REVIEW
of the official reviewer
Zhanar Tekesbaikyzy Zhyltyrova
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).**	***1.1 Fully corresponds*** *The dissertation topic corresponds to Kazakhstan's priorities in multilingual education and determined by its alignment with the current priorities of educational and scientific development in the Republic of Kazakhstan, particularly in the areas of education, improvement of the quality of secondary education, and development of students' language and communicative competences. It addresses the implementation of the national trilingual education policy and the requirements of the State Compulsory Standard of Basic Secondary Education dated 3 August 2022. The study responds to the practical need to coordinate the development of writing in Kazakh, Russian, and English and to strengthen learner autonomy and self-regulation through explicit metacognitive strategy instruction. Although the dissertation was not presented as part of a state-funded project, its subject and outcomes are directly aligned with the national objective of improving the quality and effectiveness of multilingual secondary education.*

2.	Significance for Science	The dissertation **makes** / does not make a significant contribution to science, and its significance is **adequately demonstrated** / is not adequately demonstrated.	*The dissertation makes a significant contribution to the methodology of foreign-language teaching, and this contribution is adequately demonstrated. The researcher Kheiriya Kheiradinovna Delovarova develops the Multilingual Strategy-Based Approach (MSA), integrating multilingual education, writing pedagogy, metacognitive Strategy-Based Instruction, self-regulated learning, and cross-linguistic transfer in one framework. The study advances the idea of transferable strategic competence by distinguishing the transfer of writing strategies from the transfer of linguistic knowledge. Its particular scientific value lies in the theoretically grounded and empirically tested organization of English-to-Russian and English-to-Kazakh transfer among secondary-school learners.* *The particular scientific value of the research lies in the development and empirical validation of an integrative methodological framework for multilingual writing instruction. The dissertation extends the understanding of strategic competence by distinguishing the transfer of writing strategies from the transfer of linguistic knowledge and provides empirical evidence of English-to-Russian and English-to-Kazakh transfer. The relevance, theoretical significance, and scientific contribution of the research are convincingly validated throughout the dissertation.*
3.	Principle of Independence	Level of independence: **1) high;** 2) medium; 3) low; 4) no evidence of independence.	***1) The level of independence of the dissertation research is high.*** *Kheiriya Kheiradinovna Delovarova demonstrated a high level of independence throughout the research process. The author critically synthesized the relevant literature, developed the Multilingual Strategy-Based Approach concept, methodological model, four-stage instructional framework, exercise system, Writing Strategy Task Sheets, and assessment tools. The author also organized the experimental study, processed quantitative and qualitative evidence, interpreted the results, and formulated practical recommendations and a teaching and methodological guide. These elements show sustained independent work from conceptualization to dissemination. The research demonstrates the author's academic competence and ability to carry out an independent and coherent doctoral study from its conceptualization to the interpretation of the results.*

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 author convincingly substantiates the relevance of the research topic by emphasizing its importance for contemporary multilingual language education and the development of students' writing skills in a multilingual educational context.* *The dissertation identifies a clear methodological gap: multilingual education, writing pedagogy, Strategy-Based Instruction, and cross-linguistic transfer have developed largely as separate research strands, while schools require an integrated procedure for developing writing across Kazakh, Russian, and English. The author also substantiates practical contradictions between common curricular requirements for writing and fragmented language teaching, and between the recognized possibility of strategy transfer and the absence of systematic classroom procedures for facilitating it. These contradictions justify the research problem and 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 fully reflects the dissertation topic.*** *The content of the dissertation fully corresponds to the research topic and comprehensively addresses its key aspects. The first chapter examines the theoretical foundations of multilingual writing instruction, including the concepts of multilingual education, writing pedagogy, language learning strategies, metacognitive regulation, and cross-linguistic transfer. It also provides an analysis of relevant international and national research, establishing a solid theoretical basis for the study and clearly substantiating the need for the proposed approach.* *The second chapter focuses on the methodological foundations of the study and presents the development and substantiation of the Multilingual Strategy-Based Approach (MSA). It describes the conceptual and methodological model, the principles of metacognitive strategy-based instruction, and the system of exercises designed to support the development of writing skills in English and the transfer and application of strategies in Russian and Kazakh. This demonstrates the systematic and practical orientation of the research.*

			The third chapter presents the empirical and experimental component of the study, including the research design, diagnostic procedures, implementation of the intervention, and analysis of the obtained results. The findings provide empirical evidence concerning the development of students' metacognitive writing strategies and cross-linguistic transfer. *Thus, the structure and content of the dissertation logically, comprehensively, and consistently reflect the stated research topic, demonstrating a high degree of correspondence between the dissertation content and its 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 of the research correspond to the dissertation topic.*** *The aim of the dissertation is clearly formulated and encompasses the theoretical substantiation, methodological development, and experimental validation of the Multilingual Strategy-Based Approach (MSA) to the development of writing skills in English and the transfer and application of metacognitive writing strategies in Russian and Kazakh. This demonstrates a comprehensive and systematic approach to addressing the research problem.* *The first group of objectives focuses on the theoretical foundations of the study, including the analysis of multilingual education, writing pedagogy, metacognitive strategies, and cross-linguistic transfer. These objectives establish a solid conceptual basis for the subsequent development of the proposed approach.* *The second group of objectives is concerned with the methodological development of the MSA. It includes the design and substantiation of the methodological model, the identification of appropriate principles and conditions for strategy-based instruction, and the development of a system of exercises aimed at promoting the transfer of writing strategies across languages. These objectives are logically derived from the research aim and contribute to the methodological coherence of the study.* *The final group of objectives addresses the empirical implementation and validation of the proposed approach. It involves conducting the pedagogical experiment, analysing the results, and developing practical*

			recommendations for teachers. This progression from theoretical analysis to methodological development and empirical verification demonstrates the consistency of the research design. *The research hypothesis is also logically connected with the aim and objectives. It reflects the central assumption that explicit instruction in metacognitive writing strategies in English can support their conscious transfer and application in Russian and Kazakh, thereby contributing to the development of students' writing skills and self-regulation. Overall, the formulation of the aim, objectives, and hypothesis demonstrates the internal coherence and methodological consistency of the dissertation.*
		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 of the dissertation are logically interconnected.*** *The statements submitted for defense are closely connected with the main sections, aim, and objectives of the dissertation, forming a coherent and logically structured core of the research.* *The first statement concerns the Multilingual Strategy-Based Approach (MSA) as an integrative pedagogical framework for the development of writing skills in a multilingual educational context. It is directly related to the theoretical part of the dissertation, where the author examines multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The conceptual foundations of the MSA developed in the theoretical chapter provide a clear basis for its subsequent methodological implementation.* *The second statement focuses on the methodological model of the MSA and the principles underlying its implementation. It is closely connected with the methodological section of the dissertation, where the author develops the stages, principles, and instructional procedures for explicit metacognitive writing strategy instruction. Particular attention is given to the development of transferable strategic competence, metacognitive self-regulation, learner autonomy, and the pedagogically organized transfer of writing strategies across languages.* *The third statement addresses the transfer and application of metacognitive writing strategies from English to Russian and Kazakh. This statement is logically linked to both the conceptual framework and the empirical component of the study. The dissertation provides evidence that*

			strategies explicitly developed in English can be consciously transferred and applied in other languages, while also demonstrating that the degree of transfer may differ depending on the language and learners' existing linguistic and strategic resources. *The subsequent statements concern the empirical validation of the proposed approach and its contribution to the development of students' writing skills and metacognitive awareness. They correspond directly to the experimental section of the dissertation, which presents the research design, diagnostic procedures, implementation of the intervention, analysis of the obtained data, and comparison of the experimental and control groups.* *Thus, the statements submitted for defense form an interconnected system that consistently covers the theoretical foundations, methodological development, and empirical validation of the proposed approach. The logical correspondence between the research problem, aim, objectives, theoretical framework, methodological model, experimental procedures, and findings demonstrates the internal coherence and consistency of the dissertation research.*
		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.	***1) The statements presented by the doctoral researcher are substantiated and well supported.*** *The dissertation demonstrates a high level of critical analysis of existing approaches to writing instruction, metacognitive strategy-based instruction, multilingual education, and cross-linguistic transfer. The author provides a systematic analysis of relevant international and national research, which makes it possible to identify the limitations of existing approaches and substantiate the need for an integrated methodological solution. The key statement regarding the Multilingual Strategy-Based Approach (MSA) is theoretically based on the integration of multilingual, cognitive, and competency-based perspectives. The framework combines explicit instruction in metacognitive strategies with a systematically organized process of cross-linguistic transfer. Particular emphasis is placed on developing transferable strategic competence, learner self-regulation, and autonomy.*

			The dissertation also provides a clear rationale for developing metacognitive writing strategies in English and subsequently supporting their conscious transfer and application in Russian and Kazakh. The proposed principles, methodological model, and system of exercises are logically derived from the theoretical foundations of the study and are consistent with its aim, objectives, and hypothesis. *The validity of the main statements is further confirmed by the pedagogical experiment. The findings indicate positive changes in learners' metacognitive awareness, writing-strategy use, self-regulation, and writing performance. They also provide evidence that strategies acquired in English can be transferred and applied to writing tasks in Russian and Kazakh.* *Therefore, the statements submitted for defense are supported by both theoretical reasoning and empirical findings. This confirms their scientific soundness and methodological significance.*
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).	***1) The scientific results and statements are fully novel.*** *The dissertation develops the Multilingual Strategy-Based Approach (MSA) as an integrative framework for multilingual writing instruction; identifies pedagogical conditions for its implementation in Kazakhstani secondary schools; conceptualizes metacognitive writing strategies as transferable resources; and proposes a four-stage model comprising consciousness raising, modelling, guided practice, and evaluation and goal-setting. The dissertation specifies the principles and methodological conditions for explicitly developing writing strategies in English and subsequently supporting their conscious transfer and application in Russian and Kazakh. This allows the study to extend existing approaches by treating writing strategies as transferable resources rather than focusing solely on the transfer of linguistic knowledge.* *The study also provides empirical evidence of strategy transfer from English to Russian and Kazakh and explains differences in transfer intensity through the declarative or procedural character of learners' language knowledge. The novelty lies in the integration, methodological operationalization, and experimental validation of these components in a* multilingual *school context. The research therefore makes an original*

			contribution to the methodology of multilingual writing instruction and extends existing scholarly understanding of metacognitive strategy transfer across languages.
		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).	***1) The conclusions of the dissertation are fully novel.*** *The conclusions of the dissertation demonstrate a high level of scientific novelty, as they synthesize the theoretical, methodological, and empirical outcomes of the research into a coherent understanding of multilingual writing instruction.* *First, the study substantiates the Multilingual Strategy-Based Approach (MSA) as an integrative pedagogical framework that brings together multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The conclusions demonstrate that these components can be systematically integrated to support the development of writing skills and transferable strategic competence in a multilingual school context.* *Second, the dissertation provides a theoretically grounded understanding of metacognitive writing strategies as transferable resources. The conclusions specify the role of planning, organizing, editing, and evaluating in the development of learners' self-regulation and demonstrate how explicit strategy instruction in English can support the conscious transfer and application of these strategies in Russian and Kazakh.* *A further contribution is the empirical evidence concerning English-to-Russian and English-to-Kazakh transfer of writing strategies. The findings demonstrate that transfer is possible across the three languages, while its degree may vary depending on the language and learners' existing linguistic and strategic resources. This provides an important empirical dimension to the discussion of multilingual writing instruction in the Kazakhstani secondary school context.* *The conclusions are also supported by the results of the pedagogical experiment, which demonstrate positive changes in students' metacognitive awareness, use of writing strategies, self-regulation, and writing skills following the implementation of the proposed approach. The findings therefore provide an empirical basis for the methodological principles and instructional procedures developed in the dissertation.*

			Thus, the conclusions represent an original synthesis of theoretical and empirical findings and make a significant contribution to the development of multilingual writing pedagogy. Their novelty is reflected in the integration, methodological systematization, and empirical validation of the proposed approach rather than in the isolated introduction of individual concepts already established in the field.
		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).	*The solutions proposed in the dissertation represent an innovative methodological framework for multilingual writing instruction based on the integration of metacognitive strategy-based instruction and cross-linguistic transfer. The central methodological solution is the development of the Multilingual Strategy-Based Approach (MSA), which provides a systematic basis for developing writing skills in English and supporting the transfer and application of writing strategies in Russian and Kazakh.* *From a methodological perspective, the innovation of the proposed solution is reflected in the systematic organization of explicit instruction in metacognitive writing strategies, including planning, organizing, editing, and evaluating. The approach establishes pedagogically structured conditions under which strategies developed in English can be consciously transferred and applied across languages. This extends conventional strategy-based instruction by incorporating multilingual transfer as an integral component of the instructional process.* *From a pedagogical and organizational perspective, the dissertation proposes a coherent methodological model, a system of exercises, and practical recommendations for teachers. These solutions are designed to support learners' metacognitive self-regulation, transferable strategic competence, and autonomy in writing. Their applicability is supported by the results of the pedagogical experiment conducted in secondary school settings.* *The proposed solutions also have practical value because they can be incorporated into existing language teaching practices without requiring a separate curriculum for each language. The teaching and methodological guide "Application of Metacognitive Writing Strategies in Essay Writing Classroom" provides teachers with practical procedures and activities for implementing the approach.*

			Thus, the proposed methodological and pedagogical solutions are sufficiently substantiated, demonstrate a high degree of originality in their integration and application, and have practical potential for use in multilingual secondary education.
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).	*Yes. The main conclusions of the dissertation are thoroughly substantiated through a combination of theoretical analysis, methodological modelling, and pedagogical experimentation.* *Among the key conclusions is the theoretical and methodological substantiation of the Multilingual Strategy-Based Approach (MSA) as an integrative framework that brings together multilingual, cognitive, and competency-based approaches to writing instruction. The study demonstrates that metacognitive writing strategies can be explicitly developed in English and subsequently transferred and applied in Russian and Kazakh, thereby supporting the development of transferable strategic competence, self-regulation, and learner autonomy.* *Another important conclusion concerns the effectiveness of the proposed methodological model and system of exercises. The results of the pedagogical experiment provide empirical evidence of positive changes in learners' metacognitive awareness, use of writing strategies, writing skills, and ability to apply strategies across languages.* *The conclusions are supported by both qualitative and quantitative evidence, including analysis of learners' written work, diagnostic and experimental data, descriptive statistics, and comparative analysis of the experimental and control groups. The statistical analysis conducted using SPSS further supports the reliability of the obtained findings.* *In addition, the conclusions logically follow from the review and critical analysis of international and national research on multilingual education, writing pedagogy, metacognitive strategies, and cross-linguistic transfer. The consistency between the theoretical framework, methodological model, empirical findings, and final conclusions demonstrates their scientific validity and substantiation.*
7.	Main Statements Submitted for Defense	The following questions should be answered separately for each statement:	***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*

		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 applicability of the statement in its current wording. 7.5. Is it substantiated in a published article? **1) yes;** 2) no;	*and facilitating the transfer of writing strategies to Russian and Kazakh in multilingual secondary education.* ***1) Substantiated:*** *The statement is theoretically substantiated in the dissertation through a systematic analysis of multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The author examines the conceptual foundations of these areas and establishes their relationships within the proposed MSA framework. The theoretical analysis, conceptual framework, methodological model, and principles of the approach provide a consistent rationale for developing writing strategies in English and facilitating their transfer and application in Russian and Kazakh.* ***2) Non-trivial:*** *The statement is non-trivial because it does not treat multilingual education, metacognitive strategy-based instruction, and cross-linguistic transfer as separate methodological components. Instead, they are integrated into a coherent approach in which metacognitive writing strategies are developed in English and subsequently transferred and applied across languages. Such an integrated organization of writing strategy instruction represents a specific methodological interpretation of multilingual writing education.* ***3) Novel:*** *The statement is novel in the development and methodological substantiation of the Multilingual Strategy-Based Approach as an integrated framework for writing instruction. While metacognitive strategies, strategy-based instruction, and cross-linguistic transfer have been examined separately in previous research, their systematic integration for developing transferable metacognitive writing strategies from English to Russian and Kazakh in a multilingual secondary school context constitutes the author's original contribution.* ***4) Broad applicability:*** *The statement has broad applicability in multilingual secondary education, particularly in educational contexts where English, Russian, and Kazakh are used for different educational and communicative purposes. The MSA framework can be incorporated into foreign language writing instruction and adapted to other multilingual contexts where learners are expected to develop writing skills and transfer learning strategies across languages.*

		3) it is impossible to assess whether the statement has been substantiated in a published article in its current wording.	***5) Substantiated in publications:*** *1) Multilingual approach to writing pedagogy through metacognitive strategy-based instruction // Journal of Teaching English for Specific and Academic Purposes. – 2025. – Vol. 13, No. 2. – P. 377–389. The article directly substantiates the central theoretical and methodological foundations of Statement 1 by examining the integration of a multilingual approach with metacognitive strategy-based instruction in writing pedagogy. It provides a theoretical basis for developing writing strategies in English and considering their transfer across languages.* *2) The ways of implementation of the trilingual policy of Kazakhstan in the process of education // Bulletin of Kazakh National Women's Teacher Training University. – 2019. – No. 4 (80). The article substantiates the multilingual educational context underlying Statement 1 by examining the organization of trilingual education in Kazakhstan and the interaction of English, Russian, and Kazakh in the educational process. It provides a contextual basis for considering cross-linguistic interaction as a relevant component of language education.* *3) Problems of Implementing Multilingual Education in Kazakhstani Secondary Schools — Orleu. Bulletin of Continuing Education. – 2026. – No. 1 (52). The article identifies and analyses challenges associated with implementing multilingual education in Kazakhstani secondary schools, thereby supporting the relevance of an integrated methodological approach to multilingual language instruction. Its findings provide an empirical and contextual rationale for developing a framework that facilitates the transfer and application of learning strategies across English, Russian, and Kazakh.* ***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.* ***1) Substantiated:*** *The statement is substantiated through the methodological model developed in the dissertation. The model provides a systematic sequence of metacognitive writing strategy instruction, incorporates mechanisms for transferring and applying strategies across*

			languages, and includes assessment of learners' writing skills and strategy use. Its structure and implementation are supported by the results of the pedagogical experiment, which demonstrate positive changes in learners' writing skills and use of metacognitive strategies. ***2) Non-trivial:*** *The statement is non-trivial because the methodological model does not limit writing instruction to the development of linguistic knowledge or isolated writing techniques. It combines phased metacognitive strategy instruction with multilingual transfer and assessment of both writing outcomes and strategy use, creating an integrated methodological system for developing writing skills in English.* ***3) Novel:*** *The statement is novel in the development and methodological substantiation of an MSA model that systematically combines metacognitive writing strategy instruction, cross-linguistic transfer, and assessment of strategy use and writing outcomes. The model provides a structured methodological implementation of the MSA principles in the context of multilingual secondary education.* ***4) Broad applicability:*** *The statement has broad applicability in foreign language writing instruction, particularly in multilingual educational contexts. The methodological model can be adapted to different educational settings and learner groups, while its principles and sequence of strategy instruction may be incorporated into existing writing courses without requiring a separate instructional programme for each language.* ***5) Substantiated in publications:*** *1) To the Problem of Learning Strategies in Teaching and Learning English // Bulletin of Kazakh National Women's Teacher Training University. – 2018. – No. 4 (76). The article examines the role and significance of learning strategies in English language teaching and learning, providing an early theoretical basis for the systematic use of learning strategies in language instruction. It supports the methodological rationale for incorporating explicit strategy instruction into the development of English writing skills.* *2) Multilingual approach to writing pedagogy through metacognitive strategy-based instruction // Journal of Teaching English for Specific and Academic Purposes. – 2025. – Vol. 13, No. 2. – P. 377–389. The article directly substantiates the methodological foundations of the MSA model*

			by examining the integration of multilingual writing pedagogy and metacognitive strategy-based instruction. It supports the organization of writing instruction around explicit metacognitive strategies and their transfer across languages. *3) Teaching Writing Through Meta-Cognitive Strategy Instruction // Bulletin of Toraighyrov University. Pedagogics Series. – 2026. – No. 3. The article provides methodological justification for teaching writing through explicit metacognitive strategy instruction and supports the use of structured strategy-based procedures in developing learners' writing skills. Its findings reinforce the methodological component of the MSA model and the role of metacognitive strategies in improving writing instruction.* ***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 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.* ***1) Substantiated:*** *The statement is substantiated by the theoretical and empirical findings of the dissertation. The study establishes the role of metacognitive awareness and explicit instruction in planning, organizing, editing, and evaluating as key components of writing strategy development. The results of the pedagogical experiment demonstrate positive changes in learners' use of metacognitive writing strategies and provide evidence of their transfer and application from English to Russian and Kazakh.* ***2) Non-trivial:*** *The statement is non-trivial because it considers metacognitive writing strategies not only as strategies used within English writing instruction, but also as transferable resources that can be consciously applied across languages. The focus on the transfer of planning, organizing, editing, and evaluating strategies extends the role of strategy-based instruction beyond a single-language learning context.*

			3) Novel: *The statement is novel in providing empirical evidence of the transfer and application of metacognitive writing strategies from English to Russian and Kazakh within multilingual secondary education. The dissertation demonstrates that such transfer can occur across languages, while its intensity may vary depending on the language and the learners' available linguistic and educational resources. This provides an empirical dimension to the integration of metacognitive strategy-based instruction and cross-linguistic transfer.* ***4) Broad applicability:*** *The statement has broad applicability to multilingual writing education, particularly in secondary school contexts where learners use more than one language for educational and communicative purposes. The principles of explicit metacognitive strategy instruction and conscious cross-linguistic transfer can be adapted to other multilingual educational contexts and language combinations.* ***5) Substantiated in publications:*** *1) Cognitive Processes in Acquiring Learning Strategies in Foreign Language Education // Academy of Pedagogical Sciences. – 2020. – No. 2. The article examines the cognitive processes involved in the acquisition of learning strategies in foreign language education and provides a theoretical basis for understanding how learners develop and use strategies during language learning. It supports the cognitive and metacognitive foundations of the statement concerning the development of learners' awareness and purposeful use of writing strategies.* *2) The usage of "peer-reviewing" strategy for secondary school students as a means of enhancing writing skills // International Academic Institute: Education and Social Sciences Conference, Rome, Italy. – September 17, 2019. The article examines the use of peer-reviewing as a strategy for enhancing secondary school students' writing skills and provides empirical support for the role of strategic and reflective activities in writing instruction. It contributes to the methodological justification of explicit strategy use and learner reflection in the development of writing skills.* *3) Multilingual approach to writing pedagogy through metacognitive strategy-based instruction // Journal of Teaching English for Specific and Academic Purposes. – 2025. – Vol. 13, No. 2. – P. 377–389. The article*

			directly supports the multilingual and metacognitive dimensions of the statement by examining the integration of metacognitive strategy-based instruction with a multilingual approach to writing pedagogy. It provides a theoretical and methodological basis for considering writing strategies as resources that can be developed in one language and transferred and applied across languages. ***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.* ***1) Substantiated:*** *The statement is substantiated through the theoretical analysis of metacognitive strategy acquisition, language knowledge, and cross-linguistic transfer presented in the dissertation. The study distinguishes between the knowledge learners possess about language and strategies and their ability to proceduralize and apply this knowledge in actual writing activities. The empirical findings further indicate that the transfer of metacognitive writing strategies does not occur uniformly across languages, but varies depending on learners' linguistic resources and their ability to apply strategies in different language contexts.* ***2) Non-trivial:*** *The statement is non-trivial because it does not assume that the acquisition of a writing strategy in one language automatically results in an equal level of transfer to other languages. Instead, it recognizes that the effectiveness and intensity of transfer are influenced by the nature of learners' existing language knowledge and their ability to operationalize this knowledge during writing activities.* ***3) Novel:*** *The statement is novel in connecting the intensity of metacognitive writing strategy transfer with the declarative and procedural characteristics of learners' language knowledge within a multilingual educational context. This interpretation provides a more differentiated understanding of cross-linguistic strategy transfer and helps explain why the transfer of the same writing strategies may occur to different degrees across Russian and Kazakh.* ***4) Broad applicability:*** *The statement has broad applicability to multilingual language education because differences in learners'*

			linguistic knowledge and their ability to use this knowledge procedurally are relevant to the transfer of learning strategies across languages. The principle may be considered when designing multilingual writing instruction, selecting instructional tasks, and developing conditions that support conscious cross-linguistic transfer. ***5) Substantiated in publications:*** *1) Cognitive Processes in Acquiring Learning Strategies in Foreign Language Education // Academy of Pedagogical Sciences. – 2020. – No. 2. The article examines the cognitive processes underlying the acquisition and use of learning strategies in foreign language education, providing a theoretical basis for understanding how learners' existing knowledge influences the acquisition and procedural application of strategies. It supports the cognitive rationale for considering differences in learners' knowledge and strategy use when explaining variation in cross-linguistic transfer.* *2) Multilingual approach to writing pedagogy through metacognitive strategy-based instruction // Journal of Teaching English for Specific and Academic Purposes. – 2025. – Vol. 13, No. 2. – P. 377–389. The article examines the relationship between multilingual writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. It provides a theoretical and methodological basis for understanding strategy transfer across languages and supports the view that the application of metacognitive writing strategies may vary according to learners' linguistic and cognitive resources.*
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 theoretical part of the dissertation includes analysis of normative and programme documents, a comparative analysis of pedagogical approaches, and a critical review of national and international literature on multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. Theoretical modelling and formulation of the research hypothesis provide a coherent basis for the empirical study.* *The empirical research combines observation, pedagogical experimentation, semi-structured surveys, analysis of learners' written work, and thematic analysis. Quantitative data were processed using SPSS. The Independent Samples t-Test was used to establish baseline equivalence and assess the effectiveness of the MSA intervention;*

			Compare Means was applied to examine the use of metacognitive writing strategies across English, Russian, and Kazakh; and Pearson correlation was used to examine patterns of cross-linguistic strategy transfer. Cronbach's alpha and descriptive statistics were also used to assess instrument reliability and characterize the data. The study involved 62 Grade 9 students: an experimental group of 32 and a control group of 30; ten experimental-group students were additionally selected through maximum-variation purposive sampling for in-depth analysis. *The combination of quantitative and qualitative methods, including thematic analysis and analysis of learners' essays, provides a comprehensive basis for interpreting the research findings. Overall, the methodology is logically structured and appropriate to the aim and objectives of the dissertation.*
		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 theoretical part of the dissertation includes analysis of normative and programme documents, comparative analysis of pedagogical approaches, and a critical review of national and international literature on multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. Theoretical modelling and formulation of the research hypothesis provide a coherent basis for the empirical study.* *The empirical research combines observation, pedagogical experimentation, semi-structured surveys, analysis of learners' written work, and thematic analysis. Quantitative data were processed using SPSS. The Independent Samples t-Test was used to establish baseline equivalence and assess the effectiveness of the MSA intervention; Compare Means was applied to examine the use of metacognitive writing strategies across English, Russian, and Kazakh; and Pearson correlation was used to examine patterns of cross-linguistic strategy transfer. Cronbach's alpha and descriptive statistics were also used to assess instrument reliability and characterize the data.* *The combination of quantitative and qualitative methods, including thematic analysis and analysis of learners' essays, provides a comprehensive basis for interpreting the research findings. Overall, the methodology is logically structured and appropriate to the aim and objectives of the dissertation.*

			The results were obtained using contemporary educational-research methods and computer-assisted data processing. Evidence was collected through pre- and post-intervention writing tasks in English, Russian, and Kazakh, questionnaires, Writing Strategy Task Sheets, stimulated-recall interviews, and analysis of written products. The complete sample of 62 participants was processed in SPSS using independent-samples t-tests for group comparisons and Pearson correlations for cross-language relationships. Quantitative findings were triangulated with qualitative interview and task-sheet evidence.
		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 theoretical conclusions and the methodological model developed in the dissertation are substantiated and supported by the results of the pedagogical experiment. The experimental study involved Grade 9 students in a multilingual secondary school context and was designed to examine the effectiveness of the Multilingual Strategy-Based Approach (MSA).* *The author successfully implemented the pedagogical experiment aimed at assessing the effectiveness of the developed methodology for enhancing writing skills in English and supporting the transfer and application of metacognitive writing strategies in Russian and Kazakh. The results confirmed the main conclusions regarding the value of explicit instruction in planning, organizing, editing, and evaluating, combined with pedagogically organized cross-linguistic transfer.* *The theoretical propositions and methodological model are supported by a pedagogical experiment in a natural school setting. Baseline equivalence was examined before the intervention; the experimental group then received the four-stage MSA programme while the control group followed the regular curriculum. Post-intervention evidence showed increased planning, organizing, editing, evaluating, and self-regulation in the experimental group, together with improved writing performance and cross-linguistic application of strategies. For example, 26 of 32 experimental-group learners used written planning after the intervention, and English errors per 1,000 words decreased from 116 to 50. The identified changes in learners' metacognitive strategy use and writing outcomes, together with evidence of strategy transfer from English to Russian and Kazakh, support the research hypothesis. The experimental*

			results also demonstrate that systematic instruction in metacognitive writing strategies and their conscious application across languages contributes to the development of learners' writing skills and metacognitive self-regulation.
		8.4. The key statements are **supported** / partially supported / not supported by references to relevant and reliable scientific literature.	***8.4 Important statements in the dissertation are supported.*** *The important statements and conclusions presented in the dissertation are supported by references to relevant and reliable scientific literature. The theoretical and methodological basis of the study draws on established research in multilingual education, language learning strategies, cognitive and self-regulation theories, writing strategies, cross-linguistic transfer, and multicompetence.* *The theoretical framework is grounded in the works of leading scholars, including B.A. Zhetpisbayeva and A.A. Golovchun in multilingual education; A.D. Cohen, R.L. Oxford, E. Macaro, A.U. Chamot, and A. Wenden in language learning strategies; J.R. Anderson, A.U. Chamot, and R.L. Oxford in cognitive approaches; B.J. Zimmerman, R.L. Oxford, S.S. Kunanbayeva, and A.T. Chaklikova in self-regulation; R.L. Oxford, J.R. Hayes and L.S. Flower, and K. Forbes in writing strategies and writing pedagogy; R. Ellis, T. Odlin, and Vygotsky in cross-linguistic transfer and sociocultural perspectives; and J. Cummins, V. Cook, and K. Forbes in multicompetence and multilingual development.* *The dissertation also includes references to the author's own publications on the research topic, demonstrating sustained engagement with the research problem and the author's contribution to its development. The combination of foundational works and recent studies by international and national scholars provides a reliable theoretical and methodological basis for the research and supports the validity of its main statements and conclusions.*
		8.5. The sources of literature used are **sufficient** / insufficient for the literature review.	***8.5 The literature sources used are sufficient,*** *as the dissertation is supported by a substantial body of 208 sources directly related to the research topic.* *The theoretical and methodological basis of the study draws on foundational and contemporary works in multilingual education, language learning strategies, metacognition, self-regulation, writing pedagogy,*

			cross-linguistic transfer, and multicompetence. It combines foundational scholarship with recent international and Kazakhstani research and normative documents. The literature review supports the research gap, conceptual framework, methodological choices, and interpretation of the findings. A final editorial verification of the exact number and uniform formatting of references is recommended before submission. *The combination of foundational theoretical works, contemporary international research, and national studies provides sufficient coverage of the research problem and ensures a comprehensive and relevant theoretical basis for the dissertation.*
9	Principle of Practical Significance	9.1. The dissertation has theoretical significance: **1) yes;** 2) no.	***1) Yes. The dissertation research has theoretical significance.*** *The dissertation provides a systematic theoretical analysis of writing instruction in a multilingual educational context through the integration of multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The author develops and theoretically substantiates the Multilingual Strategy-Based Approach (MSA) as an integrative framework for developing writing skills in English and supporting the transfer and application of metacognitive writing strategies in Russian and Kazakh.* *Particular theoretical value lies in the conceptualization of metacognitive writing strategies as transferable resources and in the identification of principles underlying their conscious transfer across languages. The dissertation also contributes to the understanding of transferable strategic competence by linking metacognitive self-regulation, cross-linguistic transfer, and learner autonomy within a multilingual writing framework. This extends existing theoretical approaches by bringing these dimensions together into a coherent conceptual and methodological framework for multilingual writing education.*
		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 dissertation has practical significance.*** *The practical significance of the dissertation is reflected in the development of a methodological model for implementing the Multilingual Strategy-Based Approach (MSA), together with a system of exercises and practical recommendations for developing writing skills in English and*

			supporting the transfer and application of metacognitive writing strategies in Russian and Kazakh. These materials provide teachers with structured procedures for explicit instruction in planning, organizing, editing, and evaluating and can be incorporated into existing writing instruction in multilingual secondary schools. *Of particular practical value is the teaching and methodological guide "Application of Metacognitive Writing Strategies in Essay Writing Classroom" (ISBN 978-601-361-732-9) received copyright protection under Certificate No. 69645 dated 7 April 2026, which provides practical activities and procedures for implementing metacognitive strategy-based writing instruction. The developed materials were implemented in a secondary school in Kaskelen and reviewed by the school methodological council, supporting their practical applicability. The results of the study can be used by English language teachers and adapted to other multilingual educational contexts where writing strategies are developed in one language and subsequently transferred and applied across languages.*
		9.3. The recommendations for practical application are novel: **1) fully novel;** 2) partially novel (25–75% are novel); 3) not novel (less than 25% are novel).	***1) The scientific results and statements of the dissertation research are novel.*** *First, the dissertation presents the Multilingual Strategy-Based Approach (MSA) as an integrative methodological framework that brings together multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The approach is not limited to the separate application of these established perspectives but organizes them into a coherent framework for developing writing skills in English and supporting the transfer and application of metacognitive writing strategies in Russian and Kazakh.* *Second, the novelty is reflected in the systematic conceptualization of transferable metacognitive writing strategies and transferable strategic competence. The dissertation identifies principles and pedagogical conditions for explicit instruction in planning, organizing, editing, and evaluating and for their conscious transfer across languages. This provides a structured methodological interpretation of strategy transfer within multilingual writing education.*

			Third, the dissertation develops and substantiates a methodological model, a system of exercises, and an assessment framework for implementing the MSA. The model connects metacognitive strategy instruction, multilingual transfer mechanisms, and assessment of writing skills and strategy use, thereby providing a coherent methodological system rather than a set of isolated instructional techniques. *Finally, the scientific contribution is supported by empirical validation in a multilingual secondary school context. The experimental findings demonstrate changes in learners' metacognitive strategy use and writing skills, as well as evidence of transfer from English to Russian and Kazakh.* *Thus, the originality of the research lies primarily in the theoretically grounded integration, methodological systematization, and empirical validation of these components within the proposed MSA framework.*
10.	Quality of Writing and Presentation	Quality of academic writing: **1) high;** 2) medium; 3) below average; 4) low.	***1) High.*** *The dissertation has a clear three-chapter structure and maintains a consistent connection among the problem, aim, objectives, theoretical framework, model, experiment, and conclusions. Core concepts are defined in a terminology section, and the tables and figures generally support comprehension of the model and findings. The academic argument is understandable and systematically developed. The author uses appropriate and consistent terminology related to multilingual education, writing pedagogy, metacognitive strategy-based instruction, and cross-linguistic transfer. The academic style is maintained throughout the dissertation, and the material is presented in a clear and systematic manner. Overall, the quality of writing and presentation demonstrates a high level of academic and professional competence.*
11.	Comments on the Dissertation	*The dissertation is a well-structured and comprehensive research work. At the same time, a few minor comments may be noted.* *First, some methodological descriptions of the MSA model and the system of exercises are presented in considerable detail in the main text. For greater conciseness, certain supporting descriptions and examples could be moved to the appendices. This would make the main theoretical and empirical arguments more concise without affecting the content or practical value of the study.*	

		Second, the presentation of some empirical results could be further condensed through additional tables or visual summaries, particularly when comparing the use of metacognitive writing strategies across English, Russian, and Kazakh. Such restructuring could improve the readability of the results section. *Third, the dissertation relies partly on self-report questionnaires and stimulated-recall interviews. The author acknowledges this limitation; however, the discussion could more explicitly explain how multilingual with writing products, task sheets, and error analysis reduces, but does not eliminate, response bias.* *These comments are editorial and organizational in nature and do not diminish the scientific value, validity, or practical significance of the dissertation.*
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 candidate's publications is high.*** *The number of publications exceeds the requirements established by the relevant regulatory framework and demonstrates the candidate's consistent research productivity throughout the doctoral study.* *Particular attention should be paid to the publications indexed in international databases and published in journals with high bibliometric indicators. These publications address significant aspects related to the development of academic writing, metacognitive strategies, multilingual education, English-medium instruction, and the development of digital and academic competencies. They demonstrate the international relevance of the research topic and contribute to the broader scholarly discussion on effective approaches to writing instruction in multilingual educational contexts.* *The candidate's publications in international peer-reviewed journals also correspond closely to the main focus of the dissertation. In particular, the article published in the Journal of Teaching English for Specific and Academic Purposes, which is indexed in the Scopus database and has a 41st percentile in the relevant subject category, addresses issues related to English for Specific and Academic Purposes and academic writing. This publication demonstrates the candidate's systematic engagement with the development of writing competence and effective approaches to writing instruction. The publications demonstrate the candidate's ability to conduct research, analyse contemporary methodological approaches, and present empirical findings in accordance with international academic standards.* *The publications in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan cover key aspects of the dissertation topic, including the development of academic writing competence, the teaching of writing in foreign-language contexts, and the pedagogical application of metacognitive strategies. These works reflect the candidate's own research findings and demonstrate sustained engagement with the relevant educational and methodological issues within the national research context.* *Additional publications in international conference proceedings provide evidence of the systematic dissemination and discussion of the candidate's research findings within the academic community. Although conference proceedings generally have a different publication status from indexed peer-reviewed journal articles, these publications*

		demonstrate the candidate's active participation in the professional research community and her ability to present, discuss, and substantiate the results of her research. *Overall, the candidate's publication record demonstrates consistent scientific productivity, thematic coherence, and a clear connection between the published research and the objectives and results of the doctoral dissertation.*
13.	Decision of the Official Reviewer (in accordance with Paragraph 28 of the Standard Regulations)	*Positively assessing the dissertation research of Delovarova Kheiriya Kheiradinovna, entitled "Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction," I consider it appropriate to petition the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan to award Delovarova Kheiriya Kheiradinovna the degree of Doctor of Philosophy (PhD) in the educational programme "8D01721 – Training of Foreign Language Teachers".*

Official Reviewer:

Doctor of Philosophy (PhD),

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