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***A. A. Karymkhan¹, M. K. Mambetova², M. S. Kulakhmetova³**

^{1,2}Al-Farabi Kazakh National University,

Republic of Kazakhstan, Almaty;

³Pavlodar Pedagogical University named after A. Margulan,

Republic of Kazakhstan, Pavlodar

*e-mail: k.akmaral2309@gmail.com

THE IMPORTANCE OF USING ADAPTED TEXTS IN TEACHING A FOREIGN LANGUAGE

This article is devoted to the place and practical significance of the use of adapted texts in teaching foreign languages, the theoretical analysis of arguments against the use of authentic texts in teaching reading and results of pedagogical experiment comparing the use of authentic and adapted versions of «The Count of Monte Cristo» by Alexandre Dumas. The relevance of this issue is justified with the fact that the use of authentic texts in the methodology of teaching foreign languages can be inefficient due to the complexity of the content and learner's language competence. Therefore, quantitative and qualitative limitation of the text material can be required, that is, the need to adapt to the certain level. Based on the above ways of organizing work with authentic adapted and authentic materials, we conducted methodological experiment to compare students' level of comprehension when reading from authentic and adapted versions. Firstly, the learners read authentic version and then adapted version of «The Count of Monte Cristo». As a result of comprehension test, it was revealed that the average number of learner's correct answers grew from 45 % to 85 % when they started reading the adapted version of text material. This finding suggests that implementing adapted literary texts into teaching process can create a good learning environment and enhance students' level of comprehension at the beginning stages of learning.

Keywords: adaptation, adapted texts, authenticity, motivation, language competence.

Introduction

The greatest difficulty that students often come with in understanding the text when learning a foreign language as a second language is not the content, but the

ways of delivering thoughts and ideas, that is, various syntactical constructions, rarely used words, phraseological units, text length, etc. The text can be adapted to both a wide range of readers and a limited group of readers, which is called adapting the text to a certain level of readers. The adapted text is primarily aimed at explaining important key points in the text. When adapting to a reality unfamiliar to the addressee, equivalents are selected that are common in his cultural environment.

The relevance of the presented article is justified by the fact that the use of truly authentic texts in the methodology of teaching foreign languages requires quantitative and qualitative restriction of textual material due to the complexity of the content, that is, the need to adapt to a particular level of the learner. Both the comprehension of text and the reading process itself are easily understandable for students when their requirement such as adaptation of text material to their current level is met. Therefore, it is essential to offer students texts that are not too difficult or do not match to their proficiency in order to keep their motivation and desire to learn.

The purpose of this article is to prove the efficiency of implementing authentic adapted literary texts in teaching process on the basis of a pedagogical experiment. In accordance with the purpose of the work, the object of study, in particular the use of truly adapted materials in teaching a foreign language, gave the basis for determining the following tasks: 1) study of literature on the issue of authenticity and adaptation; 2) identification of conditions for the effective use of adapted materials in teaching a foreign language; 3) presentation of a methodology for working with adapted original texts on the basis of pedagogical experiment.

Specifically, speaking about authentic literary texts, G. Hoffman gave 3 main arguments against their use in teaching a foreign language: 1) lack of interest in literature, which is a boring, outdated, distant from life and excessively intellectual sphere; 2) the complexity of the linguistic content of literary texts; 3) methodological inconsistency of the language material with literature, since literature itself does not create [1, 49].

Adaptation, like any process, has a set of methods that ensure the achievement of results. In this regard, K. Shaw and D. McDonough proposed five main methods of adaptation: addition, deletion, modification, simplification and rearrangement [2].

Authentic texts are the main constituents of authentic education. E. M. Shulgina notes such characteristics of “authentic education” as the relevance of educational tasks, the correspondence of tasks to the interests of students, interdisciplinary nature, direct connection with the real world, limited educational resources, evaluation of the activities of trainees by external experts and other trainees, and not only by the teacher [3].

However, this system is proven to be not so effective at the beginning stages of teaching process, since student's capabilities and language competence are limited.

The following disadvantages are the main arguments against the use of authentic texts:

- Authentic texts can be difficult to understand due to different cultures and various cultural backgrounds, beliefs, norms and views, which in turn might be contradictory, incompatible or obscure;

- The language units used may not correspond to the level of language mastery of the learner and therefore, this may lead to lose of motivation to continue the learning process;

- The selection of authentic material and the development of the process of working on it requires effort and time, which not all school programs can offer both for teachers and learners, therefore, more progressive and efficient methodology is required;

- The existence of different accents and dialects complicate the work with audio and audiovisual materials;

- Rapid obsolescence of information, lack of relevance when working with news materials.

Therefore, in order to facilitate the learners' reading skills, first of all, the adapted versions of the text should be given. The result of the adaptation is an adapted text. By adapted text we mean a secondary text created for readers who are unable for some reason to understand the source text. Some of these reasons are reflected in the addressable characteristics of the adapted text [4].

Materials and methods

To solve this problem, the following research methods were used in this experiment: analysis of theoretical sources such as pedagogical literary and methodological literature on the problem of research analysis, synthesis and comparison, classification. To prove the efficiency of proposed idea pedagogical experiment was conducted, which main stages were empirical – observation of the educational process in the classroom of foreign literature, conversations with teachers and students, analysis of oral and written works of students, stating and forming the stages of the experiment. To obtain quantitative and qualitative characteristics the method of statistical processing was applied.

As a material of the study, foreign publications on authenticity and adaptation and scientific works of domestic scientists (dissertation, monograph, article, etc.) were used. The methodological basis of the study is based on the concepts developed within the framework of the following scientific directions: theories of discourse, linguistics, second language acquisition and second text theories.

First of all, we need to define what is «text». I. R. Galperin attributes a) informational; b) integrity; c) time unit; d) modality and subtext to the main categories of the text [5, 15].

These categories that make up the text are differentiated according to their own content-purpose, ways and forms of transmission, language means. The text is an indispensable tool in solving communicative tasks. The language learner moves to a new level, from intuitive language acquisition to conscious, correct, skillful use of the language through language tools in the text. Professor F. Sh. Orazbayeva considers the text as «a systematic participatory structure that is the basis for the implementation of language communication between people.» «The text is the product of language activity, specially processed, observing the laws of the language norm and aimed at a specific goal [6, 23].

In foreign studies on this topic, one can find a certain number of terms for the designation of adapted texts. D. Harmer talks about semi-authentic texts, i.e. texts based on original material, but lexically or syntactically adapted for the training program [7].

The adapted texts represent a special type of authentic texts, initially produced by native speakers of target language for its implementation in a foreign-language society, subsequently reworked by a specialist for language teaching in accordance with the level of language competence of the learners.

According to S. V. Pervukhina, text adaptation refers to the transformation of the text, affecting some specific areas related to the acquisition of information in areas where knowledge is difficult to access [8].

In the work of T. Shorina, adaptation is defined as the exclusion of unfamiliar linguistic phenomena from the text, replacing them with familiar ones, as well as in the transmission of the author's thoughts in a simpler and more accessible form for the listener [9].

Based on the above definitions, it seems possible to conclude that text adaptation is a change in the original text in accordance with the level of competence of the recipient.

Results and discussion

In order to confirm or refute these principles, a pedagogical experiment was conducted on the discipline «Basic foreign language in the context of intercultural communication» for 12 students of the 2nd year studying in the educational program «Foreign Language: two foreign languages» of the Al-Farabi Kazakh National University. Firstly, students were offered an authentic translation of Alexander Dumas «The Count of Monte Cristo», published by London: Chapman and Hall, which consists of 3,593 words and 117 chapters.

As for the words used in the story, it is a very high (formal) vocabulary (confront, detached, baptism, intrusion, persuade, muse, recede, coincidence,

vulnerable, breach, condemn, assert, conscience, sustain, induce, sublime, appreciation, stifle, devour, delirium, paternal, pious, tumult, tapestry, somber, axe, bar, captain, chest, coin, courtyard, customs officer, God, goods, governor, grave, lamp, liquid, mark, on board, power, prayer, ruler, shore, treasure, etc), polysemous words, in addition to synonyms and phraseology, the syntax of a complex sentence is given. This quote at the beginning of the story is an example: «He was a fine, tall, slim young fellow, with black eyes, and hair as dark as the raven's wing; and his whole appearance bespoke that calmness and resolution peculiar to men accustomed... to contend with danger.»

In order to prove the difficulty of reading the authentic version of the text for learners, detailed linguistic analysis of this work was presented in the table 1.

Table 1 – Linguistic analysis: General statistics of The Count of Monte Cristo (Alexandre Dumas)

Text length	2387347 signs
The length of dialogs	1303246 signs
The number of words in the work	367802 words
Number of pages	460
Sentences in the work	25212
Average sentence length	91.90 signs
The proportion of dialogues in the text	54.59%
The proportion of the author's text	45.41%
The number of nouns	95529
The number of verbs	44583
The number of prepositions	20745
The number of conjunctions	33129
The number of adjectives	20745

It is clear that the linguistic competence of the students was below the level required by the true text, so they were allowed to read 20 out of 117 chapters. As a result of the 20 question comprehension test, 5 students (41,6 %) answered 11 questions correctly, 2 students (16,6 %) answered 13 questions, 3 students (25 %) answered 8 questions, 1 student (8,6 %) answered 7 questions and 1 student (8,6 %) answered 6 questions. The average number of correct answers was 9 out of 20, which constituted for only 45 %.

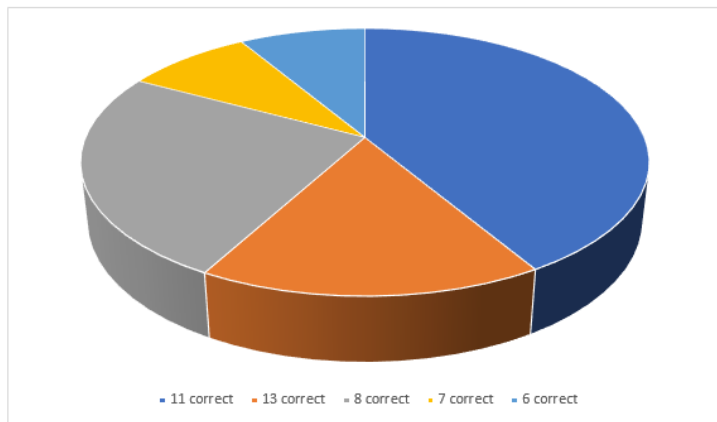


Figure 1 – The results of comprehension test of authentic version of «The Count of Monte Cristo» published by London: Chapman and Hall

In the course of checking the works, first of all, it was made clear to students that there is a lack of appropriate language knowledge in order to understand the meaning of what was read, convey its essence and draw appropriate conclusions. Secondly, in the original texts given to students, there were not many linguistic phenomena that are read in foreign language lessons. To compare results the students were then given an adapted version of Karen Kelly's «the count of Monte Cristo» with 18 chapters and 1,200 words.

In the adapted version, the structure and content of the text were simplified according to their current level. Adaptation methods were used, such as skipping irrelevant information, simplifying complex grammatical structures, replacing lexical and phraseological units with equivalent ones based on the knowledge of students, and accompanying explanations for important lexical elements. The test results were compared with the results of learning with real material, where there was a significant difference (growth) in the level of understanding of the material, 4 students (33,3 %) answered 17 questions, 3 students (25 %) answered 19 questions, 3 students (25 %) answered 18 questions, 1 student (8,6 %) answered 16 and 1 student (8,6 %) answered 15 questions correctly.

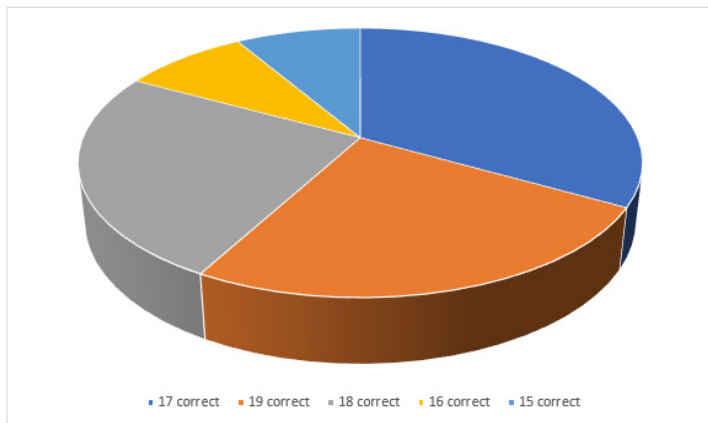


Figure 2 – The results of comprehension test of adapted version of «The Count of Monte Cristo» by Karen Kelly

We can conclude that the average number of correct answers was 17 out of 20, which constituted 85%. There was significant growth in results from 45 % to 85 %. Therefore, we can make sure that it is necessary to use adapted texts, especially useful for students with limited linguistic competence.

In our study, the following adaptation techniques were used in the texts obtained: poor-quality adaptation/processing affects the informational and methodological nature of the text. In this regard, K. Shaw and D. McDonough propose 5 main techniques for adapting the text: adding, deleting, modifying, simplifying, re-ordering. Let's dwell on each:

Adding adding language elements to the text that require practice. It can be both a grammatical, lexical, and phonetic phenomenon. Complement each language according to its own characteristics.

Deleting applies to a specific text, audio or video, and even a textbook. In the case of the test, if there is a text that is not intended to teach the language, does not make sense or does not meet the language level, lexical minimum, contains a large amount of information that is unrealistic, reflects the cultural life of the population negatively, etc.

Modifying is given in two main ways: reworking (rewriting) and restructuring (restructuring). If the work with the text is such that it comes to reading, then it can be reworked. This is because the perception of language differs when reading and listening to it.

Simplifying the text affects the structure of the sentence (simple sentences instead of compound sentences), the lexical content (adapting the vocabulary to a minimum), as well as the grammatical structure (for example, turning a word into an original word). However, such changes should be used with caution to maintain language authenticity in the text. As for changing the order of the place (re-ordering), here it concerns the technique of the text, changing the order of performing tasks when working with the text.

At the same time, we are not fully refusing implementation of authentic versions in teaching, as an authentic text as an example of a living language; an authentic text is a fragment of speech created in oral or written speech for a real recipient in order to transmit this or that information. However, we propose to use adapted versions instead of original text at the beginning stages when students' language capabilities are limited. Moreover, this is the main way to improve student's speaking skills. In his work «Developing speaking skills through reading», C. T. Mart emphasizes the importance of reading as the key factor in learning process, which will eventually develop productive skills such as writing and speaking [10].

Conclusion

The study of adapted texts allows you to optimize communication in different genres, and this plays a leading role in increasing language competence. In turn, language competence, being a component of communicative competence, provides mastery of the system of information about the studied language at the phonetic, lexical and grammatical levels. Mastering this system means applying knowledge in practice, as well as the formation of appropriate skills and signs in various types of speech activity. As a result of a pedagogical experiment the following conclusion was obtained: the students' level of competence is crucial part to consider when selecting text material. In order to enhance learner's skills and maintain their motivation it is recommended to offer adapted versions of authentic materials at the beginning stages of learning process.

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**A. A. Қарымхан¹, М. К. Мамбетова², М. С. Қулахметова³*

^{1,2}Әл-Фараби атындағы Қазақ Ұлттық университеті,

Қазақстан Республикасы, Алматы қ.;

³Ә. Марғұлан атындағы

Павлодар педагогикалық университеті,

Қазақстан Республикасы, Павлодар қ.

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ШЕТ ТІЛІН ОҚЫТУДА БЕЙІМДЕЛГЕН МӘТІНДЕРДІ ҚОЛДАНУДЫҢ МАҢЫЗДЫЛЫҒЫ

Бұл мақала шет тілдерін оқытуда бейімделген мәтіндерді қолданудың орны мен практикалық маңыздылығына, оқыту процесінде шынайы мәтіндерді қолдануға қарсы дәлелдерді теориялық талдауға, Александр Дюманың «Монте-Кристо графының» шынайы және бейімделген нұсқаларын қолданумен салыстыру келтіретін педагогикалық эксперименттің нәтижелеріне арналған. Бұл мәселенің өзектілігі шынайы мәтіндердің мазмұнының күрделілігіне және студенттің тілдік құзыреттілігіне байланысты шет тілдерін оқыту әдістемесінде шынайы мәтіндерді қолдану тиімсіз болуы мүмкін екендігімен негізделген. Сондықтан мәтіндік материалды сандық және сапалық шектеу қажет болуы мүмкін, яғни белгілі бір деңгейге бейімдеу қажеттігі. Шынайы бейімделген және бейімделмеген материалдармен жұмысты ұйымдастырудың жоғарыда аталған әдістеріне сүйене отырып, біз шынайы және бейімделген нұсқаларды оқығанда студенттердің түсіну деңгейін салыстыра отырып, әдістемелік эксперимент жүргіздік. Студенттер алдымен «Монте-Кристо графының» түпнұсқасын, содан кейін бейімделген

нұсқасын оқиды. Түсіну тестінің нәтижесінде оқушылардың дұрыс жауаптарының орташа саны мәтіндік материалдың бейімделген нұсқасын оқи бастағанда 45 % - дан 85 % - га дейін өскені анықталды. Бұл тұжырым бейімделген көркем мәтіндерді оқыту процесінде пайдалану жағымды оқу ортасын құра алатынын және оқудың бастапқы кезеңдерінде оқушылардың түсіну деңгейін арттыра алатынын көрсетеді.

Кілтті сөздер: бейімделу, бейімделген мәтіндер, аутенттілік, мотивация, тілдік құзыреттілік.

*А. А. Карымхан¹, М. К. Мамбетова², М. С. Кулахметова³

^{1,2}Казахский национальный университет имени аль-Фараби,

Республика Казахстан, г. Алматы;

³Павлодарский педагогический

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ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ АДАПТИРОВАННЫХ ТЕКСТОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Данная статья посвящена месту и практическому значению использования адаптированных текстов в обучении иностранным языкам, теоретическому анализу аргументов против использования аутентичных текстов при обучении чтению и результатам педагогического эксперимента по сравнению использования аутентичной и адаптированной версий «Графа Монте-Кристо» Александра Дюма. Актуальность данного вопроса обоснована тем фактом, что использование аутентичных текстов в методике преподавания иностранных языков может быть неэффективным из-за сложности содержания и языковой компетенции обучающегося. Следовательно, может потребоваться количественное и качественное ограничение текстового материала, то есть необходимость адаптации к определенному уровню. Основываясь на вышеприведенных способах организации работы с аутентичными адаптированными и неадаптированными материалами, мы провели методический эксперимент по сравнению уровня понимания учащимися при чтении аутентичной и адаптированной версий. Сначала учащиеся читают аутентичную версию, а затем адаптированную версию «Графа Монте-Кристо». В результате теста на понимание было выявлено,

что среднее количество правильных ответов учащихся выросло с 45 % до 85 %, когда они начали читать адаптированную версию текстового материала. Этот вывод говорит о том, что внедрение адаптированных художественных текстов в учебный процесс может создать хорошую учебную среду и повысить уровень понимания учащимися на начальных этапах обучения.

Ключевые слова: адаптация, адаптированные тексты, аутентичность, мотивация, языковая компетенция.

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«Toraighyrov University» баспасынан басылып шығарылған

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

«Toraighyrov University» баспасы

Торайғыров университеті

140008, Павлодар қ., Ломов к., 64, 137 каб.

67-36-69

e-mail: kereku@tou.edu.kz

www.vestnik.tou.edu.kz