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DEVELOPMENT OF READING SKILLS AND MOTIVATION IN LEARNING ENGLISH AS A FUNCTION OF YOUNG LEARNER'S PREVIOUS LANGUAGE BACKGROUND: KAZAKHSTANI CONTEXT

The article enhances practical effectiveness of English proficiency reading skills among young language learners in Kazakhstan requires the improvement and development of knowledge regarding Educational standard of European framework. Since 2009 when Kazakhstan has started to participate in the Program for International Students Assessment (PISA) low results of Kazakhstani 15-year-old students in the reading literacy (M=390 in 2009 to M=387 in 2018) could be worrying in terms of literacy development and the quality of education (OECD, 2020) because students have not received enough «key knowledge and skills essential for full participation in society» (PISA, 2018). The problem of low performances in reading domain still becomes obvious as reading plays one the pivotal role in the process of academic and intellectual processes of human beings. A brief overview of theoretical frameworks and stages in reading domain are represented and discussed, as well as the factors for motivating and developing reading skills in English as the foreign for young learners are defined. In particular, revealing the gaps and omissions in the system of secondary education in Kazakhstan preventing young learners to be proficient in English as a foreign language (EFL). Thus, the main aim of this study is, generally to investigate the niche of young learners' lower results in reading literacy, to find out what issues prevent to improve reading level in learning English as well as trying to construct and modify the framework for further English proficiency reading skills in the context of Kazakhstan.

Key words: reading skills, literacy, comprehension, motivation, EFL.

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**Ағылшын тілін меңгерудегі оқушылардың ана тілі функциясы бойынша
оқу дағдылары мен ынталандыруларын дамыту: Қазақстан негізінде**

Мақалада Қазақстандағы оқушылардың ағылшын тілін меңгерудегі білім дағдыларын арттыруда тәжірибенің тиімділігі қарастырылып, Еуропалық білім беру стандартына қатысты білімді жетілдіру мен дамытудың талаптары көрсетілген. 2009 жылдан Қазақстан халықаралық студенттерді бағалау бағдарламасына (PISA) қатыса бастаған кезден қазақстандық 15 жастағы оқушылардың оқу сауаттылығы бойынша төмен нәтижелері (2009 ж. М = 390, 2018 ж. М = 387) сауаттылықты дамыту және білім сапасы тұрғысынан алаңдаушылық туғызуы мүмкін (OECD, 2020), өйткені білім алушылар «қоғам істеріне толығымен қатысу үшін қажетті негізгі білім мен дағдыларды» ала алмаған (PISA, 2018). Оқу сауаттылық бөлімінде төмен көрсеткіштер мәселесі әлі де орын алып, өзекті болып тұрғаны ескеруді қажет етеді, өйткені оқу адамның академиялық және интеллектуалды процестерін дамытуда маңызды бөліктердің бірі болып табылады.

Оқу саласындағы теориялық негіздері мен кезеңдерге қысқаша шолу ұсынылып, сонымен қатар орта деңгей жасындағы оқушылар арасындағы ағылшын тілінде шет тілі ретінде оқу дағдыларын ынталандыратын және дамытатын факторлар анықталып, талқыланады. Атап айтқанда, оқушылардың ағылшын тілін шет тілі ретінде (АШТ) оқуын тиімді меңгеруіне жол бермейтін Қазақстандағы орта білім беру жүйесіндегі кемшіліктер мен олқылықтарды анықтау. Сонымен, бұл зерттеудің басты мақсаты – оқушылардың оқу сауаттылығында төмен нәтижелерге ие болатын ағылшын тілін орта деңгейде оқып-үйрену мәселелерін егжей-тегжейлі зерделеу, осыған қандай мәселелер оқушылардың ағылшын тілін меңгеруде оқу деңгейін көтеруге кедергі

болатындығын анықтау және сол бағыттар арқылы Қазақстан жағдайындағы ағылшын тілін оқу дағдыларын одан әрі үйренуді бағалаудың негіздерін құруға тырысу.

Түйін сөздер: оқу дағдылары, сауаттылық, түсіну, ынталандыру, ағылшын тілі шет тілі ретінде.

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Развитие навыков чтения и мотивации учащихся при изучении английского языка на основе функций родного языка: на примере Казахстана

Статья рассматривает практическую эффективность навыков чтения на английском языке учащимися Казахстана, что требует совершенствования и развития знаний, связанных с европейскими образовательными стандартами. Следует отметить, что с 2009 года Казахстан начал участвовать в программе международной оценки студентов (PISA), низкие результаты казахстанских 15-летних учащихся по грамотности чтения ($M = 390$ в 2009 г., $M = 387$ в 2018 г.) вызывает беспокойство с точки зрения развития грамотности и качества образования (OECD, 2020), поскольку учащиеся не получили достаточно «ключевых знаний и навыков, необходимых для полноценного участия в жизни общества» (PISA, 2018). Проблема низких результатов в области чтения все еще становится очевидной, поскольку чтение играет одну из важных ролей в развитии академических и интеллектуальных процессов человека.

Представлен для обсуждения краткий обзор теоретических основ и этапов в области чтения, а также определены факторы, мотивирующие и развивающие навыки чтения на английском языке как иностранного у учащихся среднего звена. В частности, выявление пробелов и упущений в системе среднего образования в Казахстане, препятствующих учащимся эффективному овладению английским языком как иностранным (АИЯ). Таким образом, основная цель данного исследования состоит в том, чтобы более детально рассмотреть проблемы изучения английского языка учащимися среднего звена, которые имеют более низкие результаты по грамотности чтения, выявить проблемы, препятствующие улучшению уровня чтения при изучении английского языка, а также предпринята попытка формирования структуры оценивания дальнейшего овладения навыками чтения на английском языке в контексте Казахстана.

Ключевые слова: навыки чтения, грамотность, понимание, мотивация, английский как иностранный.

Introduction

The improvement of Kazakhstani young language learners reading level requires efforts, and time as well as well developed scheme, and instruction for reading strategy in learning English. As the reading skills are the crucial component in the learning process we suppose that this component can help young learners to develop motivation and be proficient while studying English as a foreign language. Organization for Economic Co-operation and Development (OECD) (2017), defines reading literacy as «an individual's capacity to understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society» (p.51). Hulme and Snowling think that «Learning to read is a key objective of early education and difficulties in learning to read can have serious adverse consequences» (Hulme & Snowling 2013, p.1).

Wigfield et al. (2016) suppose that «Proficient reading comprehension is crucial for success in every academic domain». They also identify that in later childhood and adolescents a reader has to be «fluent in decoding and recognizing words, continually expand their vocabulary and knowledge base, and learn to use elaborate cognitive strategies to make inferences and analyze text critically» (p.190). Thus, the main aim of this study is briefly observe and investigate the number of researchers' viewpoints, principles, models, stages, and methods in order to reveal, and make an effort to find out the clues of lower results among young learners in reading literacy in the context of Kazakhstan.

Experiment

Theoretical framework of Reading. Reading is a complex cognitive process (Diaz et al., 2009; Hulme & Snowling 2013) where the performance

of reading as a process is crucially important. Researchers define (Flavell, 1979; Veenman & Elshout, 1995; Schraw, 1998; Coutinho, 2007; Pishghadam & Khajavy, 2013) that reading activity is belonged to the metacognitive awareness as this factor of reading influences learning process much stronger. Diaz et al. (2009), denote reading process as «the most important cognitive milestones in the human social environment.» (p. 441). They also confirm that reading process can be better explained by the «Double-Route Cascaded (DRC) Model» where two reading strategies are presented and participated, such as lexical and sublexical. They examined reading strategies of children who read well and with dyslexics of third and sixth grades, findings later showed that children who read well could easily use lexical and sublexical strategies not gaining much effort whereas the children with dyslexics were able to develop only lexical strategies as it was very hard for them to use and change various tactics in reading. Diaz et al. (2009), assume that the main important advantages of DRC model is that it would a helpful technique of intervention for «Developmental Dyslexia» while teaching reading.

By Carver (1974), reading skills and reading as a global and active activity of humans' development are determined in his theory of *input and storage* where «the reading process was conceptually divided into two primary components, *input and storage*. The differences between being able to (i.e., input -the words in a sentence), and being able to comprehend or understand (i.e., store – the complete thought in the set of words which make up a sentence) (p.3) have been taken into the very glance of Carver. Carver's findings were also shown in his book «The causes of high and low reading achievements» (2000), by name where he concentrates on some important factors that influence students to read and what students can take from reading during the school year as well as what the teachers are able and not able to do in order to increase students' reading rate and level. He also confirms that achievements of low and high reading are shown in the fusion of psychometrics and experimental psychology. In addition to this Bindra & Scheier (1954) explain how the distinctions of the experimental research and the psychometric research will be combined and obtain a reasonable benefit and advantage at the end of reading process.

Learning to read mostly and primary depends on the literal awareness of the person to recognize the words, pronounce them correctly, understand, and be able to explain, and interpret the meaning as well as to carry the information they include.

A great number of researchers and scholars offer various kinds of models and strategies that should be taken into account while teaching to read, and the reading as a process in itself. No doubt most of them are very useful and helpful in order to build up a certain kind of framework for the reading acquisition, be familiar, and well-informed with pseudo-words lexis while learning, and studying. Uta Frith (1985) reveals three stages in reading such as logographic where visual view of the words is defined; alphabetic – grapheme and phoneme rules are taken into account while the words are used; and orthographic where words are accepted as an independent concept.

Ziegler and Goswami (2005), also depict three main skills in reading such as «phonological processing» or phonological awareness –a certain kind of manipulating speech sounds into the words; «letter-speech sound processing» – recognizing and match a letter to a certain kind of speech sound; and «Rapid Automatized Naming (RAN)»- a kind of speed reading, an automatic visual pronunciation or call of the words into a sound. It should be noted that in Kazakhstan RAN or a speed limit of the children is checked and controlled at the beginning, and at the end of every period of children's studying only in primary school (from 1st till 4th grade) and the results are usually informed to parents, although low results in RAN should be solved together with student-teacher-parents interaction in order to help young learners to be literate and not to be out of school (e.g. parents tutor children to read at home, teacher is conducting some extra work in reading with these students).

According to Ehri (2000; 2005), she defines four stages of her model such as pre-alphabetic, partial alphabetic, full alphabetic, and consolidates where the boundaries among phonological, morphological, and semantics have already formed. Another model is represented by Share (2008), is also known as a «self-teaching» model where the recognition of words in reading directly depends on the phonological awareness of the words. Maryanne Wolf (2008) represents five stages of reading development as a major factor of literacy from the very young age of the human being till the adulthood, beginning from 6 months. The first stage is called –«the emerging pre-reader» (6 months till 6 years old); the second stage starts from the age 6 and finishes at 7 – «the novice reader»; then comes the stage of «the decoding reader» (from 7 till 9 years old); after that «the fluent, comprehending reader» (among 9-15 years old); and ends up by «the expert reader» (16 years and older). This model of dividing

the stages of reading development let us come up to the conclusion that reading process is the life-long activity of person's achievements, intelligence, prosperity that makes him literate as «Becoming virtually automatic does not happen overnight and is not a characteristic of either a novice bird-watcher or a young novice reader. These circuits and pathways are created through hundreds or ... thousands of exposures to letters and words» (Wolf, 2008, p.14). In contrast, Chall (1996), depicts six stages of reading developments that also as in Wolf's model starts from the 6 months till the adulthood and further that also proves that reading is the continues activity during the whole of human being. As the only one differences between Chall's and Wolf's models that Chall is in more detailed during the age of 9 till 13 (the 3rd stage of her model but the 4th in number) as the reader between these ages is reading for knowing something knew – «reading to learn». Therefore, while representing just only few strategies and models of reading framework we would like to define that reading is a complex, cognitive process that requires thinking abilities from people. The ability to think, interpret ideas, give suggestions, or solve the problem are highly-developed levels of the human being but all these components are possible only if the person can read, and be literate.

Reading in English as a Foreign Language (EFL)

Lien (2016), points out that influence of several factors «such as cognitive, sociocultural, language aptitude, age, and affective factors» (p.125) can prevent on achievements of foreign language learning and the learning process in itself. Concluding that low anxiety in reading predicts a better performance in learning foreign language and high anxiety derives low output in learning EFL. She also adds that «...metacognitive reading awareness and strategy instruction are vital to achieve effective EFL learning and to reduce the anxiety of EFL readers» (p.132). To support Lien's observation of learning a foreign language Anderson (2003), denotes that according to «strong metacognitive skills empower second language learners» (p.21) and presents five components of metacognition for effective reading such as (1) preparing and planning; (2) using particular reading strategies; (3) monitoring strategy use; (4) orchestrating various strategies (5) evaluating various strategies. He also explains that the revealed components cannot be used separately and one after another as all the mastery is definitely depends on the teacher (as he instructs), at first, and the learners as well. The appearance of

several metacognitive features can be revealed at once or further the idea suggested Anderson that the strategies of metacognition should be in the active circulation as «This empowerment not only improves learning but also transfers to other aspects of the students' lives» (p.22).

August et al. (2018), explore two ways of instructions while examining Spanish students of the second grade learning English as a foreign. In order to increase vocabulary in English language (EL) among young learners they offer four types of words (concrete cognate, concrete non cognate, abstract cognate, and abstract non cognate) were pronounced and then checked separately using «embedded and extended instructions». Finally, findings showed that extended instructions build up better preparation and opportunity in «vocabulary acquisition» then the embedded instructions.

Other findings were also presented by Bellocchi, Tobia, and Bonifacci (2017), in their longitudinal study on a transparent language while conducting an experience of reading abilities and comprehension among children of bilingual and monolingual language background. In the role of the transparent language was an Italian language as a foreign one (L2) for the children studying L2 at school. Both monolingual children (Italian), and bilingual (here the researchers explained that because of high immigration rate such nationalities as Albanian, Russian, Serbo-Croat, Spanish, Swedish, Finnish, Romanian, Urdu, Moroccan, and Sudanese) should have to do the test referred to reading achievements of decoding and comprehension skills in Italian. All children were doing the same test in Italian language (1 and 2 grades students), the results showed that bilingual learners morphosyntactic comprehension would be the most crucial predictor for developing reading comprehension skills. Monolingual children performed better than bilingual but the findings suppose that after 2 years of studying L2 the achievements of monolingual and bilingual learners can be the same as the decoding and comprehension skills are aligned. In addition to the proficient reading in English as a foreign some researchers suggest to pay attention to the instructional point and early intervention as these components will be significant factor in developing and promoting further reading skills and comprehension. For instance, Grimm, Solari, and Gerber (2018), denoting that early intervention and instruction is necessary required in the middle of primary school as their findings revealed that the development of English language is not promoting and stays at the same positions when the students come to the eighth grade (it

should be noted the Spanish minority students were investigated in California while learning English as L2). Moreover, they also suggest that early studying of vocabulary skills in English and Spanish (mother tongue) only positively affect to the development of English language.

Thus, we can suppose that in order to extent literacy development and be proficient in English as a foreign language the reading process of young learners should be organized simultaneously in mother tongue and in English as this could predict language development, and promote literacy, but of course with a certain kind of «scaffolding» in reading instruction and reading intervention as this is the crucial factor of reading activity in general in the early stages of learning. As,

«Literacy can be seen as dependent on instruction, with the corollary that quality of instruction is key. This view emphasizes the developmental nature of literacy — the passage of children through successive stages of literacy, in each of which the reading and writing tasks change qualitatively and the role of the instructor has to change accordingly.» (Chall, 1996 as referenced in Snow, 2006, p.4)

Motivational factor of reading comprehension

As motivation can be among central issues of reading comprehension «Through literacy, children are able to construct meaning, to share ideas, to test them, and to articulate questions ... [and have] an active role in their own development» (Verhoeven and Snow, 2001, pp. 4-5). Snow (2002) also says that in order to understand the improvements in reading comprehension a research agenda should be developed where a number of «most-pressing issues» are shown. Of course the issues of reading comprehension should be engaged and be in a tight relationship with motivation as Ludo Verhoeven and Catherine Snow (2001), think and consider that literacy, thinking, and motivation are very closely connected to each other and cannot be observed separately. They also depict that the crucial role in reading comprehension and literacy play talented teachers who help to motivate and engage children to read books in order to be literate as via literacy a child is able to think, shares ideas, constructs and builds up questions, argue and presents his own points of view and interact with the society. Such organization in the USA like Reach Out and Read (ROR), Reading Is Fundamental (RIF) motivate people into the reading process –they give books to children to read for free, as well as prescribe a list of the book the parents have to read in this case Verhoeven and Snow say that library is playing in this process a central and key role.

Grellet (1981), confirms that motivation plays an important role in reading comprehension «...because being motivated means that we start reading the text prepared to find a number of things in it, expecting to find answers to a number of questions and specific information or ideas we are interested in»(p.18). In addition to this she says that while we are reading people usually make predictions that then further can be checked or accepted.

Guthrie & Wigfield (1999), think that if the person is not aware with the text he cannot understand it by chance therefore, a constructive explanation is important in the process of reading activity as «Constructing meaning during reading is a motivated act» (p.199). They also devote reading motivation to the man's goals and beliefs which then take a great impact on the person's performance, communication, and understanding of the text that can be revealed as the feature of correlation of motivation and cognitive processes in the comprehension. Wigfield (1997), also suggests his domain-specific approach to reading where he also explains several features and factors influencing on the process of reading and divide reading motivation into several aspects such as (1) competence and efficacy beliefs; (2) achievements, values, and goals; (3) social aspects of reading. Allan Wigfield also add that the research of reading and motivation should be examined together with cognitive skills as all the results and achievements of child's literacy is directly depend on the frequency and the performance of the reading process. Therefore, we can also depict that instruction, and clear explanation of necessity to read should be among main indicators of motivational reading.

Motivation as a key component to learn English

English proficiency reading skills among young language learners is under the focus on my research as English is an international and widely used language in the world, because people not only know English language as a foreign but also interact with the foreigners under the basis of their reading literacy. This is because «Reading strategies are associated with different aspects of language learning and cognitive processes, and the effects can only be observed if reading becomes a habit» (Rocío Ríos & Valcárcel Goyeneche, 2005). In addition, Rocío Ríos & Valcárcel Goyeneche (2005) define that while learning a foreign language the teacher has to know what the students' interest are in order to get enough input of young language learners. For instance, Protacio (2012) differentiates five motivational factors influencing in English reading process as a foreign language. First, social cultural environment – as surrounding and society generally

influence person's ability to learn and know more; second, integrative orientation – the way of making friend with foreign peers while learning a new language or while integrating into a new culture; third, an instrumental motivation is when the learners realize the importance of reading as they start to understand that reading will provide them the information of learning; fourth, perceptive competence – this is the students' abilities that is related to motivation to read in English; fifth, reading materials not only teachers but the parents themselves have to be interested in what their child is reading or has read as this creates interest that is also pays an important part in motivation of reading literacy.

Another interesting findings towards motivation while learning English were revealed by Kiss and Nikolov (2005), where they examined 12-year-old learners' performances on aptitude, and proficiency tests in English from ten schools, in three schools the results of aptitude scores were a little bit higher or sometimes equal whereas in another schools the proficiency results were higher so then they came at the conclusion that the tendency of that because the way of quality of teaching, teaching process as well as lower motivational level to learn English, and even negative influence of the parents (educational level) could cause this problem. Further they also examined children's relationship between motivation, aptitude test and the test of proficiency and there they discovered that the motivation scores were the highest among proficiency and aptitude tests thus, they came to the conclusion that this is also proved that the way of teaching (less quality) or the process in itself should prevent children be proficient in English. Further the scholars would like to explore the length of foreign language whether time the children start learning L2 plays a significant role on the performance in English or not. Thus, we can suppose that the crucial point in learning the language as a «raw» material should be in motivation and embedded in active teaching process in order to engage young learners to be proficient.

Results and discussion

Reading development in Secondary schools of Kazakhstan: core curriculum for learning three languages. Being a part of Soviet Union Kazakhstan was using Soviet system of education, albeit in December, 1991 Kazakhstan gained independence, and several issues in education system started to be implemented although the whole system was the same as it was before.

In 1992, and in 1993 respectively, the core curricula for secondary and higher education in Kazakhstan were established. The objective of these documents was to provide and obtain free general compulsory education for everybody in Kazakhstan as well as to create certain conditions for a young democratic society. Education system of Kazakhstan has several stages such as pre-primary or kindergarten (ages 3-6), primary school (7-10), lower middle secondary (11-14 ages), senior higher secondary (15-17), vocational or technical schools, colleges and universities for getting higher and postgraduate education. Basic secondary education is mandatory in Kazakhstan from the age 7 to 15 years. Concerning vocational and technical schools students can enter them after completing basic secondary education in the ninth grade, which means basic compulsory school at the age of 15. The duration of studying in technical schools involves 4 years for ninth graders and 3 years for eleventh or twelfth graders respectively.

In Kazakhstan, the development of reading process begins from pre-school at the age of five and continues till the age of seven and eight. «*Sauat ashly*» in Kazakh language and «*Chitatelskaya gramota*» in Russian language is the name of the subject the students are learning in primary school, which means *Reading literacy*. Students begin learning language and literature as two separate subjects from primary school in the second grade. As the society of Kazakhstan is mostly bilingual Kazakh and Kazakh literature in Kazakh schools are taught in Kazakh, and Russian and Russian literature in Russian schools, albeit both types of schools are learning Kazakh and Russian as the second language and English as the foreign compulsory language.

The core curriculum for primary school has been build up and organized in a detailed forms taking into account a certain kind of principles and several stages in reading process, whereas curriculum for middle secondary school requires necessary attention to the stages and principles focused on several obligatory textbooks, which are really difficult and sometimes should have to take a certain effort from 12th and 14th years old children. This can make us think that Kazakhstani children beginning from the age of 11 start to lose their interests in reading as the core curriculum is getting harder and harder and teachers sometimes by themselves are not able to solve this problem. Therefore, an intervention or a kind of instruction for teachers and several modifications in the core curriculum in lower middle school should be improved or refocused on some necessary parts

in reading literacy so as to make a child be on afloat and not to drop out of the school.

Current issues and new trends in reading skills and motivation among Kazakhstani young language learners (12th and 14th year-olds children)

What criteria and standards of reading and motivation do young language learners have to correspond to in order to meet the requirements of international assessment? What prevent the process of learning English as a foreign among bilingual young language learners in Kazakhstan? What knowledge of instruction do Kazakhstani 6th and 8th grade students face in teaching reading skills? What ways of motivation do young learners obtain during learning English? The answers to these issues the education system in Kazakhstan needs modification and fundamental improvements as well as scrupulous, detailed investigation of each level of education and process of teaching and learning reading literacy skills.

Although having several achievements in economics, the quality of education in Kazakhstan in secondary schools is still not fully improved and may be quite far from the suitable standards of OECD. The current issues are still observable, and a great many aspects in teaching reading skills are sometimes not appropriate and have lower motivational effect among teachers and the students themselves in Kazakhstan. The standards to increase literacy through reading process are mostly not completely indicated in curriculum for teaching three languages especially in 6th and 8th grades. Although recent trends towards learning process have been announced and established, such as the official regulations and requirements of Law of Early Childhood Orphanage; free and mandatory pre-school and secondary education; an application the European aspects in the system of high education; still a great number of work should have been done, corrected, improved, and implemented in order to be suitable to the model of European education.

According to the Reviews of National Policies for Education «Secondary Education in Kazakhstan Assessment of learning outcomes and teaching quality in Kazakhstan OECD (2014) Kazakhstan has to refocus school education on developing the skills to apply knowledge in real-life situations, define criteria for comprehensive evaluation of the quality of teaching, develop a new professionalism in teaching as well as in school management, encourage teachers to develop research and creative skills in their students. This aspect should be taken into an account as being the members of organizations

of Bologna process, taken part in Programme for International Students Assessments (PISA) in 2009, 2012, 2015, 2018 as well as performing learning and teaching in three mainly dominated languages (Kazakh, Russian and English) are just few efforts in education system of Kazakhstan.

As most schools in Kazakhstan are bilingual students, teachers almost all official and business documents are presented and published in two languages Kazakh and Russian, and beginning from 2010 even in English language, teachers and students should have to be well-informed, literate in order to read these documents as this is also referred to the development of reading skills. However, due to international communication and regarding OECD Reviews of School Resources (Pons, Amoroso, Herczynski, Kheyfets, Lockheed & Santiago, 2015), there are several drawbacks and gaps in the system of secondary education that should be solved and reformed in the near future. For instance, teachers and principals are less interested and usually not involved into the process of choosing textbooks and the content of the texts for teaching reading skills, as almost great amount of textbooks for teaching and learning reading literacy are in the force and responsibility of the government and ministry of education and science. Thus, this «position» will create less motivation from teachers, school administration and from students as well as the process of teaching and learning should let young learners root ideas and develop their points of view; and this could be done only by teachers because they are in close relationship with children and quite familiar with their interests and preferences in reading.

Indeed, Kazakhstan has a considerable room to change and improve the achievements in reading skills and motivate young learners to develop reading comprehension as the main role should be given to the teacher, how does the teacher build the managerial process between students, as well as the «fully equipped» content of the course e.g. give an opportunity to the teachers fill the gaps of the course regarding interests and preferences through reading as this produce motivation and the students reading the information in order to know new, challenging and necessary for their further generation. In addition to this a well-known Kazakh researcher, and scholar Akhmet Baitysynov in his books of «*Til tagymyly*» (1992), (teaching the language), depicted that the schools consist of three main components – teacher, textbooks, and curriculum, as they predict further literacy of the individual, and increase the motivation.

Conclusion

Thus, defining particular issues that prevent young learners to increase proficiency reading skills in English by the age of fifteen could be considered as the problems of social economical background of the students themselves, or we could suppose that not clear instructions and management of school administration sometimes be an obstacle that would encourage teachers and students to research, and develop creative skills. In addition to our supposition Bowey & Underwood (1996), while conducting several experiments in Australia among

the students of second to fourth grades, and from fourth to six grades noticed that «Reading instruction probably placed less emphasis on decoding skills in the later grades, resulting in a diminishing rate of improvement in nonword reading» (p.544). This also proves that the same problem is still observable in the secondary schools of Kazakhstan. It should be taken into account that Kazakhstani young language learners have a great opportunity to develop English proficiency reading skills to the age of 15 when they are required to participate in PISA test, and the previous language background will positively effect on their learning process.

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