

REVIEW

of the doctoral dissertation by Delovarova Kheiriya 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 dissertation entitled “Developing a Multilingual Approach to Writing Pedagogy in English, Russian, and Kazakh Languages in Schools Using Meta-Cognitive Strategy Based Instruction” addresses a relevant and significant issue in contemporary language education. The study focuses on the development of students’ writing skills through metacognitive strategy-based instruction and the purposeful transfer and application of writing strategies across English, Russian, and Kazakh. The topic is particularly relevant to multilingual educational contexts, where learners are expected not only to develop competence in several languages but also to use their existing linguistic and strategic resources effectively.

One of the main strengths of the dissertation is the development of the Multilingual Strategy-Based Approach (MSA) as an integrative pedagogical framework. The originality of the research lies in bringing together multilingual education, writing pedagogy, metacognitive strategy instruction, and cross-linguistic transfer within a coherent methodological framework. The study goes beyond viewing multilingualism as simply the parallel learning of several languages and emphasizes the development of transferable strategic competence. Particular attention is given to the transfer of metacognitive writing strategies from English, as the principal instructional language, to Russian and Kazakh.

The research demonstrates a well-defined methodological structure and an appropriate combination of research methods. The study employs theoretical analysis, conceptual and methodological modelling, questionnaires, interviews, writing tasks, and experimental procedures. The empirical component provides evidence concerning students’ use of metacognitive strategies and their development in the areas of planning, organizing, editing, and evaluating. The findings also indicate that cross-linguistic transfer does occur, although its extent may differ depending on the language and the learners’ existing linguistic and strategic resources.

The dissertation makes a meaningful theoretical contribution to the methodology of language teaching. It further develops the understanding of writing strategies as transferable resources and clarifies the relationship between metacognitive regulation, writing skills, and cross-linguistic transfer in multilingual education. The proposed framework also contributes to a more systematic understanding of how explicit strategy instruction can support learner autonomy and self-regulation.

The practical significance of the research is also noteworthy. The proposed methodology, methodological model, system of exercises, and teaching and methodological guide “Application

of Metacognitive Writing Strategies in Essay Writing Classroom” provide practical support for English language teachers. The materials can be used in secondary school contexts, teacher training, methodological seminars, and professional development. The implementation of the research outcomes in a secondary school further demonstrates their practical applicability.

The research findings have been disseminated through a number of scientific publications. These include articles published in international conference proceedings, journals recommended by the relevant national committee, and an international scientific journal indexed in the Scopus database. The publication activity demonstrates that the results of the study have been presented to the academic community and have undergone scholarly discussion.

Overall, the dissertation represents an independent, coherent, and academically significant research study. It combines a clearly formulated research problem with a theoretically grounded methodological solution and empirical evidence. The research objectives have been addressed, and the results make a valuable contribution to the methodology of multilingual writing instruction and metacognitive strategy-based teaching.

In view of the relevance of the research topic, its scientific novelty, theoretical contribution, methodological soundness, and practical significance, the dissertation meets the requirements for doctoral research. Kheiriya Kheiradinovna Delovarova may be recommended for the award of the degree of Doctor of Philosophy (PhD) in the relevant field.

Reviewer:



Medet Kurmangaziyevich Jandildinov
Doctor of Philosophy (PhD),
Acting Associate Professor
at the School of Mining Engineering and Geology,
NJSC “Ulytau University”,
Zhezkazgan, Kazakhstan