

A.B. Akhmetova^{1*} , G.E. Imambayeva² , Sh.Zh. Alimova¹ , B.K. Zhumakeldina¹ 

¹Pavlodar Pedagogical University named after A. Margulan,

Pavlodar, Kazakhstan

²Innovative Eurasian University,

Pavlodar, Kazakhstan

*e-mail: aigul0884@mail.ru

READING ABILITY OF YOUNG KAZAKHSTANI ADOLESCENTS IN ENGLISH

Abstract

The purpose of this brief three-year research study is to assess the reading ability in English, as a foreign language (FL), among eighth-grade learners in Kazakhstan. Reading literacy plays a crucial role in the learning process and increases knowledge of human beings across academic domains (see OECD, 2018). This study examined the reading and literacy skills of eighth-grade students in secondary schools in Pavlodar. The number of participants varied during the computer-based assessment from 2018 to 2020.

The instruments for data collection were online tests in English as a FL administered by the Electronic Diagnostic Assessment System (eDia) and a questionnaire with background items adapted from the Programme for International Student Assessment (PISA) (OECD, 2018). English reading tests have been previously modified and validated (see Nikolov & Csapó, 2010), although additional specific materials on the country's cultural features have been used.

The reliability of the English language tests during the three-year assessment was very high, as measured by Cronbach's alpha coefficient for the 8th grade in 2018 ($\alpha = 0.96$), and in 2019 and 2020 ($\alpha = 0.94$). The results revealed no significant gender differences in English language test performance among eighth-grade students over three years ($p > 0.05$). However, the small effect size of the first/native language during the three-year assessment study in eighth grade highlighted the importance of teaching reading skills in English as a foreign language for eighth-grade students in Kazakhstan.

Keywords: Reading literacy, assessment, foreign language, proficiency, teaching, learning English.

Introduction

This manuscript is a part of the research study on reading literacy among young learners in Kazakhstan. The modified PISA questionnaire was clearly presented and well understood by all participants in Kazakh and/or Russian. The reading tests in English as an FL for eighth grade across all assessed years were valid and reliable, as indicated by the analysis.

Assessment should not be stressful or difficult for young learners; on the contrary, participants should be able to understand what they are required to do and how they will apply the knowledge they have gained from school in real-life situations [1]. Several international surveys focus on the opportunity to apply knowledge to real-life situations. Participation in international surveys such as PISA, PIRLS, and TIMSS is crucial for our young and independent country, as these measurements will define the levels of proficiency and literacy in reading, mathematics, science, and problem-solving worldwide. Moreover, measuring such indicators is essential for more effective, targeted modification of the requirements for an appropriate program that clearly highlights improvements for further integration into the global educational system.

This may prove that evaluating young learners' outcomes and the extent of their academic experiences are essential components at all levels of any country. This study aims to explore literacy levels in reading among young adolescents by comparing results over three years. In particular, we plan to identify what may prevent eighth graders from improving their English-as-a-foreign-language reading skills and to investigate the causes of reduced achievement on the three-year evaluation. Similarly, learning English as a foreign language (FL) in Kazakhstan has a

detrimental effect on native language (L1) or L2 proficiency for Kazakh and Russian learners (i.e., acquiring Kazakh or Russian), for whom the emphasis is on improving reading proficiency.

Theoretical background. Several international associations and organizations have their own characteristics of 'reading literacy' as "an individual's capacity to understand, use, reflect on and engage with written texts, to achieve one's goals, to develop one's knowledge and potential, and to participate in society" as "achievement in reading literacy is not only a foundation for achievement in other subject areas within the education system, but also a prerequisite for successful participation in most areas of adult life" [2]. Reading is the capacity to understand what the symbols on paper mean. Consequently, reading is a sophisticated cognitive activity that involves decoding written symbols and evaluating material [3].

Assessment is depicted as "... the term currently used to describe all aspects of evaluation and testing" [4]. Some researchers [5] claim that assessment should be widely applied in the testing system, whereas others define that assessment is beneficial for gathering the knowledge "on student learning" [6]. The quality of outcomes, the welfare of citizens, and the nation's ongoing economic development are among the top priorities. Due to updates, revisions, and demands of international standards, Kazakhstan's educational system needs to be reformed at all levels (i.e., primary, secondary, and high school) [7].

Considering that some schools in Kazakhstan are bilingual, almost all official documents must be written in both Kazakh and Russian. Since 2010, students have also been expected to read comparable materials in English. Hence, students should strengthen their reading skills while learning English, as this supports literacy. For this reason, English language teachers should also be required to teach students how to read in English to a certain degree [8].

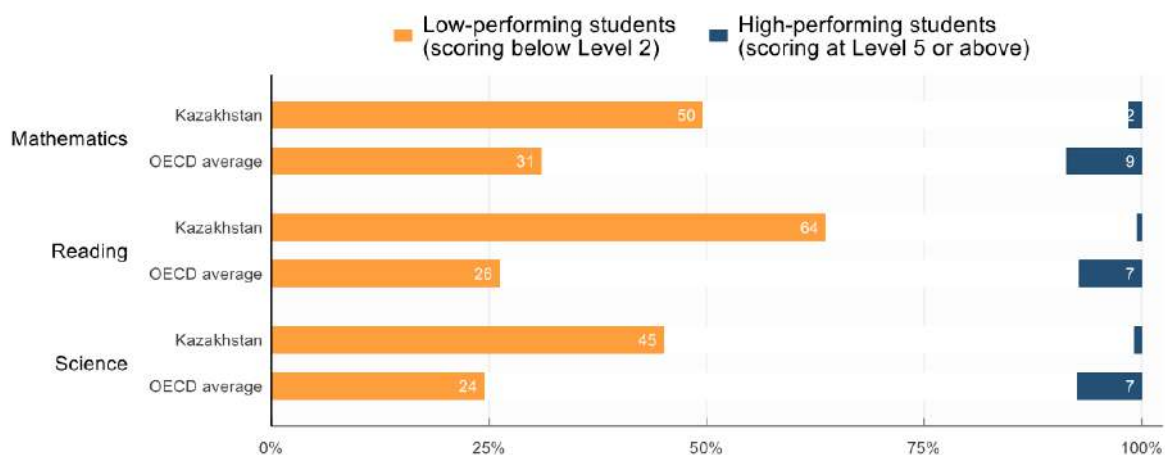
According to the Organization for Economic Co-operation and Development (OECD) Reviews of School Resources [9], teachers and principals are still not fully involved in the selection of books and/or manuals for young adolescents aimed at improving reading skills in the three respected languages in Kazakhstan. For example, in the PISA summary of reading proficiency for 15-year-old participants, there are six levels; each level indicates the position and development of the student's reading proficiency. The first level includes three sub-levels (i.e., 1c, 1b, and 1a) that represent the tasks and the student's ability level. The probability of obtaining these abilities in the tenth grade should be close to 90 percent or more. According to the results of the 2018 Kazakhstani students, the level of reading proficiency did not even reach the second level.

Interestingly, the results of Kazakhstani adolescents in 2022 were even lower than in 2018, which may be a worrying sign for the prospects of this generation of Kazakhstanis and the country as a whole [10]. Regarding reading literacy in Kazakhstan in 2022, 64% of young adolescents achieved low scores and were below level 2. This may indicate that students cannot determine the main idea of a text and frequently struggle to provide their viewpoint after reading. Likewise, reading cannot be the only source of knowledge and/or a frequent activity for further development of students and young learners in Kazakhstan.

For example, comparing reading results in Kazakhstan, the average score achieved by young learners was significantly lower than that of OECD countries (see Figure 1). As a result, these stakeholders (teachers, parents, managers, instructors, principals, etc.) may have less information about the significance of the literacy issue. The choice of books and manuals for reading in Kazakh and in native and foreign languages should be among the most prioritized and crucial. Likewise, this issue may benefit from improvement and support not only from teachers and principals, but also from students and parents.

On the contrary, as almost all textbook recommendations and suggestions for secondary schools in Kazakhstan are controlled by the Ministry of Education. Likewise, the content for teaching reading skills mainly depends on the textbooks targeted by the Ministry of Education. Even after several changes in the system of secondary education in Kazakhstan have been

implemented, young learners are still struggling with reading and literacy development, which require particular effort, abilities, and readiness to solve real-life situations. Generally, the issue of well-developed abilities to choose future career goals among young adolescents in the upper grades of secondary school is a struggle. This might have something to do with Kazakhstan’s post-Soviet-era educational system, when the majority of newly created country schools did not prioritize teaching competencies that recognized creativity, effective teamwork, problem-solving, critical thinking, or negotiation [11].



Note: Numbers inside the figure correspond to percentages.

Source: OECD, PISA 2022 Database, Tables I.B1.3.1, I.B1.3.2 and I.B1.3.3.

Figure 1 – Trends in PISA -2022/Kazakhstan

Materials and methods of research

Data collection was conducted via computer, with all instruments, i.e., the background questionnaire and the tests, included. The instruments for data collection were online tests in English as a FL administered by the Electronic Diagnostic Assessment System (eDia) [12], and questionnaire with some changes of background items taken from Programme for International Student Assessment (PISA) [13] English reading tests have been previously modified and validated [14], albeit some additional specific materials regarding cultural feature of the country have been applied. An example of a reading test was modified from the validated reading test by Professor Marianne Nikolov (c.f. Nikolov & Csapó, 2018).

After collecting the data, we started analyzing it using IBM Statistical Package for the Social Sciences (SPSS) Statistics 23. As the analysis was conducted using computer software, a qualitative method was used, because the number of participants was approximately n=600 per year. This was sufficient and appropriate for quantitative analysis, where the assessment was administered via computer.

Participants

The participants were randomly selected eighth-grade learners from Pavlodar secondary schools. During a three-year assessment survey conducted from 2018 to 2020, students participated in assessments of English language reading literacy in a foreign language. Following those three years, the students’ scores were evaluated and carefully examined. In the middle schools in Pavlodar city (in the northeastern region of Kazakhstan), the following numbers of eighth-graders were enrolled. In 2018, the number of respondents was only (n = 634), whereas in 2019 the number of participants became higher (n = 695), albeit in 2020 the number was slightly lower compared to the previous year, but more than in 2018 (n = 675). The age of the students ranged from (M=13.0; SD=1.13) to (13.0). Males made up 47.4% of the population, while females

were slightly higher at 52.6%. The ethnic groupings represented further percentile details (63%) for Kazakh, Russian (35%), and Other (2%). Interestingly, regarding the background questionnaire, we found that the native language was Kazakh – 1, Russian – 2, and Other – 3.

Thus, the present study aims to explore the reading skills and academic literacy development of young adolescents in English as an FL. We analyzed the results of the younger generation to evaluate further the dynamics of reading among eighth-grade students at a middle school in Kazakhstan over three years. In this case, the following research questions can be included in our research study. Therefore, we plan to narrow our research focus and thoroughly explore the following research questions, as outlined below.

RQ1. How well do young adolescents perform the tests in English as an FL during each three-year assessment?

RQ2. How different are the test performances in English as an FL regarding ethnicity or L1 during the three-year assessment?

RQ3. What is the gender difference in English as an FL during the three-year assessment?

RQ4. How does the gender difference influence the tests' performances during the three-year assessment?

Results and their discussion

Statistical Package for the Social Sciences was used to conduct and evaluate the survey objectively. The analysis of the findings provides further. The test's reliability (Cronbach's alpha) in English as an FL for eighth grade over the past three years showed good reliability in 2018 ($\alpha=.96$) and in 2019 and 2020 ($\alpha=.94$). The detailed information within the tests and the grades are presented in Table 1 – Reliability of the tests.

The participants were young learners from Grade 8, whose first language was Kazakh or Russian. The background questionnaire was represented in Kazakh and/or Russian. Thus, among students, 61% of Russian students and 39% of Kazakh students completed the survey. Validity tests showed (see Table 1) the characteristics of three eighth-grade cohorts, along with comprehensive demographic data for the population sample. Table 1—Reliability of the Tests—presents the extensive data found in the evaluation metric for each year.

Table 1 – Reliability of the tests

Sample	Test in English (2018)	Test in English (2019)	Test in English (2020)
Grade 8	$\alpha=.96$	$\alpha=.94$	$\alpha=.94$
Note: The reliability of the tests was examined using the IBM SPSS computer software			

The first research question (RQ): How well do young adolescents perform the tests in English as an FL during a three-year assessment? Regarding the first research question (Table 2 – the eighth-grade test's measurement in English as an FL), we may conclude that eighth-grade students achieved low scores across all three years of the assessment.

Table 2 – The eighth grade: test's measurement in English as a FL

Year	Measurement of Reading in English	
	Mean (%)	SD (%)
Grade 8 (2018) N=634	46%	31%
Grade 8 (2019) N=695	53%	30%
Grade 8 (2020) N=675	50%	29%
Note: The analysis was compiled using the IBM SPSS computer software by the authors		

This might be concerning given the deteriorating level of students' English as a foreign language reading comprehension in 2020. As this may lead to major issues that could persist in the future, learners are unable to utilize their capacity for analytical and critical thinking when completing reading assessments in any language (i.e., L1, L2, L3, or a foreign language). The distribution (see Fig. 2–Reading distribution of 8th grade students) demonstrates that most young learners in the eighth grade did not pass the threshold score (at least 50%) in English as FL.

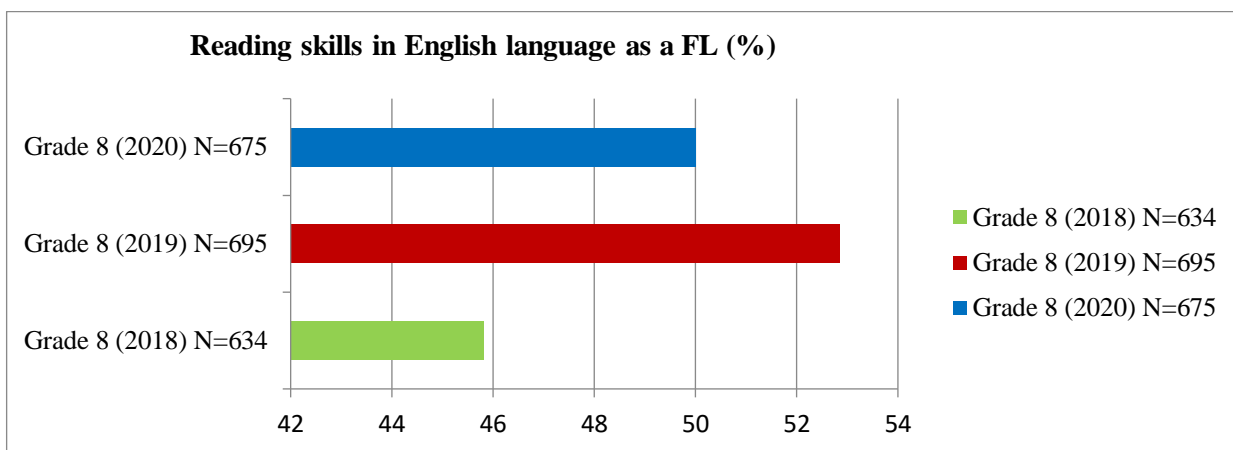


Figure 2 – Reading distribution of 8th-grade students

Note: Compiled by authors

The second RQ: How different are the test performances in English as a FL regarding ethnicity or L1 during the three-year assessment? Regarding the second research question, we conducted a one-way ANOVA to assess the impact of mother tongue on young students' performance on English-as-a-foreign-language tests. According to the findings, impact value was statistically significant in 2019 and in 2020 years of the assessment (Table 3–The effect size regarding mother tongue in the eighth grade). As Kazakhstan is a multicultural country and the Russian language is widely spoken, we may see that the results in 2018 were not significant. However, the Kazakhs performed slightly better than the Russians and Others.

However, in 2019, the results showed that Kazakhs outperformed Russians and Others. Mother tongue had a significant effect on test outcomes for Kazakh native speakers compared with Russians and Others. In 2020, the results of Russian speakers and others on the English test as a foreign language were significantly better than those of Kazakhs. The effect size of the native/L1 language of eighth graders was not a lot, but still significant (Table 3–The effect size regarding mother tongue in the eighth grade), p-value was lower than .05.

Table 3 –The effect size regarding mother tongue in the eighth grade

Test	Mother tongues	Mean (%)	SD (%)	F	p	η ²
English Test in 2018	Kazakh	42%	31%	1,19	p>.05	.004
	Russian	41%	28%			
	Other	21%	30%			

English Test in 2019	Kazakh	56%	31%	6,61	p<.001	.019
	Russian	49%	28%			
	Other	44%	30%			
English Test in 2020	Kazakh	43%	27%	26,71	p<.001	.01
	Russian	60%	28%			
	Other	50%	37%			
Note: The analysis was compiled using the IBM SPSS 27 computer software by authors						

The third RQ: What is the gender difference in English as a FL during the three-year assessment?

Regarding gender differences in test performance in L3 (i.e., English as a foreign language), the results did not show any significant gender differences over three years. This may indicate that the differences in learning and teaching English as an FL for Kazakhstani eighth-grade students are the same, and that the concept of equality in teaching reading skills to females and males (see Table 4 – Gender difference in the eighth grade) remains almost the same.

Table 4 – Gender difference in the eighth grade

	Male (%)	Female (%)	p-value
English test in 2018	53 %	48 %	n.s.
English test in 2019	51 %	49 %	n.s.
English test in 2020	51 %	49 %	n.s.
Note: The p-value was analyzed using the IBM SPSS computer software			

The fourth RQ: How does the gender difference influence the tests' performances during the three-year assessment?

To answer the fourth research question, we conducted a one-way ANOVA test. This test will help us define the impact of gender differences on test achievement during the three-year assessment. Our analysis showed that the effect size for gender when performing the test in English as an FL among Kazakhstani young adolescents was very low and not significant ($p > .001$). Interestingly, to determine that even the results of the tests were low within all three years, the scale of the gender impact did not show any statistically significant differences. This might also show the equality of instructional methods during English-as-a-FL instruction between boys and girls.

The results of the first research question indicated that the reading achievement of eighth graders in 2020 was significantly lower than in 2019. This should be taken seriously and given a glance. Likewise, the issue of curriculum and educational standards at Kazakhstan's middle schools could echo due to the principle that a great number of learning materials are memorized by students and then reproduced to the teacher, which still occurs. We believe that this approach to teaching may cause serious problems for young learners in the future, as they may not be able to think critically and might struggle to apply skills and abilities such as comparing, explaining, evaluating, discussing, interpreting, and contrasting. The aspect that students in secondary school have mostly learned a lot of factual information by heart should be reframed and completely changed. Teachers, parents, school managers, and other stakeholders should be aware that improvements and changes in the curriculum should be demonstrated not only theoretically but also practically. We believe this may benefit young learners in Kazakhstan by helping them perform better in international surveys and assessments.

Participation in such surveys is significant for each country, including Kazakhstan, as they may help experts become aware of current and ongoing issues in teaching and learning. Thus, such a brief international review may help stakeholders develop a strategy that improves the teaching and learning process and changes several teaching approaches. The schools should be familiar with the pluses and minuses in the educational system in secondary schools and be able to prepare and provide the necessary requirements for what and how to appropriately implement these changes.

Our revealed results may also prove the suggestions and recommendations of the final report “Development of the strategic directions for education reform in Kazakhstan for 2015-2020” that is for “...*Kazakh secondary education system can impart theoretical knowledge and information on a rote-learning basis, it is not equipping students with the critical thinking skills needed for a competitive economy. The school curriculum is rigid and does not develop thinking skills*” [15].

The impact of the first language (L1) was statistically significant only in 2019 and 2020. Although the effects of L1 varies, in 2019, Kazakh students showed better outcomes than Russian students and students of other nations. However, in 2020, the Russians and Others outperformed the Kazakhs. This may explain those results, given the dominance of Russian-medium schools and the lesser use of the Kazakh language in most parts of northern Kazakhstan. In addition, Kazakh language speakers are mainly bilingual heritage speakers. The literature defined heritage speakers as bilinguals, although their native or first language did not reach ‘native-like attainment’ in their environment because another language was dominating [16]. As a result, we contend that educators and interested parties ought to pay closer attention to how lessons are delivered within the educational environment. [17].

The advancement of reading proficiency in Kazakhstan can be viewed from several perspectives. This could mostly depend on the social environment and the community, which strongly affect students’ attitudes and abilities in reading comprehension. Students in Kazakhstan need to know their mother tongue better and be able to speak and think in it more fluently than in English. The literature review states that if a student knows his mother tongue or native language well, he can easily learn another foreign language. Thus, understanding and understanding his or her mother tongue is crucial for further literacy development [18]. “Through literacy, children can construct meaning, to share ideas, to test them, and to articulate questions ... [and have] an active role in their own development.” [19].

Moreover, reading habits and reading for pleasure should be frequently applied among young individuals. Caregivers, educators, and school administration should be more attentive to reading activities, as this is a key to students’ continued success, prosperity, and career goals. On the one hand, the young generation should be taught to learn more from reading books. On the other hand, educators, tutors, researchers, and school managers and instructors should provide solutions and approaches on how to motivate eighth graders to read more. Because if young learners are taught that reading is a “path” to literacy, school libraries in Kazakhstan tend to be among the most entertaining places to visit after lessons. Furthermore, it might be preferable if librarians were aware of the books that are of interest to young adolescents. We believe that frequent updates to the list of books may facilitate students’ regular visits to the school library and motivate and engage them to read more.

Limitations. No doubt, our research study has several limitations, as the measurements were conducted only among eighth-grade students in several Pavlodar secondary schools between 2018 and 2020. It would be helpful to evaluate outcomes post-pandemic, from 2022 to the present. Therefore, we believe this could be further implemented and applied in the near future. Moreover, the current research lacks qualitative analysis (i.e., interviews with teachers, parents, and other stakeholders).

In addition, our study used only computer-based testing, so it would be valuable if paper-and-pencil testing were included as well for a more thorough comparison.

Conclusion

In conclusion, we may identify a specific problem that prevents young adolescents from improving their reading in foreign languages, such as English. Even though the gender difference is not statistically significant across all three-year assessments, native tongues (Kazakh/Russian) warrant further investigation and consideration. Moreover, we believe that appropriate instruction and intervention by school administration may prevent those obstacles that lead to low English-language results among young adolescents in the eighth grade. This might be defined as teaching instructors, parents, students, and school administration to work together in close collaboration to research and develop reading skills that create literacy.

We also claim that an educational assessment is a lengthy and meticulous process that requires extensive knowledge on the part of the examiner to provide suitable feedback on how the student should demonstrate and reflect on assessed performances and/or learning activities. Therefore, we may consider that the grading system should not be assessed solely by the teacher's evaluation, which shows students' scores. On the contrary, additional systematic observation, regular surveys, and questionnaires may be useful for examining the examinee's skills, beliefs, and attitudes, which are highly important.

Thus, taking into account the previous results in reading in 2022 and our results collected in 2018, 2019, and 2020, the results were kept the same, as progress in reading literacy was not significantly observed in the outcomes of Kazakhstan's participation.

Our further research is ongoing, and we plan to continue our research and survey with both urban and rural schools. In addition, modifications to the number of validated and reliable tests and the questionnaire can be a suitable focus of our further research, which we plan to collect and analyze. In the near future, we hope to conduct tests of reading comprehension and a questionnaire to understand this issue in the Kazakhstani context better.

REFERENCES

- 1 Shohamy E. The discourse of language testing as a tool for shaping national, global, and transnational identities. *Language and Intercultural Communication*. – 2013. Vol. 13(2). P. 225–236.
- 2 OECD PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving, PISA, OECD Publishing, Paris. Available at: — URL: https://www.oecd.org/en/publications/pisa-2015-assessment-and-analytical-framework_9789264281820-en.html (accessed: 15.05.2024).
- 3 Díaz G., Torres M., Iglesias, J., Mosquera R., Reigosa V., Santos E., Galán L. Changes in Reading Strategies in School-Age Children. *The Spanish Journal of Psychology*. – 2009. Vol. 12(2), P. 441-453.
- 4 Mundrake G. A. The evolution of assessment, testing, and evaluation. *Assessment in business education*, 38, NBEA Yearbook. Reston: NBEA. – 2000. P. 252-262.
- 5 Bachman L. F. *Statistical Analyses for Language Assessment*. Cambridge: Cambridge University Press. – 2004. P. 272-282.
- 6 Ghaicha A. Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*. – 2016. Vol. 7(24). P. 212-231.
- 7 MES. Ministry of Science and Education of the Republic of Kazakhstan. -2016. Available at: — URL: http://www.edu.gov.kz/kz/grazhdanam/detail.php?ELEMENT_ID=368 (accessed: 17.04.2024).
- 8 MES. Ministry of Science and Education of the Republic of Kazakhstan. – 2013. Available at: — URL: http://adilet.zan.kz/kaz/docs/V17015605_1 (accessed: 16.06.2024).
- 9 OECD/The World Bank. *OECD Reviews of School Resources: Kazakhstan* Paris: OECD Publishing. - 2015 Available at: — URL: <https://chooser.crossref.org/?doi=10.1787%2F9789264245891-en> (accessed: 12.07.2024).
- 10 OECD, (2023) *PISA 2022 Results (Volume I and II) - Country Notes: Kazakhstan*. Available at: — URL: https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/kazakhstan_8c403c04-en.html (accessed: 23.10.2025).
- 11 Scott C. L. *The Futures of Learning 3: what kind of pedagogies for the 21st century?* – 2015. P. 151-161.
- 12 Csapó B., Molnár G. Online diagnostic assessment in support of personalized teaching and learning: The eDia System. *Frontiers in Psychology*. – 2019. P. 89-99.
- 13 OECD, *PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science*, Paris: OECD Publishing. -2018. Available at: — URL: <https://www.oecd.org/en/publications/pisa-for->

[development-assessment-and-analytical-framework_9789264305274-en.html](#) (accessed: 06.08.2024).

14 Nikolov, M., & Csapó, B. The relationships between 8th graders' L1 and L2 reading skills, inductive reasoning and socio-economic status in early English and German as a foreign language programs. System. – 2018. Vol. 73. P. 48-57.

15 Sagintayeva A., Bridges D., McLaughlin C., Mehisto P., Drummond M. J., Ayubayeva N., Ganimurat N. Development of strategic directions for education reforms in Kazakhstan for vocational and technical education project team. In development of strategic directions for education reforms in Kazakhstan for 2015 – 2020 report. - 2014. Available at: — URL: http://nur.nu.edu.kz/bitstream/handle/123456789/335/DIAGNOSTIC_REPORT.pdf (accessed: 18.07.2024).

16 Benmamoun E., Montrul S., Polinsky M. Heritage languages and their speakers: Opportunities and challenges for linguistics. Theoretical linguistics. -2013. Vol. 39(3-4). P. 129-181.

17 Akhmetova A., Soeharto S., Imambayeva G., Csapó B.. Assessing and validating young Kazakhstanis' reading skills in English, the impact of classroom climate, and their engagement on reading skills. Indonesian Journal of Applied Linguistics. – 2022. Vol. 12(2) P. 280-292.

18 Akhmetova A., Imambayeva G., Csapó B. A study of reading attitude and reading achievement among young learners in middle school. Heliyon. – 2022. Vol. 8(7).

19 Verhoeven L., Snow C. E. (Eds). Literacy and motivation: Reading engagement in individuals and groups. Mahwah, NJ: Lawrence Erlbaum Associates. – 2001. 98 p.

ҚАЗАҚСТАНДЫҚ ЖАСӨСПІМДЕРДІҢ АҒЫЛШЫН ТІЛІНДЕ ОҚУ ДАҒДЫЛАРЫ

Андатпа

Осы үш жылдық қысқаша зерттеудің мақсаты Қазақстандағы сегізінші сынып оқушылары арасында ағылшын тілінде шет тілі (ШТ) ретінде оқу дағдыларын бағалау болып табылады. Оқу сауаттылығы оқу процесінде маңызды рөлдердің бірін атқарады, сонымен қатар кез-келген академиялық салада адамның ой-өрісін кеңейтеді (OECD, 2018). Бұл зерттеу Павлодар қаласындағы орта мектептердің сегізінші сынып оқушыларының оқу және сауаттылық дағдыларын зерттеді. 2018-2020 жылдар аралығында компьютерде тестілеуден өткен қатысушылардың саны әр түрлі болды. Деректерді жинау құралдары электрондық диагностикалық бағалау жүйесі (eDia) жүргізетін ағылшын тіліндегі онлайн-тесттер және халықаралық студенттерді бағалау бағдарламасынан (PISA) бейімделген қосымша сұрақтары бар сауалнама (OECD, 2018) болды. Ағылшын тіліндегі оқу тестілері бұрын өзгертілген және жарамды болған (Nikolov & Csapó, 2010), дегенмен елдің мәдени ерекшеліктерін ескеретін кейбір қосымша материалдар қолданылған. Үш жылдық зерттеу барысында ағылшын тіліндегі тестілердің сенімділігі өте жоғары болды, бұл 2018 жылы 8-сынып үшін альфа Кронбах коэффициентімен ($\alpha=0.96$) және 2019 және 2020 жылдары ($\alpha=0.94$) бағаланды. Нәтижелер үш жыл ішінде ағылшын тілінен тест нәтижелерінде 8-сынып оқушылары арасында маңызды гендерлік айырмашылықтарды анықтаған жоқ ($p>0.05$). Алайда, 8-сыныптағы үш жылдық зерттеу барысында бірінші/ана тілінің әсерінің шамалы шамасы Қазақстандағы 8-сынып оқушылары үшін ағылшын тілінде шет тілі ретінде оқу дағдыларын оқытудың маңыздылығын атап өтті.

Негізгі сөздер: Оқу сауаттылығы, бағалау, шет тілі, біліктілік, ағылшын тілін оқыту, үйрену.

НАВЫКИ ЧТЕНИЯ КАЗАХСТАНСКИХ ПОДРОСТКОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

Целью данного трёхлетнего исследования является оценка навыков чтения на английском языке как иностранном (ИЯ) среди учащихся восьмых классов в Казахстане. Грамотность чтения играет одну из важнейших ролей в процессе обучения, а также расширяет кругозор человека в любой академической области (OECD, 2018). В данном исследовании изучались навыки чтения и грамотности учащихся восьмых классов средних школ г. Павлодар. Количество участников, проходивших тестирование на компьютере в течение периода с 2018 по 2020 год, варьировалось. Инструментами для сбора данных были онлайн-тесты по английскому языку как ИЯ, проводимые электронной диагностической системой оценки (eDia), и анкета с дополнительными вопросами, адаптированная из Программы международной оценки учащихся (PISA) (OECD, 2018). Тесты по чтению на английском языке ранее были модифицированы и валидированы (см. Nikolov & Csapó, 2010), хотя были использованы некоторые дополнительные материалы, учитывающие культурные особенности страны. Надёжность тестов по английскому языку в течение трёхлетнего исследования была очень высокой, что было оценено с помощью коэффициента альфа Кронбаха для 8-го класса в 2018 году ($\alpha=0.96$), а также ($\alpha=0.94$) в 2019 и 2020 годах. Результаты не выявили значимых гендерных

различий среди учащихся 8-го класса в результатах тестов по английскому языку за три года ($p > 0.05$). Однако небольшая величина эффекта первого/родного языка в ходе трёхлетнего исследования в 8-м классе подчеркивает важность обучения навыкам чтения на английском языке как иностранном для учащихся 8-го класса в Казахстане.

Ключевые слова: грамотность чтения, оценка, иностранный язык, владение, преподавание, изучение английского языка.

REFERENCES

1 Shohamy E. The discourse of language testing as a tool for shaping national, global, and transnational identities. *Language and Intercultural Communication*. – 2013. Vol. 13(2). P. 225–236. [in English]

2 OECD PISA Assessment and Analytical Framework: Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving, PISA, OECD Publishing, Paris. – 2017. Available at: — URL: https://www.oecd.org/en/publications/pisa-2015-assessment-and-analytical-framework_9789264281820-en.html (accessed: 15.05.2024). [in English]

3 Díaz G., Torres M., Iglesias, J., Mosquera R., Reigosa V., Santos E., Galán L. Changes in Reading Strategies in School-Age Children. *The Spanish Journal of Psychology*.- 2009. Vol. 12(2), P. 441-453. [in English]

4 Mundrake G. A. The evolution of assessment, testing, and evaluation. *Assessment in business education*, 38, NBEA Yearbook. Reston: NBEA. – 2000. P. 252-262. [in English]

5 Bachman L. F. *Statistical Analyses for Language Assessment*. Cambridge: Cambridge University Press. – 2004. P. 272-282. [in English]

6 Ghaicha A. Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*. – 2016. Vol. 7(24). P. 212-231. [in English]

7 MES. Ministry of Science and Education of the Republic of Kazakhstan. -2017. Available at: — URL: http://www.edu.gov.kz/kz/grazhdanam/detail.php?ELEMENT_ID=368 (accessed: 17.04.2024). [in English]

8 MES. Ministry of Science and Education of the Republic of Kazakhstan. – 2017. Available at: — URL: http://adilet.zan.kz/kaz/docs/V17015605_1 (accessed: 16.06.2024). [in English]

9 OECD/The World Bank. *OECD Reviews of School Resources: Kazakhstan* Paris: OECD Publishing. – 2015. Available at: — URL: <https://chooser.crossref.org/?doi=10.1787%2F9789264245891-en> (accessed: 12.07.2024). [in English]

10 OECD, PISA 2022 Results (Volume I and II) - Country Notes: Kazakhstan. – 2023. Available at: — URL: https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5/en/kazakhstan_8c403c04-en.html (accessed: 23.10.2025). [in English]

11 Scott C. L. *The Futures of Learning 3: what kind of pedagogies for the 21st century?* – 2015. P. 151-161. [in English]

12 Csapó B., Molnár G. Online diagnostic assessment in support of personalized teaching and learning: The eDia System. *Frontiers in Psychology*. – 2019. P. 89-99. [in English]

13 OECD, PISA for Development Assessment and Analytical Framework: Reading, Mathematics and Science, Paris: OECD Publishing.- 2018. Available at: — URL: https://www.oecd.org/en/publications/pisa-for-development-assessment-and-analytical-framework_9789264305274-en.html (accessed: 06.08.2024). [in English]

14 Nikolov, M., & Csapó, B. The relationships between 8th graders' L1 and L2 reading skills, inductive reasoning and socio-economic status in early English and German as a foreign language programs. *System*. – 2018. Vol. 73. P. 48-57. [in English]

15 Sagintayeva A., Bridges D., McLaughlin C., Mehisto P., Drummond M. J., Ayubayeva N., Ganimurat N. Development of strategic directions for education reforms in Kazakhstan for vocational and technical education project team. In development of strategic directions for education reforms in Kazakhstan for 2015 – 2020 report. – 2014. Available at: — URL: http://nur.nu.edu.kz/bitstream/handle/123456789/335/DIAGNOSTIC_REPORT.pdf (accessed: 18.07.2024). [in English]

16 Benmamoun E., Montrul S., Polinsky M. Heritage languages and their speakers: Opportunities and challenges for linguistics. *Theoretical linguistics*. – 2013. Vol. 39(3-4). P. 129-181. [in English]

17 Akhmetova A., Soeharto S., Imambayeva G., Csapó B. Assessing and validating young Kazakhstanis' reading skills in English, the impact of classroom climate, and their engagement on reading skills. *Indonesian Journal of Applied Linguistics*.- 2022. Vol. 12(2) P. 280-292. [in English]

18 Akhmetova A., Imambayeva G., Csapó B. A study of reading attitude and reading achievement among young learners in middle school. *Heliyon*. – 2022. Vol. 8(7). [in English]

19 Verhoeven L., Snow C. E. (Eds.). *Literacy and motivation: Reading engagement in individuals and groups*. Mahwah, NJ: Lawrence Erlbaum Associates. – 2001. 98 p. [in English]

Information about authors:

Aigul Akhmetova – **corresponding author**, PhD, associate professor of educational program “Foreign language: two foreign languages” Pavlodar pedagogical university named after A. Margulan, Pavlodar, Republic of Kazakhstan

E-mail: aigul0884@mail.ru

ORCID: <https://orcid.org/0000-0002-5183-6962>

Gaysha Imambayeva – doctor of philological sciences, professor Prof. Dr. of Innovative Eurasian University, Pavlodar, Republic of Kazakhstan

E-mail: lady.gaysha@mail.ru

ORCID: <https://orcid.org/0000-0002-6726-2940>

Sholpan Alimova – PhD, associate professor of educational program “Foreign language: two foreign languages” Pavlodar pedagogical university named after A. Margulan, Pavlodar, Republic of Kazakhstan

E-mail: sholpan_alimova@mail.ru

ORCID: <https://orcid.org/0000-0003-4254-1932>

Baglan Zhumakeldina – MA, master of pedagogy, Pavlodar pedagogical university named after A. Margulan, Pavlodar, Republic of Kazakhstan

E-mail: baglana@bk.ru

ORCID: <https://orcid.org/0009-0007-0922-3007>

Информация об авторах:

Ахметова Айгуль Булатовна – **основной автор**, доктор PhD, ассоциированный профессор образовательной программы «Иностранный язык: два иностранных языка» Павлодарского педагогического университета им. Әлкей Марғұлан, г. Павлодар, Республика Казахстан

E-mail: aigul0884@mail.ru

ORCID: <https://orcid.org/0000-0002-5183-6962>

Имамбаева Гайша Ертаевна – доктор филологических наук, профессор, Инновационный Евразийский университет, г. Павлодар, Республика Казахстан

E-mail: lady.gaysha@mail.ru

ORCID: <https://orcid.org/0000-0002-6726-2940>

Алимова Шолпан Жанболатовна – доктор PhD, ассоциированный профессор образовательной программы «Иностранный язык: два иностранных языка» Павлодарского педагогического университета им. Әлкей Марғұлан, г. Павлодар, Республика Казахстан

E-mail: sholpan_alimova@mail.ru

ORCID: <https://orcid.org/0000-0003-4254-1932>

Жумакельдина Баглан Калымтаевна – магистр педагогики, Павлодарского педагогического университета им. Әлкей Марғұлан, г. Павлодар, Республика Казахстан

E-mail: baglana@bk.ru

ORCID: <https://orcid.org/0009-0007-0922-3007>

Авторлар туралы ақпарат:

Ахметова Айгүл Болатқызы – **негізгі автор**, PhD докторы, Шет тілі: екі шет тілі» білім беру бағдарламасының қауымдастарыдған профессор, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар қ., Қазақстан Республикасы

E-mail: aigul0884@mail.ru

ORCID: <https://orcid.org/0000-0002-5183-6962>

Имамбаева Гайша Ертайқызы – филология ғылымдарының докторы, профессор, Инновациялық Еуразия университеті, Павлодар қ., Қазақстан Республикасы

E-mail: lady.gaysha@mail.ru

ORCID: <https://orcid.org/0000-0002-6726-2940>

Алимова Шолпан Жанболатовна – PhD докторы, Шет тілі: екі шет тілі» білім беру бағдарламасының қауымдастарыдған профессор, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар қ., Қазақстан Республикасы

E-mail: sholpan_alimova@mail.ru

ORCID: <https://orcid.org/0000-0003-4254-1932>

Жумакельдина Баглан Қалымтайқызы – педагогика магистрі, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар қ., Қазақстан Республикасы

E-mail: baglana@bk.ru

ORCID: <https://orcid.org/0009-0007-0922-3007>