

REVIEW
of the official reviewer Dr. Askat Tleuov
of the dissertation by
Kheiriya Kheiradinovna Delovarova
entitled: “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) under
the educational programme “8D01721 – Training of Foreign Language Teachers”

№ п/п	Criteria	Compliance with the Criteria (underline one of the options)	Justification of the Official Reviewer’s Position (comments should be italicized)
1.	The dissertation topic (as of the date of its approval) corresponds to the priority areas of scientific development and/or state programmes.	1.1. Compliance with priority areas of scientific development or state programmes: 1) the dissertation was completed within the framework of a project or targeted programme financed from the state budget (specify the title and project or programme number); 2) the dissertation was completed within the framework of another state programme (specify the title of the programme); 3) the dissertation corresponds to a priority area of scientific development approved by the Higher Scientific and Technical Commission under the Government of the Republic of Kazakhstan (specify the priority area).	2) The dissertation is substantively aligned with another state programme. The dissertation does not report a state-funded research project or a project number. Chapter 1 places the study within Kazakhstan’s language-policy framework, including the State Program for the Implementation of Language Policy in the Republic of Kazakhstan for 2020-2025 and the Concept for the Development of Language Policy for 2023-2029. The research addresses a pedagogical problem that follows directly from this policy context: how Kazakh, Russian, and English can be connected in school writing instruction instead of being treated as isolated subjects. The MSA model is developed as a classroom response to that problem. The evidence in the dissertation therefore supports policy alignment under option 2, but it does not establish formal participation in a funded state project.
2.	Significance for Science	The dissertation makes / does not make a significant contribution to science, and its significance is adequately	The dissertation makes a significant contribution to science, and its significance is adequately demonstrated.

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		demonstrated / is not adequately demonstrated.	Its main contribution is methodological. Chapter 2 does not claim that multilingual education, metacognition, Strategy-Based Instruction, or cross-linguistic transfer are new theories. Instead, the study combines them in the Multilingual Strategy-Based Approach and makes transferable metacognitive writing strategies the main object of instruction. Table 10 is especially useful because it positions MSA against four established theoretical perspectives and identifies the methodological gap addressed by the model. Chapter 3 then tests the model in a school setting. The work therefore adds an organized pedagogical procedure and empirical evidence from a Kazakh-Russian-English context, rather than presenting established theories as original.
3.	Principle of Independence	Level of independence: 1) high; 2) medium; 3) low; 4) no evidence of independence.	1) The level of independence is high. The candidate formulates the MSA framework, develops the methodological model and exercise system, adapts the data-collection tools to the study, conducts the pedagogical experiment, analyzes quantitative and qualitative data, and produces the teaching and methodological guide "Application of metacognitive writing strategies in essay writing classroom." The thesis also distinguishes clearly between instruments borrowed from earlier research, such as the Writing Strategy Task Sheets developed by K. Forbes and the EWSI basis for the questionnaire, and the candidate's own methodological integration. This supports a high level of independent doctoral work.
4.	Principle of Internal Coherence	4.1. Justification of the relevance of the dissertation: 1) justified; 2) partially justified; 3) not justified.	1) The relevance of the dissertation is justified. The Introduction identifies a specific gap at the intersection of four established areas: multilingual education, writing pedagogy, strategy-based instruction, and cross-linguistic transfer. The problem is narrowed further to the Kazakhstani school context, where Kazakh, Russian, and English are taught under a multilingual policy framework but writing instruction remains largely separated by subject. The dissertation then asks how metacognitive writing strategies taught explicitly in English may be

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			transferred to Russian and Kazakh. This provides a clear research problem and a direct rationale for the proposed MSA.
		4.2. The content of the dissertation reflects the dissertation topic: 1) reflects; 2) partially reflects; 3) does not reflect.	1) The content of the dissertation reflects the dissertation topic. Chapter 1 establishes the theoretical basis for multilingual education, language-learning strategies, writing strategies, and cross-linguistic transfer. Chapter 2 develops the MSA, its principles, methodological model, instructional stages, exercise system, assessment criteria, and expected outcomes. Chapter 3 reports the quasi-experimental implementation and analyzes writing performance, strategy use, metacognitive awareness, and transfer across English, Russian, and Kazakh. The conclusion returns to the same components and formulates recommendations for multilingual writing instruction. The chapter sequence therefore matches the scope stated in the title.
		4.3. The aim and objectives correspond to the dissertation topic: 1) correspond; 2) partially correspond; 3) do not correspond.	1) The aim and objectives correspond to the dissertation topic. The aim is to substantiate, develop, and experimentally validate the MSA for developing English writing and transferring metacognitive writing strategies to Russian and Kazakh. The five objectives follow this sequence: theoretical analysis, development of the methodological model, development of a typology of exercises, experimental verification, and recommendations for teachers. Each objective is addressed in the corresponding parts of Chapters 1 to 3 and the conclusion. No objective lies outside the stated topic.
		4.4. All sections and statements for defense of the dissertation are logically interconnected: 1) fully interconnected; 2) partially interconnected; 3) not interconnected.	1) All sections and statements for defense are fully interconnected. The four statements for defense are derived from the hypothesis and from the structure of the MSA model. Statement 1 concerns the MSA as the overall framework. Statement 2 addresses the methodological model for English writing. Statement 3 concerns metacognitive awareness and cross-linguistic transfer. Statement 4 addresses variation in transfer across Russian and Kazakh. Table 14 in Chapter 3 explicitly maps each statement

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			to empirical evidence and data sources. The conclusion returns to the same four statements in the same sequence.
		4.5. The new solutions (principles, methods) proposed by the author are substantiated and evaluated in comparison with existing solutions: 1) critical analysis is provided; 2) the analysis is partial; 3) the analysis consists of quotations from other authors rather than the author's own views; 4) no analysis is provided.	2) The analysis is partial. Chapter 2 provides a reasoned comparison with existing theoretical perspectives. Table 10 contrasts multilingual education, Strategy-Based Instruction, cross-linguistic transfer theory, and metacognitive/self-regulated learning with the contribution claimed for MSA. The discussion correctly states that the new element lies in methodological integration, not in invention of the underlying theories. The comparison is mainly conceptual, however. The experiment compares MSA instruction with the regular curriculum; it does not benchmark MSA against a second, fully specified strategy-based or multilingual intervention. The new solution is therefore well positioned theoretically, but its comparative evaluation against alternative pedagogical models is limited.
5.	Principle of Scientific Novelty	5.1. Are the scientific results and statements novel? 1) fully novel; 2) partially novel (25–75% are novel); 3) not novel (less than 25% are novel).	2) The scientific results and statements are partially novel. The novelty lies in the particular integration and operationalization of established ideas. MSA organizes explicit instruction in metacognitive writing strategies in English and their planned transfer to Russian and Kazakh. The methodological model, four-stage instructional sequence, cross-language assessment logic, and application to the Kazakhstani secondary-school context are original elements of the dissertation. The underlying constructs, including metacognition, self-regulation, strategy-based instruction, multicompetence, and cross-linguistic transfer, are established in the literature. "Partially novel" is therefore the most accurate option.
		5.2. Are the conclusions of the dissertation novel? 1) fully novel; 2) partially novel (25–75% are novel); 3) not novel (less than 25% are novel).	2) The conclusions are partially novel. Several conclusions are specific to this study: the scale of the English writing gains under the MSA intervention, the observed transfer of planning, organizing, editing, and evaluating strategies to Russian and Kazakh, and the stronger transfer pattern to Russian than to Kazakh. Other

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			conclusions confirm ideas already developed in prior work, such as the value of explicit metacognitive strategy instruction and the role of cross-linguistic transfer in multilingual learning. The dissertation therefore extends existing knowledge through a new instructional configuration and context-specific empirical findings.
		5.3. Are the technical, technological, economic, or managerial solutions novel and substantiated? 1) fully novel; 2) partially novel (25–75% are novel); 3) not novel (less than 25% are novel).	2) The technical or technological solutions are partially novel and substantiated. The dissertation proposes a pedagogical technology rather than a new technical device or economic or managerial system. Its distinctive element is the organization of established instructional procedures into one multilingual model: consciousness raising, modelling, guided practice, evaluation and goal-setting, followed by planned application across languages. The teaching and methodological guide translates this model into tasks and classroom materials. These elements are supported by the experimental work and by implementation in a school, but the individual techniques themselves are not new.
6.	Validity of the Main Conclusions	All major conclusions are supported / are not supported by scientifically substantial evidence or are sufficiently well substantiated (for qualitative research and programmes in the fields of arts and humanities).	The major conclusions are supported by scientifically substantial evidence, with several qualifications concerning the strength of inference. The study combines writing scores, questionnaires, Writing Strategy Task Sheets, stimulated recall interviews, and classroom evidence. Baseline comparison indicates similar initial writing performance in the experimental and control groups. For English, the post-test comparison reports a difference between the control group ($M = 2.27$, $SD = 1.34$) and experimental group ($M = 3.78$, $SD = 1.36$), $t(60) = 2.76$, $p = .01$. Table 28 reports larger score gains in the experimental group than the control group in English (+8.22 versus +2.00), Russian (+4.11 versus +1.03), and Kazakh (+0.98 versus +0.01). Table 30 reports strong positive correlations between English and Russian ($r = .940$) and between English and Kazakh ($r = .886$). These data support the main direction of the conclusions. Claims

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			about the declarative/procedural mechanism are more interpretive because those knowledge types were not measured directly.
7.	Main Statements Submitted for Defense	The following questions should be answered separately for each statement: 7.1. Has the statement been substantiated? 1) substantiated; 2) more likely substantiated; 3) more likely not substantiated; 4) not substantiated; 5) it is impossible to assess whether the statement has been substantiated in its current wording. 7.2. Is it trivial? 1) yes; 2) no; 3) it is impossible to assess the triviality of the statement in its current wording. 7.3. Is it novel? 1) yes; 2) no; 3) it is impossible to assess the novelty of the statement in its current wording. 7.4. Level of applicability: 1) narrow; 2) medium; 3) broad; 4) it is impossible to assess the level of	Statement 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. 7.1. 2) more likely substantiated. Chapter 3 provides converging evidence from writing scores, questionnaires, Writing Strategy Task Sheets, and stimulated recall interviews. The experimental group improved more than the control group across the three languages. Because the design uses intact non-randomized classes and a purposive/convenience sample, the claim is better stated as more likely substantiated than as an unrestricted causal conclusion. 7.2. 2) no. The statement is not trivial. Its distinctive claim concerns a planned instructional link between explicit metacognitive strategy teaching in English and subsequent use of those strategies in Russian and Kazakh. 7.3. 1) yes. The novelty lies in the MSA configuration and its planned cross-linguistic transfer mechanism in this school context, not in the component theories themselves. 7.4. 2) medium. The framework can be used in multilingual secondary-school settings with comparable language-learning conditions. Direct transfer to settings with different language status configurations requires further testing, which the dissertation itself acknowledges. 7.5. 1) yes. The closest publication is "Multilingual approach to writing pedagogy through metacognitive strategy-based instruction," Journal of Teaching English for Specific and Academic Purposes, 13(2), 377-389 (2025). The 2019 article on trilingual policy and the 2026 article on multilingual education in Kazakhstani secondary schools provide contextual support.

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		applicability of the statement in its current wording. 7.5. Is it substantiated in a published article? 1) yes; 2) no; 3) it is impossible to assess whether the statement has been substantiated in a published article in its current wording.	Statement 2: The effectiveness of developing writing skills in English is enhanced through the implementation of the MSA methodological model, which integrates phased instruction in metacognitive writing strategies, multilingual transfer mechanisms, and an assessment system based on writing performance and strategy use indicators. 7.1. 1) substantiated. The statement is supported most directly by the English writing results. Table 27 shows gains in all four rubric domains in the experimental group, and the post-test comparison reports $t(60) = 2.76$, $p = .01$. Table 28 records an 8.22-point increase in the experimental group compared with 2.00 points in the control group. The four-month explicit strategy intervention and the staged model are described in Chapter 2 and implemented in Chapter 3. 7.2. 2) no. The statement goes beyond the general proposition that strategy instruction can help writing. It specifies a particular model, instructional sequence, transfer mechanism, and assessment system. 7.3. 1) yes. The model is novel as an integrated MSA implementation for multilingual school writing, even though its instructional components draw on established strategy-based pedagogy. 7.4. 2) medium. The model has practical reach for secondary-school English writing and related multilingual programmes, but the evidence comes from a limited number of schools and a specific linguistic profile. 7.5. 1) yes. Publication support includes "To the Problem of Learning Strategies in Teaching and Learning English" (2018), the 2025 Journal of Teaching English for Specific and Academic Purposes article, and "Teaching Writing Through Meta-Cognitive Strategy Instruction" in the Bulletin of Toraighyrov University, Pedagogics Series, No. 3 (2026), pp. 257-268.
			Statement 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

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			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. 7.1. 2) more likely substantiated. Chapter 3 reports increases in planning, organizing, editing, and evaluating strategy use. Planning in the post-intervention data increased by 47% in Russian and 35% in Kazakh. Interview and task-sheet data point in the same direction. The transfer claim is therefore supported by several data sources, but part of the evidence depends on learner self-report and retrospective explanation. 7.2. 2) no. The statement tests whether a deliberately taught strategy repertoire is used across three languages without explicit strategy instruction in Russian and Kazakh. That is a substantive empirical claim. 7.3. 1) yes. The novelty lies in the organized transfer of the same metacognitive writing strategies across English, Russian, and Kazakh and in the attempt to track that transfer through several instruments. 7.4. 2) medium. The result is relevant to multilingual writing pedagogy and teacher coordination, but its applicability is bounded by the age group, school context, and language configuration used in the study. 7.5. 1) yes. The 2025 article on multilingual writing pedagogy provides the closest publication support. "Cognitive Processes in Acquiring Learning Strategies in Foreign Language Education" (2020) supplies the cognitive and metacognitive basis, and the 2019 Rome conference paper on peer-reviewing addresses strategic and reflective writing activity.
			Statement 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. 7.1. 2) more likely substantiated. The dissertation shows a clear difference in transfer patterns. Transfer to Russian is reported as stronger than transfer to Kazakh, and Table 30 gives $r = .940$ for English-Russian and $r = .886$ for English-Kazakh questionnaire relationships. The

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			explanation through declarative and procedural knowledge is consistent with Anderson's theory, but these two knowledge types were not directly measured. The differential transfer is empirically supported; the proposed mechanism remains a theoretically grounded interpretation. 7.2. 2) no. The claim connects the intensity of strategy transfer with the status and cognitive organization of language knowledge. It is more specific than a general claim that multilingual transfer occurs. 7.3. 1) yes. The declarative/procedural distinction is established theory. The novel element is its application to explain differential metacognitive writing-strategy transfer across English, Russian, and Kazakh in this study. 7.4. 1) narrow. The explanatory claim depends closely on the participants' sociolinguistic configuration: Kazakh as L1, Russian as L2, and English as FL. The dissertation explicitly limits generalization to contexts with comparable language-status relationships. 7.5. 1) yes. Publication support is mainly theoretical and methodological. "Cognitive Processes in Acquiring Learning Strategies in Foreign Language Education" (2020) addresses cognitive processes and the declarative/procedural basis, and the 2025 MSA article connects multilingual writing pedagogy with strategy transfer. These publications support the reasoning, but they should not be read as a separate direct measurement of declarative and procedural knowledge in the present sample.
8.	Principle of Reliability Reliability of the sources and information provided	8.1. The choice of methodology is justified or the methodology is described in sufficient detail: 1) yes; 2) no.	1) Yes. The methodology is justified and described in sufficient detail. Chapter 3 identifies the quasi-experimental, mixed-methods design, the non-randomized intact classes, the experimental and control groups, the interview subsample, the two implementation phases, the intervention stages, the assessment scale, the questionnaire, Writing Strategy Task Sheets, stimulated recall interviews, and thematic analysis. Table 14 links the statements for defense to specific evidence and instruments. The design

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			is therefore transparent enough to evaluate, even though several analytical choices warrant the comments given in Section 11.
		8.2. The results of the dissertation research were obtained using modern research methods and methods of data processing and interpretation with the use of computer technologies: 1) yes; 2) no.	1) Yes. The study uses quantitative and qualitative methods common in contemporary educational and applied-linguistics research. SPSS is used for independent-samples t-tests, descriptive comparisons, and Pearson correlations. Qualitative evidence is analyzed through a six-stage thematic procedure based on Braun and Clarke, and strategy use is coded from writing tasks and interviews. The use of several data sources permits cross-checking of changes in writing performance and strategic behaviour.
		8.3. Theoretical conclusions, models, identified relationships, and regularities are substantiated and confirmed by experimental research (for programmes in the field of pedagogical sciences, the results are substantiated on the basis of a pedagogical experiment): 1) yes; 2) no.	1) Yes. The methodological model developed in Chapter 2 is implemented in the pedagogical experiment reported in Chapter 3. The English writing results support the effect of explicit strategy instruction, and the cross-language analyses support transfer of strategy use to Russian and Kazakh. The experimental evidence is strongest for observed changes in writing performance and reported strategy use. The interpretation of why transfer is stronger to Russian than to Kazakh is supported by theory but is not a direct experimental test of declarative versus procedural knowledge.
		8.4. The key statements are supported / partially supported / not supported by references to relevant and reliable scientific literature.	The key statements are supported by references to relevant and reliable scientific literature. The theoretical argument is built around established work on multilingualism and multicompetence, cross-linguistic transfer, metacognition and self-regulation, Strategy-Based Instruction, and writing pedagogy. The dissertation engages with authors such as Cummins, Cook, Cenoz, García, Oxford, O'Malley and Chamot, Cohen, Macaro, Zimmerman, Anderson, and Forbes. It also incorporates Kazakhstan-specific policy and research and cites recent studies from 2023-2025 where relevant. The literature is used to define the gap and to position the MSA, not merely to supply background definitions.

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		8.5. The sources of literature used are sufficient / insufficient for the literature review.	The sources used are sufficient for the literature review. The reference list contains 208 entries and includes foundational works, recent peer-reviewed research, Kazakhstan-specific scholarship, policy documents, methodological sources, and studies on writing strategy research. The range is sufficient for the dissertation's theoretical and methodological scope. Some parts of Chapter 1 are more descriptive than analytical, but the core constructs needed for the MSA are covered.
9	Principle of Practical Significance	9.1. The dissertation has theoretical significance: 1) yes; 2) no.	1) Yes. The dissertation has theoretical significance because it specifies the relationship among multilingual education, metacognitive strategy instruction, self-regulation, and cross-linguistic transfer in writing pedagogy. Chapter 2 makes a clear distinction between natural transfer as a multilingual phenomenon and transfer that is deliberately organized through instruction. It also conceptualizes strategic competence as a transferable resource across languages. This framing provides a coherent basis for the methodological model.
		9.2. The dissertation has practical significance, and there is a high probability that the results obtained can be applied in practice: 1) yes; 2) no.	1) Yes. The practical component is developed beyond general recommendations. The dissertation provides a staged instructional framework, a typology of exercises, assessment criteria, Writing Strategy Task procedures, and the teaching and methodological guide "Application of metacognitive writing strategies in essay writing classroom." The guide is reported as registered for copyright protection and implemented in a secondary school in Kaskelen, with discussion at the school methodological council. The recommendations in the conclusion address classroom instruction, common assessment criteria across languages, teacher collaboration, curriculum design, and professional development.
		9.3. The recommendations for practical application are novel: 1) fully novel;	2) The recommendations for practical application are partially novel. Explicit strategy instruction, self-assessment, peer assessment, reflective writing, and teacher collaboration are established practices. The new

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		2) partially novel (25–75% are novel); 3) not novel (less than 25% are novel).	element is their organization around the MSA logic: metacognitive writing strategies are taught explicitly in English and then intentionally applied in Russian and Kazakh using comparable criteria and coordinated instructional expectations. The recommendations are therefore original in configuration and context, but not all individual practices are new.
10.	Quality of Writing and Presentation	Quality of academic writing: 1) high; 2) medium; 3) below average; 4) low.	2) The quality of academic writing is medium. The dissertation is readable and its overall argument can be followed from the research gap to the model and the experiment. Terminology is defined at the beginning, tables and figures are used extensively, and the key constructs remain identifiable across the chapters. At the sentence level, however, there are recurring grammatical problems, awkward collocations, inconsistent use of “meta-cognitive” and “metacognitive,” and several passages in which claims are stated more strongly than the design permits. A final language and copy-editing pass would improve precision and readability without changing the research content.
11.	Comments on the Dissertation	<i>1. The statistical treatment of repeated observations should be stated more carefully. Chapter 3 says that an Independent Samples t-Test was used to compare the experimental group before and after the intervention. Because the same learners are observed at both points, a paired-samples procedure would correspond more directly to that part of the data structure. The between-group post-test comparison remains informative, but within-group inferential claims should be interpreted with this limitation in mind.</i> <i>2. The study combines data from implementation phases conducted in 2019 and 2023-2024. The dissertation explains that the cohorts were selected with the same inclusion criteria, studied in comparable schools, and were assessed with identical instruments. A more explicit cohort-by-cohort descriptive comparison or formal equivalence check before pooling would make the aggregation decision easier to evaluate.</i> <i>3. The findings apply most directly to the sociolinguistic configuration studied: Kazakh as L1, Russian as L2, and English as FL in two schools in the Almaty region. The dissertation acknowledges this limitation. The same caution is relevant to Statement 4: the stronger English-to-Russian transfer is observed in the data, but the explanation through declarative and procedural knowledge remains theoretically inferred because those forms of knowledge were not measured directly.</i>	

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12.	Scientific Level of the Doctoral Researcher's Publications on the Research Topic (In the case of a dissertation defense in the form of a series of articles, the official reviewers comment on the scientific level of each publication by the doctoral researcher related to the research topic.)	The scientific level of the doctoral researcher's publications is adequate and thematically coherent with the dissertation. The publication record listed in the dissertation shows a progression from general learning-strategy and trilingual-policy questions toward the specific MSA model. The article "Multilingual approach to writing pedagogy through metacognitive strategy-based instruction," published in the Journal of Teaching English for Specific and Academic Purposes, 13(2), 377-389 (2025), is the publication most directly aligned with the central theoretical and methodological argument of the dissertation. The national publications address complementary parts of the thesis: learning strategies in English language teaching (2018), implementation of trilingual policy (2019), cognitive processes in learning-strategy acquisition (2020), problems of multilingual education in Kazakhstani secondary schools (2026), and teaching writing through metacognitive strategy instruction (2026). The three conference papers provide earlier approbation of writing strategies, second/foreign-language distinctions, and peer-reviewing in school writing. The publications therefore cover the conceptual, contextual, and methodological development of the dissertation. They do not all test the complete MSA experimentally; several provide theoretical or contextual support for individual statements. This is consistent with the way the dissertation itself presents the evolution of the research programme.	
13.	Decision of the Official Reviewer (in accordance with Paragraph 28 of the Standard Regulations)	I give a positive assessment of the dissertation by Kheiriya Kheiradinovna Delovarova entitled "Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction." The dissertation presents a coherent theoretical and methodological model, reports a completed pedagogical experiment, and provides evidence that addresses the stated aim, objectives, hypothesis, and statements for defense. The limitations identified in this review concern the precision of several analytical and interpretive claims and do not alter the overall doctoral-level character of the work. I recommend awarding Kheiriya Kheiradinovna Delovarova the degree of Doctor of Philosophy (PhD) under the educational programme "8D01721 – Training of Foreign Language Teachers."	

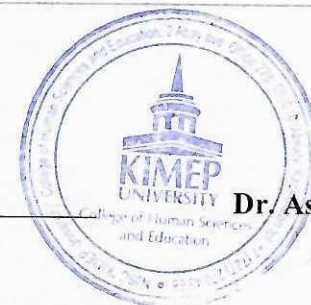
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