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Linguistic Aspects and Stylistic Features of Text Adaptation

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ABSTRACT

This article explores the linguistic and stylistic aspects of text adaptation, emphasizing the need for lexical, grammatical, and syntactic modifications when tailoring texts for various audiences. A central focus is the preservation or alteration of stylistic features during the adaptation process. The study examines scientific, literary, journalistic, and official texts, analyzing how they are linguistically transformed for improved accessibility. Linguistic adaptation involves adjusting language structures to the reader's or listener's level, while textual adaptation refers to broader modifications aimed at maintaining the semantic, stylistic, and structural integrity of the original text. Linguistic and textual adaptation are presented as interrelated phenomena in modern linguistics and communication theory. The article discusses how these adaptation function in different socio-cultural contexts, with linguistic adaptation focusing on pragmatic, semantic, and syntactic aspects, and textual adaptation targeting audience-specific adjustments. The article also analyzes various approaches and strategies for adapting texts based on language proficiency. As a practical application, Ybray Altynsarin's story *Jaman joldas (Bad Comrade)* is adapted for A1 and B1 levels, followed by a comparative analysis of the original and adapted versions. This case study illustrates key features and effectiveness of both adaptation types. Finally, the study addresses the

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role of authentic versus adapted texts in language learning, underscoring the importance of balancing accessibility with textual integrity. The findings underscore the significance of adaptation in language teaching and translation, offering insights for researchers and educators.

Keywords: Linguistics; Text; Linguistic Adaptation; Text Adaptation; Secondary Text

1. Introduction

Linguistic adaptation is the process of adjusting language to new conditions, social and cultural environments, and communicative needs. This phenomenon is an important area of study in linguistics, as all languages evolve over time, incorporating new elements and adapting them to their structure. Linguistic adaptation reflects the flexibility of the language system and its ability to expand its functional potential in communication.

Textual adaptation is the process of modifying a source text to suit a specific audience, culture, or linguistic features, which includes lexical, grammatical, stylistic, pragmatic, and cultural aspects. From a lexical point of view, vocabulary is adapted by considering linguistic characteristics, explaining or replacing dialectal and professional terms, and maintaining semantic accuracy through synonyms. At the grammatical level, syntactic structures are preserved, sentences are constructed in accordance with the norms and stylistic conventions of the target language, and morphological consistency is ensured. From a stylistic point of view, an appropriate style is chosen to align with the reader's expectations and cultural context, and stylistic devices are applied according to the genre of the text, regulating the level of expressiveness. From a pragmatic point of view, the author's original intent and communicative goals are retained, while the text is adjusted to effectively engage the new audience. From a cultural point of view, national characteristics, social norms, and traditions are considered, and idioms and proverbs specific to the original culture are replaced with equivalents that ensure proper comprehension in the new context.

Stylistic features of a text refer to a set of linguistic devices and techniques that shape its content, structure, and impact on the reader. These features vary depending on the target audience, genre, and context. Functionally, a text is built according to the artistic, scientific, official-business, journalistic, or conversational style, each characterized by

distinct traits: the artistic style emphasizes imagery and emotionality, the scientific style prioritizes accuracy and logical structure, the official-business style relies on standardized conciseness, the journalistic style focuses on persuasion and influence, and the conversational style is marked by simplicity and informality. At the lexical level, the text may incorporate general and specialized vocabulary, technical terms, archaic or neologistic words, dialectal expressions, and phraseology typical of spoken language. Grammatical features include sentence structure, morphological patterns, and word combination rules. Among stylistic devices, such means as metaphor, epithet, hyperbole, irony, and repetition enhance the expressiveness of the text and strengthen its impact on the reader. In addition, the expressive-emotional tone of the text can be neutral or expressive, with rhetorical questions and artistic devices intensifying its effect.

In general, the stylistic features of a text are an important factor determining not only its content but also its influence on the reader. Therefore, the author employs specific stylistic techniques, taking into account the purpose and audience of the text.

The linguistic adaptation of a text is directly related to both internal and external linguistics. Internal linguistic aspects focus on the structure of language, its inherent rules, systematics, and components. This article examines linguistic adaptation through the lens of vocabulary, morphology, and syntax, with particular emphasis on syntax due to its significant role, as highlighted in various scientific studies.

Researchers Frank et al.^[1] state that the first important step in mastering syntax is learning to group words into categories such as nouns or verbs according to their syntactic function. Similarly, Chang et al.^[2] argue that one of the phenomena connecting language acquisition and processing is linguistic adaptation, that is, the change in representations that support linguistic processing in response to linguistic input information. A comparison of these perspectives highlights the broad scope of linguistic adaptation.

Further insights into the influence of linguistic knowl-

edge on first language acquisition are provided by Alishahi and Stevenson^[3], who emphasize that “in order for children to fully master their native language, they need to grasp the laws that govern the use of various linguistic forms, as well as their features. Such patterns are widespread across all areas of language.”

These findings demonstrate that language acquisition and adaptation are closely related, dynamic, and multifaceted processes. While Frank, Goldwater, and Keller^[1] highlight the categorization of words based on syntactic function as a fundamental step in syntax acquisition, Chang et al.^[2] emphasize the role of linguistic adaptation as an ongoing process of adjusting representations in response to linguistic input. Together, these perspectives suggest that language acquisition is not a static process but a continuous, adaptive one.

Moreover, Alishahi and Stevenson^[3] argue that mastering language extends beyond syntax to include morphology, phonology, and semantic patterns. This perspective underscores the complexity of language learning, illustrating that it involves not only the classification of words but also the ability to adapt to evolving linguistic structures.

Comparing these studies reveals the extensive scope of linguistic adaptation. Language acquisition is a complex process shaped by cognitive, social, and structural interactions. As children acquire their native language, they not only categorize words by meaning but also adapt to the dynamic nature of linguistic structures. This suggests that language is inherently flexible, and the human brain continuously adjusts to its evolving patterns.

Overall, the synthesis of these findings deepens our understanding of the cognitive and structural mechanisms underlying language learning and processing. These insights contribute to the theoretical foundations of language acquisition studies, artificial intelligence, and neurolinguistics. As a result, key considerations emerge for the effective adaptation of texts within the framework of linguistic adaptation.

Within modern linguistics, particularly in its human-oriented paradigm, increasing attention is given to research at the intersection of linguistics and text—an area known as text linguistics. A notable aspect of this field is how readers interpret texts. Language, as a complex phenomenon, functions primarily within human social interaction. This article focuses on the process of text adaptation, one of the

important applications of the concept of “adaptation” in linguistics. Adapted texts serve as valuable tools for facilitating the understanding of complex information. In the context of domestic linguistic studies, text linguistics — especially the linguistic adaptation of texts — remains a relatively young field that requires further applied linguodidactic research.

2. Theoretical Framework

The issues explored in this article are analyzed through the lens of text linguistics and linguistic adaptation. Consequently, a review of scholarly works on linguistic adaptation, particularly text adaptation, has been conducted. The study draws on the theoretical foundations of text adaptation, including its types, models, and approaches, as proposed by researchers such as A. V. Brygina^[4], J. Verschueren^[5], A. A. Dyakova^[6], S. V. Pervukhina^[7], J. Moran^[8], Alva-Manchego, F., Bingel, J., Paetzold, G.H., Scarton, C., & Specia, L.^[9], Jones, R. H.^[10], Schmitt, N., & Schmitt, D.^[11], S. A. Sessurova.^[12], and others.

In Kazakh linguistics, research on text theory has been developing rapidly in recent years. Texts are now being examined from various perspectives and within different research frameworks. However, studies specifically focused on text adaptation, particularly the unique features of adapting texts in the Kazakh language, as well as the methods and strategies involved — remain limited. The scarcity of specialized research in this field suggests that text adaptation has not yet been fully explored. Nevertheless, recent years have seen a growing number of individual studies on this topic.

This article focuses on the linguistic adaptation of texts, which manifests in multiple domains, including fiction, media discourse, and different linguistic levels. The theory of linguistic adaptation encompasses a broad range of studies in sociolinguistics, psycholinguistics, and cognitive linguistics.

One of the key contributors to this field is Howard Giles^[13], who developed the Communication Accommodation Theory. This theory explains how speakers modify their speech depending on the context and interlocutor, striving for either convergence or divergence in communication. Equally significant are the studies of Peter Trudgill^[14], who explored dialect and accent adaptation, demonstrating how social and regional factors influence pronunciation and linguistic be-

havior. John Gumperz^[15] made an important contribution to the study of code-switching and speech adaptation in multicultural communities, highlighting how bilingual and multilingual individuals strategically use linguistic resources depending on social circumstances.

From a psycholinguistic perspective, Susan Ervin-Tripp^[16] investigated how bilinguals adjust their speech based on context and interlocutors. Her research confirms that bilingual individuals exhibit cognitive flexibility in switching between languages and speech styles. Jean-Marc Dewaele^[17] further explored emotional adaptation in bilingualism, examining how emotions are expressed differently in various languages and what factors influence language choice in emotional communication.

Within cognitive linguistics, Jens Allwood^[18] contributed significantly by studying linguistic adaptation in intercultural communication, emphasizing the cognitive aspects of linguistic interaction. His work underscores how linguistic adaptation facilitates effective communication in multilingual environments. Additionally, William Labov's^[19] research in variationist sociolinguistics has shaped the study of linguistic adaptation, demonstrating how social factors—such as age, gender, and class—drive linguistic variation and speech adaptation.

Since the object of study in the article is the text, the process of text adaptation was considered. Before delving into the works of scientists who studied text adaptation, a review of the definitions given to the term adaptation was first made. “Adaptation (lat. adaptatio – to adjust, to balance, to reconcile, to combine): Adapting a text for readers who are not sufficiently prepared (for example, “easing up” the text of a literary work for beginners in foreign languages)” is given in the electronic dictionary of linguistic terms^[20]. In the dictionary of literary terms, “Adaptation (lat. adaptatio – I adapt) — rewriting a literary work in a certain environment, usually adapted to the perception of less gifted readers. Adaptation is often used in the development of texts at the initial stage of learning a foreign language, when the work is condensed, translated, and presented alongside the original^[21]. A. A. Dyakova^[6] noted that adaptation is “the adaptation of the text to the working conditions.” And the definition given in the work of Kaliev is: “The theory of adaptation (lat. adaptatio – adaptation, adaptation), and transformation (lat. transformation – transformation, transformation) — the im-

plementation of the second structure of the language through the transformational method, due to the natural changes in language patterns”^[22].

The process of text adaptation is considered a step aimed at making the text understandable to the reader. This step is carried out by the author-adaptor, taking into account the initial knowledge and needs of the reader. By using the adapted text, a person can adapt to the linguistic environment they needs.

The need to adapt the text in order to simplify the learning material has been one of the topical topics since the 20s of the twentieth century. In both foreign and Russian science, scientific research on text adaptation began its research from an early age. And in the field of domestic science, research on text linguistics is increasing day by day. However, there are not many large-scale research works on this text adaptation. An analytical review of the specific features, methods, and strategies of text adaptation, as well as the scientific works of research scientists, was conducted. We can see from the data in the scientific article by Pervukhina^[7] that the nominations in the adapted text and the original text were compared in various types of adaptation. The main goal of the comparison was to track their changes in semantic and syntactic aspects.

Pervukhina^[7], based on her analysis of documentary materials, identified three main patterns of text adaptation: simplification (simplification of the language of the work/narrative), denotative explication (explanation of terminology), and amplification (extensive analysis of the specific situation). The use of a certain model of text adaptation contributes to the presentation of nominations in the original text and the adapted text in different structures. In the scientific article by J. Moran^[8], the adapted text is defined as “a modified version of another text is called an ‘adapted text’”. An adapted text is a modified form of the original text, deliberately changed to fit it into a different context, audience, or purpose. The earlier version is called the ‘edited text’, and the later version is considered the ‘adapted text’. Although the changes are reflected in the later text, they are included in the original text. The later text may replace the original material or may be preserved alongside it”^[17]. According to the stated assertion, there is a distinction between an adapted text and an edited text. J. Moran^[8] elaborates on this idea: “The gradual standardization of language in texts, especially

in cases where linguistic diversity is observed among authors or within the works of a single author, can be a primary cause of changes. These changes occur at the levels of lexicon, syntax, morphology, and orthography. Ancient grammarians were often responsible for such textual transformations”^[17].

According to Alva-Manchego et al.^[9], in “Learning to Simplify from Explicit Marking of Complex-Simplified Text Pairs,” text simplification (TS) involves reducing complexity without changing its meaning. Simplification can be implemented at different linguistic levels, from lexical substitution to global operations such as sentence splitting, paraphrasing, and even deleting or rearranging entire sentence parts. This conclusion is reasonable because text simplification can facilitate comprehension of the adapted version when the original text is difficult for readers to understand. It is known to encompass all areas of text theory.

This article is devoted to research on Text Simplification. It discusses machine translation (MT) models from the perspective of adaptation and interpretation. The article states: “We note the lack of a common approach to resources and approaches for text simplification (TS). TS models should be trained on a dataset with high informative value, based on natural simplifications, and then be applied in a controlled manner according to the needs of a particular user. For example, the possibility of using them in adaptive simplification scenarios based on the type of simplification preferred by a particular user (e.g., sentence compression or segmentation) is considered”^[9]. McCauley & Christiansen^[23], in their article, write that they compared the use of multi-word phrases by first (L1) and second (L2) language learners using large-scale corpus modeling. What can we learn from these findings? These findings indicate the need for language learners to adapt the language they are learning. Today, we can see that artificial intelligence is playing a special role not only in translation, but also in text adaptation.

It is known that the adaptation of the text is made on the basis of the original text. Among the areas where the adaptation of the text is considered, there is also the concept of adaptation in translation. On this issue, Sessurova^[12] states in her scientific work that maintaining the comparability of the translation during the analysis of the source text and the translation is very important not only to ensure the practical significance of the text, but also to preserve its artistic

image. In addition, she showed in her scientific work that comparative translation should be based, first of all, on the sociocultural differences between the source text and the translated text^[12]. We agree with this conclusion, because it is known that a lot of work is done during the translation of the source text. As a result, it is correct that the adaptation of the translated original text is adapted depending on the reader’s perception. In this regard, the problem of linguistic adaptation, together with adaptation in translation, presents a good result of complex work. Sessurova^[12], considering the issue of preserving the comparability of translation, draws attention to two main aspects: the practical significance of the text and the preservation of its artistic image. This approach indicates the need to preserve the translation not only at the level of semantic transmission, but also its aesthetic and cultural values.

Her conclusion emphasizes the need to take into account the sociocultural differences between the source and the translated text in the process of comparative translation. In fact, each language contains not only a set of grammatical and lexical systems, but also cultural, historical and social features. Therefore, during translation, it is important to preserve not only the content of the original text, but also its cultural nuances, context and stylistic features.

This conclusion once again highlights the relevance of equivalence and adequacy in translation studies. A translator must convey the main idea and artistic structure of the original text in a way that is both natural and comprehensible for the target audience while maintaining its integrity. This issue is particularly significant in the translation of fiction, where emotional and stylistic nuances are as essential as the core content.

Sessurova’s^[12] research underscores the necessity of viewing translation not merely as a linguistic process but also as a cultural and aesthetic phenomenon. This approach holds a crucial place in modern translation studies, reinforcing the importance of considering sociocultural factors to enhance translation quality.

Brygina^[4] explores the role of adapted literary texts within the broader system of text genres, emphasizing the need to classify various types of textual transformations. She argues that transforming an original text into a secondary (adapted) version involves a process of compactification and adaptation. While these modifications share certain charac-

teristics, their functions and applications differ significantly. Textual transformation is inherently linked to comprehension, as understanding a text requires performing intellectual operations that involve restructuring and re-expressing ideas in an individual linguistic form.

In examining the adaptation and reduction of literary texts, Brygina^[4] highlights the necessity of determining their position within the text genre system. She asserts that while adaptation alters the structure and content of a text, its core meaning and communicative purpose must remain intact. Ultimately, the adaptability of speech stems from the fundamental properties of language itself, reinforcing the central role of adaptation in linguistic and translation studies.

The researcher draws attention to the fact that although textual transformations have common features, their functions and features of use are fundamentally different. For example, if reduction is necessary to preserve the main idea of the text, adaptation is carried out to tailor it to a specific audience or purpose. Although both of these processes are aimed at facilitating the reader's perception of the text, the methods of their use are different.

At the same time, Brygina^[4] shows a close connection between the process of text transformation and its understanding. Understanding is not only the ability to perceive information, but also to process it and re-present it in a separate linguistic form. In this context, text transformation is considered a complex of intellectual operations, as it requires a deep analysis of the structural and semantic elements of the text.

Brygina^[4] identifies four main linguistic methods of literary text adaptation — substitution, reduction (compression), addition (additional introduction), and inversion, showing that this process is complex and multifaceted. Each of these methods plays a specific role in the formation of differences between the original and adapted text. At the same time, the researcher notes that non-linguistic principles also play an important role in text adaptation.

In conclusion, the adaptation methods proposed by Brygina^[4] help to explain the transformations between the original and adapted texts. This conclusion is especially relevant in the fields of literary translation, adaptation of educational materials, language teaching and text processing. The combination of linguistic and non-linguistic approaches allows us to present the text in a way that is convenient and un-

derstandable to a new audience. The concept proposed by Brygina^[4] reveals the complexity of the processes of text transformation and comprehension and their connection with cognitive aspects. This approach can serve as an important theoretical foundation in the fields of text editing, adaptation and translation.

According to Zhinkin^[24], “language is based on the principle of substitution”. Also, according to Brygina^[4], the basis of adaptation is, in turn, substitution.

The well-known researcher J. Verschueren^[5], in his article “Adaptation and the Potential of Meaning,” presents the levels of potential. Level 1 is the undifferentiated and most extensive contextual environment, where meaning exists only in potential form. Level 2 is a more structured and organized contextual environment, which is created by the activation of the three cognitive abilities that underlie the formation of meaning. Level 3 is the level of linguistic mechanisms that allow us to identify specific meanings through certain linguistic means. As a result of these three levels, the researcher showed in his scientific article that the potential of meaning can be represented using a cartographic method. The basic idea in the study is that “language serves as a means of creating meaning.” In addition, when describing dynamic processes, the following should be taken into account:

- (1) The contextual and structural coordinates of linguistic means in the selection and interpretation of them.
- (2) The place of these processes in the structure of human thinking^[5].

According to J. Verschueren^[5], the study of meaning formation necessitates an analysis of three primary dimensions, which he outlines in a specialized framework. Research in this article demonstrates that adaptation and meaning potential are closely interconnected. This is because, during adaptation, the meaning embedded in the text must be preserved, even if modifications occur due to linguistic level adjustments. Scholars who have significantly contributed to the development of Linguistic Adaptation Theory have comprehensively examined the complexities of language adaptation.

Verschueren's^[5] article, *Adaptability and Meaning Potential*, presents meaning formation as a dynamic, multi-level process. His three-tier model explains linguistic meaning in progressive stages, from potential possibilities to its re-

alization through specific linguistic means. This model underscores that language is not merely a static system but a dynamic and evolving mechanism that constantly adapts to different communicative contexts.

A particularly noteworthy aspect of Verschueren's^[5] work is his emphasis on cognitive abilities in meaning formation. Since the selection and interpretation of linguistic elements depend on context and structure, analyzing their dynamics allows for a deeper understanding of meaning potential. His proposition that linguistic meaning can be represented through a cartographic method introduces an innovative approach in linguistics, drawing attention not only to language's structural aspects but also to the processes of its interpretation and adaptation.

Overall, Verschueren's^[5] ideas bridge cognitive and linguistic perspectives on meaning formation, offering a foundation for exploring the meaning-making function of language within a broader theoretical framework. This perspective provides valuable insights for linguistics, cognitive science, and communication theories. As Dyakova^[6] notes, although the volume of an adapted text remains approximately the same as the original, its structural organization and narrative form undergo modifications.

3. Methodology

Language adaptation is a complex and multifaceted process in which individuals or groups modify their speech acts in response to new communicative situations. This phenomenon encompasses changes at the phonetic, lexical, grammatical, and pragmatic levels, influenced by social, cultural, and cognitive factors.

This study examines linguistic adaptation through the analysis of texts, with a particular focus on fiction as the primary material for linguistic investigation. The adaptation of literary texts is considered from a linguodidactic perspective, emphasizing the necessity of adjusting grammatical structures, syntactic patterns, and morphological features to align with specific language proficiency levels. To preserve the original meaning while enhancing accessibility, modifications are made to the linguistic structure and form of the text. The article applies a simplification model, which involves making the

language of a narrative or literary work easier to comprehend.

The primary text selected for analysis was Y. Altynsarin's short story *Jaman joldas (Bad Comrade)*, chosen for its cultural significance, narrative clarity, and suitability for adaptation to multiple proficiency levels. The adaptation process employed defined linguistic adaptation strategies, including syntactic simplification (shortening and restructuring sentences), lexical substitution (replacing less common or abstract words with high-frequency equivalents), and sentence segmentation (increasing the number of shorter, self-contained sentences). Where necessary, abstract expressions were replaced with more concrete equivalents, and culturally specific items were adjusted for clarity. These changes aimed to maintain semantic integrity while improving accessibility for the intended audience.

To objectively evaluate the accessibility of the original and adapted texts, the Flesch–Kincaid readability formula was applied. For each version, we calculated:

1. Number of words (W);
2. Number of sentences (S); and
3. Number of syllables (SYL).

Calculations were performed step by step for each text, as illustrated in the Results section. The resulting scores were interpreted using the Flesch–Kincaid readability scale to determine the relative ease of reading and to confirm whether the adapted versions achieved the intended simplification. This combination of qualitative linguistic analysis and quantitative readability scoring ensured both analytical depth and methodological transparency.

This process extends beyond translation and linguistic editing; it is a comprehensive approach that also incorporates cultural, psychological, and social dimensions. Adapting texts according to language proficiency levels is a crucial aspect of practical language teaching and acquisition.

4. Results and Discussion

As a result of the research work of the researchers on text adaptation, an analysis was conducted using the original text (**Table 1**), comparing the original text and the adapted texts, and using the Flesch–Kincaid readability formula.

Table 1. Comparison of the original and the adapted texts.

Original Text	Adapted Text (A1 Level)	Adapted Text (B1 Level)
Eki dos kisi joldastasıp kele jatıp, bir ayuğa uşıraptı. Bul eki kisiniñ birewi �lsiz, auru eken, ekinşisi mıqtı, jas jigit, ayudı k�rgen soñ bul jigit, awrw joldasın tastap, �zi bir �lken a�aşqa şı�w�a basına şı�ıp ketti deydi. Auru bay�us a�aşqa şı�w�a d�rmeni joq, jerge quladı da sozılıp, �lgen kisi boldı da jattı: esitwi bar edi, ayu �lgen kisige t�meydi dep. Ayu bul jatqan kisiniñ qasına kelip �iskelep turdı da, dıbısı bilinbegen soñ tastap j�nine ketti. Munan soñ mana�ı joldası a�aştan t�sip, awrwdan suraptı: - Dostım, ayu qula�ı�na ne sıbırlap ketti? Auru ayttı deydi: - Ayu qula�ı�ma aqıl sıbırladı, ekinşı ret tar jerde joldasın tastap qaşatın dostarmen joldas bolma dedi, - deydi. (109 words) Ibray Altın-sarın <i>Jaman Joldas</i> (https://adebiportal.kz) (Traslation: Two friends were walking together when they encountered a bear. One of them was weak and ill, while the other was a strong young man. Upon seeing the bear, the young man abandoned his sick companion and quickly climbed up a tall tree. The poor sick man had no strength to climb, so he fell to the ground, stretched out, and pretended to be dead—he had heard that a bear would not touch a dead person. The bear came up to the man lying there, sniffed him, and, hearing no sound, left. After that, the young man came down from the tree and asked the sick man: — My friend, what did the bear whisper in your ear? The sick man replied: — The bear whispered wise advice to me: never be friends again with those who abandon you in a dangerous place, — he said.)	Bir k�ni eki dos ormanda kele jattı. Kenetten olardıñ aldınan �lken ayu sıqtı. Birewi k�şti j�ne jas edi. Ol qorqıp, tez a�aşqa �rmelep ketti. Al ekinşı birewi �lsiz edi. Ol a�aşqa şı�a almadı. �lsiz dosı jerge jatıp, dem almadı. Ol �lgendey boldı. Ayu o�an jaqındap kelip, t�skedi. Biraq ol q�mildamadı, dıbısı şı�armadı. Ayu onı tiri emes dep oylap, ketip qaldı. Jas dosı a�aştan t�sip: — Ayu sa�an ne ayttı? — dep suradı. �lsiz dosı jawap berdi: — Ayu ma�an aqıl ayttı. “Q�in kezde seni tastap ketetin adam dos emes dep” dedi. (88 words) (Traslation: One day, two friends were walking in the forest. Suddenly, a big bear appeared in front of them. One of them was strong and young. He got scared and quickly climbed up a tree. The other was weak and could not climb. The weak friend lay down on the ground and held his breath. He pretended to be dead. The bear came close and sniffed him. But he did not move or make a sound. Thinking he was not alive, the bear went away. The young friend climbed down from the tree and asked: — What did the bear say to you? The weak friend replied: — The bear gave me advice: “A person who abandons you in difficult times is not a true friend.”)	Eki dos birge jol j�rip kele jatıp, kenet aldarınan ayu şı�a keldi. Dostardıñ birewi jas �ri k�şti jigit edi, al ekinşisi �lsiz, nawqas adam bolatın. Ayudı k�rgen boyda jas jigit qorqıp, qasında�ı joldasın tastay sala, jaqın tur�an �lken a�aşqa �rmelep sıqtı. Al �lsiz dosınıñ a�aşqa şı�w�a şaması kelmedi. Ol jerde jatıp, �zin �li adam sıyaqtı k�rsetti. �ytkeni burın ayudıñ �li adamdar�a t�meytinin estigen edi. Ayu o�an jaqındap kelip, biraz �iskelep turdı. Biraq �lsiz dosı dem almay, q�mılsız jattı. Ayu onı şınimen �li dep oylap, e� ziyan ti�izbey, �z jolimen ketip qaldı. Biraz wa�ıttın keyin a�aştıñ basında�ı jigit t�men t�sip, joldasına jaqındap: — Dosım, ayu sa�an qula�ı�na ne dep sıbırladı? — dep suradı. �lsiz dosı s�l j�m�p: — Ayu ma�an mañızdı ke�es berdi. Ol “q�n ja�dayda seni tastap qaşatın adam�a e�aşan senbe” dedi, — dep jawap berdi. (132 words) (Traslation: Two friends were traveling together when suddenly a bear appeared in front of them. One of them was a young and strong man, while the other was weak and ill. At the sight of the bear, the young man became frightened, abandoned his companion, and quickly climbed up a tall nearby tree. The weak friend, unable to climb, lay down on the ground and pretended to be dead, for he had heard before that bears do not touch the dead. The bear came close to him and sniffed for a while. But the weak man held his breath and did not move. Thinking he was truly dead, the bear left without harming him. After some time, the young man climbed down from the tree and approached his friend: — My friend, what did the bear whisper in your ear? — he asked. The weak friend smiled slightly and replied: — The bear gave me important advice: “Never trust someone who abandons you in a difficult situation.”)

Table 1 presents an adapted version of the story *Jaman joldas* (*Bad Comrade*) by Y. Altınsarın, modified according to language level requirements. The adaptation process employed methods and techniques discussed in the theoretical section of this article, particularly replacement and reduction. As observed in the study, the number of words in the adapted text may either increase or decrease depending on the specific modifications applied. This variation highlights the flexible nature of linguistic adaptation.

A key observation in the adaptation process is the structural change made to the text. The structural adaptation method was utilized alongside the simplification model, incorporating both linguistic and non-linguistic strategies to enhance readability and accessibility.

Jones^[10] asserts that two essential aspects define a text: the contextual choices made within it and the interrelation-

ships between those choices. These elements enable us to perceive a set of words and sentences as a coherent text rather than a random sequence of linguistic units. According to Jones, the first factor that ensures textual cohesion is the inherent laws of language, such as grammar, which establish logical connections between words, sentences, and structural elements. These linguistic features facilitate the recognition of relationships between various choices, reinforcing the overall coherence and integrity of the text.

The original text in **Table 1** and the text adapted to A1 were analyzed syntactically, morphologically, and lexically.

1. Syntactic Analysis (by Sentence Structure)

The first text consists of complex, rather long sentences. Compound sentences are common, for example:

“B l yeki kisiniñ birewi  lsiz, auru yeken,

yekínshísí myk, ty, zhas zhígít, ayudy kergen soñ bül zhígít auru zholdasyn tastap, özi bir ülken aǵashtyñ basyna shyǵyp ketti deydi (‘One of these two men was a weak and a sick man, and the other was a strong, and a young man. When he saw the bear, the man abandoned his sick friend and climbed up a large tree.’).” Here, there are both compound and complex sentences.

In the second text, the sentences are short and simple. They consist mainly of simple sentences, for example:

“Bireui küshiti zhane zhas yedi. Ol k,ork,yp, tez aǵashk, a örmelep ketti. (‘One was strong and young. It was frightened and quickly climbed down.’)”

This is a simplified syntactic structure of the text, adapted for children or language learners.

2. Morphological Analysis (Word Formation, Forms)

In the first text, gerunds, participles, and auxiliary verbs are frequently encountered.

“auru zholdasyn tastap, özi bir ülken aǵashtyñ basyna shyǵyp ketti deydi. (‘He said that he had abandoned his sick friend and climbed up a large tree.’)”

Here, “*shyǵyp*” is a preposition, and “*ketti*” is a past tense verb.

In the second text, the words are simple, mostly using basic verbs and adjectives:

“Elsiz dosy zherge zhatyp, dem almady. Ol ölgendey boldy. (‘The weak friend fell to the ground and could not breathe. He seemed to be dead.’)” Here “*zhatyp*” is a preposition, and “*boldy*” is an auxiliary verb.

Moreover, while the first text contains many phrases with a variable meaning (“*ayu k, ulaǵyma ak, yl sybyrlady*”), in the second text they are given in a direct meaning (“*Ayu maǵan ak, yl aytty*”).

3. Lexical Analysis (Vocabulary, Style)

The first text uses a rich, artistic literary language, close to the traditional colloquial style:

“Ayu bül zhatk, an kisinin k, asyna kelip

iiskelep türdy da, dybysy bilinbegen soñ tastap zhönine ketti. (‘The bear approached the lying man who made no sound and sniffed him, , and after a while, he went away.’)” There are such artistic expressions as “*iiskelep türdy*” and “*tastap zhönine ketti*”.

In the second text, the words are simplified and adapted to modern, simple language:

“Ayu onu tiri emes dep oylap, ketip qaldı (‘The bear left, thinking he was dead.’)”. Here, the artistic elements are reduced, the words are simple and precise.

The first text has a complex structure and is rich in figurative language, whereas the second text is simplified, consisting of short sentences and adapted to a plain style. Syntactic difference — the first text contains many complex sentences, while the second one mainly consists of simple sentences. Morphological difference — the first text has more complex verb forms (gerunds, participles), whereas the second text frequently uses basic verbs. Lexical difference — the first text includes stylistic devices, while the second is written in a clear and straightforward style. Thus, the first text is a literary work, whereas the second text is an adapted, simplified version.

The original text and the A1-level adapted text were analyzed using the Flesch-Kincaid readability formula. We examined the readability of both texts using a numerical formula. The main formula is shown in Equation (1).

$$206.835 - 1.015 \times \left(\frac{\text{Number of words}}{\text{Number of sentences}} \right) - 84.6 \times \left(\frac{\text{Number of syllables}}{\text{Number of words}} \right) \quad (1)$$

Purpose of the formula: To determine how easy a text is to read.

Application: If a complex text needs to be simplified, sentences should be shortened, and simpler words should be used.

The original text and the A1-level text were analyzed using the Flesch-Kincaid readability formula. We analyzed the ease or difficulty of both texts using a numerical formula. The basic formula is shown below. The purpose of the formula is to determine how easy a text is to read, and

its application is to shorten sentences and use simpler words if a complex text needs to be simplified.

Original text (first text)

Number of words (W): 109.

Number of sentences (S): 8.

Number of syllables (SYL): 241.

Calculation steps:

Step 1:

$109/8 = 13.625$

Step 2:

$241/109 = 2.211$

Step 3:

$206.835 - (1.015 \times 13.625) - (84.6 \times 2.211)$

Step 4:

$206.835 - 13.822 - 187.212$

Step 5 answer:

5.954

Result:

Flesch-Kincaid readability: 5.95.

Adapted text (based on A1 level)

Number of words (W): 88

Number of sentences (S): 15

Number of syllables (SYL): 184

Calculation steps:

Step 1:

$88/15 = 5.87$

Step 2:

$184/88 = 2.09$

Step 3:

$206.835 - (1.015 \times 5.87) - (84.6 \times 2.09)$

Step 4:

$206.835 - 5.96 - 176.89$

Step 5 answer:

23.99

Result:

Flesch-Kincaid readability: 23.99.

Let's compare the Flesch-Kincaid readability scores for the texts (**Table 2**).

Table 2. The comparison of Flesch-Kincaid readability scores for the texts.

Text	Ease of Reading	Level of Understanding
First text	5.95	Very difficult
Second text	23.99	Difficult

1. First text (Flesch-Kincaid: 5.95)

- Very difficult level.
- Contains complex sentence structures.
- Difficult to read due to the large number of syllables.
- Intended for high school or university level readers.

i.e. the text is divided into shorter sentences.

- It is still not an easy-to-read text due to the large number of syllables, but it is easier than the previous version.
- Readability has improved due to the shortened sentences and reduced number of syllables.

2. Second text (Flesch-Kincaid: 23.99)

- This is also a complex text, but somewhat easier than the first.
- The number of sentences has increased (8 → 15),

The Flesch-Kincaid readability formula is the result of the work of two scientists: Rudolf Flesch and J. Peter Kincaid. There is a Flesch-Kincaid readability scale. This scale indicates how easy or difficult a text is to read (**Table 3**).

Table 3. A Flesch-Kincaid readability scale.

Reading Ease Score	Level of Understanding	Reader Level
90–100	Very easy	Children 5–6 years old (1st grade)
80–90	Easy	Children 7–8 years old (2nd–3rd grade)
70–80	Moderately easy	Children 9–10 years old (4th–5th grade)
60–70	Moderate	11–13 years old (6th–8th grade)
50–60	Moderately difficult	14–15 years old (9th–10th grade)
30–50	Difficult	High school students and students
0–30	Very difficult	Scientific, academic texts, professional terminology, fiction

The Flesch-Kincaid readability formula is one of the most effective tools for quantitatively assessing the complexity of a text. This scale makes it possible to determine a text's readability based on the reader's age and language proficiency.

This system plays a significant role in education, particularly in the development of textbooks and instructional materials. For instance, texts intended for schoolchildren should be easy (80–100 points), whereas texts designed for higher education or professional fields tend to be more complex (0–50 points).

However, it is important to note that this scale is based solely on syntactic and lexical indicators. That is, sentence length and the number of syllables per word are considered the primary factors. Yet crucial aspects such as the content and context of the text, the reader's background knowledge, and the specificity of the topic are not fully accounted for in these calculations. Therefore, although the Flesch-Kincaid formula is an objective assessment method, additional analysis may be required to determine a text's actual complexity. Overall, this scale serves as a useful tool for language learners, textbook authors, editors, and teachers. However, when

using it, it is also essential to consider the content-related aspects of the text.

Words are connected in a specific order, which is sometimes referred to as syntagmatic relations. While words can be arranged in various ways, in everyday communication, people tend to favor linguistic predictability, as it facilitates comprehension and usage^[11]. If we agree with this perspective, then linguistic predictability indeed makes everyday communication easier to understand. In a language, words are linked in a specific sequence, forming syntagmatic relations. During the adaptation of a text, changes may occur in word order, sentence shortening, as well as grammatical modifications. Both linguistic and non-linguistic methods are applied in this process.

To summarize the analyzed texts, a distinction is made between authentic texts and secondary texts. An authentic text is an original, unadapted text intended for a general audience, whereas a secondary text is a revised or adapted version derived from an authentic text. A secondary text differs from an authentic text in terms of origin, purpose, and degree of authenticity. The main differences and characteristics of these two types of texts are presented in **Table 4**.

Table 4. Characteristics of authentic and secondary text.

	Authentic Text	Secondary Text
Characteristics	Main focus: authentic, for native speakers; purpose: the main focus is on native speakers, not on special learners, but on immersion in the language environment; form and content: uncomplicated, complex vocabulary, complexity of sentence structure, and the presence of culturally specific elements.	Main focus: based on a source text or an existing text; purpose: often aimed at language learners or a larger audience with specific needs; form and content: simplified; adapted to the goals of the audience.
Examples	- Articles in newspapers and magazines. - Posts on social networks. - Works of fiction. - Speeches, interviews. - Documents, instructions, letters, reports.	- Adapted materials. - Language learning materials. - Explanations or summaries of works. - Texts used for teaching (for example, specially written dialogues or articles). - Abridged versions of books or scientific works. - Texts with special explanations
Advantages	- Provides an opportunity to get acquainted with the real scope of language use - Contains rich cultural information in the lexical fund. - Develops linguistic competence at a high level.	- Suitable for educational purposes. - Designed taking into account the level of preparation of the audience. - Helps to understand the information through key words. - Helps to understand the main idea of the text.
Disadvantages	- May be difficult for language learners due to lack of adaptability. - Contains jargon, idioms, or complex grammatical structures.	- As a result of simplification, cultural differences may not be reflected. - Sometimes the naturalness of the language may not be conveyed.
Origin or use	Original materials	Adapted or recycled materials
Target audience	Native speakers	Language learners or target audience
Complexity	High	Systematic (depending on level)
Usability	To teach real communication so that you can speak in your native language	Learn a language step by step

From the table, we can conclude that authentic texts are more suitable for immersion in a real language environment, while secondary texts serve as a useful tool for learning the language at a specific level or for conveying information in an accessible manner. The use of secondary texts depends on the learner's proficiency and the context in which they are applied.

Regarding secondary texts, Ionova's^[25] research highlights their increasing significance in the communicative space of society. She states that secondary text structures play an increasingly important role among the speech products functioning in the communicative space of society. The skills of summarizing read or heard information, retelling it for various purposes, compiling summaries, annotations, abstracts, as well as presenting information in the form of a synopsis or thesis, sometimes in a parody style, are important components of the communicative competence and speech behavior of an individual. These concepts cover a wide range of properties of the phenomenon under consideration, which can often be contradictory. One reason for this is the use of different terms borrowed from different linguistic paradigms to designate the characteristics of similar secondary text structures. In addition, this diversity is associated with the nature of these phenomena, since they simultaneously encompass language and speech, can be analyzed in terms of form and content, touch upon the main properties of linguistic units, and determine their temporal and situational features. Based on this conclusion, we can say that the secondary text occupies a special place in the form of an adapted text. Ionova's conclusion comprehensively reveals the importance of secondary text structures in the communicative space. She notes that various forms of secondary text — such structures as summaries, annotations, abstracts, synopses, and theses — are important for the communicative competence of an individual. At the same time, she draws attention to the fact that, due to the complex and multifaceted nature of these structures, terms borrowed from different linguistic paradigms are used to describe them.

The importance of this opinion is especially noticeable in the modern information society. The skills of perceiving, processing and reproducing various texts every day are widely used, from the educational system to professional spheres. At the same time, the contradictory properties of secondary text structures indicate their universality, since

they include, in addition to the systemic properties of the language, features related to the speech situation.

In this regard, Ionova's reasoning not only demonstrates the importance of studying secondary text structures but also aims to deeply understand their role at the linguistic and communicative levels.

5. Conclusions

Linguistic aspects and stylistic features of text adaptation are among the most important issues in modern linguistics. This study explored the theoretical foundations of linguistic adaptation and its relationship with text adaptation. The relevance of this research lies in the need to overcome language barriers and ensure that texts are adapted to their target audiences. In this context, the main objective was to analyze the process of linguistic and textual adaptation from both theoretical and practical perspectives.

Various methods were employed in the study. Specifically, the comprehensibility of texts was assessed through comparative analysis, the simplification model, linguistic and non-linguistic methods, and the Flesch–Kincaid readability formula. A literature review was conducted to examine the works of scholars in the field of linguistic and textual adaptation and to analyze their key findings.

The study results revealed differences between the original and adapted versions of the text. By comparing authentic texts with secondary texts, the primary features of text adaptation were identified. During the adaptation process, linguistic units underwent structural and semantic transformation. Moreover, the adapted text was found to be easier to read and more accessible to the target audience, demonstrating the effectiveness and significance of adaptation.

The structure, lexical units, and grammatical features of the original text were modified to align with the linguistic and cultural characteristics of the recipient. This type of adaptation plays a crucial role not only in translation but also in education, media, advertising, and various other fields.

Overall, the findings highlight the complexity of linguistic and textual adaptation. This process enhances text comprehensibility and improves communicative effectiveness. Furthermore, adaptation is shown to be a multifaceted phenomenon encompassing not only linguistic modifications but also broader structural adjustments. Future research

should explore additional factors influencing adaptation, particularly cultural and cognitive aspects.

Recent advances in AI-based text simplification and natural language processing (NLP) have opened new possibilities for operationalizing the adaptation strategies identified in this study. Transformer-based neural models and other deep learning architectures can automatically adjust sentence complexity, replace low-frequency lexical items, and segment long passages into shorter units while maintaining semantic accuracy^[26,27]. In corpus linguistics, the availability of large-scale learner corpora and parallel corpora of original and simplified texts allows researchers to identify adaptation patterns across genres and proficiency levels, providing robust benchmarks for both human and AI-assisted adaptation.

The results of this study offer direct benefits for language education and material design. The identified adaptation strategies — such as syntactic simplification, lexical substitution, and sentence segmentation — can be implemented by teachers and curriculum developers to create level-appropriate reading materials that retain semantic richness while ensuring accessibility. The Flesch–Kincaid readability formula provides a practical, quantitative tool for assessing whether adapted texts meet the intended difficulty level, enabling educators to tailor content to learners’ proficiency in a systematic way. In classroom practice, such adaptations can support differentiated instruction, foster learner confidence, and facilitate progressive skill development, particularly in contexts where exposure to authentic texts may otherwise overwhelm novice learners.

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All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

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