

## INCREASING STUDENT MOTIVATION THROUGH DIFFERENTIATED TEACHING IN FOREIGN LANGUAGE CLASSES

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The article intends to determine the impact of differentiated teaching on student incentive in foreign language classes. Motivation is a crucial factor affecting reaching learning goals. It is necessary to create such conditions that let weaker and gifted learners gain in-depth knowledge and feel satisfied while doing activities and participate in the lessons. In this case differentiated teaching is observed, because it is one of the most efficient approaches which allow meeting individual needs and recognizing the diversity of learners. In this research took part a group of 25 learners from a public school in Almaty city. Survey questions empower the investigator to find the proper answer to the research question in terms of affecting differentiation to the motivation. Data were analyzed via quantitative method; findings let identify how elements of differentiated teaching influence more on student motivation and define the importance of teacher's role in the educational process. Differentiated teaching makes teaching more straightforward and effective, providing students' flexibility and freedom.

**Keywords:** differentiated teaching, motivation, language learning, individual needs, mixed-ability students.

### Introduction

Success of student's academic performance is contingent on his wish and desire to be involved in the learning process. Teacher is as a main figure provides effective motivational conditions in classrooms. They vary from students' academic abilities and learning styles. It refers to differentiated instruction that means to involve students in the learning process through using various rates of instruction regardless of their needs and abilities [1, 54]. When topics or tasks are not demonstrated in ways that can be suitable for each learner's interests and abilities, consequently it can be the major reason for lack of motivation. Special conditions may be created through differentiated teaching, namely adjusting the content of the lesson. In this case educators make up activities based on the Bloom's taxonomy that includes a classification of levels of thinking skills. Depending on student's individual perception of information and ability to apply knowledge in the practice, thus teachers create a lesson plan that meets the individual needs and preferences. In order to implement differentiated instruction successfully, teachers must present learning objectives clearly at the beginning of the lesson and explain assessment criteria properly, using key words and sentences that may attract students' attention. In this way it increases student's potential and provokes to extend knowledge.

It is important to observe student's behavior and engagement in the learning process; during this teachers obsess diagnostic tools to identify learners' individual features and academic prospects. According to the findings in diagnostic study by Yang and Chen [2] teachers are not enough aware of student's individual needs. First and foremost, differentiated strategies focus on the outcomes that are the key measures of academic attainment. That is why, motivation plays a vital role in the educational path and students are able to achieve highest learning potential. Primary principles of differentiated teaching encompass generating of positive atmosphere and possibility to feel free during the lesson. Such elements let weaker learners may perceive teacher's support and stimulate confidence boost, whereas gifted learners gain opportunities to enhance knowledge and build academic growth. Assessment plays a vital role in motivation, fair and effective assessment and proper instruction increase student engagement as well. Students practice skills in groups or individually to reach specific learning goal. The success of reaching goals depends on the way of grouping, learning style and individual needs. Before differentiation teachers should view the features of unique human beings, including culture, nationality or race. Being aware of the peculiarities in the foreign language classrooms help to form effective learning environment, implementing learning experiences that support every learner in the class.

Learners are key figures in the learning process, collapse may be provided without their attention, involvement and curiosity. Student's productivity and creativity have been improved due to their motivational level [3, 132]. There are lots of definitions describe motivation in educational field from different sides. For instance, motivation is considered as intellectual energy used in the classroom activities or motivation is the drive to aim to satisfy learner's individual needs. Spolsky [4] states that motivation is learner's readiness to dedicate some time to particular tasks. According to Ellis [5] who gives clear definition of motivation in foreign language classes, it is an effort that includes desire and need to learn a second language. Furthermore, motivation refers to the way that activates energy and power in various manners [6, 180]. Dörnyei [7, 79] classified learning motivation into three levels: the language, the learner and the learning situation levels. The language level reflects general motivational system, while the learner level is aimed at student's own obligation for success in studies. The learning situation level encompasses three components that focus on course, teacher and group motivational aspects. However, Makokha and Ongwae [8, 133] claim that all learners have a basic incentive to attend classes; it varies from reward and satisfaction of some needs. Students are getting more motivated when they are able to control their success and see results [9, 18]. Moreover, when students are free to choose academic tasks, they take more advantages, also, a learning process is more effective and high-quality [10, 27].

The significance of the study implies using differentiated teaching, especially adjusting the content of the lesson facilitates the learning process and student motivation may increase that affect the quality of knowledge and academic attainment. In the modern age and with the rapid growth in technology, there are plenty of factors that influence on student's academic performance. One of them is distractions in the form of gadgets that may be a reason of a falling behind the studies. Another factor operates as a lack of interest related to the lesson topic. Generally, they are considered as main aspects in student motivation. Such problems can be solved through differentiated teaching. Thus, the present study is aimed to answer the following research question: How does the differentiated teaching affect the student motivation? In order to find the answer to this question, it is important to meet the purposes of the study:

- to identify teacher's role in student motivation;
- to explore differentiated teaching as one of the key element of boosting motivation;
- to figure out more about student's opinion and insights in terms of differentiated teaching.

## **Materials and methods**

Survey research method was used in this study to examine the impact of differentiated teaching on the student motivation. Online survey was conducted on May 2021 and sent via link to learners with an age range between 13-14 years old. 25 participants from public school in Almaty took part in this research, including 60% (15 students) were females and 40% (10 students) were males. Learners were chosen randomly, survey does not contain such questions that pursue to identify their names, ages or other private details. It was conducted on a voluntary basis. Thus, the answers can be more valid and it eliminates social pressure. The answers were saved on Google forms automatically. The survey includes three groups of questions. The first group of questions is aimed to investigate student's personal academic information in order to see if motivation is connected with high academic performance. Meantime, the second group of question is dedicated to figure out the presence of differentiated teaching during the lesson, whereas the third group of question is directed to explore student's opinion towards differentiation.

## **Results**

Approximately 43% of learners have "4" grade that is considered as a medium measure of academic attainment, more than 30% of participants are excellent students, less than a quarter of learners get "3" grade. Hence, the overall academic performance of the class is high. A half of learners enjoy English lessons. Moreover, the minority of students do not attend any additional classes, while around 45% students sometimes go to the extra English lessons. The proportion of respondents who are sometimes looking forward to having lessons with their teacher stand at around 53%, meantime, about 12% learners never await English classes. Thus, the first group of questions helps to check the level of

student motivation in foreign language class. It can be clearly seen that learners are highly motivated and passionate to learn English.

It is necessary to discover the reasons of motivation; the second group of question contains the elements of differentiated teaching. As is shown from figure 1, about half of the students consider that the lesson tasks sometimes at appropriate level, similarly, 50% of students sometimes feel comfortable working with their classmates (see figure 2). In addition, close by 60% learners are able to keep up with the class pace; (see figure 3); likewise, the majority of students think that the content of the lesson is suitable to their interests (see figure 4). Generally, teacher implements differentiation strategies in order to engage students in the learning process. Respondents are satisfied with working in groups, it means that an educator puts students into groups based on their level and abilities and learners complete the tasks at the same time that points to the right organization of the class pace. Furthermore, teacher selects materials that meet students' interests and so they take part in the lessons, because they are impressive and fascinating.

Do you find lesson tasks appropriate to your level?

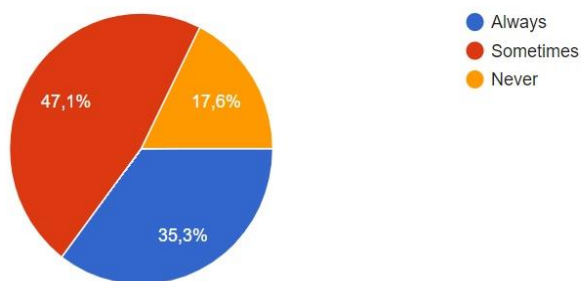


Figure 1. The level of appropriateness of lesson tasks

Do you feel comfortable working with your classmates in groups?

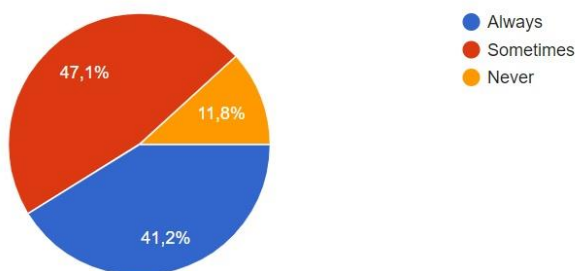


Figure 2. Working in groups

Do you keep up with the class pace?

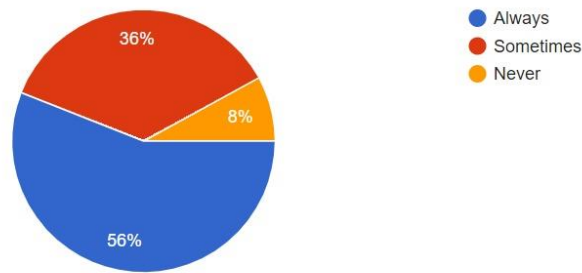


Figure 3. Class pace

Does the content of the lesson match with your interests?

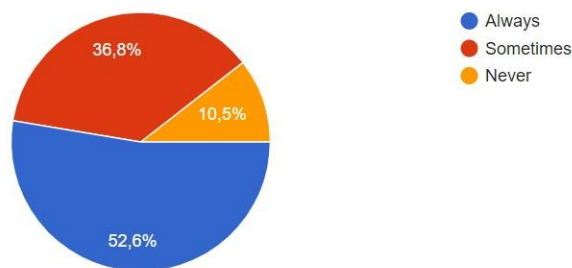


Figure 4. Content of the lesson

The majority of participants rate their level of motivation 4 out of 5. Moreover, they indicate the main motivational factors that have a great impact on their academic attainment. One of the frequent factor is own perspectives in the future as job, education or travelling. Then, some students assert the relationships with a teacher, if he/she lends a hand or gives support, learners start feeling more self-confident and successful. The last factor that may influence their motivation is activities and resources that used during the lesson. Along with, learners point out some suggestions to make lessons vivid and impressive, mostly, they claim the importance of authentic materials, such as watching movies in original, listening to English songs and review their meaning, having more role-plays that may undergo real experiences with native speakers.

Content element is the highly used (55%) in differentiated teaching, also according to students' answers; teacher mostly applies visual things, such as illustrations, flashcards, videos and etc. This way of displaying the content of the lesson is engaging and effective for learners, it means that educator is able to define their needs and unique styles of perceiving new information. A language instructor understands the significance of learning style in this class, namely visual, and implements it successfully while adjusting the content of the lesson. However, product element stands at the lowest point (10%), learners usually consolidate learning through posters and presentations, and they would rather create something in small groups. It is necessary to provide opportunities for learners to present absorbed information taking into account their interests and needs. Process element covers around 20%, learners adore teacher's instructional strategies, especially open-ended questions, inductive reasoning and discussions. It can be clearly seen that it is crucial to ask questions to reinforce student's learning and initiate disputes that can facilitate the learning process. Meanwhile, learning environment ranks as 15%, learners highlight teacher's ability to create warm atmosphere and organize mutual understanding and cooperation, similarly, there is a sense of respect and support.

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning environment</b>
55%	20%	10%	15%
Engaging ways to present a new content: videos from Youtube channels, vivid illustrations, flashcards, popular songs	Teacher's instructional tools and strategies (open-ended questions, inductive reasoning and discussions)	Creating posters, presentations in small groups	Teacher is able to build rapport. Teacher creates the atmosphere of mutual understanding and cooperation. Teacher shows respect and support for everyone.

*Figure 5. Students' answers related to differentiated teaching.*

## **Discussion**

Motivation reflects the success of academic performance. It is important to mention that instructors help learners to get to know more and gain information with enjoyment. It is well-known that a teacher is a transmitter of knowledge, facilitator, classroom manager, but also it is important to note that teacher is a motivation optimizer. Proper motivation provides great amelioration of knowledge. Along with, they must perform expectations, requirements and assessment criteria, therefore, learners may understand the usefulness of the assignments. Small [12, 30] claims that tasks should be demonstrated in an interesting way and provoke positive expectations, also they need to grasp the meaning and significance of doing the particular task. Likewise, according Glynn [13, 19] interest is considered as a main factor of motivation, process of acquiring the knowledge should be relevant to each learner. Furthermore, it is mandatory to remember that learners are different in terms of their background, skills and knowledge. Convery and Coyle [14] points out that the student's potential will be achieved if they gain relevant activities. Such activities must meet the learner's needs, so Schleicher [15] asserts the significance of adaptation instructions to the diverse learning requirements. Meanwhile, Tomlinson [16, 110] assumes that teaching methods, curriculum and resources should be modified in order to meet learner's needs. It facilitates the process of learning and lesson plans will be made carefully taking into account suitable materials. In addition, educators should tend to decrease a gap between low-level students and high-level students through differentiated teaching. Although, it seems quite straightforward to implement it, instructors find it challenging to apply differentiation in their classrooms.

Nowadays most classes have a number of students and teacher has to find an individual approach and be aware of peculiarities in order to organize productive learning environment. However, educators face with some issues, incorporating, and each learner perceives information in his own way and have unique style of learning. Nur Ehsan [17, 111] states that the main indicator of teacher's unsuccessful work when active students always stay active, while passive learners keep passive state, thus it does not cause any development and growth in the educational process. There are various strategies to solve problems in mixed-ability classes, one of the most popular is dividing students into groups according to their learning style, pace or another individual features. In this case the most appealing is games, dramatization or group activities [18, 17]. The next strategy encompasses the appropriate usage of materials that reflects student-centered method. Thus, selected resources may provide understanding of student's abilities and needs. Differentiated instruction incorporates four main elements. The first one is content when teachers decide on the appropriate materials and resources that meet learners' need [19, 102]. Fast-paced and slow-paced learners may take benefits, since the content is adjusted according to their different learning paces, nobody feels discriminated or worse than others. Levy points out [20] that the content of the lesson can be changed while maintaining the peculiarities of course curriculum. The next element is process; Tomlinson [21, 60] highlights the significance of the ways how learners perceive information better so that it can be beneficial and applicable in the future. Educators give consideration that creates surroundings that expands the student's potential. The third element is the product; Tomlinson [22, 12] considers it as a vehicle that reflects how learners display their abilities after acquisition of something new. Melesse [23, 23] claims that through differentiated instruction learners can present what they gained during the

learning process, including product. The last element is the learning environment that affects greatly student's academic performance; in this case it includes teacher's support and assistance.

## **Conclusion**

Using differentiated teaching works for students if a teacher is familiar with student's characteristics, especially their psychological and individual features and learner's weaknesses and strengths. It helps to increase the quality of student's academic performance and motivation, engage learners to collaborate with classmates, expand knowledge and skills. In this research, it can be clearly seen that differentiated teaching plays a crucial role in student incentive, especially when teachers tend to adjust the content of the lesson focusing on student's interests and abilities. According to the survey results, the more educators enforce the elements of differentiation, the higher motivation is getting. Thus, differentiated teaching affects positively student incentive, particularly to be more knowledgeable and skillful in the specific field. Implementing differentiation in foreign language classes has a direct impact on student motivational level.

Overall, the results of the influence of differentiation on student motivation can be summarized as below:

- Student motivation enhances through using differentiation strategies in foreign language classes;
- Differentiated teaching has a positive effect on student motivation;
- Learners in mixed-ability classes are satisfied how an English teacher applies differentiation strategies during the lessons;
- Students meet lesson objectives successfully when educators take into account their individual needs.

The basis of the findings may be guidance that helps instructors to establish effective learning process and focus on student's personal development. In such way learners are able to absorb a subject curriculum completely, because student motivation is on the high level. In order to create appropriate conditions for successful individuals, it is necessary to use differentiated approach that allows taking into consideration student's individual aptitudes and skills which should be developed in the modern age. Differentiated learning environment promotes the latest innovative activities and increase motivation. It may be observed through various points, for example, pedagogical component incorporates personalization of the learning process in order to reveal learner's strengths and weaknesses and then match activities that can be more suitable for them. Social aspect focuses on how learners are able to build relationships and develop communicative competence during the lessons. Methodological side refers to teaching directly that comprises applying innovative differentiated methods. The effectiveness of methods depends on how teachers take into account student's psychological features and thinking skills.

In conclusion, adjusting the content of the lesson is the main part of differentiated teaching, because according to the findings in the research, it is a core of the learning process. Nevertheless, other three elements as product, process and learning environment play a vital role in differentiation. It is important to mention about teacher's leading role in increasing motivation, she/he must bears in mind all student's individual needs and interests and it lets organize successful teaching procedure. It is closely related to differentiated instruction, including multiple paths to learning based on students' preferences and struggles. No matter what an educator is teaching, differentiated teaching gives learners to keep the same pace with classmates and have opportunities to meet learning objectives with the whole class. Despite the diverse foreign language classrooms, differentiated instruction motivates students to learn the material in such way that it is more convenient for them, for example, choosing the forms of assignments, types of materials or assessments. Furthermore, it makes teaching more straightforward and effective, providing students' flexibility and freedom.

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## **Шет тілі сабақтарында саралап оқыту есебінен оқушылардың ынтасын арттыру**

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Мақалада сараланған оқытудың студенттерді шет тілі сабақтарында ынталандыруға әсерін анықтау мақсаты қойылған. Мотивация-оқу мақсаттарына жетуге әсер ететін шешуші фактор. Өлсіз және дарынды оқушылар терең білім алып, сабақ кезінде және сабаққа қатысу кезінде өздерін қанағаттандыратындай

жағдай жасау қажет. Бұл жағдайда сараланған оқыту бар, өйткені бұл жеке қажеттіліктерді қанағаттандыруға және оқушылардың алуан түрлілігін тануға мүмкіндік беретін тиімді тәсілдердің бірі. Дифференциалды оқыту мұғалімнің дифференциацияның төрт негізгі элементін, атап айтқанда мазмұнын, процесін, өнімін және оқу ортасын ескере отырып, оқу процесін ұйымдастыру қабілетін қамтиды. Бұл зерттеуге Алматы қаласы Мемлекеттік мектебінің 25 оқушысынан құралған топ қатысты. Респонденттер ерікті негізде қатысты және зерттеуші құпия ақпараттың сақталуына кепілдік береді. Сауалнама сұрақтары зерттеушіге дифференциацияның мотивацияға әсері тұрғысынан зерттеу сұрағына дұрыс жауап табуға мүмкіндік береді. Деректер сандық әдіспен талданды; алынған нәтижелер сараланған оқыту элементтерінің оқушылардың мотивациясына қалай әсер ететінін анықтауға және білім беру процесінде мұғалімнің рөлінің маңыздылығын анықтауға мүмкіндік берді. Сараланған оқыту оқушылардың икемділігі мен еркіндігін қамтамасыз ете отырып, оқуды жеңілдетеді және тиімді етеді.

**Түйін сөздер:** сараланған оқыту, мотивация, тіл үйрену, жеке қажеттіліктер, аралас қабілеттері бар оқушылар.

## **Повышение мотивации учащихся за счет дифференцированного обучения на занятиях по иностранному языку**

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В статье ставится цель определить влияние дифференцированного обучения на стимулирование учащихся на занятиях по иностранному языку. Мотивация является решающим фактором, влияющим на достижение целей обучения. Необходимо создать такие условия, чтобы более слабые и одаренные учащиеся получали глубокие знания и чувствовали себя удовлетворенными во время занятий и участия на уроках. В этом случае наблюдается дифференцированное обучение, поскольку это один из наиболее эффективных подходов, позволяющих удовлетворять индивидуальные потребности и признавать разнообразие учащихся. В этом исследовании приняла участие группа из 25 учащихся государственной школы города Алматы. Респонденты участвовали на добровольной основе, и исследователь гарантирует сохранение конфиденциальной информации. Вопросы опроса позволяют исследователю найти правильный ответ на исследовательский вопрос с точки зрения влияния дифференциации на мотивацию. Данные были проанализированы количественным методом; полученные результаты позволили определить, как элементы дифференцированного обучения в большей степени влияют на мотивацию учащихся, и определить важность роли учителя в образовательном процессе. Дифференцированное обучение делает обучение более простым и эффективным, обеспечивая гибкость и свободу учащихся.

**Ключевые слова:** дифференцированное обучение, мотивация, изучение языка, индивидуальные потребности, студенты со смешанными способностями.

### **АВТОР ТУРАЛЫ АҚПАРАТ**

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### **ИНФОРМАЦИЯ ОБ АВТОРЕ**

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