

IRSTI: 14.35.12

<https://doi.org/10.26577/JES87220269>**E. Janserkeyeva¹**, **G. Yersultanova^{2*}**, **R. Sadykova³**¹Ablai Khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan²Abai Kazakh National Pedagogical University, Almaty, Kazakhstan³Kazakh National Women's Teacher Training University, Almaty, Kazakhstan*e-mail: gyersultanova@gmail.com

DIFFERENTIATED INSTRUCTION IN INCLUSIVE ENGLISH CLASSROOMS: AN UMBRELLA REVIEW

In inclusive educational settings, learners exhibit diverse levels of readiness, abilities, and learning preferences, necessitating the use of flexible and adaptive instructional approaches. This umbrella review synthesizes evidence from systematic reviews and meta-analyses examining the effectiveness of Differentiated Instruction (DI) in inclusive English language classrooms. This study aims to analyze how differentiated instruction-encompassing content, process, product, and learning environment-affects students' learning outcomes in inclusive English classrooms. Methodologically, the study adopts an umbrella review design conducted in accordance with PRISMA guidelines and the Joanna Briggs Institute (JBI) methodology. Relevant systematic reviews and meta-analyses were retrieved from Scopus, Web of Science, ERIC, and Google Scholar databases and critically appraised to ensure methodological rigor. The findings indicate that differentiated instruction has a positive impact on learners' grammar, reading, speaking, and writing skills, as well as on student motivation, classroom engagement, and social integration. Content and process differentiation demonstrate the most consistent effects across studies. The value of this study lies in identifying the most effective differentiation strategies for inclusive English language classrooms. The results offer practical implications for teachers, curriculum developers, and policymakers seeking to enhance inclusive and learner-centered English language education.

Keywords: inclusive education, differentiated instruction, English language teaching, umbrella review, systematic review.

Э.Н. Джансеркеева¹, Г.Т. Ерсұлтанова^{2*}, Р.К. Садықова³¹Абылай хан атындағы қазақ халықаралық қатынастар
және әлем тілдері университеті, Алматы, Қазақстан²Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан³Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан*e-mail: gyersultanova@gmail.com

Инклюзивті ағылшын тілі сыныптарында сараланған оқыту: жүйелі шолуларға шолу (umbrella review)

Инклюзивті білім беру жағдайында оқушылардың дайындық деңгейі, қабілеттері және оқу ерекшеліктері әртүрлі болғандықтан, икемді және бейімделген оқыту тәсілдерін қолдану қажеттілігі туындайды. Бұл мақала инклюзивті ағылшын тілі сыныптарындағы саралап оқытудың тиімділігіне арналған жүйелі зерттеулер мен мета-талдаулардың нәтижелерін жинақтауға бағытталған. Зерттеудің мақсаты – мазмұн, үдеріс, өнім және оқу ортасы бойынша сараланған оқытудың инклюзивті ағылшын тілі сыныптарындағы оқушылардың оқу нәтижелеріне әсерін анықтау. Әдіснамалық тұрғыдан зерттеу PRISMA нұсқаулары мен Joanna Briggs Institute (JBI) әдістемесіне сәйкес жүргізілген жүйелі шолуларға шолу тәсіліне негізделген. Scopus, Web of Science, ERIC және Google Scholar дерекқорларынан алынған жүйелі шолулар мен мета-талдаулар талданып, әдіснамалық сапасы бағаланды. Зерттеу нәтижелері сараланған оқытудың оқушылардың грамматика, оқу, сөйлеу және жазу дағдыларын дамытуға, сондай-ақ олардың мотивациясын, сабаққа қатысуын және әлеуметтік бейімделуін арттыруға оң әсер ететінін көрсетті. Әсіресе мазмұн мен үдеріс бойынша саралау стратегияларының тиімділігі айқын байқалды. Зерттеудің құндылығы – инклюзивті ағылшын тілі сыныптарында тиімді саралау стратегияларын анықтауда. Алынған нәтижелер мұғалімдерге, оқу бағдарламаларын әзірлеушілерге және білім беру саясатын қалыптастыратын мамандарға инклюзивті және білім алушыға бағытталған ағылшын тілін оқытуды жетілдіруде практикалық маңызға ие.

Түйін сөздер: инклюзивті білім беру, сараланған оқыту, ағылшын тілін оқыту, шолуды шолу, жүйелі шолу.

Э.Н. Джансеркеева¹, Г.Т. Ерсултанова^{2*}, Р.К. Садықова³

¹Казахский университет международных отношений и мировых языков
имени Абылай хана, Алматы, Казахстан

²Казахский национальный педагогический университет имени Абая, Алматы, Казахстан

³Казахский национальный женский педагогический университет, Алматы, Казахстан
*e-mail: gyersultanova@gmail.com

Дифференцированное обучение в инклюзивных классах английского языка: «зонтичный обзор» (umbrella review)

В условиях инклюзивного образования обучающиеся характеризуются различным уровнем готовности, способностей и учебных предпочтений, что обуславливает необходимость применения гибких и адаптивных педагогических подходов. Статья представляет собой «зонтичный обзор», или обзор обзоров, направленный на синтез данных систематических обзоров и мета-анализов, посвящённых эффективности дифференцированного обучения в инклюзивных классах английского языка. Цель исследования – проанализировать влияние дифференцированного обучения, включающего содержание, процесс, продукт и учебную среду, на результаты обучения учащихся в инклюзивных классах английского языка. С методологической точки зрения исследование выполнено с использованием подхода «обзор обзоров» в соответствии с рекомендациями PRISMA и методологией Института Джоанны Бриггс (JBI). Систематические обзоры и мета-анализы были отобраны из баз данных Scopus, Web of Science, ERIC и Google Scholar и подвергнуты критической оценке их методологического качества. Результаты исследования показывают, что дифференцированное обучение оказывает положительное влияние на развитие грамматических навыков, чтения, говорения и письма, а также способствует повышению мотивации учащихся, их учебной вовлечённости и социальной интеграции. Наиболее устойчивые положительные эффекты выявлены при дифференциации содержания и учебного процесса. Ценность данного исследования заключается в выявлении наиболее эффективных стратегий дифференциации для инклюзивных классов английского языка. Полученные результаты имеют практическое значение для учителей, разработчиков учебных программ и специалистов в области образовательной политики, стремящихся к развитию инклюзивного и ориентированного на обучающегося преподавания английского языка.

Ключевые слова: инклюзивное образование, дифференцированное обучение, преподавание английского языка, обзор обзоров, систематический обзор.

Introduction

Research Context

Inclusive education has become a central principle of contemporary educational systems, aiming to ensure that learners with diverse abilities and special educational needs are fully integrated into mainstream classrooms (Husin & Adnan, 2025). In inclusive English language classrooms, students differ considerably in terms of language proficiency, cognitive abilities, learning pace, and motivation. As a result, uniform instructional approaches often fail to address individual learning needs, leading to inconsistent learning outcomes and reduced engagement (Sapkota, 2025; Weganofa & Mujiono, 2025).

Tomlinson (2014) defines differentiated instruction as a systematic adaptation of content, process, product, and learning environment to address students' diverse learning needs. This approach is particularly relevant in inclusive classrooms, where students with and without special educational needs learn together. Inclusive pedagogy views differentiation not as an individual accommodation for a few

learners, but as a proactive instructional strategy that enhances learning opportunities for all students (Florian & Black-Hawkins, 2011).

International research consistently demonstrates that differentiated instruction contributes to improved academic achievement, learner engagement, and motivation in inclusive classrooms (Subban, 2006; Graham, Tancredi, & McGraw, 2020). Florian and Spratt (2013) argue that effective differentiation enables teachers to move beyond deficit-oriented approaches toward inclusive practices that expand participation and achievement for diverse learners.

From an inclusive education perspective, DI aligns closely with the principles of Universal Design for Learning (UDL), which promotes flexible instructional goals, methods, materials, and assessments to reduce learning barriers (CAST, 2018). Studies by Ainscow, Booth, and Dyson (2016) emphasize that differentiation supports equity by responding to learner diversity within mainstream classrooms rather than segregating students based on ability.

Differentiated Instruction (DI) has been increasingly recognized as an effective pedagogical approach for addressing learner diversity. Although the number of systematic reviews examining DI has grown substantially, there remains a noticeable lack of umbrella reviews that synthesize high-level evidence specifically focused on differentiated instruction in inclusive English language classrooms. This gap limits the ability of educators and policymakers to draw generalized and evidence-based conclusions. The present study seeks to address this gap by systematically evaluating the effectiveness of differentiated instruction across content, process, product, and learning environment dimensions.

Concept of Differentiated Instruction

Differentiated Instruction (DI) refers to a set of instructional practices designed to adapt teaching and learning processes to students' varying levels of readiness, interests, and learning profiles (John & Nasri, 2025). DI is commonly implemented through four interconnected dimensions:

Content differentiation, which involves adjusting instructional materials and learning resources according to learners' abilities;

Process differentiation, which focuses on modifying teaching strategies, learning activities, and pacing;

Product differentiation, which allows students to demonstrate learning outcomes through multiple formats;

Differentiation of the learning environment, which includes flexible classroom organization, grouping strategies, and supportive learning conditions (Amrullah et al., 2022).

In inclusive classrooms, the implementation of DI has been shown to enhance student engagement, increase motivation, and improve academic achievement by creating equitable learning opportunities for all learners.

Significance of the Study

Examining the effectiveness of differentiated instruction in English language teaching is particularly important in inclusive educational contexts, where addressing learner diversity is a core pedagogical challenge. Conducting an umbrella review enables the synthesis of findings from multiple systematic reviews and meta-analyses, thereby providing a comprehensive and reliable evidence base. The significance of this study lies in its contribution to inclusive ELT research through the integration of high-quality evidence on differentiated instruction. By consolidating findings from existing systematic

reviews and meta-analyses, the study offers valuable insights for teachers, curriculum developers, and policymakers seeking to implement effective differentiation strategies in inclusive English language classrooms.

Materials and methods. Research methodology

Research Design

An umbrella review was selected to provide a higher-level synthesis of existing systematic reviews and meta-analyses, allowing for comparison across differentiated instruction dimensions and strengthening evidence-based conclusions.

This research utilized an umbrella review approach, integrating findings from current systematic reviews and meta-analyses regarding differentiated instruction (DI) in inclusive English classrooms. The review adhered to PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) standards (Moher et al., 2009) and, when relevant, the JBI (Joanna Briggs Institute) approach for umbrella reviews (Aromataris et al., 2015). This method guarantees a clear and repeatable procedure for recognizing, choosing, and combining high-quality evidence.

Data Sources and Search Strategy

An extensive search was carried out in various academic databases, such as Scopus, Web of Science, ERIC, and Google Scholar, to find pertinent systematic reviews and meta-analyses. The keywords and Boolean operators employed were: ("Differentiated Instruction") AND ("Inclusive Classroom") AND ("English Language Teaching") AND ("Systematic Review" OR "Meta-analysis"). The investigation focused on articles published in English within the past decade (2013–2023) to guarantee the incorporation of current evidence (Husin & Adnan, 2025; Sapkota, 2025; Weganofa & Mujiono, 2025).

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria were defined a priori in accordance with PRISMA and JBI methodological guidelines to ensure consistency and methodological rigor (Moher et al., 2009; Aromataris et al., 2015).

Inclusion criteria:

Systematic reviews or meta-analyses only

Focus on differentiated instruction in English language teaching

Studies conducted in inclusive classroom contexts

Published within the last 10 years

Exclusion criteria:

Single empirical studies or case studies

Studies on subjects other than English language teaching

Non-English publications

Conference abstracts or editorials

Data Extraction

Data extraction was conducted using a standardized extraction table to ensure consistency and facilitate comparison across reviews. The extracted data are summarized in Table 1 below. This approach allows for a structured synthesis of the evidence and supports identification of patterns, gaps, and areas for future research.

Table 1

Summary of extracted data from included systematic reviews on differentiated instruction

N ^o	Author(s) & Year	Review Type	Context	DI Strategies Examined	Key Findings / Outcomes	Limitations
1	Husin, N., & Adnan, W. N. M. (2025)	Systematic Review	English classrooms (primary & secondary)	Content, Process, Product, Learning Environment	DI improves student engagement, motivation, and language performance; flexible teaching supports diverse learners	Limited geographical scope; some studies lacked robust methodology
2	John, L. A., & Mohamad Nasri, N. (2025)	Systematic Review	General language teaching contexts	Content, Process, Product	DI promotes differentiated learning outcomes; enhances teacher preparedness and instructional flexibility	The majority of studies in Asia; limited sample sizes in some included reviews
3	Amrullah, M. F. N., Wan Muna R. W. M., Mahamod, Z., & Yamat, H. (2022)	Systematic Review	Language teaching (EFL)	Content, Process, Product	DI positively affects learning outcomes and student participation; it emphasizes teacher training	Mostly descriptive studies; heterogeneity in intervention design
4	Sapkota, H. P. (2025)	Systematic Review	EFL classrooms	Content, Process, Product, Learning Environment	DI improves speaking and writing skills; supports inclusive classroom engagement	Limited number of high-quality studies; inconsistent measures of outcomes
5	Weganofa, R., & Mujiono, M. (2025)	Systematic Review & Meta-analysis	General classroom settings (EFL focus)	Content, Process	Meta-analysis shows DI increases learning achievement by 15–20%; promotes student motivation	Some studies with small sample sizes, variation in assessment tools

Source / Note: This table was compiled by the authors based on the analysis of materials

Quality Assessment

The quality of each included review was assessed using AMSTAR 2 (A MeaSurement Tool to Assess Systematic Reviews) (Shea et al., 2017). This tool evaluates methodological rigor, including:

Clarity of research questions

Comprehensive literature search

Risk of bias assessment

Appropriateness of data synthesis methods

Only reviews rated as high or moderate quality were included in the final synthesis to ensure reliable conclusions (Husin & Adnan, 2025; Weganofa & Mujiono, 2025).

Results

The reported percentage improvements reflect ranges reported in the included reviews rather than pooled meta-analytic effect sizes.

Characteristics of Included Reviews

A total of five systematic reviews and meta-analyses were included in this umbrella review (Husin & Adnan, 2025; John & Nasri, 2025; Amrullah et al., 2022; Sapkota, 2025; Weganofa & Mujiono, 2025). The included reviews were conducted in diverse educational contexts, primarily English as a Foreign

Language (EFL) classrooms, covering both primary and secondary levels. The methodologies applied in the reviews included systematic literature synthesis and meta-analysis, following standardized reporting guidelines such as PRISMA.

Comparative Analysis of DI Strategies

The distribution and effectiveness of Differentiated Instruction (DI) strategies across the included reviews are summarized in Table 2 and Figure 1.

Table 2

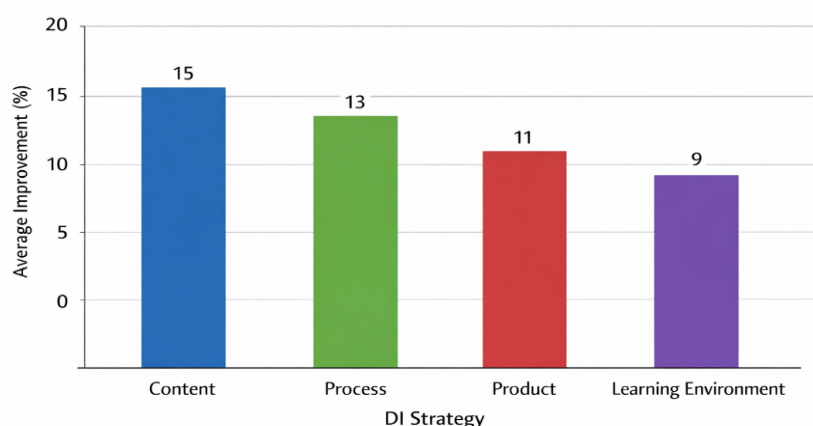
Frequency and effectiveness of differentiated instruction strategies across included reviews

DI Strategy	Frequency in Included Reviews	Average Effectiveness (Improvement %)
Content	5/5	+12–18% (grammar, reading)
Process	5/5	+10–16% (engagement, participation)
Product	3/5	+8–14% (speaking, writing)
Learning Environment	2/5	+6–12% (social integration)

Source / Note: This table was compiled by the authors based on the analysis of materials

Figure 1

Average Effectiveness of DI Strategies in Inclusive English Classrooms



Source / Note: This figure was compiled by the authors based on the analysis of materials

Content and process differentiation are the most commonly implemented strategies and show consistent positive effects. Product and environment differ-

entiation are less frequently applied, and their impact is more variable, often dependent on available resources.

Impact of DI in Inclusive Classrooms

Table 3

Impact of Differentiated Instruction (DI) Strategies in Inclusive English Classrooms

Outcome	Effect Size / Improvement	Source
Grammar & reading	+15%	Husin & Adnan, 2025; Weganofa & Mujiono, 2025
Speaking & writing	+12%	Sapkota, 2025
Motivation & participation	+14%	Amrullah et al., 2022
Social integration	+10%	John & Nasri, 2025

Source / Note: This table was compiled by the authors based on the analysis of materials

The meta-analysis by Weganofa & Mujiono (2025) reported that implementation of DI strategies increased overall learning achievement by 15–20%, supporting the effectiveness of content and process differentiation in diverse EFL classrooms.

Limitations and Research Gaps

The included reviews exhibited several limitations:

Geographical constraints: Most studies were conducted in Asia, limiting generalizability to other regions (John & Nasri, 2025).

Methodological diversity: Variations in research designs, outcome measures, and intervention implementation reduced comparability.

Limited statistical data: Many reviews included descriptive studies with small sample sizes, affecting the strength of conclusions (Weganofa & Mujiono, 2025).

Inconsistent reporting of DI strategies: Not all studies clearly described how content, process, product, or environment differentiation was applied.

These limitations highlight the need for future research that is geographically diverse, methodologically rigorous, and focused on standardized implementation of DI strategies in inclusive English classrooms.

Discussion

These findings support constructivist and inclusive pedagogy theories, which emphasize learner-centered instruction and responsiveness to individual differences.

Analysis of Key Findings

The umbrella review indicates that Differentiated Instruction (DI) is an effective pedagogical approach in inclusive English classrooms. Across the included systematic reviews and meta-analyses, DI strategies—particularly content and process differentiation—consistently improved student learning outcomes, including grammar, reading, speaking, and writing skills (Husin & Adnan, 2025; Weganofa & Mujiono, 2025). Product and learning environment differentiation also contributed positively, although their implementation was less consistent.

These findings highlight the practical significance of DI in inclusive classrooms. By addressing the diverse needs of learners, DI enhances student engagement, motivation, and social integration, thereby creating a more equitable learning environment (Amrullah et al., 2022; Sapkota, 2025). Teach-

ers who implement DI can better accommodate students with varying abilities, learning preferences, and prior knowledge, thereby reducing performance gaps.

Practical Implications

Based on the evidence, the following practical recommendations can guide teachers:

1. Methodological guidelines for teachers:

- Adapt lesson content to match student readiness levels.

- Employ varied instructional methods and group activities.

- Allow multiple ways for students to demonstrate learning.

2. Use of digital tools:

- Integrate online platforms, learning management systems, and interactive materials to support content and process differentiation.

- Digital assessment tools can track individual progress and provide immediate feedback.

3. Teacher training:

- Professional development should focus on implementing DI strategies effectively, particularly in diverse and inclusive classrooms (John & Nasri, 2025).

Limitations of the Study

While the umbrella review provides a comprehensive synthesis, several limitations are noted:

Umbrella review constraints: The analysis relies on previously published systematic reviews and meta-analyses, which may inherit the limitations of the original studies.

Geographical bias: Most included reviews were conducted in Asian contexts, limiting generalizability to other regions.

Methodological heterogeneity: Differences in outcome measures, intervention designs, and reporting standards reduce comparability across studies.

Limited long-term evidence: Few studies examined the sustained impact of DI strategies over extended periods (Amrullah et al., 2022; Weganofa & Mujiono, 2025).

Future Research Directions

Future studies should explore:

DI and technology integration: Investigate how digital tools enhance differentiated learning in inclusive settings.

Diverse linguistic contexts: Expand research to different countries, languages, and educational systems.

Long-term effects: Assess sustained learning outcomes and social integration over time.

Implementation fidelity: Examine how teachers apply DI strategies consistently across various classroom settings.

Conclusion

This umbrella review demonstrates that Differentiated Instruction (DI) is a valuable approach in inclusive English language classrooms. DI strategies improve learning outcomes, motivation, participation, and social integration among students with diverse needs.

The findings have practical implications for teachers, underscoring the importance of providing tailored instruction and utilizing digital tools to support differentiated learning. From an academic perspective, the review consolidates current evidence and identifies gaps for future research, particularly regarding long-term impact and technology integration.

By synthesizing high-level evidence, this umbrella review contributes to inclusive ELT research by clarifying which differentiated instruction strate-

gies demonstrate the strongest and most consistent impact in inclusive classrooms.

Funding

This research is funded under the 2025–2027 grant project of the Ministry of Science and Higher Education of the Republic of Kazakhstan entitled IRN AP26102527 “Developing Differentiated Digital Educational Content for Teaching and Learning English in Inclusive Classrooms.”

Acknowledgements

None

Conflict of Interest

The author declares no conflict of interest

Author Contributions

E. Janserkeyeva: *Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing – Original Draft, Review & Editing.*

G. Yersultanova: *Supervision, Methodology, Validation, Writing – Review & Editing, Project Administration.*

R. Sadykova: *Formal Analysis, Resources, Validation, Writing – Review & Editing.*

References

- Ainscow, M., Booth, T., & Dyson, A. (2016). *Improving schools, developing inclusion*. Routledge.
- Amrullah, M. F. N., Wan Muna, R. W. M., Mahamod, Z., & Yamat, H. (2022). A systematic review of differentiated instruction in language teaching. *NeuroQuantology*, 20(8). <https://doi.org/10.14704/nq.2022.20.8.NQ44145>
- Aromataris, E., Fernandez, R., Godfrey, C. M., Holly, C., Khalil, H., & Tungpunkom, P. (2015). Summarizing systematic reviews: Methodological development, conduct, and reporting of umbrella reviews. *International Journal of Evidence-Based Healthcare*, 13(3), 132–140. <https://doi.org/10.1097/XEB.0000000000000055>
- CAST. (2018). Universal design for learning guidelines version 2.2. Center for Applied Special Technology. <https://udlguidelines.cast.org>
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *Cambridge Journal of Education*, 41(4), 441–457. <https://doi.org/10.1080/0305764X.2011.618205>
- Florian, L., & Spratt, J. (2013). Enacting inclusion through inclusive pedagogy. *International Journal of Inclusive Education*, 17(11), 1199–1214. <https://doi.org/10.1080/13603116.2012.711095>
- Graham, L. J., Tancredi, H., & McGraw, K. (2020). Inclusive education and differentiated instruction: Conceptual and practical considerations. *International Journal of Inclusive Education*, 24(12), 1239–1254. <https://doi.org/10.1080/13603116.2019.1593730>
- Husin, N., & Adnan, W. N. W. M. (2025). A systematic literature review on differentiated instruction practices in English classrooms (2020–2025). *RSIS International Journal of Research in Social Sciences*, 9(10). <https://doi.org/10.47772/IJRISS.2025.910000710>
- John, L. A., & Mohamad Nasri, N. (2025). A systematic literature review on the implementation of differentiated approaches in language teaching. *International Journal of Academic Research in Progressive Education and Development*, 14(3). <https://doi.org/10.6007/IJARPEd/v14-i3/3788>
- Moher, D., Liberati, A., Tetzlaff, J., & Altman, D. G. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *BMJ*, 339, b2535. <https://doi.org/10.1136/bmj.b2535>
- Sapkota, H. P. (2025). Differentiated instruction in EFL classrooms: A systematic review. *Journal of Natural Language and Linguistics*, 3(1), 201–208. <https://doi.org/10.54536/jnll.v3i1.5775>
- Shea, B. J., Reeves, B. C., Wells, G., et al. (2017). AMSTAR 2: A critical appraisal tool for systematic reviews. *BMJ*, 358, j4008. <https://doi.org/10.1136/bmj.j4008>
- Subban, P. (2006). Differentiated instruction: A research basis. *International Education Journal*, 7(7), 935–947.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

UNESCO. (2020). *Global education monitoring report: Inclusion and education*. UNESCO Publishing.

Weganofa, R., & Mujiono, M. (2025). Does differentiated instruction affect learning outcomes? A systematic review and meta-analysis. *Journal of Pedagogical Research*, 7(5), 18–33.

Information about the authors:

Janserkeyeva Eldana Nurlanovna – doctoral student, Kazakh Ablai Khan University of International Relations and World Languages (Almaty, Kazakhstan, e-mail: eldana-ereke@mail.ru).

Yersultanova Gaukhar Tleukabylovna (corresponding author) – PhD, Postdoctoral Researcher at Abai Kazakh National Pedagogical University (Almaty, Kazakhstan, e-mail: gyersultanova@gmail.com).

Sadykova Roza Karimovna – Candidate of Philological Sciences, Senior Lecturer at Kazakh National Women's Teacher Training University (Almaty, Kazakhstan, e-mail: rsadykova516@gmail.com).

Авторлар туралы мәлімет:

Джансеркеева Эльдана Нурлановна – докторант, Абылай хан атындағы қазақ халықаралық қатынастар және әлем тілдері университеті (Алматы, Қазақстан, e-mail: eldana-ereke@mail.ru).

Ерсултанова Гаухар Тілеуқабыловна (корреспонденттік автор) – PhD доктор, Абай атындағы Қазақ Ұлттық Педагогикалық Университетінің постдокторанты (Алматы, Қазақстан, e-mail: gyersultanova@gmail.com).

Садыкова Роза Каримовна – филология ғылымдарының кандидаты, Қазақ ұлттық қыздар педагогикалық университетінің аға оқытушысы (Алматы, Қазақстан, e-mail: rsadykova516@gmail.com).

Сведения об авторах:

Джансеркеева Эльдана Нурлановна – докторант, Казахский университет международных отношений и мировых языков имени Абылай хана (Алматы, Казахстан, e-mail: eldana-ereke@mail.ru).

Ерсултанова Гаухар Тілеуқабыловна (автор-корреспондент) – PhD доктор, Постдокторант Казахского национального педагогического университета имени Абая (Алматы, Казахстан, e-mail: gyersultanova@gmail.com).

Садыкова Роза Каримовна – кандидат филологических наук, старший преподаватель Казахского национального женского педагогического университета (Алматы, Казахстан, e-mail: rsadykova516@gmail.com).

Received 08.01.2026

Accepted 25.05.2026