

REVIEW

of the official reviewer for dissertation work

**Laura Baitleuova on the theme «Formation of professional foreign language communicative competence of medical students»
presented for the degree of Doctor of Philosophy (PhD) in the specialty «8D01705 - Foreign Language: Two Foreign Languages».**

№	Criteria	Eligibility (one of the options must be checked)	Justification of the position of the official reviewer
1.	The topic of the thesis (as of the date of its approval) corresponds to the directions of development of science and/or state programs	1.1 Compliance with priority areas of science development or government programs:	The dissertation topic “Formation of Professional Foreign Language Communicative Competence of Medical Students” corresponds to the priority area of science development of the Republic of Kazakhstan for 2024–2026 — “Intellectual Potential of the Country.” The research is aimed at developing the professional foreign language communicative competence of future medical specialists and strengthening the intellectual and human resource capacity of the national healthcare and education systems.
		1) The thesis was completed within the framework of a project or target program financed from the state budget (indicate the name and number of the project or program) 2) The thesis was completed within the framework of another state program (indicate the name of the program) 3) <u>The dissertation corresponds to the priority direction of the development of science, approved by the Higher Scientific and Technical Commission under the Government of the Republic of Kazakhstan (indicate the direction)</u>	The dissertation research is consistent with the state policy priorities of the Republic of Kazakhstan in the field of higher and medical education, including the modernization and internationalization of higher education, the development of multilingual education, and the enhancement of academic and professional mobility. The study also supports the national objectives related to improving the quality of healthcare personnel training and integrating Kazakhstan’s higher education system into the global educational and scientific community.

2.	Importance for science	The work <u>makes</u> /does not make a <u>significant contribution</u> to science, and its importance is well disclosed/not disclosed	The dissertation work <u>makes a significant</u> contribution to the field of pedagogical science, particularly to professional foreign language education in medical higher education institutions. The importance of the research is well disclosed through the theoretical substantiation and practical implementation of approaches aimed at developing professional foreign language communicative competence of medical students. The findings of the study contribute to improving the quality of medical education and enhancing the professional training of future healthcare specialists in the context of internationalization and academic mobility.
3.	The principle of independence	Self-reliance level: 1) <u>High</u> ; 2) Medium; 3) Low; 4) No independence	The dissertation demonstrates a <u>high</u> level of independence, as the author independently conducted a needs analysis of English language instruction for medical students in Kazakhstan, carried out a comparative analysis of English course syllabuses, developed an integrated syllabus combining General English and English for Medical Purposes components, designed a methodological model based on the principled eclectic approach together with teaching materials, and experimentally tested and evaluated their effectiveness in a real educational setting.
4.	The principle of inner unity	4.1 Justification of the relevance of the thesis: 1) <u>Justified</u> ; 2) Partially justified; 3) Not justified.	The relevance of the dissertation is well <u>justified</u> by the growing need to improve the quality of English language training for medical students in Kazakhstan in the context of the internationalization of higher medical education, academic mobility, and the increasing importance of professional foreign language communicative competence for future healthcare specialists.

		4.2 The content of the thesis reflects the topic of the thesis: 1) <u>Reflects</u>; 2) Partially reflects; 3) Does not reflect	The content of the dissertation fully <u>reflects</u> its topic and research objectives. The study consistently addresses the formation of professional foreign language communicative competence of medical students through the analysis of current teaching practices, development of an integrated syllabus, design of a methodological model, and experimental validation of the proposed approach.
		4.3. The purpose and objectives correspond to the topic of the thesis: 1) <u>correspond</u>; 2) partially correspond; 3) do not correspond	The purpose and objectives of the dissertation fully <u>correspond</u> to the topic of the research and are logically interconnected. The stated objectives consistently address the theoretical substantiation, development, and experimental verification of a methodological model aimed at forming the professional foreign language communicative competence of medical students.
		4.4 All sections and provisions of the thesis are logically interconnected: 1) <u>completely interconnected</u>; 2) the interconnection is partial; 3) there is no interconnection	All sections and provisions of the dissertation are logically interconnected and consistently structured in accordance with the aim and objectives of the research. The stages of the study demonstrate a coherent progression from theoretical analysis and needs assessment to the development, experimental implementation, and evaluation of the methodological model and teaching materials for forming professional foreign language communicative competence of medical students.

		4.5 The new solutions (principles, methods) proposed by the author are reasoned and evaluated in comparison with the known solutions: 1) <u>there is a critical analysis</u>; 2) partial analysis; 3) the analysis does not represent one's own opinions, but quotes from other authors	The dissertation <u>contains a critical analysis</u> of existing approaches to teaching English to medical students, including the examination and comparison of English language course syllabuses used in Kazakhstani medical universities. Based on the identified strengths and limitations of existing practices, the author proposes an integrated syllabus, a methodological model based on the principled eclectic approach, and a complex of teaching materials. The proposed solutions are theoretically substantiated and experimentally verified in comparison with existing approaches to the development of professional foreign language communicative competence.
5.	Scientific novelty principle	5.1 Are the scientific results and provisions new? 1) <u>completely new</u>; 2) partially new (25-75% are new); 3) not new (less than 25% are new)	The scientific results and provisions presented in the dissertation demonstrate scientific novelty and make a meaningful contribution to the development of professional foreign language education in medical higher education institutions. The study proposes an original integrated syllabus for medical students, develops a methodological model based on a principled eclectic approach, and provides experimentally verified teaching materials aimed at developing professional foreign language communicative competence in the context of medical higher education in Kazakhstan.
		5.2 Are the dissertation findings new? 1) <u>completely new</u>; 2) partially new (25-75% are new); 3) not new (less than 25% are new)	The findings of the dissertation are <u>completely new</u>, as they provide original empirical and methodological evidence regarding the development of professional foreign language communicative competence of medical students in Kazakhstan, including the results of needs analysis, syllabus evaluation, development of an integrated methodological model, and experimental verification of its effectiveness in real educational practice.

		5.3 Technical, technological, economic or management decisions are new and reasonable: 1) <u>completely new</u>; 2) partially new (25-75% are new); 3) not new (less than 25% are new)	The methodological and organizational solutions proposed in the dissertation are <u>completely new</u> and well-reasoned. The study introduces an original methodological model based on the principled eclectic approach, an integrated English language syllabus for medical students, and a complex of teaching materials designed to develop professional foreign language communicative competence. Their effectiveness and practical applicability were confirmed through experimental implementation in a real educational setting.
6.	The validity of the main findings	All main conclusions are <u>based</u>/are not based on scientifically significant evidence or well-grounded (for qualitative research and areas of training in the arts and humanities)	All the main conclusions of the dissertation research are <u>based</u> on strong scientific evidence.

7.	The main provisions for the defense	It is necessary to answer the following questions for each provision separately: 7.1 Is the provision proven? 1) <u>proven</u>; 2) rather proven; 3) rather not proven; 4) not proven	<u>Proven</u>. 1.The provision is supported by the results of surveys and interviews conducted with medical students and English language lecturers from Kazakhstani universities, which revealed inconsistencies between existing teaching practices and students ' professional communicative needs. 2.The comparative analysis of university syllabuses confirmed the predominance of General English over professionally oriented ESP components. 3.The provision is substantiated through the development of an integrated syllabus focused on professional communicative situations and clinical communication. 4.The implementation of the methodological model and teaching materials confirmed the effectiveness of the integrated approach to developing professional foreign language communicative competence. 5.Experimental verification demonstrated measurable improvement in students 'professional communicative competence and confirmed the effectiveness of the Eclectic approach.
		7.2 Is it trivial? 1) yes; 2) <u>no</u>	<u>No</u>. The main provisions of the research submitted for defense are not.trivial.
		7.3 Is it new? 1) <u>yes</u>; 2) no	<u>Yes</u>. The main provisions submitted for defense are scientifically new.
		7.4 Application level: 1) narrow; 2) medium; 3) <u>wide</u>	The proposed methodological model and the developed teaching materials can be applied <u>widely</u> in teaching English to medical students in higher education institutions and integrated into English for Medical Purposes courses at different levels of language proficiency.

		7.5 Is it proven in the article? 1) <u>yes</u>; 2) no	<u>Yes.</u> The principal findings and conclusions of the dissertation have been reflected in 9 scientific publications and are additionally confirmed by 1 copyright certificate.
8.	The principle of reliability Reliability of sources and information provided	8.1 Choice of methodology - is justified or the methodology is described in sufficient detail 1) <u>yes</u>; 2) no	<u>Yes.</u> The choice of methodology is justified and described in sufficient detail, including the use of needs analysis, comparative syllabus analysis, surveys, interviews, content analysis, and experimental verification within the framework of the principled eclectic approach.
		8.2 The results of the thesis were obtained using modern methods of scientific research and methods of processing and interpreting data using computer technologies: 1) <u>yes</u>; 2) no	<u>Yes.</u> The results of the thesis were obtained using modern methods of scientific research and statistical data processing techniques based on quantitative analysis (frequency, percentage, mean, and standard deviation calculations).
		8.3 Theoretical conclusions, models, identified relationships and patterns have been proven and confirmed by experimental research (for areas of training in pedagogical sciences, the results have been proven on the basis of a pedagogical experiment): 1) <u>yes</u>; 2) no	<u>Yes.</u> The theoretical conclusions and the developed methodological model are confirmed by the results of the pedagogical experiment, which demonstrated the effectiveness of the proposed approach in improving medical students' professional foreign language communicative competence.
		8.4 Important statements are <u>confirmed</u> / partially confirmed / not confirmed by references to current and reliable scientific literature	<u>Confirmed.</u> The dissertation contains extensive references to current and reliable scientific literature, with 114 sources cited, which are used to substantiate the theoretical framework and support the main research findings.

		8.5 Used literature sources are <u>sufficient</u> /not sufficient for a literature review	The literature sources used are <u>sufficient</u> to ensure a comprehensive theoretical foundation and a well-developed literature review covering key aspects of teaching English for Medical Purposes and the formation of professional foreign language communicative competence.
9	Practical value principle	9.1 The thesis has theoretical value: 1) <u>yes</u> ; 2) no	<u>Yes</u> . The dissertation has theoretical significance as it contributes to the development of professionally oriented foreign language education theory by substantiating the structure of medical students' professional foreign language communicative competence and expanding the application of the principled eclectic approach in foreign language teaching in non-linguistic higher education contexts.
		9.2 The thesis is of practical importance and there is a high probability of applying the results obtained in practice: 1) <u>yes</u> ; 2) no	<u>Yes</u> . The dissertation has strong practical significance, as the proposed methodological model and teaching materials can be applied in teaching English to medical students, integrated into English for Medical Purposes courses, and adapted to different levels of language proficiency in higher education institutions.
		9.3 Are the practice suggestions new? 1) <u>completely new</u> ; 2) partially new (25-75% are new); 3) not new (less than 25% are new)	The practical recommendations proposed in the dissertation demonstrate scientific and methodological <u>new</u> novelty, as they are based on an original methodological model and an integrated syllabus designed for the formation of medical students' professional foreign language communicative competence.
10.	The quality of writing and design	Academic writing quality: 1) <u>high</u> ; 2) average; 3) below average; 4) low.	The dissertation demonstrates a <u>high</u> level of academic writing quality, with clear structure, logical coherence, appropriate use of scientific terminology, and consistent argumentation throughout the text.

11.	Notes on a thesis		While the experimental results are presented in detail, the thesis lacks a distinct discussion section addressing the interpretation of findings in relation to previous research, the implications of the study, and its limitations. It would be beneficial to provide a more detailed description of the statistical tools used for data processing in the experimental part of the study. The above comment does not in any way diminish the overall impression of the work, which deserves special attention and praise.
12.	Scientific level of the doctoral student's articles on the topic of research (in case of defense of the dissertation in the form of a series of articles, the official reviewers comment on the scientific level of each article of the doctoral student on the topic of research)		The results of the dissertation research were published in 9 (nine) scientific papers by the author, reflecting the main findings of the study. The doctoral student's articles on the research topic are of a high scientific standard and fully explain the process and results of the research.
13.	Decision of the official reviewer (pursuant to paragraph 28 of the present Model Regulations)		To recommend that the Committee award the degree of Doctor of Philosophy (PhD) to the doctoral candidate Laura Baitleuova.

In reviews, official reviewers indicate one of the following solutions:

1) to award the degree of Doctor of Philosophy (PhD) or Doctor of Specialization;

2) send the thesis for revision (except for cases of thesis defense in the form of a series of articles);

3) refuse to award the degree of Doctor of Philosophy (PhD) or Doctor of Specialization.

Copies of the reviews of the official reviewers are handed over to the doctoral student no later than 5 (five) working days before the defense of the thesis.

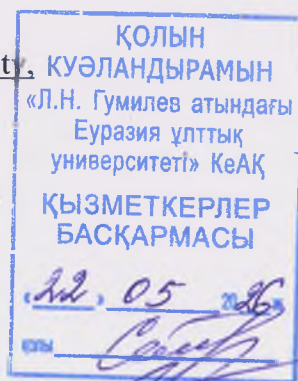
Official Reviewer:

L.N.Gumilyov Eurasian National University,

Candidate of Pedagogical Sciences,

Associate Professor

(place of work, academic title)



Madiet
(signature)

Ainagul Madiевна Mukhtarkhanova
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