



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES-ENGLISH**

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**Translation of Selected Chapters from The Book Los
recuerdos de la iguana: historias del Guayaquil que se fue for
Providing Domestic Study Material for Bilingual High School
Students**

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PROJECT ADVISOR

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**CATHOLIC UNIVERSITY
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CERTIFICATION

We certify that this research project was presented by **Fernández Quezada, Alejandro Daniel and Wu Li, Sandy Zhixin** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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We, Fernández Quezada, Alejandro Daniel and Wu Li, Sandy Zhixin

HEREBY DECLARE THAT:

The Senior Project: **Translation of Selected Chapters from The Book *Los recuerdos de la iguana: historias del Guayaquil que se fue* for Providing Domestic Study Material for Bilingual High School Students** prior to obtaining the **Bachelor's Degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility.

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Guayaquil, 03 de febrero de 2023

Lic. Stanley González
Ubilla, Mgs. Director
Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros-Inglés Presente

De mi consideración:

Sírvase encontrar en la presente el *print* correspondiente al informe del software URKUND, correspondiente al tema de Trabajo de Integración Curricular «**Translation of selected chapters from the book "Los recuerdos de la iguana -historias del Guayaquil que se fue" for providing domestic study material for bilingual high school students**», una vez que el mismo ha sido analizado y se ha procedido en conjunto con sus autores, los estudiantes: **FERNÁNDEZ QUEZADA, ALEJANDRO DANIEL y WU LI, SANDY ZHIXIN**, a realizar la retroalimentación y correcciones respectivas de manejo de citas y referencias en el mencionado documento. Cuyo resultado ha obtenido el siguiente porcentaje: 0%

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DEDICATION

I would like to dedicate this work to my parents and siblings, who have been financially and emotionally supportive of me. This would not have been possible without their love and assistance.

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Wu Li, Sandy Zhixin

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ABSTRACT

The aim of this project was to provide a translation of selected chapters of the book *Los recuerdos de la iguana: historias del Guayaquil que se fue* to provide local literature for teenage EFL learners in Ecuadorian bilingual schools, as a resource to help students learn and be aware of Guayaquil's early twentieth-century history (which is basically unknown to teenagers), during the development of their reading skills in the English class. The translation was carried out by applying the communicative approach and some of the techniques, procedures, and strategies proposed by Newmark (1988) and Vinay and Darbelnet (1995) to carry out a translation that is readable for EFL students. Teaching techniques for the development of reading skills were also considered to develop reading comprehension exercises that enable EFL students to understand and learn the local content mentioned.

Key words: literary translation, local literature, EFL reading skills, communicative approach to translation, Guayaquil's history, bilingual schools.

1. INTRODUCTION

For many decades, English has been one of the most widely used languages in the world. It is the lingua franca in travel, business, and a variety of other contexts. As a result, English is one of the world's most widely taught foreign languages. Therefore, a wide range of high schools from a myriad of countries around the world teach English as a foreign language.

According to the Ministry of Education of Ecuador (2016), to achieve a B1 level of English proficiency based on the Common European Framework of References for Languages (CEFR), each student should attend a minimum number of English classes. To meet the Ministry of Education's expectations, students must master, at a certain level, the language skills of writing, reading, listening, and speaking as stated before.

However, according to research from Mendieta (2022), Ecuador was discovered to be in one of the lowest positions among the 112 participating countries worldwide, regarding the English proficiency level of the Ecuadorian population. Even though students from bilingual schools may have better language practice, there is a need to assist students in improving their EFL language skills.

In order to improve the English of EFL students, it is crucial to focus on each language skill, and these are reading, writing, listening, and speaking. But there is one skill that might stand out more than the others, and this is the reading skill. According to Yazar (2013), it is critical to encourage students to read so they develop efficient EFL language skills. When students read, they are not only gaining knowledge about a specific topic but also becoming familiar with the language structure. So, what is the best literature to use when teaching English as a foreign language? It is important to consider the literature used in bilingual schools.

The EFL reading materials designed by the Ecuadorian Ministry of Education may be too short to be considered reading material. Other literature materials used for school subjects in bilingual schools, like social studies for example, were discovered to be somewhat alien to Ecuadorian students because of

the content used for reading practices, which is related to universal knowledge or historical and cultural events from the U.S. or England.

Classic literature used in the EFL class that contains unusual vocabulary that is no longer used in today's world is also found in lots of English books. This not only negatively affects the motivation of students to read, but also pushes them away from their local culture and local history awareness.

That is why this project aims to translate selected chapters from the book *Los recuerdos de las iguana: historias del Guayaquil que se fue* to preserve Guayaquil history and culture through the development of EFL reading skills.

1.1. PROBLEM STATEMENT

It is common knowledge for everyone that English is considered the lingua franca around the world. Therefore, through many decades, most of the countries have included English as a mandatory subject to be taught in school. Of course, Ecuador is not an exception.

As stated by The Minister of Education in Ecuador (2022), whenever students graduate from high school, they should have mastered a B1 Level in English in terms of the management of the four skills: writing, reading, listening, and speaking.

But there are cases in some schools in the City of Guayaquil where English as a foreign language (EFL) is considered a major necessity and is taught not only as a subject but instead, subjects from content areas such as mathematics, science, social studies, arts, among others, in every grade, are taught in Spanish as well as in English. This is the case with official bilingual schools.

These schools have a rigorous study program regarding EFL, allowing the student to achieve fluency in English and a B2 level in English proficiency. Students from bilingual high schools in Guayaquil reach a B2 level of English Proficiency according to the Common European Framework of References of Languages (CEFR) when they graduate.

In EFL, most of the teaching materials, such as books, are based on the same culture within North America or the British Isles, since English basically comes from these regions. This helps students to acquire not only the language but also learn about the U.S. or British culture.

Obviously, the students will become familiar with the English foreign culture, but what happens with the history and culture of the country where they are learning EFL? In this case, Ecuador.

It is said that it is not necessary to immerse the student in the culture of the country where the foreign language comes from. As stated by Alakrash et al. (2021), local culture-based curricula can be used as a medium to develop an

EFL student's language learning. This means that whenever students are learning a foreign language, in this case, English, they are not obliged to learn about foreign cultures.

According to Alakrash et al. (2021), local culture-based learning raises students' appreciation of their local culture. Most bilingual schools in the City of Guayaquil do not use any teaching materials or literary works that relate to the culture or history of Ecuador. What they do have is a vast content of British, U.S., and world culture in general, and this happens in lots of subjects from content areas, especially "History" from the subject "Social Studies".

This could provoke a setback in EFL students' cultural awareness, considering that a student that is studying history in High School, in a specific city, should be learning content that relates to all the historical facts of that city. In addition, local history was recommended as "the best basis for active methodology" (Slater, 1995 as cited in Aktekin, 2010, p. 88).

As mentioned before, language has an inseparable relationship with culture, so when learners study subjects like History, with English books from traditional and prestige U.S. or British editorials, young students from middle and high school get to be more familiar with historical or cultural information from English speaking countries, instead of their own.

For instance, the independence of Ecuador is commemorated on the 24th of May, but lots of teenage Ecuadorian students are more familiar with the 4th of July, date in which people from the United States of America celebrate the declaration of Independence. Another historical and cultural event that teenage students from bilingual schools in Ecuador feel strongly familiar with, is Thanksgiving Day, something that has nothing to do with the history or culture of Ecuador.

Some might say that this is probably happening because of different reasons related to entertainment, like movies, T.V. series or other U.S. and British products or services that young people consume and that are spread around the world in different ways, one can never be too sure, but something that can be confirmed is that students from bilingual schools in Ecuador have to

forcefully learn foreign historical and cultural aspects from school books just because they are learning history or social studies in English.

It is crucial, not only for students but human beings in general, to be aware of their identity and origin. It is said that nowadays people are getting interconnected. It is true that people should learn about different cultures around the world, but it is essential not to forget about one's identity, values, and traditions.

Based on the issues exposed, it can be said that the lack of cultural and historical awareness among bilingual high school students in the city of Guayaquil keeps getting more evident; therefore, it is advisable to expose them to their cultural and historical context by using local literature when students are learning History in Social Studies and when developing their EFL reading skills. That is the reason why this research is aimed to provide selected translated chapters of the book as a local teaching resource for bilingual High School students, for the purpose of preserving local culture and history.

1.2. JUSTIFICATION

This research is important for many reasons. First of all, providing the translation of selected chapters of the book *Los recuerdos de la iguana: historias de Guayaquil que se fue* could help in the preservation of Guayaquil's history and culture among young bilingual school students. Since some chapters of the book are translated into English, this can be used as teaching material when students learn History from the subject "Social Studies" in Bilingual High schools. This can allow students to learn about the culture, customs, traditions, and history of the early 20th century Guayaquil.

In this way, students have more exposure to their own culture, and this might encourage their love for their city and country, since most of the historical events taught in English books relate to British and North American territory.

Secondly, this project could serve as a reference for future investigations that are intended to adapt Ecuadorian books into EFL teaching material. This can also be an example for future educators when talking about the strategies and approaches used to teach EFL with domestic literature material.

On the other hand, the translation of selected chapters of the book could promote Guayaquil's History throughout the world. Once the selected chapters of the book are rendered into English, people who speak English can have access to it and learn about Guayaquil's 20th-century history, customs and traditions. It is always important to preserve one's culture and history. Customs and traditions are the building blocks of culture and the reflection of a population's historical roots that have been passed from generation to generation.

1.3. RESEARCH QUESTIONS

Why should bilingual high school students read the history of early 20th-century Guayaquil culture in English?

What translation approach should be used to render selected chapters of the book *Los recuerdos de la iguana: historias del Guayaquil que se fue* as a reading comprehension material for bilingual school students?

1.4. GENERAL OBJECTIVES

Develop EFL reading material that provides insights into the cultural and historical characteristics of the city of Guayaquil to enhance bilingual high school students' knowledge of history based on Guayaquilean literature by means of a translation of selected chapters from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*.

1.5. SPECIFIC OBJECTIVES

- Search and analyze literature about the use of local based literary material for EFL reading comprehension.
- Analyze and choose a translation approach that is proper for the rendering of Spanish literary material with cultural issues.
- Translate selected chapters from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue* for the purpose of using it as literary material for EFL reading practices when teaching History in Social Studies to bilingual high school students.
- Propose teaching techniques for EFL reading comprehension through the use of translation of selected chapters from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*, that can allow bilingual high school students and learn and be aware of the history of Guayaquil.

2. LITERATURE REVIEW

2.1. English as a Foreign Language (EFL)

Cambridge Dictionary (2023) defines that EFL stands for English as a Foreign Language when English is taught as a subject in countries where English is not the first or mother tongue. A similar meaning is provided by Oxford Advance Learner's Dictionary (n.d.), which defines EFL as the teaching of English to people for whom it is not the first language.

2.2. Importance of Learning EFL

As claimed by Putra, E. (2020), English is the most widely spoken language among people from all over the world. Individuals from different parts of the world must put themselves in the same context when speaking with others to communicate effectively.

According to Putra (2020), English is spoken by a diverse range of countries for a variety of purposes, including education, business, politics, and technology. Which is critical for the advancement of humanity. This means that knowing English as a Foreign Language can be beneficial not only in the fields mentioned, but also in people's daily lives.

2.3. EFL Language Skills

British Council (2023) and Yazar (2013) state that EFL learners must master four language skills to communicate effectively with others: speaking, writing, reading, and listening. Among them, Alharbi (2022) believes that the English reading skill has always been viewed as the most important of the four language skills.

2.4. Reading Skills and Their Importance in EFL

According to Yazar (2013), speaking is relevant in the initial stage of learning English as a foreign language, however, thoroughly learning a second language depends entirely on developing reading skills. Furthermore, as stated by Nation (1997 as cited by Floris & Divina, 2009), studies have

shown that EFL learners with reading habits appear to learn English faster than those who do not. Reading not only improves their reading abilities but also their understanding of how the language works, allowing the learners to expand their knowledge in EFL. Therefore, there is a need for EFL students to improve their reading skills in order to become more fluent in the language.

2.5. Reading Styles

One study found that “The basic ways of reading are as follows: 1) intensive and extensive reading 2) scanning 3) skimming 4) search reading 5) receptive reading 6) critical reading 7) reading for meaning 8) Prediction 9) Redundancy” (Yazar, 2013, p. 36). These reading styles should always be taken into account when assisting students in developing their reading comprehension.

2.5.1. Intensive And Extensive Reading

According to Yazar (2013), the goal is to comprehend both the meaning of the work and the writing process that went into its creation. The "what" and the "how" are equally important. As a result, the intensive lesson's major objective is to impart abilities to the learner that the reader may utilize with varied texts.

On the other hand, Yazar (2013) defines extensive reading as fully comprehending something, typically a book that is on par with the reader's English Proficiency Level, for instance. All the sentences, paragraphs, and chapters must make sense for the reader to understand the complete text.

Muchtar (2019) summarizes intensive and extensive as follows:

Extensive reading is to read widely and in large quantities, with the main aim to enjoy reading activities, while the intensive reading is the reading that is only limited to the short text and carried out with the aim of understanding the whole content of reading (p. 37).

2.5.2. Scanning

Yazar (2013) states:

This contains looking at a text quickly to find a particular symbol or group of symbols, e.g., a specific word, phrase, name, or date. By doing this, the aim is to focus on local understanding and ignore most of the text (p. 37).

According to Macleod (2005, as cited by Floris & Divina, 2009) scanning is described as quick reading done with the intention of extracting specific information from the material being read.

2.5.3. Skimming

Yazar (2013) claims:

This contains processing a text selectively to get die main idea(s) (to understand the main idea of a paragraph it is useful to find the topic sentences first.) and the discourse topic as efficiently as possible, which might involve both expeditious and careful reading (p. 37).

According to Nuttall (1996, as cited by Floris & Divina, 2009) skimming is when the learners are asked to read a piece of writing or section of the text rapidly to get its main idea or key idea.

2.5.4. Search Reading

Yazar (2013) states that “in search reading the purpose is to find information on the topic(s) that was decided in advance, for example, for writing purposes in selective reading. It is often an important strategy for completing written assignments” (p. 37).

It was also stated by Yazar (2013) that Search reading is prone to concentrating on particular textual words. Because of this, readers may need to be on the lookout for words with the same or similar semantic fields, which means that the word level.

2.5.5. Receptive Reading

Dubin (1982 as cited in Yazar, 2013) defines:

In receptive reading, to find out what the writer is trying to deliver, the supporting ideas are paid attention by the reader to validate the arguments and uses strategies during reading paragraph by paragraph, summarizing the main ideas of each paragraph, underlining, taking notes, and writing a summary after reading the text (p. 38).

2.5.6. Critical Reading

Yazar (2013) states that “reading a text critically means making judgments about how a text is discussed. This skill is a very reflective skill that requires readers to stop and step away from the text he is reading” (p.38). This means that critical reading should be read in order to develop readers' abilities to explore for different ways to think about a certain issue, rather than only to examine a specific piece of information.

2.5.7. Reading For Meaning

Reading for meaning is defined as follows “Reading for thorough comprehension is reading to get the whole message of the author, together with main points and supporting details” (Clarke,1979, p. 55 as cited in Yazar, 2013, p. 38).

According to Yazar (2013) believes that readers should not be necessary for readers to comprehend every word in a sentence or paragraph. Instead, readers should be taught how to enjoy reading while still comprehending the message that the authors are attempting to convey.

2.5.8. Prediction

Goodman (1971 as cited in Yazar, 2013) states:

Reading as a ‘psycholinguistic guessing game.’ He argues that fluent readers do not process a text by identifying and interpreting each letter

in the text. Instead, they look at a same of the text and predict the meaning of a larger part of it utilizing their previous knowledge of the subject (p. 39).

According to Yazar (2013), having the ability to think about what the author will say in advance helps the reader understand the material and ensures their active participation.

2.5.9. Redundancy

Yazar (2013) believes that “in addition to prediction skills, fluent reading also requires the use of redundancy, that is, information that is available from more than one source” (p.38). Furthermore, Smith (1971 as cited in Yazar, 2013) provides an example “The man has no hair on his head” and “He is bald” they are not reading two complementary pieces of information because both sentences give the same information in different words” (p. 39). Therefore, as Gephard (1987 as cited in Yazar, 2013) suggests “a reading teacher can increase the amount of redundancy using different media other than the linguistic medium” (p. 39).

2.6. Reading Phases

According to Al-Jarf (2015), there are three reading phases: the pre-reading phase, the while-reading phase, and the post-reading phase.

2.6.1. Pre-reading Phase

According to Pysarchyk & Yamshynska (2015), at the pre-reading stage, educators set a reading purpose, and aim to engage learners in a variety of activities to increase their motivation to read, activate vocabulary, and catch the class's attention before starting the reading process. In fact, it is an introduction to the book, during which the teacher may ask EFL students to make predictions based on the title of the book, activate their background knowledge on the topic of the text, and introduce new vocabulary.

2.6.2. While-reading Phase

According to Pysarchyk & Yamshynska (2015), while-reading activities may consist of the following: tracking the reading objectives, ordering main ideas of the text in a logical sequence, making questions to the text, and finding answers to them, keeping notes and records, and so on. This means that at this stage, readers should understand the main ideas of the book, as well as the writer's purpose and other goals.

2.6.3. Post-reading phase

According to Pysarchyk & Yamshynska (2015), after-reading activities help students identify and record relevant information, make connections between texts and their knowledge, provide a framework for summarizing main ideas within a text, help students make inferences and generalizations, and help students substantiate or reconsider their own ideas.

2.7. EFL in Ecuadorian High Schools and Bilingual Schools

EFL is a mandatory subject taught in Ecuador from elementary school to the Baccalaureate level. As stated by the Ministry of Education of Ecuador (2016), each school has a set number of hours that students must attend for English classes. It is clearly stated that high schools must include approximately 3-5 hours of English class per week in their curriculum, depending on the level or grade. According to Villafuerte (2019, as cited in Intriago et al., 2019), students in some bilingual schools, on the other hand, receive approximately 20 hours of English instruction per week, which includes English-taught content subjects such as computer science, science, and social studies, among others.

2.8. English Proficiency Level Needed in Ecuadorian High School Graduates

Cambridge English Organization (2022) defines CEFR as the Common European Framework of Reference for Languages. It is an international

standard to measure learners' English Level Proficiency. It is classified into 6 levels which are A1, A2, B1, B2, C1, and C2. Where A1 and A2 are classified as a basic level for beginners. B1 and B2 are in an intermediate level. Finally, C1 and C2 are in the group for a people who reach a proficiency in the language.

The CEFR establishes all the skills and subskills that learners must master at each and every level. In order to measure and certify the learners' English Level Proficiency it is necessary for them to take the Cambridge examination which is graded with a score up to 230 depending on the certificate the learners are interested in.

As presented by the Ecuadorian Ministry of Education (2016), it is expected that after students graduate from High school, they should have mastered a B1 in English level of Proficiency according to the CEFR.

Image 1 English Proficiency Level According to the Ministry of Education of Ecuador (2016)



The Ecuadorian Ministry of Education has shown in a brief table the level of English Proficiency students should achieve in each course based on the CEFR:

Level Pre-A1 is expected to be achieved at the end of 3rd grade in elementary school.

A basis of level A1 is expected to be achieved at the end of 5th grade in elementary school.

A basis of level A2 is expected to be achieved at the end of 7th grade in elementary school.

Level A1 should be reviewed and fully achieved at the end of 9th grade in middle school.

Level A2 should be reviewed and fully achieved at the end of 1st grade in high school.

Level B1 is expected to be achieved at the end of 3rd grade in high school before students graduate.

2.9. Culture

Culture is defined as "the way of life, especially the general customs and beliefs of a specific group of people at a specific time" (The Cambridge Dictionary, 2023). The Britannica Dictionary (n.d.), defines it as "the beliefs, customs, arts, etc., of a particular society, group, place, or time."

Therefore, culture can be defined as a pattern of human features or activities that characterize communities or social groups and are passed down from generation to generation, such as codes of manners, dress, language, religion, rituals, art, norms of behavior, such as law and morality, and systems of belief.

2.10. Culture and Learning EFL

According to Khatib et al. (2011), culture cannot be separated from language because culture is expressed through languages, such as poems or literature. This means that when people learn a language, they master not only its syntactic and lexical features but also some cultural aspects of the language. It is also stated by Sun (2013 as cited by Alakrash et al., 2021) "Culture and language are designed to coordinate with one another. Language is the medium by which culture transmits its beliefs, values, and norms" (p. 548).

2.11. Literature Material for EFL Reading Used in Bilingual High School

As previously stated, it is unavoidable to pick up some of the cultural aspects of the language being learned while learning it. However, this created the issue that the literature used might be useless to the students. According to Robson (1989, as cited in Khatib et al., 2011), some literature might be helpless for EFL students to become competent of the target language due to its syntactic and lexical difficulty. Others argue that literary texts are rife with obsolete vocabulary that is no longer used in modern English, as stated by Khatib et al. (2011), in modern English, words like "thee and thou" are uncommon. One could argue that this works only in old literature, such as Shakespeare's, therefore, in order to keep students reading, there is a need to look up literature material that they are familiar with, which in this case can be students' local literature, in this case, Spanish literary works that have been rendered in English.

2.12. Local Literature in English

In this case, local literature refers to Spanish literary works that have been rendered into English. According to Alakrash et al. (2021), using local literature is as important as knowledge of the target culture because exposure to local material can serve as a source of motivation and credentials for students. Alakrash et al. (2021), also believe that using local literature helps learners "construct their own meanings and reflect on their own culture as well as the culture of the target language" (p. 549).

2.13. The Importance of Local Literature in EFL Reading Practices

There are several reasons why bilingual schools should use local literature. According to Estuarso et al. (2017, as cited by Alakrash et al., 2021), it would increase students' motivation to learn English because their resources are related to their culture. It would also "improve their vocabulary and grammar skills for speech purposes" (Choudhury 2014, Mart 2012, as cited by

Alakrash et al., 2021, p. 550). Furthermore, because they are exposed to familiar materials, it may encourage class discussion, questioning, and answering about the literature, among many other advantages (Regmi 2011, as cited by Alakrash et al., 2021).

2.14. Translation

Translation is defined as the process of “rendering the meaning of a text into another language in the way that the author intended the text” (Newmark, 1988, p.5).

2.15. Abbreviations Commonly Used In Translation

There are some acronyms commonly used in the translation field that should be explained in order to understand this research. According to Hatim & Munday (2004), the acronyms mentioned are:

ST: abbreviation for “source text”, the source refers to the original text that is to be translated into another language.

TT: abbreviation for “target text”, the target text refers to the already translated text.

SL: abbreviation for “source language”, it refers to the individual’s first mother tongue, in this case, Spanish.

TL: an abbreviation for “target language”, refers to the language into which the text is to be translated.

2.16. Types of Translation

There are three types of translation, according to Jakobson (1959 as cited in Munday, 2016): intralingual, interlingual, and intersemiotic.

2.16.1. Interlingual Translation

It is an interpretation of the ST's verbal signs rendered into another language. According to Jakobson (1959, as cited in Munday, 2016), when the ST is

English, for example, it is rendered into another language, such as Chinese or Spanish.

2.17. Translation Methods

Newmark (1988) states in his book "A Textbook of Translation" that there are eight different translation methods that can be used when rendering various types of text, and they are word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation.

2.17.1. Word-For-Word Translation

It occurs when "The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally" (Newmark, 1988, pp. 45-46).

2.17.2. Literal Translation

It is when "The SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context" (Newmark, 1988, p. 46).

2.17.3. Faithful Translation

"It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation" (Newmark, 1988, p. 46).

2.17.4. Semantic Translation

"Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value" (Newmark, 1988, p. 46).

2.17.5. Adaptation

"This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL

culture converted to the TL culture and the text rewritten” (Newmark, 1988, p. 46).

2.17.6. Free Translation

“Free translation reproduces the matter without the manner or the content without the form of the original. Usually, it is a paraphrase much longer than the original, also called intralingual translation” (Newmark, 1988, p. 41).

2.17.7. Idiomatic Translation

“Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original” (Newmark, 1988, p. 47).

2.17.8. Communicative Translation

“It attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership” (Newmark, 1988, p. 47). It is also said that “communicative translation is social, concentrates on the message and the main force of the text, tends to under-translate, to be simple, clear and brief, and is always written in a natural and resourceful style” (Newmark, 1988, p. 48). It means that the communicative approach seeks to render meaning in a way that is not alien to the TL audience. Furthermore, it is critical for the translator to remember not to include his or her own thoughts when rendering a TT with a communicative approach.

2.18. Translation Procedures, Techniques, And Strategies.

“While translation methods relate to whole texts, translation procedures or techniques are used for sentences and the smaller units of language” (Newmark, 1988, p. 45). According to Vinay and Darbelnet (1995), there are two translation strategies: direct translation and oblique translation. The two strategies include seven procedures, three from direct translation and four from oblique translation.

2.18.1. Direct Translation: Borrowing

According to Vinay & Darbelnet (1995), “It occurs when the SL word is directly transferred to the TL.” In other words, it is when words from one language are adopted by speakers of another language. It is most seen in food names. Sushi, shawarma, tacos, and burritos, to name a few. Terminologies are also linked to technology. For example, Wi-Fi, Bluetooth, and many others.

2.18.2. Direct Translation: Calque

According to Vinay & Darbelnet (1995), it occurs when the SL expression or structure is rendered in a literal translation. Adam's apple, for example, is a calque of the French pomme d'Adam.

2.18.3. Direct Translation: Literal Translation

According to Vinay & Darbelnet (1995), It is a common word-for-word translation between languages from the same language family and culture. As an example:

English ST: The pen is on the table.

Spanish TT: El bolígrafo esta en la mesa.

Italian TT: La penna è sul tavolo.

2.18.4. Oblique Translation: Transposition

According to Vinay & Darbelnet (1995), it is a modification of one part of speech for another (for example, a noun for a verb, an adverb for a verb and vice versa) that does not alter the meaning. For instance:

English ST: He likes swimming. (Swimming→noun)

Spanish TT: Le gusta nadar. (Nadar→verb)

2.18.5. Oblique Translation: Modulation

According to Vinay & Darbelnet (1995), it is when a message variation is obtained by changing the point of view. When the negative form of the ST is transformed into the affirmative TT, this can happen. For instance:

English ST: It is not difficult to show...

Spanish TT: Es fácil de mostrar...

2.18.6. Oblique Translation: Equivalence

According to Vinay & Darbelnet (1995) refers to “situations in which different languages describe the same situation using different stylistic or structural means.” Equivalence is extremely effective when translating idioms and proverbs. For instance:

English TT: It is raining cats and dogs.

Spanish ST: Está lloviendo a cántaros.

2.18.7. Oblique Translation: Adaptation

According to Vinay & Darbelnet (1995), “it is when a situation in the source culture does not exist in the target culture.” This means that the cultural reference should be changed. For instance:

English ST: Football

Spanish TT: Fútbol americano

2.18.8. Amplification

According to Vinay & Darbelnet (1995), it happens when “the TL uses more words, which is often due to syntactic expansion.” It is typically used to aid comprehension. For example:

Spanish ST: Lo compré en Lima y me costó 50 pesos.

English TT: I bought it in Lima, and it cost me 50 Peruvian pesos.

In this case, to explicitly state the currency's country of origin.

2.18.9. False Friendship

As stated by Vinay & Darbelnet (1995), false friendship is “a structurally similar term in SL and TL that leads the user to believe the meaning is the same.” For example, English “suburb” is not the same as Spanish “suburbio”. In English, a "suburb" is an area outside of a large city, some of which have small businesses. In Spanish, however, "suburbio" refers to areas where people with limited economic resources live.

2.18.10. Translation Loss and Gain

According to Newmark (1995), translation losses are unavoidable because any text may contain a large number of cultural and non-equivalent words, and there will inevitably be semantic loss in the translation, whether this involves losing or adding features in the TT. For instance,

English ST: one-eyed blindness

Spanish TT: Tuerto

2.18.11. Compensation

“This is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence” (Newmark, 1988, p.90). For example, when writing a letter, "Dear, xxx" should be the most common greeting, whereas "De mi consideración" should be used in Spanish.

2.18.12. Explicitation

According to Vinay & Darbelnet (1995), it occurs when implicit information in the ST is explicitly translated into the TT. For instance, to specify gender in Spanish because English does not.

2.18.13. Generalization and Specification

According to Vinay & Darbelnet (1995), generalization occurs when the ST is rendered with a word that has a broader meaning in the TT. On the other hand, specification is the inverse; it is when the ST is rendered with a word with a narrower meaning in the TT.

3. METHODOLOGY

This research project aligns with a conceptual research framework. As stated by Jabareen (2009, p. 51 as cited in Ngulube et al., 2015) “A conceptual framework is a “network, or “a plane,” of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena” (p. 51).

Miles & Huberman (1994 as cited in Ngulube et al., 2015) stated that conceptual frameworks explain or illustrate the main things to be studied the key factors, constructs, or variables and the relationship between them.

For example, in order to carry out this research, rather than producing new theories, it adheres to the already established ones, using concepts of translation and EFL approaches to create an improvement in cultural and historical knowledge through the development of reading skills using the translation of a book which meets the requirements of having vast data on Guayaquil’s history, which is the city of the target audience of this research.

Some of the translation techniques, approaches, and theories by Newmark (1988) and Vinay & Darbelnet (1995) were taken into consideration when rendering selected chapters from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*, primarily the communicative approach.

The understanding of the local-cultural-based reading material, that was built through translation, will be tested through exercises created on digital platforms such as YouTube, Quizizz, Wordwall and others.

Alakrash et al. (2021) state that EFL skills in students can be improved when using local culture-based curriculum as a medium to develop English language learning. Therefore, this supports the fact that using local literature material provides a better understanding of the content on behalf of the learners.

3.1. The Author and The Chosen Literary Material

Melvin Hoyos is a chronicler, historian, and writer born on January 9th, 1956, dedicated to rescuing duly documented events. His first encounter with his two great passions, art and history, occurred when he was a child, and it only grew stronger when he enrolled in the Faculty of Architecture at the Catholic University of Santiago de Guayaquil.

Los recuerdos de las iguana: historias del Guayaquil que se fue is a book written by Melvin Hoyos and published by the Municipality of Guayaquil under the administration of Mayor Jaime Nebot in 2008. The literary work gathers information about historic events and traditions from the city of Guayaquil, between the end of the 19th century and the early 20th century.

The major reason behind the decision of choosing this book resides in the availability of a wide range of information and historical events, that point out the beginning of the creation and roots of the city of Guayaquil and its cultural traits. Through the rendering of selected chapters of this book, a pedagogical reading tool is created. This can allow Ecuadorian EFL learners to tackle their lack of cultural awareness while improving their reading comprehension skills.

Another reason why the book was chosen is that it is significantly reliable since the author is a historian who worked on the book to preserve the history of the city. The book is narrated from the perspective of an Iguana. The author uses this animal as a type of symbolic icon and witness who talks about the documented history of Guayaquil. The Iguana is an endemic animal of Guayaquil and has been since the beginning of the city's foundation.

Since the book covered all the features necessary for the purpose of this project, the author was interviewed and recorded, in order to gather up the information needed for this chapter.

The inspiration behind the name "*Los recuerdos de la iguana: historias del Guayaquil que se fue* come up from an intention I had, many years ago, to write a book where narrations of the little-known history of Guayaquil can be

found. What cost me a lot of work, was to think of the title. The name of the book Los recuerdos de la iguana: historias del Guayaquil que se fue came to my mind when I started to think about which was the most endemic animal that existed and still exists in our land. The oldest endemic animal of our lands has to be, undoubtedly, the iguana and, if it is the iguana, it must have seen the first men to arrive in the territory of what is now the city of Guayaquil. Then I symbolized the iguana as a kind of witness of everything that happened in our land.” (M. Hoyos, personal communication, October 6, 2022).

Another detail that is important to mention is something the author answered when asked if there was a chapter that might awaken the interest of young people. His response was *“Well, there is one that is only about pirates, I think it is interesting, very interesting, more than anything because of all the trends related to Pirates of the Caribbean movies and superheroes. Characters that are linked to piracy could make young people get excited about reading. Another chapter that might attract attention is one that is about Guayaquil legends, this content could be interesting for young people.*

Why not also read a chapter that is related to the way in which the book was made, that is the first chapter. There is also a chapter that points out the story of the shipyard of Guayaquil, something that people normally do not know about. The largest shipyard and ship factory in the world was in Guayaquil” (M. Hoyos, personal communication, October 6, 2022).

Finally, his consent, and beliefs *“The idea for me is great because when a literary work that portrays the history of a town is translated into another language, it opens the possibility that this knowledge can enter into another great quantity of people that would not normally read this type of information in their language” (M. Hoyos, personal communication, October 6, 2022).*

“The honor would be mine, that you have chosen a work written by me to translate, of course, permission is given” (M. Hoyos, personal communication, October 6, 2022).

3.2. Instruments for the Analysis of the Translation Approach

3.2.1. Communicative approach

The communicative approach was primarily taken into consideration because the book uses mainly narrative text to describe Guayaquil's historical events. It is essential to transfer meanings and provide a readable translation so that the target reader can learn about the culture and history of Guayaquil and at the same time develop EFL language skills. Therefore, it is crucial for the students to understand the content, in order to be aware of their local culture and history and at the same time work on their English language skills.

3.2.2. Translation Techniques in The Communicative Approach

According to Vinay & Darbelnet (1995), and Newmark (1988), there are many translation techniques that can be used for various translation approaches. In this case, the communicative approach, which is TT biased, may apply many of these techniques, as shown in the following table:

Table 1 ST-biased vs TT-biased Techniques and Strategies according to Newmark (1988) and Vinay & Darbelnet (1995)

ST-biased	TT-biased
Borrowing Calque Literal translation	Transposition Modulation Equivalence Adaptation Amplification Compensation Explicitation Generalization and Specification

3.3. Instrument Used for Translation Analysis

The following table was designed as the instrument used for translation analysis, with the Source Text of the chunk that would be analyzed in the first column from left to right, the rendering or translated text in the middle, and

the analysis in the last column, which contains explanations about some translation decisions.

Table 2 Table Designed as Instrument Used for Translation Analysis

ST	TT	Analysis

3.4. Findings

The tables below contain some examples of strategies and techniques from the TT biased that were applied in the process of translating selected chapters of the book to demonstrate that the TT was rendered using the communicative approach.

3.4.1. Sample of Analysis #1

The following excerpt from the first chapter of the book demonstrates how the selected chapters of the book were translated using the communicative approach. First, the author mentioned some places in Guayaquil that may be unfamiliar to those who are unfamiliar with the city. Thereby, additional details were added, implying that amplification was used to render these items. In addition, some of the TT-Biased techniques such as explicitation, compensation by merging were used to render the TT as follows:

Table 3 Chunk for Analysis: The Guayaquil Shipyards and the South Sea Navy, Table Developed by the Authors

ST	TT	Analysis
<p>Cuando subimos al Santa Ana¹ y desde su cima observamos nuestro anchuroso río²; cuando desde el mirador ubicado en El Carmen³ y desde su</p>	<p>Whenever we climb up the Santa Ana Hill¹, we can view the wide Guayas River² from its peak; When we see the city through the lookout of the Carmen hill³ or</p>	<p>Annotation #1: In this case, Santa Ana¹ was delivered into <i>the Santa Ana hill¹</i> as well as <i>The Carmen Hill³</i> and <i>Corazon de Jesus statue⁴</i> this means that</p>

<p>plazoleta, al pie del Corazón de Jesús⁴, vemos la ciudad levantarse majestuosa hacia su margen, difícilmente podemos imaginar que hace cuatrocientos años era tan solo una aldea.</p> <p>Sí, pueblo pequeño de gran espíritu y mayor riqueza, con inmensas esperanzas en el porvenir⁵, basadas en la exuberancia de su entorno y en el singular temple de sus hijos, los que arremetían contra la adversidad con singular denuedo cada vez que esta les hacía frente.</p> <p>La inmensa riqueza natural de su entorno le conferiría una cualidad muy peculiar que, unida a la habilidad artesanal de sus hijos, facilitaría, desde inicios de la Colonia, el nacimiento de uno de los más importantes centros de fabricación naval del mundo civilizado. Así nacerían sus astilleros, los más importantes de cuantos se formaron en América entre los siglos XVI y XVIII⁶.</p>	<p>from its small square, located at the foot of the Corazon de Jesus statue⁴. We can sight the city of Guayaquil rising majestically in its entirety. It is hard to believe that four hundred years ago it was just a village.</p> <p>Guayaquil is a small town that owns a great heart and wealth. It holds great expectations in its promising future⁵ because of its abundance and its hardworking citizens that work against all odds.</p> <p>Guayaquil's great natural wealth makes it very unique. Its skillful craftsmen contributed to the emergence of one of the world's foremost centers for naval manufacture at the beginning of the colonial time between the 16th and 18th centuries⁶. This is how some of the most important shipyards on the American continent arose.</p>	<p>extra information was added to help to understand places that might be unfamiliar to the target audience. Therefore, it was necessary to add words like "hill", and "statue" to put the readers in context.</p> <p>Annotation #2: The term "nuestro anchuroso rio²" was rendered into "wide Guayas River²" so the TT embeds an instrument of imagery that allows the reader to depict the view; although the river mentioned is located in Guayaquil, it should be explicated for the TT. Otherwise, people might relate it with any wide river.</p> <p>Annotation #3: Compensation by merging was applied in this chapter to convey a similar effect as the ST. In this case, "con inmensas esperanzas en el porvenir⁵" is rendered into "promising future⁵" which transmits a similar message but with fewer words.</p> <p>Annotation #4: In this case, it was crucial to point out that while centuries are written in numeric roman in the ST, it is written with ordinal numbers in English. Thereby,"</p>
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		siglos XVI y XVIII⁶ was rendered into " the 16th and 18th centuries⁶ ".
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3.4.2. Sample of Analysis #2

The following rendering of this book fragment could also demonstrate that the selected chapters of the book were translated using the communicative approach since the ST structure was adapted to the TT structure. In this case, techniques like compensation by merging, and explicitation were applied. As seen as follows:

Table 4 Chunk for Analysis: The First Pirate Incursion to the Guayaquil's Port, Table Developed by the Authors

ST	TT	Analysis
<p>Corría el año 1585¹y el Virreinato disfrutaba de una relativa paz. Los nuevos éxitos del temido pirata Drake en el Caribe² provocaban cierta preocupación, pero no al punto de ordenar preparativos para enfrentarlo ni sospechar que otros, empujados por iguales ambiciones, seguirían la ruta del pirata inglés con similares metas y objetivos.</p> <p>Poco tiempo pasaría para que Fernando de Torres y Portugal, Conde del Villar Don Pardo y Virrey del Perú, se diera cuenta del error en el que estaba, pues llegó a sus oídos que Thomas Cavendish, hábil marino inglés de familia noble y potentada, quien ya había recorrido las costas de Virginia y la Florida sembrando el</p>	<p>The story took place in 1585¹ during peacetime. The record of plundering, in the Caribbean by the fearsome pirate Drake², had caused some concern, but not enough for the viceroy to order preparations against him or to think that others would follow in his footsteps.</p> <p>Viceroy of Peru and Count of the Don Pardo Villar, Fernando of Torres and Portugal soon realized that he was mistaken. For it had been whispered to him that Thomas Cavendish, a skilled English sailor, born of a noble and powerful family, had already sailed the coasts of Virginia and Florida, plundering with his party of four well-equipped ships³, and attempting</p>	<p>Annotation #1: The expression "Corría el año 1585¹" was rendered as "The story took place in 1585¹" because the TL structure is different from the SL structure. A sentence in the TL begins with an article or subject rather than a verb.</p> <p>Annotation #2: Explicitation was used in this chapter to render the expression "Los nuevos éxitos del temido pirata Drake en el Caribe²" into "The record of plundering, in the Caribbean by the fearsome pirate Drake²". In this case, it was explained that Drake's success refers to his record of plundering, so as to put the readers in context.</p> <p>Annotation #3: In this</p>

<p>terror con sus saqueos, había armado una partida de cuatro naves bien dotadas³ con el fin de recapitular los éxitos de su coterráneo Drake en las costas del Pacífico.</p>	<p>to repeat Drake's record of plundering on the Pacific coasts.</p>	<p>case, compensation by merging was used to render the TT with a focus in the TT structure. That is why the ST "cuatro naves bien dotadas³" was rendered into "four well-equipped ships³" in the TT. While the ST contains 4 words it was rendered using 3 words. In this case, the TT transmits a similar message but with fewer words.</p>
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3.4.3. Sample of Analysis #3

The following is another example that demonstrates that selected chapters of the book were translated using the communicative approach. Some techniques like compensation in kind and transposition were used in this chapter. In addition, the ST structure was replaced by the TT structure and some words from the ST were omitted in order to transmit the meaning of the ST while using simple vocabulary so that the target audience could understand the meaning of the text, which is the purpose of the author of the book.

Table 5 Chunk for Analysis: Guayaquil's legends during colonial time, Table Developed by the Authors

ST	TT	Analysis
<p>Guayaquil, como toda ciudad de la América española, conserva una serie de leyendas que permiten evocar los tiempos en que éramos parte de la madre patria¹.</p> <p>Cronistas e historiadores se han entregado² a la tarea de recogerlas y, como en los casos de Pino</p>	<p>Like most Hispanic American cities, Guayaquil preserves a series of urban legends that allow to recall the time when we belonged to the motherland¹.</p> <p>Enthusiastic chroniclers and historians² such as Pino Roca and Chávez Franco have collected</p>	<p>Annotation #1: As seen in the first part of the ST, the author emphasized the fact that Guayaquil, like many other Hispanic American cities, has its own urban legends that can be used to recall Guayaquileans' past¹. In this case, compensation by merging was used to render this section of</p>

<p>Roca y Chávez Franco, publicarlas en maravillosos compendios que son tesoro patrimonial de nuestra tierra. Sin embargo, por una curiosa omisión, dos antiguas leyendas no se hallan consignadas en esos compendios, no así en añejos libros de historia de aquellos que recogían su información directamente del antiguo archivo municipal. Las leyendas de las que hacemos mención fueron encontradas en él y nos hemos permitido llamarlas El niño de la mano milagrosa, la primera, y Las palomas del Fray Simplón, la segunda.</p>	<p>them to be published in compendia that are Guayaquil's patrimonial treasure. However, due to an unclear omission, two legends were not added or told neither in the Guayaquil history book collected from the old municipal archives. The following two stories were founded there and named "The Boy Who Had a Miraculous Hand" and "Fray Simplon's Pigeons".</p>	<p>the text because the TT was rendered with fewer words while conveying the same meaning.</p> <p>Annotation #2: The ST "Cronistas e historiadores se han entregado²" was translated into "Enthusiastic chroniclers and historians²", in this case, transposition was applied because "Enthusiastic chroniclers and historians²" because the ST expression "se han entregado" is defined as verb in the part of speech, however, the TT expression "Enthusiastic" is defined as an adjective in the part of speech. It was translated in this way to convey a similar message as the ST.</p>
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3.5. Overall Analysis:

As previously stated, many TT-biased techniques and strategies were used to render the TT with the goal of providing a text that is readable, understandable, and comprehensible for the target audience. It is important to point out that translation strategies such as calque and borrowing should not be used in a communicative approach; however, because the goal of this project is to help students improve not only their reading comprehension but also to preserve the cultural aspects of Guayaquil, borrowing ST vocabulary is necessary for students to learn and understand about Guayaquil's history.

4. CONCLUSIONS

As demonstrated in this project, it is possible to create EFL reading materials by translating domestic literature. There is no doubt that translating local literature material, related to the city of Guayaquil, for EFL reading comprehension practices, can open the possibility to help students improve, not only their English skills, but also, their motivation of reading, cultural and historical insight and awareness of Guayaquil and class discussion.

The analysis of the translation, carried out for this academic work, allows to state that the communicative approach was the most appropriate for the rendering process of the book *Los recuerdos de la iguana: historias del Guayaquil que se fue* because of its effectiveness in diminishing cultural boundaries and its other characteristics. This allowed the translation process to modify the structure of the text, in order to make it understandable for the target audience, without taking away the meaning of the content.

Based on academic papers, that were searched and analyzed in this research about the use of local based literary material for reading comprehension, it can be pointed out that using translated domestic literature in the English class, can enable the development of EFL learners' reading skills and, at the same time, achieve an effective learning process of local history and culture among students, through the application of educational techniques like intensive and extensive reading, scanning, skimming, search reading, receptive reading, critical reading, reading for meaning, and prediction in reading activities.

A YouTube channel was also created, to combine its technological features with the translated material and digital EFL reading activities, that were also made, to help students with their historical and cultural awareness of the city of Guayaquil, through the development of their English reading skills. Last but not least, the current study can be used to guide teachers in teaching local history and culture, during the development of EFL skills of high school students.

5. RECOMMENDATIONS

It is suggested that educators should make the effort to encourage students' patriotism and self-identity love through the use of English local-based reading material and learning techniques that can allow the students to acquire information about their history and culture through effective and attractive reading comprehension practices.

It is highly recommended that bilingual schools help their students focus on using local-based material since it can feed both, EFL Skills and local historical and cultural Knowledge. By using local materials educators can provide a better understanding to the learners because the material is not embedded in an unknown foreign culture.

The lack of local-based reading tools can be met through the creation of it. Not only by translating whole books or chapters but also by less extensive reading material, essential in local history and culture, that may be useful to encourage learning.

In addition, educators should master reading techniques in order to teach them, so that the students can achieve an effective learning process of their local history and culture, through successful EFL reading comprehension practices since it has been demonstrated that improving reading skills feeds all the EFL skills.

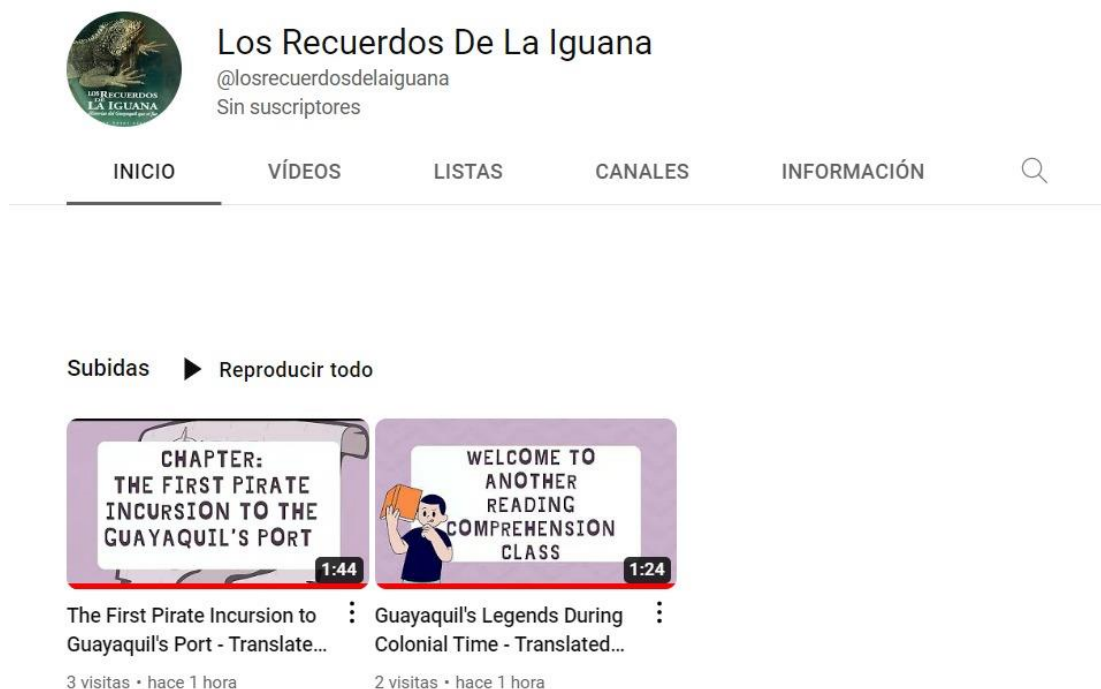
This project also recommends that educators should master and apply different types of virtual platforms that catch the student's attention and provide a modern environment at the time to test the comprehension of the reading.

6. PROPOSAL

The goal of this project was to translate selected chapters of the book *Los recuerdos de la iguana: historias del Guayaquil que fue* for the purpose of using the rendered content as a tool for cultural and historic awareness of Guayaquil, while working on the development of reading skills of EFL students. However, how can teachers ensure that students meet the objectives that have been set? As a result, this chapter will explain how educators can use this translated literature in their classrooms.

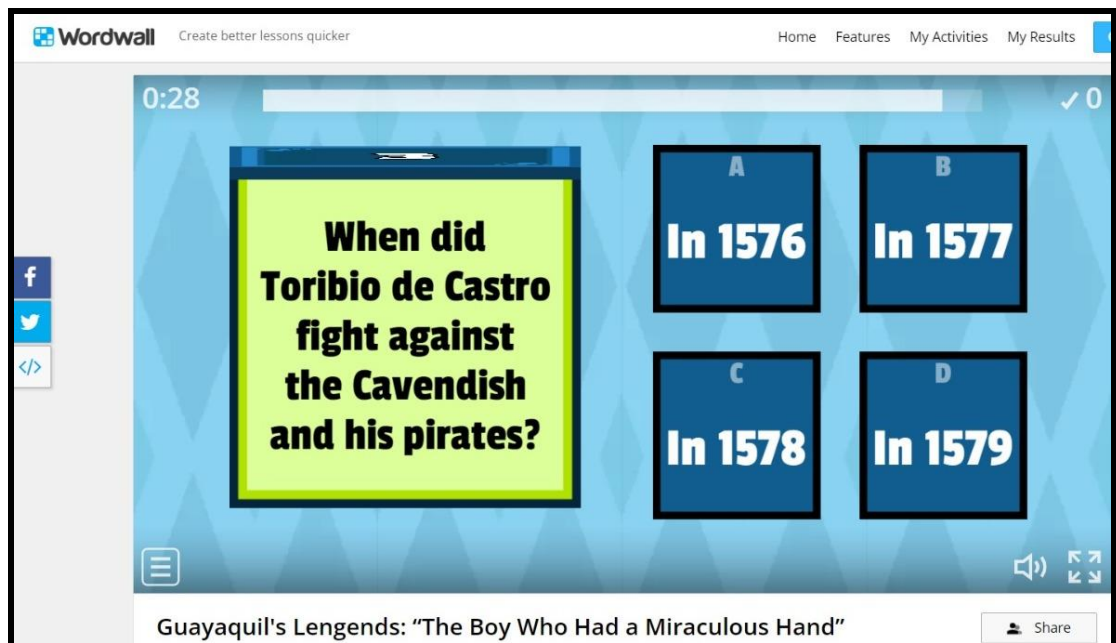
To achieve the aforementioned goals, it is necessary to develop activities that assess students' comprehension of the text they read. Therefore, some activities were developed to serve as models for teachers in order to assist students in improving their reading skills through the use of dynamic follow-up activities. That is why a YouTube channel was created specifically for this project with its own activities to encourage and motivate students to achieve the mentioned goals. Which teachers may view the videos at the following link <https://www.youtube.com/channel/UCWFIQ112e4sZDhPcTWcfNZQ>

Image 2 YouTube Channel: *Los recuerdos de la iguana: historias del Guayaquil que se fue*, Developed by the authors



Educators could begin by asking the student to predict the history of the book by reading the chapter title and looking at the picture of the book chapter. The teacher then plays the video for the first time and instructs the students to get the main idea of a paragraph of text to practice skimming. The teacher then plays the video a second time and asks the students to complete multiple-choice activities related to names, dates, and text details (scanning). The following link will give teachers access to the follow-up activity: <https://wordwall.net/resource/27938708>. As seen below:

Image 3 Follow up activities- Guayaquil's legends during colonial time: “The Boy Who Had a Miraculous Hand” part 1, Developed by the authors



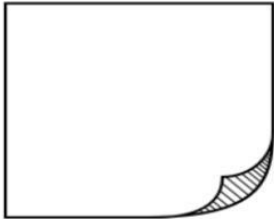
Moreover, post-reading activities were created for the readers as follow up activities. The following link will give teachers access to the follow-up activity: https://docs.google.com/presentation/d/1GpeYMYt8a_SqimbhrPDVUJnOXog5ad-b24lfSECZQc0/edit#slide=id.g200e366b6ae_0_0. As see in the following picture:

Image 4 Follow up activities Guayaquil's legends during colonial time: "The Boy Who Had a Miraculous Hand" part 2, Developed by the authors

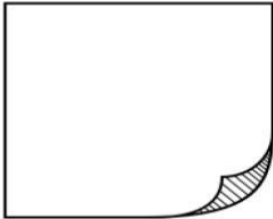
Guayaquil's legends during colonial time: "The Boy Who Had a Miraculous Hand"

Student name: _____ Grade: _____

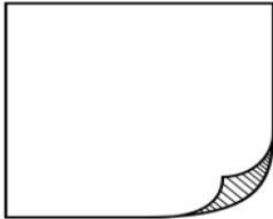
1. Draw three pictures in chronological order to summarize the legend's beginning, middle, and end.
2. Explain each image briefly on the lines provided.




➔



➔





Do you believe this legend is true? Yes, no and why?

In this case, readers are asked to draw three pictures in chronological order to summarize the legend's beginning, middle, and end. EFL students could use their creativity in these activities and then share their work with their classmates to encourage active participation in the classroom.

On the other hand, some questions in the follow-up activities require students to use critical thinking when asked what they think about something or if they believe something is true or not, with well-supported arguments.

It is also essential to mention that the whole translated literature material is a tool that may help EFL students enhance extensive reading and intensive reading skills since the literature is related to pirates, ships, and legends. So, EFL readers may enjoy reading it and learn about Guayaquil's history. Thereby, the activities were created to enhance reading comprehension by practicing the reading styles mentioned by Yazar (2013). The following link will give teachers access to the follow-up activity: <https://quizizz.com/join?gc=66119483>. As seen in the following:

Image 5 Follow up activities- The first pirate incursion to the Guayaquil's port,
Developed by the authors

The image shows a screenshot of the Quizizz web application interface. On the left, there is a sidebar with the user's name 'Alejandro Fernandez' and account type 'Cuenta Basic'. Below this are promotional banners for 'Obtenga una prueba Súper gratis' and 'Invita y gana Súper gratis', followed by a 'Crear' button and a navigation menu with options like 'Explorar', 'Mi biblioteca', 'Informes', 'Clases', 'Ajustes', and 'Más'. The main content area features a search bar at the top. Below it, a lesson card is displayed for 'chapter: THE FIRST PIRATE INCURSION TO THE GUAYAQUIL'S PORT', which is for 9th-12th grade English and has 0% accuracy and 9 plays. The lesson is owned by 'Alejandro Fernandez' and was created 2 days ago. Action buttons include 'Hoja de cálculo', 'Guardar', 'Compartir', and 'Editar'. Two main buttons are visible: 'Inicia un vivo lección' (for instructors) and 'Asignar deberes' (for learning without synchronization). Below these, it indicates '7 diapositivas' and options to 'Ocultar respuestas' and 'Ver vista previa'. The current slide is a multiple-choice question: 'Reasons why Cavendish established his headquarters on Puná Island'. The question is worth 1 point and has a 30-second timer. The answer options are: 'The abundance of materials he found, such as rigging, pitch, quality of wood, and the comfort care', 'The authorities were negligent and the Viceroy did not care', and 'The armament of the city was little reinforced, and people were afraid'.

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7. APPENDICES

7.1. Follow-up activities and YouTube Channel

Table 6 Links to Access Follow Up Activities and YouTube Channel, Table Developed by the Authors

Title of the chapter	Link to access follow-up activities
The Guayaquil Shipyards and the South Sea Navy	https://docs.google.com/presentation/d/1GpeYMYt8a_SqimbhrPDVUJnOXog5ad-b24lfSECZQc0/edit#slide=id.g1dc0399e71d_0_17 → Slide 1
The First Pirate Incursion to Guayaquil's Port	https://docs.google.com/presentation/d/1GpeYMYt8a_SqimbhrPDVUJnOXog5ad-b24lfSECZQc0/edit#slide=id.g1dc0399e71d_0_17 → Slide 2
Guayaquil's legends during colonial time: "The Boy Who Had a Miraculous Hand"	https://docs.google.com/presentation/d/1GpeYMYt8a_SqimbhrPDVUJnOXog5ad-b24lfSECZQc0/edit#slide=id.g1dc0399e71d_0_17 → Slide 3 and 4
Guayaquil's legends during colonial time: "Fray Simplon's Pigeons"	https://docs.google.com/presentation/d/1GpeYMYt8a_SqimbhrPDVUJnOXog5ad-b24lfSECZQc0/edit#slide=id.g1dc0399e71d_0_17 → Slide 5 and 6
YouTube Channel→ https://www.youtube.com/channel/UCWFIQ112e4sZDhPcTWcfNZQ	

Preface

(From the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*)

Reading “*Los recuerdos de la iguana*” is like diving deep into the history of Guayaquil that has been almost forgotten. But over time, Guayaquil’s history has been rescued by Melvin Hoyos, through a dedication that can only be appreciated by people who feel true love for their home city.

This book breaks the concept that says that it is possible to live the present and prepare for the future, only if you know the past, because it tells simple stories that are easy to read; told with harmonious language. Whether as a chronicler or a historian, Melvin Hoyos gives each of his stories –duly documented– an extraordinary value, not only for their content but for what they mean for Guayaquil's history.

We are used to the fact that history should only recount war or political episodes, putting aside the fact that everything that happens in our daily lives is also part of history. *Los recuerdos de la iguana* is aided to draw aside the veil that conceals or distorts Guayaquil’s history. In this book, there are stories and tales that time has tried to erase from the Guayaquilean's memory, and that Melvin Hoyos has rescued among clippings, brochures, and old newspapers... really old ones. Melvin has tried and has achieved narrating the facts in an authentic and genuine way, avoiding the common temptation to distort the truth to get into the reader’s interest.

How many of us know that Guayaquil became the most important shipyard in South America, where all the ships that sailed the south seas were built, repaired, and careened? This happened just a few years after Guayaquil’s definitive settlement was established. ... What do Guayaquileans know about the first churches that were built in their city, in colonial times? ... or the attacks that their city suffered by pirates and buccaneers, who not only plundered the city but also set fire to it? ...

Melvin also describes the Guayaquil during the colonial era, not only from his own point of view. He includes narrations that have the point of view of important and notable travelers as well as explorers who had been in Guayaquil in the 18th and 19th century.

It rescues the official program with which the First Centenary of October 9, 1820, was celebrated. It talks about its monuments and its neighborhoods. It revives heroic deeds such as the pro-federalism reaction of Guayaquil in 1827; The March Revolution in 1845. It also recalls the beginnings of photography, the salt baths, and the unforgettable American Park.

This stunning work, written with love and dedication to the city of Guayaquil, is comprised of these and many other chapters. Melvin Hoyos and a select group of chroniclers, including José Antonio Campos, J. Gabriel Pino Roca, and Modesto Chávez Franco, rescued, wrote, and published fascinating facts about Guayaquil history.

The Guayaquil's Shipyards and The South Sea Navy

(Chapter #3 from the book Los recuerdos de la iguana: historias del Guayaquil que se fue)

Whenever we climb up the Santa Ana Hill, we can view the wide Guayas River from its peak; When we see the city through the lookout of The Carmen hill or from its small square, located at the foot of the Corazon de Jesus statue. We can sight the city of Guayaquil rising majestically in its entirety. It is hard to believe that four hundred years ago it was just a village. Guayaquil is a small town that owns a great heart and wealth. It holds great expectations in its promising future because of its abundance and its hard-working citizens that work against all odds.

Guayaquil's great natural wealth makes it very unique. Its skillful craftsmen contributed to the emergence of one of the world's foremost centers for naval manufacture at the beginning of the colonial time between the 16th and 18th centuries. This is how some of the most important shipyards on the American continent arose.

The shipyards were established not even thirty years after the city's final resettlement. They were built in the current Atarazana neighborhood and Puna island to construct and repair ships. Toribio de Castro Grijuela lived neighboring the port. He would become the first shipbuilder and head of his family. They would take this industry to extraordinary levels of development.

A chunk extracted from the page 19 of the literary work "**Compendio** histórico de la provincia, partidos, ciudades, astilleros, ríos y puerto de Guayaquil en las costas del mar del Sur", published in Madrid in 1741 by Dionisio de Alsedo and Herrera and written in Guayaquil by the Jesuit priest don Jacinto Morán de Butron, says:

"Guayaquil's shipyards are superior from both Americas and Europe, due to the location of its beaches, the proximity of its mountains and sawmills, and the quality of the wood." He also writes on pages 24 and 25: "*...according to the registry of the master shipwrights of this city, it appears that from the time of its first foundation until the year 1736, one hundred and seventy-six vessels had been built, without taking into account the innumerable smaller ones.*"

This information demonstrates the great level of development of Guayaquil's naval industry. However, to get a precise idea of the quality of the ships built in Guayaquil, this book will try to recount the most important moments of this story as clearly as possible. Even though, if it is necessary to highlight the reason why the construction of ships in the Pacific Ocean began before the issue. Let's see.

Beginning in the 16th century, most ships entered the Pacific either through the Strait of Magellan or by wading the coasts of Tierra del Fuego. Most people who took this route would end up dying due to its dangerousness.

Many important expeditions were either destroyed or failed to carry out due to a lack of survivors as a result.

What Would Be a Solution This?

Built a shipyard in the Pacific Ocean to avoid the Atlantic Ocean. No other city surpassed the Guayaquil location to build it because of its skillful shipbuilders and the immense forest wealth of the province since its wood was among the most desirable for shipbuilding.

In 1570, the shipyards already operated building and repairing vessels on the north slope of Santa Ana hill, at the foot of the La Atarazana neighborhood's estuary, and on Puna Island. Seven years later, Viceroy Toledo ordered to construct two ships, one of them named "Santisima Trinidad", to fortify the port of Callao after being warned about an incursion by the pirate Francis Drake. Both ships were never used since the fight never took place. The starting of piracy became the main driving force behind the development of shipyards due to the impending necessity to arm against to face the lootings. The number of ships ordered from Lima (Peruvian city) increased, as did the number of orders to renovate old ships and adapt them for military use.

In 1583 the viceroy of Peru also commissioned the construction of a large galleon, whose displacement volume would be greater than four hundred tons. It was named "San Pedro, San Pablo y Santiago Apostol", a title as long as the ship. This construction brought the shipyard back to hectic activity and began the emergence of the South Sea Navy.

A year later, the galleons San Andrés and San Geronimo were conditioned, but they were unable to serve for an extended period of time because they were burned during Thomas Cavendish's expedition on Puna Island in 1587. According to Lawrence Clayton, the mechanics for the construction or readjustment of the ships were the following:

"After consulting with the Financial Board, the viceroy used to designate the officials in charge of the project was made by the viceroy. For most of the 16th century, these royal officials had the most significant responsibility."

"The viceroy notified the authority, the Spanish judicial official in charge, that the navy needed a galleon, a galley, a small ship, or any combination of them."

"Then, he received the money, the general instructions, and the instructions all at once and was left up to the authority, the royal accountant, and the treasury. The shipbuilder sometimes came from Lima to help in the process, but the Guayaquil royal officials were in charge since they hired the staff and choose the material constructors."

"The viceroy would directly hire a Guayaquil local shipbuilder and give the budget to categorize the work as "royal". He then designed a special officer with general knowledge of the naval industry to be in charge of the project, and he named him as superintendent and governor of the royal factories. He

sometimes instead made a contract with a local constructor to end up the work."

"The means chosen to finance any new construction varied more than the administrative procedures. It has been proven then that most viceroys had great imaginations. These finances came from the royal budget of Lima and Guayaquil. But primarily from Lima, the viceregal capital, because of its higher revenues, especially in the enormous projects built in the 17th century which amounted to hundreds of thousands of Peruvian pesos."

As a result of the pirate incursions, the 17th century could see a large army reaction by building new galleons, remodeling old ones, and adapting merchant ships.

Thus, in 1600, when Luis de Velasco was viceroy of Peru, he ordered the refit of the galleon named "Nuestra Señora de las Mercedes" and the construction of two large ships of three hundred and fifty tons. The first was named "Visitacion" and the second named as "Jesus Maria de la Limpia Concepcion" which served as "captain" ship and then as "admiral" until 1654 when it sank off the coast of Chanduy.

The project was in charge of the skillful shipbuilder Ordoño of Aguirre. The viceroy named him as the authority and promoted him to the superintendent and governor of the shipyards, so he manages total control in the district, thus guaranteeing its agility and efficiency. Those ships soon would call attention mainly for their design but also for their durability and stability. Singular standard measurements accompanied the design of these ships.

For some people, these standards made the design uglier. This is the case of the president of the Quito Audience, Morga, since he suggested to the viceroy sending, they be built in the Philippines because, in Guayaquil, they used to make them shapeless. For some others, the imitated design from the Portuguese ships gave unique characteristics.

During their visit to the city in the early 18th century, Jorge Juan and Antonio de Ulloa were able to observe its construction and check the modifications made based on conventional designs due to demands made by clients, mostly merchants, who required ships with greater load capacity while considering the specifications established when designing ships.

In the mid-nineteenth century, priest Ricardo Cappa, one of the most prestigious naval historians of his time, came out in defense of the Guayaquil galleons. To get rid of the stigma of being "monstrous ships" (as nicknamed by Morga). According to his research, those ships were the most durable and had the most capacity of all those built in the 17th and 18th centuries, but the length/beam ratio, which is used to determine whether a ship is well constructed or not, and thus the image that the ships presented was far from monstrous.

Priest Cappa created a section of the 1607 ordinances, included in the writing "Laws of the Indies," in which he wrote down everything

corresponding to different tonnages to facilitate the verification of the structure of our boats. This revealed that these ships were not wider than those built in Europe, but rather narrower, because their layout was smaller, according to measurements.

The South Sea Navy

The viceroy of Peru, Marquis de Montesclaros, fortified the port of Callao by building ships at the entrance due the Prince Maurice of Nassau organized a large expedition to have Holland attack the American shores over the Pacific.

Those ships were under the charge of Antonio de Beaumote y Navarra and were named San Jose and the Santa Ana had an average weight of 400 tons apiece, and were constructed after

In 1615, the Viceroy of Peru was Francisco of Borja and Aragon, Prince of Esquilache. He hired General Ordoño de Aguirre to proceed with the construction of a galleon and a small ship destined to the defense of Guayaquil' seas. Two years later, they were already sailing in the Pacific, named Nuestra Señora de Loretto, armed with 44 cannons, and San Bartolomé, armed with 8.

Guayaquil was consolidated as the main shipbuilding center of Hispanic America during this time. This increased the number of jobs and specializations, allowing a greater dynamization of the local economy.

The viceroy in power in 1623, Antonio Fernández of Córdoba, Marquis of Guadalcazar ordered Jose of Castro to construct the galleon "San Diego" when the Dutch invasion was imminent; however, it never sailed because it was burned by them in their first incursion into Guayaquil in June 1624.

Fifteen years later, the shipyards in Puna were upgraded to produce larger ships while allowing Guayaquil to handle the smaller ones. With the time, the navy needed a remodeling. For this reason, Don Pedro de Toledo, the successor of the viceroy Count of Chinchón, started a program of reorganization of the shipyards in 1640, requesting to build the biggest galleons that had previously been built in Guayaquil. They couldn't attain their intended weight of 1,000 tons a piece, but their size allowed for the construction of 50 cannons on each ship. These enormous ships were named "Limpia Concepción" and "Santiago" and served as captain and admiral.

Modernizing the navy was imperative due to the condition of the ships as well as the rising frequency of corsair incursions along the Pacific coasts, which necessitated an upgrade in the port towns' defense capabilities.

Viceroy Count of Alba of Liste decided to name Cristóbal of Mello as superintendent of the new shipyards in 1656. Mello then chose a highly experienced shipbuilder from Guayaquil, Cristóbal de Bances, as his second in command. It was up to them to build the San José and the Nuestra Señora

of Guadalupe ships, of 825 tons each, and to equip them with 32 cannons to give more strength to the navy. Due to shipwrecks, the designs and volume of the ships were revised because it had been proven that larger galleons with large cargo capacities were less maneuverable.

The king was compelled to act due to the massive loss of life and resources that occurred in 1654 off the coast of Chanduy with the sinking of the *Jess Mara* of the *Limpia Concepción* and the economic catastrophe brought on by the shipwreck of the *Nuestra Señora del Rosario* off Callao. However, the viceroy defended the huge galleons built by Valenzegui in 1640, as this favored economic groups that preferred large cargo ships to ships with greater safety.

The viceroys who succeeded the Count of Alba of Liste continued this careless behavior. He placed little value on the fortification of important cities like Guayaquil and showing almost little interest in the effective control of the navy.

Even though that the shipyard remained functioning when piracy was making it profit on our seas, the activity developed in them did not match the urgencies that the region was experiencing, which required greater attention from the viceroyal authorities.

In mid-1680 the viceroy, Duke of Palata and Rocafull, got the chance to buy two ships that were in Buenos Aires at a low price, but he missed the opportunity.

In 1686, the Crown made errors in the economic analysis that frustrated the acquisition of six frigates to fortify the public defense of the Pacific. This is the reason why the private oligarchy was forced to create a company in order to protect their interests.

This is how the company of *Nuestra Señora de la Guia* was created, which armed most of the merchant ships to confront the pirates that crossed their path.

The *Santsimo Sacramento*, *Pursima Concepción* galleons, and the small ship *Santa Cruz*, began construction at the end of 1689 under the supervision of Juan Bautista de Mendibe.

They were completely finished in 1694, the year in which they entered the navy's service at a time when the navy had almost ceased to exist.

Although Guayaquil shipyards continued giving great service to the Crown and private industry, the last magnificent ships were not built after the seventeenth century.

When the administration of the recently created Viceroyalty of Nueva Granada was in charge of Guayaquil in the 18th century, Lima was forced to transfer the shipbuilding and repair works that were made in this city to the small shipyards of Callao, so in the middle of that century the royal shipyards of the Crown, where South Sea Navy took place, were just a memory.

The First Pirate Incursion to The Port of Guayaquil

(Chapter #7 from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*)

The story took place in 1585 during peacetime. The record of plundering, in the Caribbean by the fearsome pirate Drake, had caused some concern, but not enough for the viceroy to order preparations against him or to think that others would follow in his footsteps.

Viceroy of Peru and Count of the Don Pardo Villar, Fernando of Torres and Portugal soon realized that he was mistaken. For it had been whispered to him that Thomas Cavendish, a skilled English sailor, born of a noble and powerful family, had already sailed the coasts of Virginia and Florida, plundering with his party of four well-equipped ships, and attempting to repeat Drake's record of plundering on the Pacific coasts.

The Spanish navy in the South Seas was immediately reinforced by purchasing ships from private individuals and properly arming them, as well as the construction of a galleon destined to be captain and two galleys in Guayaquil.

This pirate, nicknamed "Candi" by some authors, set sail from Plymouth on July 22, 1586, with three ships named *Desire*, *Conten*, and *Hugh Gallant*, the first of which had 140 tons and 123 men serving as captains. He then passed through the Strait of Magellan (Argentina) without incident. He offered assistance to some survivors of Sarmiento de Gamboa's expedition, but later abandoned them to their fate, i.e. certain death.

On February 24, 1587, Cavendish makes it to the southern sea, and sails along the coasts of Chile until he reaches Arica, in ancient Peru, where he attempted an invasion but was repulsed by a group of brave and untamed women.

Because he was frustrated by the shameful failure, he continued northward, and on March 1st, he was met with a strong storm that severely damaged the *Hugh Gallant*, which he threw to the bottom of the coast of Machala because it had become a ballast to continue sailing, and he looked for an excellent port to repair the rest of the ships, which were also in bad condition.

Having sighted Puna Island, in the Gulf of Guayaquil, and knowing that there was a shipyard there, he decided to disembark and take possession of the town and its facilities. He lodged in the great house of the tribal cacique and ordered the small church to be burned, just as the corsairs who professed the Protestant religions of Calvin or Luther used to do in all their invasions.

He discovered that location to be both comfortable to stay in and abundant in materials such as rigging, pitch, and wood, prompting him to establish his headquarters there. He felt at ease and began repairing the ships in preparation for their arrival in Guayaquil.

He had no idea that the Audiencia (the authorities) and port authorities were aware of his presence, which was why all precautions had been taken to repel the anticipated attack on the city.

Captain Jeronimo de Reinoso y Piedrola, who is the authority of the city of Guayaquil at the time, was described as "a man of great energy and courage, who is high on reputation as a soldier and loyal to his monarch and devoted with his life to defense the place that had been entrusted to him" by Gabriel Pino Roca.

According to the prestigious archbishop historian Federico Gonzalez Suarez, Authority, Reinoso requested assistance from the Audiencia and the city's neighboring towns. He got the recruitment of many volunteers as well as the shipment of 50 well-armed men from Quito by the person in charge of the Spanish slave labor system at the time; this person was given the authority to control indigenous slaves. The Viceroy, backed up by a royal decree requiring those in charge of the Spanish slave labor system to defend the ports against foreign invasions, which he gave the order to relocate to Guayaquil right away. However, the people in charge of the Spanish slave labor system in Quito excused themselves with the Viceroy because the weather on the Coast was very harmful to their health, and in exchange, they would send professional soldiers who could offer a much more practical and better result.

Jeronimo de Reinoso agreed to the request for the people in charge of the Spanish slave labor system and informed the Viceroy that it had been granted. "There are a few noble people who come down from the highlands to work in the military service; due to their delicate complexion and way of life, they are used to being served rather than serving others."

Thus, after the Viceroy approved the request, a group of soldiers from Quito arrived in Guayaquil, led by Captain Juan de Galarza, and was extraordinarily prepared for anything, both by men provided by Toribio de Castro Grijuela, a naval shipowner and prominent merchant in Guayaquil, and as Puna Island natives, who were led by the tribal cacique Tomala. The pirates couldn't handle the situation due to the participation of the captains Alonso of Vargas, Martn Ramrez of Guzman, Baltazar de Nava, Alonso of Montalvan, Rodrigo Nez de Bonilla, and Melchor of Barrionuevo, and the surprise element that worked in favor of Guayaquil.

The author also considers necessary to introduce Gabriel Pino Roca's confrontation with the pirates at this point, not only because it is the most complete, but also because it is the best documented:

"Reinoso decided to attack the pirates while they were entertained on Puna Island, reassembling their ships. Don Toribio de Castro y Grijuela prepared the necessary vessels from his own private property for this purpose. Through an unfrequented route, the assailants reached the island in the early hours of the night, without anyone noticing them.

They jumped and hid about three miles away from the British tents, and the authority divided his people into three groups, taking command of the main nucleus and delegating command of the other two to captains Juan de Galarza and Castro Grijuela. They struck unexpectedly the next day against the unsuspecting pirates, who were caulking the walls of their ships and rigging a sail of which they had stripped the tribal cacique of the island.

The war cry was given by soldier Miguel Perez Pacheco, an old guerrilla against the Chiriguana tribe, who threw a canister of gunpowder loaded with lead pieces he had made for the purpose against the careless pirates. This resulted in a terrifying detonation, devastating the enemies; those who weren't killed or injured fled to the boats, quickly raising anchor to escape the terrible battle. Others endorsed themselves in the tribal cacique's residence and, armed as they were, repelled the attackers with vigour.

Reinoso's two guerrillas attacked the shed from opposite directions, sparking a lengthy and heavy firefight. When the most of the British were taken out of the battle, three of them remained well-armed and resisted vehemently, showing no signs of discouragement despite being told to surrender. However, Gonzalo Gutiérrez's guerrilla managed to set fire to the house, forcing the brave men to surrender in to avoid being burned by the flames. Six Guayaquileans were killed, and nine others were injured in the camp. Concerning the pirates, twenty of the first crew and seven of the second crew were severely injured and died in the following days. Furthermore, four prisoners were discovered, and some corpses of those who drowned while attempting to reach the ships were recovered from the sea. He got as booty a small mortar, a forge, several muskets, pistols, and daggers, sails, pipes, rigging, and three bottles of rum as the victor of this battle.

There is no doubt that the pirate set fire to every ship in his path as he fled, whether they were under construction or simply in need of repair. This detailed relationship is very similar to the one written down by González Suárez in the third volume of his History of Ecuador, with only a few notable differences, the most remarkable of which are as follows:

Pino Roca named militar Toribio de Castro and Captain Juan de Galarza, the conductor of the soldiers who came from Quito, as active participants in the pirates' attack. However, the historian Archbishop makes no mention of any other intervention besides Captain Galarza's. Pino Roca also mentioned that there were six Guayaquileans died and nine were wounded, and that the Pirates had seven wounded and twenty dead, whereas González Suarez does not write down wounded (which is unlikely), but it does agree on the number of dead, albeit without detailing if those belonged to one side or the other.

This is only a brief explanation of some aspects of the battle.

Once the conflict was resolved and the port and island returned to normalcy, Mayor Reinoso sent a letter to the President of Audencia (which was the highest Court of Justice of the Spanish Crown existed from 1563 to 1822 with jurisdiction over the territories that are current known as Ecuador, Colombia,

Peru, Brazil, Venezuela and Bolivia) as well as the Viceroy, informing them of the flattering results of the port defense, the reason for which he would receive the heartfelt congratulations from Fernando de Torres and Portugal, Count of Villar Don Pardo, Viceroy of Peru and main representative of the Spanish Crown in this region of America at the time.

Reinoso was invested as a member of the famous Order of Santiago in 1593 (which is a religious and military honorary order founded in the 12th century in the Spanish Crown's kingdom of Leon) because of his victory on Puna Island.

Reinoso was invested as a member of the famous Order of Santiago in 1593 (which is a religious and military honorary order founded in the 12th century in the Spanish Crown's kingdom of Leon) as a result of his victory on Puna Island. Captain Alonso de Vargas, who had taken the Englishmen Andrés Marley, Henry Axli, as well as Walter and John Tillert as prisoners to Lima, was appointed treasurer of the Town Hall in Guayaquil, thanks to the Viceroy's kindness in recognizing his merits.

It is worthy of praise that tribal cacique Francisco Tomalá distinguished himself not only in the attack on the pirates but also in the defense of his city.

But first, let us look at what Julio Estrada Icaza has to say about it in his book *El Puerto de Guayaquil: The contribution of tribal cacique Tomalá* was insignificant; he was personally in charge of forming the trenches for the city's defense.

Despite having a large amount of canvas, tar, and nails for shipbuilding, he agreed to burn his house to force the British to leave, but he also lost the Atarazana neighborhood, where he had many quintals of rigging. His property losses were estimated to be 14,000 Peruvian pesos, and the Royal Audiencia compensated him with 1,500 Peruvian pesos in his individual income tax. Cavendish's companions and the tribal cacique were to blame for his detour on his journey (which is one of the reasons that led him experienced the storm that forced him to sink *Hugh Gallant*).

The prisoners were apprehended by the Peruvian Holy Inquisition tribunal, which labeled them "obstinate Lutheran heretics" and sentenced them to be devoured by flames in a solemn act of faith so that "God would have mercy on their souls."

A 13-year-old boy who was part of the group of prisoners whose end would be cloistered in a Jesuit convent was saved from being burned alive.

It happened on April 2, 1592, a Quasimodo Sunday, Cavendish did not return to these lands, and chroniclers said that after his terrible experience in our gulf, his luck was no longer bad, because he managed to intercept the caravel *Santa Ana*, which was coming from Manila and carrying six tons of gold on board, before reaching the Californian coasts.

According to some historians, Cavendish's booty included much more than the proceeds of the Manila galleon. In addition to this robbery, he and his crew had robbed at least 19 other vessels. After accomplishing his goal and following the same route as his compatriot and colleague, Drake, the privateer set out to cross the South Pacific in 45 days. He then returned to the Atlantic via the Cape of Good Hope, where the journey to England was already on a well-known route.

He arrived in Plymouth very proud because he had just completed the third circumnavigation of the globe and had accomplished his main goal of the voyage: to become wealthy after capturing the Manila galleon.

His fortune was enormous. When he arrived at the port, it is said that he has surprised everyone who saw him and his crew because they were bejeweled and dressed in silk, the ship was rigged with Damascus sails, and the mainmast was lined with gold thread cloth.

Due to the success of his previous expedition, he assembled a new fleet of five ships in 1591 and set out in pursuit of the previous route. Unfortunately, Cavendish's ships were destroyed by a powerful storm off the coast of Brazil, killing the pirate and all his crew. Guayaquil had been saved by the timely and courageous intervention of its men, who had kept the pirates out of the city. Guayaquil's fortunes would change 40 years later, when Dutch pirates arrived on Ecuador's coasts, bringing with them crime and destruction...

Guayaquil's Legends during Colonial Time

(Chapter #11 from the book *Los recuerdos de la iguana: historias del Guayaquil que se fue*)

Like most Hispanic American cities, Guayaquil preserves a series of urban legends that allow to recall the time where we belonged to the motherland. Enthusiastic chroniclers and historians such as Pino Roca and Chávez Franco have collected them to be published in compendia that are Guayaquil's patrimonial treasure. However, due to an unclear omission, two legends were not added or told neither in the Guayaquil history book collected from the old municipal archives. The following two stories were founded there and named "The Boy Who Had a Miraculous Hand" and "Fray Simpron's Pigeons".

The Boy Who Had a Miraculous Hand

The main character in this story is a real person who was one of the most important figures and settlers in Guayaquil in the late 16th century. Toribio de Castro Grijuela who is our main character, was born in Spain to a wealthy family, and he was undoubtedly connected with some of the most important managers of the American conquest. He was responsible for the creation of Guayaquil's famous royal shipyard, as well as the exploitation of Puna Island's ancient and massive salt flats.

In 1579, Castro Grijuela was able to demonstrate his bravery when he fought against Cavendish and his pirates and defeated them, forcing them to flee towards the sea. In addition, Toribio de Castro y Grijuela was head of one of the richest families that lived in the Port until the mid-seventeenth century. His life is on the dividing line between history and legend because the scarce information about him there is no coincidence on facts, dates, or places.

According to Lawrence Clayton's work "Los Astilleros de Guayaquil Colonial" Toribio de Castro was born in Spain and arrived in Guayaquil in 1570, most likely as a sailor. He is said to have been a brilliant businessman who married a lineage lady, allowing him to consolidate his economic and social position.

However, according to other written testimonies like Francisco Campos Coello's work "Historical Compendium of Guayaquil" stated that Castro was born in 1579, the same year that Castro fought against the Cavendish pirates. Such misunderstandings have occasionally led to Captain Castro's story being confused with a legend. But there is one extraordinary event in his life that reached us as a miracle when he was a child, and we will refer to it as follows:

Mara Hernandez de la Calleja who was Toribio de Castro Grijuela's mother was born in Marquesado de Santillan and descended from the powerful The Castros family. The child in our story was regarded as iconic because he will led a life of marvelous events and despite been skillful in in almost everything was born without his right hand.

According to the history of this child, which was recorded in 1756 and confirmed in the report presented to the Cabildo by Guayaquil's procurator, Juan de Robles y Alfonso, when Toribio was born, his parents were devastated to discover that he lacked his right hand. His parents' unbearable pain, combined with their devotion to the Virgen del Soto, prompted them to pray to God for a miracle that would allow their son to be a normal child through the Virgin.

Toribio was two years old and because his condition did not improve his parents made a pilgrimage to the town of Toranzo, where the Virgin's sanctuary is located, to request that the child obtain that hand through his powerful intercession.

Unfortunately, time has passed and there has been no discernible change in Toribio. Nevertheless, when the boy was five years old, a beggar passed by his house, and as the young boy had a big heart, he went to help him as he was moved to see the poor and hungry.

Toribio's mother, who witnessed the incident, said through tears: "My Mother del Soto, three years ago we were in your sanctuary", "I do not doubt, nor will I ever doubt your powerful intercession, if you do not grant me the grace that Toribio acquires his hand it will be because it is convenient, your holy will be done."

When the child heard his mother's praying, he approached her and asked: Which hand are you referring to, mom? My son, at your right hand, said his mother. Toribio replied that he already had that hand. Her mother, surprised, asked him: What are you saying!? To which the child replied, "I already have the hand I was missing, mom!" His mother, trembling, said to him, "Show me your hand!" And the boy showed it to her. His mother ran through the room, sobbing and screaming, clearly confused, and taken aback by what was going on. She came to a halt looking at his son and said: You're showing me your left hand! To which the boy replied, "No, mom... I'm showing you the right one, the one I was missing!" "Show me both, your both hands together, Toribio," his mother said, incredulous and on the verge of a paroxysm.

The boy then showed her his two perfect hands, which caused her to drop to her knees, kissing her beloved boy and desperately calling for her husband. His father's first thought was to rush out to see the beggar, but instead he discovered a scent aroma of roses. All of the residents of the house witnessed this extraordinary event, which Toribio's father described as a miracle in a lengthy certified document issued later on March 10, 1584, by notary Francisco de Arce. The thousand ducats that they had planned to give to the beggar would be multiplied for charitable works.

Fray Simplon's Pigeons

In the early 1800s, fifteen years after the San Francisco temple was built on the site of Ciudad Nueva (we are referring to the current location, established since 1710) a friar whose history has come down to us with no information about him was chosen as parish priest.

According to legend, this friar, known as Fray Simplon, was known for his great kindness and affection for animals. The one that was overturned day by day in his enormous dovecote and whose whisper was an inseparable part of the bell tower, the pigeons' traditional home.

An eruption of Cotopaxi's volcano caused a strong tremor one night in March 1726, causing many buildings in towns and cities throughout the Audiencia to collapse. Guayaquil was no exception, as the damage occurred in some of the city's most important structures, including the Church of San Francisco's bell tower.

Mr. Martin Bruno Sojo, Guayaquil's authority during colonial times, led the square's authorities to the town and discovered that the bell tower of the church of San Francisco had been severely damaged and was on the verge of collapsing.

When the authority questioned Fray Simplon about the serious situation, he responded without hesitation: "But, Your Excellency, look how the shelter for my beloved pigeons is still standing. It had been divine providence!"

The authority was irritated by the clergyman's simple and almost irresponsible attitude, made him see the danger that passers-by faced if the tower collapsed, to which the friar replied: "You must have faith in God, Excellency, I am sure that nothing will happen." Mister Bruno was furious and gave him three weeks to repair the tower or he'd demolish it.

According to legend, the authority's violent and aggressive tone caused all the pigeons nearby to peck Mr. Bruno, realizing that Fray Simplon was in danger, which increased their animosity toward all of them. From then on, Fray Simplon devoted himself to the task of begging for funds to repair the tower. It was a challenging task, because the short time frame and high cost of the work would make it difficult to accomplish the task within the stipulated time period. He discovered after a week that he had only received three silver coins. Instead of being sad, he took the money and did... guess what? What else could he possibly have done? He went out and bought pigeon food! Everyone will be wondering where Guayaquil's famed generosity has gone.

The legend itself responds by stating that while the entire town appeared to have agreed not to assist the priest, his calm demeanor in dealing with the problem conveyed the impression that he would be able to overcome anything with or without assistance.

Due to the limited time left, Fray Simplon asked help from a well-known builder in the city who stood out for his experience in his trade as well as his kindness and honesty. As a result, with the assistance of Mr. Gumersindo, the architect, he was able to prop up the tower for a year. Later on, Mr. Bruno devised a plan to demolish the bell tower after noticing what had happened and realizing that nothing could justify it in order to satisfy his low compassion against the priest.

He summoned two of his servants and ordered them to hire a crew prepared to demolish the tower's props surreptitiously. Mr. Bruno went to Fray Simplon with everything planned to tell him that he had a strange dream in which a group of demons destroyed the tower and it fell on the priest's head as a sense of punishment. The friar then exclaimed: Something demonic... it's simply the truth. Mr. Bruno, thank you for the update. But remember, for every legion of demons, there is an angel choir. Both the authority and the friar then went about their business.

The bell tower was demolished that night, hidden in the shadows, and kept away by the twelve cannon shots mandated by national law to commemorate the birth of a new heir to the Crown, by a gang hired by the authority's servants.

The spirits of these villains would have been amazed if they had raised their eyes and seen thousands and thousands of pigeons arriving from all directions in flocks so massive that the lights of the moon and stars were completely obscured by the clouds of birds that descended upon them. They surrounded the firmament.

Hundreds and hundreds of pigeons swooped over the church's rubble in an organized sequence, picking up the thousands of fragments the tower had become in their beaks. Those who remembered that night confirmed hearing an intense rumor from the sky and how the sky darkened to become one of the darkest nights in memory. The next day, the authority was greeted by his servants, who informed him that they had followed the instructions he had given them.

Mr. Bruno was satisfied and went to the church to mock the priest and remind him of the demons' dream, but he nearly fainted when he discovered that the destroyed tower had been replaced by a brand-new tower, perfectly raised and with no trace of the cracks left by the earthquake. The authority drew strength from his weakness and approached the friar, who smiled warmly at him. What do you believe is the cause of this prodigy? Mr. Bruno inquired of the friar. Sir, to which he replied, "To my angels!" While he and his pigeons **watched with amusement but odd complicity.**



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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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RESUMEN/ABSTRACT: The aim of this project was to provide a translation of selected chapters of the book *Los recuerdos de la iguana: historias del Guayaquil que se fue* to provide local literature for teenage EFL learners in Ecuadorian bilingual schools, as a resource to help students learn and be aware of Guayaquil's early twentieth-century history (which is basically unknown to teenagers), during the development of their reading skills in the English class. The translation was carried out by applying the communicative approach and some of the techniques, procedures, and strategies proposed by Newmark (1988) and Vinay and Darbelnet (1995) to carry out a translation that is readable for EFL students. Teaching techniques for the development of reading skills were also considered to develop reading comprehension exercises that enable EFL students to understand and learn the local content mentioned.

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