



Review of PhD dissertation: Ms Kheiriya Delovarova

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

Date of original review: 8th August 2020

Review updated: 6th June 2026

With this letter I recommend that Ms Kheiriya Delovarova be authorised to defend her dissertation, entitled *Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction* in partial fulfilment of the requirements for the degree of Doctor of Philosophy (PhD) at Süleyman Demirel University, Almaty.

I came to know Ms Delovarova when she commenced her doctoral studies and she subsequently spent one month as a Visiting Student at the Faculty of Education, University of Cambridge in October 2018 where we had the opportunity to discuss the design and development of her study.

Her dissertation addresses an interesting and valuable topic: it explores the intersections and potential for transfer between writing strategies in Kazakh, Russian and English. This study builds on previous work conducted in the UK context and it is valuable to explore the way in which this framework can be adapted to a wider range of settings. The Kazakh context is a particularly fruitful setting for this study given the recent shift to a model of trilingual education.

The candidate demonstrates a good understanding of relevant literature in the field and key terms are clearly defined. Consideration is given to literature in the field of language learning strategies and there is also some useful reflection on the phenomenon of cross-linguistic transfer. Evidence from a range of international empirical studies is considered in order to make a sound case for undertaking the current study in the Kazakh context. Since the original version of the thesis reviewed in 2020 some more recent literature has been incorporated and some additional work has been incorporated by Kazakh researchers in the field.

One of the strengths of the study lies in the careful development of the pedagogical intervention, named the 'Multilingual Strategy-based Approach' which seeks to support students' development of writing skills across multiple languages. A clear account is provided of the development of the pedagogical resources and this is justified based on relevant theories and evidence from the literature.



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The candidate provides a useful overview of the methodology of the study and provides a justification for each of the methods used. Tables and figures are used to effectively visualise the findings of the study. It is encouraging to see the positive influence of the intervention on students' strategy development and writing performance and it is particularly interesting to note some parallels between the findings noted here and those in similar studies conducted in other contexts. Of particular note, are the findings related to the strength of strategy transfer from the foreign language (English) to the second language (Russian). This will certainly be of interest to teachers and other strategy researchers in the field.

I wish Ms Delovarova every success with defending her thesis and sincerely hope that our paths will cross again at some point in the future.

Yours sincerely,

Karen Forbes

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