

REVIEW
of the official reviewer for dissertation work
Iskakova Gulnaz Nurdildayevna on the theme «Prosodic Portrait of Academic Discourse» presented for the degree of Doctor of
Philosophy (PhD) in the specialty «6D021000 – Foreign Philology».

№	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	<p>1.1 Compliance with priority areas of science development or government programs:</p> <p>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)</p> <p>2) The thesis was completed within the framework of another state program (indicate the name of the program)</p> <p>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</u> (indicate the direction)</p>	<p>The dissertation entitled “Prosodic Portrait of Academic Discourse” fully corresponds to one of the priority areas of science development in the Republic of Kazakhstan, namely “Intellectual potential of the country” in the field of science “Social sciences, humanities and art”. The study addresses current issues of modern linguistics by examining academic discourse, particularly the lecture genre, from a discourse-prosodic perspective. It provides a scientifically grounded analysis of prosodic means (pitch, duration, prominence and pausing) that ensure coherence and effective information structuring in academic communication. The contrastive investigation of Kazakh-medium and English-medium academic lectures contributes to both theoretical and applied linguistic research within higher education contexts. This research direction is directly related to state-level scientific objectives such as improving the quality of higher education, developing academic speech culture, and enhancing the effectiveness of scholarly communication in multilingual and English-medium instruction environments. Furthermore, the dissertation is grounded in key areas of contemporary linguistics, including discourse theory, functional phonetics, prosody, sociophonetics and academic communication studies. The research findings make a significant contribution to the theoretical foundations of linguistics and support the advancement of applied research in academic discourse and higher education communication. Therefore, the dissertation topic fully complies with the priority directions of</p>

			scientific development, and its relevance is scientifically substantiated.
2.	Importance for science	The work makes/does not make a significant contribution to science, and its importance is well disclosed/not disclosed	<p>The dissertation makes a significant contribution to modern linguistics, particularly to discourse studies, functional phonetics and sociophonetics. The scientific importance of the research lies in its comprehensive analysis of prosodic mechanisms that ensure coherence in academic discourse, with a special focus on the lecture genre. The study fills an existing research gap by providing a systematic prosodic description of Kazakh academic discourse, which has previously received limited attention in linguistics.</p> <p>The contrastive analysis of Kazakh-language and English-medium lectures broadens the understanding of prosodic variation in institutional communication and contributes to the development of discourse-oriented prosodic theory. The scientific significance of the work is clearly articulated and supported by theoretical reasoning and experimental evidence.</p>
3.	The principle of independence	<p>Self-reliance level:</p> <p>1) <u>High</u>;</p> <p>2) Medium;</p> <p>3) Low;</p> <p>4) No independence</p>	<p>The dissertation demonstrates a high level of independence. The author independently formulated the research objectives and hypotheses, selected and justified the theoretical framework, and designed the overall structure of the study. An original corpus of spoken academic lectures in Kazakh and English was compiled specifically for the purposes of this research.</p> <p>The empirical part of the dissertation was carried out independently by the author using modern experimental phonetic methods. Acoustic analysis of prosodic features (pitch, intensity, duration and pausing) was conducted using Praat software, and the results were interpreted within a discourse-oriented framework. The conclusions are based on the author's own analysis and critical interpretation rather than on descriptive reproduction of previous studies, which confirms a high level of research autonomy.</p>
4.	The principle of inner unity	<p>4.1 Justification of the relevance of the thesis:</p> <p>1) <u>Justified</u>;</p> <p>2) Partially justified;</p>	The relevance of the dissertation is convincingly justified. The author clearly identifies theoretical gaps in the study of academic discourse prosody, especially in relation to discourse coherence and the lecture

		3) Not justified.	genre. The relevance is further supported by practical needs of higher education in Kazakhstan, including the expansion of English-medium instruction and the necessity to improve the quality of academic speech.
		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 corresponds to the stated topic. All chapters consistently address the prosodic organization of academic discourse, focusing on lectures as a genre and on coherence-building mechanisms realized through prosody.
		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 are clearly formulated and fully correspond to the topic of the research. The stated objectives logically derive from the research problem and are consistently addressed throughout the theoretical and empirical parts of the study.
		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 of the dissertation are logically structured and interconnected. The theoretical framework provides a solid basis for the methodological design, which in turn supports the empirical analysis and the final conclusions. The internal logic of the study is coherent and consistent.
		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 author provides a critical analysis of existing approaches to academic discourse and prosody, comparing them with the proposed discourse-prosodic framework. New methodological and interpretative solutions are well-argued and evaluated in relation to established theories, demonstrating the author's independent analytical position.
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 theoretical provisions of the dissertation are completely new within the framework of Kazakh linguistics. The study offers an original discourse-prosodic model of academic lectures, focusing on coherence-building mechanisms realized through prosody. For the first time, a systematic experimental phonetic analysis of Kazakh academic discourse is conducted, which constitutes a fully new contribution to discourse linguistics and

		<p>5.2 Are the dissertation findings new? <u>1) completely new;</u> 2) partially new (25-75% are new); 3) not new (less than 25% are new)</p>	<p>functional phonetics.</p> <p>The main findings of the dissertation are completely new. The author identifies and describes original prosodic patterns (pitch, intensity, duration and pausing) associated with coherence-building devices in academic lectures and demonstrates their functioning in both Kazakh-language and English-medium contexts. These findings have not previously been presented in this form in existing linguistic research.</p>
		<p>5.3 Technical, technological, economic or management decisions are new and reasonable: <u>1) completely new;</u> <u>2) partially new (25-75% are new);</u> 3) not new (less than 25% are new)</p>	<p>This criterion is not applicable to the present dissertation, as the research belongs to the field of humanities (linguistics, philology) and does not involve technical, technological, economic or management decisions. The novelty of the dissertation lies in its theoretical and methodological contribution to discourse analysis and prosodic studies.</p>
6.	The validity of the main findings	<p>All main conclusions are/are not based on scientifically significant evidence or well-grounded (for qualitative research and areas of training in the arts and humanities)</p>	<p>The main conclusions of the dissertation are valid and well-grounded. They are based on a clearly defined research methodology combining qualitative discourse analysis with quantitative acoustic analysis. The empirical findings are supported by data obtained from an original corpus of authentic academic lectures and by instrumental measurements of prosodic features (pitch, intensity, duration and pausing) conducted using Praat software.</p> <p>The interpretations are logically consistent, theoretically justified and corroborated by references to authoritative and up-to-date linguistic research, which confirms the scientific reliability of the results.</p>
7.	The main provisions for the defense	<p>It is necessary to answer the following questions for each provision separately: 7.1 Is the provision proven? 1) proven; 2) rather proven; 3) rather not proven; 4) not proven 7.2 Is it trivial? 1) yes; 2) no</p>	<p>Provision 1 7.1 Is the provision proven? 1) Proven The provision is proven through theoretical analysis of academic discourse as an institutional type of discourse and supported by empirical evidence obtained from the analysis of authentic academic lectures. The integration of educational and scientific features is demonstrated through discourse and prosodic data. 7.2 Is it trivial? 2) No</p>

		<p>7.3 Is it new? 1) yes; 2) no</p> <p>7.4 Application level: 1) narrow; 2) medium; 3) wide</p> <p>7.5 Is it proven in the article? 1) yes; 2) no</p>	<p>This provision is non-trivial because, although academic discourse has been studied previously, its systematic characterization as a hybrid of educational and scientific discourse with a specific prosodic organization ensuring coherence has not been sufficiently elaborated, particularly with regard to Kazakh academic discourse.</p> <p>7.3 Is it new? 1) Yes The novelty lies in the discourse-prosodic interpretation of academic discourse, where communicative intention and information structure are shown to be realized through coordinated thematic and prosodic means.</p> <p>7.4 Application level Medium The provision can be applied in discourse studies, academic communication research, higher education linguistics and language pedagogy.</p> <p>7.5 Is it proven in publications? 1) Yes The provision is reflected in the author's published scientific articles devoted to academic discourse and its prosodic organization. Iskakova G.N. Prosody and discourse // Bulletin of Al-Farabi Kazakh National University. Philology Series. – 2016. – No. 1 (59). – P. 408–415.</p> <p>Provision 2</p> <p>7.1 Is the provision proven? 1) Proven The provision is proven by corpus-based analysis of academic lectures demonstrating that lecture effectiveness depends on the interaction between content organization and prosodic structuring. The identification of coherence-building devices is supported by systematic discourse analysis.</p> <p>7.2 Is it trivial? 2) No</p>
--	--	--	--

			<p>The provision is non-trivial because it moves beyond the traditional separation of content and delivery, empirically demonstrating that prosody and content function as interdependent components of lecture coherence.</p> <p>7.3 Is it new?</p> <p>1) Yes</p> <p>The comparative distinction between Kazakh-medium and EMI lectures in terms of preferred coherence-building strategies constitutes a new contribution to academic discourse research.</p> <p>7.4 Application level</p> <p>Wide</p> <p>The provision has wide applicability in lecture design, academic speaking training, EMI methodology and higher education pedagogy.</p> <p>7.5 Is it proven in publications?</p> <p>1) Yes</p> <p>The provision has been presented and substantiated in the author's peer-reviewed publications.</p> <p>The provision is reflected in the following publication: Iskakova G.N. Lecture as a genre of academic discourse // Bulletin of Pavlodar State University. Philology Series. – 2017. – No. 2. – P. 177–185.</p> <p>Provision 3</p> <p>7.1 Is the provision proven?</p> <p>1) Proven</p> <p>The provision is proven through experimental phonetic analysis based on acoustic measurements of pitch, intensity, duration and pausing conducted using Praat software on an original lecture corpus.</p> <p>7.2 Is it trivial?</p> <p>2) No</p> <p>The provision is non-trivial because it provides a detailed and experimentally grounded description of how different coherence-building devices are prosodically differentiated, which has not previously been systematized for academic lectures.</p> <p>7.3 Is it new?</p>
--	--	--	--

			<p>1) Yes The introduction of the concept of a “prosodic portrait” of the lecture genre and the identification of device-specific prosodic patterns represent original scientific results.</p> <p>7.4 Application level Medium The provision is applicable in functional phonetics, discourse prosody, sociophonetics and academic communication studies.</p> <p>7.5 Is it proven in publications? 1) Yes The results supporting this provision are reflected in the author’s scientific publications. The provision is supported by the author’s peer-reviewed articles, including: Iskakova G.N., Karagoishiyeva D.A. Prosodic features of spoken academic discourse // Bulletin of Al-Farabi Kazakh National University. Philology Series. – 2025. – No. 2 (198). – P. 76–86.</p> <p>Provision 4</p> <p>7.1 Is the provision proven? 1) Proven The provision is proven by empirical analysis of English-medium lectures showing systematic first-language influence on lexical choice, intonation patterns and temporal organization.</p> <p>7.2 Is it trivial? 2) No The provision is non-trivial because it specifies concrete prosodic and discourse-level manifestations of L1 transfer in EMI contexts, rather than merely stating its existence.</p> <p>7.3 Is it new? 1) Yes The identification of falling Yes/No question contours, extended explanatory timing and enhanced corrective prominence as stable features of EMI lectures constitutes new empirical evidence.</p> <p>7.4 Application level</p>
--	--	--	--

			<p>Medium</p> <p>The provision can be applied in EMI pedagogy, lecturer training programs and sociophonetic research.</p> <p>7.5 Is it proven in publications?</p> <p>1) Yes</p> <p>This provision is supported by the author’s publications on EMI and academic discourse prosody.</p> <p>The provision has been approbated in international publications, including: Karagoishiyeva D.A., Bektemirova S., Iskakova G.N. Intonation of English and Kazakh languages // The Social Science. – 2016. – Vol. 11. – P. 4660–4671.</p> <p>Provision 5</p> <p>7.1 Is the provision proven?</p> <p>1) Proven</p> <p>The provision is proven by both theoretical reasoning and empirical findings demonstrating that prosody functions as a core organizing component of lecture discourse.</p> <p>7.2 Is it trivial?</p> <p>2) No</p> <p>The provision is non-trivial because it challenges the traditional view of prosody as a secondary delivery feature and reconceptualizes it as an essential element of lecture design.</p> <p>7.3 Is it new?</p> <p>1) Yes</p> <p>The formulation of prosody as a design principle in academic lectures represents a new theoretical perspective supported by experimental evidence.</p> <p>7.4 Application level</p> <p>Wide</p> <p>The provision has wide applicability in higher education teaching practice, academic communication courses, lecturer training and EMI</p>
--	--	--	---

			<p>programs.</p> <p>7.5 Is it proven in publications?</p> <p>1) Yes</p> <p>The provision is reflected and substantiated in the author's published scientific works.</p> <p>The provision is substantiated in the author's works, in particular:</p> <p>Iskakova G.N. Role of prosody in creating speech synthesis systems // Language as a Soft Power: Proceedings of the International Conference. – Almaty, 2016. – P. 218–221.</p> <p>Iskakova G.N. Academic discourse and its features // Management in Education. – 2018. – No. 4. – P. 17–20.</p>
8.	The principle of reliability Reliability of sources and information provided	<p>8.1 Choice of methodology - is justified or the methodology is described in sufficient detail</p> <p><u>1) yes;</u> 2) no</p>	<p>The choice of methodology is fully justified and described in sufficient detail. The dissertation clearly outlines the research design, data selection criteria, corpus composition and analytical procedures. The combination of qualitative discourse analysis and quantitative acoustic analysis is methodologically sound and appropriate for achieving the research objectives.</p>
		<p>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:</p> <p><u>1) yes;</u> 2) no</p>	<p>The results were obtained using modern experimental phonetic methods and computer-assisted data processing. Acoustic parameters such as pitch, intensity, duration and pausing were measured using Praat software, ensuring precision, replicability and methodological transparency.</p>
		<p>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):</p> <p><u>1) yes;</u> 2) no</p>	<p>The theoretical conclusions and identified patterns are supported by empirical evidence derived from experimental acoustic analysis of authentic academic lecture data. The proposed discourse-prosodic relationships are consistently confirmed across the analyzed corpus.</p>

		8.4 Important statements are confirmed / partially confirmed / not confirmed by references to current and reliable scientific literature	Key statements and interpretations are supported by references to authoritative and up-to-date national and international scholarly literature in the fields of discourse analysis, phonetics, prosody and academic communication.
		8.5 Used literature sources are sufficient/not sufficient for a literature review	The literature review is comprehensive and includes a sufficient number of classical and contemporary sources relevant to the research topic. The selected bibliography adequately reflects the theoretical and methodological foundations of the study.
9	Practical value principle	9.1 The thesis has theoretical value: <u>1) yes;</u> 2) no	The dissertation has clear theoretical value. It contributes to the development of discourse linguistics, functional phonetics and sociophonetics by proposing a discourse-prosodic model of academic lectures and by extending existing theories of coherence through experimental phonetic evidence.
		9.2 The thesis is of practical importance and there is a high probability of applying the results obtained in practice: <u>1) yes;</u> 2) no	The research findings have practical importance for higher education. The identified prosodic patterns and coherence-building mechanisms can be applied in university teaching practice, academic speaking training and English-medium instruction programs. The results are particularly relevant for improving lecture delivery and listener comprehension in multilingual academic contexts.
		9.3 Are the practice suggestions new? 1) completely new; <u>2) partially new (25-75% are new);</u> 3) not new (less than 25% are new)	The practical recommendations are partially new. While they are grounded in established pedagogical practices, the integration of prosodic analysis into lecture design and academic speaking training represents an innovative extension of existing approaches.
10.	The quality of writing and design	Academic writing quality: <u>1) high;</u> 2) average; 3) below average; 4) low.	The dissertation is written in clear and coherent academic language and meets the formal requirements for PhD-level research. The text demonstrates logical organization, consistency of terminology and appropriate use of scholarly style. The structure of the dissertation is well-designed, all sections are clearly formatted, and references and illustrations are presented in accordance with academic standards.
11.	Notes on a thesis		Notes on the thesis 1. Scope of the empirical corpus While the empirical corpus of academic lectures is sufficient for the objectives of the study, its further expansion (in terms of additional

			<p>disciplines or speaker profiles) could enhance the generalizability of the findings and allow for broader cross-disciplinary comparison.</p> <p>2. Statistical elaboration of acoustic results The acoustic analysis is methodologically sound and well interpreted; however, the inclusion of more detailed statistical testing and visualization could strengthen the quantitative dimension of the results and make the prosodic patterns even more transparent for the reader.</p> <p>3. Pedagogical implementation guidelines The practical implications of the research are clearly outlined, yet they could be further developed into more explicit pedagogical guidelines or training modules for lecturers, particularly in English-medium instruction contexts.</p>
12.	<p>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</p>		<p>The doctoral student has published a sufficient number of scientific articles directly related to the topic of the dissertation and reflecting its main theoretical and empirical results. The publications consistently address key issues of academic discourse, prosody, intonation, lecture genre, and English-medium instruction, which constitute the core focus of the dissertation.</p> <p>Part of the research results has been published in peer-reviewed international journals indexed in the Scopus database, including the article “Intonation of English and Kazakh languages” (The Social Science, 2016), which confirms the international visibility and academic quality of the study. Other articles have appeared in journals approved by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan, demonstrating compliance with national academic standards.</p> <p>In addition, the doctoral student has actively presented the results of the research at international and national scientific conferences, where key aspects of academic discourse, prosodic organization and EMI contexts were discussed and approbated. Overall, the published works are characterized by a high scientific level, thematic coherence with the dissertation, methodological rigor and consistent</p>

	student on the topic of research)		contribution to the field of linguistics.
13.	Decision of the official reviewer (pursuant to paragraph 28 of the present Model Regulations)		The dissertation submitted by Iskakova Gulnaz Nurdildayevna, entitled "Prosodic Portrait of Academic Discourse", is devoted to a relevant research topic, demonstrates scientific novelty, and its main provisions are sufficiently substantiated; the study has both theoretical and practical significance, and the research results have been successfully approbated in the doctoral student's published scientific articles. Therefore, the dissertation fully meets the requirements established for doctoral dissertations, and the decision is made to award the degree of Doctor of Philosophy (PhD) to Iskakova Gulnaz Nurdildayevna in the educational program 6D021000 – Foreign Philology.

Official Reviewer:

Academy "Bolashaq"
(place of work; academic title)



Подпись заверяю

*и.о. руководитель
кадрового управления
Трабенко Н.В.*

Bolat R. Khassenov
(signature)

Bolat R. Khassenov
(FULL NAME)