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**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

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**Annotated Translation of Selected Tales from the Ecuadorian Literature
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I, Pérez Ventura, Génesis Nicole

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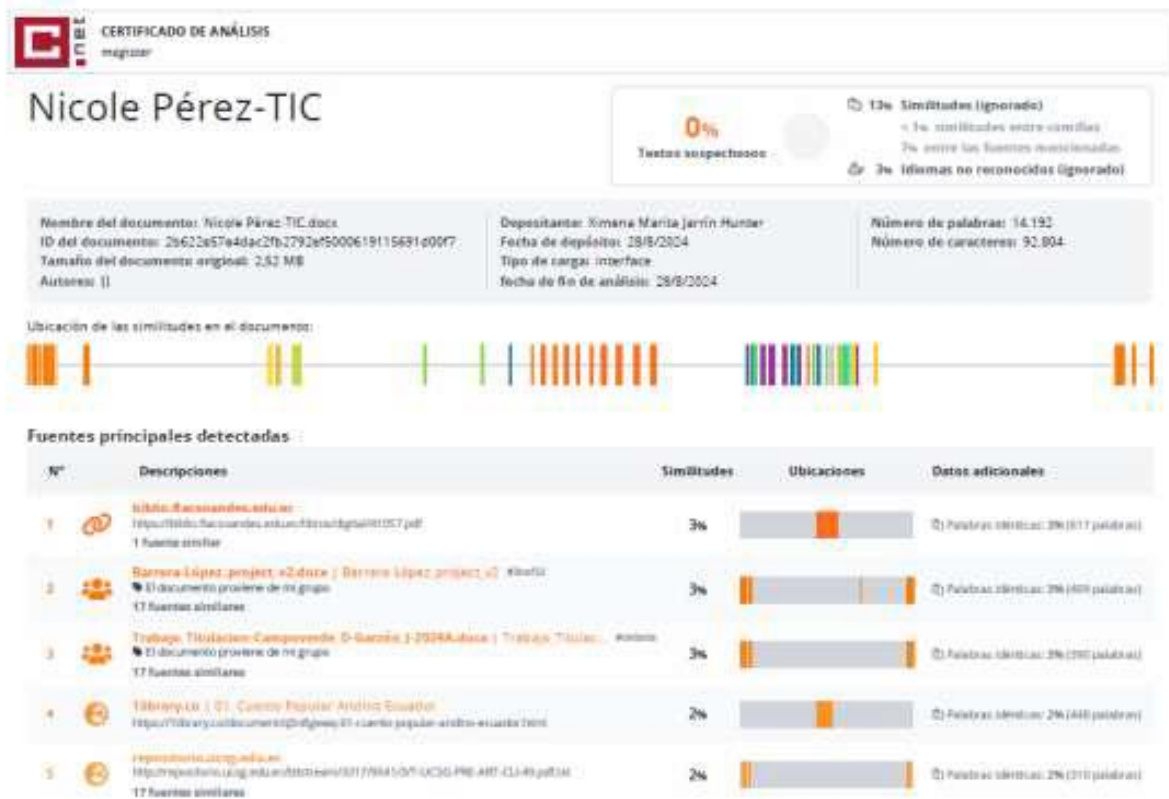
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DEDICATION

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ABSTRACT

This undergraduate project focuses on producing the annotated translation of selected tales from the Ecuadorian literary work "Cuento Popular Andino" and incorporate to the TT reading comprehension activities in English for high school students at A1 and A2 EFL English proficiency levels. The study highlights the cultural and educational significance of using national literature to improve English reading skills. Through a qualitative methodology, the translation techniques described by Paul Newmark were used as tools to analyze the Target Text (TT). Annotations of five selected tales were produced, which means a thorough explanation of idiomatic and communicative translation techniques to ensure clarity and fluency in the target language. Additionally, this work is complemented by reading comprehension activities formulated out of some paragraphs from the translated tales, which will be uploaded on an educational platform to facilitate accessibility and engagement for both teachers and students.

Keywords: Annotated Translation, EFL Education, Reading Comprehension, Ecuadorian Literature.

INTRODUCTION

This work focuses on the importance of developing comprehensive reading skills in the context of teaching English as a foreign language (EFL) for high school students at levels A1 and A2. It specifically addresses the translation techniques employed to create literary resources based on texts from Ecuador. In this regard, two key aspects of translation are highlighted: one that emphasizes the Source Language (SL) and another that emphasizes the Target Language (TL). For this work, the latter approach has been applied in the preparation of annotated translations of selected stories from the book "Cuento Popular Andino" by Abdón Ubidia. These annotated translations maintain the original idea and intention of the text while adapting the language to A1-A2 levels, making it accessible for secondary school EFL students.

In Ecuador, there is a notable absence of academic resources that intertwine local culture with texts aimed at developing reading comprehension skills. This deficiency contributes to the country's low English proficiency on an international scale, despite the efforts of entities such as the Ministry of Education to promote programs that strengthen English language learning.

Thus, this work underscores the importance of creating literary and didactic resources that enhance reading comprehension skills in EFL students at the secondary school level, specifically targeting A1 and A2 proficiency levels. These resources not only aim to improve language skills but also to increase students' motivation by connecting with their cultural interests and reinforcing their cultural identity. Additionally, the resources will be complemented by activities designed to further develop students' reading comprehension abilities.

1.1. PROBLEM STATEMENT

Authors such as Leones & Peña (2016), Cain (2016), and Al-Jarrah & Binti (2018) have studied problems related to reading comprehension and have determined that difficulties in this area are due to a number of factors: insufficient vocabulary knowledge, which limits the understanding of technical words and multiple connotations; the syntactic complexity of the texts, which includes sentences with multiple clauses and complex grammatical structures; insufficient grammatical knowledge, necessary to correctly interpret expressions; the lack of skills to make inferences and to integrate non-explicit information; limited attention and use of ineffective reading strategies; unfavorable environmental factors affecting concentration; the lack of prior knowledge to connect new information with what is already known; and verbal working memory problems, which make it difficult to integrate and draw inferences.

Hidalgo et al, (2023) explain that these problems are present in Ecuadorian high schools, in both ways: Spanish and English studies, due to the lack of motivation and reading habits. Burga et al. (2024) determine that there are reading comprehension problems even in the teachers who are training for the professional career of Languages.

In order to fill these gaps, national literature works are useful in reading comprehension exercises to develop reading skills. This approach would not only provide a considerable number of teaching resources but it would also increase the motivation of students to study English. Students would have a context prior to reading, facilitating their understanding and helping them to perform the exercises coming from these literary works, which would help them overcome the typical limitations when studying English as a foreign language.

1.2. JUSTIFICATION

Integrating Ecuadorian literature into EFL study plans is a crucial strategy for enhancing students' reading comprehension skills. Using didactic resources that are part of the country's cultural history not only motivates students to actively participate in class but also provides them with a familiar context that facilitates language acquisition. When students engage with texts that reflect

their own culture, they can better connect new information with their prior knowledge, improving their comprehension and expanding their vocabulary.

This approach is reinforced by Stephen Krashen's (1985) hypothesis, which emphasizes the importance of extensive reading for language development. Krashen suggests that students acquire language most effectively when they are exposed to comprehensible material, including reading materials that are interesting and slightly above their current level of competence. The inclusion of translated and adapted stories from Ecuadorian "Cuento Popular Andino" meets this criterion, offering students accessible and culturally relevant content that significantly strengthens their language learning process.

1.3. RESEARCH QUESTIONS

- What adaptations should be made to a reading text aimed at A1-A2 English level readers?
- What tales should be selected for reading comprehension exercises for EFL high school students?
- What techniques should be used for the translation of "Cuento Popular Andino"?
- What pre, during, and post reading activities are suitable for a cultural text that aims at developing reading comprehension at A1-A2 level of English?

1.4. GENERAL OBJECTIVES

To develop reading activities for high school students, through annotated translation of the Ecuadorian literature work "Cuento Popular Andino" for improving reading comprehension skills in EFL high school students at A1 – A2 level.

1.5. SPECIFIC OBJECTIVES

- To render the annotated translation of five stories taken from the literary work "Cuento Popular Andino".
- Analyze the techniques used in the rendering of the five stories of the book "Cuento Popular Andino".
- To develop activities that boost reading comprehension skills in EFL high school learners.

LITERATURE REVIEW

2.1. READING

Reading is the ability to identify and decode words, to assign them a meaning, that is, the ability to interpret and understand the content of the text. This skill is fundamental for the acquisition of knowledge and communication, which facilitates EFL in high school students. (Peñafiel, 2014)

2.2. READING STYLES

Yazar (2012) explains that one of the best forms to improve reading comprehension is to apply reading styles according to students' needs. To know the main reading styles are: intensive and extensive reading, scanning, skimming, search reading, receptive reading, critical reading, reading for meaning, prediction, redundancy" (pág. 36)

2.2.1. Intensive and Extensive Reading

Intensive and extensive reading represent two different approaches to teaching reading; intensive reading focuses on detailed analysis of short texts under the guidance of a teacher, seeking to understand both content and structure; while extensive reading is done on long texts and is done autonomously. (Muchtar, 2019)

2.2.2. Scanning

Scanning is a fast and superficial reading technique that allows you to find specific information within a text in the shortest amount of time possible. This method prioritizes speed over understanding and retaining information. (Fuela & Tipantasi, 2021)

2.2.3. Skimming

Skimming is a fast-reading technique that matches the main ideas from the reading; this technique seeks select and analyzes primarily the main sentence from each paragraph, and requires a specific attention level for maintaining the information, it is used on specific contexts. (Fuela & Tipantasi, 2021)

2.2.4. Search Reading

Search reading is also a quick reading technique similar to skimming. It seeks to find a specific idea, once it finds, it performs a sequential and careful reading of the text. This technique bases on the identification of subtitles and summarizes relevant information. (Urquhart & Weir, 1996)

2.2.5. Receptive Reading

It is a technique that focuses on understanding the author's intention in a general way, so attention is paid to the entire text as a whole and main ideas are summarized, underlining relevant parts of the text in addition to taking notes and synthesizing the information in a general way. (Yazar, 2013)

2.2.6. Critical Reading

It is a type of critical reading where the veracity of the information presented in the text is questioned, which is why it requires a deep and critical evaluation. To carry out a correct analysis, it is required to have prior notions of the information presented on the topic. (Yazar, 2013)

2.2.7. Reading for Meaning

It is a type of technical reading, which aim is to analyzes and understand the specific communicative intention of the author. Attention is paid to both main and supporting ideas, understanding the author's position is more important than identification of the structure of the text or the grammatical analysis of each word; information is usually outlined in short paragraphs to facilitate in-depth understanding. This technique, like critical reading, promotes reading comprehension. (Clarke & Silberstein, 1979)

2.2.8. Prediction

In this reading technique, the reader aims to anticipate the content and intention of the author before carrying out an in-depth reading of the topic. Once the analysis is carried out, it systematizes the information in large blocks of text to analyzes whether his prediction is in accordance with the content of the reading; this technique motivates reading habit and comprehension,

because although the predictions are not accurate, they encourage critical analysis. (Torres & Gómez, 2019)

2.2.9.Redundancy

It is a didactic technique that teachers apply to facilitate the acquisition of vocabulary through the repetition of ideas in the text, this repetition of information can be linguistic and non-linguistic through the use of images or paralinguistic through expressions and intonations, it is a mechanism that it seeks to promote an advanced level of vocabulary in the student since first it presents the idea in an easy way and then with a language that is not so common. (Zola, 1984)

2.3. READING COMPREHENSION

Comprehensive reading is a mental process superior to word decoding. According to Kusumarasdyari (2023) in his article “reading comprehension in EFL: an overview” it is a complex process of analysis which requires to understand the context and structure of the writing, to have prior knowledge that has a connection with the topic and understand the author's communicative intention. This mental exercise allows you to improve critical thinking, since you must interpret, question and reflect on the reading, which allows a connection and understanding of the information acquired.

Besides, Kusumarasdyari (2023) cites Ruddell (2001), Smith (2004) and Goodman (1988) for describing reading comprehension as:

A process in which the reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, the stance s/he takes in relationship to the text, and immediate, remembered, or anticipated social interactions and communication (pág. 415)

Smith (2004) details that there is no exact definition of reading comprehension; however, he understands it as the reduction of uncertainty in three phases: letter identification, word construction, and assignment of meanings.

Finally, Goodman (1988) defines reading comprehension as:

A perceptive language process. This psycholinguistic process starts with a linguistic surface representation encoded by a writer and ends with meaning that the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought (p. 12)

2.4. IMPORTANCE OF READING COMPREHENSION

Regarding reading comprehension there are several studies that determine its importance. The Ecuadorian author Katherine Salvado (2010) details the importance that this skill has in the workplace and in communication with foreigners who do not speak Spanish, however the author recognizes that the level of reading comprehension in Ecuador is low. According to Ecuadorian students, this is the most difficult ability linked to the language, which is why they want to translate each word, which makes their learning difficult and highlights their shortcomings in terms of not possess reading comprehension skills.

In this regard, Marslen (2023) establishes that reading requires a process superior to simply recognizing words, since the context must be understood and the information must be reorganized to be able to understand it, however Zhen (2023) maintains that having knowledge of vocabulary can help to reading comprehension either semantically or through inference from the text. Finally, the Ecuadorian author Edison Penafiel (2014) details that:

The understanding of a text should be interpreted at different levels: literal, inferential and critical-evaluative. A literal level is to understand everything that the author explicitly communicates through a text. Understanding a text at an inferential level means to interpret everything that the author wants to communicate, but that sometimes he does not explicitly say or write; understanding a text at a critical- evaluative level means to value, project and judge both the content of what one author states in his writing as well as the inferences or relationships that can be established from what appears in the text produced by an author (p. 218)

2.5. READING SKILLS

The Reading Skills are specific abilities that allows understand, interpret, and analyze papers. These abilities develop with practice and are very important for a correctly alphabetization and get relevant information from written texts. (Gutiérrez & Planelles, 2022)

2.5.1.Types of Reading Skills

Musumeci and Lee (1988) defined a hierarchy for the Reading Skills in the EFL context. It consists of five levels: enumerative reading, orientation reading, instructive reading, evaluative reading, and projective reading

- **Enumerative reading:** This is the most basic reading category, the reader recognizes and understands elements that have already been memorized, this ability allows the reader identify quickly familiar written information without a deep analyze.
- **Orientation reading:** This ability focuses on the capacity of skimming and scanning texts for obtaining specific or general information. It is useful for understanding the main idea of the text and schemes on key points.
- **Instructive reading:** This ability focuses the capacity to decode the words meaning, phrases and classify the information found in the text; it requires detailed and deep reading, focusing on key elements.
- **Evaluative reading:** It allows the reader use contextual elements and its previous knowledge for inferring, guessing, hypothesizing, interpreting the text content longer and more complex. It means understand in a critical form the text, obtaining deep information, and not superficial, integrating the text with knowledge and experience for a complete comprehension.
- **Projective Reading:** The reader has one of the most advanced reading abilities, which helps them not just verify the hypothesis during the reading, but extends those hypotheses beyond the text by performing a critical analysis and determining the veracity or usefulness of the information. This analysis requires evaluation and use of prior knowledge to relate the text content with broader ideas.

2.6. TEACHING READING SKILLS

Mulatu and Regassa (2022) propose that reading lessons in EFL are determined under three phases: pre-reading, reading during and post-reading. They also mention that Harmer (2008) lists six keys to teaching reading:

- Reading is not a passive skill
- Students need to be engaged with what they are doing
- Students should be encouraged to respond to the context of a reading text, not just to the language
- Prediction is a major factor in reading
- Match the task to the topic
- Good teachers exploit reading text to the full (pág. 8)

2.6.1. Types of Activities to Teach Reading Skills

Ardhian et al. (2020) explain that improving students' reading skills is essential for their academic success. For this reason, it is necessary to present three effective techniques to improve the reading level, along with their practical application and concrete examples.

First, the "Directed Reading Thinking Activity DRTA" is mentioned, which guides students to ask questions about the text, make predictions and then read to confirm or reject their predictions, applied in the classroom through a process that begins with the selection of text, prediction of the text, reading by sections, confirmation or predictive modification and discussion in classes. A useful example based on the above is selecting a short animal story, generating initial predictions about the content of the text, discussing the predictions, and comparing the discussions with the outcome of the story and lessons learned.

In second place is the PQ4R (Preview, Question, Read, Reflect, Recite, and Review) technique, which focuses on students' efforts to understand texts independently, since it helps them concentrate, practice speed reading, develop critical skills and remember the material read. Its application in the classroom includes six points: the preview, the elaboration of the question of the text, the reading, the reflection, the summary and the final review of the text. For example, in an article about the water cycle, students preview the

content, ask questions, read for answers, reflect, recite in their own words, and review the text to consolidate their understanding.

Third, Critical Thinking Skills are essential for reading comprehension, allowing students to analyse and evaluate the text. For example, in an article about the pros and cons of social media, students highlight arguments, discuss in groups, categorize main ideas, and propose solutions to maximize the benefits and mitigate the risks of social media.

Jeremy Harmer (2008), regarding his six keys to teaching reading, indicates that these should be taught using the following methodology:

- **Active Reading:** Students should be actively involved in understanding the text, not just decoding words.
- **Engagement with the Text:** Activities that keep students interested in and engaged to the content of the text.
- **Response to Content:** Questions and discussions that allow students to respond to the meaning and message of the text.
- **Prediction:** Activities that encourage prediction of text content based on clues such as the title and images.
- **Appropriate Tasks:** Activities and questions designed specifically for the topic of the text, maintaining its relevance and interest.
- **Full Exploitation of the Text:** Integration of the text into interesting class sequences and use of the topic for discussions and additional tasks.

Mulatu and Regassa (2022) detail the reading phases. They mention that in the pre-reading phase, the aim is to generate interest in the content, activate prior knowledge and provide a guide to the vocabulary present in the text. In the reading phase, the student is asked to silently read the entire content of the text and perform exercises to measure their level of understanding such as solving questions, matching content or completing information textually. Finally, in post-reading, the student makes inferences about the content with personal experiences, question the veracity and usefulness of the information and carry out complex analysis activities such as expositions of positions and formal writings regarding the content of the text.

2.7. CRITERIA FOR SELECTING LITERARY WORKS

When selecting literary texts to generate translations intended for secondary EFL students at levels A1 and A2, several criteria must be considered to determine the way and the access of these texts. First, it is necessary to determine if the lexicon and syntax are appropriate to the level of the students, in order to be able to adapt it to the given academic context. Bibby (2014) mentions that when the complexity is greater than the student's capabilities, he or she becomes frustrated. Therefore, the texts must be adapted to a known lexicon and an understandable syntax.

In addition to the linguistic structure of the text, the length of the text must be considered, especially in the L2 context, since the longer the text, the more concentration and bases in lexicon and syntax will be needed. It can be established that according to psycholinguistic theories classical, L2 readers, unlike L1 readers, face a greater challenge in information processing and word recognition. Bibby (2014) points out that although extensive works are more useful in language teaching contexts, these types of texts must be introduced progressively, allowing the student to improve their understanding and reading skills. Reading in L2 represents a challenge and not correctly managing the teaching material can lead secondary EFL students at levels A1 and A2 to become demotivated and hinder their learning progress.

Finally, the interest and relevance that the texts may generate in secondary EFL students at levels A1 and A2 must be taken into account. Bibby (2014) mentions that texts that enter the students' usual context, either touching their reality or their historical bases such as legends and stories, tend to capture their interest more; which reinforces the selection of the texts presented in this work, because these belong to the historical and popular background of regional and national literature.

2.8. ANNOTATED TRANSLATION

Acosta & Lourenço (2023) define Annotated Translation as a cognitive process in which a text is transferred from one language to another while striving to preserve its original meaning and essence. In this regard, Julia Eka (2022) elaborates that Annotated Translations not only preserve the original intention

of the text but also appropriately adapt the writing to suit various academic levels, including those of secondary school readers. This approach ensures that the translation is accessible and comprehensible to students while retaining the text's contextual integrity.

Specifically, the difference between an Annotated Translation and a simple translation is that in the former the interpreter seeks to preserve the context and help the reader understand it, while in the latter the interpreter only seeks to transfer the linguistic content from one language to another.

This technique is particularly advantageous in the present work, where national stories are carefully adapted to A1-A2 levels, aiming to maintain the original intention of the text while making it suitable for secondary school students.

2.9. ABBREVIATIONS USED IN TRANSLATION

The University of Oxford (2011) determined a list of the most common and useful abbreviations used in translation work, of which the following are especially useful for Annotated Translation:

- **SL (Source Language):** determined as the original language from which the translation will be made, variations in slang must be taken into account depending on the original region from which it is translated.
- **ST (Source Text):** determined as the linguistic body on which the translation will be made, which must try to preserve the original essence that the author sought to transmit.
- **TL (Target Language):** established as the final language to which the translation is intended to be carried out.
- **TT (Target Text):** corresponds to the final translation of the text selected in the SL, which seeks to maintain the author's original intention.
- **L1:** Mother tongue
- **L2:** Second language

2.10. TRANSLATIONS TECHNIQUES

Authors such as Paul Newmark (1988), Lawrence Venuti (1995) and Gideon Toury (1995) described the different translation techniques and the most suitable uses of each one. They also agreed that the translator's notes enriched the translation and preserved the original author's intention.

Paul Newmark (1988) determines two aspects of translation methods: the SL emphasis composed of the methods of word-for-word translation, literal translation faithful, semantic translation; and the TL emphasis composed of the methods of Adaptation, Free translation, Idiomatic translation, Communicative translation.

2.10.1. Word-For-Word Translation

This method is a direct method of interlinear translation, because it only transfers from SL to TL the most general meanings of the terms present in the translated text, leaving aside the contextual importance and the intention of the original author. In this method, the SL words are transcribed in their entirety, as long as there is no direct translation in the ST of the term. This technique is usually used as a first outline to understand the content and mechanics of the text (Newmark, 1988).

2.10.2. Literal Translation Faithful

The Literal translation method is similar to the word-for-word translation method. However, in literal translations the TL term that best suits the original meaning that the term would have in the SL is applied. On the other hand, faithful literal translation seeks to preserve the original intention and context expressed by the author of the ST, this method transfers cultural words with TL Acosta terms from the linguistic structure of the text (Newmark, 1988).

2.10.3. Translation Semantic

Semantic translation takes into account the aesthetic value of the original text, compromising on meaning when necessary to avoid dissonance, puns or repetitions. Allow for creative exceptions and use neutral functional terms

instead of direct cultural equivalents, maintaining the intent and context of the original text (Newmark, 1988).

2.10.4. Adaptation

Adaptation is the freest form of translation and is mainly used for plays and poetry, where the themes, characters and plots of the ST are maintained, although they are adapted to the context of the TL (Newmark, 1988).

2.10.5. Free Translation

This method as such is not considered a translation technique, since it generally paraphrases the text with the intention of the author of the TT (Newmark, 1988).

2.10.6. Idiomatic Translation

The Idiomatic translation seeks to transmit the original message, to do so it includes colloquialisms from the TL that are not in the ST (Newmark, 1988).

2.10.7. Communicative Translation

Communicative translation attempts to interpret the exact contextual meaning of the ST so that, the content and the language are easily understood by readers of the TL. This method seeks to be simple, clear and brief, which is why it is written in a natural and creative style (Newmark, 1988).

2.11. BIOGRAPHY OF ABDÓN UBIDIA

Abdón Ubidia, born in 1944, is an Ecuadorian writer and literary critic. Throughout his career, he belonged to the Tzántzicos literary group and was a member of the magazine's editorial board. "La Bufanda del Sol". He directed the cultural magazine "Palabra Suelta" and served as General Director of Editorial "El Conejo". During his life, he has obtained numerous prizes and recognitions for his literary work. Among the most notable are the "José Mejía Lequerica" National Award, which he obtained in 1979 in the short story category for his work "City of Winter", and in 1986 in the novel category with his work "Sueño de Lobos"; the "Joaquín Gallegos Lara" award in 2004, and

the "Eugenio Espejo National Award" in 2012. (Embajada del Ecuador en Italia, 2017)

Regarding the book "Cuento Popular Andino" (1983), this was a compilation for the Andean Institute of Popular Arts of the Andrés Bello Convention, in which collects the most traditional stories, legends, myths and cases of Central and South America.

2.12. ANALYSIS OF THE BOOK "CUENTO POPULAR ANDINO"

Popular literature arises from oral transmission, from stories passed from generation to generation that seek to explain facts, transmit values or preserve traditions. This intergenerational oral transmission is defined mainly because it avoids mentioning a specific author since many times the content of the story changes or adapts to the style of the person telling it.

The book "Cuento Popular Andino" compiled by Abdón Ubidia for the Andean Institute of Popular Arts of the "Andrés Bello" Convention collects the culture and traditions of Bolivia, Ecuador, Peru and Panama, within the book there is a classification for the cultural vestiges. These can be understood as stories, legends, mystical stories, and cases; styles that, although they emerge from oral translation, have marked differences in terms of their level of influence and usefulness in the community. (Ubidia, 1983)

METHODOLOGY

3.1. METHODOLOGY

The methodology presented in this work is qualitative with an analytical approach. Under this model, we seek to establish a way to generate annotated translations of Ecuadorian stories and to prepare them, the translation techniques described by Paul Newmark (1988) were analyzed. Newmark determines two approaches when translating, the emphasis on Source Language (SL) composed by the methods of word-for-word translation, literal translation faithful, semantic translation; and the emphasis on the Target Language (TL) composed by the methods of adaptation, free translation, idiomatic translation, communicative translation.

The difference between the approaches in SL and TL described by Newmark (1988) is that, while the translations that have their focus in SL prioritize the original grammatical aesthetics present in the ST, leaving aside the fluency and understanding with which the translation is presented of the TT; while the focus on TL seeks to ensure that the translation is understood more fluently by the L2 reader than to rigidly maintain the content of the ST, so the difference lies in the flexibility of the translated content versus its fluency.

The selected stories that belong to the book "Cuento Popular Andino" are: "Story of the Youngster", "The Rich and the Poor Brother", "The Tiger and the Rabbit", "A Lazy but Very Devout Girl" and "The Three Sisters". Through these stories, the aims of this work author are to make annotated translations, that conveys the message of the Source Text by adapting it to the Target Text, and to improve reading comprehension skills through reading exercises for EFL students in A1 and A2 academic contexts.

3.2. INSTRUMENT FOR THE ANALYSIS OF TRANSLATION METHODS

The methods described by Paul Newmark (1988) are techniques that can be interrelated in the same text, so the differentiation between each one or their general approaches in SL or TL are not mutually exclusive; as a general explanation of the approach of each technique, the following table is presented

Table 1 Methods described by Paul Newmark

Approach	Method or Technique	Explanation
Source Language (SL)	word-for-word translation	If you translate speech or writing word for word
	literal translation faithful	only focusing on the language of the original text
	semantic translation	the process of using semantic information to aid in the translation of data in one representation
Target Language (TL)	Adaptation	the action or process of adapting or being adapted.
	Free translation	a translation that reproduces the general meaning of the original text
	Idiomatic translation	achieving a target text that sounds natural in the target language
	Communicative translation	attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original

Source: Developed by Génesis Nicole Pérez Ventura

3.3. FINDINGS

The translations of the “Cuento Popular Andino” stories demonstrate the interrelation between the different translation approaches and methods exposed by Newmark (1988). These translations, which maintain the original intention of the author of the ST while adapting the texts to the TL, will help to achieve an efficient target text to be used by high school students at levels A1 and A2, so that they can understand the context and focus of each story.

Therefore, although Newmark's methods are not mutually exclusive, there is a greater impact on the application of techniques that focus on Target Language (TL) in order to obtain a more fluent TT for high school students in levels A1 and A2, which in turn promotes their reading comprehension.

Below there is a table that illustrates the techniques presented in the translation of each selected story.

Table 2 Methods used in translations

Story	Methods Applied
Story of the Youngster	Idiomatic Translation
	Communicative Translation
	Adaptation
The Rich and the Poor Brother	Literal Translation Faithful
	Adaptation
	Word-for-Word Translation
	Communicative Translation
The Tiger and the Rabbit	Adaptation
	Communicative Translation
	Idiomatic Translation
A Lazy but Very Devout Girl	Literal Translation Faithful
	Idiomatic Translation
	Communicative Translation
The Three Sisters	Adaptation
	Communicative Translation
	Idiomatic Translation
	Semantic Translation

Source: Developed by Génesis Nicole Pérez Ventura

3.4. EXAMPLES OF APPLICATION OF THE METHODS IN THE RESULTS

3.4.1. Example of application in the tale Story of the Youngster

Table 3 Example in the tale Story of the Youngster

ST	TT
Entonces, <u>ya le veló</u> , amaneció domingo. El patojito cogió a la viejecita y la cargó.	After <u>the light for his mother</u> , Sunday came. The youngster carried his old mother.

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Communicative translation

Communicative translation aims to interpret contextual meaning, so that the translation is faithful at a textual and environmental level. The phrase “le veló” refers to the practice of holding a vigil, typically involving lighting candles, in

honor of the deceased. The translation, "After the light for his mother," adapts this concept to something more straightforward for EFL readers.

Example of application in the tale Story of the Youngster

Table 4 Example in the tale Story of the Youngster

ST	TT
<p>El que llegó a la ciudad, siguió repicando misa. Entonces, el patojito cargando a la mama muerta, se dentro en la iglesia y por ahí le acomodó bien bonito, <u>hincada como que estaba viva</u>. Bueno!</p>	<p>When he arrived in the town, the church bells were ringing for mass. The youngster, carrying his dead mother, brought her into the church <u>and put her on her knees as if she were alive.</u></p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Communicative translation

"Communicative translation" seeks to interpret the contextual definition of the source text, so that the content and language are easily understandable by readers of the target language. Additionally, the phrase "le acomodó bien bonito, hincada como que estaba viva" is translated as "put her on her knees as if she were alive." The expression "as if she were alive" effectively captures the idea of arranging the deceased mother in a lifelike position.

3.4.2. Example of application in the tale The Rich and the Poor

Brother

Table 5 Example in the tale The Rich and the Poor Brother

ST	TT
<p><u>Eran dos hermanos, el uno era rico y el otro pobre.</u> Este último quiso que su hermano le ayudara, pero tras de insistir algunas veces sin ningún resultado, optó por robarle unos puercos para dar de comer a su familia. Su esposa no estuvo de acuerdo con que haga tal</p>	<p><u>There were two brothers, one rich and one poor.</u> The second wanted his brother to help him, but after insisting several times without any results, he decided to steal some pigs from him to feed his family. His wife didn't agree with him doing such a thing, but she had no choice but to let it happen.</p>

cosa, pero no tuvo más remedio que aceptar.	
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Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Literal Translation Faithful

Grammatical structures and meaning are easily transferable from a language, without losing the information or naturalness of the text. The translation technique applied here is literal because it mirrors the original text's phrasing and structure closely, aiming for faithfulness to the source language.

3.4.3. Example of application in the tale The Rich and the Poor

Brother

Table 6 Example in the tale The Rich and the Poor Brother

ST	TT
<p>Como el rico se imaginó que fue su hermano pobre el que le robó <u>le cuenta a la mamá y hacen un plan para tratar de descubrirlo.</u> Le mete a la mamá en una caja grande, le pone comida y manda la caja donde el hermano.</p> <p>Al rato los hijos del pobre oían que alguien hablaba dentro de la caja y le avisan a la mamá.</p>	<p>Since the rich brother thought that it was his poor brother who stole from him, <u>he told their mother and they made a plan to try to catch him.</u> He put their mother in a large box, added some food, and sent the box to his brother.</p> <p>After a while, the poor brother's children heard someone talking inside the box and told their mother.</p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Adaptation

The “adaptation” brings the sentence more naturally to the target language, adjusting expressions and grammar structures to ensure comprehensibility and fluency. The Source Text "le cuenta a la mamá y hacen un plan" is translated into "he told their mother and they made a plan to try to catch him" which reorganizes the narrative to maintain clarity and readability in English.

3.4.4. Example of application in the tale The Tiger and the Rabbit

Table 7 Example in the tale The Tiger and the Rabbit

ST	TT
<p>Enseguida, mandó a cortar seis garrotes y que vinieran dos hombres pa' que le dieran garrotes al puzón. Y ahora sí, se han cogido y dele palo y dele palo y el Tigre quería gritar y nomás que decía: —Yo con co... <u>Y el Conejo gritaba más duro</u> <u>—Delen palo</u> <u>Y el Trigre decía:</u> <u>—Yo con co...</u> <u>Y el Conejo gritaba:</u> —Delen palo pa' a que mueran los diablos.</p>	<p>He ordered six clubs to be cut and two men to come to club the bag. They started beating it, and the tiger wanted to shout but could only say: <u>—Me with ra...</u> <u>And the rabbit shouted louder:</u> <u>—Hit it! And the tiger said:</u> <u>—Me with ra... And the rabbit shouted:</u> <u>—Hit it so the devils die.</u></p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Modulation

"Language translation" is intended to convey the original message, including colloquialisms from the target language that are not in the source text, e.g., "Denle palo" is "give it a stick") translates to "Beating it!" or "yo con co" is simplified to "Me with Ra" maintain original idea.

3.4.5. Example of application in the tale The Tiger and the Rabbit

Table 8 Example in the tale The Tiger and the Rabbit

ST	TT
<p><u>Yo me voy — a mete' al puzón chiquito y Usté' se va a mete' al puzón grande pero ahí está el corazón; no se lo vaya a toca' porque entonces, ¡nos jodemos!</u> —No sobrino, si yo estoy es a sus órdenes y hace' lo que Usté' me dice.</p>	<p><u>— I'll go into the small bag, and you'll go into the big bag, but be careful not to touch the heart, or we'll be in trouble!</u> —No, Nephew, I'm at your service and will do as you say.</p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Adaptation

The Source Text uses informal and colloquial language, as seen in phrases like "puzón chiquito" and "puzón grande", which are translated into the more formal "small bag" and "big bag." The translation adjusts the formality of the language to make it suitable for a wider audience, removing colloquialisms while retaining the meaning.

3.4.6. Example of application in the tale A Lazy but Very Devout

Girl

Table 9 Example in the tale A Lazy but Very Devout Girl

ST	TT
<p>La señora como era muy pobre, iba diariamente a pedir caridad a la reina y un día ésta le pregunta si tiene hijos. La señora le contesta que sólo tiene una hija.</p> <p>— ¿Y qué hace tu hija?</p> <p>— <u>Mi hijita estudia, mi hija se entretiene en la casa barriendo, lavando, bordando, todo.</u></p>	<p>The woman was very poor and went every day to ask for help from the queen. One day, the queen asked if she had children. The woman replied that she had only one daughter.</p> <p>—And what does your daughter do?</p> <p><u>—My little girl is hardworking; she keeps busy at home by cleaning and washing.</u></p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Communicative translation

The target text captures the essence of the daughter being hardworking and busy with household chores, though it generalizes the tasks to "cleaning and washing" instead of listing them as in the original.

3.4.7. Example of application in the tale A Lazy but Very Devout

Girl

Table 10 Example in the tale A Lazy but Very Devout Girl

ST	TT
<p>— <u>Si tu hija sabía tejer, que se case con mi hijo el príncipe, pero sino sabe, ordeno que la maten</u></p> <p>-Dijo finalmente la reina. Y en la casa la muchacha lo único que hacía de</p>	<p><u>—If your daughter knows how to make cloth, she can marry my son, the prince. If not, I will have to kill her, said the queen.</u> At home, the girl only did a bit of tidying up and</p>

<p>bueno era arreglar un poco y adorar a los santos que tenía, pidiéndoles que nunca le falte la caridad ni a ella ni a su madre. Bueno, la señora muy preocupada con la sentencia de la reina, pues su hija jamás fue a la escuela y menos sabía tejer ni nada.</p>	<p>prayed to the saints, asking for charity for herself and her mother. The woman was very worried about the queen's order, as her daughter had never gone to school, let alone learned to make clothing.</p>
--	--

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Communicative translation

The translation captures the queen's threat accurately while simplifying "tejer" to "make cloth," which is a broader term that covers the original meaning. The phrase "I will have to kill her" directly reflects the harshness of the queen's command.

3.4.8. Example of application in the tale The Three Sisters

Table 11 Example in the tale The Three Sisters

ST	TT
<p>Habían tres hermanas bien pobres, que para poder subsistir trabajaban en la noche tejiendo. Pero sucede que en esta ciudad <u>el rey había prohibido que se prendan las luces en la noche, que sólo se trabaja de día.</u> Entonces ellas trabajaban a escondidas, porque si eran descubiertas, el rey las mataba. Conversando entre las tres, decía la una que ella se casaría con un cocinero; la otra con un panadero y la tercera con el rey porque él manda.</p>	<p>There were three very poor sisters who worked at night making cloth to survive. But in this city, <u>the king had said that no lights were allowed at night; only work during the day was allowed.</u> So, they worked in secret, knowing that if the king found out, he would kill them. They talked among themselves, and one said she would marry a cook; another, a baker; and the third, the king because he rules.</p>

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Adaptation

The translation simplifies this to "no lights were allowed at night," making it more straightforward and easier to understand. The adaptation avoids the more complex construction of the original sentence, providing a clearer explanation of the king's decree.

3.4.9. Example of application in the tale The Three Sisters

Table 12 Example in the tale The Three Sisters

ST	TT
Las niñas se fueron con la corriente y llegaron al palacio de otro rey cuya esposa no tenía hijos, <u>por lo tanto, las acogieron con el mayor beneplácito y las criaron como princesas.</u> Al nuevo padre, al otro rey, le interesaba que sus hijas sean felices, les dice que pidan lo que ellas deseen y éstas le piden tres instrumentos: una guitarra, un bandolín y un violín; además que traiga un profesor para aprender a tocar y cantar.	The little girls were carried by the river and reached the palace of another king. This king had no children, <u>so he welcomed the little girls with happiness and raised them as princesses.</u> The new father, the other king, wanted them to be happy, so he told them to ask for anything they wanted. The girls asked for three instruments: a guitar, a mandolin, and a violin, and they wanted a teacher to learn to play and sing.

Source: Developed by Génesis Nicole Pérez Ventura

Analysis – Adaptation

The original phrase "por lo tanto las acogieron con el mayor beneplácito " uses formal and culturally specific language that may not be easily understood by younger readers or those at an A2 level.

"so he welcomed the little girls with happiness " is a simpler term that conveys the positive sentiment and fits the A2 vocabulary range. This adaptation makes the text more accessible without losing the original's meaning.

CONCLUSIONS

Using translated literary works that incorporates social, historical, or cultural contexts helps students engage with content that resonates with their interests and cultural background. They are more motivated and focused on activities designed to improve their reading comprehension skills. This approach not only helps them learn the language but also strengthens their cultural identity, making the learning process more meaningful and relevant.

It is essential to carefully select literary works for translation, ensuring they meet specific criteria that align with educational objectives. The selected texts should be rich in cultural and contextual value, making them suitable for teaching purposes. This selection process is key to keeping the translation accurate and ensuring that the materials effectively contribute to students' learning and cultural awareness.

The translation methods chosen for preparing teaching resources prioritize the Target Language to preserve the original intention and meaning of the stories. This emphasis ensures that the translations are not only accurate but also resonate with the cultural and linguistic nuances of the Target Language, providing students with a more authentic learning experience. By doing so, the translated texts maintain their educational value while remaining true to the original narratives.

RECOMMENDATIONS

Schools should incorporate literary resources based on regional and national stories to enhance student engagement and motivation. By using culturally relevant materials, students can develop a deeper connection with the content, which can foster a more meaningful learning experience.

Teachers are encouraged to compile Ecuadorian tales and stories, creating annotated translations that can serve as effective teaching tools in English as a Foreign Language (EFL) classrooms. These translations should be meticulously crafted to preserve cultural nuances while also being accessible to students learning English.

Accompany these translations with well-designed exercises aimed at improving reading comprehension skills. These exercises should be varied, incorporating different levels of difficulty and targeting specific comprehension strategies. This will ensure that students not only understand the text but also develop critical thinking skills.

To maximize the impact of these resources, they should be made available through free access platforms. This will allow the broader academic community to benefit from these materials. Interactive platforms like Liveworksheet and OneDrive are recommended for distributing these resources, as they are user-friendly and widely accessible. These platforms allow for interactive practice of reading comprehension exercises, making the learning process more dynamic and engaging.

PROPOSAL

Objective

To provide reading comprehension exercises using annotated translations from the literary work "Cuento Popular Andino."

This involves generating a set of exercises that stimulate comprehensive reading skills for secondary school students at EFL levels A1 and A2. The set includes 10 exercises based on five selected and translated stories from the book "Andean Popular Story." These exercises will be accessible for free to the entire academic community through interactive platforms and a compendium on OneDrive.

Description

In today's globalized world, TICS are very useful tools in academic contexts. There are countless websites to present educational resources either for free or under some kind of subscription.

The selected platform is **Liveworksheet** because it is free and allows exercises to be presented interactively. Additionally, recognizing that many schools and families in Ecuador lack access to computers or the internet, it was decided to create a record in Google One Drive because it is freely accessible to all students and teachers, who can download the templates and use them in their classes.

The QR code will be present at the end of each exercise so that students or teachers can access the One Drive folder, and thus be able to obtain all the exercises in downloadable format for free to overcome the accessibility barriers described above, not having internet or a computer.

QR code to OneDrive with all the information:

Image 1 QR code to OneDrive with all the information



Source: Developed by Génesis Nicole Pérez Ventura

Link to OneDrive with all the information:

https://1drv.ms/f/c/243147d8bff3b1fe/Ev6x87_YRzEggCR5AAAAAABQGfzu5mSj1R81pk9-dyGAw?e=wdb0sF

Links to Reading Comprehension Activities:

<https://linktr.ee/bookletucsg>

1. Link to Worksheet of Story of the Youngster:

<https://www.liveworksheets.com/w/en/story-youngster-worksheet/7810951>

2. Link to Worksheet the Rich and the Poor Brother:

<https://www.liveworksheets.com/w/en/rich-and-poor-brother-worksheet/7810984>

3. Link to Worksheet The Tiger and the Rabbit:

<https://www.liveworksheets.com/w/en/tiger-and-rabbit-worksheet/7810998>

4. Link to Worksheet A Lazy But Very Devout Girl:

<https://www.liveworksheets.com/w/en/lazy-very-devout-girl-worksheet/7811005>

5. Link to Worksheet the Three Sisters:

<https://www.liveworksheets.com/w/en/three-sisters-worksheet/7811009>

Photos of Reading Comprehension Activities

Image 2 Worksheet of story of the youngster

NAME: _____ DATE: _____



scan to access the story

STORY OF THE YOUNGSTER

Place the following events in the correct order according to the story.

- __ a) The youngster put the brothers in sacks and threw them off the cliff.
- __ b) The youngster took his mother to the church.
- __ c) The brothers were arrested after killing two people.
- __ d) The youngster tricked the shepherd and escaped from the sack.
- __ e) The youngster hid behind the altar in the church.
- __ f) The brothers planned to throw the youngster off a cliff.

Match each action in the left column with the person who did it in the right column.

Drank from Monday to Saturday.

THE SACRISTAN

Took his mother to sunbathe every day.

THE YOUNGSTER

Hid behind the main altar.

THE BROTHERS

Planned to sell dead people in the city.

THE BROTHERS

Arrested the brothers.

THE YOUNGSTER

Gave money to the youngster to keep quiet.

THE RICH
BROTHER

Source: Developed by Génesis Nicole Pérez Ventura

NAME: _____ DATE: _____

THE RICH AND THE POOR BROTHER



scan to access the story

Fill in the blanks with the correct words from the word bank.

military, silver, bury, steal, talking, food, grandmother

- 1- The poor brother decided to some pigs from his rich brother.
- 2- The rich brother sent a box with to his poor brother's house.
- 3- The poor brother's children heard someone inside the box.
- 4- The poor brother's wife found their inside the box.
- 5- The rich brother gave his poor brother three sacks of
- 6- The poor brother bought a uniform for his mother.
- 7- The priest gave the poor brother money to his mother.

Match each action in the left column with the person who did it in the right column.

Steals pigs from his brother.

THE PRIEST

Sends a box to the poor brother's house.

THE POOR BROTHER

Hears someone in the box.

THE POOR BROTHER'S WIFE

Puts food in the grandmother's mouth.

THE CHILDREN

Gives money to bury the mother.

THE RICH BROTHER

Source: Developed by Génesis Nicole Pérez Ventura

NAME: _____ DATE: _____



scan to access the story

THE TIGER AND THE RABBIT

Read the statements below and decide if they are true or false.

- 1- The rabbit worked for the king and took care of the king's elephant. ____
- 2- The rabbit told the tiger not to touch the elephant's heart, but the tiger did it anyway. ____
- 3- The rabbit and the tiger easily escaped from the elephant after it died. ____
- 4- The tiger was the one who told the king that the elephant had died. ____

Choose the correct answer for each question.

1. What did the rabbit do when he was hungry?
 - a) He went to the king for food.
 - b) He cut some meat from the elephant and took it home.
 - c) He hunted for small animals.
2. What did the tiger do that caused the elephant to die?
 - a) He cut the elephant's leg.
 - b) He cut the elephant's heart.
 - c) He cut the elephant's ear.
3. How did the rabbit escape after the elephant died?
 - a) He dug a hole and crawled out.
 - b) He waited until the woman was cleaning the innards and then escaped.
 - c) He was rescued by the king.
4. What happened to the tiger at the end of the story?
 - a) He ran away and lived in the forest.
 - b) He was caught and put in a cage.
 - c) He was killed by the king's men

Source: Developed by Génesis Nicole Pérez Ventura

NAME: _____ DATE: _____



scan to access the story

A LAZY BUT VERY DEVOUT GIRL

Place the following events in the correct order according to the story.

- __ a) The queen asked the mother what her daughter did at home.
- __ b) The girl prayed to the saints for help.
- __ c) The Three Marias helped the girl weave the flax.
- __ d) The girl married the prince and lived happily ever after.
- __ e) The Three Marias arrived at the wedding and warned the prince.
- __ f) The queen decided that the girl would marry her son if she could weave.

Match each action in the left column with the person who did it in the right column.

The girl was very lazy and did not like to work.

THE THREE
MARIAS

The queen wanted the girl to marry her son, the prince.

THE QUEEN

Helped the girl with the weaving tasks.

THE THREE
MARIAS

Told the prince not to make his wife weave.

THE GIRL

Source: Developed by Génesis Nicole Pérez Ventura

NAME: _____ DATE: _____



scan to access the story

THE THREE SISTERS

Read the statements below and decide if they are true or false.

- 1- The three sisters worked at night because they were very rich. ____
- 2- The king had forbidden lights at night in the city. ____
- 3- The king promised his wife that they would have three daughters named Maria. ____
- 4- The sisters' babies were replaced with kittens and sent down the river. ____
- 5- The three daughters were raised by another king and his wife. ____
- 6- The parrot told the truth about the three Marias and their mother. ____

Fill in the blanks with the correct words from the word bank.

daughters, parrot, king, river, instruments, poor, bones

- 1- The three sisters were very _____ and worked at night to survive.
- 2- The king promised his wife three _____ named Maria.
- 3- The sisters replaced the babies with puppies and sent them down the _____.
- 4- The three girls asked for three _____: a guitar, a mandolin, and a violin.
- 5- The girls' mother was tied to a table and had to lick the _____ left from the king's meals.
- 6- A _____ revealed the truth about the three Marias and their mother.

Source: Developed by Génesis Nicole Pérez Ventura

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APPENDICES

STORY OF THE YOUNGSTER



In the mountains, there lived a youngster with his very old mother and two brothers. Every day, the youngster would take his mother out to see the sun.

The two brothers, who drank a lot, never stopped drinking; they drank from Monday to Saturday, while the youngster stayed in the hut with his old mother, who had nothing to eat.

One Saturday, the mother died. Now, the youngster had nothing to watch over his mother with, nothing!

In a town close by, the youngster went to ask for help. He collected some money and bought some oil. With the oil, he kept a light for his mother. The brothers kept drinking and didn't know that their mother had died.

After the light for his mother, Sunday came. The youngster carried his old mother.

When he arrived in the town, the church bells were ringing for mass. The youngster, carrying his dead mother, brought her into the church and put her on her knees as if she were alive.

The youngster then hid behind the main altar while the old woman knelt there.

After the mass ended, the sacristan waited for everyone to leave.

When everyone had left, the sacristan said, "This old woman is very devout! She won't leave. I want to close the door!"

The sacristan got tired of waiting and went to her, saying: "Hey, old woman, how long will you keep praying here?" But as soon as he touched her, she fell.

Then, the youngster came out from behind the altar and said, "You killed my mother! You killed my mother! I'm going to report you for killing my mother!"

The sacristan said: "Wait, youngster. No, no, I'll pay you for your mother."

"How much will you pay me?"

"I'll give you five thousand sucres."

"No!" he said. "Five thousand sucres won't replace my mother. Pay me a little more, and I might agree to that."

"I'll pay you twenty thousand sucres to keep quiet."

"Alright," he said, "and we'll bury her right here."

That's what they did. They lifted a plank from the altar and buried the old woman there. The youngster took the money and went back to his little hut.

In the afternoon, the brothers arrived.

"What's up, youngster? How's our mother?"

"I'm not well..."

"What about my mother?"

"Which mother? I've already buried her! And do you want to know something? In the town, dead people are worth money."

"Do you know how much they gave me for my mother? Twenty thousand sucres!"

"No, you're lying, youngster!"

"No, brother! They gave me twenty thousand sucres!"

So, they talked among themselves: "Tonight, we'll kill two; you take one, and I'll take the other. We'll go to the town and sell them."

So, they did. At night, they went and killed two. Covered in blood, they walked through the town:

"Buy your dead!"

Then, the police caught them and arrested them.

"What did you do to these people?" They were taken to jail.

They said, "When we get out, we'll kill that lying youngster quickly."

While they were in jail, the youngster was enjoying the money from his mother. He built a house, had enough to eat, and lived well with that money.

Later, the brothers completed their time in jail and were released, ready to kill the youngster.

"We won't kill him. Instead, let's do this: we'll sew him into a sack, load him onto a donkey, and throw him off a cliff!"

So, they did. They were sewing him into the sack.

"At least leave my head outside so I can see where you're taking me."

"Alright," they said. "He can't escape; we'll throw him off the cliff while he's watching..."

They loaded the donkey and left! Passing through the town, they left the donkey ahead while they stopped to drink at a tavern.

The donkey kept going... Further on, he found a youngster with a big group of sheep. The youngster said:

"Hey, youngster, come here, come here." The man came closer...

"Look, they're taking me to a grand wedding, but I won't be able to eat. You always eat a lot, so you'll enjoy it more. If you let me out of here, I'll take care of your sheep until you return."

The youngster, with a lot of patience, took the sack, pulled it down, and put the youngster in it. He didn't leave the head outside this time. He put the youngster in completely and loaded the sack again, then took the sheep to a close hill. He was peaceful with the sheep.

Meanwhile, the drunk brothers were coming behind the donkey to throw the youngster off the cliff. They reached the volcano where they were planning to do it. They didn't bother to take him off the donkey. They sent him over the cliff with the donkey.

"Finally! We're rid of that cursed youngster who got us imprisoned," they said. They started heading back.

"The youngster is done. Now, we can keep drinking more."

The youngster let them pass and continued walking with his sheep.

From afar, one of the brothers saw him and said:

"See, I told you! It's the youngster!"

Finally, they waited for him.

"Brothers, instead of harming me, you've done me a favor. Every roll I took, I gathered three or four sheep. This is the group I collected while falling."

"No! You're lying, youngster."

"Brothers, look, I'm herding my sheep!"

"Do the same for us!"

"Alright," the youngster said, "let's go home."

The youngster went and brought two sacks. He put one brother in each sack, loaded them on a donkey, and set off.

"Now, let's go! Bandits, come with me!"

They arrived at the cliff. He placed them at the edge and threw them both off. Then, he rode his donkey back to his hut.

He continued cooking and eating. With the sheep, he made money and lived well. He built a nice house and lives peacefully to this day.

THE RICH AND THE POOR BROTHER



There were two brothers, one rich and one poor. The second wanted his brother to help him, but after insisting several times without any results, he decided to steal some pigs from him to feed his family. His wife didn't agree with him doing such a thing, but she had no choice but to let it happen.

Since the rich brother thought that it was his poor brother who stole from him, he told their mother and they made a plan to try to catch him. He put their mother in a large box, added some food, and sent the box to his brother.

After a while, the poor brother's children heard someone talking inside the box and told their mother. She went to check and found the grandmother. In her anger that she had come to spy on them, she filled her mouth with máchica and cheese, and locked her back up, causing her to choke to death. When her husband arrived, she told him what had happened, and he immediately went to his rich brother to talk to him about what he had done to their mother, saying he was responsible for her death.

The rich brother, to keep the other quiet and to have their mother buried, gave him three sacks of silver. His brother, using the situation, asked for more money, and the rich brother agreed. But the poor brother, still not satisfied, bought a military uniform and a rifle, dressed the dead mother, and sent her on a horse to the other brother's house.

The rich brother immediately went to the poor brother and asked that he bury their mother, saying: —How can you take the money and not bury my mother! It's not fair. —Ah, with so little money you want me to bury our mother. You must give me more. The rich brother agreed and gave him more money. But the poor brother, still not satisfied, bought black clothes, dressed the mother, went to the church, saw that no one was there, and placed her on her knees in a confessional.

The priest came out to give mass and saw the lady, telling her to come closer. When she didn't respond, he gave her a push and she fell. The son, who was hiding, appeared and said the priest was responsible.

—Father, you know that my mother fell and hit her head! You've killed her, it's not fair. —No, don't make a scene, I'll give you money to bury her. So, the priest gave him money to keep quiet, but the poor brother wanted to continue using the situation and forced the priest to give him mass for free.

Finally, he buried the mother. As if all he had done was not enough, he started a case against the rich brother, saying he owned half of the properties that belonged to their mother by law. The officials found out the truth and divided the inheritance between them half and half. The two brothers were thus left in a similar financial position.

THE TIGER AND THE RABBIT



Once upon a time, a very hungry tiger met a rabbit. The rabbit saw him and quickly said:

—What are you doing here, Uncle Tiger?

—I'm hungry, Nephew Rabbit.

The rabbit was employed by the king. The king had an elephant, and the rabbit took care of it. But whenever the rabbit was hungry, he would sneak inside the elephant from behind, cut off some meat, take it home, and eat it...

So, the rabbit told the tiger:

—Uncle Tiger, I have a little something that I eat when I'm hungry. I'll take you there.

The rabbit explained everything to the tiger, and they went. When they arrived, the rabbit said:

— I'll go into the small bag, and you'll go into the big bag, but be careful not to touch the heart, or we'll be in trouble!

—No, Nephew, I'm at your service and will do as you say.

—Alright, don't cut the heart! They arrived and went inside. The rabbit carried a small bag, and the tiger brought a huge one. They started cutting and cutting... The rabbit filled his small bag and approached the big bag.

—Uncle Tiger, let's go now.

But the tiger was looking at the heart and said: —What a beautiful heart!

—Uncle, don't touch that heart, or we'll be in trouble!

—No, Nephew! And he kept cutting and cutting meat, turning around and around until, at one of those turns, he cut the heart. As soon as he cut the

heart, the elephant fell dead and its backside closed.

—Look what Uncle Tiger did! Now, how are we going to get out?

—Oh, Nephew, it wasn't my fault! They tried turning around and around, but they couldn't get out. They were there all night.

The next day, the news spread that the elephant had died. The king was told that the elephant had died. Immediately, the king asked:

—Where is the rabbit? (He is the circuit judge). He ordered them to bring the elephant and find the rabbit. They brought the elephant to the palace. Now, they skinned it, butchered it, and took out the innards. They found a woman to clean and prepare the innards.

The woman started unraveling and unraveling until she finished, then started cutting and cutting, and finally reached the bags...

And in one of those moments, the rabbit escaped and went to the water to wash himself, cleaning all the gunk stuck to him.

Once he was clean, he shouted:

—Hey, woman, what's wrong with you? Seeing the circuit judge bathing and you throwing your mess around.

—Oh, forgive me, Mr. Judge! But the king ordered me to wash these innards.

—And what's that from? The woman replied:

—It's from the king's elephant that died.

—The king's elephant died? What did it have?

—It had swollen bags.

—And the big bag, have you cut it open?

—No, I haven't cut it open yet.

—Well, don't cut it open until I arrive. The rabbit went home, got dressed, and returned to the palace.

—Good day, Your Majesty.

—Rabbit, where have you been?

—You know a man is a man, and I was out there. And what did the elephant have?

—It had swollen bags. He went to the woman washing the innards and started feeling the big bag. The tiger was shivering as the rabbit touched it.

—Your Majesty, this bag has a spirit and must be killed so it won't keep killing animals.

He ordered six clubs to be cut and two men to come to club the bag. They started beating it, and the tiger wanted to shout but could only say:

—Me with ra... And the rabbit shouted louder:

—Hit it! And the tiger said:

—Me with co... And the rabbit shouted:

—Hit it so the devils die.

They kept hitting it until they killed the tiger. When they cut it open, out came Uncle Tiger, dead. The rabbit immediately said:

—Your Majesty, here's the one who killed the elephant! They mixed the tiger's meat with the elephant's, and the rabbit took his share and lived peacefully.

A LAZY BUT VERY DEVOUT GIRL



There was a woman who had a very lazy daughter. She spent all day sleeping and eating in a bed while her mother did all the work, bringing her food to the bed every day. The woman was very poor and went every day to ask for help from the queen. One day, the queen asked if she had children. The woman replied that she had only one daughter. —And what does your daughter do?

—My little girl is hardworking; she keeps busy at home by cleaning and washing.

—If your daughter knows how to make cloth, she can marry my son, the prince. If not, I will have to kill her, said the queen. At home, the girl only did a bit of tidying up and prayed to the saints, asking for charity for herself and her mother. The woman was very worried about the queen's order, as her daughter had never gone to school, let alone learned to make clothing. The queen sent several bundles of cord for her to make into cloth. The woman explained to her daughter what had happened, and the girl, very frightened, prayed to the saints with more devotion, asking for help. The next day, the woman left, and the girl tidied the house and prayed to her saints. Then she went to the window to look outside when she heard a distant whistle and a voice calling "Maria."

—Who is it? Three very strange black women greeted her. One had a very long face, the other had toes for feet, and the third had huge hands. Nonetheless, the friendly girl invited them in, and they stayed to chat. She told them her sad situation because her mother had raised her to be very lazy, and

now the queen sent her cord to make into cloth. Moreover, the queen wanted to meet her, but her mother lied, saying she couldn't come to the palace because she was too busy. The three women consoled her and offered to make the cloth for her. In a moment, the cloth was done and very beautiful, but they told her to say she did it herself. The woman came home, and the girl showed her the cloth. Incredulous but very happy, the mother hugged her daughter and saved the cloth to take to the queen the next day. Seeing the cloth, the queen commented:

—A king's word cannot be broken; she will marry my son. But she sent more cord for her to continue making cloth. The three strange women helped her again. On the third day —the last day she had to make cloth for the queen — they explained to the girl that they were not really that ugly. They were the Three Marias who, seeing her devotion to the Virgin and the saints, decided to help her. They also wanted to test her heart to see if she would welcome them well despite their looks. They told her that they would attend the wedding as her cousins. The girl agreed and thanked them warmly. She then went to the palace to present herself to the queen, who reaffirmed her promise to marry her to the prince. On the wedding day, when the banquet was ready, a whistle was heard; it was the Three Marias arriving. The bride joyfully went to greet them, introduced them as her cousins, and sat with them at the best table at the feast. The prince thought, "How strange those cousins are!" And the mother thought, "My daughter never had cousins." But finally, talking with the prince, one woman said:

—Do you want your wife to continue making cloth?

—Yes, that's why I married her; the prince replied.

—I don't advise you to make her make cloth because look at me. My face is like this from wetting the cord. If you want your wife to become ugly, make her make cloth. The second woman said to the prince:

—Do you really want your wife to make cloth? Look at my hands from making cloth. The last one said:

—Look at my feet from pulling the cord to make cloth, swollen toes only from that. Don't let your wife make cloth because if she becomes ugly, you won't love her anymore. They saved her. They turned into three birds and flew away. Immediately, the prince promised never to let his wife make cloth because he loved her too much to make her ugly. They lived happily ever after.

THE THREE SISTERS



There were three very poor sisters who worked at night making cloth to survive. But in this city, the king had said that no lights were allowed at night; only work during the day was allowed. So, they worked in secret, knowing that if the king found out, he would kill them. They talked among themselves, and one said she would marry a cook; another, a baker; and the third, the king because he rules.

The guards found them and heard what they said. They went back and told the king everything. The king came to see for himself.

—Who wants to marry a baker?

—Me.

—Who wants to marry the cook?

—Me.

—Who wants to marry the king?

—Me.

The king decided that the three sisters should get their wishes. Because of this, the first two sisters didn't like that their sister was going to marry the king. The king promised his wife that if she didn't give him three daughters named Maria, he would kill her.

She became pregnant, and when she gave birth, her angry sisters replaced the babies with three baby puppies. They sent the babies down the river. The mother cried, thinking she had given birth to three girls. When the king came,

he was very angry, tied her naked to a table, and she had to lick the bones and crumbs from his meals. This was her only food.

The little girls were carried by the river and reached the palace of another king. This king had no children, so he welcomed the little girls with happiness and raised them as princesses. The new father, the other king, wanted them to be happy, so he told them to ask for anything they wanted. The girls asked for three instruments: a guitar, a mandolin, and a violin, and they wanted a teacher to learn to play and sing.

From his palace, their real father, the king, heard them play every night. One day, he went to this palace and fell in love with one of them. They had a big party and became friends. However, there was a parrot who saw everything and said:
—Don't trust this old man. He is bad and does not care for his own family.

—And who are my daughters? asked the king.

—These are your three Marias, the daughters your wife had.

The parrot explained what had happened. Everyone went to the house and found the queen who had been treated badly. The parrot kept blaming the bad king, who then died of a heart attack. The girls, touched by their real mother, helped her and lived with her. The adoptive parents moved to live in the other palace with their daughters. They found the two sisters and their husbands, the baker and the cook, and punished them out of anger. After that, they all lived happily together.

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Pérez Ventura, Génesis Nicole**, con C.C: # **0943526012** autora del trabajo de titulación: **Annotated Translation of Selected Tales from the Ecuadorian Literature Work "Cuento Popular Andino" for EFL High School Reading Comprehension Activities** previo a la obtención del título de **Licenciado en Pedagogía de los idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

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RESUMEN/ABSTRACT:	<p>This undergraduate project focuses on producing the annotated translation of selected tales from the Ecuadorian literary work "Cuento Popular Andino" and incorporate to the TT reading comprehension activities in English for high school students at A1 and A2 EFL English proficiency levels. The study highlights the cultural and educational significance of using national literature to improve English reading skills. Through a qualitative methodology, the translation techniques described by Paul Newmark were used as tools to analyze the Target Text (TT). Annotations of five selected tales were produced, which means a thorough explanation of idiomatic and communicative translation techniques to ensure clarity and fluency in the target language. Additionally, this work is complemented by reading comprehension activities formulated out of some paragraphs from the translated tales, which will be uploaded on an educational platform to facilitate accessibility and engagement for both teachers and students.</p>		
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