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APPLICATION OF ADAPTATION TECHNIQUES TO KAZAKH LITERARY TEXTS

Adapted texts play a pivotal role in the dissemination of English as a global language, particularly for learners with diverse proficiency levels. The significance of adapted texts in the context of foreign language instruction is considerable. They are regarded as an invaluable for attaining a proficient level of target language. Such materials assist learners in comprehending cultural nuances and idiomatic expressions, particularly for those who are constrained in their linguistic abilities. Additionally, adapted texts facilitate cultural exchange by furnishing information and divergent perspectives. This study examines methods for rendering Kazakh texts more comprehensible to contemporary audiences. Kazakh is a Turkic language with substantial literary tradition, yet numerous historical and cultural texts remain inaccessible due to linguistic evolution and evolving cultural references. Furthermore, the article presents a comprehensive enumeration of adaptation techniques, exemplified by the adaptation of Kazakh authentic literary works and traditional fairy tales through the utilization of prevalent adaptation techniques employed in the adaptation of English-language texts. This study aims to address this gap by examining the most effective methods for adapting Kazakh texts. This study's primary focus is on vocabulary, grammar and cultural references, which are essential elements in the process of adaptation. A variety of approaches were analyzed, including simplification, denotative explication, and amplification, as well as other methods such as addition, deletion, reordering, and so forth. The suitability of these approaches for different addresses and desired outcomes were determined.

Key words: adaptation, text, authentic, simplification, amplification, denotative explication, the Kazakh language.

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Қазақ әдеби мәтіндеріне бейімдеу әдістерін қолдану

Бейімделген мәтіндер ағылшын тілін меңгеру деңгейі әртүрлі үйренушілер үшін жаһандық тіл ретінде ілгерілетуде маңызды рөл атқарады.Шетел тілін оқыту жағдайында бейімделген мәтіндердің маңызы зор. Олар мақсатты тілде еркін сөйлеуге қол жеткізу үшін баға жетпес құнды материал болып саналады. Мұндай материалдар тіл мүмкіндігі шектеулі студенттерге мәдени ньюанстарды және идиоматикалық өрнектерді түсінуге көмектеседі. Сонымен қатар, бейімделген мәтіндер ақпарат пен әртүрлі көзқарастарды қамтамасыз ету арқылы мәдени алмасуға ықпал етеді. Бұл зерттеу қазақ мәтіндерін заманауи оқырмандарға түсінікті ету әдістерін қарастырады. Қазақ тілі елеулі әдеби дәстүрі бар түркі тілі, дегенмен көптеген тарихи және мәдени мәтіндер тілдік эволюция мен дамып келе жатқан мәдени сілтемелерге байланысты қолжетімсіз күйінде қалып отыр. Сонымен қатар, мақалада ағылшын тіліндегі мәтіндерді бейімдеуде қолданылатын жалпы бейімдеу әдістерін қолдану арқылы қазақтың шынайы әдеби шығармалары мен халық ертегілерін бейімдеу үлгісі ретінде бейімделу әдістерінің толық тізімі берілген. Бұл зерттеудің мақсаты – қазақ мәтіндерін бейімдеудің тиімді әдістерін зерттеу арқылы осы олқылықтың орнын толтыру. Бұл зерттеудің басты назары бейімделу үдерісінің маңызды элементтері – лексика, грамматика және мәдени сілтемелерге бағытталған. Жеңілдету, денотативті түсіндіру, күшейтуді қоса алғанда, қосу, жою, қайта реттеу және т.б. сияқты әдістер талданады. Бұл тәсілдердің әртүрлі міндеттер мен қалаған нәтижелерге сәйкестігі анықталды.

Түйін сөздер: бейімдеу, мәтін, аутенттік, жеңілдету, денотативті түсіндіру, күшейту (амплификация), қазақ тілі.

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Применение методов адаптации к казахским художественным текстам

Адаптированные тексты играют ключевую роль в распространении английского языка как глобального языка, особенно для учащихся с разным уровнем владения языком. Значимость адаптированных текстов в контексте обучения иностранному языку значительна. Они считаются бесценными для достижения свободного уровня владения целевым языком. Такие материалы помогают учащимся понимать культурные нюансы и идиоматические выражения, особенно для тех, кто ограничен в своих языковых способностях. Кроме того, адаптированные тексты способствуют культурному обмену, предоставляя информацию и различные точки зрения. В этом исследовании рассматриваются методы, позволяющие сделать казахские тексты более понятными для современной аудитории. Казахский язык является тюркским языком со значительной литературной традицией, однако многочисленные исторические и культурные тексты остаются недоступными из-за лингвистической эволюции и развивающихся культурных ссылок. Кроме того, в статье представлен полный перечень методов адаптации, примером чего является адаптация казахских аутентичных литературных произведений и традиционных сказок посредством использования распространенных методов адаптации, применяемых при адаптации англоязычных текстов. Целью данного исследования является устранение этого пробела путем изучения наиболее эффективных методов адаптации казахских текстов. Основное внимание в данном исследовании уделяется лексике, грамматике и культурным ссылкам, которые являются существенными элементами в процесс адаптации. Были проанализированы различные подходы, включая упрощение, денотативное объяснение и усиление (амплификация), а также другие методы, такие как добавление, удаление, переупорядочение и так далее. Была определена пригодность этих подходов для различных задач и желаемых результатов.

Ключевые слова: адаптирование, текст, аутентичный, упрощение, денотативная экспликация, амплификация, казахский язык.

Introduction

The primary and essential tool in foreign language education is the text, which facilitates learners' comprehension of the development of communicative functions in speech and the connection between the language and speech. Furthermore, through text-based approach in language teaching, students gain an understanding how to use linguistic elements to achieve effective communication.

One of the most commonly employed resources in foreign language instruction is adapted texts. In the progression of English language teaching as a foreign language, adapted text have been considered as a crucial material for more efficient and effective language acquisition. The process of modifying a text to make it more understandable for readers who lack sufficient background knowledge or language skills is known as text adaptation.

S. Halim and T. Halim describe adapted texts as resources that have been altered to suit the requirements of learners (2016). During this process, person adapting the text takes into account the number of unfamiliar vocabulary and syntactic structures which was not studied yet, as well as their significance in conveying the intended meaning. Adaptation of a text enhances the accessibility of materials for learners by adjusting the complexity, either simplifying or intensifying the content to make it suitable for the target audience. As one of the main approaches for language acquisition, text adaptation is widely used, particularly in the context of English language instruction.

Despite the significant successes in the development of Kazakh language acquisition, especially in the context of its revival as state language, there remains a big gap in the accessibility of adapted material for learners as different level if proficiency. This gap and complexities in our native language demonstrates the need for more systematic approach to adapt a text.

To explain the relevance of adapted texts in the development of the Kazakh language, several important aspects related to the language learning process can be considered. First, adapted texts are texts that have been specially edited depending on the level of language proficiency, and their purpose is to make reading and understanding easier for new

language learners. This approach allows language learners to work with grammatically and lexically complex texts, allowing them to gradually master new words and structures.

There are numerous reasons why adapted texts can be considered as an exceptional material for learning the Kazakh language:

1. Adapting to the needs of language learners. Texts are adapted according to the level of language competence of language learners. Entry-level texts cover simplified grammar structures and frequently used words. This helps new Kazakh language learners to reduce the language barrier and not lose motivation during the studies.

2. Understanding the cultural and historical context of the Kazakh language. Through the adapted texts, students can improve their knowledge of Kazakh culture, history, and traditions along with the Kazakh language. In the adaptation, the texts cover culturally relevant topics, which consider language acquisition not only as linguistic ability, but also as intercultural communication.

3. Systematization of the learning process. Adapted texts are a tool for improving the structure of teaching materials. They offer students a step-by-step language strategy. For example, grammatical features or phonetic differences in the Kazakh language are presented in a simplified form rather than in a complex form, which ensures the development of language learners at all levels.

4. Development of reading skills. Students can effectively develop their reading skills through the adapted texts. Tasks such as analyzing their content, finding the main idea, understanding new words and structures in the text enrich the vocabulary of learners and form language intuition.

5. Ease the language barrier. Adapted texts allow language learners to overcome language barriers. The texts do not contain rare or complex words and phrases, complex syntactic structures. This allows language learners to fully understand the text and boosts their confidence.

However, in Kazakh linguistics, text adaptation is relatively novel concept and has not yet been implemented to teach the Kazakh language as foreign language. Although, the number of authentic texts is large and they are available, the number of adapted authentic text in Kazakh are non-existent. Relying only on authentic texts for teaching Kazakh may lead to several challenges, primarily due to their high level of complexity.

The choice of topic is justified by the lack of comprehensive study on text adaptation specifically modified for Kazakh language learners. While extensive work has been done on adapting text in languages with long-standing tradition of foreign language teaching, such as English, Spanish or French, the Kazakh language has only recently begun to see the development of educational materials for non-native speakers.

Some of the important features of the Kazakh language can become a major obstacle in the process of text adaptation. A. Kassenkhan and N. Mukazhanov assert that morphological complexity of our mother tongue makes the process of tokenization and text generation complicated due to the fact that in some cases one Kazakh word might include several lexemes, thereby complicating the distinguishing individual words in text adaptation (Kassenkhan, Mukazhanov, 2024).

The Kazakh language belongs to the agglutinative language group, in which words can be connected and convey a message by linking various suffixes to the root. The presence of multiple suffixes and endings in one word can be confusing and might overwhelm the language learner whose native language is not an agglutinative language. Also, as an agglutinative language, Kazakh has free word order and maintaining the same word order in adaptation process can simplify understanding the content of the text. In that case the text adaptation represents an important step to make the authentic materials accessible.

The main goal of this research is to identify effective techniques for text adaptation in the context of the Kazakh language. This includes analyzing existing models of text adaptation, examining the linguistic challenges posed by Kazakh texts, and proposing new strategies to overcome these challenges. The objectives include reviewing literature on text adaptation, conducting linguistic analysis of authentic Kazakh texts.

Materials and methods

The study materials contain the selected authentic Kazakh texts taken from literary genre and they represent a range of linguistic complexity in terms of sentence structure, vocabulary and cultural references. Totally, 5 text sourced from the Kazakh literary books were chosen, and quantitively, the average word count per sentence ranged from 15 to 25 words, each text contained between 5 and 10 culturally specific references. The folk tales such as "Totan batyr" and "Tazsha bala" and literary works, such as "Ashamed" by Baubek Bylkyshev, "Bird-

chasing child" by Sapargali Begalin, "Generous Atymtay" by Ybyray Altynsarin were selected for the adaptation. The objective of this practical part is to demonstrate an overview of the adaptation techniques employed during the text adaptation process, as well as highlighting the specific features or obstacles encountered in adapting these works.

To conduct a study the content analysis method was used, in which qualitative content analysis was carried out on the original Kazakh tests to identify the key linguistics and cultural features that posed a challenge to learners. This analysis guided the adaptation process by giving precise definition the elements that needed simplification, denotational explication and amplification.

Literature review

Adapted texts have gained prominence in foreign language acquisition, as a vital tool to connect language learners with the authentic use of language in diverse cultural settings. The main goal of integrating adapted texts in language instruction is to enhance the accessibility and understanding of the target foreign language at varying skill levels. These texts are modified versions of original content, customized to meet the cognitive, linguistic and cultural requirements of the learners (Dmitrieva, Laposhina, Lebedeva, 2021).

The concept of simplifying the text for educational purposes emerged in the 1930s. British linguist Charles Kay Ogden was among the pioneers in this field, introducing the idea of lexical simplification. Following his work, Apollon Anatolievich Weise expanded the research, further analyzing adaptation methods and units, and in 1967, he developed a framework for identifying different levels of adaptation.

Adapted readers serve as a basis for completing tasks that meet many of the learning objectives specified in English language curricula and textbooks. They often promote the simultaneous development of language skills such as vocabulary, grammar, phonetics and speech skills which is speaking, reading, listening, writing, as well as the formation of soft skills (Pirogova, 2023).

For example, Ramazanova states that the use of adapted texts to develop speech skills is a multifaced approach to language acquisition. By working though literary works, students improve their comprehension and interpretation skills. The creative and active process of adaptation stimulates them to meaningful and dynamic oral practice. Methods such as role-playing, dialogue practice and public speaking help to develop confidence and fluency, while the use of rich language material expands their vocabulary and grammar capabilities (Ramazanova, 2024). Incorporating adapted texts into educational process not only makes learning more enjoyable, but also helps to develop effective and confident communicators.

Adapted texts have significant impact on language acquisition by offering exposure to diverse linguistic inputs and authentic contexts, both of which are vital for developing reading skills, expanding vocabulary and improving comprehension. These resources allow students to interact with materials that might otherwise be too complex. Additionally, these texts can increase learners' motivation and boos their confidence, contributing to a more favorable outlook on the process of language acquisition.

Yagnich defined adapted texts as the same authentic texts, but in which, for methodological aims, small changes, usually in the direction of simplifying, are made to strengthen particular characteristics of the text (2015). Furthermore, Kulieva provides other definition of adapted text: "Adapted text is a set of techniques for processing the source text". The goal is to reduce the volume of the text align its language with the actual possibilities, the level of knowledge, skills and abilities of students. Also, she noted that adaptation is needed at the initial stage of learning to read and perceive special material. This is due to the fact that students need reading materials, but due to the insufficient language training they are not ready to process complex original texts (Cherkashina, 2022).

The integration of these tailored texts in foreign language teaching has a long historical foundation, closely tied to the progression of language teaching methodologies. Early approaches, such as Grammar-Translation Method, centered on translating classical texts directly, which were frequently outdated and difficult for learners to grasp. As a result, educators began exploring simplified versions of these texts to enhance students understanding, By the 19th and early 20th centuries, adapted texts became more prominent as teaching methods evolved, emphasizing reading comprehension and comprehensible input instead mere memorization.

With the development of the Direct Method in the early 20th century, the structure of adapted texts underwent further modification. The aim was to stimulate natural language learning by simplifying vocabulary and complex structure of sentences,

making texts more accessible for beginners without overwhelming them with excessive complexity. In the middle of the 20th century, the Audio-Lingual Method also played a role in text adaptation, focusing on the development of oral skills. Later in the century, the Communicative Approach renewed focus and interest in adapted texts, emphasizing authentic language use within meaningful cultural contexts. This historical evolution highlights the continued significance and flexibility of adapted texts in meeting the evolving needs of foreign language learners (Munger, Crandall, 2016).

The incorporation of adapted texts is closely connected to the concepts of engagement and motivation outlined in "Self-Determination Theory". By offering learners material that feels both manageable and relevant, this type of text can enhance intrinsic motivation. This engagement is significant for sustaining learners' interest and promoting continuous interaction with the language, which, in turn, supports a more effective language acquisition process (Dörnyei, Ushioda, 2021).

In their research, Horton and Lovitt emphasized that text adaptation is essential for students who perform below average or for those who find it difficult to gather information while reading (1994).

However, adapting a texts is not solely about simplifying the text, at times, it also involves adding complexity to maintain readers' interest and promote deeper learning. Striking the right balance is key, as both excessive simplicity and overwhelming complexity can diminish motivation and confidence during the learning process, Dyakova (2015) asserts that beyond the linguistic and motivational dimensions, adapted text also carry a linguo-ecological aspect, which includes advantages like clarity, accessibility, conceptual precision, information density, language appropriateness, and the absence of linguistic interference, all of which contribute to more effective learning (Dyakova, 2015).

Tikhonova and Golechkova's research conclusively indicated that the preference for adapted texts is not merely a result of vocabulary complexity. It's understandable that students gravitate towards these texts, as they provide numerous benefits, such as clearer organization, fewer metaphors, and improved representation of specialized vocabulary (Tikhonova, Golechkova, 2016).

The source text and target audience often present a contradiction regarding supply and demand, along with mismatch between the structure of the target language and the content of the original text. This discrepancy may be the primary reason for the need for text adaptation across various fields, including foreign language instruction and science education. Four key factors – reader, translator, original text and target text – give rise to seven adaptation techniques: adding, deleting, editing, condensing, integrating and modifying.

Text adaptation can be quite varied, encompassing multiple levels and strategies. Brygina categorizes text adaptation into two main types: linguistic and non-linguistic. The linguistic type includes techniques such as reduction, addition, replacement, and rearrangement. In contrast, the non-linguistic type pertains to the composition and structure of texts and encompasses techniques like exclusion, citation, repositioning,

Reduction involves reconstructing sentence norms and altering the order of textual components, addition refers to enhancing the source text by incorporating information that may have been omitted. Replacement is a technique used to remove uncertain elements from the text, substituting them with more comprehensible vocabulary for the intended audience. Lastly, rearrangement focuses on reorganizing the sequence of text components to facilitate easier understanding for untrained readers (Brygina, 2020).

On the other hand, Pervukhina outlines the following models of text adaptation such as text simplification model which involves either structural or semantic simplification, denotative explication model which primarily used in legal discourse and focused on explaining terminology to enhance understanding, amplification or interpreting the situation which adds contextual information through the use of specific terms (2016). If the text is intended for a reader with limited knowledge in a specific area, the author or adapter must provide the necessary background information to ensure the text is understood. This is done by including additional details about the topic, often conveyed through presuppositions.

Adapting according to the competence of the learners ensures that texts are brought with the needs of the learning process and the language competence of students. Competent teachers always adjust the materials they use according to students' needs, context, learning objectives and methodology. As Lynch notes "If a teacher concludes that a set of materials is insufficient in a particular aspect, it can be modified or supplemented" (Vandenberghe, B., 2020).

Adapted texts are valuable tool in the language learning process, allowing to combine work on various skills, including grammar, vocabulary, pronun-

ciation, as well as the development of speech skills and critical thinking. A review of literary sources shows that the use of adapted materials contributes to a deeper understanding of the content, increases students' motivation and provides flexibility in the application of teaching methods. Adaptation of texts allows to take into account the level of preparation, interests and goals of students, which makes them a universal tool in language education. Thus, adapted texts occupy a key position in teaching practice, ensuring a balanced development of linguistic and cognitive competencies.

Results and discussion

The primary models that will be applied for adapting a Kazakh text include simplification, denotative explication and amplification. Simplification focuses on decreasing linguistic complexity by modifying the structure and vocabulary of the text to make it more accessible. In the adaptation of the Kazakh tale "Totan batyr, the simplification technique is frequently applied, for instance: *«Күндердің бір күнінде Барақ батыр қырық күймелі арба даярлап, оған екі қыз, бір делбеші мінгізіп, Күнекейді алып қашады».* The original version was complex and included archaic language. To simplify it, we divided the sentence into two shorter and straightforward sentences: *«Бір күні Барақ батыр арба дайындайды. Ол арбаға екі қыз, бір жүргізушіні мінгізіп, Күнекейді ұрлап кетеді».*

The practice of combining sentences is relatively rare and typically happens when a large portion of text is removed. As shown in the example below, combining sentences helps preserve the flow of the story, ensuring that the reader stays engaged and can easily follow the logical sequence of ideas. Simplification and removal occurred in these two sentences of «Құс қуған бала» by Sapargali Begalin (Table 1):

Table 1 – Simplification and removal example from «Құс қуған бала» by Sapargali Begalin:

Original	A2 level	B1 level
Апасы да «Сәтжан, құсың өйтпесін, бүйтпесін» деген секілді ой бөліп елеген мінез білдіреді. Аңшы атасы, күніне бір рет қолына қондырып, сылап-сипап, Сәтжанның берген жемін өз көзімен көріп, ол да қадағалап жүр. (31 words)	Сәтжанның атасы мен апасы, оның құсынан біраз қорқып, бақылап, қарап жүрді. (11 words)	Апасы да «Сәтжан, құсың өйтпесін, бүйтпесін» деп ақылын айтып қояды. Аңшы атасы, күніне бір рет қолына қондырып сылап-сипап, Сәтжанның берген жемін өз көзімен көріп, ол да қадағалап жүр. (28 words)

In these examples, we can observe that when adapting the two sentences to a beginner or elementary level, they merged into one. This makes the original message easier to read and comprehend while retaining the detail that both grandparents warned him to be cautious with his bird. When adapting these sentences to the pre-intermediate/intermediate level, the two sentences remained intact, but some words were modified: *«ой бөліп елеген мінез білдіреді»* was simplified into *«ақылын айтып қояды».*

Unlike the practice of combining sentences, sentence division is commonly used technique by adaptation authors. This method simplified the original text's syntactic structure, making it easier for foreign language learners to understand. Breaking a sentence into two or more shorter sentences helps enhance comprehension by allowing more gradual exposure language complexities.

Another example of sentence division can be observed in the text "Tazsha bala" where complex sentence is divided into three sentences with the same purpose (Table 2).

The text contains complex direct speech (*төл сөз*), which is considered to be a challenge for readers at pre-intermediate level. To facilitate comprehension, it is justified to divide one sentence into four simple sentences.

Infrequently used words also need to be replaced in the process of adaptation, in the following example from Ybyrai Altynsarin's "Atymtai Zhomart" the seldom used phrase «әбірет алсын», which means "to be inspired", was replaced by its frequently used variant (Table 3).

Table 2 – Example of sentence division in "Tazsha bala"

Original	B1
Сонда өнерші бай бұлардың айласын біліп, жаман оймен, тайлақты жүз тіллаға сатып алыпты да, үйіне жетектеп келіп, баяғы қызын шақырып алып, «мынау тайлақты ұстай тұр» депті де, өзі үйден пышақ алып, тайлақты бауыздайын деп, үйіне жүгіріп кетіпті. (37 words)	Өнерші бай олардың құлықтарын біліп, тайлақты жүз теңгеге сатып алады.
	Үйге тайлақты әкеліпб қызын шақырыпты.
	Үйден пышақ алып, тайлақты сояйын деген екен. (22 words)

Table 3 – Replacement example from "Atymtai Zhomart" by Ybyrai Altynsarin.

Original	A2
Екіншісі: бар бола тұрып мен жұмыс қылсам, мұның кемшілік емес екені біліп, кейінгілер әбірет алсын деймін.	Екіншісі, бай болсам да жұмыс істеймін. Мұның кемшілік емес екенін біліп, басқалар үлгі алсын деймін.

Verbal ambiguity in authentic works also requires simplification for lower-level readers due to the employment of verbs in secondary connotations. The use of ambiguous verbs is a common feature of the works that we have selected as experimental material, for instance in adaptation process of «Құс қуған бала» the collocation with verbal ambiguity «Құсымды қазға саламын» (literal meaning: "I will put my bird in goose"), the verb «саламын» is used in secondary connotation. The verb «ұстаймын» (eng.: to catch) is used in the adapted text to convey the meaning of the original verb «саламын». This adaptation clarifies the meaning of the main character's words, preventing confusion caused by verbal ambiguity (Table 4).

Table 4 – Simplification of ambiguous verbs in Sapargali Begalin's «Құс қуған бала»

Original	Adaptation
- Өзен бойына өзім де бармаймын, мына егіндік жаққа барамын. Құсымды қазға саламын, – деп Сәтжан не дер дегендей шешесінің бетіне қарады.	- Өзен бойына бармаймын. Мына егін еккен жерге барамын. Құсыммен қаз ұстаймын, – деді. Не дейді екен деп анасының бетіне қарап тұрды.

Denotative explication involves clarifying terminology, especially where specific concepts may require further explanation.

The work of famous Kazakh writer Baubek Bulkyshev called «Ұялдым» contained number of words which needed denotation explication model in adaptation process. For instance, the source sentence «Мен де ыстық күнде күпі, басыма бөрік киіп, белімді буынып алып жүруге әбден үйреніп алдым» was adapted by providing two words such as «күпі» «бөрік» with denotational explication model: *«Мен де ыстық күнде күпі[1], басыма бөрік[2] киіп жүруге үйреніп алдым»* (*1- Жүннен жасалған қалың ұзын сырт киім. 2-Қалың бас киім*).

In the process of adapting "Totan batyr", terms related to Kazakh culture were retained in their original form and were accompanied by explanations, which were footnoted in order to preserve the cultural authenticity (Table 5).

Table 5 – The example of cultural authenticity preservation by footnote in "Totan batyr"

Original	B1
Жолына ақсарбас шалып аттандырып, бірнеше күншілік жерден жолдастары кері қайтады	Жолға шығарда ақсарбас[1] шалып, шығарып салуға кеткен достары бірнеше күннен кейін кері қайтады. 1- Береке, бақыт үшін берілетін садақа, құрбандық (мал сойып, ас беру)
Енді алтын қабақ атысады.	Енді алтын қабақ[2] атысады. 2- Садақ атудың танымал түрі.

The significance of retaining this model, rather than replacing it with simpler words, lies in the fact that these terms refer to Kazakh traditional clothing, games and places. Preserving them is essential for introducing international students of the Kazakh language to the authentic cultural aspects of our traditions.

Amplification adds additional information or context to enhance understanding either by providing evaluative commentary or by expanding on certain elements to ensure clarity for the reader. In Sapargali Begalin's work «Құс қуған бала», a sentence requires elucidation for elementary and intermediate readers. The explanation is already present in the original text, but due to the intricate structure of the sentence, it may present challenges for readers with elementary and intermediate proficiency levels. Therefore, we have divided the sentence into two straightforward sentences, where the amplification model is employed to enhance comprehension. The passage «жаздай бүзау бағуға мінілген кер құнан...» (eng. translation: "A horse that has been riding to herd calves all summer…") in which «Жаздай бүзау бағуға мінілген» was the attribute for the subject «кер құнан» was modified for amplification technique and transformed to «Сәтжан жылқысын жазда тек бүзау бағуға мініп еді» (Table 6).

In the same work, the amplification model is employed in the adaptation process due to the use of the professionalism «бойдақ» in this passage (Table 7).

Table 6 – Amplification model example in Sapargali Begalin's «Құс қуған бала»

Original	A2
Жаздай бүзау бағуға мінілген кер құнан қамшыға еті үйреніп қырсаулау жүретін әдетімен аяғын керенау басады. (15 words)	Сәтжан жылқысын жазда тек бүзау бағу үшін мініп еді. Соған үйреніп қалған жылқысы егін жаққа асықпай жүрді. (17 words)

Table 7 – Amplification model example in Sapargali Begalin's «Құс қуған бала»

Original	Adaptation
Ертең торпақтарыңды бойдаққа өткіз. Бәріміз көріп аламыз, – деген колхоз бастығының сөзін есіткенде Сәтжан аса қуанды.	Ертең торпақтарыңды біз жаққа алып кел.
	Оларды бойдаққа өткіземіз.
	Бойдаққа өткізу деген жас малдарды семірту үшін оларды басқа жаққа апарып бағу.
	Бәріміз көріп аламыз, – деп колхоз бастығы айтты.
	Оның бұл сөзін естіп Сәтжан аса қуанды. (35 words)

This word may present a challenge to comprehend even for native Kazakh speakers. Therefore, with the help of amplification model and adding technique we included an explanation «Бойдаққа өткізу деген жас малдарды семірту үшін оларды басқа жаққа апарып бағу» (eng.translation: it is the grazing of livestock and taking them to another location for fattening) for the professionalism «бойдақ».

Overall, simplification is largely necessary because literary texts and fairy tales have been adapted for lower levels of reading comprehension. These techniques include dividing sentences, combining sentences, replacing rarely used words with more common ones, and substituting idioms with simpler expression. Verb ambiguity is a prominent feature in Kazakh literary texts and fairy tales, and most of these need simplification for A2-B1 level readers. The denotative explication model plays a key role in adaptation techniques, helping foreign language learners understand Kazakh cultural norms and daily life practices.

In the process of text adaptation for learners with different levels of proficiency, especially in the context of Kazakh literary works and cultural content, simplification techniques play a crucial role. Simplifying complex or archaic language, such as in the Kazakh tale "Totan batyr", helps make material more accessible without losing the essence of the story. Techniques like sentence division, which breaks longer, more complicated sentences into simpler ones, are frequently employed to enhance understanding, particularly for beginner and elementary-level learners. This method allows learners to engage with the content more easily and gradually introduces them to the language's complexities.

Another valuable approach is sentence combining, although it is less common than division. This technique is used sparingly, typically when large sections of text are removed, and it helps maintain narrative continuity, ensuring the logical progression of ideas and keeping the reader engaged. For pre-intermediate and intermediate level learners, sentence structures may remain intact, but certain words are simplified or replaced to better suit the learners' language capabilities.

A critical consideration in adaptation is preserving culturally significant terms, such as names of traditional Kazakh clothing, games and places.

Rather than replacing these terms with simpler or familiar words, it is important to retain them in their original form. This helps to introduce international learners of the Kazakh language to the authentic cultural elements of the country, ensuring that they gain a deeper understanding of Kazakh traditions. Even for native speakers, some of these terms may pose comprehension challenges, making it even more essential to carefully adapt the surrounding language while preserving cultural references.

Conclusion

By applying the insights gained from our analysis of English text adaptation, we successfully implemented effective adaptation strategies for Kazakh texts, offering learners materials that are both engaging and easy to understand, supporting their language acquisition efforts. This initiative not only expands research in Kazakh language education but also contributes to the development of crucial resources that aid in improving proficiency among foreign language learners.

Adapting authentic Kazakh texts for learners demonstrates the versatility and relevance of adaptation principles across various linguistic and cultural settings. By tailoring texts of different styles and difficulty levels, educators can produce a wide range of learning resources that meet the diverse needs and interests of learners, promoting inclusivity and accessibility in language education.

In conclusion, this study emphasizes the significance of text adaptation as an essential teaching tool for enhancing foreign language instruction. By utilizing adaptation strategies and principles, educators can help students engage more deeply with both the language and the culture, boosting their linguistic skills, cultural understanding, and overall learning experience. Looking ahead, continued research and innovation in text adaptation could further enrich language education practices and encourage linguistic diversity and inclusivity worldwide.

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