

Review

by scientific co-advisor, Dr., SDU Associate Professor Davronzhon E. Gaipov
for the Doctoral Dissertation work of Delovarova Kheiriya on the topic "*Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction*" submitted for the degree of Doctor of Philosophy (PhD) on specialty: 6D011900 – Foreign Languages: Two Foreign Languages

I. Significance and Relevance of the Research The dissertation addresses a vital gap in the implementation of Kazakhstan's trilingual education policy. While state standards mandate proficiency in English, Russian, and Kazakh instruction has historically been fragmented. This research is highly relevant as it moves away from teaching "different" language users toward creating a "population of multilinguals". By proposing the Multilingual-Strategy Based Approach (MSA), the author treats the learner's linguistic repertoire as a unified "multicompetence" system, which is a necessary shift for the modern global educational space.

II. Scientific Novelty and Theoretical Contribution A primary contribution of this work is the author's clear distinction between "second language" (L2/Russian) and "foreign language" (FL/English) within the Kazakhstani sociolinguistic context—a nuance frequently overlooked in Western literature. The theoretical framework successfully integrates Vivian Cook's Multicompetence theory and Rebecca Oxford's Strategic Self-Regulation (S2R) model, providing a robust cognitive basis for cross-linguistic transfer.

The work demonstrates significant novelty by experimentally proving that metacognitive strategies (planning, organizing, editing, evaluating) can be successfully transferred from a foreign language (English) back to a native (Kazakh) and second (Russian) language, even across different language families.

III. Methodological Rigor The methodology is exceptionally sound, utilizing a quasi-experimental design and an explanatory sequential mixed-methods approach. The intervention was rigorous, spanning four months and involving 62 ninth-grade students. The author utilized sophisticated data collection tools, including Writing Strategy Task Sheets and stimulated recall interviews, to capture mental processes that are typically invisible. The inclusion of a scientific internship at the University of Cambridge under Dr. Karen Forbes further underscores the international standard of the research design.

IV. Analysis of Results and Practical Value The practical results of this dissertation are compelling:

- **Strategy Development:** In the experimental group, engagement in written planning in English rose from a baseline of 5% to 82%.
- **Transfer Intensity:** The study found that strategy transfer was more intensive from English to Russian (L2) than to Kazakh (L1), confirming the cognitive theory that learners more consciously apply strategies in languages where their knowledge is still "declarative" rather than "procedural".
- **Performance Improvement:** Statistical analysis via Pearson Correlation (.940 for Russian and .886 for Kazakh) proved that improvements in English writing were highly significant and directly correlated with improvements in the other two languages.
- **Practical Outputs:** The author has produced a comprehensive methodological guide for teachers, including task sequences and CEFR-aligned assessment rubrics, which is ready for immediate classroom implementation.

V. Conclusion and Recommendation The dissertation is a well-structured, original, and evidence-based study that meets all requirements for a doctoral degree. It successfully demonstrates how to form the "personality of the subject of intercultural communication" through learner autonomy and self-regulation.

Recommendation: Based on the candidate's academic maturity and the proven effectiveness of the MSA methodology, I fully support this dissertation for defense.

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