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ENHANCING MOTIVATION AND ENGAGEMENT: THE ROLE OF ADAPTED TEXTS IN TEACHING FOREIGN LANGUAGES

Abstract. *This research paper examines the impact of using adapted texts in teaching foreign languages, particularly on the material of Jane Austen's novel "Sense and Sensibility". The purpose of the study is to find out whether the use of adapted versions of authentic texts has a favorable effect on learners' motivation in language learning. This experimental study compared group of students exposed first to the authentic and then to the adapted version of the novel in terms of their motivation for sustained foreign language acquisition. The results show that the level of motivation was higher during the group's work period with the adapted text compared to the group's work period with the authentic version. This finding suggests that adapted texts that are slightly challenging in nature have the potential to successfully increase students' motivation and engagement in the process of language learning. The article explores the implications of these outcomes for foreign language teachers and provides recommendations for the implementation of adapted texts in foreign language teaching.*

Keywords: *adapted text; adaptation; motivation; authentic text; original text; unfamiliar words; confidence; language proficiency; excessive complexity; engagement.*

Introduction

To develop authentic cultural and communicative competence in foreign language acquisition, the choice always falls on authentic texts and materials. However, insufficient language proficiency and background knowledge, cultural and moral sensitivity may be the reason why authentic texts cannot be used in the language learning process. In this case, an adapted version of authentic materials can serve as a valuable tool for language learning. An adapted text is a modified version of the original text in order to make it accessible to the students' language proficiency level and to give it a culturally and morally appropriate character that meets the students' perspectives. What are the exact reasons for applying adapted texts in foreign language acquisition? McDonough and Shaw explain why teachers need to adapt materials in the language classroom:

- Cultural acceptance is the important factor in language classroom, so the culturally inappropriate topic or photograph should be replaced or adapted.
- While reading the text, students can easily comprehend it and the learning process will be ineffective and wasted with less insights.
- Conversely, comprehension of the text is excessively difficult for students' language levels, so adapted texts will be required.
- Time management is another important factor in any lesson, if one text takes too long to understand and there are too many exercises in it, an effective way is to adapt the material to meet the demands of time.
- Also, the content of the text may be too formal for the content of the lesson, in which case adaptation may be one of the solutions. [1]



All adapted texts cannot be applied to language learning classroom, in accordance with Iliya Frank, adapted authentic texts must contain the following text adaptation technologies:

- Long paragraphs in authentic version should be divided into two or more parts.
- Too long sentences also should be divided into parts in order to meet the readers

competence.

- The words in the indirect meaning should be accompanied by its explanation.
- Often used words cannot be always accompanied with translation, one translation is enough.
- Personal names cannot go under the shift in the process of adaptation. [2]

The use of adapted texts has always been overlooked and ignored by many foreign language teachers and linguists because of their non-authentic use in real-life communication. But in today's research work, we are aiming to talk about the positive impact of adapted texts on learning a foreign language in different aspects by comparing the use of authentic and adapted texts in language classroom.

Research materials and methods

Adapted texts have various features that develop and improve the learners' and teachers' motivation. Speaking of motivational aspect of adapted texts, we can illustrate various theories of scholars such as "Affective Filter Hypothesis" and "Comprehensible Input Theory" by Stephen Krashen, "Zone of Proximal Development" by Lev Vygotsky, "Cognitive Load Theory" by John Sweller.

Lev Vygotsky, in his theory called "Zone of Proximal Development", states that learning materials and assignments should not greatly exceed the potential capabilities of the student, so that learner does not lose motivation due to excessive complexity of materials and activities.[3] Also, John Sweller provided similar concept, explaining that applying adequately complex materials in accordance with the learner's current competence fosters achieving the successful absorption of the material.[4]

The American psycholinguist Steven Krashen presented the "Theory of Comprehensible Input", which contains 5 hypotheses in second language acquisition, in which 2 hypotheses are closely related to the application of adapted text: "Input hypothesis" and "Affective filter hypothesis". In the first hypothesis, students will learn the target language effectively if the learning materials are not much higher than their current level. The second one called "Affective filter hypothesis" emphasizes the impact of negative factor in language learning such as embarrassment, fear or self-consciousness. [5] These negative feelings can arise in the result of the over challenging study environment.

Overall, we can say that applying the adapted texts which is slightly challenging for the learner can be considered as the optimal way to keep the motivation of the students during the lesson.

However, what does "slightly challenging for the students' current competence" mean? Regarding vocabulary, Norbert Schmitt states that 94-95% of the text should be clear and understandable, and the remaining 5-6% of the text can serve as new words. [6]

In order to check whether the adapted text will help increase students' motivation and participation in language classes, we conducted an experiment with 16 students of Al-Farabi Kazakh National University, majoring in "6B01704-Two Foreign Languages". The general level of language proficiency of the students was pre-intermediate. To see the exact results, we used an authentic and adapted version of the same text and compared the results.

Research results

As a main material for the experimental part, we took authentic and adapted version of "Sense and Sensibility" by Jane Austen. The adapted version of the book is retold by Elizabeth Walker. The authentic version of the first chapter were read by students on a lesson and it consisted of 1527 words. Students spent about 30 minutes to read the first chapter and approximately they reread it over 6 times. The reading was followed by a discussion and a question about the plot of the first chapter. Student participation was not very active; students were mostly silent and kept asking about unknown words they encountered. After the discussion, students were asked to list unfamiliar

words they noticed from the authentic version of the first chapter. Overall, the list was full of 127 new words which consisted of 8% percent of the text. (Figure 1)

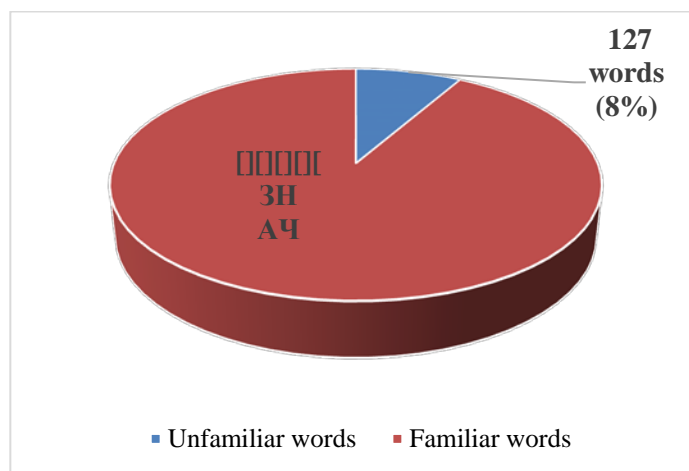


Figure 1 - The number of known and unknown words in the first chapter.

One paragraph of a chapter consisted of 200-210 words, and the number of new words in it was 18-19 which is the 9% percent of one paragraph. (Figure 2)

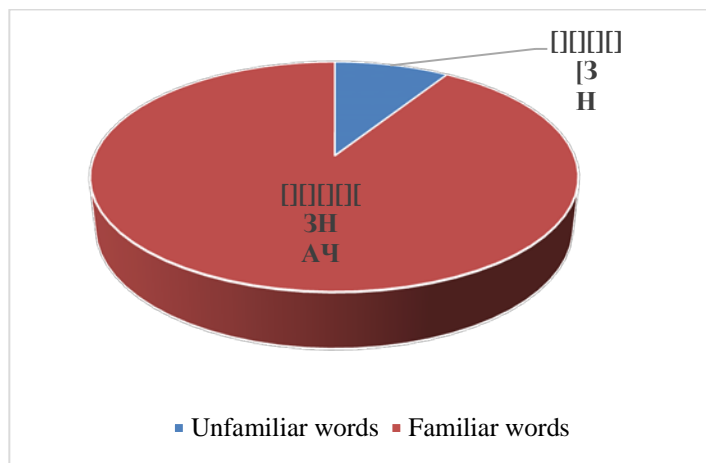


Figure 2 - The amount of familiar and unfamiliar words in one paragraph.

Among the new words were seldom-used words that required additional explanation and translation, for example, words such as bequest, moiety, tardy, amiable, earnestly, breach, bid, forbearance, imbibed, exertion, affliction, agony, acutely were complex words for students with pre-intermediate proficiency to grasp and comprehend.

The last check was the test regarding a plot of the first chapter, test consisted of 13 questions. The result of the test was not successful. The average point was 4,5 out of 13, the lowest point – 2 and the highest point - 8. The individual results of student were demonstrated in diagram. (Figure 3)

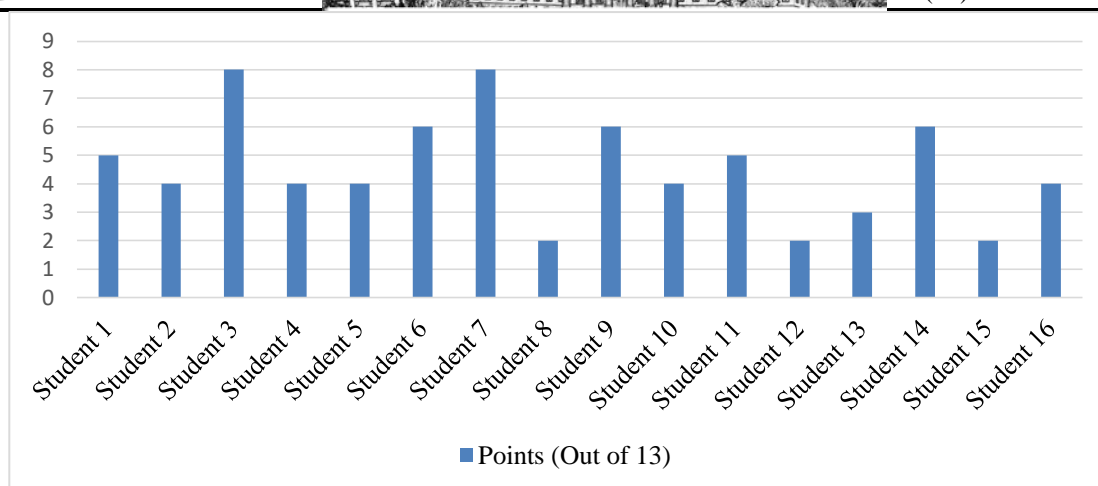


Figure 3 - The individual points of students.

Regarding motivation, students shared that they lost their confidence due to the complexity of the text and most of them reread one paragraph about 6-7 times and couldn't understand the half of it.

The next stage of practical part was conducted by using the adapted version of the second chapter retold by Elizabeth Walker and it consists of 1583 words. Students read an adapted version of chapter 2, which they were given 30 minutes to read, but students finished it in 23 minutes, 7 minutes ahead of the required time. The first activity was discussion and retelling of the second chapter. The participation of students was better than the first chapter and students were motivated enough to take a part in discussion. After the first activity, we moved on to the second, making a list of unknown new words. Overall, the number of new words was 31 out of 1583 which is the 1,96 % of the second chapter. (Figure 4)

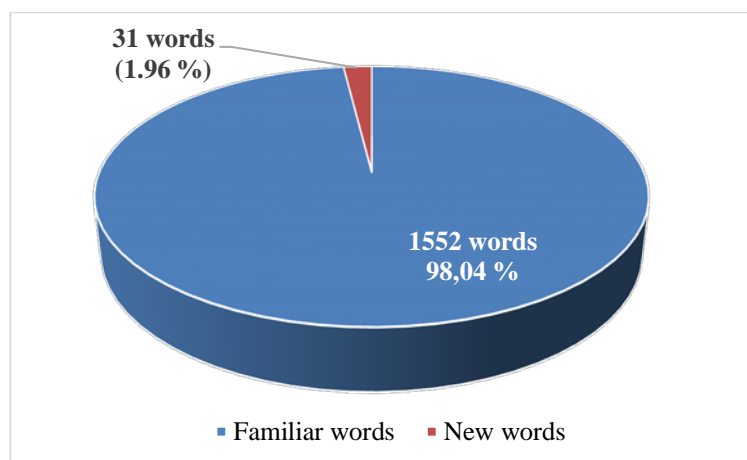


Figure 4 - The percentage of new words and familiar words

Among these 31 new words, words such as carriage, servants, shewing, moiety needed additional explanation because of their ancient characteristics. The remaining new words didn't cause an excessive complexity for students to learn and remember.

The test was the next assignment to test the use of adapted texts in language acquisition. As in the first stage, it consisted of 13 questions on the plot of chapter 2. The average point was 10, the lowest –6 and the highest point was 12. Individual test results are shown in the diagram. (Figure 5)

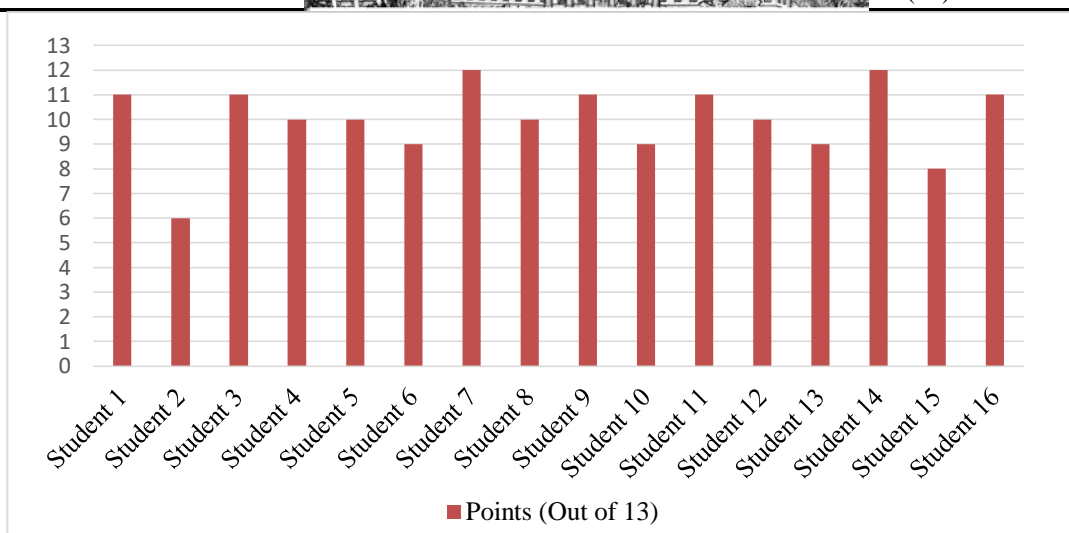


Figure 5 - Individual test results of students.

Students felt comfortable and motivated enough to show what they acquired through reading the chapter 2.

Let's compare the results of two stages of practical part. As you can see from this chart, the percentage of new words in authentic chapter 1 is 8-9%, which is higher than the required number of new words that should be in the text. And the percentage of new words in the adapted second chapter is 1,96 %, which seem to be lower than required percentage of new words, but, in our opinion, learning 31 new words in one lesson is quite enough to master the vocabulary. (Figure 6)

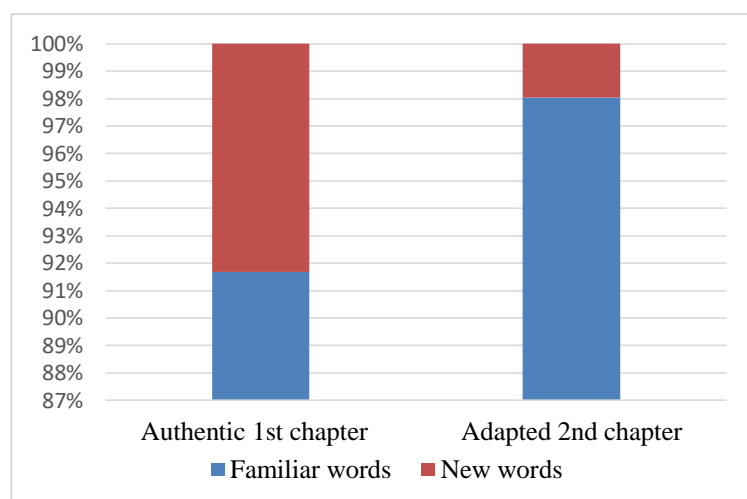


Figure 6 - The percentage relativity of new words and familiar words in authentic and adapted text.

The next, let's check the test results of two tests from authentic first chapter and adapted second chapter. (Figure 7) From this chart, students' performance improves significantly when using the adapted version of chapter two.

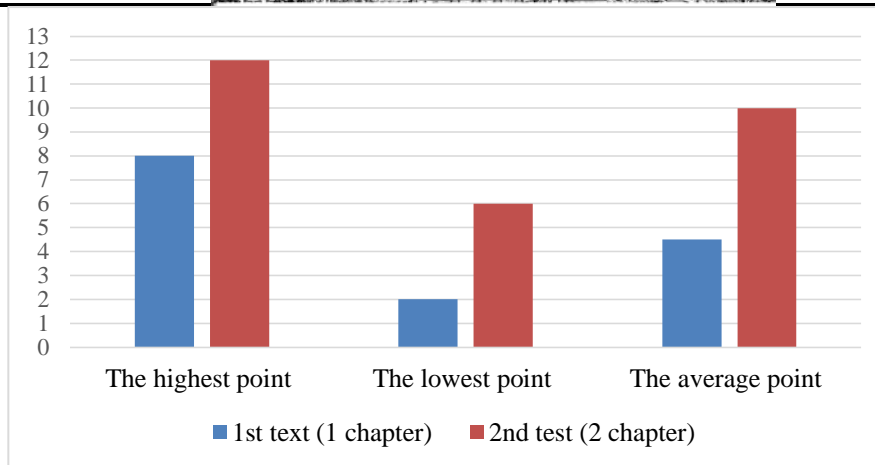


Figure 7 - The results of two tests about the plot of first and second chapter.

In addition, after reading each chapter, students were asked if they would like to continue reading the book. After an authentic first chapter, 15 out of 16 students responded that they would like to read another literary work because the vocabulary in the first chapter was overly complex to comprehend and understand. The same question was then asked again to the students reading the second chapter, and all 16 students wanted to continue reading the book, as the content and vocabulary of the second chapter was clear to them. (Figure 8)

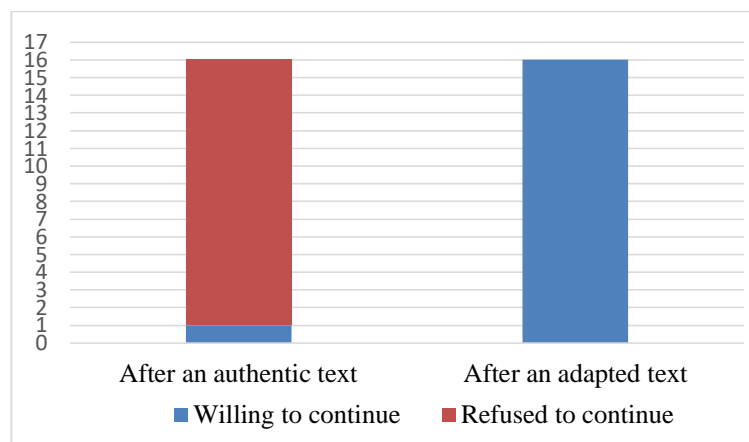


Figure 8 – The number of students who wished to continue and stop reading the book.

Conclusion

In conclusion, the results of this study indicate that the use of adapted texts can have a positive impact on the foreign language acquisition process, particularly on the development of learners' motivation. Our experimental methods showed that students introduced to an adapted version of Jane Austen's novel "Sense and Sensibility" showed higher levels of involvement and sustained motivation than those exposed to the original authentic text. While authentic texts have long been acknowledged as a valid tool for language learning and cultural awareness, our study emphasizes the benefits of adapting these materials to meet the needs of foreign language learners with different proficiency levels. These adaptations provide a somewhat challenging but accessible substitute to enhance motivation and deepen learners' engagement with language and culture. Teachers may consider incorporating adapted texts into the classroom using a variety of strategies such as lexical simplification, restructuring sentences, and assistive visuals. Finding effective ways to accomplish adaptation has the potential to have a favorable impact on learning outcomes and improve students' general motivation to learn a foreign language. Further studies in this area may be helpful in better understanding the possible advantages of adapted texts for foreign language learners at all levels, as well as the best means of utilizing these materials in online and face-to-face classes.

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Нұрланғазықызы Б., Карымхан А.А., Мамбетова М.К.

МОТИВАЦИЯМЕН БЕЛСЕНДІЛІКТІ АРТТЫРУ: БЕЙІМДЕЛГЕН МӘТІНДЕРДІҢ ШЕТТІЛДЕРІН ОҚЫТУДАҒЫ РӨЛІ

Аңдатпа. Бұл зерттеу жұмысы шеттілдерін оқытуда бейімделген мәтіндерді қолданудың әсерін Джейн Остиннің «Sense and Sensibility» романының материалының негізінде зерттейді. Зерттеудің мақсаты – түпнұсқа мәтіндердің бейімделген нұсқаларын қолдану студенттердің тіл үйренудегі мотивациясына жағымды әсер ететінін анықтау. Бұл эксперимент алды зерттеу романның түпнұсқасын, содан кейін бейімделген нұсқасымен танысқан студенттер тобын олардың шеттілін тұрақты меңгеру мотивациялары тұрғысынан салыстырды. Нәтижелер топтың бейімделген мәтінмен жұмыс істеу кезеңінде аутенттік нұсқамен топтың жұмыс кезеңімен салыстырғанда мотивация деңгейі жоғары болғанын көрсетеді. Бұл қорытынды сәл қиындық тудыратын бейімделген мәтіндердің тіл үйрену үдерісінде оқушылардың ынтасын және белсенділігін табысты арттыруға мүмкіндігі бар екенін көрсетеді. Мақалада осы нәтижелердің шеттілі мұғалімдері үшін пайдасы зерттеледі және шеттілін оқытуда бейімделген мәтіндерді енгізу бойынша ұсыныстар берілген.

Кілт сөздер: бейімделген мәтін; бейімдеу; мотивация; түпнұсқа мәтін; аутенттік мәтін; таныс емес сөздер; сенімділік; тілді меңгеру; шамадан тыс күрделілік; белсенділік.

Нұрланғазықызы Б., Карымхан А.А., Мамбетова М.К.

ПОВЫШЕНИЕ МОТИВАЦИИ И ВОВЛЕЧЕННОСТИ: РОЛЬ АДАПТИРОВАННЫХ ТЕКСТОВ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. В данной научной работе рассматривается влияние использования адаптированных текстов в обучении иностранным языкам, в частности, на материале романа Джейн Остин «Sense and Sensibility». Цель исследования - выяснить, оказывает ли использование адаптированных версий аутентичных текстов благоприятное влияние на мотивацию учащихся в изучении языка. В этом экспериментальном исследовании сравнивались результаты группы студентов, которым сначала читали аутентичную, а затем адаптированную версию романа, с точки зрения их мотивации к устойчивому изучению иностранного языка. Результаты показывают, что уровень мотивации был выше в период работы группы с адаптированным текстом по сравнению с периодом работы группы с аутентичной версией. Этот вывод свидетельствует о том, что адаптированные тексты, которые по своей природе должны быть немного сложными, могут успешно повысить мотивацию и вовлеченность учащихся в процесс изучения языка. В статье исследуется значение этих результатов для учителей иностранных языков и даются рекомендации по внедрению адаптированных текстов в обучение иностранному языку.



Ключевые слова: адаптированный текст; приспособление; мотивация; аутентичный текст; оригинальный текст; незнакомые слова; уверенность; владение языком; чрезмерная сложность; активность.