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## ADAPTING KAZAKH TEXTS FOR LANGUAGE LEARNERS: APPLICATION OF ADAPTATION TECHNIQUES

Despite the recognized importance of text adaptation for effective language learning, systematic research and established methods in Kazakh linguistics are notably lacking. While some scholars advocate for developing simplified texts to support learners, there is a deficiency of comprehensive guidelines and tools for this purpose, leading to inconsistent practices and outcomes. This research aims to highlight the significance of using adapted texts in foreign language teaching through a systematic literature review. Following this, the study identifies key trends and methods in text adaptation, focusing specifically on the text simplification model. Due to the scarcity of in-depth studies on Kazakh text adaptation, the research employs synthesis and analysis methods to apply learned adaptation techniques to Kazakh texts. The practical part of the study involves adapting publicistic and scientific authentic text in Kazakh using the text simplification model. This process is detailed to illustrate how adaptation techniques can be effectively implemented despite the challenges posed by the lack of standardized practices. The findings underscore the need for a structured framework for text adaptation to enhance language education and provide insights for future research and development in the field of Kazakh language teaching.

**Key words:** text, authenticity, adaptation, adapted texts, foreign language.

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### Тіл үйренушілерге қазақ мәтіндерін бейімдеу: бейімдеу әдістерін қолдану

Тілді тиімді үйрену үшін мәтіндерді бейімдеудің жалпыға бірдей танылған маңыздылығына қарамастан, қазақ лингвистикасында жүйелі зерттеулер мен қалыптасқан әдістер жетіспейтіні анық. Кейбір ғалымдар үйренушілерді қолдау үшін жеңілдетілген мәтіндерді әзірлеуді жақтаса да, бұл үшін жан-жақты нұсқаулықтар мен құралдар жетіспейді, нәтижесінде қарама-қайшы тәжірибелер мен нәтижелер пайда болады. Бұл зерттеу әдебиеттерді жүйелі түрде шолу арқылы шет тілін оқытуда бейімделген мәтіндерді қолданудың маңыздылығын атап өтуге бағытталған. Осыдан кейін зерттеу мәтінді бейімдеудің негізгі тенденциялары мен әдістерін анықтайды, мәтінді жеңілдету моделіне ерекше назар аударылады. Қазақ мәтіндерін бейімдеу бойынша тереңдетілген зерттеулердің болмауына байланысты зерттеуде қарастырылған бейімдеу әдістерін қазақ мәтіндеріне қолдану үшін синтездеу және талдау әдістері қолданылады. Зерттеудің практикалық бөлігінде авторлар мәтінді жеңілдету моделін пайдалана отырып, қазақ тіліндегі түпнұсқа публицистикалық және ғылыми мәтіндерді бейімдеді. Бұл процесс стандартталған тәжірибелердің болмауына байланысты мәселелерге қарамастан бейімделу әдістерін қалай тиімді енгізуге болатынын көрсету үшін егжей-тегжейлі сипатталған. Алынған нәтижелер тілдік білім беруді жақсарту және қазақ тілін оқыту саласындағы болашақ зерттеулер мен әзірлемелер үшін ақпарат беру мақсатында мәтіндерді бейімдеу үшін құрылымдық база құру қажеттігін көрсетеді.

**Түйін сөздер:** мәтін, аутенттілік, бейімдеу, бейімделген мәтіндер, шет тілі.

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### Адаптация казахских текстов для изучающих язык: применение методов адаптации

Несмотря на общепризнанную важность адаптации текстов для эффективного изучения языка, очевидно, что в казахской лингвистике отсутствуют системные исследования и устоявшиеся методы. Хотя некоторые ученые выступают за разработку упрощенных текстов для поддерж-

противоречивому опыту и результатам. Это исследование направлено на то, чтобы подчеркнуть важность использования адаптированных текстов при обучении иностранному языку посредством систематического обзора литературы. После этого в исследовании выявляются основные тенденции и методы адаптации текста, особое внимание уделяется модели упрощения текста. В связи с отсутствием углубленных исследований по адаптации казахских текстов используются методы синтеза и анализа для применения рассмотренных в исследовании методов адаптации к казахским текстам. В практической части исследования авторы адаптировали оригинальные публицистические и научные тексты на казахском языке, используя модель упрощения текста. Этот процесс подробно описан, чтобы показать, как можно эффективно внедрять адаптивные методы, несмотря на проблемы, связанные с отсутствием стандартизированных практик. Полученные результаты свидетельствуют о необходимости создания структурной базы для адаптации текстов с целью улучшения языкового образования и предоставления информации для будущих исследований и разработок в области обучения казахскому языку.

**Ключевые слова:** текст, аутентичность, адаптация, адаптированные тексты, иностранный язык.

## Introduction

Text adaptation in the Kazakh language presents a multifaceted challenge within the realm of linguistic education and communication. The process of adapting texts involves modifying the language to suit the proficiency levels of learners, aiming to enhance comprehension and accessibility. This challenge is particularly complex in Kazakh due to the language's unique syntactic structures, vocabulary, and cultural nuances.

Kazakh, a Turkic language with intricate agglutinative features, poses specific difficulties in text adaptation. The language's rich system of suffixes and inflections can complicate the simplification process, requiring careful attention to maintain grammatical accuracy while reducing complexity. Moreover, adapting Kazakh texts necessitates a deep understanding of cultural contexts and idiomatic expressions, which are integral to conveying the intended meaning without losing the essence of the original content.

Despite the importance of text adaptation for effective language learning, there is a notable scarcity of systematic research and established methods in Kazakh linguistics. While some scholars advocate for the development of simplified texts to support learners, the field lacks comprehensive guidelines and tools for this purpose. The absence of standardized approaches results in varied practices and outcomes, underscoring the need for a more structured framework for text adaptation.

The prerequisites for this problem have been mentioned in several authors and research papers. As a prime example, in their articles, "Adapted Literary Text: Methods of Interpretation" G.Zh. Iskakova and A.M. Zhienalina address the challenges faced by readers with limited language skills in comprehending literary texts. They propose that

adapted texts can aid in understanding these works by providing a more accessible means for readers. They argue that "exploring methods to adapt literary texts enhances the ability of language learners to engage with and comprehend fiction. By engaging with adapted literary works, students not only gain exposure to new literature and foreign cultures but also benefit from an educational process" (Iskakova, Zhienalina, 2020).

Recently, experts from the Til-Kazyna Center and prominent national scholars convened to explore how advanced technologies can be effectively integrated into state language education.

Zh. Zhakanova, during her lecture on "Text Adaptation and Its Requirements", highlighted that well-adapted texts facilitate easier comprehension of language structures for students and aid in vocabulary retention. She emphasized that a properly adapted text is crucial for high-quality language learning and successful completion of test tasks under the Kaztest system, adhering to established standards (Zhakanova, 2017).

Addressing this issue requires a concerted effort to develop methodologies that balance linguistic simplification with the preservation of cultural and contextual integrity. Researchers and educators can collaborate to create and refine strategies that facilitate the adaptation of Kazakh texts, ensuring they remain both accessible and authentic. This will not only improve educational resources but also support broader efforts to advance Kazakh language proficiency and literacy.

Despite the need for adapting authentic texts in Kazakh, the use of Kazakh as a foreign language remains limited. The underutilization of modern Kazakh literary works, scientific, publicistic texts due to poor adaptation further complicates the issue.

Text adaptation has long been discussed in global linguistics, particularly regarding the use of vari-

ous languages in foreign language teaching. However, opinions differ, especially on adapting original artistic works. This area requires thorough research across different languages. The absence of comprehensive studies on Kazakh text adaptation highlights the need for scientific, theoretical, and practical exploration in Kazakh linguistics.

This article aims to investigate linguistic and methodological study of Kazakh text adaptation. It includes defining the terminological framework, identifying types and strategies of adaptation, and analyzing adaptation process of scientific and publicistic Kazakh texts into A2 and B1 levels.

### Materials and methods

In this research on text adaptation, a combination of theoretical and practical approaches was used to provide a comprehensive analysis. The study commenced with an extensive review of existing literature, which laid the groundwork by examining key scholarly works and identifying major trends and theoretical frameworks related to text simplification. This review, encompassing contributions from authors such as S.V. Pervukhina, Zh. Lichman, and D. Harmer, S. Berardo, B. Tomlinson, A.C. Velazquez etc., offered valuable insights into the diverse approaches and models of text adaptation.

Building on this theoretical foundation, the research employed a comparative analysis to evaluate and contrast different theories and models of text adaptation. This analysis revealed both commonalities and discrepancies in adaptation techniques across various contexts, highlighting how practices have evolved over time.

Further synthesis of information from multiple sources allowed the study to pinpoint prevalent techniques and emerging trends in text adaptation. This synthesis provided a clearer understanding of how these practices have developed and aligned with the needs of language learners and communication objectives.

On the practical side, the research involved adapting various Kazakh texts to test the application of theoretical concepts. Scientific texts were simplified by breaking down complex terminology and restructuring sentences to enhance readability. Similarly, publicistic texts were adjusted in tone, style, and structure to better fit the linguistic and cultural expectations of foreign learners. The practical adaptation process was guided by the theoretical insights obtained, facilitating an evaluation of how well these theories translated into effective real-world adaptations.

In summary, the research effectively integrated theoretical and practical methods to explore text adaptation, bridging theoretical insights with practical applications to improve the accessibility and effectiveness of adapted texts.

### Literature review

The issue of using adapted texts in education remains highly debated in linguistics. The ongoing lack of consensus in the methodological literature highlights the significance of this issue. "Adaptation" refers to the process of simplifying lexical and grammatical complexities in texts, thereby aligning the language material with the learners' proficiency levels. Analyzing current scientific literature reveals contemporary trends in text adaptation, which can be summarized by examining the evolving perspectives on authentic versus adapted texts.

While research by scholars such as S. Krashen, G. Hoffman, K. Shaw, and D. McDonough supports the use of adapted texts in global and foreign language education, the predominant view among methodologists such as D. Harmer, S. Berardo, K. Ehrens, H. Byrnes, Janet K. Swaffar, J. Alderson, and A. H. Urquhart is to favor authentic texts to engage and motivate language learners. Nevertheless, numerous adapted literary works for various proficiency levels continue to be published annually by major educational publishers, including Oxford Bookworms, Penguin Group, Pearson Education Ltd., and Iris Press.

In Kazakh linguistics, researchers such as M. Sergaliev, G. Smagulova, B. Shalabay, and S. Zhusanbayeva consider the text to be a critical instrument for acquiring and comprehending the language, emphasizing its pivotal role in foreign language instruction. However, there is currently a lack of development in adapted texts, as well as insufficient scientific research on the methods and principles of text adaptation, and a systematic approach and practical experience in adapting genuinely original texts.

Researchers such as Yu.A. Vasilyeva, N.V. Kullibina, and E.V. Potemkina advocate for the use of authentic texts in educational settings. In contrast, other methodologists including A.V. Korotyshev, T.E. Pecheritsa, and A. Veise argue that language learning necessitates text adaptation, as adapted texts allow students to engage with works of world classical literature (Lichman, 2020). The varying perspectives on literary text adaptation underscore the significance of this topic. This article reviews these differing viewpoints and explores the most pertinent principles and methods for adaptation.

In foreign language instruction, literary texts are often adapted to facilitate comprehension for learners. The primary challenge is not the content but the manner of expression such as complex syntactic structures, infrequent vocabulary, idiomatic expressions, and text length. The goal of adapted texts is to clarify key elements of the material, making it more accessible to language learners.

The term “adaptation” derives from the Latin word “adoptatio” meaning a tool or device, and refers to the grammatical and/or lexical simplification of a text for readers whose language proficiency is not yet fully developed. According to E.G. Azimov and A.I. Shukin, adaptation involves either simplifying or complicating the text to match the language competence of learners (Azimov, Shukin, 2009: 10). Effective adaptation should retain the text’s cultural and authorial identity while removing grammatical and lexical difficulties. Improper adaptation methods can distort the work’s essence, alter its structure, and compromise the author’s original style and imagery.

What is authentic text then and its relation to the adapted ones? In contemporary methodological discourse, both domestically and internationally, there is a lack of a unified definition of “authenticity” leading to terminological ambiguity. The distinction between “original” and “authentic” texts, as well as their relationship to the concept of “adaptation” remains unclear. It is important to note that the term “authentic” derived from the Greek word for “natural” has various interpretations.

According to this, the use of authenticity in education aims to create an educational environment and process tailored to each student’s individual needs, aligned with their unique life experiences, age, gender, and other characteristics.

The term “authenticity” encompasses a broad range of meanings, which contributes to its conceptual ambiguity among educators. A meaningful discussion about the benefits and drawbacks of authenticity necessitates a clear understanding of what is being discussed.

S.V. Pervukhina defines authenticity as “a text that is a fragment of a specific language created by a particular speaker or writer for a defined audience and intended to convey a specific message” (Pervukhina, 2011). By applying these criteria, one can assess a text’s authenticity by examining its source and context. It means that native speakers can often identify authentic texts “with little effort and high accuracy” particularly in the context of listening texts (Kramsch, A’Ness, Lam, 2000).

The use of authentic materials in foreign language teaching has a long history, with pioneers like Henry Sweet, a prominent linguist of the late 19th century, frequently utilizing realistic texts for their benefits. However, it is important to consider the drawbacks of authentic texts. Understanding a text is influenced by factors such as the reader’s linguistic skills, emotional competence, professional background, age, and social status. While communication involves navigating misunderstandings, comprehension also depends on the clarity of the message, which is shaped by the writer. Text readability is determined by various features, including lexical, syntactic, graphical, and intonational elements (Dem'yankov, 1989: 28).

J. Harmer describes an original text as one crafted by native speakers for others who use the same language (Harmer, 2010). In a similar vein, S. Berardo considers authentic texts to be instances of active language, defining them as segments of communication – either spoken or written – designed to deliver particular information to a defined audience (Berardo, 2006: 61).

One of the main challenges in English for Specific Purposes (ESP) is choosing between authentic and adapted materials, a decision that greatly affects course effectiveness and addresses the specific needs of learners. Marjanovikj-Apostolovski highlights its importance in aligning materials with subject areas, while M. Khamesipour emphasizes that effective material selection is crucial for course development and the practical knowledge students acquire for their careers (Marjanovikj-Apostolovski, 2019; Khamesipour, 2015).

Selecting the right type of materials is crucial for effective vocabulary instruction, as noted by A. Coxhead, who emphasizes that specialized vocabulary often has specific applications in academic or professional contexts (Coxhead, 2013). The choice between authentic and adapted materials largely depends on learners’ needs and proficiency levels. J. Coady highlights the “beginner’s paradox” where novice learners struggle to acquire enough vocabulary to benefit from extensive reading, suggesting that implicit vocabulary learning suits advanced learners, while explicit instruction is more suitable for beginners (Han, Ellis, 1998).

Moreover, authentic materials may present comprehension challenges for learners with insufficient proficiency, as they often contain complex vocabulary and varied grammatical structures. I. David and A.T. Serban-Opreescu argue that the inappropriate use of these materials can be counterproductive, potentially impeding rather than facilitating language

learning by overwhelming lower-level learners and creating difficulties in material selection (David, Serban-Oprescu, 2019).

A.C. Velazquez asserts that simplified texts help to strengthen vocabulary and grammar skills, thereby preparing students to engage more effectively with authentic texts (Velazquez, 2007: 137).

According to the research of S. Elkasovic, the simplified nature of adapted texts enhances learners' ability to remember and use new vocabulary accurately. S. Elkasovic's study investigates how authentic versus adapted texts impact vocabulary retention in Maritime English learners. Using a pre-test, an adapted or authentic reading text, and a post-test, the research found that students retained vocabulary more effectively with adapted texts. The simplified context of the adapted texts facilitated better memorization and application of new vocabulary.

Adapted materials prioritize instructional effectiveness by using simplified language that caters to learners' needs and proficiency levels. According to B. Tomlinson, these materials are designed to highlight specific language features, helping learners concentrate on and understand the target language element being taught (Tomlinson, 2003: 5).

## Results and discussion

While extensive research addresses the benefits and limitations of authentic versus adapted materials, strategies for adapting authentic texts are less studied. Although some coursebooks are systematic and user-friendly, they often lack the creativity and relevance required to engage learners effectively (Marjanovikj-Apostolovski, 2019: 161).

Adapting Kazakh texts poses significant challenges due to the lack of systematization and limited scientific study in this area. Unlike English, where adapted materials are well-established, Kazakh texts lack a comparable foundation of adapted resources. To address this gap, initial research involved a review of literature from various authors to demonstrate the positive impact of adapted materials on novice learners. For effective development of Kazakh language instruction for foreign learners, it is essential to generate a substantial volume of adapted texts. Drawing on global best practices in text adaptation can provide valuable guidance in this process.

In summary we can conclude that text adaptation is relevant within several approaches such as (1) language processing tools, (2) educational text design, (3) cognitive load theory, (4) readability assessment, and (5) personalized learning.

Adapted texts play a crucial role in enhancing foreign language learning by addressing various aspects of text complexity and learner needs. Text simplification, a fundamental approach, involves modifying texts to make them more accessible for learners by adjusting lexical and grammatical features. This process is vital for second language learners, as simplified texts help bridge the gap between their current proficiency and the target language's complexity. These strategies are highly significant and relevant in educational processes, including the improvement of language comprehension around the world.

A prime example of the emergence of *language processing tools* as a vital tool in text adaptation is the research in natural language processing (NLP) technologies that focuses on how these tools can be used in automated simplification process, thereby providing possibilities for creating texts that are adapted for learner's proficiency levels. As a result, we have the most accurate and extensible solutions for text simplification.

The integration of approaches such as *educational text design* and *cognitive load theory* in text adaptation technology are interconnected. As it is evident, educational text design one of the crucial areas, which highlights the construction of texts specifically for pedagogical purposes. Text adaptation can be considered efficient only when principles of cognitive load theory are taken into account when texts are organized to facilitate and encourage learning. This theory explores how texts can be successfully developed by processing and retaining information, thereby avoiding cognitive overload of a learner to enhance comprehension. By balancing text complexity with learners' cognitive abilities methodologists and educators can create materials that provide efficient learning.

Another crucial evaluation that can guarantee that learners can involve with the texts productively is *readability assessment*. By implementing readability formulas, teachers can evaluate how well text is appropriate for language learner's capacities and language proficiency levels.

*Personalized learning* is the approach that develops text adaptation by creating texts to individual learner's requirements. Certain characteristics of individuals such as proficiency, age, interest and learning style are taken into account when creating customized materials for addressing diverse learner profiles. These are called adaptive learning technologies.

Given these modern approaches, adapting worldwide experiences to Kazakh text adaptation becomes both feasible and essential. To effectively incorporate global best practices into Kazakh language education, it is crucial to first understand these contemporary methods. By leveraging insights from text simplification, NLP tools, educational design, cognitive load theory, readability assessment, and personalized learning, educators can develop tailored adaptation strategies that meet the unique needs of Kazakh language learners. This approach not only enhances the relevance and efficacy of adapted texts but also contributes to advancing Kazakh language education on a global scale.

Following a thorough review of the literature, it was identified that there are three types text adaptation on lexis level such as simplification model, denotation explication model, and amplification model. This article will discuss only the usage of simplification model.

This model of text adaptation involves several key processes, including shortening sentences, simplifying syntactic structures, and choosing words with more concrete (as opposed to abstract) meanings and commonly used vocabulary. Simplification is commonly applied in adapting fictional texts. This model is also applicable to the adaptation of popular science genres, where scholarly and academic texts are transformed by shortening sentences, simplifying syntactic structures, and so forth. Novice learners often struggle with complex language and abstract concepts in scientific texts. To address this, texts are often simplified to enhance comprehension while retaining essential information. For instance, when adapting a text about the solar system into Kazakh for learners at A2 and B1 levels, we employed sentence reduction to facilitate understanding. For example, let us demonstrate how the scientific text “*Solar system*” (*Күн жүйесі*) from Wikipedia was adapted into two levels.

**Table 1** – Simplification model of scientific texts (using the example of the text “Solar system”).

Original text (from Wikipedia <i>Күн жүйесі</i> – <i>Уикипедия (wikipedia.org)</i> )	A2	B1
1) Күн жүйесі – Күннен, оны айнала қозғалатын 8 үлкен планетадан (Болпан, Шолпан, Жер, Қызылжұлдыз, Есекқырған, Қоңырқай, Уран және Нептун), планета серіктерінен, мыңдаған кіші планеталардан (астероидтардан), шамамен 1011 кометадан және толып жатқан метеорлық денелерден құралған ғарыштық денелер жүйесі. (36 words)	Күн жүйесі – Күннен және басқа да аспан денелерінен құралған денелер жүйесі. (11 words)	Күн жүйесі – Күннен, Болпан, Шолпан, Жер, Қызылжұлдыз, Есекқырған, Қоңырқай, Уран және Нептуннан, планета серіктерінен және басқа да кіші планеталардан, кометалар мен аспан денелерінен құралған денелер жүйесі. (26 words)
2) Планеталар массасына, химиялық құрамына, айналу жылдамдығына, серіктерінің санына қарай екі топқа бөлінеді: (12 words)	Планеталар екіге бөлінеді: (3 words)	Планеталар әр түрлі сипаттамаларға байланысты екі топқа бөлінеді: (8 words)

In the example provided (Table 1), it is evident that for the A2 (beginner and elementary) level, certain specialized scientific terms like planetary satellites, asteroid, meteor bodies and comet were excluded. For learners at this stage, it is crucial to accurately gauge their current knowledge and estimate the additional time and effort required to achieve fluency. The A2 level represents the initial stage of foreign language learning, where learners can only manage basic interactions such as greetings, simple questions, and expressions of gratitude. Consequently, their reading skills and vocabulary are still limited, necessitating the omission of such technical terms. In contrast, when adapting the text for the B1 (pre-intermediate) level, the sentence

underwent some modifications. Although simplifications were made, certain concepts and names of planets were retained.

Consequently, a 36-word sentence was shortened into a 11-word and a 26-word sentences in A2 and B1 levels, respectively.

In the second example (Table 1), sentence reduction was applied to simplify the original text. The phrase «*Планеталар массасына, химиялық құрамына, айналу жылдамдығына, серіктерінің санына қарай екі топқа бөлінеді*» was modified to «*Планеталар екіге бөлінеді*» for the A2 level. For the B1 level, it was revised to «*Планеталар әр түрлі сипаттамаларға байланысты екі топқа бөлінеді*» where the detailed attributes such as mass,

chemical composition, rotation speed, and number of satellites were condensed into the more general term “different characteristics.”

While adapting texts another type of simplification was used by replacing the words with their more generally known counterparts. For instance, from the authentic text “Solar system” the words *өзіндік түсініктері; дәуіріміздің; қарсылыққа жол бермейтін; алмастырылды; аңғал; әрекеттер; алғашқы; бірде-бір* were replaced by more common words as *өздерінің ойлары, ұғымдары; заманымыздың; күмәнсіз, даусыз, шүбәсіз, сөзсіз; ауыстырылды, орын алды; аңғырт, аңқау; жолдары, тәсілдері, амалдары; бастапқы, бірінші; еш, ешбір* in the process of adapting text into A2 and B1 levels.

Another technique is simplification of syntactic relations. This model has been used when adapting original sentence «*Барлық кіші планеталар да үлкен планеталар қозғалған бағытта Күнді айнала қозғалады, бірақ олардың орбиталары едәуір созылыққы және эклиптика жазықтығына көлбеу орналасады*», which consists 21 words, was split into 2 simple sentences for elementary level as «*Барлық кіші планеталар Күнді айнала қозғалады. Олардың орбиталары біраз созылыққы*», thereby having reduced by 2 times into 10 words.

In text adaptation, the process of deletion involves removing sentences or content that are irrelevant, overly complex, or unsuitable for the target language level. This might include content that does not serve an educational purpose, contains excessive or unrealistic information, or negatively portrays cultural aspects. This approach is particularly useful in adapting journalistic texts.

Journalistic content is designed to quickly inform the public about various events and issues, prioritizing timeliness and relevance over specialized detail. Because such texts are intended for a

broad audience rather than experts, they often cover a wide range of socio-political and social topics, influencing public opinion with their vivid, emotional, and imaginative language. This includes the use of idiomatic expressions, neologisms, colloquial language, and rhetorical devices like questions and exclamations.

When adapting journalistic texts, such as “*Petroglyphs: World Heritage entrusted to our people*” and “*Piano princess: how the Kazakh musician was recognized abroad*” significant portions may be removed. These deletions help streamline the content to better fit the comprehension level and needs of the intended audience, ensuring the adapted text remains relevant and accessible.

As a prime example of deleting model the sentence “*And this, of course, is a large-scale measure that needs support from the state,*” says the head of the public foundation “*Petroglyphics traces*” was omitted in A2 and B1 level texts.

All of these simplification models show that external signs of adaptation are evident in changes to the text’s length compared to the original. This can involve either shortening or expanding the text. This adaptation often involves shifting from a higher-level narrative structure to a more basic lexical-phrasological and grammatical framework, leading to simpler syntactic structures. As a result, the artistic nuances and depth of meaning in the original text may be diminished.

In our research, the adaptation of texts resulted in significant reductions in length, illustrating the impact of condensation on content detail and complexity. The scientific text titled “Solar System”, initially comprising 409 words, was shortened to 329 words at the B1 level and further to 214 words at the A2 level, representing a reduction of approximately 19.6% and 47.6%, respectively. The numerical values of remaining texts are demonstrated in the table below (Table 2).

**Table 2** – The reduction of adapted texts.

Title	Genre	The number of words in original text	The number of words in adapted text (A2)	The number of words in adapted texts (B2)	Reduction by %
“Solar System”	scientific	409	214	329	19.6% 47.6%
“How Old is the World? Hypotheses about the Origin of Life”	scientific	599	395	450	24.9% 33.9%
“Petroglyphs: The World Heritage Entrusted to Our People”	publicistic	1227	416	595	51.9% 66%
“Piano Princess: How the Kazakh Musician Was Recognized Abroad”	publicistic	1481	714	899	52.1% 39.3%

As it can be seen from the table above, publicistic texts were disposed to a greater extent of reduction than scientific ones. This is explained by the nature of these genre, which has its own unique mode of writing and use of language.

### Conclusion

In conclusion, although the research on the problem of authentic texts and the usage of adapted texts in favor of authentic has been done by many scholars and researchers, the studies on the methodology for adapting original texts for classroom use has been less comprehensive.

The findings of this research emphasize the importance of text adaptation in the methodology of foreign language teaching and acquisition. Text simplification has long been successfully implemented in teaching English and other worldwide languages as a foreign language globally. The benefits of using adapted texts in initial stages of learning has been proved by researches such as S.V. Pervukhina, D. Harmer, S. Berardo and others. Despite proven effectiveness of adapted texts in foreign language teaching, their implementation in Kazakh foreign language classroom remains less effective compared to their widespread and worldwide usage in teaching global foreign languages. The main reason for this problem is the deficiency of adapted materials in the Kazakh language. Authors of this study have tried to adapt some authentic Kazakh texts by implementing adaptation techniques learned from foreign text adaptation experience. While adapting scientific and publicistic texts in Kazakh and making complex or lengthy material more approachable, the critical issue has been recognized: the methodology of text adaptation process in Kazakh has not yet been fully developed or standardized.

This underdevelopment can lead to inconsistent and sometimes excessive reductions, potentially compromising the quality and integrity of the adapted texts. The substantial decreases observed in certain adaptations, such as the reduction of “Piano Princess: How the Kazakh Musician Was Recognized Abroad” from 1481 to 714 words, suggest that some adaptations may not sufficiently balance brevity with the preservation of key information.

Thus, there is a pressing need for further research and development in the field of text adaptation for Kazakh. More refined methodologies and guidelines are required to ensure that adaptations retain essential details while remaining accessible. Addressing these issues will improve the effectiveness of adaptation processes and help achieve a better balance between readability and content richness, ultimately supporting more effective learning and communication in the Kazakh language context.

By analyzing and applying key text adaptation techniques into Kazakh texts this article mainly demonstrates adaptation of publicistic and scientific genres. This approach addresses the need for accessible materials, drawing on insights from English text adaptation to create engaging resources for language learners. Our work not only expands research in Kazakh language education but also demonstrates how adaptation principles can be applied across linguistic and cultural contexts, enhancing inclusivity and accessibility. This research highlights the role of text adaptation in improving foreign language teaching, with potential for further innovation to advance language education globally.

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