, can lose all the ideas.

Revising strategies include *Rewriting*, *Replacing* or *Rearranging* of the components of the existing written product with the intention of improving the content and the linguistic accuracy [145, 146]. FL writer can revise the content and the linguistic form of the written task following the list of questions presented in Table 7. Bloom adds to this list *Guided Proofreading* strategy, which stands for revision of linguistic form [116].

Table 7 - Questions to guide the revision process (adapted from M. Bloom)

1. What is the purpose of my writing? Do I achieve it?
2. Is my main idea or thesis presented clearly?
3. Who is my reader? What are our relationship? Is the style of my writing appropriate to the reader?
4. Is my writing Interesting? What can I add to increase reader's interest?
5. Do I leave any questions unanswered?
6. Are any of my ideas unclear? How can I clarify them?
7. Is the text well organized? Is there a logical connection between the parts?
8. Do I use appropriate openings and closings?

Kazakhstani and post-Soviet linguists such as V. Samoilova [147], M.B. Djavatova [148] also considered ways of solving problems in writing with the help of writing strategies, and the emphasis were mainly on those written assignments fulfilling problems that most often occur to students of a foreign language. A lot of scientific papers [147, 149] are devoted to strategies for working with spelling, which reflects the seriousness of the problem. Furthermore, there are interesting ideas concerning Intensive Strategies for teaching writing for IELTS and TOEFL by V.A. Vernigorova [150] and A. Valyaeva [151]. Research in this area is also the result of the practical needs of the population of Kazakhstan and post-Soviet countries, since such tests are very relevant and in demand. Russian linguist T.A. Berdnikova developed Strategic Competences in Writing which include some useful strategies (see Table 8) aimed at working with sample written texts (#1,2,3) and strategies to support students in problems with the lack of vocabulary (# 4,5) [152]:

Table 8 - Strategic Competences in Writing by T.A. Berdnikova

1. Use the sample text as an information and language support
2. Compare what was written with the sample
3. Refer to the reference literature and dictionaries
4. Simplify written text
5. Resort to synonymous replacements Use paraphrase

Also, Yu.S. Belinkova can be noted, who worked on forming meta-cognitive strategies of students in the process of teaching a foreign language, highlighting the importance of self-development in the learning process and proposing tasks aimed at forming meta-cognitive strategies of students [153]. As can be seen from the works of domestic researchers, many scientists pay attention to the use of learning strategies, but mainly their methodology is aimed at developing one language, native or more often foreign, which makes our study different from them, since implementation of meta-cognitive strategies is aimed at developing writing skills immediately in three languages.

1.3.2 Research in the field of writing strategy use

Among modern Kazakhstani scholars studying foreign language writing, notable contributions include D.B. Shayakhmetova, who focuses on writing written business communication for students of economic specialties [19]. Sh.K. Zharkynbekova and F.K. Issenova examine the role of academic writing as a discipline in higher education in Kazakhstan [20], while A.B. Akhmetova and G.E. Imambayeva analyze *reading and writing performance* in English as a foreign language among middle school learners [21]. At the university level, research by A. Bodaubekov et al. investigates the impact of AI feedback tools on TFL writing skills, and M. Ramankulova et al. show how *essay writing activities* can support communicative and critical thinking competencies [22]. Recent work by Z. Zhyltyrova, G. Yersultanova, and B. Agabekova highlights the potential of journaling to enhance B2-level English writing proficiency, reflecting a growing focus on pedagogical strategies that improve writing outcomes in Kazakhstani EFL contexts [23].

As for Russian researchers, it is worth mentioning such names as I.N. Tutatchikova [17], T.N. Bazvanova [18], who investigated the impact of interactive and computer-based methods of teaching written language. However, a lack of scientific research on the impact of strategy based learning on the development of writing skills among domestic and Russian scientists can be noted. Therefore, we consider the results of studies of foreign scholars working in this direction.

A number of studies were conducted to determine the characteristics of a successful writer in a foreign language. As it turned out, the bulk of research in the application of strategies in teaching written foreign speech “is based directly on theoretical and instructional trends in writing-as-a-process theory” [154, p.84] in the L1. Among scholars there were supporters of the opinion that the results obtained from studies of writing strategies in L1 can be generalized and taken into account when implicating the results of the study in L2, one of the most striking of which was V. Zamel [155]. There were also scientists who supported the opposite side and believed that the teaching of written speech in a foreign language was more likely to be characterized by specific processes and strategies, among them A. Raimes [144] and A. Cumming [156].

V. Zamel, studying the writing processes of advanced ESL (in our study mean EFL) students, indirectly touches on strategies, while equating their meanings with the term “processes” [155, p.165]. On the other hand, A. Raimes attempted to make a

comparative analysis of the strategies used by L1 and FL writers to determine the similarities and differences between them [144, p.439]. She found that while both groups engage in planning, drafting, and revising, L1 writers tended to rely more on automatic, unconscious processes, whereas FL writers used more conscious problem-solving strategies to compensate for gaps in vocabulary or grammar. Moreover, FL writers often paused more frequently and employed a greater number of self-corrections and restructuring strategies, reflecting their need to manage linguistic constraints while maintaining coherence and meaning. The study highlighted that although the overall writing processes are similar, the degree of metacognitive control and reliance on language resources distinguishes FL writing from L1 writing. Finally, A. Cumming set out to evaluate the level of academic performance of FL writers, in terms of both their written experience and the level of FL [156]. In spite of different research goals and methods, all three scientists came to similar results: V. Zamel [155], A. Raimes [144], and A. Cumming [156] concluded that “skilled FL writers spent more time planning, revising, rehearsing and editing at the discourse level. Similarly, the less skilled writers tended to plan less and to view writing as a series of words and sentences rather than as a global text” [13, p.28].

T. Silva (1990), who also investigated the differences in use in L1 and FL, came to the conclusion that despite the fact that the basic models of the writing process in L1 and FL are similar, FL writers planned less locally and globally, set less goals and more experienced difficulties with their achievement, also found it difficult to organize the generated material, although in L1 they did not encounter these challenges [157].

Another interesting comparative study in the field of the use of writing strategies was conducted by S. Beare and J.S. Bourdages (2007), the distinguishing feature of which was the fact that the study was conducted with eight fully bilingual participants who were fluent in writing both in L1 and FL (Spanish and English) [158]. Intending to identify the level of use of generation strategies (re-reading of text and generation of ideas) in L1 and FL, they came to the conclusion that out of eight respondents, only three used language switching strategies and only when using FL which indicates that there is no need for such a strategy with a high level of knowledge of a foreign language. It also turned out that, for the same reason, generation strategies of almost the same level were used in both L1 and FL.

Proof of the effectiveness of writing strategies can be found in the research of many scientists who are working to find solutions to problems with written speech. In the context of learning L1, a lot of research has been done in the field of applying writing strategies among students with disabilities and students with behavioural and writing difficulties [159; 160]. In both cases, the researchers used training in writing strategies (highlight, take notes, plan, draft a story organize, and write expository texts) as a solution to the problem of completing written assignments.

K.L. Lane et al., in their research based on the self-regulated strategy development model (SRSD), reported about it as a strong treatment, which has a positive influence on the writing performance [160]. The SRSD model is aimed at correcting the strategic behaviour of students and increasing motivation for obtaining knowledge, is realised by achieving three objectives: learning to perform specific

creating processes (e.g., planning, drafting, etc.); elaborating the knowledge and self-management processes (e.g., goal setting, self-monitoring, self-instruction, and self-reinforcement) necessary to employ the writing strategies and control their functioning during writing; strengthening some important aspects of motivation (e.g., self-efficacy, effort) [160, p.236]. Having investigated 6 second-grade students through systematic screening procedures and six stages of instruction included in SRSD model (Develop Background Knowledge, Discuss It, Model It, Memorize It, Support It, and Independent Performance) K.L. Lane et al. in his conclusions states a direct, functional relation between realization of the SRSD program and obvious upgrading in story completeness (elements), length, and quality [160].

In addition, it has been found by S. De La Paz and S. Graham that clear policy instructions, including a structured learning style, enhance students' writing competence [161]. Also, B.J. Zimmerman and D.H. Schunk were investigating the impact of self-regulatory influences on writing course attainment. It was concluded that the awareness of self-efficacy for writing influenced both the academic performance of the written assignment and the personal quality standards of writing, ultimately leading to self-satisfaction with the results [162]. High personal standards and perceived academic self-efficacy helped students to correctly set goals and achieve them effectively.

There are also many studies on the application of writing strategy instruction in the development of foreign writing. One of the most relevant and closest to our research is the study conducted by E. Macaro on the effect of writing strategies on the performance of 14-15 year old learners of French [105, p.1310]; by K. Forbes on the development of first (English) and foreign (German/French) language writing through meta-cognitive strategy use [13]; and by M. Azizi, A. Nemati, and N. Estahbanati on the impact of meta-cognitive awareness of writing strategy use on the writing performance of Iranian EFL students [163].

An important feature of the study by E. Macaro was his preliminary work on determining the initial level of proficiency of meta-cognitive writing strategies, which became the basis for the development of the intervention. For SBI intervention Macaro developed such strategies as preparation strategies (brainstorming), resource allocation strategies (using the dictionary), monitoring strategies (checking relevance and content), and evaluation strategies (translating back and thinking about decisions made). And through such data collection methods as writing sheets observation and think-aloud protocols, E. Macaro came to conclusion, that the experimental group made clear progress in grammar skills, and a more independent approach to writing assignments [105, p.1306].

K. Forbes, having explored the influence of meta-cognitive secondary school (9th grade) foreign language pupils' strategy development on proficiency and conceptualisations of writing in a FL, developed a quasi-experimental research design, including a two-phase intervention of strategy-based instruction. The research design comprised quantitative methods of data collection: questionnaires and student assessment data; and qualitative methods: writing strategy task sheets and stimulated recall interviews aimed at capturing three main groups of meta-cognitive writing

strategies: planning, editing, evaluating, which were preliminary trained at an intervention phase. Main conclusions indicated that the intervention of strategy-based instruction had a positive effect on learner's quantity and quality of pupils' strategy use and as a result elaborated their performance in writing [13].

And finally, M. Azizi, A. Nemati, and N. Estahbanati, who studied 30 Iranian EFL students to investigate their meta-cognitive awareness of writing strategy use and its influence on their FL writing performance. Pearson Correlation statistical technique revealed significant relationship between writing performance and four main writing strategy categories (planning, monitoring, evaluation, and self-awareness), which were in the focus of the study. As a result M. Azizi, A. Nemati, and N. Estahbanati came up with approximately identical conclusions concerning the high possibility of a positive effect of using meta-cognitive writing strategies on proficiency level increase over a shorter period of time [163, p.42].

Taken together, these studies demonstrate that meta-cognitive strategy instruction has a consistently positive effect on foreign language writing performance, across different contexts, age groups, and languages. E. Macaro showed that structured intervention based on planning, monitoring, and evaluation strategies improved both grammatical accuracy and learners' independence in writing. Forbes extended this to secondary school learners, confirming that strategy-based instruction enhances not only the quantity but also the quality of learners' strategy use, thereby improving overall writing performance. Similarly, M. Azizi, A. Nemati, and N. Estahbanati found a strong correlation between meta-cognitive awareness of planning, monitoring, evaluation, and self-awareness strategies and foreign language writing proficiency [163, p. 43].

Building on this evidence, the present research aims to investigate the role of meta-cognitive writing strategies in the development of trilingual writing skills among Kazakhstani learners, a context that remains underexplored in the existing literature. While prior studies focus on single foreign languages or specific age groups, our study examines the interaction of Kazakh, Russian, and English writing instruction, providing insights into how strategy-based interventions can support multilingual learners in achieving greater independence, coherence, and proficiency in written communication. This connection underscores the relevance of meta-cognitive strategy instruction for trilingual education contexts and frames the rationale for our research design.

Conclusions on the first chapter

In the first chapter, which reflects the theoretical essence of our study, the concept of a multilingual approach to teaching Kazakh, Russian and English languages was considered. Based on the modern requirements of the educational system of Kazakhstan regarding fluency in three languages, the need arose for new methods and approaches for integrated teaching of Kazakh, Russian and English. Having studied the experience of foreign countries in solving such a problem on the basis of a multilingual approach and considering its features, we saw the possibility of introducing this approach by adapting it to the conditions of Kazakhstani education based on the

application of SBI. The features of multilingual learning that correspond to the principles of our proposed methodology are the need for parallel development of writing skills in Kazakh, Russian and English, the attraction of meta-cognitive knowledge to achieve this goal, the presence of multicompetence among Kazakhstani students, which will make it possible to transfer writing strategies from English to Russian and Kazakh, and finally, very similar requirements for the development of written language proficiency levels in Kazakh, Russian and English, which became clear after a comparative analysis of educational normative documents.

Moreover, it was decided that the term 'multilingual approach' does not fully reflect the essence of the method we plan to use for the parallel development of the Kazakh, Russian and English languages, taking into account the specifics and conditions within the framework of Kazakhstani multilingualism. Thus, the Multilingual-Strategy Based Approach (MSA) was conceptualized as an integrative framework for the development of writing skills through the explicit instruction and cross-linguistic transfer of metacognitive writing strategies in English, Russian, and Kazakh.

The theoretical analysis also demonstrated that multilingual education, writing pedagogy, strategy-based instruction, and cross-linguistic transfer represent related but conceptually distinct areas of research. The review revealed that, although each of these domains has been extensively investigated, their integration within a single pedagogical framework for multilingual writing development remains insufficiently elaborated. This gap provided the theoretical basis for the development of the Multilingual-Strategy Based Approach (MSA), which combines principles of multilingual education, explicit strategy instruction, and cross-linguistic transfer in the process of writing development.

Furthermore, the main conditions for the implementation of the proposed approach were considered, in particular, the cross-linguistic transfer of strategies, learning strategies, and writing strategies in the works of foreign and domestic researchers, as a result of which a number of interesting conclusions were also made. Thus, as a result of a literature review on the phenomenon of the transfer of learning in the context of multicompetence from FL to L1, which, despite long-standing recognition, has only recently begun to receive decent attention in the studies of foreign scientists, the value of the influence of multicompetence on the ability to learn a foreign language has become obvious. The positive transfer of writing features from FL to L1 through the additional activation of the cognitive and metacognitive abilities of a multilingual learner under certain conditions of the level of knowledge of FL and the introduction of teaching instructions was identified in a few studies of foreign researchers. But it also turned out that, perhaps having among their participants those for whom the target language was not foreign but second, the researchers did not give the main focus to comparative studies, FL - L1 and FL - L2 transfer of learning.

The analysis of cross-linguistic transfer literature further showed that the transfer examined in the present study should be understood primarily as strategic rather than linguistic transfer. While linguistic transfer depends on language-specific structures and typological similarity, metacognitive writing strategies operate at the level of

cognitive regulation and can therefore be applied across different language systems. This distinction provides the theoretical justification for investigating the transfer of planning, organizing, editing, and evaluating strategies between English, Russian, and Kazakh despite their typological differences.

Secondly, when considering the research of foreign and domestic researchers in the field of using writing strategies, a discrepancy was found in the use of terminology, where L2 in the works of foreign writers, due to the corresponding language situation, is often equated to FL, which is unacceptable in the context of language policy in Kazakhstan. Due to the multilingual and sociolinguistically diverse context of Kazakhstan, language status may vary depending on learners' linguistic biographies, language of schooling, family language practices, and region of residence. However, for the purposes of the present study and in accordance with the characteristics of the experimental sample, Kazakh was treated as L1, Russian as L2, and English as FL. In addition, it was found that the study was insufficient in the field of the influence of writing strategies on the development of written performance in the works of domestic researchers.

Thirdly, having examined a number of definitions of learning strategies in the context of cognitive theory, it became clear that they are an effective learning tool, since by stimulating cognitive mechanisms and transforming the learning process into conscious and deliberately selected action algorithms, they lead to the launch of self-regulatory processes: self-control, self-monitoring, self-management. Moreover, within the framework of the same cognitive theory, as some scientists claim, learning strategies have the ability to move from the level of the 'strategy' to the level of 'skill' or 'process', which occurs as a result of frequent use of the strategy, bringing it to automatism and loss of awareness, consciousness and deliberateness in its application.

And finally, having explored a number of classifications of learning strategies, we came to the conclusion that metacognitive strategies are the most relevant for the purposes of the present research because they directly support self-regulation during writing and can be operationalized through observable processes of planning, organizing, editing, and evaluating. These strategies were therefore selected as the theoretical basis of the MSA model, the system of instructional tasks, and the assessment framework employed in the experimental phase of the study.

2 THEORETICAL AND METHODOLOGICAL BASIS FOR TEACHING WRITING SKILLS TO SECONDARY SCHOOL STUDENTS ON THE BASIS OF MULTILINGUAL-STRATEGY BASED APPROACH (MSA)

2.1 Theoretical Foundations and Conceptual Justification of the Multilingual Strategy-Based Approach (MSA)

2.1.1 Theoretical Justification of the need for a Multilingual Strategy-Based Approach

The rapid processes of globalization, internationalization of education, and the growing demand for multilingual specialists have considerably changed the requirements imposed on modern language education. Under these conditions, the development of multilingual competence is viewed not only as one of the priorities of educational policy but also as an essential prerequisite for preparing individuals capable of effective intercultural communication and lifelong learning. As discussed in the first chapter, multilingual education has become one of the leading directions in contemporary language pedagogy and constitutes the methodological basis of Kazakhstan's trilingual education policy aimed at developing communicative competence in Kazakh, Russian, and English.

The theoretical foundations of multilingual education have been extensively discussed in the works of such scholars as J. Cummins, J. Cenoz, U. Jessner, O. García, V. J. Cook, and many others, who emphasize that the languages of a multilingual learner do not function as separate systems but interact continuously within a common cognitive space. Such interaction creates favourable conditions for cross-linguistic transfer, which allows knowledge, skills and learning experience acquired in one language to support learning in another [104, 164, 165, 166, 81]. Consequently, multilingual education rejects the traditional principle of language isolation and considers the learner's linguistic repertoire as an integrated and dynamic system.

At the same time, the analysis of contemporary multilingual research demonstrates that the primary attention of most multilingual frameworks has been devoted to the issues of multilingual competence, language interaction, translanguaging, and language policy. Considerably less attention has been paid to the methodological organization of writing instruction under multilingual conditions, particularly to the question of how writing strategies can be deliberately developed and transferred across several languages within the educational process. Although multilingual education creates favourable conditions for cross-linguistic interaction, it does not, by itself, explain the pedagogical mechanisms through which multilingual writing competence can be systematically developed.

A similar tendency can be observed in studies devoted to cross-linguistic transfer. Numerous researchers have demonstrated that linguistic knowledge and academic skills acquired in one language may positively influence learning in another language. However, the majority of these studies explain the phenomenon of transfer from a psycholinguistic perspective, describing the conditions under which transfer occurs rather than proposing a methodological framework that enables teachers to

organize and consciously facilitate this process in classroom practice. Thus, while the theory of cross-linguistic transfer explains the possibility of transfer, it provides comparatively limited guidance regarding its systematic pedagogical implementation.

Another important direction of contemporary language education is Strategy-Based Instruction (SBI), which has demonstrated high effectiveness in developing learner autonomy, strategic awareness, and academic achievement. Studies conducted by O'Malley and Chamot, Oxford, Cohen, Macaro, Forbes and other researchers have confirmed that explicit instruction in learning strategies contributes to more conscious, independent and successful language learning [113, 136, 106, 105, 28]. Nevertheless, most existing models of Strategy-Based Instruction have been implemented within the framework of teaching one target language and primarily focus on improving learners' performance in this language. Consequently, the potential of learning strategies as transferable tools capable of supporting writing development across several languages has not been sufficiently explored.

Particular attention in the present study is paid to metacognitive writing strategies. Unlike cognitive strategies, which assist learners in performing particular learning tasks, metacognitive strategies allow learners to plan, monitor, organize and evaluate their own learning activities. As emphasized by O'Malley and Chamot, Oxford, Forbes and other scholars, these strategies constitute the basis of self-regulated learning and are characteristic of successful language learners [113, 12, 13]. An important feature of metacognitive writing strategies is their universal nature. Planning a text, monitoring the writing process, revising and evaluating the final product represent stages of writing that are common regardless of the language in which the task is performed. Therefore, such strategies possess considerable potential for transfer from one language to another.

Thus, the analysis of the above-mentioned theoretical perspectives allows us to conclude that each of them contributes significantly to understanding multilingual language learning; however, none of them independently provides a comprehensive methodological solution for developing multilingual writing competence through the conscious employment and transfer of metacognitive writing strategies. Multilingual education explains the interaction between languages; Strategy-Based Instruction provides effective techniques for developing strategic behaviour; metacognitive theory reveals the mechanisms of self-regulation; and competency-based education focuses on learners' independent and conscious activity. However, these theoretical perspectives have mainly developed separately, while their integration for the purpose of multilingual writing instruction remains insufficiently elaborated.

Proceeding from the above considerations, it can be argued that there is a need for an integrative pedagogical approach capable of combining the advantages of multilingual education, metacognitive strategy instruction and competency-based learning within a unified methodological framework. In the present study, such an approach is referred to as the **Multilingual Strategy-Based Approach (MSA)**. Its purpose is not merely to develop writing skills in three languages but to create conditions under which learners consciously master transferable metacognitive writing strategies and subsequently employ them while completing writing tasks in English,

Kazakh and Russian. From this perspective, multilingualism serves not only as the educational context but also as the mechanism facilitating the transfer of writing strategies across languages.

2.1.2. Definition and theoretical foundations of the Multilingual Strategy-Based Approach

Proceeding from the theoretical considerations discussed above, the present study proposes the **Multilingual Strategy-Based Approach (MSA)** as an integrative pedagogical approach to developing writing skills within multilingual education. The emergence of this approach is driven by the need to integrate the achievements of multilingual education, Strategy-Based Instruction, metacognitive learning and competency-based education into a coherent methodological framework capable of addressing the specific challenges of multilingual writing instruction in the Kazakhstani educational context.

Although multilingual education has significantly contributed to understanding the interaction between languages and the development of multilingual competence, and Strategy-Based Instruction has demonstrated the effectiveness of explicit strategy instruction in language learning, neither of these perspectives independently provides a comprehensive methodological framework for developing multilingual writing competence through the conscious transfer of writing strategies across languages. This circumstance has determined the development of the Multilingual Strategy-Based Approach (MSA), which integrates these complementary theoretical perspectives into a unified system of writing instruction.

In the present study, **the Multilingual Strategy-Based Approach (MSA) is understood as an integrative pedagogical approach that combines multilingual education, explicit instruction in metacognitive writing strategies, and pedagogically organized cross-linguistic transfer to support the development of writing skills in English and the application of these strategies to writing in Russian and Kazakh. The approach conceptualizes multilingualism not merely as an educational context but also as a resource and condition for the transfer and application of metacognitive writing strategies across languages.**

It should be emphasized that the multilingual character of the proposed approach does not imply simultaneous teaching of writing in English, Kazakh and Russian. Rather, multilingualism is understood as the pedagogical organization of conscious strategy transfer across languages. Within the present study, English serves as the instructional language in which transferable metacognitive writing strategies are explicitly introduced, modelled and practiced. Subsequently, these strategies are intentionally applied to writing tasks performed in Kazakh and Russian in order to facilitate the development of multilingual writing competence and to examine the possibility of cross-linguistic strategy transfer. Consequently, the primary object of pedagogical intervention is not language-specific writing skills but learners' transferable strategic competence that is usually missed in practice of language instruction, which can subsequently be employed while writing in different languages.

Thus, unlike approaches that focus primarily on multilingual interaction or on writing instruction in a single language, the proposed approach considers transferable metacognitive writing strategies as the central object of instruction. From this perspective, multilingualism functions not only as the educational context in which several languages coexist but also as the pedagogical mechanism through which strategic knowledge acquired in one language is consciously transferred to writing activities in other languages.

Since every pedagogical approach requires a clear theoretical foundation, the implementation of the Multilingual Strategy-Based Approach relies on three complementary methodological perspectives: the multilingual approach, the cognitive approach and the competency-based approach (Figure 7). Each of these approaches explains a particular aspect of multilingual writing development; however, it is their integration that constitutes the conceptual basis of the proposed methodology.

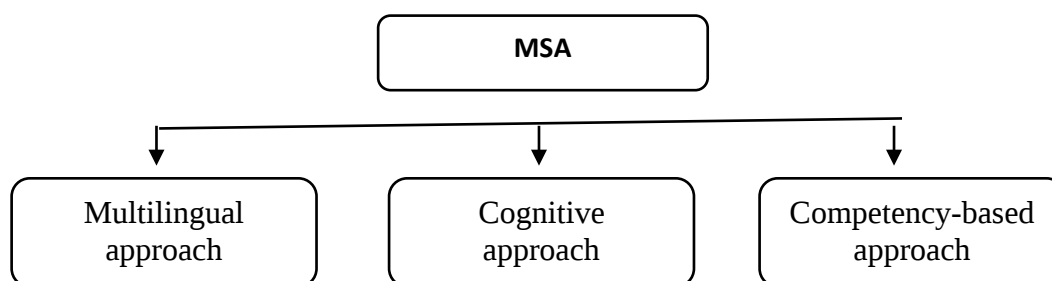


Figure 7 - Approaches underlying MSA

In the context of the global integration of the educational process, as well as the modern priorities of Kazakhstani society, a transition to internationally adapted educational standards has become necessary, the implementation of which is possible with multilingualism. Thus, as was discussed in the first chapter, the need for multilingual education is undeniable and feasible only if the key principles of the classical education system are changed and, which will undoubtedly lead to the search and implementation of new approaches that can effectively prepare the subjects of intercultural communication capable of self-education, self-improvement in throughout life. I.L. Kolesnikova suggests an understanding *approach* as “the implementation of the leading, dominant teaching idea in practice in the form of a specific strategy and using one or another teaching method” [167].

A **multilingual approach** aimed at integrative teaching of several languages does not accept language isolation. The benefit of a multilingual approach is, firstly, the multidirectional nature of language transfer [77; 80; 88; 89; 90; 91], which, from the point of view of multicompetence, gives the right to assert that not only the transfer from a native language to a second language or a foreign one is realistic in co-learning languages, but also because of extraordinary thinking and the code-switching of multilingual learner, transfer from a foreign language to a native one.

Another important characteristic of the multilingual approach is the possibility of transferring knowledge and learning experience acquired in one language to the performance of tasks in another language. Within the framework of the present study, this characteristic is interpreted not only as a natural cognitive phenomenon but also as a pedagogically organized process. Therefore, students who have achieved an appropriate level of English proficiency are explicitly taught metacognitive writing strategies that can subsequently be transferred to writing tasks performed in Kazakh and Russian.

And finally it is stated that “a multilingual approach can facilitate communication among multilingual speakers in the classroom and reflects the way languages are used by multilinguals in natural contexts [168, p. 444]. Within MSA, the multilingual approach is operationalized through four interrelated assumptions:

- mastering Kazakh, Russian and English languages in accordance with the standards of language proficiency by levels as one of the conditions for implementing Trilingual policy in Kazakhstan, aimed at an equally high level of acquisition of all three languages. Secondly;
- employment of Meta-cognitive writing strategies as means of enhancing writing skills and development of self-regulated learning;
- reference to the multicompetent nature of Kazakhstani schoolchildren, which makes it possible for cross-linguistic transfer of writing strategies from a FL to L1 and L2;
- setting goals and determining outcomes taking into account the similarities in the requirements for the level of language proficiency and expected results found during the study of state compulsory education standards for the corresponding levels of education. Among the requirements and expected results, common to all three languages, such parameters of writing assignment completion were found: abilities to plan; to observe spelling, grammar and stylistic norms; to write texts of a problem nature, expressing their own attitude to the problem; to give reason and arguments to support their personal opinion.

The second theoretical foundation of MSA is the **cognitive approach**, which explains the cognitive mechanisms underlying writing and strategic learning. E.A. Karabutova defined the cognitive process of mastering the language as “representing the mental mechanisms of language acquisition and the principles of their structuring; the perception of knowledge and the nature of the procedures that regulate and structure language perception (the mechanism for organizing semantic memory and the role of this memory in perception and understanding of speech); the production of substructures (for example, syntactic, semantic, conceptual, etc.) that appear in the production of speech-interpretative statements” [169, p. 201], which proves the widespread use of cognitive mechanisms of the human psyche in the process of language acquisition and expresses the high efficiency of the application of the cognitive approach in teaching languages. Thus, the cognitive approach in our study is expressed in the use of meta-cognitive writing strategies, which “involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity” [113,

p.8]. Despite the fact that learning strategies are divided into cognitive, meta-cognitive and social-affective, in the implementation of MSA, we focused on meta-cognitive strategies. The reasons for our choice were theories and empirically proven conclusions about the more educational orientation of these strategies in comparison with cognitive and socially affective ones. Thus, K. Forbes gives three main reasons for her decision to focus on meta-cognitive strategies. The first reason is the direct relationship between high academic performance and the use of meta-cognitive strategies, identified by a number of researchers such as J.M. O'Malley and A.U. Chamot [113]; J. Anderson [170], A.D. Cohen [55], and E. Macaro [105]. The second reason is that meta-cognitive strategies are the most important component of strategic language learning, as evidenced by the ability of meta-cognitive strategies to "maintain strategy use over time" and to "transfer strategies to new tasks" [13, p.19] as well as to help learners consciously or deliberately use appropriate strategy to solve particular academic problem. Finally, the third reason was 'practical concerns' regarding empirical research possibilities, which are explained by terms in E. Macaro's continuum 'natural' and 'taught', which gave her the right to consider meta-cognitive strategies more learning-oriented [105, p.1306].

Along with the above reasons for choosing meta-cognitive writing strategies as a subject of research, especially acknowledgment of their nature, which is suitable and useful in terms of language teaching as stated in J.M. O'Malley and A.U. Chamot's assertion that meta-cognitive strategies "involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity" [113, p.8] we want to add one more reason connected with the ability to track and evaluate the presence or level of formation of strategies.

And finally, as it is impossible to control and observe cognitive processes in the minds of the learners and accordingly it's difficult to follow the cognitive strategies they choose, it was decided to focus on meta-cognitive strategies, which, according to R.L. Oxford [11], mean "beyond the cognitive" and are used by learners as a tool to control cognitive strategies and are typical to successful learners at all stages of language learning. Thus, the study was based on the training of four main groups of strategies (planning, organizing, monitoring, and evaluating), which, according to B.L. Leaver, are the main meta-cognitive strategies and allow students to successfully independently control and manage the development of writing competence [171].

The third theoretical foundation of MSA is the **competency-based approach**, which ensures the continuity of learners' intellectual and personal development through the formation of transferable competencies. The term "competence", being considered at the level of the Bologna process, was interpreted by V.I. Baidenko as "a dynamic combination of qualities, abilities and views, which is the aim of educational programs" [172, p. 79]. And according to A.I. Subetto, the term "competence" should be understood as "a component of a person's quality, a certain group of his properties that determine his ability (ability, adaptability, suitability) to perform a certain group of actions or a specific set of tasks of a particular type (kind) of activity" [173].

S.S. Kunanbaeva, noting the competency-based approach as modern and in demand, defines it as "an attempt to bring education into line with the needs of the labor market" [1, p.97]. Thus, she identifies the following signs of a competency-based approach:

- personality-centered, which implies taking into account the interests of students;
- focus on development and orientation on the age of students;
- the ability to independently solve educational problems;
- the formation of "search and creative thinking, creativity in solving problems";
- orientation to self-development, self-education [1, p. 93].

In the approach proposed in our study (MSA), the competency-based approach is expressed in self-regulation, which is an integral part and the main mechanism for the functioning of learning strategies. R.L. Oxford takes self-regulation as the basis of her S2R theory, discussed in the previous section, which is expressed in the use of learning strategies. There are several terms for the "process when learners actively and constructively use strategies to manage their own learning" [12]. In the Kazakhstani methodological literature, one can come across such a term as 'reflexivity', to which a lot of attention was paid by S.S. Kunanbaeva. So, among the principles the goal of which is to implement educational models for mastering a foreign language, one of the main ones is the principle of reflexivity, which S.S. Kunanbaeva suggests to understand as a way of centering education on a learner, "developing his/her potential and his/her own strategy of cognition and self-development", which in her opinion, is possible under conditions of autonomy, independence, and self-control [1, p.252]. So, S.S. Kunanbaeva, considering the concept of reflexion, which is defined as a thought process aimed at self-knowledge, analysis of one's emotions, feelings, states, argues that reflection contributes to self-development, self-improvement, self-organization of the personality in consciousness, determines the internal activity of students [1]. A.T.Chaklikova supports the statement and sees the implementation of reflection in the practice of the material being studied [174].

Foreign methodological and pedagogical literature is also characterized by a variety of terms. L. Dickinson in 1987 [175] introduced the term "learner self-direction", while "mediated learning", based on ideas of L.S. Vygotsky [120], was later used by R.C. Scarcella and R.L. Oxford in 1992 [119]. R.L. Oxford [11] used the term "self-regulated or autonomous L2 learning". Subsequently, J. Rubin [176] proposed the concept of "learner-self-management", and "strategic self-regulation" is the latest term used by R.L. Oxford in 2011 [12]. More recent research by B.J. Zimmerman (2011) and R.L. Oxford has continued to develop this perspective through concepts such as "self-regulated language learning" [162] and "strategic self-regulation models" [177], which emphasize learners' ability to plan, monitor, and evaluate their language learning processes. The terms can be different, but the idea of independent language learning they express is the same.

Self-management or self-regulation in learning is described by D. H. Schunk as a group of such processes as "setting goals for learning, attending to and concentrating

on instruction, using effective strategies to organize, code and rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's effort, which means that learner's responsibility is not just to complete tasks, but deal with the learning environment" [178]. Thereby, "using effective strategies to organize, code and rehearse information to be remembered" is one of the important parts of independent self-regulated learning.

The theory and practice of self-regulated learning has focused on particular contexts or settings for learning, particular philosophies or approaches. The nature of self-regulated learning requires learners to develop the ability to engage with and derive benefit from target language sources and contexts, which are not directly mediated by a teacher. The process of self-regulation is undoubtedly complex, but the results learners will get in the end are much more efficient and long lasting. Taking into account the style of researchers to interchange the terms strategic and self-regulatory [179, 12] we dare to transfer all the possible advantages of the possibility of self-regulating and managing the learning process to the use of learning strategies.

Based on numerous studies of such scientists as J.R. Hayes and L.S. Flower [121], C. Bereiter and M. Scardamalia [180], B.J. Zimmerman and A. Kitsantas [181], S. Graham and K.R. Harris [182] it is believed that having self-regulation skills, the writing process becomes faster, easier and more efficient.

In the process of self-regulation of writing, cognition plays a huge and perhaps even the main role. The success of a written assignment depends on such cognitive processes as "memory retrieval and evaluating that information on either implicit or explicit criteria" [183, 184] or "evaluating information about what is currently being written or what has been written and noting some compatibility or incompatibility with a mental representation of what the written text should be" [185].

Moreover, taking into account the fact that in our methodology we use metacognitive writing strategies, it can be argued that self-regulation in the framework of metacognition reaches a higher level. P. Birjandi et al. [186], E. Mahmoudi et al. [187] were among the researchers who found out that "metacognitive knowledge about the characteristics of tasks and the application of appropriate strategies for solving problems is the main factor determining the effectiveness of language learning". The explanation for this phenomenon was the active role of students in the process of mastering a foreign language, the ability of students to direct their own learning and choose the most productive ways to practice the material learned [185, p.275].

Self-regulation is characterized by a number of skills or "competencies" developed and used by strategic students. D. Schunk and P. Ertmer identified such skills, each of which can be transformed to any academic skill (reading, writing, listening, speaking) they develop [188]. And since the subject of our study is the influence of writing strategies, we have made an attempt to interpret each skill as part of the self-regulation process when writing, and the results of interpretation might be

considered as shift from general to special and demonstrate the competencies developed by students as a result of strategy-based learning (See Table 9).

Table 9 - Self-regulation skills (competencies) in learning (general) and in writing (special).

Self-regulation skills in learning	Self-regulation skills (competencies) interpreted in writing context
Setting goals for learning	Identifying the objectives of the written task and audience
Concentrating on instructions	Taking into account instructions, task requirements and evaluation criteria
Using effective strategies to organize, code, and rehearse information to be remembered	Using effective strategies to plan, organise, edit and evaluate the written work
Using resources effectively	Using resources for idea generation (similar essays, journals, books, etc.) and for editing (dictionaries, e-translators, grammar booklets, etc.)
Monitoring performance	Using peer-reviewing strategies and self-monitoring and self-evaluation of the written assignment
Managing time effectively	Calculate and plan the time required for preliminary work, organization and editing of the essay
Seeking assistance when needed	Resort to the help of peers, parents, teachers, etc.
Holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions	To be interested in the results of their own work, positive-minded, rely on their own knowledge and imagination, aim at learning something new in the process of completing the task

Thus, as a result of the implementation of MSA, students are expected to acquire the following competencies aimed at self-regulation in writing: identifying the objectives of the writing task and audience; taking into account instructions, task requirements and evaluation criteria; using effective strategies to plan, organise, edit and evaluate the written work; using resources for idea generation (similar essays, journals, books, etc.) and for editing (dictionaries, e-translators, grammar booklets, etc.); using peer-reviewing strategies and self-monitoring and self-evaluation of the written assignment; calculating and plan the time required for preliminary work, organization and editing of the essay; resorting to the help of peers, parents, teachers, etc.; being interested in the results of their own work, positive-minded, relying on their own knowledge and imagination, aiming at learning something new in the process of completing the task.

Thus, each of the above theoretical foundations contributes to explaining a particular dimension of the proposed approach. The multilingual approach provides the linguistic and educational context in which interaction among languages becomes possible. The cognitive approach explains the mechanisms through which learners consciously regulate the writing process by employing metacognitive strategies. The competency-based approach determines the expected educational outcomes,

emphasizing learner autonomy, self-regulation and the development of transferable competencies. Their integration creates the conceptual basis of the Multilingual Strategy-Based Approach, while none of these theoretical perspectives independently explains the proposed methodology in its entirety. Therefore, MSA should be regarded not as a mechanical combination of existing approaches but as an integrative pedagogical concept developed to address the specific challenges of multilingual writing instruction.

2.1.3. Core principles and conceptual novelty of the Multilingual Strategy-Based Approach

The proposed Multilingual Strategy-Based Approach is based on a number of conceptual principles that determine its theoretical orientation and distinguish it from existing approaches to multilingual language education and strategy instruction. These principles define not only the organization of the educational process but also the understanding of multilingual writing competence, the object of pedagogical intervention, and the expected learning outcomes. Together, they provide the conceptual basis for the organization of instruction and determine how metacognitive writing strategies are introduced, developed, transferred, and applied across languages within MSA.

The first MSA principle is *the principle of transferable strategic competence*. The idea that multilingual learners possess an integrated linguistic repertoire rather than separate language systems has been extensively discussed within the theory of multicompetence developed by V.J. Cook [189, 190]. According to this perspective, knowledge and experience acquired in one language may influence learning in another, creating favourable conditions for cross-linguistic transfer. Building upon this theoretical assumption, the proposed MSA regards transferable metacognitive writing strategies as the primary object of instruction rather than language-specific writing skills.

Within the proposed approach, this assumption is interpreted not merely as the possibility of transferring linguistic knowledge but also as the possibility of transferring writing strategies. Accordingly, students who have achieved an appropriate level of English proficiency are explicitly taught metacognitive writing strategies that can subsequently be employed while completing comparable writing tasks in Kazakh and Russian. In this way, English serves as the instructional language for strategy development, whereas Kazakh and Russian provide the context for the conscious application of the acquired strategic competence.

The second principle on which the MSA is based is *the principle of explicit strategy instruction*. The effectiveness of explicit strategy instruction has been demonstrated in numerous studies devoted to Strategy-Based Instruction, particularly those conducted by J.M. O'Malley and A.U. Chamot, who argue that successful learners consciously employ learning strategies and benefit from their systematic instruction. Following this perspective, MSA considers explicit teaching of metacognitive writing strategies as one of its central conceptual principles [113].

The third core principle is *the principle of pedagogically organized cross-linguistic transfer*. The possibility of transferring knowledge and skills across languages is theoretically supported by J. Cummins' Interdependence Hypothesis, according to which languages share a common underlying proficiency. However, while multilingual education mainly explains why transfer occurs, MSA focuses on how this transfer can be deliberately organized within writing instruction [75, 104].

The fourth guiding principle is *the principle of metacognitive self-regulation*. The concept of strategic self-regulation developed by R.L. Oxford considers metacognitive strategies as the mechanism through which learners plan, monitor and evaluate their own learning [12]. This understanding serves as one of the theoretical foundations of MSA, where writing is viewed as a consciously regulated cognitive activity.

And finally, the fifth fundamental MSA principle concerns *the principle of learner autonomy*. The relationship between strategy use and learner autonomy has been extensively discussed in the theory of self-regulated learning developed by B. Zimmerman [162, 181]. According to this perspective, autonomous learners consciously regulate their cognitive processes, evaluate their own performance and transfer previously acquired experience to new learning situations. MSA adopts this principle as one of its expected educational outcomes.

Although each of the above principles has previously been discussed within different theoretical traditions, the novelty of the Multilingual Strategy-Based Approach does not lie in proposing entirely new pedagogical principles. Rather, its originality consists in integrating these principles into a coherent methodological framework specifically designed for multilingual writing instruction. In MSA, transferable strategic competence becomes the central object of instruction, explicit strategy instruction serves as the mechanism of its development, pedagogically organized cross-linguistic transfer ensures its application across languages, metacognitive self-regulation guides learners' strategic behaviour, and learner autonomy represents the ultimate educational outcome of the proposed approach.

Having defined the theoretical foundations and core principles of the Multilingual Strategy-Based Approach, it is necessary to determine its conceptual position in relation to existing approaches to multilingual language education. As discussed in the previous sections, the proposed approach draws upon a number of well-established theoretical perspectives, including multilingual education, Strategy-Based Instruction, theories of cross-linguistic transfer, metacognitive learning and competency-based education. Therefore, the scientific value of MSA does not consist in introducing entirely new theoretical constructs, but rather in proposing a new methodological interpretation and integration of these complementary perspectives to address the specific problem of multilingual writing instruction.

To demonstrate the conceptual distinctiveness of the proposed approach, Table 10 presents a comparison between the major theoretical perspectives underlying the study and the methodological contribution of the Multilingual Strategy-Based Approach.

Table 10 - Conceptual Positioning of the Multilingual Strategy-Based Approach in Relation to Existing Theoretical Perspectives

Existing theoretical perspective	Primary focus	Aspect requiring further methodological elaboration	Contribution of the Multilingual Strategy-Based Approach
Multilingual education Cenoz [164]; García & Wei [191]; Cook [190]	Development of multilingual competence and interaction among languages	Explains multilingual language development but provides limited methodological guidance on the systematic development of writing strategies across languages	Integrates multilingual education with explicit strategy instruction and organizes the conscious transfer of writing strategies between languages
Strategy-Based Instruction (SBI) Oxford [11, 12]; O'Malley & Chamot [113]; Cohen [55]; Forbes [13]	Explicit instruction in learning strategies to improve language learning	Primarily implemented within a single target language and rarely considers multilingual writing development	Extends strategy instruction beyond one language by organizing the transfer of metacognitive writing strategies to additional languages
Cross-linguistic transfer theory Cummins [75, 104]; Cook [189, 190]	Explains the cognitive mechanisms through which knowledge and skills are transferred across languages	Describes the phenomenon of linguistic transfer but does not specify instructional procedures for facilitating it	Treats strategy transfer as a planned pedagogical process supported through systematic instruction and guided practice
Metacognitive instruction and self-regulated learning Zimmerman [162, 181]; Oxford [12, 177]	Development of learners' ability to plan, monitor and evaluate their own learning	Usually applied within one language and not specifically connected with multilingual writing instruction	Applies metacognitive self-regulation to multilingual writing and considers strategic competence as transferable across languages

The comparison presented above demonstrates that the proposed Multilingual Strategy-Based Approach does not replace existing theoretical perspectives but rather builds upon their complementary strengths. Each of the reviewed approaches contributes to understanding multilingual language learning from a particular perspective; however, none of them independently provides a comprehensive

methodological framework for developing multilingual writing competence through the conscious transfer of metacognitive writing strategies. Consequently, the proposed approach should be regarded as an attempt to integrate these theoretical perspectives into a coherent pedagogical system specifically designed for multilingual writing instruction.

The conceptual novelty of the Multilingual Strategy-Based Approach lies in shifting the focus of instruction from language-specific writing skills to the development and transfer of metacognitive writing strategies. Within the proposed approach, English serves as the instructional environment in which metacognitive writing strategies are explicitly developed, while Kazakh and Russian provide the contexts for their conscious application and transfer. Thus, multilingualism functions not only as the educational context but also as the pedagogical mechanism through which the use of writing strategies is extended across languages. In this way, MSA offers a methodological solution that connects multilingual education, explicit strategy instruction, and metacognitive self-regulation within a unified framework for developing writing skills across multilingual contexts.

The conceptual provisions discussed above determine the structure of the methodological model proposed in the present study. Since the central focus of instruction within MSA is the development and transfer of metacognitive writing strategies, the methodological model is organized around explicit strategy instruction rather than around the sequential teaching of writing in three languages. Likewise, the principle of pedagogically organized cross-linguistic transfer determines the role of English as the language of strategy instruction and Kazakh and Russian as the languages in which these strategies are consciously transferred and applied. Finally, the emphasis on learner autonomy and self-regulation determines both the sequence of instructional stages and the expected educational outcomes of the proposed methodology, with the development of writing skills constituting its primary outcome.

Thus, the conceptual principles of MSA constitute the theoretical foundation upon which the methodological model presented in the following section has been developed.

2.2 Methodological model of developing writing skills based on multilingual-strategy based (MSA) approach

The term “modeling” is interpreted by S.S. Kunanbaeva as “a method of cognition and research of objects based on the construction of their models” and is aimed at the construction, study and application of models [1, p. 158]. This process includes the following methods of cognition: 1) the construction of abstractions; 2) the derivation of analogies and their analysis; 3) the formation of conclusions based on comparisons, analogies, forecasting and other methods of cognition; 4) hypothesis construction [1, p. 161] as a result of which a model is formed, with the help of which new information about the object is obtained in accordance with the goals set. Proceeding from this, under the concept of “Model” S.S. Kunanbaeva suggests understanding an artificial construct that is modeled for the purpose of its study and, as a result, created to receive and (or) store information in the form of an image, a

description that reflects the properties, characteristics and relationships characteristic of the original object [1, p. 160]. Thus, the advantage of the modeling method is the ability to systematize disparate ideas about the external signs and properties of the educational process, in our case, the process of forming written competence based on the use of SBI.

The main characteristics of the modeling method are: the systematic process of cognition, the integrity of the constructed model, the possibility of applying abstract technologies and universality. In addition, the application of the method becomes possible if there are three prerequisites: the subject, the object and the model of the cognitive object in the process of its interaction with the subject [1, p. 162]. The object of modeling in our study is the methodological model as a training system.

The principles of teaching are one of the main categories of methods that play a major role in determining the requirements for the training system, their implementation, and in general, its individual components. The emergence of principles is associated with the needs of teaching practice, and their essence is obvious from the figurative definition of E.I. Passov, as “the foundation of the building, whose name is the “learning process ” [192, p. 110].

Based on the conceptual foundations discussed in the previous section, a methodological model was developed to operationalize the principles of the Multilingual Strategy-Based Approach within classroom instruction.

The model translates the theoretical assumptions of MSA into a coherent system of objectives, instructional procedures, learning activities and assessment mechanisms (Figure 8).

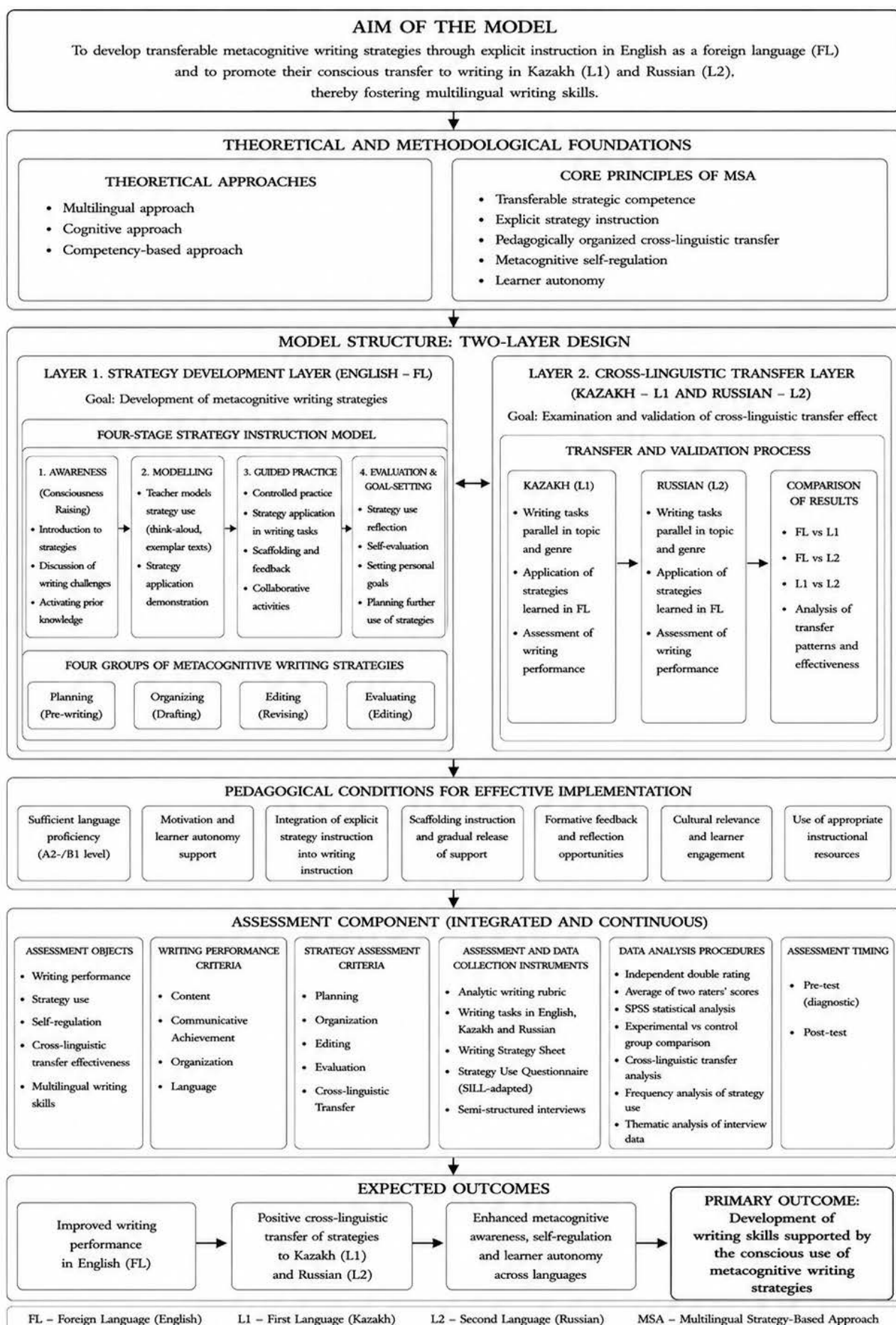


Figure 8 - Methodological model of developing writing skills based on a MSA

The overall aim of the model is the development of transferable meta-cognitive writing strategies through explicit instruction in English as a foreign language (FL) and to promote their conscious transfer to writing in Kazakh (L1) and Russian (L2). In contrast to approaches that focus on independent development of writing abilities in each language, the proposed model considers metacognitive writing strategies as the primary object of instruction and multilingualism as the pedagogical mechanism enabling their transfer across languages.

The conceptual foundations of the model consist of two interconnected components: the theoretical approaches underpinning the study and the core principles of the Multilingual Strategy-Based Approach.

The theoretical basis combines the multilingual approach, the cognitive approach and the competency-based approach. Together these approaches explain multilingual language development, the role of metacognition in learning and the importance of learner autonomy and self-regulation.

The second component comprises the five core principles of MSA formulated in Section 2.1:

- transferable strategic competence;
- explicit strategy instruction;
- pedagogically organised cross-linguistic transfer;
- metacognitive self-regulation;
- learner autonomy.

These principles determine the structure of the instructional model and guide every stage of its implementation.

The model consists of two layers of strategy development and cross-linguistic transfer of meta-cognitive writing strategies. The first instructional layer represents the direct pedagogical intervention conducted in the English language classroom. English was selected as the instructional language because participants had already reached a level of language proficiency sufficient for conscious strategy instruction, which is considered an important prerequisite for successful strategy-based learning (Oxford, Forbes) [12, 13].

The instructional process follows the four-stage model widely recommended in strategy instruction research: Awareness Raising, Modelling, Guided Practice, and Evaluation and Goal-setting. During these stages students gradually develop four groups of transferable metacognitive writing strategies: planning, organisation, editing and evaluation. Rather than teaching isolated techniques, the model aims to foster learners' strategic awareness and their ability to consciously regulate the writing process.

The second instructional layer reflects the multilingual dimension of the proposed model. After explicit instruction in English, learners are encouraged to consciously transfer the acquired metacognitive writing strategies to writing tasks in Kazakh and Russian. Thus, multilingualism functions not as simultaneous instruction in three languages but as the pedagogical environment within which transferable strategies are applied, adapted and evaluated across learners' multilingual repertoire. This interpretation distinguishes the proposed model from traditional multilingual

education frameworks, where transfer is often regarded as a natural consequence of multilingual learning rather than an explicitly organised instructional process.

The successful implementation of the model depends on several pedagogical conditions. These include learners' sufficient language proficiency for strategy instruction, explicit explanation and modelling of strategies by the teacher, systematic scaffolding during guided practice, continuous formative feedback, consideration of learners' sociocultural context and gradual development of learner autonomy throughout the instructional process.

The assessment component ensures the methodological completeness of the proposed model and provides empirical evidence of its effectiveness. Unlike traditional assessment focusing exclusively on the quality of written products, the proposed model evaluates both learning outcomes and the strategic processes underlying writing performance. Accordingly, four interrelated assessment objects are included in the model: writing performance, strategy use, self-regulation, and cross-linguistic transfer. Writing performance is assessed according to four criteria: content, communicative achievement, organisation, and language. Strategy use is evaluated through learners' application of four groups of metacognitive writing strategies: planning, organising, editing, and evaluating, as reflected in the Writing Strategy Sheet, Strategy Use Questionnaire, and learners' accounts in the semi-structured interviews.

Self-regulation is not treated as a separate psychological construct requiring an independent psychometric scale; within the present study, it is operationalised through observable indicators of learners' strategic regulation of writing, including their ability to plan the writing task, organise ideas, monitor and revise their work, evaluate the written product, and reflect on their strategy use. Evidence of these processes is obtained from the Writing Strategy Sheets, questionnaire responses, and semi-structured interviews, complemented by observations of strategy use during writing activities.

Cross-linguistic transfer is assessed through the comparison of learners' strategy use and writing performance across the three languages. Following explicit instruction in metacognitive writing strategies in English, learners complete comparable writing tasks in Kazakh and Russian. The analysis focuses on whether strategies introduced and practised in English are subsequently reported and applied in writing tasks in the other two languages, as well as on similarities and differences in their use across languages. Writing performance results and qualitative data from the Strategy Use Questionnaire and semi-structured interviews are therefore considered together to identify patterns of cross-linguistic strategy transfer.

To obtain comprehensive evidence, several complementary assessment instruments are employed, including analytic writing assessment, the Writing Strategy Sheet, the Strategy Use Questionnaire, and semi-structured interviews. The combination of quantitative and qualitative data enables evaluation of changes in writing performance, learners' strategic regulation of writing, and the extent to which metacognitive writing strategies are applied across languages.

The expected outcome of the proposed methodological model is the development of writing skills supported by the conscious use of metacognitive writing

strategies. This understanding is consistent with contemporary approaches to writing instruction, which view successful writing not only as the production of a final written text but also as a process involving planning, organizing, monitoring, revising, and evaluating. These processes are closely associated with metacognitive regulation and have been emphasized in research on self-regulated writing [121, 181, 182]. R.L. Oxford's (2011) theory of Strategic Self-Regulation further emphasizes the role of conscious strategy use in enabling learners to regulate and manage their learning processes [12]. Building upon these theoretical foundations, the proposed Multilingual Strategy-Based Approach focuses on developing writing skills through explicit instruction in transferable metacognitive writing strategies in English and their conscious transfer and application to writing tasks in Kazakh and Russian. Consequently, the expected outcome of the model is the development of writing skills through the conscious use of metacognitive writing strategies in English and their transfer and adaptation to writing tasks in Russian and Kazakh.

Thus, the proposed methodological model translates the theoretical assumptions of the Multilingual Strategy-Based Approach into a coherent pedagogical system. It specifies the conceptual foundations, instructional sequence, pedagogical conditions, assessment procedures and expected outcomes of the intervention. In doing so, the model ensures consistency between the theoretical framework of the study, the experimental design and the evaluation of its effectiveness.

2.3 Instructional framework for implementing the methodological model

Having developed the theoretical foundations of the Multilingual Strategy-Based Approach and described its methodological model, it is necessary to explain how this model is implemented in the educational process. The implementation framework translates the conceptual provisions of the proposed approach into a sequence of pedagogical actions aimed at developing writing skills through explicit instruction in transferable metacognitive writing strategies.

The proposed methodology pursues the objectives that directly reflect the conceptual foundations of the Multilingual Strategy-Based Approach. Since MSA views transferable metacognitive writing strategies as the central object of instruction, the implementation process is organised around the gradual development of learners' strategic competence, beginning with raising awareness of strategy use, followed by explicit strategy instruction, guided practice, and finally independent strategy selection, evaluation, and transfer across languages. Such organisation ensures consistency between the theoretical assumptions of the approach, the methodological model, and the practical implementation of instruction.

The majority of modern research aimed at studying the effect of SBI employment an awareness-raising instructional model of intervention "targeting task-specific strategy clusters rather than single strategies" [193, p. 554]. The implementation of the model varies from four [194; 12; 13; 97; 193] to six [11; 113; 34; 105] steps, but in essence includes the following main steps, which we used to implement the SBI methodology: *consciousness raising, modelling, guided practice, evaluation and goal-setting*. Since these stages correspond to the gradual development

of learners' strategic self-regulation and provide systematic support for explicit strategy instruction, they were adopted as the implementation framework of the proposed methodological model.

Although explicit instruction in metacognitive writing strategies was provided during English language classes, the ultimate purpose of the methodology was not limited to improving writing in English. Rather, English served as the language of strategy instruction, whereas the acquired strategies were subsequently transferred and applied to writing tasks in Russian and Kazakh. Thus, multilingualism in the proposed methodology is realised not through parallel teaching of writing in three languages, but through the conscious transfer of transferable metacognitive writing strategies across the learners' multilingual repertoire. Objectives, instructional stages, activities, and assessment procedures of the implementation framework are presented in Table 11.

Table 11 - Implementation framework of the methodological model

Stage	Pedagogical purpose	Main instructional activities	Expected outcome
1. Consciousness raising	to increase awareness of the strategies already used by students, their goals and effectiveness	- Brainstorming - Open-class discussions of strategy use - Strategy Search Game [11] - Case-study discussions - Questionnaire	Learners recognize existing writing strategies and understand their purpose
2. Modelling	to master new strategies presented and modelled by the teacher to solve particular problem	- Interactive lectures - Gradual presentations of new strategies by stages of writing a) Planning b) Organizing c) Editing d) Evaluating - Modeling strategies by teacher or by students	Learners acquire new metacognitive writing strategies
3.Guided practice	to work out strategies, putting them into practice under the guidance of a teacher	- "Mind mapping", - a "Box plan", - Handouts - Add contact/ Pass it out activities [197] - Paragraph and essay writing	Learners apply strategies independently with teacher guidance
4. Evaluation and goal-setting	to independently evaluate problems and choose the appropriate strategy for its solution, transfer familiar strategies to new tasks	- Self/peer evaluation - Discussions on the progress - Peer-mentoring	Learners evaluate strategy effectiveness and transfer strategies to new writing tasks in different languages

As presented in Table 15, the implementation framework consists of four interrelated instructional stages. Each stage pursues a specific pedagogical purpose, includes a set of instructional activities, and contributes to the gradual development of learners' strategic competence and self-regulation. Although the stages are presented separately for the purposes of description, they constitute a continuous instructional process in which each subsequent stage builds upon the outcomes of the previous one.

Consistent with awareness-raising models of Strategy-Based Instruction proposed by Oxford [11], Chamot and O'Malley [113], and Forbes [13], the first stage aimed at increasing learners' awareness of their existing writing strategies before introducing new ones. The exercises and activities of this stage help to understand the purpose of using strategies and the effectiveness of their application for solving educational problems. To fulfill the goal of this level of SBI implementation, we used a series of exercises and activities. One of them is Brainstorming of the strategies used, revealing the variety of strategies and techniques that students used and helping students to look at them not as self-explanatory developments of events, but as a tactical reaction to the task.

There were also open discussions on the use of strategies in order to increase consciousness when using writing strategies. Students discussed cases of using certain strategies identified during brainstorming, shared experiences and results of using the aforementioned strategies, answered teacher's leading questions and tried to independently draw conclusions about how useful it is to be able to use the appropriate strategy.

In addition, consciousness increased during the 'Strategy Search Game' proposed by R.L. Oxford [11] and Case-study discussions, which consisted of both group and individual consideration of the learning situations offered by the teacher, for which the students compiled a list of useful learning strategies that would allow them to solve the problem as efficiently as possible. Examples of learning situations are: having problems with generating ideas for the essay, having problems with colourful introduction of one of your interesting thoughts in the essay, having problems with vocabulary choice, having problem with how to start or finish your essay. During the game, students not only orally present their experience of actions in these learning situations, but also analyze situations, and also discuss possible solutions, which maximize their awareness of purposeful and strategic behaviour.

Finally, metacognitive self-questioning, which also contributed to the development of awareness of the use of writing strategies, was used by us in the first stage of the implementation of SBI. Students were asked personal questions about the habitual behaviour in a particular educational situation when performing written assignments, the answers to which led students to reflect on how much their choice in these situations was characterized by strategicity. Examples of questions are: *Do I revise requirements set by the teacher or writing tasks? Do I look at the example of a similar essay? Do I ask additional questions to my teacher to better understand the topic of the essay? Do I ask the opinion of my friends or parents concerning the problem of the future essay? Do I make a written plan or a written list of ideas I want to include in my essay?* Considering the answers to such questions within the

framework of strategic behaviour in solving written problems leads students to the idea that if, for example, they discuss the topic of the essay with friends or parents or even read similar works on the Internet, this is not an indication of their low performance in writing, on the contrary, a correct and academically determined solution to the problem with the generation of ideas for writing essays.

The purpose of the second ‘Modelling’ stage was to master new strategies presented and modelled by the teacher to solve particular problems while completing writing tasks. At the “Modelling” stage, we used methods such as interactive lectures aimed at introducing students to the concept of written strategies while achieving quick feedback, interest and readiness to apply the knowledge gained. Gradual familiarization with writing strategies took place in accordance with the stages of the writing assignment completion and with groups of meta-cognitive strategies corresponding to these stages. Thus, implementation of the step was divided into 4 main sub-stages, respective to 4 main groups of metacognitive writing strategies: Planning, Organizing, Editing, Evaluating, which work in logical order (see Figure 9).



Figure 9 – Four groups of metacognitive writing strategies introduced during MSA implementation

A list of meta-cognitive strategies presented and modelled for each of the four stages of the writing assignment completion, to solve problems with planning, a number of sessions were held, both theoretically and practically justifying the importance of the planning process. The students were offered a number of strategies to make the planning process as productive as possible, which was expected to simplify writing tasks, time management, and solve problems arising from the lack of a planning stage. The strategies are as follows:

1. *I try to schedule my writing process time*

2. *I set some personal goals which I want to reach while writing process*
3. *I revise requirements set by teacher or writing task*
4. *I try to identify the type of the essay to decide in which way to complete the task*
5. *I identify the purpose of writing the essay and potential readers.*
6. *I look at the example of a similar essay*
7. *I ask additional questions to my teacher to better understand the topic of the essay*
8. *I read literature related to the topic to have better understanding and more ideas (newspaper articles, information on the internet, books, etc.)*
9. *I look for some idiomatic expressions, citations, proverbs etc., related to the topic which can make my essay more interesting*
10. *I ask opinion of my friends or parents concerning the problem of the future essay*
11. *I make a written plan or a written list of ideas I want to include in my essay*
12. *I free-write to generate ideas*

In the process, different types of plans were proposed, among which are “mind mapping”, a “box” plan, etc., supported by examples of planning on different topics by templates, as well as practice and training in the form of filling in various graphs and tablets (See Figure 10). The work was mainly carried out in pairs or in groups, which made the training process more communicative-oriented. Students discussed incomprehensible moments, exchanged ideas, complemented each other, and came to common decisions, which made them more interested in the planning process and satisfied with their results. Having a ready-made plan with thoughtful details, they were even ready to write the essay (which was not included in the task), because when planning they already knew what to write and how to write in each part of the model essay.

A 'box plan'

Is cheating all right at school in some cases? (200 words)

INTRODUCTION _____ words 1. General introductory statement 2. Thesis statement 3. Order of arguments	BODY PARAGRAPH 1 _____ words Topic sentence: Supporting ideas: 1. 2. 3.
BODY PARAGRAPH 2 _____ words Topic sentence: Supporting ideas: 1. 2. 3.	BODY PARAGRAPH 3 _____ words Topic sentence: Supporting ideas: 1. 2. 3.

CONCLUSION _____ words

1. ~~restate~~ restate thesis
2. General conclusions
3. Final concluding statement

Figure 10 - Template for the implementation of the plan.

In addition, strategies for the generation of ideas that were not previously familiar to the students were proposed and practiced. One of them is a strategy used for adding content, and based on peer help and review. The activity procedure takes place in groups, where students make a brief plan consisting of ideas that they want to describe in an essay on a particular topic, then the sheets with the plan are transferred to the partner on the left, and so on in a circle. Members of the group should review the plan and make a brief note in the form of a question or comment on the content; moreover, you can even try to answer a question that was left as a comment by another member of the group, even if the question was asked not for the sheet owner.

For the successful completion of the second stage of the writing assignment - organization, the teacher in the process of implementation modelled the following writing strategies:

1. *I follow the structure: start with introduction, have body parts, and finish with conclusion.*
2. *I stick to the plan I had in the beginning.*
3. *I reread the parts of the essay to make a logical connection between them.*
4. *I reread the parts of the essay if I find it difficult to continue.*
5. *I write the text in my native language and translate it into Russian (English).*
6. *I use a bilingual dictionary to translate words.*
7. *I use Internet resources to translate words.*
8. *If I'm not sure about grammar I check it in grammar resources.*
9. *If I'm not sure in grammar I avoid this grammar construction.*

10. *If I can't express my thoughts I simplify the construction.*
11. *If I don't know the word I try to use another word with a similar meaning.*
12. *If I don't know the word I write it in my native language and later turn back to it to translate.*
13. *I try to use simple words and grammar constructions to avoid mistakes.*
14. *I write in time intervals in order not to lose productivity while writing.*
15. *I ask for help if I have problems while writing.*

The above strategies are aimed at solving various problems that arise in the process of writing. Such problems include difficulties with the logical construction of the text, compliance with structural requirements, and grammar and lexical design of the text.

The third group of writing strategies aimed at facilitating and improving the process of editing a writing assignment includes the following strategies:

1. *I write an essay on the draft and then after checking rewrite it into my copybook.*
2. *I read the whole essay at the end of writing.*
3. *I read my essay aloud.*
4. *I ask someone to read my essay and check.*
5. *I use a dictionary when revising.*
6. *I check and make changes in vocabulary.*
7. *I check and make changes in grammar constructions.*
8. *I check and make changes in sentence structure.*
9. *I check and make changes in structure and connection between sentences / paragraphs.*
10. *I check and make changes in content and the order of the ideas in the essay.*
11. *I read several times when revising and each time focus on one thing (grammar, vocabulary etc.).*
12. *I check whether my essay meets the requirements of the task.*

With the help of the proposed strategies, students will be able to effectively build a process of error correction, which will occur not only after completion of the writing assignment, but also be monitored throughout the entire completion process.

Finally, the last step in completing a writing assignment, which is often ignored by students and, as a result, can impede the progress of the writing skill, is evaluation. In this case, self-evaluation is implied, used to identify their own shortcomings and weaknesses, requiring additional attention and refinement. The list of evaluation strategies are as follows:

1. *I evaluate my essay according to my own criteria*
2. *I read my group mates' essays to compare to mine.*
3. *I ask for teacher's feedback if it is not given in written form.*
4. *I summarise what was difficult for me, what I have problems with and needs my consideration after writing the essay.*
5. *I check my mistakes after the teacher gives the feedback and learn from them.*

The third stage 'Guided practice' is targeted at working out newly introduced strategies, putting them into practice under the guidance of a teacher first. At this stage, we not only tried to teach students to correctly apply writing strategies, but also in accordance with the requirements of the proposed methodological model, focused on strategic combinations (or chains), the correct use of which is also the key to success in completing writing assignments. In the process, various handouts were used to work out planning strategies, orient letters to a potential reader, train time allocation and distribution of the volume of work according to the structure of essays, and solve problems with grammar and vocabulary. Such activities as 'Add contact/ Pass it out' adapted from Think Literacy, were also used with the purpose to work on the content of the written assignment [195]. The work took place in groups, where students in a circle conveyed exemplary ideas that they intended to reveal in the work. The peers aimed to give at least one written comment, which could be in the form of additions, questions, corrections and could somehow supplement or correct the future content of essays. The goal of this activity is to identify missed details and ideas, as well as the opportunity to look at your plan from a new perspective and rethink some points, and finally, develop brainstorming skills and skills to ask yourself and others questions that is one of the effective ways to generate ideas (see Figure 11).

To consolidate the effect of exercises and activities, students periodically wrote paragraphs, essays and other types of written works. Over time, teachers control the process, giving students more freedom and independence.

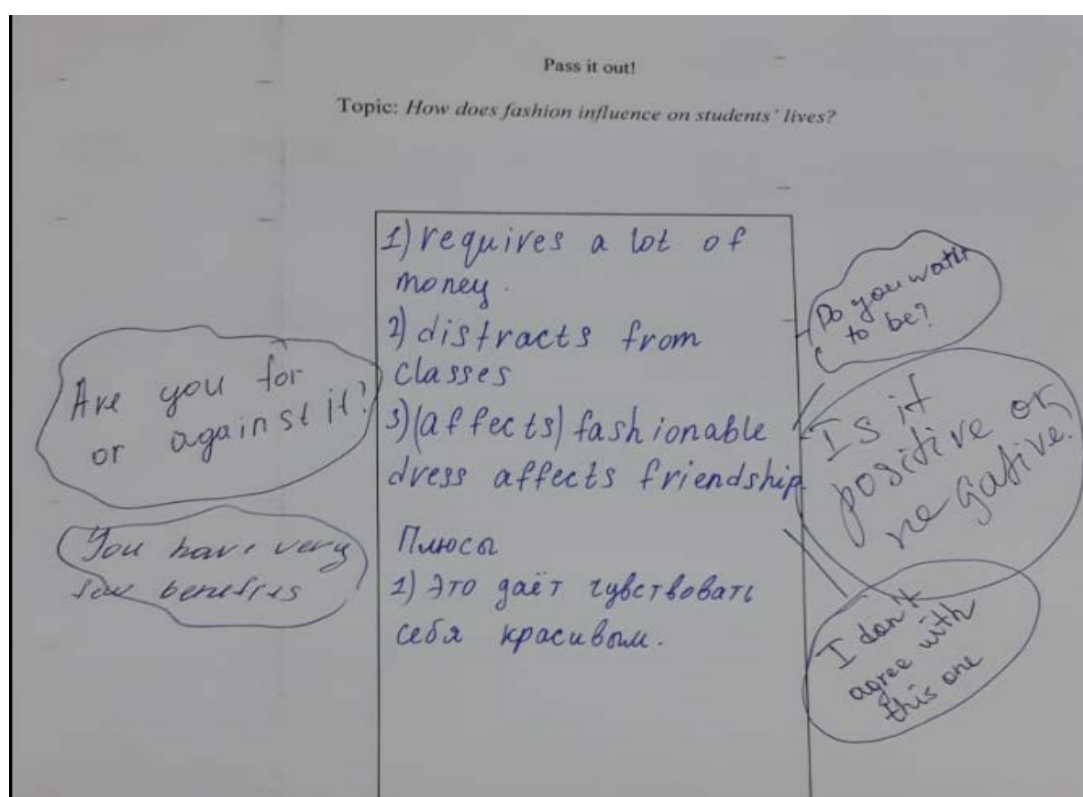


Figure 11 - Adding content strategy use sheet

And finally, at the fourth stage 'Evaluation and goal-setting', the goal was to instill in students the ability to independently assess the problem and apply the necessary strategies or chains of strategies. In addition, taking into account the self-regulatory nature of meta-cognitive strategies, students should learn not only to limit themselves to the tasks that they have already completed, but to consciously transfer the strategies they know to a new task.

At this level, we used such exercises as self and peer assessment, which took place according to the scheme worked out with students. Based on S.S. Kunanbaeva's research, A.T. Chaklikova claims that reflection helps to develop self-development, self-improvement, self-organization of the personality in consciousness, and determines the internal activity of students [174, p.113]. Students were provided with a list of clear and laconic assessment criteria, which the teacher carefully adapted to the writing assignment. Students exchanged written works or rated their own work based on a grading sheet. Such a strategy gave transparency to the requirements and criteria of assessment, allowing students to compare works, learn from other people's mistakes or successes. Furthermore, the students liked this type of evaluation activity very much, they showed interest and motivation. Peer mentoring was also used, where students relied on the help of more advanced classmates, discussed problems, but most often asked to read and rate or point out the weaknesses of written work, as well as to control the grammar and lexical errors in the text. At last, among the exercises we used at the stage of 'Evaluation and goal-setting', it is impossible not to mention the discussions of learners' progress in writing that was carried out in the classroom and made it possible for both researchers to understand how effective the methodology was used and students to evaluate themselves, to determine what they became stronger in, and where else are required efforts to achieve a result. As a result of such discussions, students set themselves short-term goals and objectives, the achievement of which they saw in the further mastering of writing strategies and in greater written practice.

Thus, the implementation of the SBI methodology took place in four main stages and was realized through the use of appropriate exercises, activities and tasks. All steps of implementing the proposed methodological model were governed by the principle of increased responsibility, self-regulation and the authority of students to choose and use certain writing strategies.

Taking into account the goal-oriented (целезаданный) and productive (результативный) nature of the exercises mentioned by I.L. Bim, [196], S.S. Kunanbaeva, [1] and N.D. Galskova [53], certain outcomes of the system of exercises and practice, reflected in the students' skills in applying writing strategies were expected.

At the **consciousness raising** stage, the participants were expected to:

- be aware of the purpose of strategy use
- be able to identify the strategies they typically use now or usually employed in the recent past
- get a more sweeping view of strategy use
- be able to assess their own strategies

- be able to reflect on how their strategies might have facilitated their accomplishment of the task
- explore possible strategies available

At the **modelling** stage, the participants were expected to:

After acquiring planning strategies

- to schedule their own writing process time
- set some personal goals which they want to reach while writing process
- revise requirements set by teacher or writing task
- try to identify the type of the essay to decide in which way to complete the task
- identify the purpose of writing the essay and potential readers
- look at the example of a similar essay
- ask additional questions to their teachers to better understand the topic of the essay
- read literature related to the topic to have better understanding and more ideas (newspaper articles, information on the internet, books, etc.)
- look for some idiomatic expressions, citations, proverbs etc., related to the topic which can make their essay more interesting
- ask opinion of their friends or parents concerning the problem of the future essay
- make a written plan or a written list of ideas they want to include in their essay
- free-write to generate ideas

After acquiring organizing strategies

- follow the structure: start with introduction, have body parts, and finish with conclusion.
- stick to the plan they had in the beginning.
- reread the parts of the essay to make logical connection between them
- reread the parts of the essay if they find it difficult to continue
- write the text in their native language and translate it into Russian (English)
- use bilingual dictionary to translate words
- use Internet resources to translate words
- check it in grammar resources if they are not sure in grammar
- avoid this grammar construction if they are not sure in grammar
- simplify the construction if they can't express thoughts
- try to use another words with similar meaning if they don't know the word
- write it in native language and later turn back to it to translate if they don't know the word
- avoid mistakes by using simple words and grammar constructions
- write in time intervals in order not to lose productivity while writing
- ask for help while writing process problems

After acquiring editing strategies

- write essay on the draft and then after checking rewrite it into the copybook
- read the whole essay in the end of writing
- read their essay aloud
- ask someone to read their essay and check
- use a dictionary when revising
- check and make changes in vocabulary

- check and make changes in grammar constructions
- check and make changes in sentence structure
- check and make changes in structure and connection between sentences / paragraphs
- check and make changes in content and the order of the ideas in the essay
- read several times when revising and each time focus on one thing (grammar, vocabulary etc.)
- check whether their essay meets the requirements of the task

After acquiring evaluating strategies

- evaluate their essay according to their own criteria
- read their group mates' essays to compare to their own
- ask for teacher's feedback if it is not given in written form
- summarise what was difficult for them, what they have problems with and needs their consideration after writing the essay
- check their mistakes after the teacher gives the feedback and learn from them

At the **guided practice** stage, the participants were expected to:

- use strategies
- make strategy combinations (chains) as needed for the task
- monitor their own strategy use
- monitor if the strategy used in the way they were demonstrated
- use familiar strategies for similar tasks
- try other strategies for the similar task

At the **evaluation and goal-setting** stage, the participants were expected to:

- be able to evaluate the effectiveness of strategies
- be able to transfer them to other related tasks and situations
- make conclusions on the effectiveness of their own/their peers strategy use

Moreover, the effective implementation of the proposed methodological model requires several pedagogical conditions. As noted earlier, one of the main requirements is multilingualism and, as a consequence, the multicompetence of students. It also requires a certain level of knowledge of a foreign language that can ensure the high-quality mastery of meta-cognitive writing strategies in FL lessons and use them to complete writing assignments. And the most basic is collaborative teaching, involving the interaction of teachers of the Kazakh, Russian and English languages, as well as the joint setting of goals and content of teaching. Thus, as a result of applying this technique, we expect the formation of personality of the subject of intercultural communication who is ready and able to use writing strategies in a multilingual learning.

As a result of completing all four instructional stages, learners are expected to demonstrate the ability to plan, organise, edit, evaluate, and consciously transfer metacognitive writing strategies while performing writing tasks in English, Russian, and Kazakh. Consequently, the implementation framework supports the development of writing skills through the conscious use, self-regulation, and cross-linguistic adaptation of metacognitive writing strategies.

Conclusions on the second chapter

In the second chapter, which presents the theoretical and methodological basis of the Multilingual Strategy-Based Approach (MSA), the conceptual foundations of the proposed approach were substantiated. The approaches on which the proposed methodology was based were identified, such as a multilingual approach, cognitive approach, competency based approach. Particular attention was paid to demonstrating that MSA is not intended to replace existing multilingual education frameworks, but rather to provide a methodological solution for developing multilingual writing skills through explicit instruction in transferable metacognitive writing strategies and their conscious transfer across languages.

Furthermore, the methodological model based on the Multilingual Strategy-Based Approach was developed. The model integrates the aim, objectives, methodological approaches, core principles, pedagogical conditions, instructional stages, assessment criteria, assessment instruments, and the expected outcome into a coherent pedagogical system. As a result of the implementation of MSA, students are expected to acquire the following competencies aimed at self-regulation in writing: identifying the objectives of the writing task and audience; taking into account instructions, task requirements and evaluation criteria; using effective strategies to plan, organize, edit and evaluate the written work; using resources for idea generation (similar essays, journals, books, etc.) and for editing (dictionaries, e-translators, grammar booklets, etc.); using peer-reviewing strategies and self-monitoring and self-evaluation of the written assignment; calculating and plan the time required for preliminary work, organization and editing of the essay; resorting to the help of peers, parents, teachers, etc.; being interested in the results of their own work, positive-minded, relying on their own knowledge and imagination, aiming at learning something new in the process of completing the task. The formation of these competencies ensures the achievement of one of the main objectives aimed at forming students' competence for self-regulation of the writing process in any language of instruction through self-control, self-editing and self-evaluation.

The chapter also presents the implementation framework of the methodological model. Following the awareness-raising instructional model recommended in Strategy-Based Instruction research, the implementation consists of four consecutive stages: consciousness raising, modelling, guided practice, and evaluation and goal-setting, recommended by most researchers in the field of strategy effect. The first step of 'Consciousness rising' is aimed at increasing awareness of the strategies already used by students, since in most cases, students apply certain strategies without even realizing that this is a strategy. The purpose of the second 'Modelling' step was to master new strategies presented and modelled by the teacher to solve particular problem while completing writing tasks. This stage reflects the principle of Learning on speech patterns or models. The third step 'Guided practice' is targeted at working out newly introduced strategies, putting them into practice under the guidance of a teacher. And finally, at the stage of the fourth step 'Evaluation and goal-setting', the goal was to instil in students the ability to independently assess the problem and apply the necessary strategies or chains of strategies. In addition, taking into account the self-

regulatory nature of meta-cognitive strategies, students should learn not only to limit themselves to the tasks that they have already completed, but to consciously transfer the strategies they know to a new task. The second chapter also provides the system of activities and exercises to realize the idea of each of the mentioned strategy teaching stages and expected outcomes.

Thus, the second chapter establishes the theoretical, methodological, and pedagogical basis of the Multilingual Strategy-Based Approach and provides a coherent framework that serves as the foundation for the experimental verification of its effectiveness presented in the following chapter.

3 EXPERIMENTAL INSTRUCTION OF SECONDARY SCHOOL LEARNERS TO WRITING STRATEGIES ON THE BASIS OF MULTILINGUAL-STRATEGY BASED APPROACH

This chapter describes methodological issues related to the study. Firstly, the research design will be presented, including research methods, participants and details of the implementation of the teaching writing methodology through meta-cognitive SBI. Secondly, the methods of analysis of the collected quantitative and qualitative data will be considered. Finally, the results of the data analysis are interpreted and discussed, and conclusions are drawn regarding the effectiveness of the proposed Multilingual Strategy-Based Approach and the development of writing skills and the transfer of metacognitive writing strategies across languages.

3.1 Organization of the research on the identification of the MSA effectiveness

For our study, a quasi-experimental study design was chosen, which was determined by T.D. Cook and D.T. Campbell as the design in which “the independent variable is manipulated”, but, what is different from true experimental research design, “participants are not randomly assigned to conditions or orders of conditions” [197]. In our case, we manipulated the variable through the implementation of MSA, and, as Z. Dörnyei noted, when conducting experiments in educational institutions, “the common method applied uses intact class groups» [198, p. 117]. We considered the random selection of participants to create experimental and control groups impractical in the given educational context. Thus, the impossibility of random selection of participants makes our study quasi-experimental.

Moreover, a quasi-experimental study design is the most appropriate for the current study because it works well in real classroom settings where randomly assigning students is not practical. Random assignment of participants was not possible due to institutional and ethical constraints within the school system, where students are organized in pre-existing classroom groups (intact classes) and administrative regulations do not allow redistribution of learners across classes for research purposes.

Additionally, the study was conducted within the regular curriculum, which required maintaining natural classroom structures to avoid disruption of the educational process. Therefore, intact group assignment was chosen as a methodologically justified and widely accepted alternative in quasi-experimental educational research. Using existing classes avoids disrupting normal teaching and addresses ethical concerns, while still allowing the researcher to implement the instructional intervention. This design also lets us compare students’ writing performance before and after the metacognitive strategy instruction, providing insights into its impact in a natural, realistic educational context.

The study was structured in two main phases of experimental implementation and data collection. These phases represent two comparable implementations of the MSA-based intervention conducted in different academic cohorts rather than a longitudinal follow-up of the same participants. The second phase served as a replication study aimed at validating the stability and generalizability of the findings

across independent samples. Both cohorts were selected using the same inclusion criteria (age, grade level, and comparable language proficiency), ensuring methodological comparability of the datasets and allowing for aggregated statistical analysis.

The experimental implementation was conducted in ordinary general secondary schools with the same institutional status and operating under the national state curriculum. Thus, the participating schools were comparable in terms of their formal educational status and curriculum requirements. The use of schools with comparable institutional characteristics helped reduce the potential influence of differences in school type, curriculum and organizational conditions on the experimental results. At the same time, the use of intact classes within these schools preserved the natural organization of the educational process and increased the ecological validity of the study.

The data obtained during both phases were analyzed using identical instruments, procedures, and assessment criteria. As the two cohorts demonstrated comparable demographic and educational characteristics, the datasets were combined to form a single empirical sample for the final statistical analysis presented in Chapter 3. This approach increased the reliability of the findings and allowed the effectiveness of the MSA-based intervention to be examined across a broader population of learners while maintaining methodological consistency.

During the first phase, conducted in 2019, data were gathered at both the pre-intervention and post-intervention stages in order to capture initial changes resulting from the application of the methodology.

The second phase, carried out in 2023–2024, involved a second implementation of the experimental study to extend, refine, and update the earlier dataset. This stage made it possible to reassess the outcomes under renewed conditions and to incorporate additional evidence into the analysis.

By repeating the experimental procedure across different time periods, the study not only ensured the continued relevance of its findings but also enhanced their robustness and empirical validity. Such a design allowed for a more reliable interpretation of the results and provided stronger support for the overall conclusions.

3.1.1 Participants and sampling procedures

The study was conducted in the 9th grade (ages 13 to 14) of students of the secondary schools of the Almaty region (62 experimental and 10 interview students). The study was conducted in ordinary general secondary schools in Kazakhstan. The participating schools followed the national state curriculum, with Kazakh and Russian used as languages of schooling and English taught as a foreign language. English instruction began at the primary-school level, although the specific starting grade varied depending on the curriculum in effect during the respective period of the study. Thus, the participants had different amounts of prior formal English instruction. Despite this variation, most participants demonstrated a pre-intermediate level of English at the beginning of the intervention.

The study employed a quasi-experimental design with a non-randomized sample. The participants were selected from intact school classes, as the study was conducted within the existing organization of the schools. The selection was based on the accessibility of the schools and the suitability of the participants for the research objectives, including their grade level and sufficient English proficiency to participate in explicit strategy instruction. Thus, the sample can be characterized as a purposive/convenience sample, which is consistent with the quasi-experimental nature of the study.

When choosing the age and level of participants for the study, we were guided by the studies of A.U. Chamot and C.W. Keatley, who argue that SBI is ineffective in a foreign language for students with a beginner level of language competence [33]. The identical statement of M. Grenfell and V. Harris [34] is reported by R.L. Oxford calling this approach very complex at the initial level [12]. K. Forbes [13] explains the mentioned difficulties with the conclusions of J. Rubin et al. that "meta-cognitive understanding is a developmental process and younger children are not as fully aware of their own thinking and learning processes as are adolescents and adults" [199, p.149].

For the participants, the first language was Kazakh, since the main language of instruction at the school was Kazakh, and they used it in most communicative situations. The second language was Russian, the conversational level of which was high for many students, but nonetheless, students experienced difficulties in spelling, some aspects of grammar and the choice of vocabulary. Thus, particular difficulties were experienced precisely in writing. The Russian language is taught in Kazakh schools from the primary school within the framework of the subject of the Russian language and literature, but many children have the opportunity to master Russian even before school, since most of the population uses it in everyday situations for the purpose of interethnic communication. Mass media broadcasting in Russian is also widespread. English, as almost the only foreign language in many schools, is introduced into the curriculum from primary school, sometimes earlier. The language is taught within the subject, but due to the demand, it is often studied by students additionally in individual or group courses outside of school. Both in Russian and in English, for various reasons, oral speech is more developed, while written speech requires professional training.

It should be noted that the present sample represents a specific sociolinguistic configuration in which Kazakh was treated as L1, Russian as L2, and English as a foreign language (FL). This configuration reflects the linguistic profile of the participants involved in the study and served as the basis for the analysis of cross-linguistic transfer and strategy development. Consequently, the findings should be interpreted within the context of this particular multilingual setting and should not be automatically generalized to all educational contexts in Kazakhstan where different language configurations may exist.

Two parallel classes of mixed-ability students were chosen for the experiment, one of which was the Experimental Group (EG) and the methodology of meta-cognitive writing strategies was applied in it; the second was the Control Group (CG),

which continued to study according to the usual curriculum approved at school. CG was designed to increase the validity of the results of the investigated methodology and to establish the extent to which any changes could be attributed to the intervention (see Table 12). The same English teacher and the same Russian teacher taught both the experimental and control groups.

Table 12 - Number of participant students

Group	Quantity
Experimental Group	32
Control Group	30

In addition, 10 students were selected for the semi-structured stimulated recall interview from EG for primary data collection (pre-test) and for final (post-test) (see Table 13). The interview is planned to be conducted on the basis of the written assignment to identify the strategies used by the students, but not obvious from the completed text. It is usually impossible to understand which strategies were used during the process while looking at the product of writing, so a personal conversation with some students when discussing relevant questions will help to understand the whole picture of the process of writing assignments. Participants for the interviews were selected using a non-probability purposive sampling strategy, specifically maximum variation sampling. This approach was chosen to ensure representation of diverse learner characteristics, in our case gender, level of performance in second and foreign languages, and attitude to subjects. Selection was based on performance data of the previous year of study, samples of written assignments, and general opinions of class teachers.

Table 13 - General characteristics of interview students

	Pseudonym	Gender	Performance level in L1	Performance level in L2	Performance level in FL
1	Diana	Female	High	High	High-Middle
2	Dilara	Female	High	Middle-Low	Middle-Low
3	Adina	Female	High	Middle-High	Middle
4	Azhar	Female	High	High	High
5	Aba	Male	High	Middle-Low	Low
6	Erassyl	Male	High	Middle-Low	Low
7	Nauryzbek	Male	High	Middle	High
8	Aisha	Female	High	Middle	Middle
9	Abylaikhan	Male	High	Middle-Low	Low
10	Dinara	Female	High	Middle	Middle-Low

The pre- and post-experimental essays were conducted and supervised by subject teachers in order to maximize responsibility and a serious approach from the

participants' sight. As for the interviews and training of the SBI, they were conducted by the researcher, which was due to lack of inexperience of the teachers of the English language in the aspect of strategy instruction and the frequent need to be flexible in various unforeseen situations. For example, when trying to teach the strategy of generating ideas "Rapid Writing" on the given topic, the students were unable to apply this method in English, due to the lack of vocabulary and lack of confidence in their knowledge. To solve the problem, researchers had to change the instructions for the task and do the same in their native language, and the second option was to apply the technique in English, but with a free choice of topic.

3.1.2 Stages of the Study on the Multilingual Strategy-Based Approach

This study is guided by the Pragmatic paradigm, which allows the researcher to use different research methods to address the objectives of the study and obtain comprehensive evidence regarding the effectiveness of the proposed Multilingual Strategy-Based Approach [200]. The pragmatic paradigm emphasizes practical solutions and methodological flexibility, making it particularly suitable for educational research that combines both quantitative and qualitative data.

This study employs an explanatory sequential mixed-methods design, in which students' essays are first analyzed quantitatively, followed by stimulated recall interviews to explain the findings, and a questionnaire to gather additional information about strategy use [200, p. 90]. This design allows for both measurement and in-depth understanding of metacognitive strategies in multilingual writing.

As can be seen from the figure below, our study took place in three stages (see Figure 12). The first stage had the goal of baseline data collection. Data collection tools have been applied to both the experimental and control groups. Fulfillment of written tasks on special sheets in three languages, stimulated recall interviews based on the results of these written works, as well as a questionnaire were conducted to identify which writing strategies the students used before implementation of the SBI method in performing writing tasks in all three languages and how much they realized the strategic nature of the expedient. The importance of this step is justified by R.L. Oxford stating that "strategy assessment can serve as a baseline description,... diagnostic tool, a foundation for deciding which strategies to teach" [12, p.140].

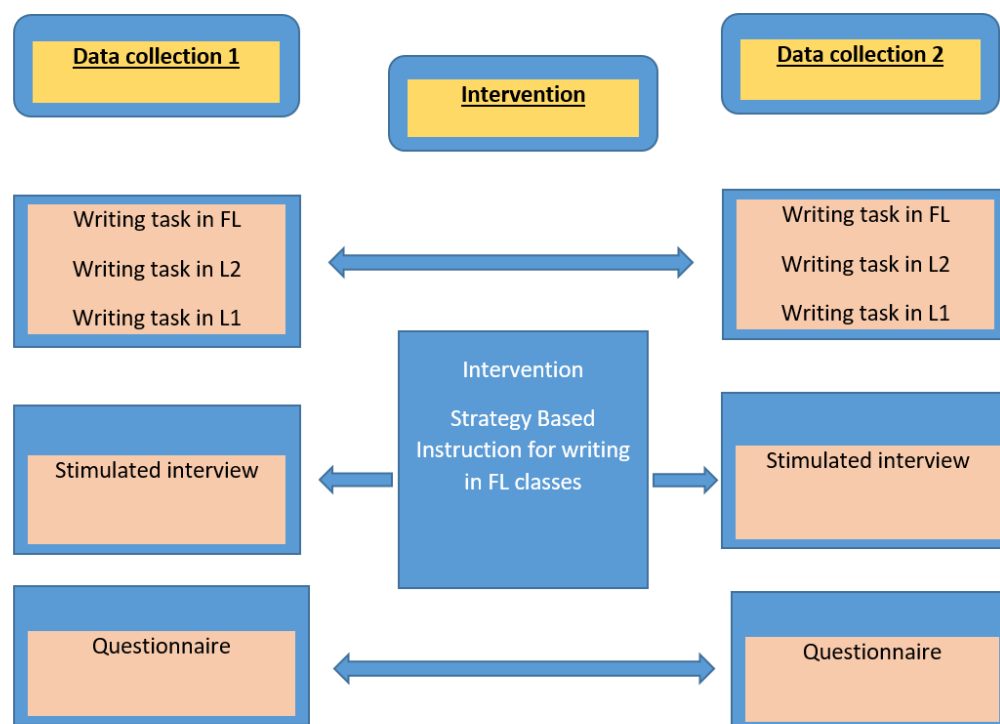


Figure 12 - Research design

At the second stage of the study, the MSA methodology was applied in the FL lessons for EG. The intervention program was developed taking into account the results of the pre-test and thematically adapted to the current syllabus of the experimental class. During the intervention, students in four stages were trained in four main groups of metacognitive strategies: planning, organizing, editing, and evaluating on the basis of the system of exercises and practice described in Chapter 2.2. The implementation of MSA took place in accordance with the main principles of strategy assistance mentioned in Chapter 2.2. And finally, the third stage of the study, i.e., the second phase of data collection, included the same data collection tools, but aimed to identify any changes in the written performance of the participants that could result from the application of the SBI method.

3.1.3 Methods of data collection and ethical measures

There are many studies and opinions regarding which research methods would most accurately and efficiently evaluate the level of use of meta-cognitive writing strategies among students [12; 55; 194; 201]. All research results give preference to verbal reports, providing rich strategy information. So, for example, A.U. Chamot claims: “the only way to find out whether students are using learning strategies while engaged in a language task is to ask them. Verbal report data are used to identify language learning strategies because observation does not capture mental processes” [194, p.14]. Confirmation of this statement can be found in R.L. Oxford, in which she also doubts the method of observation since “many strategies occur mentally and cannot be seen through ordinary observation” [12, p.145]. A. Pinter agrees concluding that “observing task performance without asking the learners ... cannot give a full

picture of the strategies used” [202], which in turn does not exclude such a research method, but assumes its auxiliary use in combination with an oral report. Also, scientists highly value self-report compared to a report made by teachers or peers [12; 55; 203]. It is proposed to understand self-report as highly directed questionnaires or flexible open-ended consultations or discussions that can be held during the assignment (introspection) or based on general experience (retrospection), but which in any way provide rich and reliable information about the learning strategies use.

Thus, based on the above conclusions and aiming to focus on meta-cognitive strategies, we selected mixed-methods research design including both, quantitative (questionnaires and student assessment data) and qualitative (writing strategy task sheets and stimulated interviews) research methods. So, writing strategy task sheets, which were designed by K. Forbes to partially capture the strategies used, will be accompanied by stimulated interviews that are expected to shed light on strategies that could not be traced or drawn up on the basis of a particular writing assignment [13]. The purpose of the questionnaire was to identify the general picture regarding the use of meta-cognitive strategies in the performance of any writing assignment. The following Table 14 indicates which data collection methods were used to empirically validate the statements submitted for defense.

Table 14 - Empirical evidence supporting the statements submitted for defense

Statements submitted for defense	Empirical evidence	Data collection instruments
Statement 1	Comparison of students' writing performance before and after the intervention; analysis of strategy use across languages	Statistical analysis of students' writing scores and questionnaire results; Analysis of Writing Strategy Sheets and stimulated recall interviews
Statement 2	Evaluation of the effectiveness of the MSA methodological model during the intervention	Pre-test/post-test comparison of writing performance and strategy use; Classroom observations and analysis of students' written reflections on strategy use
Statement 3	Evidence of increased metacognitive awareness and transfer of planning, organizing, editing and evaluating strategies	Cross-language comparison of strategy frequency and writing performance; Thematic analysis of interview transcripts and open-ended responses in the Writing Strategy Sheets

Table 14 (continued)

Statement 4	Comparison of strategy transfer patterns across English, Russian and Kazakh	Correlation analysis of questionnaire results across the three languages; Cross-case analysis of interview data explaining patterns of strategy transfer
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Whatever methods of data collection we use, it is worth taking into account the limitations of research on meta-cognitive strategies, which consists in the fact that in any case we have to work with participants' reports, how they imagine the strategies and how much they realize the level of strategy use.

Writing task sheets

Differences in formats and requirements for writing assignments in L1, L2 and FL require a special approach to design primary and final data collection writing tasks. To ensure comparability across languages, topics were selected according to three criteria: (a) age appropriateness, (b) familiarity to learners, and (c) potential for expressing and justifying a personal opinion. The assessment focused on writing quality and strategy use rather than subject-matter knowledge. Consequently, students were evaluated on the organization, development, and regulation of writing processes rather than on the specific content of their responses (See Table 15).

Table 15 - Topics for pre- and post-test writing assignments

	Pre-test	Post-test
English	Topic: Is money the most important factor for a successful life? Task: Express your opinion and support it with relevant arguments and examples.	Topic: Do you believe that UFOs are real? Task: Present arguments supporting your position. What facts or personal experience have become the reason for your opinion.
Russian	Topic: Всегда ли человеку нужна правда? Task: Выразите свою позицию и обоснуйте её аргументами и примерами.	Topic: Бермудский Треугольник – миф или реальность? Task: Выразите своё мнение и подтвердите его аргументами.
Kazakh	Topic: Бақыт адам өмірінде қаншалықты маңызды? Task: Өз пікіріңізді дәлелдермен негіздеңіз.	Topic: Абай өлеңдерінің тәрбиелік маңызы қандай? Task: Өз көзқарасыңызды дәлелдермен негіздеңіз.

Although the topics differed in content, all writing tasks belonged to the same genre of argumentative (opinion) essay and required learners to formulate a position, provide supporting arguments, and draw a conclusion. Therefore, comparability was

established primarily at the level of rhetorical structure and cognitive operations rather than topic content.

It should be acknowledged that complete thematic equivalence across three languages is difficult to achieve in authentic school settings. However, the study prioritized ecological validity by using curriculum-related topics familiar to students while maintaining consistency in genre requirements and assessment criteria.

Aiming at a capture of strategies while completing the writing task, students were offered Writing Strategy Task Sheets specially designed by K. Forbes [13] for maximum capture of meta-cognitive writing strategies (see Appendix E). As already mentioned in the review of all methods of data collection, strategy task sheets method, thanks to its structure, made it possible to timely comment and fix a number of strategies used in completing this assignment, which is not possible with the methods used after or sometime after completing the assignment, as students can often forget or not even assume that they have taken advantage of a certain strategy. Such a method, in which “thoughts are immediately analyzed”, are defined by A.D. Cohen as introspective self-observation, which “has the advantage of giving a more direct view of what language users do at the moment” [55, p.80]. Moreover, unlike questionnaires or interviews, in which generalized information is most often issued by the participants, in this method, it is more possible to get a report on the strategies used in a particular case or a writing assignment, which may reveal more detailed facts.

Specially designed structure of writing strategy task sheets in which participants were asked to do their planning, mark the words which were translated with the dictionary, mistakes found after the revision (if it is done) etc. gave the opportunity to see the clear picture of the writing process. The first section of the sheet was intended for planning, which was not mandatory and; if participants wanted to use a written plan, the form of it was not restricted. Any use of this section could shed light on the pre-writing strategies employed by the students and the effectiveness of their use. The second section was intended to carry out the writing assignment itself. At the beginning of the section, the students were offered instructions for implementation, where they had to cross out during errors, which would indicate the editing strategies; underline words and phrases translated with the dictionary, which would indicate strategies for solving vocabulary problems; and make comments on special broad margins on the right about problems arose while the writing process and solutions they used to identify some other strategies employed in this writing assignment (see Figure 13).

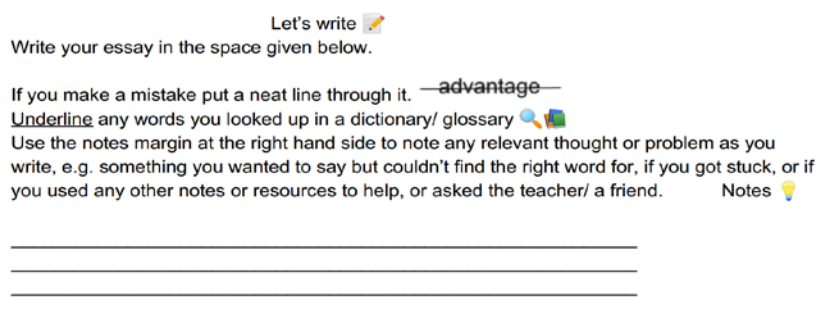


Figure 13 - A fragment of a writing strategy task sheet: instructions for a writing assignment

And finally, in the third section, divided into two parts, the participants were asked questions to identify the fact of editing and self-evaluation (see Figure 14). In terms of editing, students were asked to indicate whether they checked the work during or after completing a writing assignment, and if so, what they focused on. It was also proposed to indicate what changes occurred in the work after the verification.

Let's check ✓

Yes No

Did you check your writing?  

If your answer is yes , answer these questions.

Did you check your work while writing?  

Did you check your work when you finished it?  

What particularly did you check?

Did you make any changes after you checked your work?

🕒 How long (approximately) did you spend checking your work? _____ minutes.

Give your opinion about this writing task

What did you find easy about the writing task?

What did you find difficult about the writing task?

How well have you done?

1 2 3 4 5

Explain why you think so?

Figure 14 - A fragment of a writing strategy task sheet: editing and evaluation.

In terms of assessment, students were asked to determine the complexities and advantages of a writing assignment and evaluate the results of their work by choosing one of the proposed emoticons, while commenting and explaining the reason for their satisfaction or, on the contrary, dissatisfaction with their essays. At the end of each section, students were asked to indicate the time spent on work at each stage of the writing assignment. For more accurate and detailed information about the strategies used, we also conducted stimulated interviews based on a writing assignment, the description of which is proposed below.

Stimulated recall interview

According to A.U. Chamot “the only way to find out whether students are using learning strategies while engaged in a language task is to ask them” [194, p.12]. Experts in the field of assessing the level of use of meta-cognitive strategies offer two predominant types of self-reporting tools: think-aloud protocols and stimulated interviews. Think-aloud protocols, which are a type of introspection, “allow participants to verbalise their thoughts immediately as they occur, while they are still

in short-term memory, and are therefore regarded as being a more accurate reflection of thought processes and strategies” [13, p. 62]. Stimulated interviews, in turn, are more retrospective, as students have to recall on the basis of their work how the process of completing a written assignment went and why they used a particular strategy. S.M. Gass and A. Mackey define it as "a prompted interview, for example, watching a video of an event, listening to an audio recording of an event, or even seeing a piece of writing just completed" [204, p.13]. Moreover, according to K. Forbes “it is easier for writers to remember and describe the strategies they used when they have a particular experience in mind, which in turn is more reliable than asking them for a general description of strategies they use” [13, p.62]. When choosing a stimulated interview over think-aloud protocols for our study, we were guided by the statement of K. Forbes that stimulated interviews are “less disruptive and reactive, which is a particularly important factor when working with younger participants” [13, p.63]. The interview was also in addition to the questionnaire, since in some cases students use strategies without being aware of it; or it will be impossible to understand which strategies were used during the process while looking at the product of writing, so a personal conversation with each student when discussing relevant questions will help to understand the whole picture of the process of writing assignments.

The stimulated interview was conducted with 10 participants on the basis of the writing assignments in three languages before and after the intervention to identify the strategies used by the students, but not obvious from the completed text. We used a semi-structured interview, which made it possible to focus on the main points expressed in the interview questions (Appendix F), but at the same time, be flexible when it comes to asking additional questions that are not planned before, but which are important for clarification, and a deeper picture of the issue. During the interview, the conversation with the participants was conducted in their native language (Kazakh), with the aim of giving them the opportunity to accurately convey and explain the process of completing a writing assignment, which when using a foreign language could be difficult due to lack of vocabulary. If desired, participants also switched to a second language (Russian). All of the stimulated recall interviews were audio recorded and then transcribed verbatim.

Questionnaire

The pre- and post- data collection structured general strategy questionnaire was conducted after writing tasks and stimulated interviews in order questions do not lead students to new ideas in fulfilling a writing assignment, which may provoke a change in the usual tactics used by students. The purpose of the questionnaire was to identify general writing strategies that students use in writing tasks in three languages and “to track students' conceptualizations of writing in each subject and their perceptions of their performance relating to different aspects of writing” [13, p. 57]. Questions were structured so as not to provoke a student to exaggerate reality, for this they were designed more practical. For example, they were asked to describe the sequence of actions they usually take for a specific writing task.

For questionnaire, the same as for interview, students’ L1 (in accordance with a negotiated agreement) was used as they were not enough fluent in FL, and, as a result

of a misunderstanding of the question or lack of vocabulary to express an idea during the answers in FL, the collected data may have been unreliable or insufficient.

The questionnaire was created on the basis of The English writing strategy inventory (EWSI), by slightly adapting to the context and direction of the study. EWSI has been statistically tested by creators using SPSS version 18.0 for converged validity, “which means that all items loaded onto one factor measure the same construct, by calculating Cronbach's alpha” [205, p.64]. EWSI, in turn, was based theoretically on Oxford's strategy taxonomy [11] including meta-cognitive strategies as one of the types of learning strategies, which explains our choice of the model of the questionnaire. The questionnaire consists of three main parts, reflecting the stages of the written assignment; and including a list of strategies that can be applied at the appropriate stage. To simplify the perception of the meaning of the proposed strategies, they are personalized and begin with a personal pronoun. For answers, the participants were offered a five-point scale reflecting the frequency of using the strategy in each of the studied languages (see Figure 15). So, opposite each given strategy, participants were asked to put “1” if they never use this strategy, “2” if they usually do not use such a strategy, “3” if they sometimes use this strategy, “4” if they usually use this strategy, and “5” - if they always use this strategy.

- 1 – Never true (0%)
- 2 – Usually not true (less than 50 %)
- 3 – Sometimes true (50 %)
- 4 – Usually true (more than 50 %)
- 5 – Always true (100 %)

Before writing an Essay	Kazakh					Russian					English				
	Never true	Usually not true	Sometimes true	Usually true	Always true	Never true	Usually not true	Sometimes true	Usually true	Always true	Never true	Usually not true	Sometimes true	Usually true	Always true
1. I try to schedule my writing process time	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. I set some personal goals which I want to reach while writing process	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. I revise requirements set by teacher or writing task	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. I try to identify the type of the	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Figure 15 - Fragment of the questionnaire in English

To ensure that students provide honest and reliable responses, they were warned about the confidentiality of the survey results and that they will not affect their grades in any of the tested languages.

According to S.V. Tlepina, Z. Zukay and A.M. Yessentemirova science, as in any field of human activity, is regulated by a certain system of ethical standards that determine what is acceptable, what is encouraged, and what is considered impermissible and unacceptable to a scientist in various situations [206]. Such an understanding highlights the importance of ethical norms in maintaining the integrity

and credibility of scientific research. Accordingly, the present research was carried out in full compliance with these ethical requirements.

This study was conducted in accordance with the ethical principles of the Kazakhstan Educational Research Association (KERA). All procedures followed the guidelines for responsible educational research, including informed consent, confidentiality, and voluntary participation [207].

In addition, the possibility of conducting the study and the conditions were discussed and agreed with the Ethical Committee of the research institution. Moreover, the aim and plan of the study were agreed in advance with the school administration and with the teachers whose classes were involved in the experiment. An informational conversation was also held with the participants of the experiment, where they were informed about the goals, methods and conditions of the experiment and gave their consent to conduct interviews, surveys and other research manipulations.

Related to the young age of the participants, their parents also gave a written consent (Appendix H). Both students and their parents were cautioned about the anonymity of any information received from them during the study, as well as about the possibility at any time to refuse to participate in it.

Participation in the study was entirely voluntary, and students could choose whether or not to participate without any consequences. The study posed no significant risks, except minor discomfort, such as feeling self-conscious during interviews or completing tasks, was possible. Measures were taken to minimize such discomfort, including allowing participants to skip questions or withdraw at any stage.

As for the content of the intervention, in particular the topics of essays and other written assignments, they were discussed in advance and agreed upon by the subject teachers and adapted to the current program as much as possible, and as a result did not interfere with the educational process.

When revealing the findings of the study, no names and personal information were shared, and the data were stored securely.

3.2. Experimental Implementation and Data Analysis Procedures of the Multilingual Strategy-Based Approach

The experimental implementation of the Multilingual Strategy-Based Approach (MSA) was carried out in accordance with the methodological model presented in Chapter 2. The intervention lasted four months and was integrated into regular English language instruction. During this period, students received explicit instruction in metacognitive writing strategies while completing writing tasks in English. Subsequently, the acquired strategies were consciously transferred to writing activities performed in Russian and Kazakh.

Unlike Chapter 2, which presents the theoretical and methodological foundations of the proposed approach, this section focuses on the practical implementation of the intervention, describing how each instructional stage was realized under classroom conditions and how students' progress was monitored throughout the experiment.

The experimental implementation of the proposed Multilingual Strategy-Based Approach (MSA) was organized in accordance with the four-stage instructional model presented in Chapter 2. The intervention lasted four months and was integrated into regular English language classes. Throughout the experimental period, students received explicit instruction in metacognitive writing strategies in English, while systematic opportunities were created for transferring these strategies to writing tasks completed in Russian and Kazakh. Although the methodological foundations, instructional procedures, and learning activities of each stage have been described in detail in the previous chapter, this section focuses on their practical implementation during the experiment and briefly outlines the organization of each instructional stage.

The first stage of the experimental implementation was aimed at increasing students' awareness of metacognitive writing strategies and their role in the writing process. At this stage, students were encouraged to reflect on their habitual approaches to writing tasks and identify the strategies they already employed, often unconsciously. The instruction included brainstorming activities, classroom discussions, analysis of typical writing situations, and completion of the Writing Strategy Questionnaire. In addition, students completed Writing Strategy Sheets while performing writing tasks, allowing the researcher to identify their initial patterns of strategy use. The information collected at this stage served as the baseline for planning subsequent instruction and monitoring changes in students' strategic behaviour throughout the intervention.

During the modelling stage, students were explicitly introduced to metacognitive writing strategies corresponding to the four stages of the writing process: planning, organizing, editing, and evaluating. The teacher demonstrated the application of these strategies while completing writing tasks in English and explained their purpose and potential contribution to successful writing. Students observed examples of strategy use, analysed model texts, and discussed alternative ways of approaching writing tasks. Although detailed descriptions of the instructional procedures are presented in Chapter 2, the implementation at this stage focused on helping students consciously understand when, why, and how individual strategies could be applied before their independent use.

The third stage focused on the gradual development of students' ability to apply the introduced strategies independently while completing writing assignments. Under the teacher's guidance, students practised planning, organizing, editing, and evaluating their own texts through paragraph and essay writing, collaborative activities, and peer interaction. Particular attention was paid to combining individual strategies into purposeful sequences appropriate for different writing tasks. Throughout this stage, students regularly completed Writing Strategy Sheets, enabling both the teacher and the researcher to monitor the frequency and quality of strategy use as well as the gradual development of strategic independence.

The final stage was directed towards developing students' ability to evaluate both their written products and their own strategic behaviour. Students participated in self-assessment and peer assessment activities, analysed teacher feedback, reflected on difficulties encountered during writing, and identified strategies that had proved effective in solving particular writing problems. Particular emphasis was placed on the

conscious transfer of metacognitive writing strategies from English to writing tasks performed in Russian and Kazakh. To evaluate the outcomes of the intervention, data from Writing Strategy Sheets, questionnaires, interviews, and students' writing performance were analysed, providing evidence of changes in strategy use, metacognitive awareness, and multilingual writing competence.

The overall organization of the experimental implementation is summarized in Table 16, which presents the four instructional stages of the intervention, their objectives, representative learning activities, the metacognitive writing strategies emphasized at each stage, and the assessment instruments used to monitor students' progress.

Table 16 - Implementation of the MSA during the experimental intervention

Stage	Main purpose	Representative activities	Assessment tools
Consciousness Raising	Awareness	Brainstorming, discussions, questionnaires	Questionnaire, Writing Strategy Sheets
Modelling	Strategy instruction	Teacher modelling, demonstrations	Classroom observation
Guided Practice	Strategy application	Essays, collaborative writing	Writing Strategy Sheets
Evaluation and Goal-setting	Reflection and transfer	Self-assessment, peer review, interviews	Interviews, questionnaires

Following the completion of the experimental intervention, the collected quantitative and qualitative data were analyzed using a combination of statistical and interpretative methods in order to evaluate the effectiveness of the proposed approach and verify the statements submitted for defense.

Multifunction of strategy assessment was declared by R.L. Oxford stating that it “can serve as a baseline description, a source of predictions, a diagnostic tool, a foundation for deciding what strategies to teach, or a pre- and post-instruction measure to evaluate strategy instruction” [12]. Consequently, carefully selected methods for analyzing the collected data can help to identify many aspects of the SBI use, its impact on the students' developed skills, and the phenomena associated with the implemented methodology. Thus, drawing on the collected data and considering the different dimensions of the research problem, the study employed research methods to assess students' level of metacognitive writing strategy use before the experiment, examine the influence of the SBI methodology on the development of writing skills, and

determine the extent to which writing strategies developed in FL lessons were transferred to L2 and L1.

Analysis of writing tasks

The data collected as a result of written works in three languages were prepared for statistical processing by their interpretation into writing task grades and coding scheme for writing task (see Table 17).

Table 17 - Statistical means used in analysis of the writing task data

Data	Statistical means	Purpose
Writing task grades	Comparative analysis, graphical analysis of statistical data	-to determine the level of formation of written skills after implementation in the EG; - to exclude any other factors for positive changes in the EG, by comparing the results of the CG and the EG.
Coding scheme for writing task	Comparative analysis, graphical analysis of statistical data	- to identify changes in the aspects of planning, organizing, editing and evaluation in the EG as a result of the implementation of the SBI methodology; - to exclude any other factors for positive changes in the EG, by comparing the results of the CG and the EG.

Each of the written works was tested twice by different independent teachers of English, Russian and Kazakh languages according to the 20-band Writing Assessment Scale (Appendix I) developed by us with explicit reference to the Common European Framework of Reference for Languages (CEFR) [30]. The scale contains 5 bands: Excellent (17-20 points), Good (14-16 points), Satisfactory (10-13 points), Limited (6-9 points), Poor (0-5 points), with rubrics for precise evaluation. In the rubric, in accordance with the CEF, four main aspects of the writing assignment were provided: Content, Communicative Achievement, Organization, and Language.

Under the Content the consistency with the task, topic coverage, level of awareness and orientation to a potential reader were taken into account. Communicative Achievement rubric controlled the complexity of communicative constructions and their effectiveness in attracting attention of a potential reader according to the communicative task.

Under the Organisation rubric the organization of the text, logical connection of paragraphs, sentences and ideas, variety of coherent devices and organizational models, structure and pre-planning were evaluated. Finally, Language rubric took into account the accurate use and range of vocabulary, accuracy and complexity of grammatical forms and constructions.

The final grade was determined depending on the average of the two grades. The statistical analysis was conducted using the full sample of participants involved in the experimental study (N = 62), including 32 students in the experimental group and 30 students in the control group. All writing scores were entered into SPSS and analyzed

at the individual participant level. To establish baseline equivalence between the groups and to examine differences in writing performance following the implementation of the SBI methodology, Independent Samples t-tests were employed. The use of the complete dataset ensured the representativeness and reliability of the obtained results. These analyses made it possible to confirm the same level of writing skills at the initial stage in both CG and EG, as well as to determine the difference in writing skills between CG and EG students after the implementation of the SBI methodology.

Moreover, the results of all written works were reflected in a coding scheme for writing assignment organized in four categories to capture the four main groups of meta-cognitive writing strategies: Planning, Organizing, Editing, Evaluating (Appendix J). The scheme provides information about the strategy, its code, description of the strategy, and number of repeat of strategy usage while assignment completion in English, Russian and Kazakh for EG and CG.

In the planning category, codes for any written planning and other preparatory work performed by students were taken into account: content elements or language features and planning approaches, such as compilation, language, and realization of planning in the final product. Also, this category included the use of resources to generating ideas, and the use of drafts for the first version of the text. And finally, for a complete picture of the planning and preparation process, I had to reflect the number of students who encountered problems that resulted from ignoring this stage of the writing: deviation from the main topic and plagiarism.

The category of Organization included codes of strategies that help to solve problems with grammar, vocabulary, generation of ideas that arise in the process of organizing the text of a writing assignment: use of resources, help from outside, reformulation, avoidance, simplification.

The category of Editing took into account two aspects of this stage - the main types of errors that were made by the participants and error correction, reflecting how often students themselves found and corrected their mistakes. Finally, the Evaluation category included self-evaluation strategies, which reflected on which aspects of the writing students usually focus when checking and how satisfied they are with the results of their work.

This coding scheme for writing task was also statistically processed by the SPSS program to determine the level of development of meta-cognitive writing strategies and their impact on the formation of writing skills in three languages. Also, the results of data processing were useful for conclusions about the cross-linguistic transfer of strategies from FL to L2 and L1.

Analysis of stimulated interviews

In total, 20 interviews with case study students were analyzed, 10 of which were conducted before the implementation of the SBI methodology, and 10 after. For their exploration, a thematic type of analysis was chosen, which is the most typical for the semi-structured type of interview. V. Braun and V. Clarke define this type of analysis as a mean of identifying “patterns of themes in the interview data” which is flexible both for “explorative studies, where you don’t have a clear idea of what patterns you

are searching for, as well as for more deductive studies, where you know exactly what you are interested in” [208, p.221].

The analysis process went through 6 main stages, highlighted by V. Braun and V. Clarke [208, p. 224], which allowed passing from a large volume of chaotic information to a certain thematic scheme of precise and significant information for research focus. They are as follows: Familiarization with data, Assigning initial codes to your data for content description, Searching for themes for codes with similar features, Defining and naming themes, Identifying thematic networks, Interpreting the results.

As a result of step-by-step processing of interview data, which included such key points as “constant moving back and forward between the entire data set, the coded extracts of data that you are analysing, and the analysis of the data that you are producing”, 5 main themes were identified that unite strategies related to the key aspects of writing, such as Planning, Organizing, Editing, Evaluating, as well as Transfer theme, including crucial for our study students’ comments concerning some changes in the way they complete writing assignments and transfer strategies and approaches from FL to L2 and L1 related to the SBI methodology implementation period.

Codes united under themes were created so that links can be easily created between qualitative interview data and quantitative data, which will complement the missing links in either form of analysis and see the full picture of the impact of the SBI methodology on the development of writing skills. Also, for a more detailed analysis of the influence of SBI and all changes that have occurred as a result of the introduction of the mentioned methodology, a complete coding scheme, along with descriptions and examples for each individual code, presented in Appendix K, are divided into two columns: before and after implementation. Such a structure, in our opinion, most clearly gives an idea of which particular letter strategies were learned or perfected as a result of the experimental implementation of the SBI methodology.

Analysis of questionnaires

The pre- and post-experimental data collection Questionnaires were conducted after writing task and interview in order questions do not lead students to new ideas in fulfilling a writing assignment, which may provoke a change in the usual tactics used by students. Totally there were 124 questionnaires which were input into SPSS for analysis. For statistical processing of the results of the questionnaire, the questions were encoded taking into account the section of the questionnaire (Before, While, or After), corresponding to the stage of the writing assignment completion; the language in which the writing assignment was performed (Kazakh, Russian or English); and question numbers.

The results of statistical processing of the data obtained from the questionnaire made it possible: first, to statistically validate respondents’ similarity (The Independent Samples t-Test) when comparing the means of the control and experimental groups before implementing the tested methodology (baseline equivalence testing).

Secondly, to prove the effectiveness of the tested methodology by comparing the means of the experimental group before and after the experiment (The Independent Samples t-Test).

Thirdly, to exclude other factors that could also become determining in the development of writing skills, by comparing the results of the control and experimental groups after the experiment (The Independent Samples t-Test).

Fourth, by comparing the mean indicators for each survey item, the study examined which metacognitive writing strategies students used when approaching writing tasks in FL (English), L2 (Russian), and L1 (Kazakh), as well as differences in the frequency of strategy use across the three languages. This analysis provided evidence for evaluating the development and cross-linguistic application of metacognitive writing strategies within the MSA framework.

Finally, define in what language the transfer of strategies is manifested more clearly and strongly: L2 (Russian) where students still use declarative knowledge, but less than in FL; or in L1 (Kazakh) where knowledge is mostly procedural (Pearson Correlation test) by measuring the strength and direction of linear relationships between pairs of continuous variable. The types of the statistical tests used to analyze data collected from the questionnaire are presented in Table 18:

Table 18 - Statistical tests used in analysis of the questionnaire data

SPSS Test	Purpose
The Independent Samples t-Test	for baseline equivalence testing
The Independent Samples t-Test	prove the effectiveness of the tested methodology
The Independent Samples t-Test	to exclude other factors that could also become determining in positive change for EG
Compare Means	to determine which meta-cognitive strategies do students use while approaching writing tasks; in which of the three languages strategies are used more often
Pearson Correlation	to define in what language is the transfer of strategies manifested more clearly and strongly

3.3 Analysis of the Effectiveness of the Multilingual Strategy-Based Approach

This section presents the results of the statistical analysis and interprets the findings in relation to the main statements proposed for defense and the effectiveness of the Multilingual Strategy-Based Approach. The objectives of this part are to provide statistical evidence of the same level of writing competence at the pre-experimental level both in the CG and in the EG, which is the key to the reliability of the results of the whole experiment and the unconditional effect of the implemented SBI method on any positive changes in the EG. The second objective is to determine the level of writing competence of the participants and to identify the range of strategies that are

consciously or unconsciously used by students in three languages (Kazakh, Russian, English) before experimental training in strategic writing. The third objective we set was the statistical processing of post-test data to compare the results and determine the level of influence of SBI on the development of writing competence. And finally, according to the results of the survey and interview, the last objective was to determine to what extent the skills and strategies acquired in FL lessons were transferred into the process of writing assignment completion in L2 and L1.

3.3.1 Participants' baseline equivalence testing

For the reliability of the experimental results, it was important to establish the comparability of the two groups at the beginning of the study. So, the level of writing competence before the experimental intervention in the EG and CG was determined by statistical analysis of the data using the SPSS T-Test program, where we tried to compare the average values of the dependent variable between two groups: the difference between the CG and EG in the estimates obtained for the writing assignment in three languages. As previously noted, the written works were evaluated in accordance with the 20-band Writing Assessment Scale (Appendix G) developed by us with explicit reference to the Common European Framework of Reference for Languages (CEFR) [30]. The average grades for each group are provided in Table 19.

Table 19 - Average grades for pre-test writing assignment (out of 20)

<i>Average grades for pre-test writing assignment (out of 20)</i>				
	<i>Number of participants</i>	<i>in the Kazakh language</i>	<i>in the Russian language</i>	<i>in the English language</i>
<i>CG</i>	<i>30</i>	<i>16.59</i>	<i>11.37</i>	<i>5.9</i>
<i>EG</i>	<i>32</i>	<i>16.71</i>	<i>11.8</i>	<i>6.03</i>

As seen in Figure 16 Independent samples t-test showed that there is no difference in the level of writing competence for the control group ($M = 1.72$, $SD = 1.19$) and the experimental group ($M = 1.80$, $SD = 1.08$) at NU, $t(60) = 0.16$, $p = .872$ (not significant).

T-Test

Group statistics

group	N	Mean	Std. Deviation	Std. Error Mean
mark experimental	32	1.8000	1.08233	.27948
control	30	1.7273	1.19087	.35906

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (20tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mark	Equal variances assumed	.078	.783	.252	60	.872	.07273	.44810	-.85210	.99755
	Equal variances not assumed			.180	58.430	.875	.07273	.45500	-.87510	1.02055

Figure 16 - Independent samples t-test of pre-test results.

The unambiguous equality of the levels of formation of written competence in both groups is more clearly seen from the diagram presented in the Figure 17.

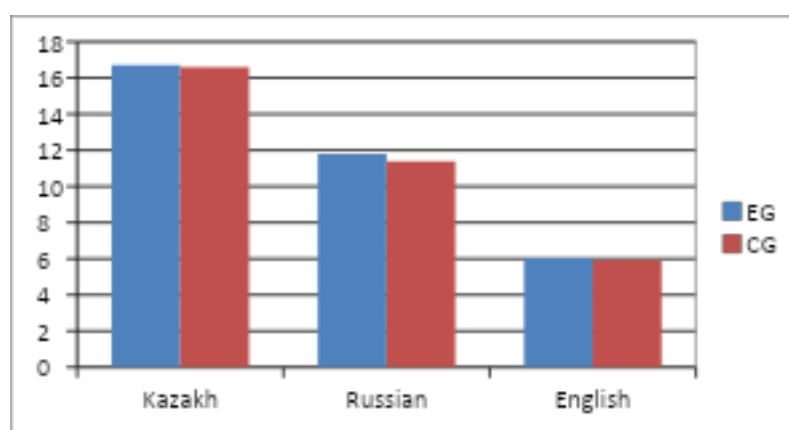


Figure 17 - Pre-test results of CG and EG

Thus, when processing the data of the results of the written assignment, in which 30 students from the CG and 32 students from the EG participated, we conclude that initially the students from the control and experimental groups had approximately the same level of writing competence and were fully compatible. While it is acknowledged that there inevitably be a wide range of other factors which influence writing development in EG, this analysis provides convincing evidence on the comparability of the two groups in terms of their writing performance.

3.3.2 Effectiveness of the MSA in developing writing skills

The effectiveness of the proposed Multilingual Strategy-Based Approach (MSA) was evaluated through a comparative analysis of students' writing performance and their use of metacognitive writing strategies before and after the intervention. Since the development of writing performance was considered to be closely associated with the conscious application of metacognitive strategies, both quantitative and qualitative

data were analyzed. The findings presented in this section are based on the results of writing tests, the Writing Strategy Questionnaire, Writing Strategy Sheets, and stimulated recall interviews, providing comprehensive evidence of changes in students' strategic behavior and writing performance following the implementation of the MSA.

To obtain a more detailed understanding of the development of metacognitive strategy use, the questionnaire data were analyzed according to four groups of strategies corresponding to the stages of the writing assignment completion: planning, organizing, editing and evaluation.

Planning

After analyzing the mean values of the participants' answers to questions about the planning process before any intervention took place, it became clear that students were most often involved in planning in their native language (Kazakh). Thus, as reported by participants, in more than 40% of cases, participants use the strategies mentioned in the questionnaire when completing a written assignment in L1, while when completing assignments in Russian this is only 33%, and in English even less - in 19% (Table 20, Figure 18).

Table 20 - Percentage of pupils engaging in planning (questionnaire results)

	CG %	EG %
Number of participants	30	32
Kazakh	41.4	40.9
Russian	33.2	33.7
English	19.5	19.2

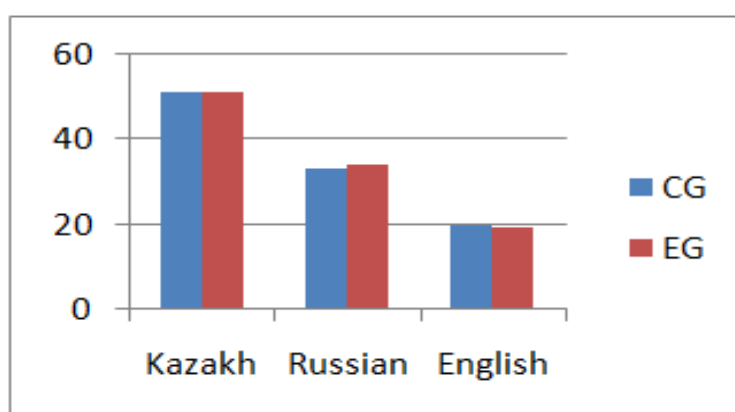


Figure 18 - Percentage of pupils engaging in planning (questionnaire results)

Moreover, when students in the EG completed written assignments in three languages, the space allocated for planning was used in Kazakh by 7 students (22%), in Russian by 5 students (16%), and in English by 3 students (9%). The results of the CG were almost identical (Table 21).

Table 21 - Percentage of pupils engaging in planning (writing task results)

	CG %	EG %
Number of participants	30	32
Kazakh	6 (20 %)	7 (22%)
Russian	5 (17 %)	5 (16%)
English	2 (7%)	3 (9%)

In our opinion, this phenomenon is associated with the unconscious use of strategies as a means of planning, and is often used as a way out of difficult situations when performing a written assignment, which, of course, vary depending on how well the user knows the language. So, for example, among the planning strategies used while writing in English, the most common were the strategies: *I look at the example of a similar essay; I ask opinion of my friends or parents regarding the problem of the future essay* (strategies offered in the questionnaire), which are mainly aimed at solving problems with lack of vocabulary or with the generation of ideas, but in no way contribute to the structural content, logical sequence of ideas or adequate coverage of the main idea or the main problems of the essay.

When writing in Russian, which as L2 is used at a higher level than FL, problems with the generation of ideas are solved by more effective strategies, such as: *I look for some idiomatic expressions, citations, proverbs etc., related to the topic which can make my essay more interesting* (strategies offered in the questionnaire); but also limited only to the essay content.

And if to compare what strategies were employed by students in each of the languages, then planning in their native language can be noted as the most strategic, but still very unconscious. Moreover, in Kazakh language they employed completely different strategies that were mainly used to generate ideas. So, among the strategies that were involved when writing in Kazakh were: *I read literature related to the topic to have better understanding and more ideas (newspaper articles, information in the internet, books, etc.)*. Very rarely, but even so, students were reporting about such high-level planning strategies as: *I identify the purpose of writing the essay and potential readers; I try to identify the type of the essay to decide in which way to complete the task* (strategies offered in the questionnaire).

But, the main drawback of the planning phase, which was common to all three languages, was the underestimation of the written plan, which was often replaced by several ideas in their mind or the written task was carried out without any plan.

Moreover, during the pre-written task, none of the participants used the space allocated for the written plan on the writing task sheet. And, during the first stimulated interview, they explained their no-planning by arguments, that: *“Writing Essay is just describing your opinion, so there is no need for the plan”*, *“plan can become a frame which can restrict the thinking process”* or just *“it doesn’t help”*, but at the same time admitted problems they usually face in case of lack of prior planning:

- Students deviate from the main topic: *“in the process of writing, the flow of new ideas comes and I often unconsciously lose the main idea you can “turn” to them (new ideas)”*.
- Describe absolutely different ideas from those they had at the beginning: *“...what I get at the end is usually different from the original thoughts.”*
- Confuse ideas, forget some, make mistakes: *“At the beginning I have a lot of good ideas, but in the process of writing I often forget or confuse them, in the end, my essay is not very good.”*
- Absence of logical connection between sentences or paragraphs: *“I re-read and understood that some ideas were repeated and, somehow, not very coherent.”*
- The described ideas are not prioritized and are not in order of importance: *“I realized that the most important idea came at the end, but it was too late. I did not want to cross out everything ... and gave it to the teacher”*
- The Essay contains the point of view which is completely different from author’s real opinion: *“In the process there were a lot of ideas, I wrote, but I think differently.”*

But the situation began to change dramatically with the intervention, the results of which were reflected in the most noticeable change in planning, not only in a foreign language, but also L2 and L1. Over time, there was an increase in planning in its various aspects. To begin with, English EG students who did not use a written plan for a writing assignment in the first phase of the experiment, in the post-test overestimated the importance of written planning and 26 out of 32 participants (which accounted for 82%) took advantage of the specially allocated space in the writing strategy task sheets for the plan (Table 22).

Table 22 - Engagement in written planning in Pre- and Post-tests.

Pre- and Post-intervention writing assignment planning						
	Kazakh		Russian		English	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
CG	6(20%)	6(20%)	5 (17%)	2(6%)	2(7%)	2(7%)
EG	7(22%)	11(35%)	5(16%)	17(52%)	3(9%)	26(82%)

Moreover, in contrast to the pre-test, where the existing plans did not correspond to the content of the essay, in the post-test the quality of the written plan significantly improved, reflecting the content and structure of the essay (see Figure 19). From the above diagram it can be seen that such changes are not peculiar to the CG, which gives us the right to assign the reason for the positive changes in the EG to the implementation of the MSA model. In addition, positive dynamics manifested itself in the Kazakh and Russian EGs, more clearly in the Russian (52%) and slightly less in

the Kazakh (35%), which, in our opinion, indicates a more conscious and deliberate planning, which was successfully transferred into other languages as a mean of effective completing of a writing assignment.

Let's Plan! 🧠

☺ The space below is for you to brainstorm, write words related to the topic in any language you prefer, draw, and think. Using this space can help you write a better essay, but it is up to you to use this space or not.

☐

- Introduction ⇒ What is UFO?
- Body Part 1 ⇒ Why it can be reality?
 - a) First evidence
 - b) People who have seen UFO
 - c) News about UFO in 2019
- Body Part 2 ⇒ Life is in only Earth.
 - a) Everyone sees what he wants to see.
 - b) It is impossible
- Body Part 3 ⇒ My ~~opinion~~ side
 - a) What do I think?
 - b) Why I think so?
- ~~Introduction~~ Conclusion

⌚ How long (approximately) did you spend planning? 15 minutes.

Figure 19 – Student’s written plan at the post-intervention stage

The results of the questionnaire also showed a positive effect of the intervention on the planning process, which was reflected in a wider and more diverse spectrum of meta-cognitive planning strategies used while writing assignments. So, as a result of statistical processing of mean indicators of EG students' answers about the use of the given planning strategies, where participants were asked to evaluate strategies "1" - if they never use this strategy, "2" - if they usually do not use such a strategy, "3" - if sometimes they use this strategy, "4" if they usually use this strategy, and "5" if they always use this strategy, it became obvious in the use of which strategies the most noticeable increase was observed (Figure 20). The codes in the first and third columns indicate the section, language and question number in the questionnaire (e.g. 'Before EQ5' means the strategy which is in questionnaire section "Before writing" in English language, under the number 5) (see Appendix G).

Pre-test	Mean	Post test	Mean	Difference
Before EQ5	2.53	Before EQ5	3.82	1.29
BeforeEQ1	2.41	BeforeEQ1	3.47	1.06
Before EQ3	1.71	Before EQ3	3.76	2.06
Before EQ13	1.32	Before EQ13	3.88	2.56
Before EQ2	2.18	Before EQ2	3.18	1.00
BeforeEQ4	2.76	BeforeEQ4	3.76	1.00
Before RQ13	0.69	Before RQ13	3.24	2.54
Before EQ14	3.29	Before EQ14	4.24	0.94
Before KQ13	0.59	Before KQ13	2.13	1.54
BeforeKQ14	3.24	BeforeKQ14	4.18	0.94
Before EQ7	2.53	Before EQ7	3.47	0.94
Before RQ14	3.06	Before RQ14	3.94	0.88
Before RQ2	2.82	Before RQ2	3.71	0.88
Before KQ9	2.12	Before KQ9	3.00	0.88
Before KQ16	2.69	Before KQ16	3.53	0.84
Before RQ9	2.53	Before RQ9	3.35	0.82
BeforeKQ1	2.82	BeforeKQ1	3.65	0.82
Before RQ3	2.94	Before RQ3	3.76	0.82
Before EQ9	1.82	Before EQ9	3.65	1.82
Before RQ5	1.71	Before RQ5	3.47	1.76
BeforeKQ3	1.59	BeforeKQ3	2.35	0.76
Before RQ4	1.88	Before RQ4	3.65	1.76

Figure 20 – Difference in mean points of Pre- and Post-test questionnaire results of EG planning

As can be seen from the table, the process of completing written tasks after the intervention began to be based on such meta-cognitive writing strategies as: *I try to schedule my writing process time; I set some personal goals which I want to reach while writing process; I revise requirements set by teacher or writing task; I try to identify the type of the essay to decide in which way to complete the task; I identify the purpose of writing the essay and potential readers; I make a written plan or a written list of ideas I want to include in my essay*, which also became typical to the writing process in L2 and L1.

According to the results of a semi-structured interview, which was conducted in the EG on the basis of a post-test essay, participants noted that setting a goal became one of the aspects of their planning. So, among the goals of completing the essay were mentioned the improvement of language skills, the expression and proof of personal opinion, covering the topic from an unusual perspective. Secondly, unlike the first essay, in the post-test participants began to take into account the type of essay and, in accordance with it, build its structure and content. Thirdly, the reasons for the increase in written planning were announced: it helps to structure the text correctly, simplifies the process and reduces the time spent. Overestimation of the importance of the written plan led to the use of its detailed form, as well as other varieties of the plan, trained in

the intervention process (box plan, question plan). Fourth, students began to consciously use the resources indicating that they referred to books, textbooks or dictionaries during the planning phase. It is not surprising that such strategies were more often used in FL and L2 along with other strategies that help with problems with the generation of ideas and language. Fifth, participants admitted the planning of the essay writing process as a whole: *"I considered how to start the process, where to get material for new ideas, how to start an essay, and that it would be nice to use a draft"* and revision of the requirements set by teacher or writing task: *"I rechecked the task, how many words need to be written and whether I need to include my opinion"*. And finally, among the students some began to use drafts to be able to make changes to the final version after the proofreading, and those who focused their writing on a potential reader: *"I thought who might be interested in my essay and what exactly they would want to know"* and *"I remembered your presentation about a potential reader and decided to use a simpler language."*

Organizing

As the organizing strategies, 16 basic strategies were proposed to the participants in the questionnaire, which are aimed at solving problems in the writing process in several main ways. Among them are the reformulation of the text, where they replace or simplify a part of the text if they find it difficult or doubt its correctness; also problem-solving strategies, the use of which involves the use of Internet resources, dictionaries, grammar guides and a request for help; and finally, strategies for the correct structuring of the text, implemented through strict adherence to the plan, essay structure and periodic re-reading of essay parts for logical continuation. In coding and statistical processing of the questionnaire data, these strategies were coded as "While" strategies.

As it turned out from the results of the questionnaire, the organizing strategies, especially the problem-solving ones, were most familiar to the participants. Moreover, it is not surprising that they were most often used when performing tasks in FL and L2, and less in L1, which is explained by the level of language proficiency. So, before intervention, the main organizing strategies used by the students were: *I write the text in my native language and translate it into Russian (English), I use bilingual dictionary to translate words, I use Internet resources to translate words, If I don't know the word I write it in my native language and later turn back to it to translate, I try to use simple words and grammar constructions to avoid mistakes, I ask for help if I have problems while writing process, I reread the parts of the essay if I find it difficult to continue.*

Such a high percentage of the use of problem solving strategies is probably explained by the low level of planning, which often led to many problems both in language and in the structuring and generation of ideas. This point of view is confirmed by the comparison of the mean values of the participants' questionnaire answers, which showed a certain decline in the use of some problem-solving strategies, which turned out to be unnecessary due to the fact that as a result of preliminary planning, some problems were reduced and became irrelevant (Figure 21).

Pre-test	Mean	Post test	Mean	Difference
While EQ1	2.35	While EQ1	4.12	1.76
While EQ15	2.47	While EQ15	4.24	1.76
While EQ2	3.06	While EQ2	4.82	1.76
While KQ1	1.35	While KQ1	3.12	1.76
While KQ15	2.41	While KQ15	4.18	1.76
While RQ2	1.65	While RQ2	3.24	1.59
While RQ11	2.94	While RQ11	3.76	0.82
While EQ9	3.00	While EQ9	3.76	0.76
While KQ4	2.88	While KQ4	3.59	0.71
While KQ2	2.76	While KQ2	3.35	0.59
While EQ8	3.00	While EQ8	3.16	0.16
While EQ13	3.41	While EQ13	3.44	0.02
While RQ4	2.47	While RQ4	2.24	-0.24
While RQ16	2.88	While RQ16	2.65	-0.24
While EQ5	4.35	While EQ5	4.06	-0.29
WhileRQ6	2.88	WhileRQ6	2.18	-0.71
WhileE Q6	3.47	While EQ6	2.76	-0.71
While EQ16	3.47	While EQ16	2.65	-0.82
While KQ4	3.59	While KQ4	2.53	-1.06

Figure 21 – Difference in mean points of Pre- and Post-tests questionnaire results of EG organizing

So, the table, including the highest rates of difference in growth and decrease in the frequency of organizing strategies use, shows that EG students began to turn less to peers and parents for help (-0.82 for English, - 0.24 for Russian), reread parts of the text to solve difficulties with ideas for continuation (-0.24 for Russian, -1.06 for Kazakh), and less often write essays in their native language and then translate them into L2 and FL using electronic translators (-0.71 for Russian and English).

But at the same time, EG students became more structure-oriented (+1.76), began to follow and adhere to the plan (+ 1.76 for English, + 1.59 for Russian and + 0.59 for Kazakh), and also began to use strategies for replacing or simplifying grammatical constructions and vocabulary, which affected the reduction in the number of errors in their written works. Moreover, changes in the use of writing strategies (both increase and decrease) were observed relatively parallel in all three languages, which gives us the opportunity to recognize the reality of the transfer of organizing strategies from FL to L2 and L1.

The results of written assignments in three languages conducted in the CG and the EG also confirmed the effectiveness of the SBI methodology regarding the organizing stage of the writing process. To analyze the organizing aspect of writing, for the purpose of which data were entered into the coding scheme for writing task (Appendix J), instances of the use of strategies were presented as an average number of strategy use per 1000 words, not the total number of samples. This allowed for more appropriate comparisons between approaches adopted in different languages, taking

into account that FL tasks were on average about 100-150 words, Russian 300-350 words in length, while Kazakh tasks on average about 450-500 words.

Table 23 - Pre- and post-intervention writing assignment organizing strategies

Pre- and Post-intervention writing assignment strategies						
	Kazakh		Russian		English	
Instances per 1000 words	CG	EG	CG	EG	CG	EG
Asking for help	0	0	3	3	6	2
Reformulation	0	1	2	7	1	5
Avoidance	1	3	0	4	2	5
Recourses	0	0	4	4	10	6

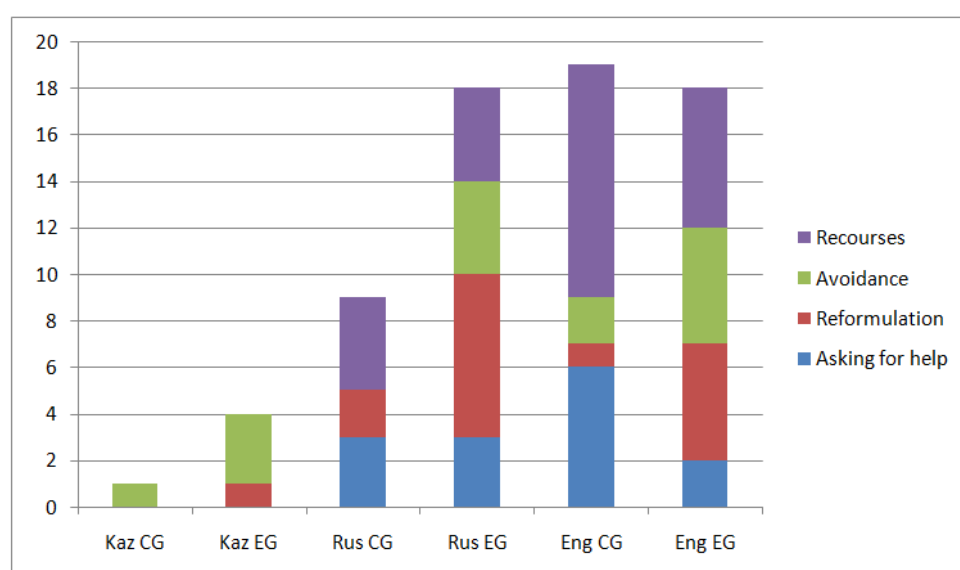


Figure 22– Instances of problem solving strategies per 1000 words

As can be seen from Table 23 and Figure 22, after implementation, EG students began to use resources less (electronic translators, dictionaries, and others), and they began to ask less help from peers. Such changes, in our opinion, are associated with an increase in confidence in their written skills, which quite possibly became the results of preliminary planning. As for the CG, students continued to use resources and resort to the help of peers as the main ways to solve problems in the performance of written assignments. Furthermore, Reformulation strategies (addition, change) and Avoidance strategies (word, grammar constructions, ideas) began to be used more often by students of the EG, in contrast to the CG, which also confirms the effectiveness of the implemented SBI methodology and explains the decrease in the number of errors in the writing assignments. Such changes have become natural for all three languages.

During the first stimulated interview the case study students from EG confirmed the fact that when they had problems with grammar or vocabulary of Russian or English languages, they definitely used electronic translators, simply avoided complicated structures or words, or asked for help from peers or adults with a higher level of proficiency: *“My aunt knows Russian well”*. *“I wrote in my native language*

and translated to English”. “I asked my friends, and then it became a bit clearer” (see Appendix K). But at the same time, it was admitted that the abuse of only such problem-solving strategies often leads to negative consequences such as distortion of the original meaning of the idea and dissatisfaction with the result of one’s own task: “I had a cool idea, but after writing it became ‘dumb’”. “I wanted to make a fairytale about the prince, but on the paper it wasn’t as interesting as I imagined. I couldn’t create appropriate name for the prince”. Of course, such problems did not arise in their native language, and problem-solving strategies were only employed to express ideas more vividly, which was also mainly realized through electronic resources.

During the second stimulated interview, which was based on written assignments completed after the implementation of the SBI, participants continued to use the resources and assistance of peers and adults, but grammar guides appeared among the resources, which probably influenced the conscious use of grammar material and its improvement. Dictionaries were also used, which, unlike the electronic translator, which gives the translation of the entire text, helps to supplement the vocabulary. In addition, some participants took advantage of the help of a teacher, who, along with the answer to the questions raised, gave an explanation and feedback. Finally, students used strategies such as simplification and even paraphrasing (“...I tried to find synonyms or antonyms”), which led to an independent solution of the problem.

For the Kazakh language, nothing has changed much, except strategies for adhering to the structure of the essay, which does not necessarily mean less involvement in the organizing process during writing in the Kazakh language. We associate this situation with the fact that students are much more experienced in their native language and therefore they may no longer be aware the strategies they use and therefore cannot report on them.

Errors

We believe that the results of improved planning and organizing should reflect on the number of errors made in the performance of a written assignment. So, all errors in three languages were encoded and entered into the coding scheme for writing task (Appendix J) for further analysis. Analysed figures also indicate number of instances of errors per 1000 words and aim to provide an objective measure of the effectiveness of a range of strategies used by pupils to improve the accuracy of their work, applying grammatical rules while writing and using resources such as dictionaries to check spelling.

When analyzing written works in 3 languages, 7 main types of errors were identified: Spelling, Punctuation, Grammar (including agreement, verb conjugation, tense, case), Vocabulary (including missing word, extra word, wrong word, wrong language, repetition, unclear meaning), Structure (sentence composition, sentence beginning, word order), Translation, and Style.

Table 24 shows the number of errors according to each defined type as well as the total number of errors of both CG and EG in the pre- and post-test written assignments. In addition, Figure 23 shows how much lower the level of errors of each type became when performing a written assignment in English in CG and EG. Thus,

from Figure 24 it can be seen that in the EG, in which 116 errors were made in total for 1000 words before the experiment, after the intervention, the number of errors decreased to 50, which amounted to a reduction of 64%. In the CG, this figure is much lower, and although there was a slight decline, it amounted to only 22%.

Table 24 - Errors in English / per 1000 words

Errors in English / per 1000 words								
	Spelling	Punctuation	Grammar	Vocabulary	Structure	Translation	Stile	Total
CG/Pre-test	6	9	24	40	9	4	5	97
EG/Pre-test	7	8	32	45	14	3	7	116
CG/Post-test	9	5	11	33	5	4	6	73
EG/Post test	4	1	12	26	4	1	2	50

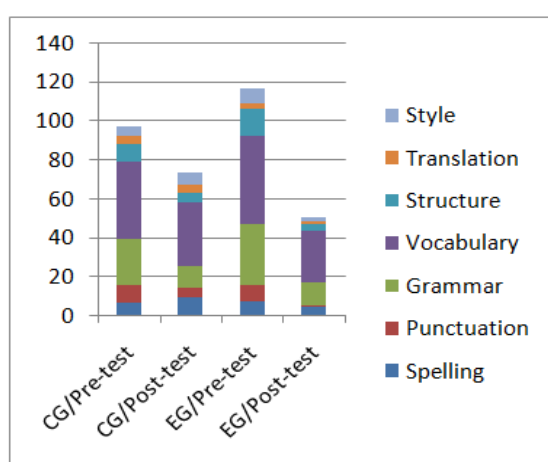


Figure 23 - Number and type of errors (per 1000 words) in English

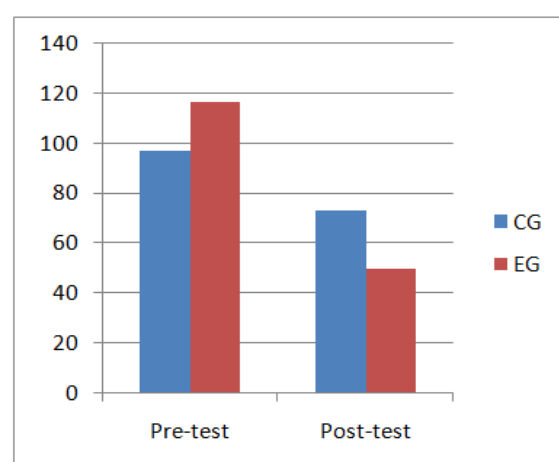


Figure 24 - Change in the number of errors in English

When completing assignments in Russian, only 6 types of errors were identified, among which there were no complications with translation, which might be explained by a higher level of proficiency in L2 than in FL. A similar situation to English has developed with changes in the number of errors when performing the Russian task. From Table 25 and Figures 25, 26 it can be seen that as a result of SBI implementation in the EG, the number of errors from 82 reduced to 32, which amounted to a 61% decrease. In the case of CG, the decrease was only 21%.

Table 25 - Errors in Russian / per 1000 words

Errors in Russian / per 1000 words								
	Spelling	Punctuation	Grammar	Vocabulary	Structure	Translation	Stile	Total
CG/Pre-test	16	18	13	17	8	0	0	72
EG/Pre-test	18	18	14	21	7	0	4	82
CG/Post-test	12	18	9	9	9	0	4	57
EG/Post test	5	11	6	6	4	0	0	32

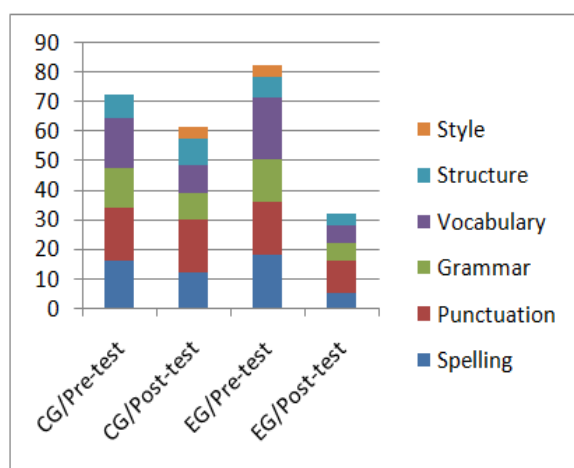


Figure 25 - Number and type of errors (per 1000 words) in Russian

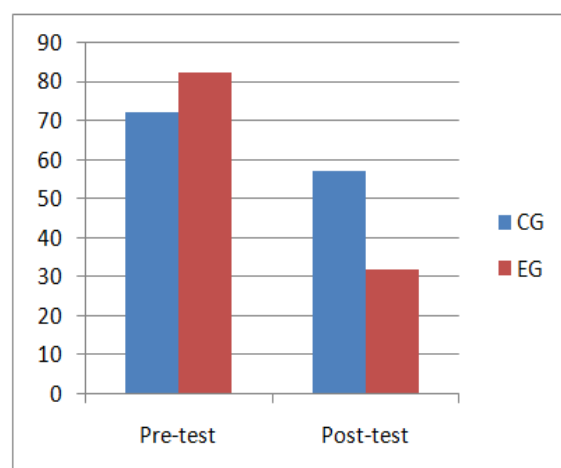


Figure 26 - Change in the number of errors in Russian

As mentioned above, in L1 there were not a large number of errors due to the high level of proficiency, which caused a not very noticeable change in the difference between the number of errors before and after the intervention. Nonetheless, improvements in the language skills of participants in Russian once again confirm the possibility of a cross-linguistic transfer of writing strategies from FL to L2.

Editing and evaluating

Editing strategies in the context of this study are defined as an approach based on students checking their work adopted at the time of writing or after writing. As for evaluation strategies, their goal was to self-identify students' own strong and weak points and set goals and determine methods for developing weaknesses. Since both phases of the written assignment usually take place after writing an essay or other written assignment, in the questionnaire these strategies were given in the section "After writing an essay", and when analyzing the data of the questionnaire, they were encoded as "After" strategies.

From the analysis of the mean values of the participants' answers to questions about the application of editing and evaluating strategies, it was revealed that despite the fact that they mainly tried to read the produced text during and after the task to identify errors, as a result, they corrected only grammatical and spelling errors, which, as it turned out from the open-ended questions part of the Writing Strategy Task Sheets, and was their main focus in the editing process. Least of all they did corrections in sentence structure, connection between sentences and/or paragraphs, and in content and the order of the ideas in the essay. We associate this phenomenon with the fact that students did not use drafts and did not plan essays, which made it impossible to correct the above aspects of the written assignment. It also turned out that most students did not take into account feedback from the teacher in any way, did not draw conclusions and did not take any measures to eliminate the mistakes the teacher commented on. In the absence of any feedback from the teacher, the students did not apply for it. Thus, work on the essay was totally completed by submitting it to the teacher. We assume that the reason for such an attitude to feedback and the concentration of students' attention when checking only on grammar and vocabulary lies in the lack of

transparency and the low level of the system for evaluating written work by teachers. The least editing and evaluating strategies were used when working on the Kazakh essay, which is explained by confidence in knowledge and extensive experience.

Pre-test	Mean	Post test	Mean	Difference
After RQ14	1.29	After RQ14	4.34	3.04
After EQ14	1.29	After EQ14	4.25	2.95
After KQ13	0.59	After KQ13	3.53	2.94
After KQ14	0.24	After KQ14	3.18	2.94
After EQ7	0.53	After EQ7	3.47	2.94
After EQ1	0.82	After EQ1	3.53	2.71
After EQ10	1.18	After EQ10	3.88	2.71
After EQ12	1.18	After EQ12	3.28	2.10
After EQ13	1.76	After EQ13	3.77	2.01
After KQ10	2.12	After KQ10	4.00	1.88
After EQ16	1.69	After EQ16	3.53	1.84
After RQ10	1.53	After RQ10	3.35	1.82
After RQ13	1.71	After RQ13	3.47	1.76
After RQ10	1.47	After RQ10	3.18	1.71
After KQ16	1.82	After KQ16	3.53	1.71
After RQ16	1.71	After RQ16	3.41	1.71
After RQ7	2.71	After RQ7	3.41	0.71

Figure 27 – Difference in mean points of Pre- and Post-tests questionnaire results of EG editing and evaluation

The implementation of the MSA model has brought its changes to the process of editing and evaluating in the EG (Figure 27). So, the table, including the highest rates of difference in editing and evaluating strategies use changes, shows that EG students began to begin to check the work after their completion in draft copies (+2.71), which gave them the opportunity to change the content, sequence of ideas (+2.10), structure of sentences and essays (+1.88 – for Kazakh, +1.82 – for Russian, +2.71 – for English). Such aspects of the written assignments were included in the list of objects of their self-control after a detailed discussion of the requirements for the written assignment and assessment conditions that took place as part of the intervention. In addition, participants reported on the increase in cases of analyzing the results of the completed task, identifying problems and establishing ways to resolve them (+1.84 – for English, +1.71 – for Russian, + 1.71 – for Kazakh).

Exploring the Writing Strategy Task Sheets of the participants, the strategies of the editing were primarily analyzed from the point of view of students' participation in checking their work, that is, the check was carried out or not, whether there are any corrected errors, and also in terms of what exactly students checked. However, unlike the analysis of students' written planning, where it was more obvious from the availability of a written plan, the analysis of editing strategies relied more on self-report

data, where students answered questions about whether they checked or not, how and what they checked. It is likely that this data may be considered less objective and therefore less reliable, as students may have the tendency to answer what they perceive as the “right” answer. Nonetheless, self-reporting data is valuable because it provides insights into students' perceptions of editing strategies and their application. Also, in this method of data collection there was the possibility of collecting more objective data regarding error correction, which directly indicates the level of use of editing strategies.

Starting with the reports received from the participants about what aspects of the writing they are controlling when checking the written assignment, 8 main focuses of the editing were revealed: Vocabulary, Grammar, Spelling, Word order, Content, Relevance, Punctuation, and Structure. Table 26 provides information about the number of instances of controlling above mentioned aspects of writing assignment reported by participants while completing open-ended questions part of Writing Strategy Task Sheets in Kazakh, Russian, and English (Appendix E).

Table 26 - Aspects of control while editing and number of instances reported.

Aspects of control while editing								
	Vocabulary	Grammar	Spelling	Word order	Content	Relevance	Punctuation	Structure
EnCG/Pre-test	1	2	5	2	1	1	0	1
EnEG/Pre-test	1	3	5	1	2	0	0	1
EnCG/Post-test	1	3	5	1	3	0	0	2
EnEG/Post test	3	7	6	7	9	3	4	9
RuCG/Pre-test	5	2	3	1	2	0	1	2
RuEG/Pre-test	5	4	1	2	1	0	2	1
RuCG/Post-test	5	3	3	1	2	0	1	1
RuEG/Post test	4	3	3	5	7	4	3	7
KzCG/Pre-test	0	0	0	0	4	0	0	0
KzEG/Pre-test	0	0	0	0	3	1	0	0
KzCG/Post-test	0	0	0	1	4	2	0	1
KzEG/Post test	0	0	0	3	5	5	3	7

So from the diagram (Figure 28) it can be seen that the main aspects of control before intervention in the English and Russian languages were vocabulary, grammar, spelling and very rarely the content. In the Kazakh language, only the content was controlled, other aspects, due to the confidence in their knowledge, were not taken into account by the participants. The focus aspects did not change for the control groups in all three languages, but the post-test of the experimental groups showed an extension of the control range, the results of which were reflected in more errors corrected.

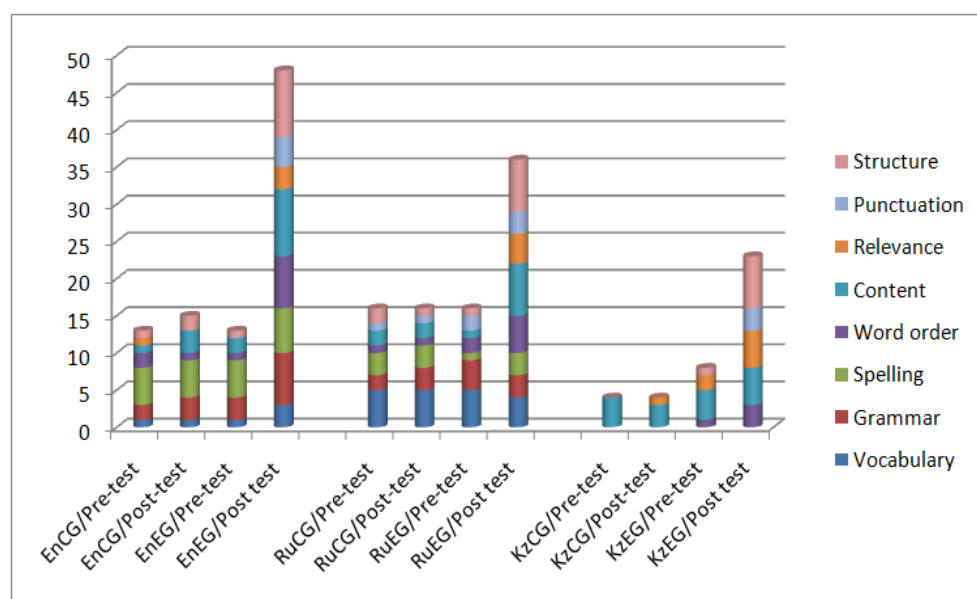


Figure 28 - Engagement in editing

As it turned out from the diagram, the most intensively increased attention of EG was paid to the Structure of the essay and Relevance - the correspondence to the topic and task, and the changes were typical for all three languages. We associate such changes with the results of the intervention during which the students mastered the structure of essay and other written texts and the strategy for monitoring the compliance of the assignment with the topic, task and main questions of the task. Moreover, the acquired skills in FL were successfully transferred to L2 and L1, which suggests that the use of writing strategies is often not related to language proficiency.

Now we will consider how the intensification of the editing process has affected the number of corrected errors. According to K. Forbes, cases of self-correction of errors can be regarded as an indicator of the level of meta-cognitive interaction of students with the produced text. "If they are noticing and correcting errors themselves, either immediately after making them or while checking over their work at the end, they are consciously evaluating the accuracy of what they have written" [13, p. 110]. Forbes also warns that error correction itself is not a strategy, but the result of a combination of strategies chosen to achieve a specific goal: proofreading of the produced text, identifying errors, using certain sources to find out the rule violated in this case, applying the rule to correct the error. The given diagram (Figure 29) shows the frequency of self-correction in both groups (CG and EG) at different stages of the experiment, calculated per 1000 words for each of the studied languages.

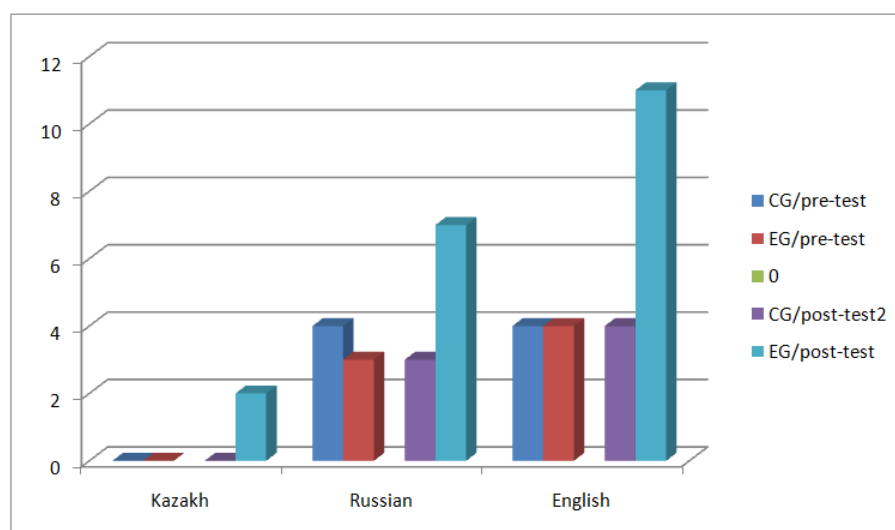


Figure 29 - Number of errors corrected

As can be seen from the above diagram, while the number of errors the participants made in the EG decreased over time, the number of self-corrected errors increased (3 times in English and 2.3 times in Russian). Students obviously corrected significantly more errors in FL and L2 than in Kazakh, which can be explained by a large number of errors in the Russian and English languages, which are less fluent for experiment participants.

However, before assuming that the increase in the number of corrected errors among EG was the result of implementation, it is also important to take into account the changes that have occurred over time in the CG. For the Russian language, there has been a slight decrease in the number of corrected errors by about 20%, and as for the Kazakh and English languages, there are almost no changes. As a result, the contrasting trends among the CG may support the hypothesis that tested methodology had a positive effect on the increased level of error correction among EG.

Evaluating

Along with the editing process, self-evaluation, which is also achieved by applying evaluating strategies, is very important for students to develop writing skills. As it turned out from a stimulated interview, the students of the EG appeared with elements of the assessment of tasks set for this task. Students acquired elements of self-evaluation, which was expressed in prognosticating the results according to certain rubrics for writing tasks, which were no longer limited to grammar and spelling, but included various aspects of control mentioned in the previous part. Accordingly, they became interested in the results and feedback from the teacher to identify the validity of their forecast and shortcomings: *"This time I was confident in the structure and content of my essay, but I was worried about some grammatical constructions I was interested in how the teacher would appreciate me and if I used them [grammatical constructions] correctly"*.

In addition, changes in self-evaluation can be judged by the results of answers to the last open question of Writing Strategy Task Sheets, asking how they think

they wrote the last essay. The level of satisfaction with how students completed the written assignments can be observed in the diagram below (Figure 30):

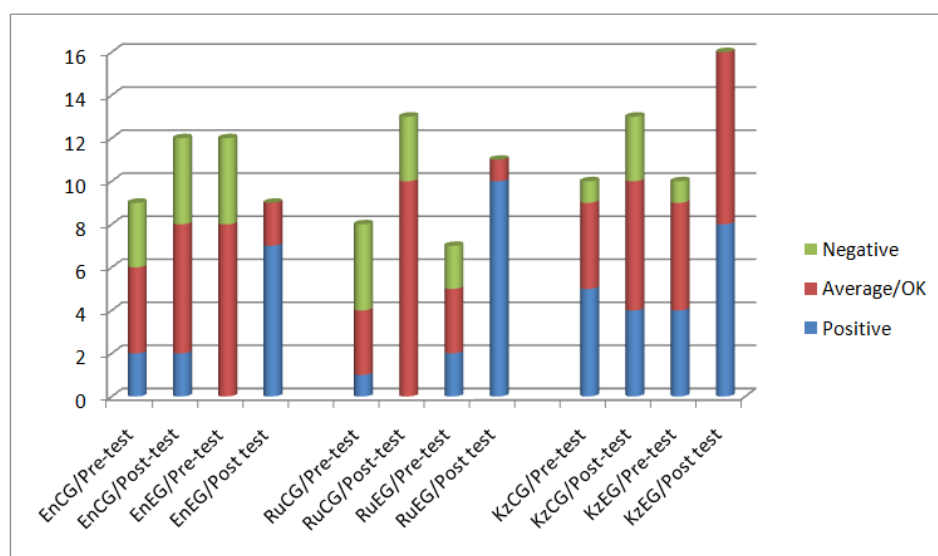


Figure 30 - Level of satisfaction with the completed writing task

Obviously, students in the EG remarkably evaluate their writing assignments produced in three languages after the introduction of the implemented methodology, which is much higher than for the CG at the same stage. Moreover, there are almost no students among the EG who negatively assessed their work, although among the CG this number was slightly increased, taking into account the fact that before the experiment the ratio of participants who rated their writing abilities highly or low was uniform.

Despite the deliberately asked question about students' satisfaction in their own written assignments, many EG students expressed confidence in the success of achieving their goals and recognized the improvement of their writing abilities. For example, after a language proficiency test conducted by the school in which the experiment took place, many students told their English teacher that they had coped with the written part of the test with ease, and all thanks to those 4 months of introducing SBI in their English classes. This behaviour of students once again proves the high level of the evaluating strategy.

Effect of the MSA on Students' Writing Performance

Following the analysis of changes in students' use of metacognitive writing strategies, the next stage of the study examined whether these changes were reflected in students' writing performance. Since the proposed Multilingual Strategy-Based Approach (MSA) explicitly integrates instruction in planning, organizing, editing, and evaluating strategies, improvements in the quality of students' written work were expected following the intervention.

After four months of the MSA intervention, the participants completed post-intervention writing tasks in English, Russian, and Kazakh. The written assignments were assessed using the same Writing Assessment Scale (Appendix I) that had been employed during the pre-test, ensuring the comparability of the results. The table below

presents the mean scores obtained by students in the four assessment criteria—Content, Communicative Achievement, Organization, and Language—for the English writing tasks (Table 27).

Table 27 - Average grades for writing assignment in English language (out of 5 for each of the rubric)

Average grades for writing assignment in English language (out of 5 for each of the rubric)								
	Content		Communicative achievement		Organization		Language	
	CG	EG	CG	EG	CG	EG	CG	EG
Pre-test	1.36	1.7	1.73	1.67	0.84	1.1	1.36	1.53
Post-test	1.3	3.92	2.27	3.78	0.96	2.85	1.81	3.07
Average change	-0.06	+2.22	+0.54	+2.11	+0.12	+1.75	+0.45	+1.54

The procedure was done for pre- and post-test writing assignments of both CG and EG. Comparing the results, it became clear that students in the experimental group experienced progress in each of the categories, as the results increased by two and sometimes even three times. So, the content from 1.7 increased to 3.92, Communicative achievement - from 1.67 became 3.78, the organization from 1.1 rose to 2.85, and the language from 1.53 grew to 3.07 (see Figure 31).

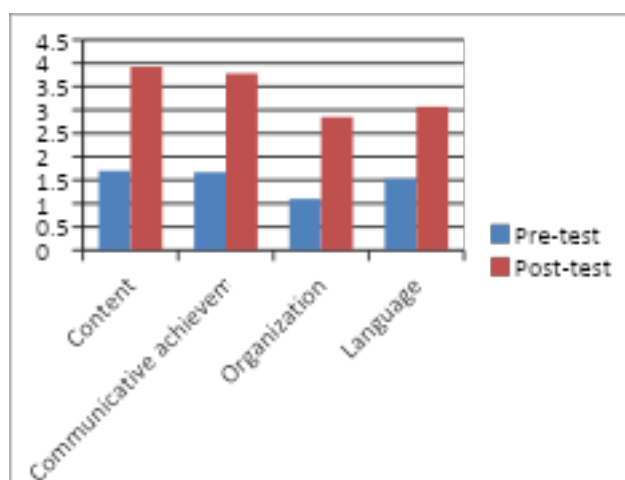


Figure 31 - The difference of mean points of pre- and post-tests of the experimental group.

The diagram visually shows how effectively implemented MSA methodology influenced the level of written competence of EG students (see Figure 32). In order to presume with assurance that the reason for such a considerable positive change in the performance of the writing assignment among the participants of the EG was the implementation of writing strategies, the results of the experimental group were also contrasted. It can be seen from the diagram (see Figure 33), in terms of organization, the results almost did not change (from 0.84 they increased only to 0.96). The results

of Communicative Achievement and Language increased slightly (increased by 0.54 and 0.45, respectively). As for the results of the Content, there is a slight decline to 0.06 points.

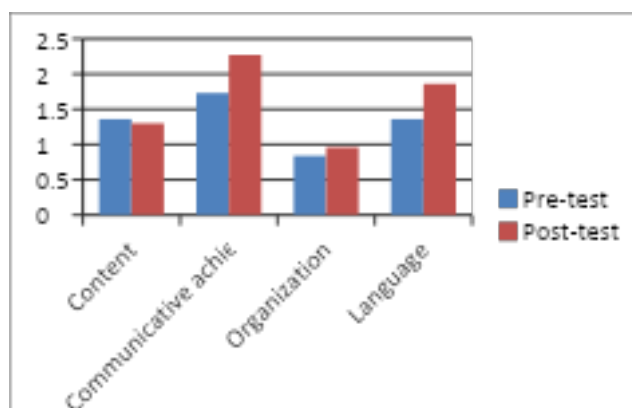


Figure 32 - The difference of mean points of pre- and post-tests of the CG.

In addition, the post-tests of the CG and EG were contrasted (see Figure 33), which shows that unlike the CG, the performance of the written task of the experimental group has become much better, and the results are higher.

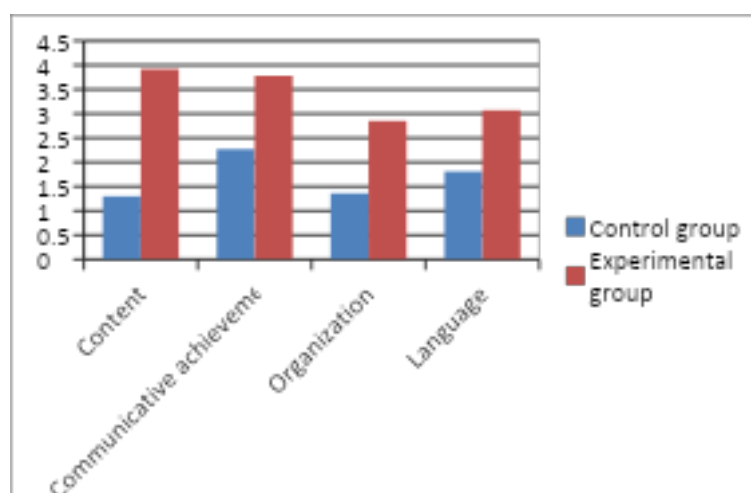


Figure 33 - The difference of mean points of post-tests of the EG and CG.

To confirm the results, the post-test marks of both groups were statistically compared once again with the help of T-Test (see Figure 34). This time independent samples t-test showed that there is an obvious difference in the level of writing competence for control group ($M = 2.27$, $SD = 1.34$) and experimental group ($M = 3.78$, $SD = 1.36$) at NU, $t(60) = 2.76$, $p = .01$ (significant).

T-Test

Group statistics

group	N	Mean	Std. Deviation	Std. Error Mean
mark experimental	32	3.7857	1.36880	.36583
control	30	2.2727	1.34840	.40656

Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (20tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
mark	Equal variances assumed	.040	.842	2.761	60	.872	.011	1.51299	.37947	2.64850
	Equal variances not assumed			2.766	58.771	.875	.011	1.51299	.37805	2.64792

Figure 34 - Independent samples t-test of post-test results in FL.

Significant changes can also be observed in the L2 and L1 experimental groups, and the reliability of the fact that the improvement in the estimates most likely resulted from the intervention is confirmed by the low results of the CG in three languages (see Table 28). So, in the English language, unlike the EG, where the grades became better by 8.22 points, in the CG the increase was only 2 points. Similarly, in the Russian language for the EG the score increased by 4.11 points, which is much more than for the CG (+ 1.03 points). And finally, in the Kazakh language, students of the EG increased their scores by 0.98 points, and despite the fact that the increase is insignificant, it is nevertheless higher than the indicators in the CG (+ 0.01 points).

Table 28 - Average grades for writing assignments (out of 20) in three languages.

<i>Average grades for writing assignment (out of 20)</i>						
	<i>in the Kazakh language</i>		<i>in the Russian language</i>		<i>in the English language</i>	
	<i>CG</i>	<i>EG</i>	<i>CG</i>	<i>EG</i>	<i>CG</i>	<i>EG</i>
<i>Pre-test</i>	16.59	16.71	11.37	11.8	5.9	6.03
<i>Post-test</i>	16.6	17.69	12.4	15.91	7.9	14.25
<i>Average increase</i>	+0.01	+0.98	+1.03	+4.11	+2	+8.22

The diagram (see Figure 35) clearly shows the amplitude of the changes in the mean values of students' grades for written assignments in three languages.

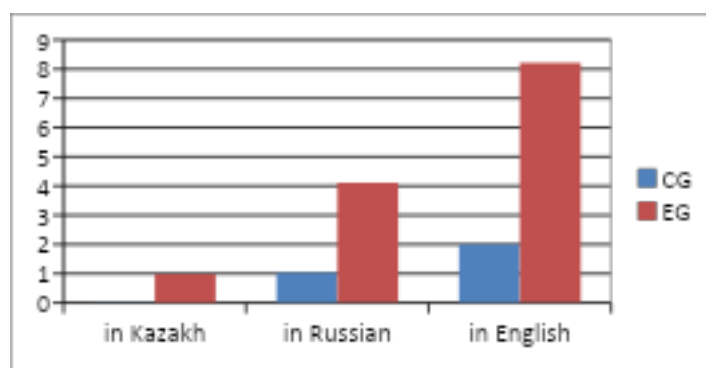


Figure 35 – Score changes in three languages

Undoubtedly, there may be other factors that could also contribute to the overall score, both positive and negative. However, it is impossible not to take into account the results of statistical data processing using the T-test of SPSS, which provided important evidence that a high mark for written work is often characteristic of the EG, and vice versa, low results are encountered among students of the CG.

3.3.3 Cross-Linguistic Transfer of Metacognitive Writing Strategies to Russian (L2) and Kazakh (L1)

One of the central assumptions underlying the proposed Multilingual Strategy-Based Approach is that metacognitive writing strategies explicitly developed during English language instruction can be consciously transferred to writing tasks performed in other languages of instruction. The basis for this assumption was the theories of multilingualism and multicompetence by V. Cook [77], J. Cummins [75], of cross-linguistic transfer by R. Ellis [78], D. Larsen Freeman and M.H. Long, [79], K. Forbes [13], linking the possibility of the transfer of knowledge from FL to L1, and in our demographic context also to L2, with multilingualism and the resulting multicompetence. And, provided that the statement on the success of this approach put forward for defense was confirmed, it could make a contribution to the implementation of the Kazakhstani multilingual education policy.

Along with FL, the positive dynamics of using written strategies at each stage of the writing assignment completion was observed in L2 and L1. As it turned out from the statistically analyzed data collected during the questionnaire and written assignments, the transfer took place for the strategies used at each stage of the written assignment: Planning, Organizing, Editing, Evaluating. The most obvious transfer can be noted for planning strategies, moreover the efficiency was high as for Russian (increased by 47%), and for Kazakh (increased by 35%) (Chapter 3, Figure 3.8 - Engagement in written planning in Pre- and Post-tests.). Changes in the aspect of preparing for the completion of the written assignment were expressed in the presence of a written plan, the correct structuring of the text, the logical construction of ideas in the writing assignment, and orientation toward the potential reader.

The organizing strategies were actively transferred by students to the Russian language, which resulted in improved essay quality and reduced errors through the use of reformulation strategies and reference sources (chapter, picture, Instance of problem solving strategies per 1000 words). Despite the insignificance of the transfer of the

organizing strategies from FL to Kazakh, which we tried to explain with a high level of proficiency in their native language, there was still a growth of dynamics of the participants who reported on the use of strategies to solve problems when performing a written assignment in Kazakh.

Editing strategies were also actively transferred to Russian and Kazakh languages, but in slightly different formats, which in our opinion also became the reason for the different level of language proficiency. So, for the Kazakh, the objects of control after the intervention in FL classes became the structure, compliance with the assignment and the main issues, and content; while for the Russian, in addition to those mentioned, the level of checking spelling, word order and sentence structure has risen (Chapter 3, Figure 3.18 - Engagement in editing).

The same can be said about the evaluation strategies, which were reflected in the increase in the number of students satisfied with the results of the written assignment, in the Kazakh and Russian languages (Chapter 3, Figure 3.20 - Level of satisfaction with the completed writing task).

The result of strengthening the strategic approach to writing was manifested in grades for writing assignments in three languages (see Table 29). And just like the intensity of the transfer of strategies from FL, stronger to L2 and weaker to L1, the increase in the average points of the EG in the Kazakh and Russian languages was slightly different. As can be seen from the diagram (Figure 36), with respect to the average score for the EG, improvements are observed in all three languages, the largest in English (+8.22), slightly lower in Russian (+ 4.11) and finally in Kazakh - +0.98.

Table 29 - Average grades for writing assignment (out of 20) in three languages

<i>Average grades for writing assignment (out of 20)</i>						
	<i>in the Kazakh language</i>		<i>in the Russian language</i>		<i>in the English language</i>	
	<i>CG</i>	<i>EG</i>	<i>CG</i>	<i>EG</i>	<i>CG</i>	<i>EG</i>
<i>Pre-test</i>	16.59	16.71	11.37	11.8	5.9	6.03
<i>Post-test</i>	16.6	17.69	12.4	15.91	7.9	14.25
<i>Average increase</i>	+0.01	+0.98	+1.03	+4.11	+2	+8.22

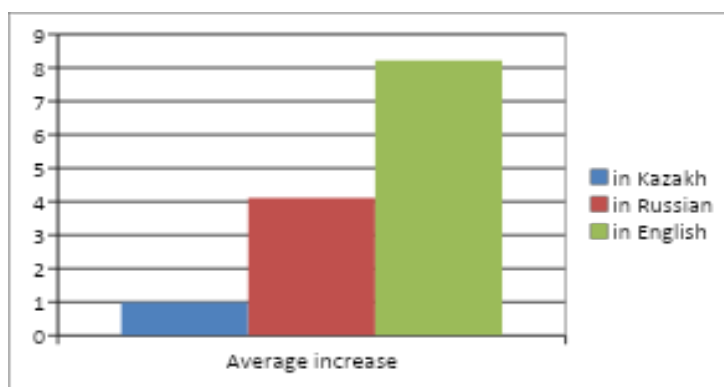


Figure 36 - Average increase in writing performance of EG in Kazakh, Russian, English.

The highest changes are not surprising in FL, since the implemented methodology was implemented in English classes. The higher degree of transfer of writing strategies from FL to L2 than to L1 is also legitimate due to the fact that L2 is less familiar to students. According to Andersen's theory (1985), knowledge in a foreign language is more declarative, and the process of mastering knowledge is more conscious and cognitive. In the Kazakh language, which is native to our participants, knowledge is more procedural and they often use familiar problem-solving algorithms than in the Russian language, in which, as in L2, they are less proficient, and as a result, more declarative.

Nevertheless, the presence of a transfer of strategies even to the Kazakh language is obvious, and the results in the CG prove this once again. As the table shows, for each of the languages in the CG lower results are more typical than for the EG.

To confirm the conclusions made by comparing the average scores, the results of the questionnaire were statistically processed to identify correlations between English and Russian, as well as between English and Kazakh. For this analysis, the SPSS Pearson Correlation Test was used.

Pearson Correlation calculates a sample correlation coefficient, which assesses the intensity and direction of linear relationships between pairs of continuous variables [200]. Being precise, the Pearson Correlation judges whether there is statistical indication for a linear relationship among the same pairs of variables (in our case English – Russian and English - Kazakh) in the population, and to what extent the changes in Russian (or Kazakh) writing might be related to the changes in English writing.

Table 30 shows Pearson's r – i.e., the correlation coefficient, which in this case is .886 for Kazakh and .940 for Russian, which indicates a strong positive correlation for both of the languages. However, it is a bit weaker for Kazakh. We're also interested in the 2-tailed significance value, which in our case is $< .000$ for both Kazakh and Russian – indicating that correlations are highly significant.

Table 30 - Pearson Correlation results

Correlations				
		AveKaz	AveRus	AveEng
AveKaz	Pearson Correlation	1	,907**	,886**
	Sig. (2-tailed)		,000	,000
	N	32	32	32
AveRus	Pearson Correlation	,907**	1	,940**
	Sig. (2-tailed)	,000		,000
	N	32	32	32
AveEng	Pearson Correlation	,886**	,940**	1
	Sig. (2-tailed)	,000	,000	
	N	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Positivity and high significance of correlations are obvious from the GGraphs (Figures 37, 38) corresponding to an increasing and strong relationship between dots.

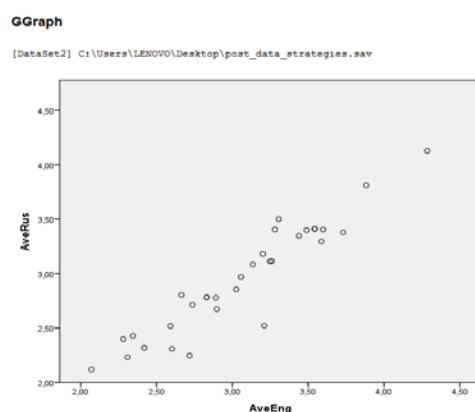


Figure 37 Graph of
Pearson Correlation between
English and Russian

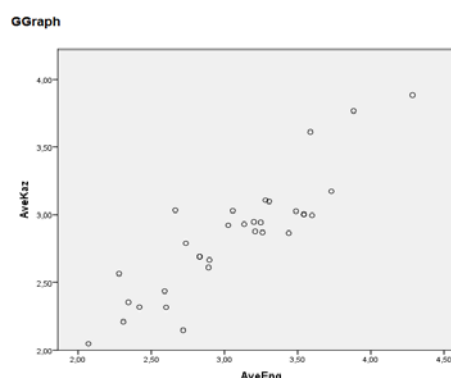


Figure 38 Graph of
Pearson Correlation between
English and Kazakh

It is also clearly seen from the GGraphs that the correlation between English and Russian is slightly stronger, which is expressed by the closer arrangement of the dots, while the dots on the second GGraph are a bit more scattered, which shows the lightly weaker correlation between English and Kazakh languages.

As a result, the most obvious form of the transfer considered in our study, of course, was the transfer FL-L2, where students easily transferred strategies explicitly developed in the English class to writing in Russian. This was revealed both at the level of the whole class, and at the individual level and in all categories of strategies. By the end of the experiment, the students used relatively the same strategies to complete the writing assignment in three languages, which was quite the opposite before the introduction of the MSA methodology.

Although the FL-L1 transfer was not as obvious as the FL-L2, there was still a lot of evidence that the students transferred strategies developed in the English class to carry out written work in Kazakh without any explicit encouragement to this. This was especially apparent in terms of quality of planning, as evidenced by the increase in the frequency and quality of use of written plans, as well as in relation to editing and evaluating strategies, which were avoided before the intervention due to excessive confidence in their knowledge and non-transparency of the evaluation criteria.

The obtained findings also provide support for the assumption that the transfer of metacognitive writing strategies was facilitated by the development of students' metacognitive awareness rather than by similarities between the languages themselves. As noted by D.N. Perkins and G. Salomon metacognitive reflection plays a central role in successful knowledge transfer, enabling learners to recognize opportunities for applying previously acquired knowledge in new contexts [67]. The results of the present study suggest that the explicit instruction in metacognitive writing strategies implemented within the MSA contributed to the development of students' conscious strategic behaviour, which, in turn, facilitated the transfer of planning, organizing, editing, and evaluating strategies from English to Russian and Kazakh. These findings provide empirical support for the effectiveness of the proposed Multilingual Strategy-

Based Approach in promoting cross-linguistic transfer of metacognitive writing strategies under the conditions of multilingual education.

Overall, the findings of the experimental study demonstrate that the implementation of the Multilingual Strategy-Based Approach contributed to significant improvements in students' writing competence in English and promoted the conscious transfer of metacognitive writing strategies to Russian and Kazakh. The observed changes in writing performance, strategy use, and metacognitive awareness provide empirical evidence supporting the effectiveness of the proposed approach. Furthermore, the differences in the intensity of transfer across the three languages confirm that cross-linguistic strategy transfer is influenced by learners' existing language competence, while remaining a feasible pedagogical mechanism for developing multilingual writing skills.

Conclusions on the third chapter

The findings of the experimental study provide empirical evidence supporting the effectiveness of the proposed Multilingual Strategy-Based Approach and confirm the main statements submitted for defense.

Statement for defense 1: The findings confirmed that the proposed Multilingual Strategy-Based Approach constitutes an effective framework for developing writing skills in English while facilitating the transfer of metacognitive writing strategies to Russian and Kazakh. Following the intervention, students demonstrated significant improvements in both writing performance and the conscious use of planning, organizing, editing, and evaluating strategies. The observed transfer of these strategies to additional languages confirms the pedagogical potential of integrating multilingualism with metacognitive strategy-based instruction.

Based on the results of the analysis of the data, we came to the conclusion that before the introduction of the MSA methodology, students used completely different writing strategies for each of the studied languages, and most of them, as a result of the proceduralization, were used unconsciously and automatically. The range of strategies used depended on the level of language proficiency, respectively, the main problems that arise when performing a written assignment in that language.

A more strategic writing was typical for the Kazakh language, but it was not used at all aspects and stages of writing. Thus, unconscious cases of planning were identified, which were mainly implemented to generate ideas. But, in comparison with Russian and English, the strategies used were of a higher level. So, if in Russian and English in case there is a problem with covering the topic, students simply read, and sometimes even plagiarise from similar essays on the Internet, then in the Kazakh language, they often read the relevant literature and synthesise the knowledge gained.

More primitive strategies were used in Russian and English, which, as was said above, were limited to solving problems with grammar and vocabulary. Of course, such problems did not arise in Kazakh, which explains the difference in the spectrum of meta-cognitive writing strategies used for each of the languages.

Common to all languages was the underestimation of the written plan, which led to problems with the structure of the essay, logical construction of essay ideas, deviation from the main topic and coverage of the topic.

In addition, at a very low level were editing and evaluating strategies, and were limited only to proofreading, focusing mainly on grammar and spelling in English and Russian and on content in Kazakh. At that point, the work on the essay for students usually stopped, and often they were not interested in feedback and further resolution of the weak points of their writing. We associated this attitude with the non-transparency of the grading system, which meant that the students did not know by what criteria they would be evaluated in order to self-control their writing tasks. Besides, students did not particularly try to assess themselves and their level of development of writing skills and were mostly not notably satisfied with the majority of their writing assignments.

Statement for defense 2: The effectiveness of the proposed methodological model was confirmed by improvements in students' writing performance, increased metacognitive awareness, and more systematic use of writing strategies throughout all stages of the writing process. The combination of explicit strategy instruction, phased implementation, multilingual transfer mechanisms, and continuous assessment created favourable conditions for the development of writing skills.

The quantitative and qualitative results presented in Chapter 3 revealed evidence of the positive influence of the MSA in relation to both strategy development and writing performance improvement at a whole class level. Although strategy development was most evident in English, which is unsurprising given that this was the context in which pupils received explicit intervention for more than 4 months, changes also occurred in relation to both Russian and Kazakh.

Improvements in the EG were obvious with respect to all stages of the written assignment, and when comparing them with the CG, there was no doubt that the main factor was the use of writing strategies mastered during the intervention.

Over time, EG students increasingly engaged in planning, one of the indicators of which was a high-quality written plan, and the content of the essay corresponding to it. In addition, there was evidence of a shift in some problem-solving activities from the organizing stage to the planning stage, which allowed more time to focus on fluency and accuracy during writing. Planning strategies have been used at a more conscious level, while problem-solving strategies used at the organizing stage at a higher level.

Students also increasingly began to engage in more careful and focused monitoring and verification of their work in all subjects, which led to a decrease in the number of errors and an increase in the number of errors that they corrected. When checking written works, the whole range of controlled aspects of writing expanded from grammar and spelling to the structure of essays and sentences; content; correspondence with the topic and main questions of the assignment, which significantly affected the grades for writing assignments in each of the three studied languages.

Assessment results also ceased to be ignored, and became the basis for further steps in improving writing skills. General changes in each aspect of the writing assignment were reflected in the greater satisfaction of students in their essays.

Statement for defense 3: The implementation of the MSA resulted in a substantial increase in students' conscious use of metacognitive writing strategies. Planning, organizing, editing, and evaluating strategies became more frequent, purposeful, and systematic during English writing tasks and were subsequently transferred to Russian and Kazakh writing activities without explicit instruction in those languages. These findings provide evidence for the effectiveness of cross-linguistic transfer as one of the central mechanisms of the proposed approach.

Statement for defense 4: The findings also demonstrated that the transfer of metacognitive writing strategies differed across languages. The strongest transfer was observed from English to Russian, whereas transfer to Kazakh, although evident, was less pronounced. These differences can be explained by variations in learners' declarative and procedural language knowledge, supporting the assumption that the intensity of cross-linguistic transfer depends on the level and nature of language proficiency.

Thus, as it turned out from the data collection results, students prior to the implementation of the MSA methodology used slightly different approaches when performing writing assignments in different languages, and often did not transfer to L2 and FL the strategies that they used to perform assignments in their native language. This was most evident at the planning stage, when some elements of pre-writing in the Kazakh language were absent in Russian and English. Based on Anderson's theory [111], we assume that this was the result of proceduralised knowledge over time and as a result automation of strategies, which made them less conscious and able to be transferred to other languages.

It should be noted that the results are primarily applicable to multilingual educational contexts in which Kazakh functions as L1, Russian as L2, and English as FL, corresponding to the linguistic characteristics of the participants involved in the study.

Overall, the findings of the study are consistent with the theoretical assumptions of multilingualism, multicompetence, metacognitive strategy-based instruction, and self-regulated learning discussed in Chapter One. They support the views of V. Cook [77], J. Cummins [75], K. Forbes [97], R.L. Oxford [177], B.J. Zimmerman [162], J.R. Anderson [111], and other scholars regarding the role of metacognitive awareness in strategy use and cross-linguistic transfer. At the same time, the present study extends previous research by demonstrating that explicit metacognitive strategy instruction implemented through the proposed Multilingual Strategy-Based Approach can facilitate not only the development of writing competence in English but also the conscious transfer of writing strategies to Russian and Kazakh under the conditions of multilingual secondary education in Kazakhstan.

CONCLUSION

Writing is a complex process that requires an appropriate pedagogical approach to both teaching and learning. The importance of good writing skills is explained by the status of writing as one of the means of communication. Writing is an important experience through which we are able to share ideas, arouse feelings, persuade and convince other people. Accordingly, teaching correct writing, which is appropriate to the audience and an expected goal, requires a lot of time, effort and, as a result, becomes a challenge not only for students, but also for teachers.

The first chapter "The theoretical basis for the implementation of multilingual education as a tool for the formation of writing skills" discusses the phenomenon of multilingual learning, preconditions and the need for the introduction of multilingual education for the implementation of a trilingual educational policy in Kazakhstan, also considers the problems of introducing multilingual education in the works of Kazakhstani scientists and researchers. Based on the analysis of the literature on this topic, the need for a learner-centered approach was identified for the implementation of multilingual education in Kazakhstan. As a solution to this problem, the author proposed an MSA, which was developed on the basis of the multilingual approach introduced in Sweden, but due to the fact that the conditions of Kazakh multilingualism are slightly different from Swedish, the approach was adapted to languages of different family origins, used in Kazakhstan. This became possible by analyzing regulatory educational documents, and identifying similarities to the level of development in three languages. The approach is implemented through a cross-linguistic transfer of writing strategies from FL to L2 and L1 (English, Russian and Kazakh, respectively), which is reflected in the definition of the approach.

Moreover, in the first chapter, the cross-linguistic transfer was considered as the main condition for the implementation of MSA. As a result of a literature review on the phenomenon of the transfer of learning in the context of multicompetence from FL to L1, which, despite long-standing recognition, has only recently begun to receive decent attention in the studies of foreign scientists, the value of the influence of multicompetence on the ability to learn a foreign language has become obvious. The positive transfer of writing features from FL to L1 through the additional activation of the cognitive and meta-cognitive abilities of a multilingual learner under certain conditions of the level of knowledge of FL and the introduction of teaching instructions was identified in a few studies of foreign researchers. But it also turned out that, perhaps having among their participants those for whom the target language was not foreign but second, the researchers did not give the main focus to comparative studies, FL - L1 and FL - L2 transfer of learning.

Furthermore, the first chapter provides a clear distinction between the terminology "second language" and "foreign language", which is very important in the conditions of the Kazakh language situation, lies at the basis of the statements put forward for defense, and brings novelty to our study. So, L2 in the works of foreign writers, due to the corresponding language situation, is often equated to FL and was not investigated under the influence of cross-linguistic transfer as such. Such an equation is unacceptable in the context of language policy in Kazakhstan. Due to the

results of the post-Soviet influence on the use of languages in our multinational country, the status of the first language (L1) often belongs to Kazakh, the second language (L2), having a constant natural communication environment, is Russian, and English is a foreign language (FL). In addition, it was found that the study was insufficient in the field of the influence of writing strategies on the development of written performance in the works of domestic researchers.

Further in the first chapter, the main tools for implementing MSA were considered, which are learning strategies and meta-cognitive writing strategies. The author provides theoretical and methodological review and analysis of domestic and foreign studies on learning strategies, gives a theoretical justification for the cognitive nature of learning strategies, provides a classification and scientific justification for the effectiveness of using writing strategies, and reviews literature and research on the cross-linguistic transfer of strategies from the perspective of multicompetence. The conceptual essence of the phenomenon of “strategy” is also given, which, after reviewing a number of definitions, we understand as a conscious, deliberately employed algorithm of actions aimed at solving a learning problem in conditions of autonomous learning.

The scientific papers presented in the dissertation and the results of studies on learning strategies have become evidence that language learning strategies are an effective learning tool, since by stimulating cognitive mechanisms and transforming the learning process into conscious and deliberately selected action algorithms, they lead to the launch of self-regulatory processes: self-control, self-monitoring, self-management. Moreover, within the framework of the same cognitive theory, as some scientists claim, learning strategies have the ability to move from the level of the ‘strategy’ to the level of ‘skill’ or ‘process’, which occurs as a result of frequent use of the strategy, bringing it to automatism and loss of awareness, consciousness and deliberateness in its application.

The first chapter also provided the rationale for why in our research work we focus on meta-cognitive writing strategies, taking into account the fact that scientists distinguish between at least three: cognitive, meta-cognitive and social-affective. So, the explanation of our focus was that meta-cognitive strategies are the most learning-oriented, as naturally they function as manipulators and cognitive control levers, and their functions include thinking and planning the learning process, choice productive strategies for solving problems and self-analysis after solving them.

In the second chapter, which reflects the methodological essence of our study, the concept of a Multilingual-Strategy based Approach to teaching Kazakh, Russian and English languages was considered. Based on the modern requirements of the educational system of Kazakhstan regarding fluency in three languages, the need arose for new methods and approaches for integrated teaching of Kazakh, Russian and English. Having studied the experience of foreign countries in solving such a problem on the basis of a multilingual approach and considering its features, we saw the possibility of introducing this approach by adapting it to the conditions of Kazakhstani education based on the application of SBI. In the chapter it was decided to develop our methodology on three important approaches: multilingual approach, cognitive

approach, and competency based approach. The features of multilingual learning that correspond to the principles of our proposed methodology are the need for parallel development of writing skills in Kazakh, Russian and English, the attraction of meta-cognitive knowledge to achieve this goal, the presence of multicompetence among Kazakhstani students, which will make it possible to transfer writing strategies from English to Russian and Kazakh, and finally, very similar requirements for the development of written language proficiency levels in Kazakh, Russian and English, which became clear after a comparative analysis of educational normative documents.

Later in the second chapter, the proposed MSA model and its implementation framework were presented. The chapter describes the methodological principles, structural components, stages of implementation, instructional activities, and expected outcomes of the proposed approach.

A reflection of the principle of Stage Teaching was an awareness-raising instructional model of intervention “targeting task-specific strategy clusters rather than single strategies” [180, p. 554], recommended by most researchers in the field of strategy effect and consisting in our case of the 4 main stages of teaching meta-cognitive strategies: consciousness raising, modelling, guided practice, evaluation and goal-setting. The first step of ‘Consciousness rising’ is aimed at increasing awareness of the strategies already used by students, since in most cases, students apply certain strategies without even realizing that this is a strategy. The purpose of the second ‘Modelling’ step was to master new strategies presented and modelled by the teacher to solve particular problems while completing writing tasks. This stage reflects the principle of Learning on speech patterns or models. The third step ‘Guided practice’ is targeted at working out newly introduced strategies, putting them into practice under the guidance of a teacher. And finally, at the stage of the fourth step ‘Evaluation and goal-setting’, the goal was to instill in students the ability to independently assess the problem and apply the necessary strategies or chains of strategies. In addition, taking into account the self-regulatory nature of meta-cognitive strategies, students should learn not only to limit themselves to the tasks that they have already completed, but to consciously transfer the strategies they know to a new task. The second chapter also provides the system of activities and exercises to realize the idea of each of the mentioned strategy teaching stages and expected outcomes.

The third chapter presents the experimental implementation of the proposed MSA, describes the research design and data analysis procedures, and evaluates the effectiveness of the developed methodology. The findings confirm the correctness of its theoretical and methodological basis, the complex of principles, methods and technologies used. The step-by-step implementation of the developed technology for the development of writing skills on the basis of MSA provides targeted development of the final educational product - the personality of the subject of intercultural communication, ready and able to use meta-cognitive writing strategies in the context of multilingual learning. The experimental findings confirmed that the proposed Multilingual Strategy-Based Approach, grounded in metacognitive strategy-based instruction and cross-linguistic transfer, constitutes an effective framework for developing multilingual writing skills. The implementation of the approach

demonstrated consistency between its theoretical foundations, methodological model, and experimental validation.

The findings of the experimental study also confirmed the research hypothesis. The results demonstrated that the implementation of the Multilingual Strategy-Based Approach, based on metacognitive strategy-based instruction and cross-linguistic transfer, contributed to the development of writing skills in English and facilitated the transfer of metacognitive writing strategies to Russian and Kazakh. Following the intervention, students demonstrated increased awareness and more frequent use of planning, organizing, editing, and evaluating strategies, improved writing performance across the three target languages, and evidence of successful cross-linguistic transfer. Furthermore, the findings confirmed that the transfer of metacognitive writing strategies was more intensive from English to Russian than to Kazakh, which is consistent with the cognitive explanation based on the declarative and procedural nature of language knowledge.

The first statement for defense concerning the effectiveness of the proposed Multilingual Strategy-Based Approach was confirmed. The findings demonstrated that the MSA, implemented through metacognitive strategy-based instruction and supported by cross-linguistic transfer, provides an effective framework for developing writing skills in English and facilitating the transfer of writing strategies to Russian and Kazakh.

The second statement for defense was confirmed by the experimental findings demonstrating that the implementation of the MSA methodological model significantly improved students' writing performance in English through phased instruction in metacognitive writing strategies, multilingual transfer mechanisms, and systematic assessment of writing performance and strategy use. Over time, EG students increasingly engaged in planning, one of the indicators of which was a high-quality written plan, and the content of the essay corresponding to it. In addition, there was evidence of a shift in some problem-solving activities from the organizing stage to the planning stage, which allowed more time to focus on fluency and accuracy during writing. Planning strategies have been used at a more conscious level, while problem-solving strategies used at the organizing stage at a higher level.

Students also increasingly began to engage in more careful and focused monitoring and verification of their work in all subjects, which led to a decrease in the number of errors and an increase in the number of errors that they corrected. When checking written works, the whole range of controlled aspects of writing expanded from grammar and spelling to the structure of essays and sentences; content; correspondence with the topic and main questions of the assignment, which significantly affected the grades for writing assignments in each of the three target languages.

Assessment results also ceased to be ignored, and became the basis for further steps in improving writing skills. General changes in each aspect of the writing assignment were reflected in the greater satisfaction of students in their essays.

Confirmation of the effectiveness of the multilingual approach, expressed in the second statement for defense, was also found as a result of statistical analysis of the

data collected during the experiment. It turned out that although strategy development was most evident in English, which is unsurprising given that this was the context in which pupils received explicit SBI for more than 4 months, changes also occurred in relation to both Russian and Kazakh.

The third statement for defense, claiming that implementation of the MSA methodology increases consciousness, meta-cognitive behavior when completing writing assignments and level of writing strategies used by students in all three languages, was proved considering the phenomenon that the transfer of strategies occurred regardless of the fact that students were aware of the differences between the three languages, what we connected to highlighted 'meta-cognitive reflection'.

The fourth statement regarding the greater intensity of the transfer of meta-cognitive strategies from a foreign language to a second language than in the native one was also confirmed. The explanation for such a phenomenon became Anderson's theory [110, 111] that classifies knowledge into procedural and declarative, and claims that knowledge, being at the declarative level, is more effectively absorbed, since learners use new strategies selected consciously and deliberately, having an explanation and justification for its choice. Accordingly, the implemented meta-cognitive writing strategies, as expected in the hypothesis, were more effectively mastered in the English language, and were more transferred to the Russian language (L2), where, due to the level of proficiency, the declarative nature of knowledge remains at a higher level than in Kazakh (L1). And finally, the insignificant transfer of strategies to the Kazakh language once again confirms the procedural nature of knowledge at the level of the native language, which is characterized by automatically employed strategies for solving an already familiar problem. The educational result of the methodology implemented on the basis of the multilingual approach is the personality of the subject of intercultural communication ready and able to use written strategies in the context of multilingual education.

In addition, it is very important to note the limitations of the study, which could affect the results of the study and the possibility of their generalization to other contexts. Due to the fact that the intervention and data collection were carried out with the participation of the researcher, the participants were aware of the experimental nature of such moments and, quite possibly, were not taking the writing tasks seriously enough. We are sure that if such an approach to teaching writing in three languages is included in the educational program and subject syllabuses, the results will be much better. In addition, often when collecting data we relied on self-reports of students, as this was the main way to find out what mechanisms and algorithms for solving problems when performing writing tasks were used. Of course, on our part, all attempts were made to describe the picture as closely and accurately as possible, which was reflected in the study of errors, the use of a specially designed Writing Strategy Task sheet, to maximize the capture of the strategies used; a comparative analysis of the grades for writing assignments; and additional questions during the interview. Nevertheless, given the fact that the answers in self-reports were given due to how much they realize the strategic nature of their actions, we can assume that some of the data could be slightly exaggerated or, conversely, downplayed.

Based on the findings of the present study, the following methodological recommendations can be proposed for improving multilingual writing instruction in secondary education.

Teachers are recommended to integrate the principles of the Multilingual Strategy-Based Approach (MSA) into writing instruction by explicitly teaching metacognitive writing strategies at all stages of the writing process, including planning, organizing, editing, and evaluating. Particular attention should be paid to developing students' awareness of strategy use and encouraging conscious self-regulation throughout the writing process.

To facilitate cross-linguistic transfer, teachers of English, Russian, and Kazakh should employ comparable writing criteria and encourage learners to apply writing strategies acquired in English lessons when completing writing tasks in Russian and Kazakh. The systematic use of self-assessment, peer assessment, and reflective activities is also recommended to strengthen students' metacognitive awareness and autonomy in writing.

Assessment of writing should be based on transparent and comparable criteria across the three target languages in order to support self-regulation, facilitate students' understanding of writing expectations, and create favourable conditions for cross-linguistic transfer of writing strategies.

Schools are encouraged to promote collaboration among teachers of English, Russian, and Kazakh in planning writing instruction and coordinating common approaches to the development of writing skills. Multilingual writing tasks should be incorporated into language curricula to create opportunities for the transfer of metacognitive writing strategies across languages.

Curriculum developers are recommended to integrate strategy-based instruction into language syllabi, teaching materials, and assessment practices. In addition, professional development programmes should provide teachers with training in multilingual pedagogy, metacognitive strategy instruction, and methods for facilitating cross-linguistic transfer within multilingual educational contexts.

The findings of the present study also suggest several directions for further research. Since, the aim of our study was to prove the effectiveness of the proposed methodology for the application of MSA, which operates on the basis of a cross-linguistic transfer of meta-cognitive writing strategies from FL to L2 and L1, where we focused on Russian as L2 and Kazakh as a native language, the results of the study may be generalized only to a part of the population of Kazakhstan, since there is another part that use or associate Russian as their first language, and Kazakh as a second language. Thus, for the effective implementation of the proposed methodology, there is a need for further research into the effectiveness of this approach in developing writing skills in languages with a different status to identify possible differences and take them into account when implementing the approach in the educational process.

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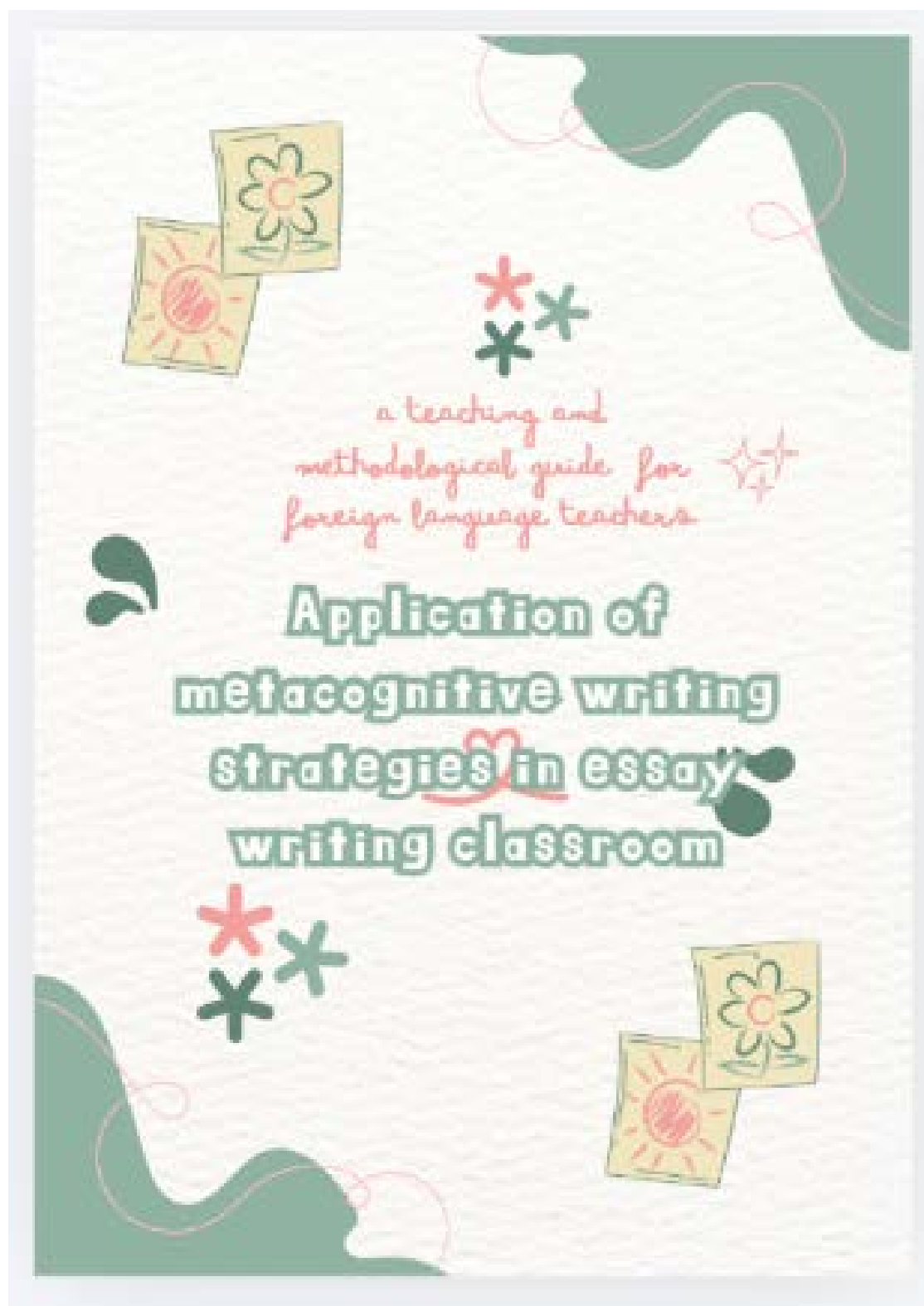
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APPENDIX A

Teaching and methodological guide for foreign language teachers: “Application of metacognitive writing strategies in essay writing classroom”



Copyright certificate



APPENDIX C

«SDU University»
мекемесі



Қосымша 1
Учреждение
«SDU University»

0900, Алматы облысы, Қарасай ауданы, Қаскелең
қаласы, Абылай хан көшесі 1/1
тел.: +7727 307-95-60, факс: 307-95-58

040900, Алматинская область, Қарасайский
район, г. Қаскелең қаласы, ул. Абылай хана 1/1
тел.: +7727 307-95-60, факс: 307-95-58



БЕКІТЕМІН

Оқу істер жөніндегі проректор
Гаипов Д.Э.
2026 ж.

Оқу-әдістемелік және ғылыми жұмыс нәтижелерін оқу процессіне енгізу туралы АКТ

1. **Жұмыс енгізілетін мекеме атауы:** «Жайлы» орта мектебі
2. **Ұсыныс атауы:** «Application of metacognitive writing strategies in essay writing classroom (Teaching and methodological guide for foreign language teachers)»
3. **Оқу-әдістемелік құрал және ғылыми жұмыс нәтижесін оқу процессіне енгізу формасы:** «Application of metacognitive writing strategies in essay writing classroom (Teaching and methodological guide for foreign language teachers)» атты әдістемелік құрал оқу процесіне жүйелі түрде енгізіліп, ағылшын тілі сабақтарында тәжірибелік түрде қолданылды. Атап айтқанда, құралда ұсынылған метатанымдық стратегиялар эссе жазу сабақтарында пайдаланылып, оқушылардың жазылым дағдыларын дамытуға ықпал етті. Сонымен қатар, әдістемелік құрал мектептің әдістемелік кеңесінде талқыланып, мұғалімдер арасында тәжірибе алмасу құралы ретінде қарастырылды. Құралдағы метатанымдық стратегияларды дамытуға бағытталған кейбір жаттығулар воркшоп форматында көрсетіліп, мұғалімдерге оларды сабақ барысында тиімді қолдану жолдары тәжірибе жүзінде ұсынылды.
4. **Енгізу аясы:** «Application of metacognitive writing strategies in essay writing classroom (Teaching and methodological guide for foreign language teachers)» атты әдістемелік құрал жалпы білім беретін орта мектептерде ағылшын тілі сабақтарында қолданылады. Аталған құрал орта және жоғары буын оқушыларының жазылым дағдыларын дамытуға бағытталған.

ДП-SDU-112	«SDU University» мекемесінің оқу-әдістемелік және ғылыми жұмыс нәтижелерін оқу процессіне енгізу туралы ережесі	Жауапты тұлға: Тулепбаев Е.	2 бет / 4
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5. **Апробация мерзімі:** 1,5 ай

6. **Апробация нәтижелері:** Әдістемелік құралды оқу процесінде қолдану нәтижесінде оқушылардың эссе жазу дағдылары айтарлықтай жақсарды, атап айтқанда, өз ойын жүйелі әрі логикалық түрде жеткізу, мәтінді құрылымдау және дәлелдер келтіру қабілеттері дамыды. Сонымен қатар, метатанымдық стратегияларды қолдану арқылы оқушылардың өз оқу әрекетін жоспарлау, бақылау және өзін-өзі бағалау дағдылары қалыптасты. Апробация барысында білім алушыға бағытталған тәсіл мен құзыреттілікке негізделген оқыту әдістері тиімді қолданылып, оқушылардың сыни ойлау және рефлексия жасау қабілеттерінің артуына оң әсерін тигізді.

7. **Енгізуге жауапты:** Деловарова Хейрия

8. **Енгізу тиімділігі:** Әдістемелік құралды қолдану оқушылардың жазылым дағдыларын жетілдіруге және метатанымдық стратегиялар арқылы олардың өзіндік оқу, талдау және бағалау құзыреттерін дамытуға ықпал етті.

9. **Енгізудің қажеттілігі:** Жоғары

Факультет деканы:



Кафедра меңгерушісі:



Оқу-әдістемелік Кеңесінің № ____, «__» _____ 2026 ж. хаттамасымен

ДП-SDU-112	«SDU University» мекемесінің оқу-әдістемелік және ғылыми жұмыс нәтижелерін оқу процессіне енгізу туралы ережесі	Жауапты тұлға: Тулепбаев Е.	3 бет / 4
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APPENDIX D

«Алматы облысы білім басқармасының Қарасай ауданы бойынша
білім бөлімі» мемлекеттік мекемесінің
«Қаскелең қаласындағы жайлымектеп» КММ

ХАТТАМАНЫҢ КӨШІРМЕСІ

Тақырыбы: «Функционалдық сауаттылықты дамыту – басты бағыт»

Күні: 26 наурыз, 2026 жыл

Қаралатын орны: Педагогикалық кеңес

Өткізілген орны: «Қаскелең қаласындағы жайлы мектеп» КММ, акт залы

Қатысқандар: мектеп әкімшілігі, мұғалімдер, әдіскерлер (барлығы 155 адам)

Төраға: Т.А.Сейткасимова (директордың орынбасары)

Хатшы: С.Нурымбаева

Күн тәртібі:

1. SDU-университеті. Педагогика және гуманитарлық ғылымдар факультеті, магистр, аға оқытушы Деловарова Хейрия Хейрадиновна. *«Мектептерде қазақ, орыс және ағылшын тілдерінде мета-когнитивті стратегия негізінде жазылымды оқытудың көптілді тәсілін дамыту»*. (*«Developing a multilingual approach to writing pedagogy in kazakh, russian, and english languages in schools using meta-cognitive strategy based instruction»*)

Мақсаты: Мектептерде қазақ, орыс және ағылшын тілдерінде жазылым дағдыларын мета-когнитивті стратегиялар негізінде оқыту арқылы оқушылардың көптілді коммуникативтік құзыреттілігін, сыни ойлауын және өзін-өзі реттеу дағдыларын дамыту.

Мазмұны: SDU-университетінің «Педагогика және гуманитарлық ғылымдар» факультетінің магистрі, аға оқытушы Деловарова Хейрия Хейрадиновна «Мектептерде қазақ, орыс және ағылшын тілдерінде мета-когнитивті стратегия негізінде жазылымды оқытудың көптілді тәсілін дамыту» (*«Developing a multilingual approach to writing pedagogy in kazakh, russian, and english languages in schools using meta-cognitive strategy based instruction»*) тақырыбында баяндама жасап, презентациясымен таныстырды.

Қазіргі білім беру кеңістігінде көптілді тұлға қалыптастыру – басты міндеттердің бірі. Қазақ, орыс және ағылшын тілдерін меңгеру тек тілдік дағды емес, ол – оқушының ойлау, талдау, өзін-өзі реттеу қабілеттерін дамыту құралы. Осы тұрғыда жазылымды оқытуда мета-когнитивті стратегияларды

қолдану – оқыту сапасын арттырудың тиімді жолы болып табылады. Мета-когнитивті стратегия дегеніміз – оқушының: өз оқу үдерісін жоспарлауы, бақылауы, бағалауы. Яғни, «мен қалай жазып жатырмын?», «менің мәтінім қаншалықты дұрыс?» деген сұрақтарға жауап беру.

Мета-когнитивті стратегиялар арқылы шешім, жоспарлау (Planning), мәтін мақсатын анықтау, құрылымын жоспарлау, «Мен не жазамын?», «Кім үшін жазамын?» деген оқушылардың көкейіндегі сұрақтарға жауап іздей аламыз. Әр жұмыстан кейін мониторинг жасап, бағалау шығарамыз.

Педагогикалық кеңестің қорытындысы

1. Көптілді білім беруде мета-когнитивті стратегия негізінде жазылым дағдыларын дамыту;

Педагогикалық кеңестің ұсыныстары

1. Мета-когнитивті стратегияларды (жоспарлау, бақылау, бағалау) оқу үдерісіне тұрақты енгізу;
2. Қазақ, орыс және ағылшын тілдерінде жазылым дағдыларын дамыту жұмыстарын күшейту.

Төраға



Г.Ахметова

Хатшы



С.Нурымбаева



APPENDIX E

Writing Strategy Task Sheet

Writing strategy task sheet

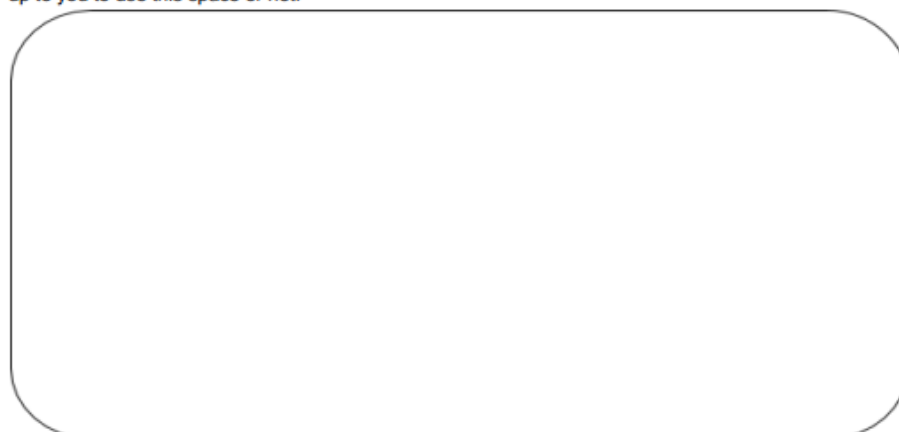
Name: _____

Title: _____

Before writing

Let's Plan! 🧑🏫

🧐 The space below is for you to brainstorm, write words related to the topic in any language you prefer, scratch, draw, and think. Using this space can help you write a better essay, but it is up to you to use this space or not.



🕒 How long (approximately) did you spend planning? _____ minutes.

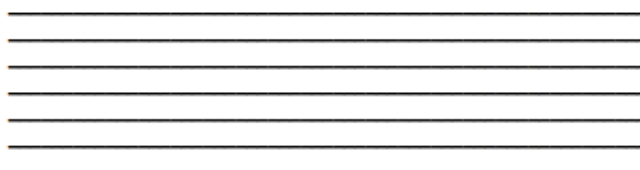
Let's write 🖋️

Write your essay in the space given below.

If you make a mistake put a neat line through it. —advantage—

Underline any words you looked up in a dictionary/ glossary 📖🔍

Use the notes margin at the right hand side to note any relevant thought or problem as you write, e.g. something you wanted to say but couldn't find the right word for, if you got stuck, or if you used any other notes or resources to help, or asked the teacher/ a friend. Notes 💡



🕒 How long (approximately) did you spend writing? _____ minutes.

Let's check ✓

Yes No

Did you check your writing?

👍 ☐ 👎 ☐

If your answer is yes 👍, answer these questions.

Did you check your work while writing?

👍 ☐ 👎 ☐

Did you check your work when you finished it?

👍 ☐ 👎 ☐

What particularly did you check?

Did you make any changes after you checked your work?

🕒 How long (approximately) did you spend checking your work? _____ minutes.

Give your opinion about this writing task

What did you find easy about the writing task?

What did you find difficult about the writing task?

How well have you done?

1 2 3 4 5
 😞 😐 😊 😄 😍

Explain why you think so?

Writing strategy task sheet

Name: Aisha
 Title: UFO - myth or reality
 Before writing

265

Let's Plan!

The space below is for you to brainstorm, write words related to the topic in any language you prefer, draw, and think. Using this space can help you write a better essay, but it is up to you to use this space or not.

Φ

- Introduction ⇒ What is UFO?
- Body Part 1 ⇒ Why it can be reality?
 - a) First evidence
 - b) People who have seen UFO
 - c) News about UFO in 2019
- Body Part 2 ⇒ Life is in only Earth
 - a) Everyone sees what he wants to see
 - b) It is impossible
- Body Part 3 ⇒ My ~~opinion~~ side
 - a) What do I think?
 - b) Why I think so?

~~Introduction Conclusion~~

How long (approximately) did you spend planning? 15 minutes.

Let's write

Write your essay in the space given below.

If you make a mistake put a neat line through it. ~~advantage~~

✓ Underline any words you looked up in a dictionary/ glossary

Use the notes margin at the right hand side to note any relevant thought or problem as you write, e.g. something you wanted to say but couldn't find the right word for, if you got stuck, or if you used any other notes or resources to help, or asked the teacher/ a friend.

Notes

UFO - unidentified flying objects Since a hundred year scientists and all people in the world have discussing vigorously about UFO. Until now science has not proved the existence of UFO. But nobody can disprove it. For the first time UFO was seen in the 20th century. In 18th of July, 1935 in Canada 3 people said that they saw the aliens. According to their speech, in forest Nipawin landed on strange machine. They also observed two humanoid in silver clothes climbed the ladder. In 24th July in 1947 American businessman Kenneth Arnold noticed a chain of nine

Words that I had underlined are words, which I translated on Internet.

I read some articles about UFOs before I started essay.

I read the news and some of them I added to my essay.

flying objects emitting glow while he was
travelling in plane.

In 1947, the whole world enthusiastically
discussed the details of the wreck of an
alien ship in Mexico. Many were told from
mouth to mouth that strange creatures were
found on a ship that had collapsed,
which people captured and carried
out experiments on. Nobody provided
evidence of this story, but some people believed it.

USA is developing infrastructure for personnel to be translated in
report incidents of collisions with UFO. } translated in

Due to the fact that scientists have not told the
normal evidence or facts, some people still do not
believe in UFOs. In addition, all photos and
videos can be made with Photoshop. Some people just
can see aliens from ordinary things.

In terms of my opinion, I can't say that I
believe in UFOs. But I do believe that we are not
alone in this universe.

Nobody has fully investigated the universe so
we still do not know what is true and
what is not. Everyone must believe
what he wants.

⌚ How long (approximately) did you spend writing? 31 minutes.

Let's check

Yes No

Did you check your writing?

☒ ☐

If your answer is yes ☒, answer these questions.

Did you check your work while writing?

☒ ☐

Did you check your work when you finished it?

☐ ☒

What particularly did you check?

I checked my plan and essay and are they same.

Did you make any changes after you checked your work?

I changed place of one paragraph.

⌚ How long (approximately) did you spend checking your work? 11 minutes.

Give your opinion about this writing task

What did you find easy about the writing task?

Give my opinion

What did you find difficult about the writing task?

Translate some words in news

How well have you done?

1 2 3 4 5

☐ ☐ ☐ ☐ ☒

Explain why you think so?

Because I spent about 60 minutes and I wrote it clearly and
interesting.

Стратегия написания эссе

Имя, фамилия: АннаНазвание эссе: Бермудский треугольник: миф или реальность

Перед тем как писать

Давайте запланируем! 📅

Пространство внизу предназначено для ваших идей, вы можете написать сюда слова, относящиеся к теме вашего сочинения на любом языке, также вы можете нарисовать что угодно. Использование этого пространства может помочь вам написать эссе лучше, но это зависит от вас, использовать это пространство или нет.

План:

- Вступление ⇒ Что это?
- Тезис 1
 - а) Первые новости о дьявольском треугольнике
 - б) Мистические объяснения
- Тезис 2
 - а) Что думают океанографы
 - б) Места похожие на Бермудский треугольник
- Заключение

🕒 Сколько времени вы потратили на планирование? 10 минут.

Приступим к написанию 📝

Напишите свое эссе в отведенном ниже месте.

~~зачеркните~~

Если вы допустили ошибку, аккуратно зачеркните ее.

Подчеркните слова, которые вы искали в словаре / глоссарии 📖

Используйте поле для заметок с правой стороны, чтобы отметить любые соответствующие мысли или проблемы при написании, например если хотели сказать что-то, но не смогли найти подходящего слова, или если вы использовали какие-либо другие заметки или ресурсы, или попросили учителя / друга о помощи.

Заметки

Мир полон тайн, которые люди все еще не знают. Одно из таинственных мест на Земле - Бермудский треугольник. Также имя ч. него появилось из-за того, что этот район охватывает несколько Бермудских островов, которые являются частью Бермудских островов и Пуэрто-Рико. Это место где происходят непонятные исчезновения кораблей и самолетов. Впервые о этом районе я писал корреспондент Эдвард Ван, называя это место "исчезающим дьяволом" в 1950 году. 1947 году, 30 ноября с США взлетели пять бомбардировщиков Потсда для доставки бомб, ни топлива, ни воды, ни еды. В

Прежде всего я прочитала статьи о Бермудском треугольнике.

Добавила часть статьи которого считала интересной

жизни были также открыты писателю
 Но они исчезли без вести была отправлена
 информация Но вы тоже исчезли
 Женщины выжили несколько месяцев
 для объяснения таинственных
 событий. Снова из страны из
 странной и в то же время смешных
 теорий включаются в себя
 предположения что люди похищаются
 и приносятся из космоса или
 из Атлантиды.
 Но есть и научные объяснения
 которые правдоподобнее. Британские
 ученые утверждают что нет никакой
 трансформации. Явления это все
 происходит из-за планетных волн
 которые достигают высоты 30 метров.
 Такие волны очень крутые и сильные,
 появляются неожиданно появившись
 разрушают такие широты как и в Южной Америке.
 Это страшная, мистическая страна
 вселяет в сердца людей великий
 ужас

Сколько времени вы потратили на написание? 35 минут.

Давайте проверим

Проверили ли вы свое эссе?

Да Нет

Если да, то ответьте на следующие вопросы.

Проверяли ли вы свою работу в процессе написания?

Проверяли ли вы свою работу после того как написали эссе?

Что конкретно вы проверили?

Интересное все и получилось у меня

Внесли ли вы какие-либо изменения после проверки вашей работы?

Нет

Сколько времени вы потратили на проверку своей работы? 6-7 минут.

Что вы думаете об этом задании?

Какие части задания были наиболее легкими?

Написать план

Какие части задания были наиболее сложными?

Приводить примеры

Насколько хорошо вы выполнили задание?

1 2 3 4 5
 😊 😐 😐 😊 😊

Объясните, почему вы так думаете?

Потому что, все у меня не плохо. Но можно
 было бы и лучше.

Аты-жөні:

Жансая

Тақырып: Абай өлеңдерінің түршілік мәні жайында өз көзқарастарыңызды

Жазу алдында дүниені жаздым

Жоспарлайық!

Төмендегі орын брәйнсторм жасауға, тақырыпқа қатысты сөздерді сіз қалаған тілде жазуыңызға, сурет салуға, және ойлауыңыз үшін берілген. Бұл бос орынды пайдалану сізге жақсы шығарма жазуға көмектесе алады, бірақ бұл бос орынды пайдалануыңыз міндетті емес.

1. Шығарманың мазмұны,
ойлар басын келтіріңіз...
2. Әск, өмірлік, мақтаншақ,
еріткіш, бекер маң шашпақ -
біз дүниенің, білесіз.
3. Артақ зәулім кітапта,
еріткіш оқит көріңіз.

Сіз жоспарлауға қанша уақыт жұмсадыңыз? 3-5 минут.

Жазайық

Шығарманы төменде берілген жерге жазыңыз.

Егер сіз қателессеңіз, қателескен сөздің үстін сызыңыз.

құттықтау

Сөздіктен қарап алған сөздердің астын сызыңыз.

Жазу кезінде қажетті ойларды жазып алу үшін, жазбаның оң жағындағы орынды пайдаланыңыз, мысалы айтқыңыз келіп тұрған нәрсеге нақты сөз таба алмаған болсаңыз, егер басқа жазбалар немесе ресурстар қолданған болсаңыз, немесе мұғалімнен/досыңыздан сұраған болсаңыз.

Ескертулер

Абай ағалыдақта ерекше жазар бағам,
құдірет тұрған. Әскіне өрнеу, бас сөз-
дері қалдайған. Оның өлеңдері басты-
тың көркем, түсінік, мағанилық, тұта-
ланда басты келеді. Абай өлеңдерінде
барлық қарақшаны тәрбиі тейнақ-
тапқан. Мәсәлі кетінде, жазар бағам
әріне" деген өлеңін айтамыз. Әскіде
Абай жазарға өскінен өр орнауда
тада біз деп өскіне айтады. Олар біз:
"сен де бір кіршіні дүниені,
"Кетіңіз тап ма, бар қалай" - деген жаз-
ғандан анық байқап аламыз.
Абай сонымен қатар, бас пайдағы
үшін қандай да болмасын іс-әрекетке
жақын адамдардың өскінен анық,
үлгіміз түйінін сипаттаған.

Мәселен, "Сабақтау арнау еркіншек" әлемінде:
 ... Бір-ақ әкірін шығай деп,
 Бір-ақ қарзот түсем деп,
 Мертілері, жатара... - дей келе, нағыз
 еңдіз берекесі-бірінің бұзатын алаңқтардан
 кейінгі тасанды. Осы арқылы әлемдерінде
 тасанды мен тасанды атырата бұйы
 ұйырады.
 Абай әрі бұйы, тасанды тасанды.
 Осы бағатты көптеген әлемдерде айтқан.
 Тасанды таппай тасанды" бұйында
 ақыл бұйы, тасанды тасанды айтпа
 кейін, тасанды ұрпақты көздені бұйы
 тасанды керектігін түсіндіреді. Осы бағат-
 тасанды осы әлемдерінде де, тасанды іздеу-
 дің, көп оқудың мәтін екенін түсіндіреді.
 Абай әлемдері - қара сары көркемдігінен
 тасанды.

⌚ Жазуға қанша уақыт жұмсадыңыз? 30 минут.

Тексерейік

Иә Жоқ

Жазбаңызды тексердіңіз бе?

Егер сіздің жауабыңыз иә болса, осы сұрақтарға жауап беріңіз.

Сіз жазу барысында жұмысыңызды тексердіңіз бе?

Сіз жазуды аяқтаған кезде жұмысыңызды тексердіңіз бе?

Сіз әсіресе нені тексердіңіз?

Сөйлемдердің, сөздердің орналасу ретін, ойдан дұрыс жеткізілуін
 Сіз жұмысыңызды тексергеннен кейін қандай да бір өзгеріс енгіздіңіз бе?
Жоқ

⌚ Жұмысыңызды тексеруге қанша уақыт жұмсадыңыз? 5-7 минут.

Осы жазбаша тапсырма туралы пікіріңізді беріңіз

Жазу тапсырмасына қатысты не оңай болды?

Мәселелер кестіру

Жазу тапсырмасында қандай қиындықтар туындады?

Бір сөздің бірнеше рет қайталанбауды қадағалау.

Сіз тапсырманы қаншалықты жақсы орындадыңыз?

1 2 3 4 5
 😞 = 😊 V 😊

Неліктен солай деп ойлайсыз?

Себебі, тақаран мажнуннан ашы біндім деп ойлаймын.

APPENDIX F

Semi-structured stimulated interview questions.

1. Planning

Setting cognitive goals

- A. Did you like the topic of the essay and what was your mood before the process?
- B. What was the purpose of your essay? (just complete the task, express your opinion – context, correctly and beautifully use the language - lexical, grammatical)
- C. Have you tried to determine the nature of the essay (reasoning, narration) and have you turned to any sources to clarify the features of writing this particular type of writing task?
- D. Have you linked your goals with the type of essay?

Planning ahead for cognition

- A. There was no written plan. Was there a plan in your head?
- B. If so, what kind of plan it was? How did it occur?
- C. Usually, before writing, do you plan ideas for yourself that you would like to include in written work? In which language?
- D. Is the nature of the planning or presentation of the plan different in different languages? If so, what is different?
- E. Is the finished writing work consistent with the original plan?
- F. If you don't plan at all, how do you organize ideas and consistency in an essay?

2. Organizing

- A. How did the essay writing process go?
- B. What were the problems?
- C. What help was used? (dictionaries, internet, citations, friends, parents, teachers)
- A. What were the difficulties and how did you cope with them: grammar, vocabulary, expression of thought, thought generation, organization, a sequence of ideas, the prioritization of ideas in their sequence? (make a comparison of the difficulties between languages)
- B. Questions about the comments left by the writers in the margin when performing a written task.

3. Editing

- A. Have you checked your work?
- B. If so, how often if it was checked as you went along? Why was it checked in part by part?
- C. If checked at the end, why did you choose this method of monitoring?
- D. What exactly was checked (grammar, vocabulary, connection of sentences, connection of paragraphs)?
- E. What changes have been made to the work?
- F. What in general was difficult?
- G. What was easy?
- H. Did you ask anyone to check your work?
- I. Did you compare the final work with the preliminary plan?

4. Evaluating

- A. How do you evaluate your work?
- B. What are the criteria for evaluating the work?
- C. Have you asked questions to yourself:
 - Is the topic covered?
 - Have the tasks I set for myself been achieved?
 - What requires improvements both on this essay and in general on knowledge, skills and abilities in languages (what to learn, to ask the teacher to explain again or to devote more time on the lesson)?
- D. What would you do in different way if you did this kind of task again?

Жартылай құрылымданған стимулдандырылған сұхбат сұрақтары

1. Жоспарлау (Planning)

Танымдық мақсаттарды анықтау

1. Эссе тақырыбы сізге ұнады ма? Жазуды бастар алдындағы көңіл-күйіңіз қандай болды?
2. Эссе жазудағы мақсатыңыз қандай болды?
 - Тапсырманы орындау;
 - Өз пікіріңізді білдіру;
 - Тілді (лексика мен грамматиканы) дұрыс әрі сауатты қолдану;
 - Басқа мақсаттар.
3. Эссенің түрін (пайымдау, әңгімелеу және т.б.) анықтауға тырыстыңыз ба? Осы жазба жұмысының ерекшеліктерін нақтылау үшін қандай да бір дереккөздерге жүгіндіңіз бе?
4. Өзіңіз қойған мақсаттарды эссе түрімен байланыстырдыңыз ба?

Танымдық әрекетті алдын ала жоспарлау

5. Жазбаша жоспар жасалмаған. Бірақ ойыңызда жоспар болды ма?
6. Егер болған болса, ол қандай жоспар еді? Ол қалай пайда болды?
7. Әдетте жазуды бастамас бұрын эсеге енгізгіңіз келетін идеяларды жоспарлайсыз ба? Қай тілде жоспарлайсыз?
8. Өртүрлі тілдерде жоспарлау сипаты өзгере ме? Егер өзгерсе, қандай айырмашылықтар бар?
9. Дайын жазба жұмысы бастапқы жоспарға сәйкес келді ме?
10. Егер мүлде жоспарламасаңыз, эсседегі идеялардың реттілігі мен байланысын қалай ұйымдастырасыз?

2. Ұйымдастыру (Organizing)

1. Эссе жазу үдерісі қалай өтті?
2. Қандай қиындықтар кездесті?
3. Қандай көмек түрлерін пайдаландыңыз?

- Сөздіктер;
 - Интернет;
 - Дәйексөздер;
 - Достар;
 - Ата-аналар;
 - Мұғалімдер.
4. Қандай қиындықтар болды және оларды қалай шештіңіз?
 - Грамматика;
 - Сөздік қор;
 - Ойды жеткізу;
 - Идеяларды табу;
 - Мәтінді ұйымдастыру;
 - Идеялардың логикалық реттілігі;
 - Идеялардың маңыздылығын анықтау.
 5. Осы қиындықтарды әртүрлі тілдерде орындау барысында салыстырып сипаттай аласыз ба?
 6. Жазба жұмысын орындау кезінде шетіне қалдырылған ескертпелер мен белгілерге байланысты сұрақтар.

3. Өңдеу және түзету (Editing)

1. Жұмысыңызды тексердіңіз бе?
2. Егер тексерсеңіз, қаншалықты жиі тексердіңіз?
3. Егер жұмысты жазу барысында бөліктер бойынша тексерсеңіз, неге дәл осындай тәсілді таңдадыңыз?
4. Егер тек соңында тексерсеңіз, неге осы бақылау тәсілін таңдадыңыз?
5. Нақты нені тексердіңіз?
 - Грамматиканы;
 - Лексиканы;
 - Сөйлемдердің байланысын;
 - Абзацтардың байланысын.
6. Жұмысқа қандай өзгерістер енгізілді?
7. Жалпы қандай тұстары қиын болды?
8. Қандай тұстары жеңіл болды?
9. Жұмысыңызды басқа біреуден тексеріп беруін сұрадыңыз ба?
10. Соңғы нұсқаны бастапқы жоспармен салыстырдыңыз ба?

4. Бағалау (Evaluating)

1. Өз жұмысыңызды қалай бағалайсыз?
2. Жұмысты бағалау кезінде қандай критерийлерге сүйенесіз?
3. Өзіңізге мынадай сұрақтар қойдыңыз ба?
 - Тақырып толық ашылды ма?
 - Өзіме қойған мақсаттарыма қол жеткіздім бе?

4. Осы эссе бойынша немесе жалпы тілдік білім, дағды және біліктер тұрғысынан нені жақсарту қажет деп ойлайсыз?
 - Нені үйрену керек?
 - Қандай тақырыптарды мұғалімнен қайта түсіндіруді сұрау керек?
 - Қандай мәселелерге сабақ барысында көбірек уақыт бөлу қажет?
5. Егер осындай тапсырманы қайта орындау мүмкіндігі болса, нені басқаша істер едіңіз?

APPENDIX G

QUESTIONNAIRE

Please **circle** the option chosen that best describes your writing experience. There are no 'right' or 'wrong' answers; all that is required is that you give honest responses that best describe your personal writing experience or strategy use. Read each statement and circle the number indicating how true of you the statement is. All information collected in this survey will be treated confidentially.

- 1 – Never true (0%)
 2 – Usually not true (less than 50 %)
 3 – Sometimes true (50 %)
 4 – Usually true (more than 50 %)
 5 – Always true (100 %)

Before writing an Essay	Kazakh					Russian					English				
	N	U	S	U	A	N	U	S	U	A	N	U	S	U	A
	e	s	o	s	a	e	s	o	s	a	e	s	o	s	a
	v	u	m	u	w	v	u	m	u	w	v	u	m	u	w
	r	a	e	a	a	r	a	e	a	a	r	a	e	a	a
	t	l	i	l	y	t	l	i	l	y	t	l	i	l	y
	r	y	m	y	t	r	y	m	y	t	r	y	m	y	t
	u	n	e	t	r	u	n	e	t	r	u	n	e	t	r
	e	o	s	t	r	e	o	s	t	r	e	o	s	t	r
		t	t	r	u		t	t	r	u		t	t	r	u
		r	r	u	e		r	r	u	e		r	r	u	e
		u	e				u	e				u	e		
1. I try to schedule my writing process time	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. I set some personal goals which I want to reach while writing process	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. I revise requirements set by teacher or writing task	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. I try to identify the type of the essay to decide in which way to complete the task	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. I identify the purpose of writing the essay and potential readers.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. I look at the example of a similar essay	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. I ask additional questions to my teacher to better understand the topic of the essay	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. I read literature related to the topic to have better understanding and more ideas (newspaper articles, information in the internet, books, etc.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. I look for some idiomatic expressions, citations, proverbs etc., related to the topic which can make my essay more interesting	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. I ask opinion of my friends or parents concerning the problem of the future essay	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. I start writing without any plan, because it usually comes in the process	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. I have some ideas in my mind, but I don't make a written plan.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. I make a written plan or a written list of ideas I want to include in my essay	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. I free-write to generate ideas	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

While writing an Essay	Kazakh					Russian					English				
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	N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e		N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e		N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e
1. I follow the structure: start with introduction, have body part, and finish with conclusion	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
2. I stick to the plan I had in the beginning	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
3. I don't follow the plan as in the process of the writing new ideas occur.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
4. I reread the parts of the essay to make logical connection between them.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
5. I reread the parts of the essay if I find it difficult to continue.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6. I write the text in my native language and translate it into Russian (English)	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
7. I use bilingual dictionary to translate words	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
8. I use Internet recourses to translate words	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
9. If I'm not sure in grammar I check it in grammar resources	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
10. If I'm not sure in grammar I avoid this grammar construction	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
11. If I can't express my thoughts I simplify the construction.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
12. If I don't know the word I try to use another words with similar meaning	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
13. If I don't know the word I write it in my native language and later turn back to it to translate.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
14. I try to use simple words and grammar constructions to avoid mistakes.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
15. I write in time intervals in order not to lose productivity while writing.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
16. I ask for help if I have problems while writing process	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

After writing an Essay	Kazakh						Russian						English				
	N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e		N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e		N e v e r t r u e	U s u a l l y n o t t r u e	S o m e t i m e s t r u e	U s u a l l y t r u e	A l w a y s t r u e
1. I write essay on the draft and then after checking rewrite it into my copybook.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
2. I read the whole essay in the end of writing.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
3. I read my essay aloud	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
4. I read my group mates' essays to compare to mine.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
5. I ask someone to read my essay and check.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6. I hand my essay in without reading.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
7. I use a dictionary when revising.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

8. I check and make changes in vocabulary	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
9. I check and make changes in grammar constructions.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
10. I check and make changes in sentence structure.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
11. I check and make changes in structure and connection between sentences / paragraphs.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
12. I check and make changes in content and the order of the ideas in the essay.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
13. I read several times when revising and each time focus on one thing (grammar, vocabulary etc.)	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
14. I check whether my essay meets the requirements of the task.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
15. I evaluate my essay according to my own criteria	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
16. I summarise what was difficult for me, what I have problems with and needs my consideration after writing the essay.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
17. I ask for teachers feedback if it is not given in written form.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
18. I check my mistakes after the teacher gives the feedback and learn from them.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

Thank you for participation!

САУАЛНАМА

Сіздің жазу тәжірибеңізге жақын нұсқаны белгілеп көрсетіңіз. Бұл жерде дұрыс немесе бұрыс жауап жоқ; сіздерден тек қана шын ой пікіріңізді көрсетуіңізді сұраймыз. Осы сауалнамада жиналған барлық ақпарат құпия түрде сақталады.

- 1 – Мүлдем олай істемеймін (0%)
- 2 – Көбінесе олай істемеймін (50 % дан аз)
- 3 – Кей кезде солай істеймін (50 %)
- 4 – Көбінесе солай істеймін (50 % дан көп)
- 5 – Барлық кезде солай істеймін (100 %)

Шығарма жазу алдында	Қазақша					Орысша					Ағылшынша				
	М	К	К	К	Б	М	К	К	К	Б	М	К	К	К	Б
	Ү	ө	й	ө	а	У	ө	й	ө	а	У	ө	й	ө	а
	л	б	й	б	р	л	б	й	б	р	л	б	й	б	р
	д	і	к	і	л	д	і	к	і	л	д	і	к	і	л
	е	н	е	н	ы	е	н	е	н	ы	е	н	е	н	ы
	м	е	з	е	қ	м	е	з	е	қ	м	е	з	е	қ
	і	с	д	с	к	і	с	д	с	к	і	с	д	с	к
	с	е	е	е	е	с	е	е	е	е	с	е	е	е	е
	т	і	і	і	з	т	і	і	і	з	т	і	і	і	з
	е	с	с	с	д	е	с	с	с	д	е	с	с	с	д
	м	т	т	т	е	м	т	т	т	е	м	т	т	т	е
	е	е	е	е	і	е	е	е	е	і	е	е	е	е	і
	й	м	й	й	с	й	м	й	й	с	й	м	й	й	с
	м	е	м	м	т	м	е	м	м	т	м	е	м	м	т
	і	й	і	і	е	і	й	і	і	е	і	й	і	і	е
	н	м	н	н	й	н	м	н	н	й	н	м	н	н	й
		і			м		і			м		і			м
		н			н		н			н		н			н
1. Мен шығарма жазу уақытын жоспарлауға тырысамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Шығарма жазу барысында қол жеткізгім келген жеке мақсаттарымды құрамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Мұғалім немесе шығарма тапсырмасы арқылы құралған талаптарды қайталаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

4. Шығарманы қандай жолмен орындау керек екенін шешу үшін, оның түрін анықтауға тырысамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
5. Шығарманың жазу мақсатын және негізгі оқырмандарын айқындаймын																	
6. Мысал ретінде ұқсас шығармаларды қараймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
7. Шығарма тақырыбын жақсырақ түсіну үшін мұғалімге қосымша сұрақтар қоямын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
8. Көбірек идеялар мен жақсы түсінік қалыптастыру үшін, тақырыпқа қатысты әдебиеттерді оқимын (мысалы газет мақалалары, интернет ақпараттары, кітаптар және т. б.)	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
9. Жазған шығармамды қызықтырақ ететін тақырыпқа қатысты тұрақты сөз тіркестерді, дәйек сөздерді және мақал мәтелдерді т.б. іздеймін	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
10. Ата-анамның және достарымның алдағы шығармаға қатысты ойларын сұраймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
11. Шығарма жазуды ешқандай жоспарсыз бастаймын, себебі жоспар шығарма жазу барысында келеді.	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
12. Жазу алдында біраз идеялар болады, бірақ мен жазбаша жоспар жасамаймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
13. Шығармаға жазбаша жоспар немесе қосқым келетін идеялар тізімін жасаймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
14. Идеялар туындау үшін, ойымды еркін түрде қағазға түсіремін	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

Шығарма жазу барысында	Қазақша						Орысша						Ағылшынша				
	М	К	К	К	Б		М	К	К	К	Б		М	К	К	К	Б
	Ү	ө	е	ө	а		У	ө	е	ө	а		У	ө	е	ө	а
	л	б	й	б	р		л	б	й	б	р		л	б	й	б	р
	д	і	к	і	л		д	і	к	і	л		д	і	к	і	л
	е	н	е	н	ы		е	н	е	н	ы		е	н	е	н	ы
	м	е	з	е	қ		м	е	з	е	қ		м	е	з	е	қ
	і	с	д	с	к		і	с	д	с	к		і	с	д	с	к
	с	е	е	е	е		с	е	е	е	е		с	е	е	е	е
	т	і	і	і	з		т	і	і	і	з		т	і	і	і	з
	е	с	с	с	д		е	с	с	с	д		е	с	с	с	д
	м	т	т	т	е		м	т	т	т	е		м	т	т	т	е
	е	е	е	е	і		е	е	е	е	і		е	е	е	е	і
	й	м	й	й	с		й	м	й	й	с		й	м	й	й	с
	м	е	м	м	т		м	е	м	м	т		м	е	м	м	т
	і	й	і	і	е		і	й	і	і	е		і	й	і	і	е
	н	м	н	н	й		н	м	н	н	й		н	м	н	н	й
		і			м			і			м			і			м
		н			і			н			і			н			і
1. Мен шығарма құрылымына жүгінемін: кіріспе бөлімінен бастап, негізгі бөлім, және қорытындымен аяқтаймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
2. Мен шығармадағы алғашқы жоспарды ұстанамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
3. Шығарма жазу үрдісінде жаңа идея пайда болатындықтан мен шығарма жоспарына жүгінбеймін	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
4. Шығарма бөлімдерінің арасындағы логикалық байланысты жасау үшін, оларды қайталап оқимын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
5. Шығарманы жалғастыруда қиындыққа тап болсам, шығарма бөлімдерін қайталап оқимын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
6. Мен мәтінді ана тілімде жазамын кейін оны орыс (ағылшын) тіліне аударамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
7. Мен сөздерді аудару үшін екі тілдік сөздікті қолданамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
8. Мен сөздерді аудару үшін интернет желісін қолданамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
9. Егер мен грамматика жағына сенімсіз болсам, оны грамматикалық нұсқаулықтардан тексеремін	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

10. Егер мен грамматика жағына сенімсіз болсам, оларды қолданудан бас тартамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
11. Егер мен өз ойымды жеткізе алмасам, шығарма құрылымын жеңілдетемін	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
12. Сөздерді білмеген жағдайда, ұқсас мағынасы бар басқа сөздерді қолдануға тырысамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
13. Сөзді білмеген жағдайда, оны ана тілімде жазып, кейінірек аударамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
14. Қателіктерге жол бермес үшін, қарапайым сөздермен грамматикалық құрылымдарды қолдануға тырысамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
15. Шығарма жазу барысында, өнімділікті жоғалтпас үшін, өзіме үзіліс жасап тұрамын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
16. Шығарма жазу барысында қиындықтар туындаса, басқалардан сұраймын	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5

Шығарма жазудан кейін....	Қазақша					Орысша					Ағылшынша				
	М	К	К	К	Б	М	К	К	К	Б	М	К	К	К	Б
	Ү	ө	е	ө	а	Ү	ө	е	ө	а	Ү	ө	е	ө	а
	л	б	й	б	р	л	б	й	б	р	л	б	й	б	р
	д	і	к	і	л	д	і	к	і	л	д	і	к	і	л
	е	н	е	н	ы	е	н	е	н	ы	е	н	е	н	ы
	м	е	з	е	қ	м	е	з	е	қ	м	е	з	е	қ
	і	с	д	с	к	і	с	д	с	с	і	с	д	с	к
	с	е	е	е	е	с	е	е	е	о	с	е	е	е	е
	т	і	і	і	з	т	і	і	і	л	т	і	і	і	з
	е	с	с	с	д	е	с	с	с	а	е	с	с	с	д
	м	т	т	т	е	м	т	т	т	й	м	т	т	т	е
	е	е	е	е	і	е	е	е	е	і	е	е	е	е	і
	й	м	й	й	с	й	м	й	й	с	й	м	й	й	с
	м	е	м	м	т	м	е	м	м	т	м	е	м	м	т
	і	й	і	і	е	і	й	і	і	е	і	й	і	і	е
	н	м	н	н	й	н	м	н	н	й	н	м	н	н	й
		і			і		і			і		і			і
		н			н		н			н		н			н
1. Мен шығарманы ең алдымен шимай дәптерге жазамын, кейін тексеріп, дәптерге қайта жазамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Шығарманы аяқтағаннан кейін, онын толық нұсқасын оқып шығамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3. Шығармамды дауыстап оқимын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Топтастарымның шығармаларын өзімдікімен салыстыру үшін оқимын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Біреуден менің шығармамды оқуын және тексеруін сұраймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Мен шығармамды оқымастан тапсырамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Тексеру барысында сөздік қолданамын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8. Мен тексеремін және сөздерге өзгерістер жасаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Мен тексеремін және грамматикалық құрылымдарға өзгерістер жасаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10. Мен тексеремін және сөйлем құрылымдарына өзгерістер жасаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Мен тексеремін және сөйлемдер/абзацтар аралығындағы құрылымдар мен байланыстарға өзгерістер жасаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Мен тексеремін және шығармадағы идеялардың дұрыс тәртібі мен мазмұнына өзгерістер жасаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Шығарманы тексеру барысында бірнеше рет оқимын және әрбір оқу барысында бір нәрсеге назар аударамын (мысалы: грамматика, сөздік, т.б.)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Менін шығармам тапсырманың талаптарына сәйкес немесе сәйкес емес екендігін тексеремін	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Мен шығармамды өз өлшемдері бойынша бағалаймын	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Шығарма жазуды аяқтағаннан кейін, қандай қиындық болғанын, қандай мәселелерді	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

APPENDIX H

Informed Consent Form for Student Participants

Title of the Study: The Effect of Metacognitive Strategy Instruction on Multilingual Writing

Researcher: Delovarova Kheiriya

Institution: SDU

Contact Information: kheiriya.delovarova@sdu.edu.kz 87073396093

Purpose of the Study:

You are invited to take part in a study that explores how learning and using special strategies can help students improve their writing in English and Russian. The study aims to understand how students think about their writing and how certain strategies can make writing easier and more effective.

What You Will Be Asked to Do:

Complete writing assignments in English and Russian.

Participate in a short interview about how you approached the writing tasks.

Answer some questions about the strategies you used.

Voluntary Participation:

Your participation is completely voluntary. You can choose not to participate or stop at any time without any consequences for your schoolwork or grades.

Confidentiality:

All information you provide will be kept private. Your name will not appear in any reports, and your responses will be combined with others' so that no one can identify you.

Potential Risks:

The study poses minimal risks. You may feel a little self-conscious while completing writing tasks or during the interview, but you may skip any questions or withdraw at any time.

Benefits:

By participating, you may learn new strategies that can help improve your writing skills. Your feedback will also help teachers understand how to support students better in multilingual writing.

Consent:

I have read and understood the information above. I understand that my participation is voluntary, and I can withdraw at any time. By signing below, I agree to participate in this study.

Student Name: _____

Signature: _____

Date: _____

Informed Consent Form for Parents / Guardians

Title of the Study: The Effect of Metacognitive Strategy Instruction on Multilingual Writing

Researcher: Kheiriya Delovarova

Institution: SDU

Contact Information: kheiriya.delovarova@sdu.edu.kz 87073396093

Purpose of the Study:

Your child is invited to take part in a research study that explores how learning metacognitive strategies can help students improve their writing in English and Russian. The study aims to understand how students plan, organize, and evaluate their writing, and how strategies can support their learning.

What Your Child Will Be Asked to Do:

- Complete writing assignments in English and Russian.
- Participate in a brief interview about how they approached the writing tasks.
- Answer some questions about the strategies they used.

Voluntary Participation:

Participation is completely voluntary. Your child can choose not to participate or withdraw at any time without any consequences for their schoolwork or grades.

Confidentiality:

All information collected will be kept strictly confidential. Your child's name will not appear in any reports, and all data will be combined with others' so that no one can identify your child.

Potential Risks:

The study has minimal risks. Your child may feel a little self-conscious while completing writing tasks or participating in interviews, but they may skip any questions or withdraw at any time.

Benefits:

Participation may help your child learn new strategies for writing and provide valuable information for teachers about supporting students in multilingual writing.

Consent:

I have read and understood the information above. I understand that my child's participation is voluntary, and they can withdraw at any time. I give permission for my child to participate in this study.

Child's Name: _____

Parent/Guardian Name: _____

Signature: _____

Date: _____

APPENDIX I

Mark scheme for writing task.

BAND	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
17-20 Excellent	The content is fully consistent with the task. The expressed ideas completely cover the topic. The potential reader is taken into account and fully informed.	Communicative constructions (in the form of complex ideas) are effectively used to attract attention of a potential reader according to the communicative task.	The text is well organized, paragraphs and sentences are connected logically, using a variety of coherent devices and organizational models. The logical sequence of ideas is observed. There are introductory, main and conclusive parts, written in accordance with their functions and rules. There is a good, detailed written plan.	A very accurate use of wide range of vocabulary, including less common vocabulary. Almost no spelling errors. Largely accurate use of a series of simple and complex grammatical forms and constructions.
14-16 Good	The content corresponds to the task, although sometimes there is a slight deviation from the topic. There is a good attempt to cover the topic and almost always successful. The potential reader is taken into account and sufficiently informed.	Communicative constructions (sometimes in the form of complex ideas) are used to attract attention of a potential reader, respectively, the communicative task. Ideas are clear and to the point.	The text is fairly well organized, paragraphs and sentences are almost always logically interconnected, there are means of connecting parts of the written work. The logical sequence of ideas is observed. There are introductory, main and conclusive parts. There is a good written plan.	Generally accurate use of vocabulary, mostly of a frequent use. An attempt is made to use simple and complex grammatical forms and constructions, which is almost always successful. Occasional errors may be present but do not impede communication.
10-13 Satisfactory	Irrelevance and misinterpretation of the assignment may be present in some aspects of the written text, but this does not deprive it of interest and desire to read till the end. The potential reader is somehow informed.	Communicative constructions (mostly in the form of simple ideas) are used to attract attention of a potential reader, corresponding to the communicative task. Ideas are understandable and in general to the point.	The text is generally well organized, paragraphs and sentences are almost always logically interconnected, there is a limited number of means of connecting the parts of the written work. Sometimes there is no logical sequence of ideas, ideas are repeated. There are introductory, main and final parts, but sometimes their functions or rules are violated. There is an attempt to write a plan, but sometimes unsuccessful.	There is a slight variety in vocabulary. Mostly simple grammatical structures are used, but there is an attempt to use complex ones, which is mostly unsuccessful. There are many grammatical and lexical errors, but this basically does not distort the meaning.

6-9 Limited	Irrelevance and misinterpretation of the assignment may be present in some aspects of the written text, which sometimes makes the meaning incomprehensible. The potential reader is poorly informed.	Communicative constructions (mostly in the form of simple ideas) are used, but rarely effectively. There is a lack of clarity in ideas.	Some parts of the text are a little inconsistent, sometimes even meaning and logic are lost, which makes ideas incomprehensible. The means of connecting the parts of the written work are almost not used, or are used not purposefully. The introductory, main and final parts are either absent or not organized according to the rules. There is no plan or plan is ineffective.	Sentences are grammatically simple. Many spelling, grammar and punctuation mistakes, which sometimes distort the meaning of ideas.
0-5 Poor	The volume required by the task is not maintained. Ideas poorly reveal the topic and often do not correspond to it. Written work is not focused on the potential reader and is very limited in information.	Communicative constructions are used not purposefully; the meaning of ideas is often incomprehensible. The story is very simple and uninteresting.	The sentences and paragraphs are inconsistent and logically unrelated. Means of combining parts of the written work are almost not used, or not expediently used. The written text is not divided into introductory, main and final parts. A written plan is missing.	Sentences are grammatically simple. Many lexical, grammatical and punctuation errors, which very often distort the meaning of ideas. The dictionary used is very simple and is often mistakenly chosen in terms of context.

Coding scheme for writing task

				EG Kaz		CG Kaz		EG Rus		CG Rus		EG Eng		CG Eng	
C a t e g o r y	Name	Code	Description	N u m . p r e - t e s t	N u m . p r o - t e s t	N u m . p r e - t e s t	N u m . p r o - t e s t	N u m . p r e - t e s t	N u m . p r o - t e s t	N u m . p r o - t e s t	N u m . p r e - t e s t	N u m . p r o - t e s t	N u m . p r e - t e s t	N u m . p r o - t e s t	
P l a n n i n g	Content planned	ConPl	Written planning of content	0	5	0	0	1	5	-	1	1	9	0	1
	Content plan integrated	ConPl In	The final text corresponds to the plan	0	5	0	0	-	5	-	-	1	6	-	1
	Structure	Str	Indication of planning the text structure	0	3	0	0	-	1	-	-	1	2	0	0
	Resources	Res	Indication of references to other recourses (dictionaries, Internet sites, etc.)	-	-	-	-	4	1	-	4	2	7	-	2
	Translation	Tr	Evidence of translation the words from first to second and foreign languages	-	-	-	-	-	-	-	-	6	7	3	1
	Preparatory work	Prep W	Indication of using sources, asking for help, searching for information and ideas	3	4	4	4	4	1	1	4	1	6	-	2
	Goal setting	Goals et	Evidence of setting particular goals or targets for the task	-	2	-	-	-	-	-	1	-	1	-	1
	Drafting	Draf	Students stated that they used a draft	-	5	1	2	-	-	-	-	-	2	-	0
	Planning in the same language	PISLa n	Students used the same language for planning and text	0	5	0	0	1	5	-	1	1	5	-	1
	Planning not in the same language	PINSI an	Students used different languages for planning and text	-	-	-	-	-	-	-	-	-	1	-	-
	Deviation	Dev	Students deviated from the main topic	4	0	5	8	-	-	3	3	3	0	3	3
O r g a n i z i n g	Dictionary use	DicUs e	Pupil indicated that they used dictionary	-	-	-	-	1	1	1	1	-	1	-	1
	Internet translators use	InTrU se	Pupil indicated that they used Internet translate resources	-	-	-	-	3	7	3	2	8	5	7	9
	Teacher help	Teach Hl	Pupil indicated that they asked teacher for help	-	-	-	-	-	-	-	-	-	-	-	-
	Adult help	AdHl	Pupil indicated that they asked other adults (parents, siblings, etc.) for help	-	1	-	-	1	-	-	-	-	1	-	-
	Peer help	PeHe	Pupil indicated that they asked classmates for help	-	-	-	-	4	3	3	3	2	4	6	5
	Reformulation (Addition)	Re-Add	When a student adds missing details (word, sentence, paragraph)	2	3	2	2	2	2	1	1	-	3	1	-
	Reformulation (Change)	Ref-Ch	When a student changed already written information to something else by crossing it out or taking into the brackets	2	4	1	1	1	5	1	1	-	2	-	-
	Avoidance (word)	Avoid -Wo	When a student abandoned the idea to write an unfamiliar word or phrase	-	-	-		-	-	-	-	-	1	-	
	Avoidance (grammar)	Avoid -Gr	When a student abandoned the idea to write a complex grammar construction	-	-	-	-	-	3	-	-	-	2		1

	Avoidance (idea)	Avoid-Id	Student indicated the abandonment of describing the idea	-	3	-	1	-	1	-	-	-	2	1	1
				-	-	-	-	-	-	-	-	-	-	-	-
E d i t i n g	Spelling	Sp	Spelling error	-	-	-	-	1	5	1	1	7	4	6	9
	Punctuation	Punc	Wrong use of punctuation (apostrophes, comas, full stops, etc.)	-	-	-	-	1	1	1	1	7	1	9	4
	Capitalisation	Cap	Incorrect capitalisation	-	-	-	-	1	-	1	2	1	-	-	1
	Grammar			-	-	-	-	-	-	-	-	-	-	-	-
				-	-	-	-	-	-	-	-	-	-	-	-
	Agreement	Agr	Mistaken agreement (incorrect agreement of plurals or cases, etc.)	-	-	-	-	1	6	1	9	1	2	1	8
	Verb conjugation	VConj	Incorrect conjugation of verbs or tenses	-	-	-	-	-	-	-	-	-	2	2	2
	Tense	Ts	Wrong use of tenses	-	-	-	-	-	-	1	-	1	8	8	1
	Case	Cs	Incorrect use of case	-	-	-	-	-	-	-	-	4	0	1	-
	Vocabulary			-	-	-	-	-	-	-	-	-	-	-	-
	Missing word	MisW	The absence of a word, which logically should be in a sentence	-	-	-	-	4	2	1	3	1	3	6	6
	Extra word	ExtrW	Use of a word that is grammatically or lexically superfluous	-	-	-	-	-	-	-	-	3	3	1	1
	Wrong word	WrW	Use of incorrect form of a word	-	-	-	-	6	2	5	3	5	3	1	3
	Wrong language	WrLn	Use of a word that does not fit the context	-	-	-	-	6	1	2	2	1	3	8	8
	Repetition	Repet	Repetition of a word or a phrase, or a sentence	1	-	-	1	3	-	3	1	1	0	2	1
	Meaning unclear	Mean Uncl	Illogical sentence or piece of text. Incomprehensible words	3	-	2	3	2	1	6	3	1	2	1	4
	Structure			-	-	-	-	2	-	3	2	5	2	6	7
	Sentence composition	SenCom	Incorrect sentence structure	-	-	-	-	3	3	5	6	8	3	5	4
	Sentence beginning	SenBeg	The student put a full stop to the end of the logically incomplete sentence and began with a capital letter/ the sentence with a word that cannot be used at the beginning of the sentence.	-	-	-	-	4	1	3	3	-	-	1	-
	Word order	WO	Incorrect word order	-	-	-	-	-	-	-	-	6	1	3	1
	Translation			-	-	-	-	-	-	-	-	-	-	-	-
	Loan translation	LoanTr	An expression or a word adopted from another language (mostly from native) in a more or less literally translated form.	-	-	-	-	-	-	-	-	3	1	4	4
	Style	St	The use of elements unusual for this style of writing	1	-	1	2	4	-	-	4	7	2	5	6
	Alphabet	Alp	Mistakenly used Cyrillic or Latina letters	-	-	-	-	-	-	-	-	-	-	2	-
	Corrected mistakes	CorMist	Number of mistakes corrected by students while checking / per 1000 words	0	2	0	0	3	7	4	5	4	1	4	5
	Plagiarism	Plag	Students have cheated all or part of the text from online sources.	2	-	3	1	9	2	3	4	1	1	-	2
E v a l u a t i o n	What was checked			-	-	-	-	-	-	-	-	-	-	-	-
	Checked vocabulary	Ch-Voc	Pupil indicated that they checked vocabulary	0	0	0	0	5	4	5	5	1	3	1	1
	Checked grammar	Ch-Gr	Pupil indicated that they checked grammar	0	0	0	0	4	3	2	3	3	7	2	3
	Checked spelling	Ch-Sp	Pupil indicated that they checked spelling	0	0	0	0	1	3	3	-	5	6	5	5
	Checked word order	Ch-WO	Pupil indicated that they checked word order	0	3	0	1	2	5	1	-	1	7	2	1
E v a l u a t i o n	Checked sense	Ch-Sen	Checked if it makes sense, looks right or sounds right, or flowed well	-	2	-	-	1	2	1	2	2	-	1	3

Checked relevance	Ch-Rel	Checked if what they had written was relevant to the title	1	5	0	2	0	4	0	0	0	3	1	0
Read through	ReadTh	Pupil indicated that they read over their work afterwards or while writing	2	1	3	3	1	1	7	4	7	1	8	8
Checked punctuation	Ch-Punc	Pupil indicated that they checked punctuation	0	3	0	0	2	3	1	1	0	4	0	0
Checked structure	Ch-Str	Pupil indicated that they checked if the structure was clear	0	7	0	1	1	7	2	1	2	9	1	2
Checked by a peer	Ch-Pe	The pupil asked a peer to check all or part of their work	-	-	-	-	-	-	-	-	4	2	5	7
Focused checking	FocCh	The pupil indicated that they focused on checking for particular errors they had made in previous tasks	-	2	-	-	-	3	-	-	-	3	1	-
Content	Cont	The pupil indicated that they checked the content of their text	3	5	4	4	1	7	2	2	2	9	1	3
No checking	NoCh	The pupil indicated that they did not check anything	3	1	2	2	1	1	3	2	2	1	3	4
Changes	Chng	Student indicated that some changes were made after writing	-	2	1	1	3	3	-	2	3	3	-	1
Self-evaluation														
Positive	Pos	The student is satisfied with the result of his work and considers that he has worked well.	4	8	5	4	-	1	1	2	2	7	2	-
Average/ OK	OK	The student considers his work as average or fairly good.	6	8	4	5	1	1	3	3	6	2	4	8
Negative	Neg	The student is not satisfied with his work and believes that it needs some work.	4	1	5	6	3	-	4	2	4	0	3	4
Other	Oth	Some other answers. Ex. "I do not like to put myself on power."	3	-	1	1	2	1	2	-	2	3	2	3

APPENDIX K

Thematic analysis of stimulated interview

Planning

Strategy	Before the intervention		After the intervention		
	Example/ Citation	#	Example	Citation	#
Personal goal setting	Without any <i>Don't know, just to complete the task</i>	6	Improve language skills <i>Try to learn the words as I usually look them up in the dictionary</i>		3
	Not to lose credibility <i>I wanted just to do my best</i>	2	Express personal opinion <i>As it was not for the mark, I wasn't afraid to express my personal opinion</i>		7
	Check knowledge in language	2	Cover the topic from unusual perspective		2
Planning the writing task in accordance with its type (If it is the essay what is the type of it)	Knows the types, but doesn't take it into account	5			
	Doesn't know the types, and doesn't take it into account	2			
	Doesn't know, but had taken into account <i>In IELTS preparation we need to describe the graphs – this type of essay needs planning, but the task we completed at school doesn't as we just express our thoughts</i>	1			
	Knows the type, and constructed the essay according to it (even it was wrong) <i>I didn't include the conclusion because this type of essays supposes to contain only your opinion</i>	1	Knows the type, and constructed the essay according to it (even it was wrong) <i>I plan only an essay, but an email letter ... I think ... does not require a plan.</i>		1
			Knows the types, and takes it into account <i>I think it was a more informative essay, so I tried to give more facts and less my own opinion</i>		2
Unplanned writing	- Writing Essay is just describing your opinion, so there is no need for the plan - plan can become a frame which can restrict the thinking process	8			
	Only if required <i>Doesn't help</i>	2			
Making a written plan	A small semantic mapping plan created after the writing process (orientation on potential reader) <i>I made it to make it easier for reader to understand</i>	1			
	Yes, only in English (the way to plan was learned individually from the internet, not at the lesson) <i>In English there is a concrete structure: introduction, body, etc. Plan makes it easier to write, and I can pay more time to vocabulary problems.</i>	1	-This time I made a plan to go up the steps and not deviate from my idea. -...used, as, it turns out, the plan is very helpful. - ..the process of essay writing takes less time.		8
Using a question strategy for a written plan			<i>I made several questions that might interest me as a reader of the same essay, they became my plan.</i>		2
Making a written plan more detailed			<i>Last time, the plan was brief, this time, the introduction, the main part and the conclusion were planned, as well as the arguments to prove the main idea.</i>		2
Making an oral plan	had some ideas before writing without any special order <i>Doesn't help me, I never stick to it even I have</i>	3	<i>Had some interesting ideas but didn't have time to organize them in written plan... transferring them into grammatical sentences/</i>		2

	No Ideas before writing, expected them to come in the process of writing	4		
Preparation activities for generating ideas	From personal experience	2	Watching videos	2
	Reading similar essays from the internet	4	Reading similar essays from the internet	3
	Searching for ideas in the internet	4	Reading articles / Searching for ideas in the internet <i>I've read an interesting article about UFO from the Internet</i>	6
	Asking other people for opinion	3	Asking other people for opinion <i>I talked to my mum, ...I trust her opinion.. she knows a lot.</i>	4
Using rough copies	sometimes <i>No time</i>	2	<i>Using drafts made it possible to make changes after proofreading.</i>	5
Planning the writing process			<i>I considered how to start the process, where to get material for new ideas, how to start an essay, and that it would be nice to use a draft.</i>	2
I revise requirements set by teacher or writing task			<i>I rechecked the task, how many words need to be written and whether I need to include my opinion.</i>	4
I identify the purpose of writing the essay and potential readers.			<i>-I thought who might be interested in my essay and what exactly he wanted to know from him. -I remembered your presentation about a potential reader and decided to use a simpler language</i>	3

Organizing

Strategy	Before the intervention		After the intervention	
	Example/ Citation	#	Example/ Citation	#
Solving problems with expressing ideas in English	translate with electronic translator <i>I had a cool idea, but after writing it became "dumb"</i>	6	translate with electronic translator	3
	paraphrased <i>I used another way of expressing the idea</i>	1	paraphrased <i>...I tried to find synonyms or antonyms</i>	1
			Asked help from teacher	1
Solving problems with idea generation			re-read the written text several times	2
Solving problems with expressing ideas in Kazakh	avoided ideas	5		
	searched for literal expressions to make speech more vivid	2	searched for literal expressions to make speech more vivid	3
Solving problems with expressing ideas in Russian	avoided ideas <i>- I wanted to make a fairytale about the prince, but on the paper it wasn't as interesting as I imagined. I couldn't create appropriate name for the prince - not enough vocabulary</i>	3	used familiar constructions, asked for help, simplified, paraphrased	4
Solving grammatical problems in English	asked for help, used internet translator	3	used familiar constructions asked for help, used grammar guide books, simplified,	4
Solving grammatical problems in Kazakh			Revised grammar rules in a textbook, asked for teacher assistance	2
Solving grammatical problems in Russian	asked for a help <i>My aunt knows Russian well</i>			

Solving vocabulary problems in English	Used internet, dictionary <i>I wrote in my native language and translated to English</i>	4	Used internet, dictionary	2
Solving problem with topic/task understanding	asked for a help <i>Asked from friends, then it became a bit more clear</i>	2	asked for a help	3
Rereading strategy for coherence of ideas	<i>I just add some sentences to give the idea of importance, but can not change the position. Ideas were written not in order of importance, but it was too late to change.</i>	1	<i>...sometimes re-read after each sentence...</i>	3
Structuring the essay (introduction, body, conclusion)			compliance with the rules for the design of essay parts	7

Editing

Strategy	Before the intervention		After the intervention	
	Example/ Citation	#	Example/ Citation	#
Proofreading paragraph by paragraph	Focused, single target proofreading <i>There are some important moments at the beginning, writing conclusion is not difficult -I had to check more often</i> <i>In all languages to check logical connection between sentences</i>	4	Focused, multi-target proofreading	1
Proofreading paragraph by paragraph plus in the end	<i>...to see the logical connection between paragraphs and sentences, it helps to generate ideas. in the end for grammar and spelling mistakes</i>	2	Focused, multi-target proofreading <i>I checked after each paragraph whether sentences are related, whether there are errors in the words, whether there are unnecessary or duplicate words or ideas. ...At the end I check whether it corresponds to the task</i>	4
Proofreading only in the end	<i>...not to forget my ideas which come in the process of writing.</i>	4	Checked for spelling mistakes and cohesion, what can be added	2
Just a quick look	Without any special focus	1		
Comparing to works of other students in the group	Looked through works of successful students	1	<i>...XXX knows English well and had some additional classes, and ... in general she is good at writing essays in all languages ... I sometimes read her works.</i>	
Asking group mates to check the work	<i>I do that only in English and Kazakh, as don't need in my native Language</i>	2	<i>Sometimes I ask her to read my essay, ...</i>	3
Task compliance verification			<i>At the end I check whether it corresponds to the task</i>	

Evaluating

Strategy	Before the intervention		After the intervention	
	Example/ Citation	#	Example/ Citation	#
Set some criteria for self evaluation	Grammar/spelling	2	<i>This time I was confident in the structure and content of my essay, but I was worried about some grammatical constructions I was interested in how the teacher would appreciate me and if I used them correctly</i> Volume/ How well expressed your ideas/ Topic coverage/ Logical order/grammar/ structure	7

Make conclusions on the problems in language /	not enough vocabulary and grammar	1	not enough vocabulary and grammar / Difficult to express ideas/ vocabulary is too simple/ difficult to understand for the reader	4
Decide on further actions to solve the problems	avoid unfamiliar grammar construction	1	<i>It was difficult not to repeat the same words as I had lack of vocabulary, so I decided to use internet site to learn synonyms</i>	4
Check the correspondence with the task	<i>I was aware that my writing doesn't correspond with the task requirements as the volume is not enough</i>	2	to check the correspondence of the parameters of the written essay (volume, questions coverage, etc.) with the requirements in the task	4
Check the correspondence with the written plan			<i>I wrote an essay in a draft, then compared it with the plan and copied it with a few changes into a notebook.</i>	2

Transfer

Strategy	Example/Citation	Transferred to	#
Using rough copies	<i>..in Russian, too, I began to write in a draft, since I had to make corrections In Kazakh I immediately write in a notebook, well ... I'm more confident in my abilities.</i>	Russian	1
		Kazakh	1
Structuring the essay (introduction, body, conclusion)	<i>This time my essay consisted of parts: introduction, main body and conclusion</i>	Russian	4
		Kazakh	3
Planning the writing process	distribution of the words indicated in the task for the main parts of the essays	Russian	2
		Kazakh	1
Proofreading for mistakes	Focused, multi-target proofreading	Russian	7
		Kazakh	1
Solving vocabulary problems by asking for help	Asking for teacher's assistance in complex word usage	Russian	5
		Kazakh	1
Solving idea generation problems by asking for help	<i>I used to worry more about problems with lack of words to express ideas, but I see the idea itself is more important</i>	Russian	5
		Kazakh	5
Making a written plan	<i>...even in the native language the plan is very helpful...</i>	Russian	6
		Kazakh	3
Check the correspondence with the task		Russian	2
		Kazakh	2
Making a written plan more detailed		Russian	3
		Kazakh	3
Preparation activities for generating ideas		Russian	5
		Kazakh	4
Proofreading paragraph by paragraph plus in the end		Russian	5
		Kazakh	1
Solving problems with expressing ideas by paraphrase		Russian	6
		Kazakh	2