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REVIEW

of the doctoral dissertation by Delovarova Kh.Kh. entitled “Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction” in the speciality 6D011900 – Foreign language: two foreign languages.

The doctoral dissertation entitled “Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction” addresses an important and insufficiently explored problem in contemporary language education. The study is devoted to the development of writing skills within a multilingual educational context and proposes an instructional framework that brings together metacognitive strategy instruction and cross-linguistic transfer. The topic is of particular significance for secondary education in Kazakhstan, where learners operate within a multilingual environment and are expected to develop functional competence in Kazakh, Russian, and English.

Relevance of the research

The relevance of the dissertation is convincingly established. The author identifies a substantial methodological gap in existing research: multilingual education, writing pedagogy, Strategy-Based Instruction, and cross-linguistic transfer have been extensively investigated, but these areas have generally developed as separate lines of inquiry. The dissertation responds to this gap by considering them as interconnected components of a single instructional system.

Particularly valuable is the author's focus on writing. Writing requires learners not only to possess linguistic knowledge but also to organize ideas, plan their work, monitor the development of a text, identify problems, and evaluate the final product. Consequently, the development of metacognitive control represents an important dimension of effective writing instruction. The dissertation appropriately connects this dimension with multilingual learning and examines whether writing strategies developed in English can be consciously applied in Russian and Kazakh.

The relevance of the research is further strengthened by its contextual orientation. Rather than simply transferring an existing foreign model to the Kazakhstani educational setting, the author considers the linguistic configuration, educational

conditions, and specific requirements of multilingual secondary education in Kazakhstan.

Scientific contribution and novelty

A notable contribution of the dissertation is the development of the Multilingual Strategy-Based Approach (MSA) as an integrative pedagogical framework. The proposed approach does not treat multilingualism merely as the simultaneous study of several languages. Instead, it emphasizes the purposeful development of transferable metacognitive writing strategies and their subsequent application across languages.

The novelty of the research can also be seen in the distinction between the transfer of linguistic knowledge and the transfer of writing strategies. This distinction allows the author to address cross-linguistic transfer from a pedagogical rather than exclusively linguistic perspective.

The dissertation provides empirical evidence concerning the transfer of metacognitive writing strategies from English to Russian and Kazakh. Of particular interest is the finding that the degree of transfer is not identical across languages. This observation adds an important empirical dimension to discussions of multilingual competence and demonstrates that strategic transfer should be viewed as a process that may vary according to linguistic and cognitive conditions.

The author has also developed a methodological model, principles, assessment indicators, and a system of exercises corresponding to the proposed approach. These elements give the MSA a concrete instructional dimension and distinguish it from a purely conceptual proposal.

Theoretical significance

The theoretical value of the dissertation lies in its synthesis of several established areas of research. The author brings together theories of multilingual education, language learning strategies, metacognition, self-regulated learning, writing development, cross-linguistic transfer, and multicompetence.

The dissertation contributes to a clearer understanding of how these theoretical perspectives can complement one another in writing instruction. The conceptualization of metacognitive writing strategies as transferable resources is particularly noteworthy. The four-stage organization of strategy instruction — planning, organizing, editing, and evaluating — provides a coherent theoretical and methodological basis for understanding the development of strategic competence in writing.

The study therefore extends existing discussions of multilingual education by shifting attention from the parallel development of several languages toward the possibility of strategically connecting learning processes across languages.

Methodological quality and empirical basis

The research demonstrates an appropriate combination of theoretical and empirical methods. The study includes analysis of relevant scientific literature, conceptual and methodological modelling, writing tasks, stimulated interviews, surveys, and experimental procedures. Such methodological triangulation allows the author to examine the research problem from complementary perspectives.

The experimental component is particularly important. The use of experimental and control groups provides an empirical basis for examining the effectiveness of the proposed methodology. The inclusion of a case-study component additionally enables a more detailed examination of learners' strategy use and transfer processes. The research is also characterized by a clear correspondence between the research objectives, methodological procedures, and expected outcomes. The assessment of writing and strategy use provides an appropriate basis for evaluating the proposed intervention.

Practical significance

The practical value of the dissertation is substantial. The author has developed a teaching and methodological guide entitled “**Application of Metacognitive Writing Strategies in Essay Writing Classroom**”, which translates the theoretical principles of the research into practical instructional materials.

The guide contains tasks, activities, methodological recommendations, and instructional sequences that can be used by English language teachers. The developed materials have also been implemented in the educational process of a secondary school in Kaskelen and discussed at the school's methodological council. This provides evidence that the research outcomes extend beyond the dissertation itself and have practical applicability in an authentic educational environment.

The proposed methodology may also be of use in teacher education, professional development programmes, methodology courses, and the preparation of teaching materials for multilingual educational settings.

Approbation and publication activity

The research findings have been presented at international scientific and practical conferences and disseminated through publications in scientific journals. Of particular significance is the publication of an article in the *Journal of Teaching English for Specific and Academic Purposes*, indexed in the Scopus international database.

The dissertation is therefore supported by an appropriate record of scholarly dissemination. The methodological guide and copyright registration further demonstrate the author's sustained work on translating research findings into an educational product.

Overall assessment

Overall, the dissertation represents a coherent and independently developed research study that addresses a meaningful methodological problem. Its principal strength is the integration of multilingual education, metacognitive strategy instruction, writing pedagogy, and cross-linguistic transfer within a single instructional framework.

The research has clear scientific novelty, theoretical relevance, and practical applicability. The proposed Multilingual Strategy-Based Approach offers a structured way of organizing writing instruction in a multilingual educational environment and provides an empirically grounded basis for further research into transferable strategic competence.

The dissertation meets the principal requirements for doctoral research in the field of foreign language teacher education. The author demonstrates the ability to formulate a relevant research problem, substantiate a theoretical position, design and

conduct empirical research, interpret findings, and translate research outcomes into practical methodological materials.

The dissertation is recommended for consideration for the award of the degree of Doctor of Philosophy (PhD) in the relevant educational programme.

**Member of the Board,
Vice-Provost for academic affairs**

