MULTILINGUAL APPROACH TO WRITING PEDAGOGY THROUGH METACOGNITIVE STRATEGY BASED INSTRUCTION

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Abstract. *The research aims to verify the possibility of cross-linguistic transfer of metacognitive writing strategies developed within the FL (English) classroom to second (Russian) and first (Kazakh) in Kazakhstani secondary schools. Moreover, it was intended to find out whether there is a difference in the transfer of writing strategies from FL to L2 and L1, and to which of them the transfer occurs more intensively. Thus, the current study has adopted a convergent parallel mixed research design using quantitative methods in the form of questionnaires and qualitative methods in the form of stimulated interview. A four-month pedagogical intervention in the foreign language classroom of Year 9 secondary school participants was applied between the pre- and post-data collection. As a result of the implemented strategy-based instruction participants increased their consciousness, meta-cognitive behavior when performing writing assignments and level of writing strategies used by students in all three languages. Moreover, the degree of transfer was more noticeable when performing writing tasks in a second language (Russian) rather than first language (Kazakh).*

Key words: *cross-linguistic transfer, multilingual education, meta-cognitive writing strategies.*

1. INTRODUCTION

In an increasingly multilingual world, where the importance of knowledge of several languages is dictated by political, historical or economic conditions, empirical knowledge about the influence of the first language (L1) on learners' acquisition of foreign languages (FL) is crucial, but still surprisingly scarce and ambiguous.

Scholars have seen the potential for parallel teaching of two or more languages in the phenomenon of "transfer". Cook's theory of the existence of a bilateral relationship between a first language and a foreign language is recognized by many researchers (for example, Cummins 1979, 1995; Gass 1987; Selinker 1972). This new aspect of transfer has led researchers to shift their focus to multilingual development dynamism, aspects of which have been neglected for many years, such as, for example, 'multicompetency'

(Cook 1991a, 1992), the influence of L2 on L1 development (Kecskes & Papp 1991; Papp 1991; Kecskes 1998; Kecskes & Papp 2000), the transfer of sociocultural norms and models of interaction from one language to another (Kasper & Blum-Kulka 1993; Kecskes 1999).

The possibility of transfer of writing strategies from FL to the L1 has also been considered by researchers as a multilingual educational approach. Such researchers as Berman 1994; Kecskes & Papp 2000; Hashemian 2011; Forbes 2019 came to the conclusion that a successful transfer of metacognitive writing strategies from FL contributes to development of learners' writing skills in their L1.

The current study also hypothesizes the possibility and validity of transfer of meta-cognitive writing strategies developed within the FL (English) for effective completion of writing assignments in L1 (Kazakh), as well as, in accordance with the context of the research, in L2 (Russian). The question also remains whether there is a difference in the transfer of writing strategies from FL to L2 and L1, and to which of them the transfer occurs more intensively.

2. META-COGNITIVE STRATEGIES

The phenomenon of "strategy" in the field of second language acquisition is most often characterized by the effectiveness and self-regulatory orientation of acquiring knowledge. Although there are many definitions of learning strategies in the literature, many researchers agree that second language learning strategies can be used by learners of different levels of language proficiency (Cohen 1998) to improve results in solving related problems with a second or foreign language of instruction (Macaro 2001; Oxford & Schramm 2007) and are by nature characterized by conscientiousness and discretion (Cohen, 2011; Oxford, 2011).

O'Malley and Chamotte (1990), guided by Anderson's (1985) theory of cognitive psychology about declarative and procedural knowledge, presented a strategy framework that includes three main types of strategies: meta-cognitive strategies, cognitive strategies, and socio-affective strategies which until recently assigned each strategy one specific function. However, taking into account recent studies, claiming that "functions of any given strategy are much more fluid in nature and can fluctuate on a moment-to-moment basis" (Cohen and Wang 2018, p.169) we would rather assert that the current study focuses on the meta-cognitive functions of strategy use. Meta-cognitive strategies "include thinking about learning, planning learning, monitoring understanding or production while it is in progress, and self-assessment after learning activities" (O'Malley & Chamot 1990, p. 8). The reason for choosing meta-cognitive strategies as the focus of the study was the fact that, by their nature they are more suitable and useful in terms of language learning (Forbes 2016) firstly due to direct relationship between high academic performance and the use of meta-cognitive strategies (O'Malley and Chamot 1990; Macaro 2001, Anderson 2005, Graham 2006, Cohen 2011, Griffiths 2013, and Bekturova, Zhaitapova, Gaipov, Tulepova, & Dyankova, 2024). Secondly, meta-cognitive strategies are the most important component of strategic language learning, as evidenced by the ability of meta-cognitive strategies to "maintain strategy use over time" and to "transfer strategies to new tasks" (Forbes 2016, p.19) as well as to help learners consciously and deliberately use appropriate strategy to solve particular academic problems. Finally, "practical concerns" regarding empirical research possibilities, which are

explained by terms in Macaro's (2001) continuum "natural" and "taught", which gave her the right to consider meta-cognitive strategies more learning-oriented (Forbes 2016). Moreover, taking into account the assertion of O'Malley and Chamot (1990) that meta-cognitive strategies "include thinking about the learning process, planning learning, monitoring understanding or production while it is in progress, and self-esteem after learning activities" (p. 8), the ability to track and evaluate the presence or the level of formation of strategies seems more possible.

3. CROSS-LINGUISTIC TRANSFER

Initially, the phenomenon of transfer was considered in the behaviorist views, where it was described as the influence of pre-existing knowledge and habits in the student's L1 on learning and academic performance in FL and became widely known as language transfer (Odlin 1989). This influence of L1 on FL is also mentioned by Vygotsky (1962), where he noted that a child 'can transfer into a new language a system of meanings that he already has in his own' (p. 110); in addition, Selinker (1972) recognizes transfer as one of the five central processes typical for language.

Due to the fact that the phenomenon of transfer has increasingly become associated with the term "interference", which attached only a negative meaning to the process, most of the research carried out within this interpretation of the phenomenon has focused mainly on the transfer of linguistic elements of the language from L1 to FL (lexical and grammatical elements, syntax, phonology or morphology), the importance of which is recognized by many scholars (for example, Mahmoud 2000; Cohen & Brooks-Carson 2001; Wolfersberger 2003; Mu & Carrington 2007). However, Cook (1992) argues that L2 learning may have some effect on L1 knowledge, which is enhanced by bilingualism or multilingualism, which has been defined by the term "multi-competence". Cook's theory of the existence of a bilateral relationship between a first language and a foreign language (FL) is recognized by many researchers (for example, Cummins 1979, 1995; Gass 1987; Selinker 1972).This new aspect of transfer has led researchers to shift their focus to multilingual development dynamism, aspects of which have been neglected for many years, such as, for example, 'multicompetency' (Cook 1991a, 1992), the influence of L2 on L1 development (Kecskes & Papp 1991; Papp 1991; Kecskes 1998; Kecskes & Papp 2000), the transfer of sociocultural norms and models of interaction from one language to another (Oksaar 1990; Yoshida 1990; Kasper & Blum-Kulka 1993; Kecskes 1999).

Underestimation of the phenomenon of transfer, which could make an invaluable contribution to the process of teaching languages in a bilingual or monolingual context, if properly implemented in the school curriculum, is obviously noticed not only in Kazakhstani schools, where often the educational program does not make any connection between language subjects. Very limited use of the conclusions gained from the studies related to the links between L1, L2 and FL "makes it difficult to draw appropriate conclusions for the school curriculum" (Pomphrey 2000, p.258).

4. PREVIOUS RESEARCH AND IMPORTANCE OF CURRENT STUDY

As for the study of the transfer of writing strategies from FL to L1 and its potential contribution to the development of FL writing, such researchers as Berman (1994); Kecskes

& Papp (2000); Hashemian (2011); Forbes (2019) may be noted. Despite the different focus (on the product or process), as well as different conditions and means of research, all researchers confirmed the existence of knowledge transfer from FL to L1. Moreover, Berman (1994) argues that the transfer of essay writing skills by students was actually more evident from L2 to L1 than from L1 to L2, and the success of the transfer is related to the level of grammar formation in FL.

As a result of their research, Kecskes and Papp (2000) reached three main conclusions, similar to those of other researchers. First, learning FL can contribute to the development of L1, subject to a successful transfer depending on the achievement of a certain level of grammatical knowledge in FL. Second, the multi-competent approach to teaching writing has led to an intensification of the conscious and creative use of L1. And finally, as a result of the experiment, the participants demonstrated more complex writing planning, improved formation of complex sentences in L1, better construction of subordinate clauses, and more frequent use of embedded sentences.

Likewise, Hashemian (2011), as a result of his research in four groups of randomly selected participants aged 18 to 25 years with different levels of fluency in FL (English), confirms the theory of multi-competence and the two-way influence of FL and L1 languages, which is enhanced by clear instructions and adequate motivation.

Finally, Forbes (2019) achieved similar results, which confirmed the existence of the transfer of writing strategies from FL to L1 after the first stage of raising awareness of the strategies already in use. Forbes reports that without any guidance, students have become more competent in the planning process when writing L1 assignments, resulting in more effective and more frequent use of planning strategies. Fewer errors and more self-correcting errors were also observed as a result of using self-assessment strategies when using L1. After the second phase of intervention, which revealed the links between the use of the strategy in lessons L1 and FL, there was a further increase in the number and range of planning strategies, the number of aspects of writing in the focus of pupils' control. in self-esteem; accuracy has improved. However, like Berman (1994) and Kezskes and Papp (2000), Forbes believes that interdisciplinary collaboration between language teachers may be a prerequisite for successfully transferring strategies from one language to another.

Although only a small amount of research has been done on the transfer of writing strategies between L2 - L1 languages, where L2 was understood by researchers as FL, this becomes even more limited when looking for studies that actually investigate the possible influence of metacognitive strategy-based instruction on both L1 and L2. The second language (L2) as such is hardly considered in the studies of the transfer of learning strategies, and even if there are participants among the subjects for whom the language is a second and not a foreign one, this phenomenon is not properly attended to.

5. METHODOLOGY

5.1. Context and Participants

The current study involves a classroom-based intervention in a secondary trilingual school in Kazakhstan. The terminology used in the current research, or rather the distinction between a foreign language and a second language, is associated with the context of the study. Kazakhstan, being a multinational country and preserving the heritage of the union of the Soviet republics, reflects the picture of the harmonious coexistence of many national

languages, where the main dominant are the Kazakh and Russian languages. For the majority of the population, the Kazakh language is L1 because of the origin and choice of it as the language of instruction when getting education. The Russian language is not inferior in the amount of use by the citizens of Kazakhstan, since it performs its direct function, evident from the state status of the "language of interethnic communication". The Russian language is assimilated along with the national language in a natural way, since social circumstances and communicative demand create for these all-favorable conditions. Being a second means of communication and assimilating, usually in a social environment, the Russian language is an example of a "second" language in the context of the language situation in Kazakhstan.

The research took place in an urban secondary school, where, despite the fact that the main language of instruction is Kazakh, second and foreign languages are taught intensively. The choice of age and level of the participants was guided by peculiarities of the used method – Strategy Based Instruction (SBI), which in some recent publications is also known by the abbreviation LLSI (Language Learning Strategy Instruction) (Chamot & Harris 2019; Plonsky 2019), which is characterized by the ability to make the learning process more effective and long-term through integrating strategies into classroom materials. According to Chamot and Keatley (2003), SBI is ineffective in a foreign language for students with an initial level of language competence.

Therefore, 32 students of 9th grade (13-14 years) with pre- and intermediate levels were selected as participants for the experiment. Out of them 17 were assigned as Experimental Group and 15 as Control group. Table 1 provides the overview of the convenience sample:

Table 1 General identification information

Characteristic	Gender and Langue	Experimental Group	Control Group	Total
Gender	F	7	8	15
	M	10	7	17
Language of instruction at school	Kazakh	17	15	32
Family language	Kazakh	14	10	28
	Kazakh+Russian	3	5	8
Language outside the school	Kazakh	10	7	17
	Kazakh+Russian	7	8	15
Second language (Russian) level	Intermediate	13	12	25
	Upper-Intermediate	4	3	7
Foreign Language (English) level	Pre-Intermediate	11	12	23
	Intermediate	6	3	9

In addition, 10 students were selected for a pre- and post- intervention stimulated interviews from EG using a maximum variation sample, which aimed to cover a number of characteristics, in our case gender, academic performance in a second and foreign languages. The last was determined according to pupils' attained marks in Kazakh, Russian and English over the previous year, and attitudes towards subjects (Table 2).

Table 2 General characteristics of interview students

#	Pseudonym	Gender	Performance level in L1	Performance level in L2	Performance level in FL
1	Diana	Female	High	High	High-Middle
2	Dilara	Female	High	Middle-Low	Middle-Low
3	Adina	Female	High	Middle-High	Middle
4	Azhar	Female	High	High	High
5	Abay	Male	Middle-High	Middle-Low	Low
6	Erassyl	Male	Middle-High	Middle-Low	Low
7	Nauryzbek	Male	High	Middle	High
8	Aisha	Female	High	Middle	Middle
9	Abylaikhan	Male	High	Middle-Low	Low
10	Dinara	Female	Middle-High	Middle	Middle-Low

All data collection and intervention procedures were agreed in advance with the school administration and teachers. Students were informed about the anonymity of any information received from them during the study, they were also informed about the goals, methods and conditions of the experiment and gave their consent to participate in interviews, surveys and other research procedures.

5.2. Research Design

To reach the aim, the current study has adopted a convergent parallel mixed research design using quantitative methods in the form of questionnaires and student assessment data and qualitative methods in the form of stimulated interview. A four-month pedagogical intervention in the foreign language classroom of Year 9 secondary school participants was applied between the pre- and post-data collection. The experimental group participants were instructed in metacognitive strategy-based writing practices, whereas the participants of the control group were instructed in traditional writing practices. A convergent parallel MM approach where "both components are executed (almost) simultaneously" (Schoonenboom and Johnson 2017, p. 113) and have the equal weighting was the most appropriate for this study, as it allowed using qualitative methods to explore the nature of transfer of writing strategies from FL to L2 and L1, and using quantitative methods to compare and further explore to which of them the transfer occurs more intensively.

At the pre-intervention stage, data collection was conducted through stimulated interviews and questionnaires. Previously written essays in three languages were used as an interview stimulus. Interview questions were designed to capture writing strategy use while students' pre-task planning, organizing, editing and evaluating, and post-task evaluation. It was expected that by reflecting on the stimulus (writing tasks) the participants would be able to describe a concrete experience to reflect on their own notes and explain their rationale behind the strategies they utilized at that time, which is usually not obvious from the completed worksheet. To avoid narrowing or distortion of information due to the participants' lack of vocabulary in L2 and FL, the interview was conducted in L1(Kazakh) and took about 20 minutes each. All of the stimulated interviews were audio recorded and then transcribed verbatim.

Thus, a total number of 20 stimulated interviews (10 at pre-intervention stage and 10 at post-intervention stage) after being transcribed verbatim were uploaded to NVivo for analysis using a thematic coding approach. The codes and sub-codes were created in such a way to easily make links between and bring together the qualitative and quantitative

data. With this aim, all thematic codes were divided into categories corresponding to key areas of strategy use (planning, organizing, editing, evaluating) and strategy transfer.

The questionnaire, created on the basis of The English writing strategy inventory (EWSI) (Hwang and Lee 2017), by slightly adapting to the context and direction of the study, was conducted after a stimulated interview. The goal was to avoid leading them to new ideas or tactics that are not usually employed by them while completing the writing assignment. The Likert scale questionnaire included a list of strategies that can be applied by students at the appropriate stage (planning, organizing, editing and evaluating) while essay writing in three languages.

The results of the questionnaire were statistically analyzed by the SPSS program with different goals corresponding to the questions of an extensive study, including determining the level of transfer of meta-cognitive writing strategies from FL to L2 and L1. Thus, the Independent Sample t-Test was used to prove the randomization of the respondents, to justify the effectiveness of the intervention procedures, to exclude other factors that could also exercise a positive change in the experimental group. Finally, Pearson Correlation Test was used to define in what language transfer of strategies is manifested more clearly and strongly.

The SBI intervention program was thematically adapted to the syllabus used in the FL classes for the CG. During the intervention, students were expected to acquire four main groups of meta-cognitive strategies: planning, organizing, editing and evaluating through a system of exercises and practice (Fig. 1).

PLANNING
1. I try to schedule my writing process time
2. I set some personal goals which
3. I revise requirements set by teacher
4. I try to identify the type of the essay
5. I identify the purpose and potential readers.
6. I look at the example of a similar essay
7. I ask additional questions to my teacher
8. I read literature related to the topic
9. I look for some idiomatic expressions, citations, proverbs etc
10. I ask opinion of my friends or parents
11. I make a written plan
12. I free-write to generate ideas

ORGANIZING
1. I follow the structure.
2. I stick to the plan I had in the beginning.
3. I write the text in my native language and translate it
4. I reread the parts of the essay to continue.
5. I use bilingual dictionary to translate words.
6. I use Internet recourses to translate words.
7. If I'm not sure in grammar
   - I check it in grammar resources.
   - I avoid this grammar construction.
8. If I can't express my thoughts I simplify them.
9. If I don't know the word I try to use another one
10. If I don't know the word I write it in my native language and later turn back to it to translate.
11. I write in time intervals
12. I ask for help if I have problems while writing process.

EVALUATING
1. I evaluate my essay according to my own criteria
2. I read my group mates' essays to compare to mine.
3. I ask for teacher's feedback if it is not given in written form.
4. I summarise what was difficult for me, what I have problems with and needs my consideration after writing the essay.
5. I check my mistakes after the teacher gives the feedback and learn from them.

EDITING
1. I write essay on the draft and then after checking rewrite it into my copybook.
2. I read the whole essay in the end of writing.
3. I read my essay aloud.
4. I ask someone to read my essay and check.
5. I use a dictionary when revising.
6. I check and make changes in vocabulary.
7. I check and make changes in grammar constructions.
8. I check and make changes in sentence structure.
9. I check and make changes in structure and connection between sentences / paragraphs.
10. I check and make changes in content and the order of the ideas in the essay.
11. I read several times when revising and each time focus on one thing (grammar, vocabulary etc.).
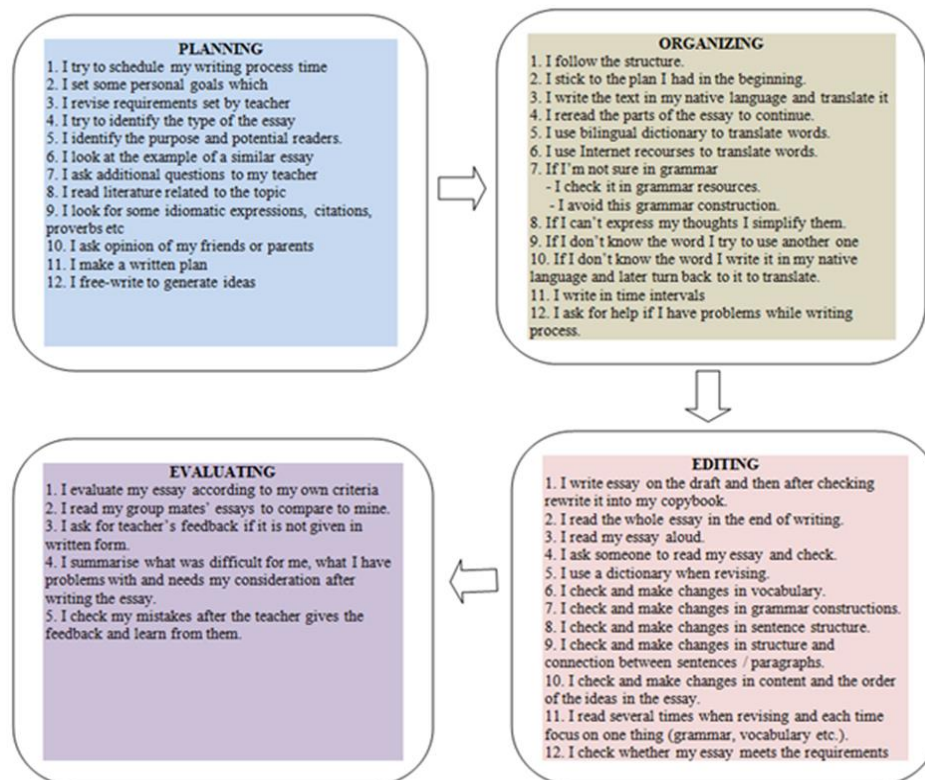12. I check whether my essay meets the requirements

Fig. 1 List of strategies modeled while SBI intervention

Metacognitive writing strategy training was conducted by a school English teacher with the use of provided materials under the guidance of the researcher. The intervention process took place on the basis of an awareness-raising instructional model recognized by many scholars in this field. The implementation of the model varies from four (Chamot 2005; Oxford 2011; Forbes 2016, 2019; Ardasheva at al. 2017) to six (Oxford 1990; O'Malley and Chamot 1990; Greenfell and Harris 1990; Macaro 2001) stages, but it shares the following main steps, which were used in the currant study to implement the SBI methodology: *consciousness raising, modelling, guided practice, evaluation and goal-setting*. The aims and the possible activities for implementing each of the steps are provided in Table 3:

Table 3 Stages of strategy-based instruction and exercises to realize them

Step	Aim	Activities/exercises
Consciousness raising	to increase awareness of the strategies already used by students, their goals and effectiveness	▪ Brainstorming ▪ Open-class discussions of strategy use ▪ Strategy Search Game (Oxford 1990) ▪ Case-study discussions ▪ Questionnaire
Modelling	to master new strategies presented and modelled by the teacher to solve particular problem	▪ Interactive lectures aimed at strategies modeling ▪ Gradual presentations of new strategies by stages of writing: Planning: Organizing, Editing, Evaluating
Guided practice	to work out strategies, putting them into practice under the guidance of a teacher	▪ "Mind mapping", A "box" plan, add contact/ Pass it out activities (Ontario. Ministry of Education 2005) ▪ Paragraph and essay writing
Evaluation and goal-setting	to independently evaluate problems and choose the appropriate strategy for its solution, transfer familiar strategies to new tasks	▪ Self/peer evaluation ▪ Discussions on the progress ▪ Peer-mentoring

Post-intervention stage of the study included the same data collection tools as the pre-stage. It aimed at identifying any changes in the writing of participants that may result from the use of the SBI intervention.

Validity which "concerns what an instrument measures, and how well it does so" (Mohajan 2017) is greatly strengthened through the use of a mixed methods approach in this study which provided the opportunity to perform methodological triangulation of the collected data. Moreover, two data collection phases and four months intervention period helped to avoid "several of the threats to the internal validity of the study» (Robson 2002, p.143).

Reliability, according to Chakrabartty (2013), measures consistency, precision, repeatability, and trustworthiness of a study. Internal and external reliability of this research were obtained through detailed description of data collection techniques and the method of analysis as well as giving a clear report on the research aims and methodological decisions taking into account some recent fundamental studies in the field.

6. RESULTS AND DISCUSSIONS

Multifunction of strategy evaluation was acknowledged by Oxford (2011) claiming that it "can serve as a baseline description, a source of predictions, a diagnostic tool, a foundation for deciding what strategies to teach, or a pre- and post-instruction measure to evaluate strategy instruction" (p.140). Thus, the ability to draw various conclusions was achieved by careful analysis of the collected data.

The transfer of meta-cognitive writing strategies was observed at each stage of the written assignment: Planning, Organization, Editing Evaluating. The most noticeable transfer was specified for Planning strategies; moreover, the intensity of the transfer was high for both L2 and L1 and was expressed by the correct structuring of the text, the logical construction of ideas in the writing assignment, and orientation toward the potential reader and, most importantly, by a detailed written plan. As the interview results showed, such a change in indicators occurred due to a rethinking of the merits of effective planning, expressed in the ability to follow a main idea, save time, and facilitate the writing process both in FL and in L1 and L2.

Organizing strategies were actively transferred by participants to the L2 (Russian), which resulted in improved essay quality and diminished errors through the use of reformulation strategies. In spite of the insignificance of the transfer of the organizing strategies from FL to L1 (Kazakh), which might be explained by a high level of proficiency in their first language, there was still a rise of dynamics of the participants who reported during the interview on the use of problem-solving strategies when performing a writing assignment in Kazakh.

Editing strategies were actively transferred to Russian and Kazakh languages as well, but in slightly different formats. Results of the interview showed, that this could be explained by different levels of language proficiency in L2 and L1. Hence, in order to complete writing assignments in Kazakh, the participants transferred and applied editing strategies that improved the structure of the written text, compliance with the assignment and main questions of the task, and content; while in Russian, in addition to those mentioned, the level of spelling, word order and sentence structure have increased.

The same pattern was noticed about evaluating strategies, which resulted in the growth in the number of students satisfied with the results of their writing assignment in both languages and being aware of their weaknesses and ways to improve them. Based on the results of the qualitative data, the main reasons for the satisfaction increase was the confidence in the structure and content of the writing assignments, achieved through the use of appropriate meta-cognitive strategies.

The results of the questionnaire were statistically processed by SPSS Pearson Correlation Test to identify the correlations between English and Russian, as well as between English and Kazakh.

Table 4 shows Pearson' Correlation Coefficient which is .886 for L1 (Kazakh) and .940 for L1 (Russian), which demonstrates strong positive correlation for both languages, though it is slightly weaker for Kazakh.

Table 4 Pearson Correlation results

Correlations		AveKaz	AveRus	AveEng
AveKaz	Pearson Correlation	1	.907**	.886**
	Sig. (2-tailed)		.000	.000
	N	32	32	32
AveRus	Pearson Correlation	.907**	1	.940**
	Sig. (2-tailed)	.000		.000
	N	32	32	32
AveEng	Pearson Correlation	.886**	.940	1
	Sig. (2-tailed)	.000	.000	
	N	32	32	32

** Correlation is significant at the 0.01 level (2-tailed).

The high significance of correlations for both L1 and L2 is obvious from the 2-tailed significance value (< .000) (Table 3) and from the location of dots on the provided GGraph (Fig. 2, 3).
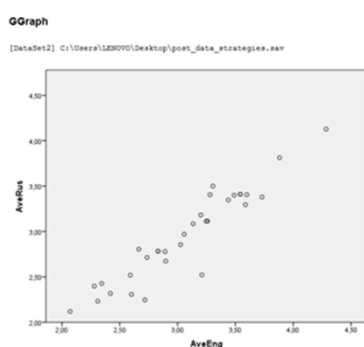
Fig. 2 Graph of Pearson correlation
between FL and L2
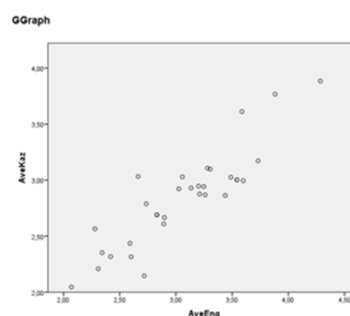
Fig. 3 Graph of Pearson correlation
between FL and L1

The most notable changes in FL are not surprising, since SBI intervention was implemented in English lessons and the use of meta-cognitive strategies was most associated with the completion of the written task in FL. As for the high degree of transfer of writing strategies from FL to L2 compared to L1, the phenomenon can be explained by Andersen's theory (1985), who claims that knowledge in FL is more declarative, and the process of mastering them is more conscious and cognitive. In the Kazakh language, which is L1 for the participants of the current experiment, knowledge is inherently more procedural, and as a consequence, when solving problems, students often prefer to use familiar algorithms, rather than consciously look for new and more effective ways.

This theory is also supported by the results of Pearson Correlation (Table 4), which clearly shows that the correlation between FL and L2 is slightly stronger than between FL and L1, which is expressed by the closer location of the dots on the graph (Figure 3). Consequently, the most evident form of transfer considered in our study, certainly, was the transfer FL-L2, where participants doubtlessly transferred strategies explicitly developed in the English class to writing in Russian (L2). This was revealed both to the

whole class and to the individuals in all categories of strategies. By the end of the experiment, the students used relatively similar strategies for writing assignments in three languages, which was quite the opposite during the pre-test period.

Even though the FL-L1 transfer was not as intensely manifested as the FL-L2 (Figure 3), there was numerous evidences that the participants transferred strategies developed in the FL class to perform writing assignments in Kazakh (L1) without any explicit encouragement. This was particularly evident in terms of the quality of planning, as expressed by the increase in the frequency of written plans reflecting the structure, unity, and logical presentation of the main ideas of the essay; as well as with respect to editing and evaluating strategies. They were avoided before the SBI intervention due to excessive confidence in their knowledge and non-transparency of the evaluation criteria.

Moreover, taking into account the fact that the transfer of strategies occurred regardless of the fact that students were aware of the differences between the three languages, the main mover of this process was Perkins and Salomon (1988) highlighted 'meta-cognitive reflection', which allows us to assert that the implemented SBI technique increased consciousness, meta-cognitive behavior when performing writing assignments and the level of writing strategies used by students in all three languages. We dare to assume that these factors made it possible to establish the connections necessary for transferring the strategies from FL to L2 and to L1, despite their differences.

Thus, the findings of the current study are consistent with the conclusions of such researchers as Berman 1994; Kecskes & Papp 2000; Hashemian 2011; Forbes 2019 in terms of possibility of metacognitive writing strategy transfer from FL to L2 and L1. Moreover, it was found out that the degree of transfer was more noticeable when performing writing tasks in a second language, which is explained by more declarative linguistic consciousness when using L2 rather than L1. (Anderson's theory 1983, 1985).

7. CONCLUSION

The aim of the current research was to verify the possibility of cross-linguistic transfer of metacognitive writing strategies developed within the FL (English) classroom to L2 (Russian) and L1 (Kazakh) in Kazakhstani multilingual context. Moreover, it was planned to find out if there is any difference in the transfer of writing strategies from FL to L2 and L1, and to which of them the transfer occurs more intensively.

Adopting mixed method research, pre- and post-intervention data collections were held in the form of questionnaires and stimulated interviews. Prior-written essays in three languages were used as stimulus during the interview for participants to report on the used strategies. Intervention took place in the form of SBI session for the experimental group.

As it was ascertained from the data collection results, learners successfully transferred metacognitive writing strategies developed on their FL lessons to the process of essay writing in their L2 and L1. This finding was consistent with the conclusions of such researchers as Berman 1994; Kecskes and Papp 2000; Hashemian 2011; Forbes 2019. The transfer of meta-cognitive writing strategies was manifested at each stage of the essay writing: Planning, Organization, Editing and Evaluating.

Moreover, the implemented meta-cognitive writing strategies, as stated in the hypothesis, were more effectively adopted in the English language, and were better transferred to Russian language (L2), where, due to the level of proficiency, the declarative nature of knowledge

remains at a higher level than in Kazakh (L1). It confirms Anderson's theory (1983, 1985) that differentiates procedural and declarative knowledge, and claims that, being at the declarative level, knowledge is more effectively absorbed, since learners use new strategies selected consciously and deliberately, having an explanation and justification for their choice.

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