

Review

**by scientific advisor, Dr., Professor Gulnara M. Kassymova
for dissertation work of Delovarova Kheiriya on the topic “*Developing a
Multilingual Approach to Writing Pedagogy in English, Russian and Kazakh
Language in Schools Using Meta-Cognitive Strategy Based Instruction*”
submitted for the degree of Doctor of Philosophy (PhD) on specialty:
6D011900/8D01703 - Foreign Languages: Two Foreign Languages**

1. Relevance of the Research Topic

The topic of the research is highly relevant and significant in the context of the implementation of the trilingual policy in the Kazakhstani education system aimed at training multilingual people, capable to transfer knowledge and skills to a new language situation and changing conditions. Within this context the author has developed and proposed a Multilingual-Strategy based Approach which might contribute significantly to teaching writing in English, Russian and Kazakh languages through use of specific meta-cognitive writing strategies, taking into account the potentials of cross-linguistic transfer experienced by Kazakhstani learners. Implementation of Meta-Cognitive Strategy Based Instruction may substantially support the secondary school students in their writing processes and maximize their self-sufficiency.

2. Scientific results within the requirements for dissertation research

The author has presented a comprehensive study of a multilingual approach in the world practice and its peculiarities in Kazakhstani context within the framework of secondary education. Based on relevant theories the author has defined and introduced a multilingual strategy-based approach (MSA) through the transfer of meta-cognitive writing strategies from FL to L2 and L1. The author has designed and experimentally verified the methodological model for the development of writing skills on the basis of MSA as a system of exercises developed in accordance with 4 stages of teaching strategies and principles that underlie the approach. Thus, based on the theory of multi-competence, cross-linguistic transfer, cognitive approach and results of intervention Kh.Delovarova has proved the possibility of the transfer of meta-cognitive writing strategies from FL (English) to L2 (Russian) and L1 (Kazakh).

3. Degree of Validity and Reliability of Scientific Results and Conclusion

The validity and reliability of scientific results and conclusion received in the dissertation are provided by focus on analysis of accurate, relevant information

regarding the research topic, comprehensive literature review, and transparent design of research methodology, choice of corresponding empirical methods for data collection such as writing task (pre-and post-intervention 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), all received data were analyzed by means of statistical and interpretative methods. The effectiveness of a proposed MSA was verified experimentally.

4. Assessment of the Internal Unity of the Results Obtained

The dissertation completed by Kh.Delovarova is characterized by a high degree of internal unity and coherence, logical connection of a well-formulated scientific apparatus, research methodology, and research procedure. Thus, scientific provisions, obtained results and developed scientific recommendations correspond directly and fully to established goals and objectives of the dissertation. All findings of this study are reasoned and evaluated based on comparison with the previous foreign and Kazakhstani studies in the field.

5. Tendency of the Obtained Results Toward the Solution of a Relevant Topical Problem

The obtained results of this study contribute to the writing pedagogy in three languages (FL, L2, L1) for secondary school students based on the MSA approach. The development of a methodological model, system of exercises and guides "Application of metacognitive writing strategies in essay writing classroom" will support significantly the school teachers of English, Russian, and Kazakh Languages in implementing the proposed MSA approach. The guides "Application of metacognitive writing strategies in essay writing classroom" (2025) include task sequences, classroom activities, methodological recommendations, and instructional materials aimed at developing students' writing skills through explicit metacognitive strategy instruction.

6. Compliance of the Dissertation with the Requirements of the "Regulations for the Academic Degrees Awarding"

The scientific provisions and results of the research are published in – 1 Scopus journal (Q3) and – 3 journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan (KOKSON, VAK), - 3 proceedings of international and national scientific-practical conferences held in Kazakhstan and neighboring countries. In

conclusion, the candidate for PhD degree demonstrates a good understanding of the issue under exploration. Kheiriya Delovarova has a solid research and teaching experience, the obtained results contribute significantly to the advancement of foreign language education theory and pedagogical practice. Thus, the dissertation completed by Delovarova Kheiriya on the topic “Developing a Multilingual Approach to Writing Pedagogy in English, Russian and Kazakh Language in Schools Using Meta-Cognitive Strategy Based Instruction” represents an independent, original and completed research that fully complies with the requirements set forth by Ministry of Higher Education and Science for the awarding the degree of Doctor of Philosophy (PhD) on specialty: 6D011900/8D01703-Foreign Languages: Two Foreign Languages.

Scientific advisor, Dr., SDU professor



Gulnara M. Kassymova