



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

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

TITLE OF PAPER:

**Development of EFL reading comprehension skills by means of a translation of
selected stories of the Ecuadorian novel “Cosas de mi tierra” by Jose Antonio
Campos**

AUTHOR:

Carolina Suyan Liang Tan

**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR’S DEGREE IN EFL PEDAGOGY**

PROJECT ADVISOR

Hoyos Hernandez, David Eduardo, M.Sc.

GUAYAQUIL, ECUADOR

2024



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

I certify that this research project was presented by **Carolina Liang**, as a partial fulfilment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

PROJECT ADVISOR

Hoyos Hernandez, David Eduardo, M.Sc.

DIRECTOR OF ACADEMIC PROGRAM

González Ubilla, Stanley John, MSc.

Guayaquil, on the 14 day of February of 2024



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

STATEMENT OF RESPONSIBILITY

I, Carolina Suyan Liang Tan

HEREBY DECLARE THAT:

The Senior Project: **DEVELOPMENT OF EFL READING COMPREHENSION SKILLS BY MEANS OF A TRANSLATION OF SELECTED STORIES OF THE ECUADORIAN NOVEL “COSAS DE MI TIERRA” BY JOSE ANTONIO CAMPOS** 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 our full responsibility.

Under this statement, we are responsible for the content, truthfulness, and scientific scope of the paper above.

Guayaquil, on the 14 days of February of 2024

AUTHOR

Liang Tan, Carolina Suyan



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

FACULTY OF ARTS AND HUMANITIES

**SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

AUTHORIZATION

I, **Carolina Liang,**

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **DEVELOPMENT OF EFL READING COMPREHENSION SKILLS BY MEANS OF A TRANSLATION OF SELECTED STORIES OF THE ECUADORIAN NOVEL “COSAS DE MI TIERRA” BY JOSE ANTONIO CAMPOS** in the institutional repository. The contents, ideas and criteria in this paper are my / our full responsibility and authorship.

Guayaquil, on the 14 days of February of 2024

AUTHOR

Liang Tan, Carolina Suyan



CERTIFICADO DE ANÁLISIS
magister

tesis corregida v1 carolina liang miercoles 14 feb 2024



Nombre del documento: tesis corregida v1 carolina liang miercoles 14 feb 2024.docx
ID del documento: db46c0b0e718caf30407d1cbbae7047605aa1e2f
Tamaño del documento original: 6,12 MB

Depositante: David Eduardo Hoyos Hernández
Fecha de depósito: 14/2/2024
Tipo de carga: Interface
Fecha de fin de análisis: 14/2/2024

Número de palabras: 21.675
Número de caracteres: 136.213

Ubicación de las similitudes en el documento:



Fuentes principales detectadas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repository.usp.edu.br/ http://repository.usp.edu.br/bitstream/handle/123456789/123456789/1/USP-FRE-487-2000-04.pdf 10 Fuentes similares	4%		Palabras similares: 4% (101 palabras)
2	https://repositorio.unf.edu.ec/bitstream/22444/1001/1/CA/1001_0000004_0002101/0/CA/1001_0000004_0002101.pdf 4 Fuentes similares	4%		Palabras similares: 4% (101 palabras)
3	https://repositorio.unf.edu.ec/bitstream/22444/1001/1/CA/1001_0000004_0002101/0/CA/1001_0000004_0002101.pdf 3 Fuentes similares	4%		Palabras similares: 4% (101 palabras)
4	www.researchgate.net Paper: Network Transition Theory (NTT) https://www.researchgate.net/publication/351111111 12 Fuentes similares	3%		Palabras similares: 3% (101 palabras)
5	https://www.researchgate.net/publication/351111111 12 Fuentes similares	3%		Palabras similares: 3% (101 palabras)

ACKNOWLEDGEMENTS

I would like to thank Mister David Hoyos for being such an amazing advisor! You are so understanding, compassionate, kind, and helpful. I really appreciate you taking the time to get to know me. Thank you for listening to my problems and always making sure that we craft the perfect plan to keep me on track.

I want to thank Mr. John González for being a constant source of motivation and support on educational journey. Your advice and teachings will always be present in my life.

DEDICATION

I dedicate this thesis to my family who, thanks to its support, it made me possible to complete my studies. To my parents and my sister for their support and trust. Thank you for helping me to achieve my goals as a person and student. To my father for providing me with the necessary resources and for always being by my side supporting and advising me.

To my mother for making me a better person through her advice, teachings and love. To my coworkers for always being there for me, accompanying me to help me achieve my goals.



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

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

ORAL PRESENTATION COMMITTEE

GONZÁLEZ PEÑAFIEL, ALEMANIA, M.Ed.

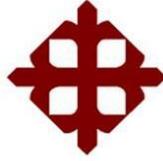
FACULTY DEAN

IZQUIERDO ZAMORA, KARINA M.Ed.

FACULTY STAFF

VASQUEZ BARROS, MARIELA M. Ed.

REVISOR



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL**

FACULTY OF ARTS AND HUMANITIES

SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

GRADE

Hoyos Hernandez, David Eduardo, MSC

Project Advisor

Table of Content

INTRODUCTION	2
PROBLEM STATEMENT	2
RESEARCH QUESTIONS	4
RESEARCH OBJECTIVES	4
JUSTIFICATION	5
LITERATURE REVIEW	6
ENGLISH AS A FOREIGN LANGUAGE (EFL) - CONCEPTS AND CHARACTERISTICS	6
THE IMPORTANCE OF EFL	7
ENGLISH MACROSKILLS IN ENGLISH LANGUAGE TEACHING (ELT) AND THEIR IMPORTANCE IN THE TEACHING AND LEARNING PROCESS	8
EFL READING AND READING COMPREHENSION – DEFINITION AND CHARACTERISTICS	9
THE IMPORTANCE OF READING COMPREHENSION IN EFL	10
DEVELOPING EFL READING COMPREHENSION IN THE ENGLISH CLASS	10
READING COMPREHENSION LEVELS	11
DEVELOPING EFL READING COMPREHENSION USING LOCAL LITERATURE WORKS	14
Definition of translation	16
Translation:	16
Culture:	17
Newmark’s Translation Methods	18
Methodology	20
LITERATURE CHOSEN TO DEVELOP READING COMPREHENSION	21
Translation Challenges	22
INSTRUMENT FOR THE ANALYSIS OF TRANSLATION METHODS	23
FINDINGS	24
CONCLUSIONS	32
RECOMMENDATIONS	34
PROPOSAL	36
APPENDIXES	49

ABSTRACT

In this conceptual research project, selected stories from the Ecuadorian literary work "COSAS DE MI TIERRA" written by Jose Antonio Campos, were translated, using appropriate translation methodology. The product that came out of the corresponding rendering was used to analyze the literature, relevant for developing English as a Foreign Language (EFL) reading comprehension instructional material for the process of teaching and learning English in a high school context, specifically reading. A YouTube channel containing videos was created, which allows students to develop their EFL reading comprehension skills through audiovisual elements and exercises. The exercises for bilingual high school students, created and accessed through the YouTube channel, are aligned with EFL reading comprehension strategies like "Scanning", "Summarizing" and others, based on the translation of the short stories from the Ecuadorian literature work mentioned.

Keywords: Translation, Culture, English as a Foreign Language (EFL), Communicative Approach, Guayaquil, Reading Comprehension, Literature.

INTRODUCTION

PROBLEM STATEMENT

Literature in the English language has been found to be a useful and engaging resource for enhancing the language proficiency of pupils, through the development of reading comprehension skills. It is said that using proper literary texts for learning EFL will help learners develop the necessary linguistic and sociocultural skills they need, while advancing in their language-learning process.

In the process of teaching English as a foreign language (EFL) in bilingual schools in Ecuador, specifically in the city of Guayaquil, literary works are used in the classroom, to practice and develop reading skills and analyze the literary novel that has been read, through reading comprehension exercises.

As part of the aforementioned practice, English teachers use literary novels during EFL reading comprehension practices, but only those that come from the British or North American culture. The reason for this practice is that the students need to be immersed in the culture of the foreign language that is being acquired, to understand most of its terms or phrases, whether these are formal or colloquial.

According to Zhou (2020):

Students must first understand the composition of English culture, and then understand the content of English learning step by step. Students' reading of British and American literature in the course of learning is actually the most direct way to understand British and American culture. (pág. 540)

Even so, there is another reality regarding the matter mentioned, and it points out that it can be detrimental to only use British and North American literature for reading comprehension purposes in the EFL class because this would distance the EFL learner from his or her native culture.

Ridouani (2011) took a more simplified approach to these viewpoints and expressed that:

Teaching English as an international language is of two-folds: accepting it as a factor that contributes to the development or rejecting it as it threatens the aboriginal languages and cultures alike. The persisting question, however, is whether English contributes to the development and at the same time tears down the natives' identity. (pág. 208)

In addition, Khalida, Mavluda, & Shakhnoza (2021) state:

There are variety of language teaching and learning course books published in USA, UK and other countries. Undoubtedly, they meet the demands of many educators and language learners due to the fact they have effective tasks aimed at enhancing all four language skills. On the other hand, these books contain native culture enriched materials which are sometimes unacceptable to none-native learners of English. The necessity of culturally appropriate materials that are suitable to meet national standards can be felt enormously nowadays in many local contexts. (pág. 2732)

There is another reason why reading practices are only done with foreign literature works in High schools from Guayaquil, and this is because there is basically no representative Ecuadorian literature in English for the EFL teacher to use in class.

Some schools suggest that EFL teachers should create their own literature material for teaching English, by translating novels from a specific source language to the English language but, in the case of Ecuador, there is a problem, most Ecuadorian literature works are complex to understand, even in Spanish, making the translation process difficult to carry out.

This research project focuses on the creation of instructional materials for EFL reading comprehension development, using translated short stories from the Ecuadorian literature work, 'COSAS DE MI TIERRA', by José Antonio Campo in a bilingual high school context.

The book "COSAS DE MI TIERRA" was chosen because of its information, rich in Ecuadorian culture, traditions, and social issues, providing students with insights into

the cultural context of Ecuador. In addition, the linguistic diversity present in the stories offers valuable exposure to different dialects and vocabulary.

RESEARCH QUESTIONS

1. What translation method is appropriate for rendering a literature work with cultural constraints like the ones in the selected stories from the book 'COSAS DE MI TIERRA' BY JOSE ANTONIO CAMPOS?
2. What are the most relevant aspects that instructional materials should have so that high school students in bilingual schools of **Guayaquil** could achieve an effective enhancement of their EFL reading comprehension skills?

RESEARCH OBJECTIVES

Main objective:

To design instructional material for EFL reading comprehension development, based on the translation of selected short stories from the Ecuadorian literature work "Cosas de mi tierra" by Jose Antonio Campos, for promoting Ecuadorian cultural awareness among high school students in *Guayaquil*.

Specific objectives:

- 1- Identify and select the short stories from the Ecuadorian literature work COSAS DE MI TIERRA that have the most local content, connected to the Ecuadorian culture.
- 2- Collect literature related to translation methods and the rendering process of literature works with cultural constraints.
- 3- Apply an appropriate translation method for the rendering process of the selected stories from the literature work COSAS DE MI TIERRA.

4- Select literature related to instructional material for the purpose of building EFL reading comprehension tools for the teaching and learning process of English in high school, with the translated selected stories from the Ecuadorian book “COSAS DE MI TIERRA”.

JUSTIFICATION

The following translation research work could be useful for EFL reading comprehension practices in bilingual schools in Guayaquil that look for cultural awareness, by using local Ecuadorian literature, instead of only using British or North American literature.

Translating selected chapters from the Ecuadorian book "Cosas de mi tierra", for the purpose of using the translation material for teaching EFL, could help young learners be more knowledgeable about their culture, identity, and history, while learning English. When Ecuadorian students get exposed to their local literature, they are better able to recognize their own cultural heritage.

According to Azizah, Inderawati, & Vianty (2021) “the use of local culture as reading materials could help students improve reading comprehension, encourage their interest and local cultural awareness and motivate them to read.” (pág. 597)

LITERATURE REVIEW

ENGLISH AS A FOREIGN LANGUAGE (EFL) - CONCEPTS AND CHARACTERISTICS

According to the British Council (n.d.) “English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country.” (para. 1)

EFL learning involves a meticulous approach to developing language skills such as reading, writing, listening comprehension, and oral expression in English. Educational materials and teaching methodologies are adapted to cultivate these competencies in an environment that may lack the constant immersion experienced by students in a native English-speaking setting.

Individuals who are learning EFL are known as EFL learners. Herbert (2023) states that “EFL (English as a Foreign Language) learners are those who are studying English in a non-native country.” (para. 2)

On the other hand, there is EFL teaching. Wiley University Services (n.d.) point out that “Teaching English as a Foreign Language, or TEFL, as it’s most commonly referred, involves teaching English as a foreign language in countries where English is not the primary language.” (para. 1)

Benzerroug (2021) states that:

Teaching English as a foreign language demands to create a fostering learning environment that involves the teacher, the learner and the language skills and components to be developed. It prepares the learner to be in active interaction with the elements of the learning situation and acquire different experiences. These aspects have a dynamic specificity and include a language activity. The purpose is to let learners acquire knowledge, skills, values, orientations and tendencies.

The process of teaching and learning is interactive in a classroom situation. It is then a relationship and a situation between two “poles”: a teacher and a

learner. The teacher gives a sum of knowledge, a sum of behaviors, attitudes and values, and the learner receives, internalizes, reacts and eventually uses them. However, an efficient learning and an effective teaching presuppose favorable conditions: teacher, learners, knowledge and behaviors, environment and interaction.

Hence the process of interaction between the teacher and the learner and among the learners themselves is an essential and determinant factor in an educational situation. In order to get a feedback about his teaching, the teacher needs an active communication and participation on the part of the learners. (pág. 54)

In other words, the EFL instructor serves as the primary source of language input for learners, making their role pivotal in students' language acquisition.

Understanding and meeting students' expectations regarding ideal instruction in EFL settings are essential for implementing effective teaching strategies.

Adapting teaching methods to cater to diverse learning styles and preferences empowers instructors to create an inclusive learning environment where all students can thrive. Ultimately, the goal of effective EFL teaching is to facilitate meaningful language learning experiences that enable students to confidently and competently use English in various contexts.

THE IMPORTANCE OF EFL

The importance of English as a Foreign Language (EFL) extends far beyond mere language acquisition. In today's interconnected world, English serves as a global lingua franca, facilitating communication, commerce, education, and cultural exchange across borders.

Queen's University (2023) states that:

English has become the lingua franca, or universal language, facilitating interactions between people from different countries and cultures and enabling individuals to seize opportunities in various fields. It serves as a common medium for international business, education, science, technology, diplomacy,

and entertainment. Proficiency in English allows individuals to navigate the global landscape, opening doors to countless opportunities for personal and professional growth. ESL teachers can play a crucial role in equipping learners with the language skills they need to thrive in this interconnected world. (para. 3)

Queen's University (2023) also points out that:

Acquiring fluency in English offers numerous benefits including:

1. Enhanced employability in a global job market,
2. Expanded educational prospects, and
3. Broadened cultural horizons.

English proficiency also facilitates effective communication between people from diverse backgrounds, fostering a sense of inclusivity and belonging. Additionally, it provides access to a wealth of knowledge and resources available in the English language, ranging from literature and academic research to entertainment and media. (para. 4)

Moreover, EFL fosters cultural understanding and cross-cultural communication. It enables individuals to engage with people from different linguistic and cultural backgrounds, promoting empathy, tolerance, and a broader worldview. This linguistic skill facilitates travel, allowing individuals to navigate and interact comfortably in various English-speaking regions globally.

Overall, the importance of EFL lies in its role as a tool for effective communication, empowerment, access to knowledge, and fostering connections across cultures, contributing significantly to personal growth, professional success, and global interconnectedness.

ENGLISH MACROSKILLS IN ENGLISH LANGUAGE TEACHING (ELT) AND THEIR IMPORTANCE IN THE TEACHING AND LEARNING PROCESS

The main language skills that are covered in the English language teaching (ELT) process are referred to as macro skills and these are:

- Speaking
- Listening
- Reading
- Writing

Achieving a good balance between them is crucial for the development of communicative competence.

According to Musthafa (2001) “Development of communicative competence-the ability to use English for communicative purposes-which covers all four macro-skills: reading, listening, speaking, and writing; efforts should be made to strike a good balance among the four macro-skills” (pág. 2)

They facilitate successful communication, language learning, skill integration, practical application, engagement, confidence building, and the growth of critical thinking skills. In the EFL classroom, it is important for teachers to implement techniques and activities that support the growth of these macro skills among students.

It is key to consider each macro skill essential to the teaching and learning process of EFL.

EFL READING AND READING COMPREHENSION – DEFINITION AND CHARACTERISTICS

Regarding what reading is, Leipzig (2001) points out the following:

Reading is making meaning from print. It requires that we do the following:

- Identify the words in print: a process called word recognition
- Construct an understanding from them: a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate: an achievement called fluency. (para. 1)

But what is reading comprehension? Oxford University Press (2024) states that:

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences). (para. 2)

It can also be said that reading comprehension is “the ability to understand what you are reading. Good readers think actively as they read, using their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text.” (Reading Rockets, n.d.)

The goal of reading comprehension is to derive meaning from the given context. This process requires the reader to combine information from the text with their existing knowledge, resulting in the formation of a mental representation.

THE IMPORTANCE OF READING COMPREHENSION IN EFL

According to Kusumarasdyati (2023) the importance of reading comprehension, lies on the fact that it “is the socio-cognitive process of constructing meaning from a text.” (pág. 788)

Kusumarasdyati (2023) also states that “it is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs.” (pág. 785)

There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

DEVELOPING EFL READING COMPREHENSION IN THE ENGLISH CLASS

Developing EFL reading comprehension is to teach students the skills they need for reaching the ability to read and comprehend text effectively.

According to Abdelhalim (2017) “Enabling EFL learners to deeply and adequately understand the written language, necessitate teaching them the reading comprehension skills that comprises reading proficiency.” (pág. 38)

In order to know and understand more details about reading comprehension skills, it is necessary to review the levels of reading comprehension.

READING COMPREHENSION LEVELS

When studying reading comprehension up close, it is important to understand something called “reading comprehension levels”.

According to Tavaréz DaCosta & Herrera Gutierrez (2020) reading comprehension is made up of the following levels:

Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text. The teachers often check on literal comprehension first to make sure that their students have understood the basic or surface meaning of the text.

An example of a literal comprehension question about this article is: How many types of comprehension do the authors discuss? Reorganization

Reorganization

Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

For example, we might read at the beginning of a text that a woman named Maria Kim was born in 1945 and then later at the end of the text that she died in 1990. In order to answer this question, how old was Maria Kim when she died? The student has to put together two pieces of information that are from different parts of the text.

Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view.

The students generally find reorganization questions somewhat more difficult than straightforward literal comprehension questions.

Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

An example of a question that requires the reader to make an inference is: Are the authors of this article experienced language teachers?

Readers are required to use their knowledge of the field, teaching foreign language reading, with what they have gained from reading the article, in particular that sentence, to construct an appropriate answer. That is, readers might understand that newcomers to the profession generally do not develop materials or write articles, so the authors are probably experienced language teachers.

Prediction

The fourth comprehension type, prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. We use two varieties of prediction, while-reading and post- (after) reading.

While reading prediction questions differ from post-reading prediction questions in that students can immediately learn the accuracy of their predictions by continuing to read the passage.

For example, students could read the first two paragraphs of a passage and then be asked a question about what might happen next. They can determine the answer by reading the remainder of the text.

In contrast, post-reading prediction questions generally have no right answers in that students cannot continue to read to confirm their predictions. However, predictions must be supported by information from the text.

Generally, scholarly articles do not allow for post-reading prediction questions. Other types of writing, such as fiction, are fertile ground for such questions.

To illustrate, consider a romance in which the woman and man are married as the novel comes to a close. A post-reading prediction question might be: Do you think they will stay married? Why or why not? Depending on a variety of factors including evidence in the text and personal experiences of the reader, either a yes or a no answer could be justified.

Having students make predictions before they read the text is a pre-reading activity. We do not see this type of prediction as a type of comprehension. Rather, it is an activity that allows students to realize how much they know about the topic of the text.

Evaluation

The fifth type of comprehension, evaluation, requires the learner to give a global or comprehensive judgment about some aspect of the text.

For example, a comprehension question that requires the reader to give an evaluation of this article is: How will the information in this article be useful to you? In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher might want to model possible answers to evaluation questions, making sure to include both positive and negative aspects.

Personal response

The sixth type of comprehension, personal response, requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

An example of a comprehension question that requires a personal response is: What do you like or dislike about this article? Like an evaluation question, students have to use both their literal understanding and their own knowledge to respond.

Also, like evaluation questions, cultural factors may make some students hesitate to be critical or to disagree with the printed word. Teacher modeling of various responses is helpful in these situations. (págs. 7-10)

DEVELOPING EFL READING COMPREHENSION USING LOCAL LITERATURE WORKS

To work on EFL reading comprehension using local literature works, presents a valuable opportunity to engage students with their local culture while fostering language proficiency. By incorporating local literature into the curriculum, educators can enrich the learning experience by connecting language learning with the cultural context of the students.

According to Wei (2005) it is beneficial to make students aware of their own culture instead of spreading and teaching American and British culture in the English classroom (as cited in Lara, 2020, pág. 20)

Oktarina, Inderawati, & Petrus (2022) state that “it is critical to take into consideration the students’ backgrounds when teaching materials were developed. Educational materials and activities should incorporate elements of the students’ native culture to address their background, emotions, experiences, and culture”.(pág. 1129)

Oktarina, Inderawati, & Petrus (2022) also point out that “Because language and culture are closely related, culture must be learned alongside language education.

Today's foreign language education places a premium on culture transmission".(pág. 1129)

Based on the previous information presented, it can be said that, including local literature in EFL reading comprehension practices can be beneficial for students, but, this cannot be possible without the proper instructional teaching material that needs to accompany the literature work used in the EFL class.

Accordinging to Azizah, Inderawati, & Vianty (2021) "Instructional teaching materials are a generic term used to describe the teachers' resources to deliver instruction to teach their students. Teaching materials can support students in learning and increase their success." (pág. 599)

In order to come up with the necessary instructional reading material that can connect with the literature work that will be used in the EFL class and, at the same time, with the academic needs the students have, it is important to take into account the process of developing the instructional reading material.

Azizah, Inderawati, & Vianty (2021) state that "Material development means a practical understanding of producing, evaluating, adapting, and exploiting the materials. Nowadays, material development is considered an important one in teaching."(pág. 600)

They also point out that "some basic principles should be considered in developing materials. For example, the materials should help the students feel at ease, develop confidence, be relevant, be useful, and many others." (Tomlinson, 2012, as cited in Azizah, Inderawati, & Vianty, 2021, pág. 600)

According to Mukundan et al. (2016) "there are some factors that developers should consider preparing appropriate reading materials, such as the interest, background knowledge, and diversity of the readers, then the relevance and authenticity of the materials to meet the goals of the readers." (as cited in Azizah, Inderawati, & Vianty, 2021, pág. 600)

Definition of translation

Translation:

The term translation has its etymological origin in Latin. It comes from the word “traductio” and is composed of three different parts: the prefix trans-, which is synonymous with “from one side to the other”; the verb “ducere”, which means “to guide”; and the suffix -cion, which is equivalent to “action.”

According to Nida & Taber (1969) “translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.” (pág. 12)

Newmark (1988) also shares a concept regarding translation, he points out that “translation is the craft consisting in the attempt to replace a written message and/or statement in one language by the same and/or statement in another language.” (pág. 7)

In a translation process, one of the basic group of elements that need consideration, are the following abbreviations pointed out by Dickins, Hervey, & Higgins (2013, pág. 6):

Source Text (ST): The text requiring translation.

Target Text (TT): The text which is a translation of the ST.

Source Language (SL): The language in which the ST is spoken or written.

Target Language (TL): The language into which the ST is to be translated.

Source Culture (SC): The culture to which the ST belongs.

Target Culture (TC): The culture into which the ST is to be translated.

Translation processes tend to have different characteristics and they cannot be reduced to establishing a direct correspondence between individual words. To correctly represent the meaning of the source text, translators must introduce translation changes, that is, deviations from formal correspondence in the process of moving from the source language to the target language. This and other similar situations need a deep analysis on behalf of the translator before carrying out the rendering process. This is summarized into a term called “strategic decisions”

According to Dickins, Hervey, & Higgins (2013) the term strategic decisions points out the following:

The first set of reasoned decisions taken by the translator. These are taken before starting the translation in detail, in response to the following questions: 'What is the message content of this particular ST? What are its salient linguistic features? What are its principal effects? What genre does it belong to and what audience is it aimed at? What are the functions and intended audience of my translation? What are the implications of these factors? If a choice has to be made among them, which ones should be given priority? (pág. 7)

Some issues regarding the rendering process of a text might also appear during a translation. One that is representative is the language bias.

This situation has two sides, the source language bias and the target language bias.

Newmark (2001) points out that under the the source language bias are the following translation methods: faithful translation, semantic translation, word-for-word, and literal translation. The ones that go under the target language bias are: Idiomatic translation, communicative translation, free translation and adaptation.

Culture:

Culture is the set of elements and characteristics of a specific human community. It includes aspects such as customs, traditions, norms and the way a group thinks about itself, communicates and builds a society.

“It refers to the beliefs and values of people, the way in which they think, how they behave and understand the world around them. It is the language, folklore, history, and even behavioral patterns that a group of people shares.” (Lara, 2020, pág. 18)

Newmark's Translation Methods

Translation and interpretation employ various methods and approaches tailored to the specific needs of the task and the nuances of language. Here are some key methods and approaches utilized in translation and interpretation, offered by Newmark:

Word-for-word Translation

“This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word order is preserved, and the words translated singly by their most common meanings, out of context.” (Newmark, 2001, pág. 45–46)

Literal Translation

Newmark (2001) states that “the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.” (pág. 46)

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, 2001, pág. 46).

Semantic Translation

Newmark (2001) points out that:

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - *une nonne repassant un corporal* may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second

is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original. (pág. 46)

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, 2001, pág. 46)

Free Translation

In the view of Newmark (2001), “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, a so-called 'intralingual translation', often prolix and pretentious, and not translation at all.” (pág. 46–47)

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, 2001, pág. 47)

Communicative Translation

“Communicative translation 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, 2001, p. 47)

Methodology

This study has the purpose to Develop instructional material for EFL reading comprehension development, based on the translation of selected short stories from the Ecuadorian literature work “Cosas de mi tierra” by Jose Antonio Campos, for promoting Ecuadorian cultural awareness among high school students in *Guayaquil*. To use local culture aspects (in this case, Ecuadorian culture) in a literature novel that will be used for developing EFL reading comprehension skills among bilingual high school students, is something that is proved beneficial in lots of ways."

Mubarak (2013) points out that:

EFL teachers can test the possibility of incorporating various religious and moral stories as well as myths, legends, fairy tales, fables, and folk tales related to the EFL learners' culture while teaching foreign language skills. Even the stories from the history and national heritage of the learners can also be used. Such use will not only make language learning meaningful and easy for them, due to their familiarity with such stories, but will also rejuvenate their national pride and values among them. (pág. 24)

The author of “Cosas de mi tierra” deftly incorporates linguistic elements, such as regional expressions and colloquial expressions into the text to provide the reader with an immersive cultural experience.

When working with students, there are several benefits to using short stories to help with reading comprehension when teaching English as a foreign language (EFL). In this case, short stories were chosen because they are adaptable to a variety of ability levels, help maintain the attention of the learner, and promote active participation.

ul Ain, Sarwat, Shahzad, & Abu (2023) state that:

Short stories in the EFL classroom provide students with numerous educational, intellectual, cultural, and linguistic development opportunities. The short story is one of the literary genres that can be used in the EFL classroom

to develop language abilities, encourage students, and increase cultural understanding and tolerance. Short stories can be used as a vehicle and a powerful and compelling resource to help learners reinforce and practice language. (pág. 539)

LITERATURE CHOSEN TO DEVELOP READING COMPREHENSION

This project required the selection of a book containing material that can generate Ecuadorian cultural awareness.

“Cosas de mi tierra” published in the year 1929 and written by Jose Antonio Campos (1868-1939) is a classic Ecuadorian literature work characterized by the explicit description of the cultural traits that Ecuadorians had and still have, inside the different types of social classes.

This book was also chosen because it represents one of the best books written to date in Ecuador, inside a Latin-American literature genre called “*costumbrismo*” that emerged in the nineteenth century. According Checa (2013) the genre “*costumbrismo*” would search to portray societies from nations that were still in formation, to criticize two things, their customs and their ways of life, and would also search for the identity source of bothpág. (pág. 507)

The book was not translated entirely. A group of short stories from "Cosas de mi Tierra" were selected. The selection was based on the objectives of the project that aims to develop English reading comprehension skills.

The stories that were translated are the following:

1. Física Aplicada (Applied physics)
2. Los encargos de familia (Family duties)
3. Hombres desordenados (Messy men)
4. Los que súben con palanca (Those who benefit from pulling strings)
5. Los que súben sin permiso (Those who climb without permission)

By working with a translated version of the short stories from the Ecuadorian novel, students will get to be exposed to diverse linguistic and cultural elements, all of this while carrying out EFL reading comprehension practices at the same time.

Justification of the book selection

It can be said that the selection of the short stories was also based on purposive sampling. Black (2010) states that:

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.

Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”.

Alternatively, purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives. (pág. 225)

Translation Challenges

As a work of literature being translated into English, the text may pose challenges related to the translation of cultural idioms, expressions, and the preservation of the author's distinct voice. These challenges, however, offer valuable learning experiences for readers engaging in the translated version.

INSTRUMENT FOR THE ANALYSIS OF TRANSLATION METHODS

The process of classifying translation techniques entails grouping various methods or techniques that translators employ to convert source texts into target texts. These divisions are not mutually exclusive, and many translators may use a mix of techniques based on the type of text, the intended readership, and the intended result. Linguistic factors, cultural quirks, and the intended use of the translation all play a role in the method selection. This is an explanation of a categorization scheme for translation techniques that can aid in comprehending the various approaches taken by translators.

Peter Newmark's Translation Methods

TRANSLATION METHODS	
SL EMPHASIS	TL EMPHASIS
<p>Word-for-word translation: This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated</p>	<p>Adaptation: This is the freest form of translation mainly used for plays and poetry: themes/characters/plots preserved, SL culture converted to TL culture and text is rewritten.</p>
<p>Literal translation: The SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.</p>	<p>Free translation: It reproduces the matter without the manner, or the content without the form of the original. It might be a paraphrase much longer than the original.</p>
<p>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 deviation from SL norms. It attempts to be completely faithful to the intentions and the text realization of the SL writer.</p>	<p>Idiomatic translation: It reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms.</p>
<p>Semantic translation: It differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text, compromising on meaning where appropriate so that no assonance, word play or repetition jars in the finished version.</p>	<p>Communicative translation: It attempts to render the exact contextual meaning of the original in such a way that both language and content are readily acceptable and comprehensible to the readership.</p>
<p>Divergence translation: Refers to a translation strategy where the translator intentionally diverges from the source text to achieve a specific purpose or effect in the target language.</p>	<p>Reduction: Refers to a strategy in translation where the translator aims to simplify or condense the source text while retaining its essential meaning in the target language. This technique involves streamlining the content, structure, or language of the original text to</p>

	create a more concise and accessible translation.
Diffusion: Refers to the spread or dissemination of something, often across different regions, cultures, or languages. In the context of translation, it's possible that "diffusion translation technique" could refer to a strategy or approach that involves the spread or dissemination of translated content across various linguistic or cultural boundaries.	

FINDINGS

The exploration of language acquisition and reading comprehension skills among English as a Foreign Language (EFL) learners is an imperative endeavor, especially when intertwined with the cultural tapestry of literary works. This study delves into the development of EFL reading comprehension skills through the utilization of translated stories from the Ecuadorian novel "Cosas de Mi Tierra" by Jose Antonio Campos. The rich literary heritage embedded in this novel provides a unique and culturally immersive platform to enhance language proficiency and comprehension among EFL learners.

The primary focus of this investigation is to unveil the findings derived from the implementation of a tailored translation approach of selected stories from "Cosas de Mi Tierra" and using the translation product for creating EFL reading comprehension practices for high school students.

By employing a targeted translation method, we aim to bridge the linguistic and cultural gaps that are encountered, fostering a deeper understanding of the narrative intricacies.

As we delve into the findings of this project, it is crucial to explore the impact of the translation method on various facets of EFL reading comprehension. The outcomes are anticipated to shed light on the effectiveness of this pedagogical approach in facilitating a more profound engagement with the Ecuadorian novel by considering the selected words and phrases for the target text, for an easy understanding on behalf of the reader, thereby contributing to the broader discourse on language acquisition and educational methodologies.

Throughout the ensuing sections, the findings can be evidenced, meticulously examining the implications and nuances that emerge from the integration of translated stories into the EFL reading curriculum. These findings are expected to not only illuminate the effectiveness of the chosen method but also offer valuable insights for educators, curriculum developers, and researchers in the field of language pedagogy.

In essence, this exploration endeavors to provide a comprehensive understanding of how the translation of selected stories from "Cosas de Mi Tierra" can serve as a catalyst for the creation of EFL reading comprehension materials, fostering a harmonious integration of language, culture, and literature in the educational landscape.

Book name translated

ST	TT
Cosas de mi tierra	Things of my homeland

Analysis:

I decided to use this title because the book contains tales and stories of the folklore, language and humor of Guayaquil city where customs of different mystical situations are related. Also the book describes the customs of compatriots and memories of Guayaquil, focusing more on the montubio people.

ST	TT
Física aplicada	Applied Physics
Los encargados de familia	Family duties
Hombres desordenados	Messy men
Los que suben con palanca	Those who benefit from the oull strings
Los que suben sin permiso	Those who upload without permission

Table 1

Sample from the story "Disordered Men"

ST	TT
A siete sucres la hora!	Seven pennies per hour.

Analysis of table 1

Equivalence. The Sucre was the currency used in Ecuador between 1884 and 2000. So to make the translation understandable it was decided to use penny which is a unit of the U.S.A currency to make the readers understand the value showed in that context and year (1929). Both are monetary terminologies in different languages, so the TL is more comprehensible.

Table 2

Sample from the story "Disordered Men"

ST	TT
-En días pasados estuvo la turca tan exigente , que de puro coral me fui a la calle para pasar el mal rato y me pegué otra turca .	In the last few days the Turkish woman was so picky , that I went out to forget the trouble and I slept with another Turkish woman .

Analysis of table 2

Diffusion, divergence, substitution. The word "exigente" means to be strict, harsh, or someone with high expectations and difficult to please. However, "picky" means to be too careful when choosing something. In this case, the TT element is one of translation possibilities for the ST, but it is not the exact or direct translation. Also, the translation

for the term “turca” is unpacked in the TT as “Turkish woman”, this is longer but it is the same as the ST.

Table 3

Sample from the story “Messy Men”

ST	TT
Porque lo engatuzan a uno.	Because they cajole me .

Analysis of table 3

Compensation in mode/specialisation. The word “a uno” is a more general term that is used to refer to someone else, or in some cases it can be used to refer to oneself indirectly. Here, in the TT, a more direct word “me” is used to clarify the ST intentions instead of leaving it as a general form.

Table 4

Sample from the story “Disordered Men”

ST	TT
Mi casa es un nido de cobradores :	I have a shylock in my door all the time:

Analysis of table 4

Substitution. The word “cobrador” defines someone who collects money specially debt money from others, while “shylock” is someone who lends money with a high rate of interest, a loaner.

Table 5

Sample from the story “Disordered Men”

ST	TT
Qué andas haciendo, hombre, que te veo hecho un papanatas	What are you doing, dude, that I see you like a fool

Analysis of table 5

Substitution and translation loss. The term “papanatas” means someone simple and easy to deceive, however, “fool” describes a silly or stupid person. Additionally, “papanatas” is a more colloquial terminology than “fool” that is more general.

Table 6

Sample from the story “Disordered Men”

ST	TT
Le debo a medio mundo y el dinero se me va de las manos como si le nacieran alas para escaparse.	I’m heavily indebted . Money runs away from me.

Analysis of table 6

Divergence and reduction. The word “debo” comes with various connotations. If it is used as a verb “deber” it means to be obliged to do something, but it can also be used as a noun that is a “debt”. Additionally, an ST element “manos” is not included in the TT.

Table 7

Sample from the story “APPLIED PHYSIC”

ST	TT
Un mocetón las perseguía para pellizcarlas,	A strapping girl chased them to pinch them, as I could observe,

Analysis of table 7

Diffusion. Here, an ST element “mocetón” is spread out into a wider structure in the TT (strong young man), without adding any other elements. Both elements have the same meaning.

Table 8

Sample from the story “APPLIED PHYSIC“

ST	TT
Quién les ha enseñado ésto a los cholitos de las sabanas costeñas?	Who has taught this to the peasants of the coastal savannas?

Analysis of table 8

Here, there is a translation loss since cholito has a more cultural and regional connotation, meaning that it is to refer a group a people from a specific place while “peasants” is a more general term.

Table 9

Sample from the story “THOSE WHO BENEFIT FROM THE PULL STRINGS “

ST	TT
Hasta el sexo débil toma parte en los trajines , y hay algunas que al sentirse madres exclaman con ternura, pensando en el fruto de su vientre.	Even women take part in the bustle, and there are some who, when they feel like mothers, exclaim with tenderness, thinking of the child of their womb.

Analysis of table 9

Faithful translation. Both terminologies refer to going from one place to another energetically or in a hurried manner.

Table 10

Sample from the story “THOSE WHO CLIMB WITHOUT PERMISSION”

ST	TT
Existe aquí la peregrina costumbre de que todo el que quiere se trepa a cual.	There is a strange custom here that any who wants to climb up, so does it.

Analysis of table 10

Divergence. Here, the term “peregrina” includes various connotations, one is of religious background about eternity, another is describing an animal or thing that goes from a place to other, and lastly it also means something rare or strangely seen around. A literal or faithful translation wouldn’t be possible in here as it would be “pilgrim” and the context of this word is “one who journeys to sacred or distinct places”. Since the term of the ST element goes more towards something unusual or rare, another word was used to replace the literal translation.

Table 11

Sample from the story “THOSE WHO BENEFIT FROM THE PULL STRINGS.”

ST	TT
LOS QUE SUBEN CON PALANCA	THOSE WHO BENEFIT FROM THE PULL STRINGS.

Analysis of table 11

In this case, the technique applied is divergence as well as idiomatic translation. First, the word “palanca” can be translated into more than one alternative, it is a lever, or it can also mean to use and take advantage of someone’s influence to obtain something

unfairly. Additionally, “pull strings” is a slang of the SL which in this case is used to describe clearly the idea of the ST element, as a literal translation would be inappropriate for not having the same connotation.

CONCLUSIONS

The objectives of the project centered around enhancing English as a Foreign Language (EFL) reading comprehension skills through the translation of selected stories from the Ecuadorian novel "Cosas de Mi Tierra" by José Antonio Campos have been successfully addressed. The primary aim was to develop reading comprehension competencies in a globalized and diverse educational context.

The application of "Literal Translation," "Semantic Translation," "Adaptation of Structure and Style," "Idiomatic Translation," "Communicative Translation," and "Adaptive Translation" techniques has proven effective in maintaining fidelity to the original while ensuring cultural relevance and clarity in English. These translation methods have been systematically applied to convey the linguistic and cultural nuances embedded in the Ecuadorian literature.

Additionally, the project successfully integrates the development of EFL reading comprehension material based on the selected stories from "Cosas de Mi Tierra" into the curriculum for high school students. The specific objectives, including the identification and selection of stories with localism content, analysis of translation methods, application of appropriate translation techniques, and creation of English reading comprehension workshops, have been accomplished.

The validation for the project emphasizes the importance of incorporating Ecuadorian literature into EFL teaching to promote cultural awareness, fostering a deeper connection to national identity among students. This aligns with the findings that exposure to local literature contributes to improved reading comprehension, stimulates interest, and enhances cultural awareness.

The research questions surrounding the appropriate translation method and tools for effective EFL reading comprehension in bilingual schools in Guayaquil have been thoroughly addressed. The mixed-method approach, combining qualitative and

quantitative data collection, allowed for a comprehensive understanding of the translation process and its impact on reading comprehension.

The analysis of translation techniques, including linguistic accuracy, cultural equivalency, stylistic consistency, preservation of the author's voice, clarity and coherence, reader engagement, and comparative analysis, provided valuable insights. The chosen instrument facilitated a systematic evaluation of the translation process, ensuring the successful adaptation of "Cosas de Mi Tierra" to an English-speaking audience.

In conclusion, the project not only achieves its main objective of developing EFL reading comprehension material but also contributes to the broader discourse on language acquisition and educational methodologies. The integration of translated stories from "Cosas de Mi Tierra" has demonstrated its potential to enhance language proficiency and cultural awareness among high school students, creating a meaningful and enriching experience in their language learning journey.

RECOMMENDATIONS

Conduct additional research to assess the long-term impact of incorporating translated stories from "Cosas de Mi Tierra" into the EFL curriculum. Evaluate the sustained improvement in reading comprehension skills and cultural awareness over an extended period to gauge the lasting effects on students.

Implement training programs for EFL teachers to enhance their proficiency in utilizing diverse translation techniques effectively. Provide workshops and resources that empower educators to integrate translated literature into their teaching methods, ensuring a dynamic and engaging learning environment.

Explore opportunities to expand the integration of Ecuadorian literature beyond high school settings. Consider incorporating similar translation approaches into middle school and university-level EFL curricula, broadening the scope of cultural exposure and language development.

Encourage collaborative translation projects involving students, teachers, and local literary experts. This approach not only fosters a sense of community engagement but also ensures a richer understanding of linguistic and cultural nuances present in Ecuadorian literature.

Establish a system for ongoing assessment and feedback from both teachers and students regarding the effectiveness of the translated materials. Regularly review and adapt the curriculum based on this feedback to meet evolving educational needs.

Develop an online resource hub that compiles translated materials, teaching guides, and research findings related to incorporating Ecuadorian literature into EFL education. This hub can serve as a valuable repository for educators, researchers, and students interested in this field.

Explore opportunities for cross-cultural exchange programs between EFL students in Guayaquil and English-speaking students in other countries. This initiative can facilitate language practice, cultural exchange, and a broader understanding of diverse literary traditions.

Advocate for the inclusion of translated Ecuadorian literature in international EFL reading lists and academic conferences. This can contribute to a more global understanding of Ecuadorian culture and literature, fostering cross-cultural appreciation.

By implementing these recommendations, the project can not only solidify its impact on EFL education in Guayaquil but also serve as a model for incorporating diverse literary traditions into language learning programs worldwide.

PROPOSAL

The proposal focuses on enhancing English as a Foreign Language (EFL) reading comprehension skills through the translation of selected stories from the Ecuadorian novel "Cosas de Mi Tierra" by José Antonio Campos. The primary goal is to develop reading comprehension competencies in a globalized and diverse educational context.

Key Components of the Proposal:

Translation Techniques:

Utilization of various translation techniques, such as "Literal Translation," "Semantic Translation," "Adaptation of Structure and Style," "Idiomatic Translation," "Communicative Translation," and "Adaptive Translation."

The reason for the application of these techniques was to maintain fidelity to the original text while ensuring cultural relevance and clarity in English.

Curriculum Integration:

Development of EFL reading comprehension material based on selected stories from "Cosas de Mi Tierra" for high school students.

Specific objectives include the identification and selection of stories with localism content, analysis of translation methods, application of appropriate translation techniques, and creation of English reading comprehension workshops.

Validation and Cultural Awareness:

Emphasis on the importance of incorporating Ecuadorian literature into EFL teaching to promote cultural awareness and a deeper connection to national identity among students.

Recognition that exposure to local literature contributes to improved reading comprehension, stimulates interest, and enhances cultural awareness.

Research Questions and Mixed-Method Approach:

Addressing research questions regarding the appropriate translation method and tools for effective EFL reading comprehension in bilingual schools in Guayaquil.

Utilization of a mixed-method approach, combining qualitative and quantitative data collection, for a comprehensive understanding of the translation process and its impact on reading comprehension.

Analysis and Evaluation:

Analysis of translation techniques, including linguistic accuracy, cultural equivalency, stylistic consistency, preservation of the author's voice, clarity and coherence, reader engagement, and comparative analysis.

Systematic evaluation of the translation process to adapt "Cosas de Mi Tierra" successfully to an English-speaking audience.

Broader Educational Contribution:

Recognition that the project not only aims to develop EFL reading comprehension material but also contributes to the broader discourse on language acquisition and educational methodologies.

Demonstration of the potential of translated stories from "Cosas de Mi Tierra" to enhance language proficiency and cultural awareness among high school students.

The proposal outlines a comprehensive plan to integrate Ecuadorian literature into EFL education, emphasizing the significance of cultural context and effective translation techniques in developing reading comprehension skills. The inclusion of specific objectives, a mixed-method research approach, and an evaluation framework ensures a systematic and impactful implementation of the project.

ACTIVITIES

Strategy #1: Summarizing strategy

Summarizing strategy means a reader summarises the primary ideas and arguments in a newspaper article in order to forward it to a friend.

Story name: Applied Physic

Objective: To facilitate a comprehensive exploration of a selected story from the Ecuadorian novel "Cosas de Mi Tierra" by José Antonio Campos.

Description:

1. Participants are tasked with summarizing the storyline to capture its essence and delve into its thematic elements.
2. Through active reading and the use of comprehension strategies, they seek to deepen their comprehension of the narrative.
3. Students in this activity acts as an effective method for improving language proficiency and comprehension abilities in the setting of learning English as a Foreign Language (EFL).

Name: _____ Date: _____

READING ACTIVITY
APPLIED PHYSIC

Summarize the story you read in one paragraph:



Strategy #3: Scanning strategy

To obtain information, scanning is the methodical inspection or surveying of a situation, surroundings, or data. In order to spot opportunities, threats, or changes that could interfere with your plans, it's important to be perceptive, watchful, and meticulous in your observations of your surroundings.

Story name: Messy man

Objective: To identify and compile a list of new vocabulary words encountered during their reading.

Description:

1. Students are going to focus on terms or expressions related to the theme of disorderly men in the story.
2. Students may individually or collaboratively document unfamiliar words, discussing their meanings and context within the narrative.
3. It serves as an effective tool for language learning, promoting active engagement with the text and fostering a deeper understanding of the chosen literary work.

Name: _____ Date: _____

MESSY MAN

What new words did you learn in the story?

Strategy #4: Visualizing Strategy:

Visualizing Strategy is when a reader reads a descriptive passage in a novel, they picture the scene in their head by imagining the setting and the appearance of the characters.

Story name: Those who benefit from the pull strings

Objective: To promote active participation, encourages oral fluency, and allows participants to collectively immerse themselves in the content. By taking turns, participants can share the responsibility of narrating the story, fostering a collaborative atmosphere.

Description: 1. This activity is effective in enhancing language proficiency, pronunciation, and comprehension skills, as participants engage both in reading and listening to their peers.
2. Additionally, it creates an opportunity for discussions, questions, and reflections on the story as it unfolds, enriching the overall understanding and appreciation of the literary work.

**THOSE WHO BENEFIT FROM
THE PULL STRINGS**

Name: _____ Date: _____

Take turns reading the story.

Everyone outside the country is aware of regional epidemics; they criticize us when they recall the bubonic plague, malaria, and various other types of fevers. However, they are unaware of a certain epidemic that is worse than all others—the most widespread and unstoppable epidemic, the great social epidemic or pandemic, succinctly referred to as "la palanca." Do you know what "la palanca" is? Ah! That is a serious matter, gentlemen. "La palanca" pursues all public offices without distinction, whether occupied or not, and it feeds with incredible virulence on state revenues. No remedy is known against this plague, and science has openly declared its defeat. There was a time - long ago, my friends - when there were some vacant jobs available. Not anymore, not even in dreams. Only a few elders who are still alive remember hearing from their grandparents that, when they were children, there were frequently precious cases of unoccupied positions within the reach of any skilled citizen. Today, "la palanca" has invaded everything and stands guard in front of every job like a cat on the prowl.

A peasant friend of mine told me that in his area, the theft of livestock had developed scandalously, and to emphasize the audacity of the rustlers, they would say, "Imagine a cow."
How?
Focus your thoughts on a cow from Carrizal.
Alright, it's done.
It's no longer there, sir, because the rustlers stole it.
Man, can they steal it from your thoughts?
Yes, sir, from your thoughts. That's how the times are!
This rustic hyperbole comes to mind as I discuss "la palanca."
Imagine, dear reader, a vacant position. Did you think of one? Well, they've already pulled strings on it! - From your thoughts? That's how the times are!

The distinguished Archimedes believed he was saying a lot in his time when he stated, "Give me a lever long enough and a fulcrum on which to place it, and I shall move the world." If Archimedes had seen the levers used around here, he would have been left amazed. They would have taught him how to leverage not only to move the world but the entire planetary system, in case the system was assigned a salary in the budget. The lever is ruthless. One day, an unemployed person showed up at the Governor's office with a radiant face of joy. "Sir, I am happy!" "What's happening?" A respectable public official has just been crushed by a car. "What a tragedy!"

"And I've come to make sure they remember me for the vacancy."
"But hasn't the victim of the accident died yet?" "The doctors have given up on saving him, and it seems he has only a few minutes left. Tonight, with God's favor, he'll breathe his last. It can be said that he no longer exists: his position is vacant. So, I thought, there's no time to lose; since luck has favored me through this disaster, we must act. The fatal blow was to the right parietal." "No, to the left." "How do you know?" "Another person was already here to apply for the position." "But...but...but...the accident just happened!" "Well, another one came and brought a photograph of the incident, the doctors' diagnosis, witness statements, and a copy of the funeral invitation that is being printed." "Oh, goodness!" The lever does not rest, and it occupies all spaces; it runs on trains, squeezes into mailbags, vibrates in the air like radio waves, and even announces itself in the realm of spirits through telepathy.

It is said that a public servant decided on his own to submit his resignation without uttering a word to anyone. As soon as he formed this resolution, there was a knock on the door.
"Who's there?"
"It's me, sir," exclaimed a citizen drowning in courtesies, "I just heard that you're going to resign." "Impossible! And who told you that? Because only my pillow and I know."
"Because that's what people say, and I thought to myself, 'Let me see if I have the honor of being recommended.'"

Strategy #5: Predicting strategy
Predicting strategy means students can employ information provided within the text, such as titles, headings, pictures, and diagrams, to forecast events or developments within the narrative.
Story name: Those who upload without permission
Objective: To involves a careful examination of the story's introductory and concluding segments.
Description: 1. Students may discuss and analyze the narrative structure, character introductions, and the establishment of the plot at the beginning. 2. Students will focus on the resolution, character developments, and any twists or conclusions at the end of the story. 3. Students gain a comprehensive understanding of the story's arc, its thematic elements, and the author's narrative choices.

THOSE WHO UPLOAD WITHOUT PERMISSION

NAME: _____ DATE: _____

HOW DOES THE STORY START?

- _____
- _____
- _____
- _____

HOW DOES THE STORY END?

VIDEOS YOUTUBE

CHAPTER 1

APPLIED PHYSIC



- Have you been absent, my friend Jack?
-Yes, sir. I spent three days on the coast and it went very well.
-Did you go for -health?
-Nothing like that. I went to study the practical application of physical laws. -Hey man, it is possible! Are there any useful elements over there for such an important study?
There are some! And I assure you that if I stay there eight days I will return graduated in the noble science of the great Galileo Galilei.
-Have any professorship been established in those rustic regions?
-None, at all.



<https://www.youtube.com/watch?v=yMBofszbYQU>

CHAPTER 1

APPLIED PHYSIC



- Have you been absent, my friend Jack?
-Yes, sir. I spent three days on the coast and it went very well.
-Did you go for -health?
-Nothing like that. I went to study the practical application of physical laws. -Hey man, it is possible! Are there any useful elements over there for such an important study?
There are some! And I assure you that if I stay there eight days I will return graduated in the noble science of the great Galileo Galilei.
-Have any professorship been established in those rustic regions?
-None, at all.



FAMILY ERRANDS



Every time we go on vacation," a respectable lady said to me as she made her travel arrangements, "I remember the very faithful report you wrote about a trip with family, because the same thing happens to us.-Really? -Exactly. The child gets sick, the cook wants to stay, the departure is postponed, Tancredo gets irritated, things get lost, the steamship urges, and everything becomes a maze. -And because of all that, I added in politeness, you ladies are the ones who suffer, as these are conflicts of a domestic nature that directly concern the delicate management of housewives and mothers.



<https://youtu.be/Ap2wnBITphs?feature=shared>



-Oh, what a comedy!
 -Oh, you mean what a tragedy, my lady, because that is when suffering begins. I've seen heads of families completely out of sorts, like scaredy-cats.
 -Dude, you're exaggerating!
 -I have no time at all, one of my friends told me a few days ago. Check out this list my wife sent me:
 -"Bring me on Saturday, without fail, a pack of large-sized lamp wicks, as they are not available here, and birdseed for the canary, which has nothing to eat, and survives on pure egg yolk."

MESSY MEN



It had been a long time since I had seen my old friend Santiago Gorostiza when I was fortunate enough to find him a few days ago, in circumstances where he was traversing the streets with a brisk pace, stopping at every entrance to cast an anxious glance at professional nameplates.

Gorostiza! I called you Hello! What are you up to, man, that I see you acting like a fool checking the nameplates of doctors, lawyers, dentists, industrialists, etc.?

Indeed, that's what I'm up to, my friend.

Are you going to conduct some survey for income tax assessment?

Well, I'm not the one for surveys! What I'm looking for is a technician, man, one of those dedicated to resolving economic matters. And for what purpose?

<https://youtu.be/HGob9oHO38E?feature=shared>



In July?

No, in October. I live faster than others! Here, where you see me, I've already gone through the entire month of August, and the same goes for September. Now, I'm going through October.

But what do you spend so much on, Gorostiza?

I have a wife, man!

But is it so expensive for you?

I have children too; you don't know how much it costs when you have a family. My house is a nest of bill collectors: the milkman, the baker, the butcher, the coal delivery person, the grocer, the cook, the maid, the girl inside... In short, son, I heard nothing else but: "Money for the milk! Money for the bread! Money for the meat! Money for groceries!" This is from the break of dawn.

References

- Abdelhalim, S. (2017). Developing EFL Students' Reading Comprehension and Reading Engagement: Effects of a Proposed Instructional Strategy. *Theory and Practice in Language Studies, Vol. 7, No. 1*, 37-48.
- Azizah, N., Inderawati, R., & Vianty, M. (2021). Developing Descriptive Reading Materials. *Studies in English Language and Education*, 597.
- Benzerroug, S. (2021). Effective Language Teaching and Learning Process in EFL Classroom Situation: A Case Study. *International Journal of Linguistics, Literature and Translation*.
- Black, K. (2010). *Business Statistics: Contemporary Decision Making 6th edition*. John Wiley & Sons.
- British Council. (n.d.). *EFL*. Retrieved from British Council: <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/efl>
- Checa, F. (2013). LA NACIÓN IMAGINADA EN EL COSTUMBRISMO. *Anales de la Universidad Central del Ecuador*, 496-540.
- Dickins, J., Hervey, S., & Higgins, I. (2013). *Thinking Arabic Translation: A Course in Translation Method: Arabic to English*. Routledge.
- Herbert, F. (2023, January 15). *What Is The Difference Between ESL And EFL?* Retrieved from Northwest Career College: <https://www.northwestcareercollege.edu/blog/what-is-the-difference-between-esl-and-efl/>
- KHALIDA, A., MAVLUDA, G., & SHAKHNOZA, A. (2021). Creating Authentic Reading Materials for EFL Learners In Uzbekistan. *PSYCHOLOGY AND EDUCATION*, 2732.
- Kusumarasdyati, K. (2023). Reading Comprehension in EFL: An Overview. *Universitas Negeri Surabaya, Surabaya, Indonesia*.
- Lara, A. (2020). A Compilation of Ecuadorian Literature to teach English to Senior High School Students. *UNIVERSIDAD DE CUENCA-Facultad de Filosofía, Letras y Ciencias de la Educación-Carrera de Lengua y Literatura Inglesa*.
- Leipzig, D. (2001, January). *What Is Reading?* Retrieved from Reding Rockets-Launching Young Reader: <https://www.readingrockets.org/topics/about-reading/articles/what-reading>
- Mubarak, M. (2013). The Use of Short-Stories in EFL Classroom:. *Labyrinth-An International Refereed Journal of Postmodern Studies*, 21-26.

- Musthafa, B. (2001). Communicative Language Teaching in Indonesia: Issues of Theoretical Assumptions and Challenges in the Classroom Practice. *Journal of Southeast Asian Education-Volume 2, Number 2*.
- Newmark, P. (1988). *Approaches to Translation*. Prentice Hall International (UK) Ltd.
<https://pdfcoffee.com/qdownload/approaches-to-translation-newmark-pdf-free.html>.
- Newmark, P. (2001). *A Textbook of Translation*. . Shanghai Foreign Language Education Press. [http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20\(1\).pdf](http://ilts.ir/Content/ilts.ir/Page/142/ContentImage/A%20Textbook%20of%20Translation%20by%20Peter%20Newmark%20(1).pdf).
- Nida, E., & Taber, C. (1969). *The Theory and Practice of Translation: Vol. VII*. . E. J. Brill.
- Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Developing Local Culture-Based EFL Reading Materials for the 21st-Century Learning. *Studies in English Language and Education, 9(3)*, 1128-1147.
- Oxford University Press. (2024). *Pathways-Teaching Comprehension "Background Questions"-What is reading comprehension and why is it important?* Retrieved from Oxford Owl: <https://www.oxfordowl.co.uk/welcome-back/for-school-back/pathways-page/pathwayslist/teaching-comprehension/background-questions-tc/questions-about-comprehension/what-is-reading-comprehension-and-why-is-it-important>
- Queen's University. (2023, July 13). *Unlocking the Power of Language: The Ultimate ESL Teaching Guide by Professional Studies Staff*. Retrieved from Professional Studies-Faculty of Education: <https://pros.educ.queensu.ca/blog/poweroflanguage>
- Queen's University. (2023, July 23). *Unlocking the Power of Language: The Ultimate ESL Teaching Guide-By Professional Studies Staff*. Retrieved from Professional Studies-Faculty of Education: <https://pros.educ.queensu.ca/blog/poweroflanguage>
- Reading Rockets. (n.d.). *Glossary-Reading comprehension*. Retrieved from Reading Rockets: <https://www.readingrockets.org/teaching/glossary>
- Ridouani, D. (2011). Multilingualism, Multiculturalism and Globalization. *Проблеми на постмодерността, Том I, Број 2, 3*.
- Tavarez DaCosta, P., & Herrera Gutierrez, Y. (2020). Level of Reading Comprehension of Dominican EFL College Students. *UNIVERSIDAD AUTONOMA DE SANTO DOMINGO-FACULTY OF HUMANITIES-THE SCHOOL OF FOREIGN LANGUAGES*.
- ul Ain, N., Sarwat, S., Shahzad, W., & Abu, M. (2023). Use Of Short Stories To Develop Reading Skills At. *Journal of Positive School Psychology Vol. 7, No. 1*, 538-548.
- Wiley University Services. (n.d.). *What is TEFL?* Retrieved from ESLteacherEDU.org : <https://www.eslteacheredu.org/what-is-tefl/>

Zhou, H. (2020). Research on English and American Literature and English Teaching. *2020 4th International Conference on Economics, Management Engineering and Education Technology (ICEMEET 2020)*, (p. 2). China.

APPENDIX

Story #1

ST	TT
FÍSICA APLICADA	APPLIED PHYSICS
<p>-Ha estado Ud. ausente, amigo Jack? -Si, señor. He pensado tres días en la costa y me ha ido muy bien. -Fue Ud. por salud? -Nada de eso. Fui a estudiar la aplicación práctica de las leyes físicas. -Hombre, es posible! Hay por allá elementos útiles para tan serios estudios? Vaya que los hay! Y le aseguro a Ud. que si me quedo allá ocho días vuelvo graduado en la noble ciencia del gran Galileo Galilei.</p> <p>-Se ha establecido alguna cátedra en aquellas rústicas comarcas? -Ninguna.</p>	<p>- Have you been absent, my friend Jack? -Yes, sir. I spent three days on the coast and it went very well. -Did you go for health? -Nothing like that. I went to study the practical application of physical laws. -Hey man, it is possible! Are there any useful elements over there for such an important study? There are some! And I assure you that if I stay there eight days I will return graduated in the noble science of the great Galileo Galilei. -Have any professorship been established in those rustic regions? -None, at all.</p>
<p>Entonces ¿quiénes son los que dan las lecciones? -La gente campesina. -Qué me está Ud. contando, hombre? -La verdad. -Es una broma de Ud., seguramente? -No tal. Hablo en serio y se lo voy a probar. Lo primero que vi tué la aplicación de la fuerza centrífuga. Aquello resulta una maravilla! -Cómo así? Ya Ud. sabe que los árboles de lana de ceibo son elevadísimos y tienen troncos enormes, rugosos e inaccesibles. -Los conozco.</p>	<p>So, who are the ones giving the lessons? -The peasants. -What are you telling me, dude? -The truth. Surely you must be joking, right? -Not at all. I'm serious, and I'll prove it to you. The first thing I saw was the application of centrifugal force. It's truly marvelous! - How so? Well, you know that the ceibo wool trees are incredibly tall and have</p>

<p>-Pues hijo mío, los cosecheros de lana no corren el peligro de subir a la copa para descargar el fruto. Cogen gruesas piedras, las amarran en una larga soga. las hacen girar rápidamente sobre sus cabezas y las dejan escapar por la tangente en dirección a las ramas del ceibo.</p>	<p>enormous, rough, and inaccessible trunks. I'm familiar with them.</p> <p>Well, my friend, wool harvesters don't run the risk of climbing to the top to harvest the fruit. They grab thick stones, tie them to a long rope, spin them rapidly above their heads, and release them tangent to the ceibo branches.</p>
<p>-Es la honda de David. -No sé si será de David; pero lo que sí he visto es que la piedra sale disparada como una bala de cañón, bajo el impulso de la fuerza centrífuga, y hace destrozos en el ramaje, ocasionando la caída de numerosas cápsulas repletas de esa borra fina y delicada que se llama lana vegetal. Su nombre comercial es Kapoc. Pero sabía Ud. cómo las tumbaban? -No! -Pues entonces vaya a la costa para que los sabaneros le enseñen física aplicada.</p>	<p>-It's David's sling. -I don't know if it's David's, but what I have seen is that the stone is shot like a cannonball, propelled by centrifugal force, causing havoc in the branches, leading to the fall of numerous capsules filled with that fine and delicate fluff called vegetable wool. Its commercial name is Kapoc. But did you know how they knock them down? -No! -Well, then go to the coast so that the "sabaneros" can teach you applied physics.</p>

<p>-No sería malo. .Y de paso verá Ud. prodigios en materia de equilibrio. Esa gente conoce a fondo las leyes de la estática. -Por qué? -Porque emplea la parte superior de la cabeza lo mismo que si fuera una plataforma. Allí coloca todo lo que debiera llevar en las manos, sin ningún peligro de que se les caiga. -Como hacen aquí los dulceros y panaderos?</p>	<p>-It wouldn't be a bad idea. And, by the way, you'll witness wonders in the realm of balance. Those people have an in-depth understanding of the laws of statics. -Why is that? -Because they use the top of their heads as if it were a platform. They place everything they should carry in their hands up there, with no risk of it falling.</p>
---	---

-Pero con más arte todavía. He visto a unas cuantas muchachas retozando en la playa con botellas en la cabeza.

-Y para qué llevaban botellas?

-Like what the candy sellers and bakers do here?

-But with even more skill. I've seen a few girls frolicking on the beach with bottles on their heads. And why did they carry bottles?

-Porque a la caída de la tarde salen a comprar kerosina para el alumbrado doméstico, e iban todas a sus casas llevando en la cabeza el envase del combustible líquido; pero sin que ninguna botella perdiera su centro de gravedad.

-Qué me cuenta.

- Because at sunset, they go out to buy kerosene for household lighting, and they all go home carrying the container of liquid fuel on their heads; but not a single bottle loses its center of gravity.

-What are you telling me.

-Un mocetón las perseguía para pellizcarlas, según pude notar, y ellas corrían en todas direcciones, escurriendo el bulto y desternillándose de risa; pero las botellas se mantenían firmes en su base de sustentación y no perdían una sola gota de kerosina.

A strapping girl chased them to pinch them, as I could observe, and they were running in all directions, dodging the situation and bursting into laughter. However, the bottles remained steady on their supporting base and didn't lose a single drop of kerosene.

-Merecían un aplauso.

-Las botellas?

-No, las muchachas.

-Por cierto que las aplaudí; pero enseguida me quedé pasmado al ver una serie de propectas mujeres que

-They deserved applause.

-The bottles?

-No, the girls.

-Indeed, I applauded them; but then I was stunned to see a series of elderly

<p>llevaban en la cabeza todo el menaje doméstico; ollas, cacerolas, bancos, mesas, etc., y al dar una vuelta, con cualquier motivo, los objetos giraban suavemente sobre su punto de sustentación.</p>	<p>women carrying on their heads the entire household equipment: pots, pans, stools, tables, etc. When they turned, for any reason, the objects rotated smoothly on their supporting point.</p>
---	---

<p>-Era entonces aquello una función de juegos malabares al aire libre? -No, querido, era una lección de física experimental. -Y Ud. que hacía? Yo estudiaba, porque demasiado sé que la ciencia ha tenido principios' humildes.</p>	<p>-So, was that an outdoor juggling performance? -No, dear, it was an experimental physics lesson. -And what were you doing? I was studying because I know all too well that science has had humble beginnings.</p>
--	--

<p>Galileo descubrió la ley del péndulo, viendo moverse una lámpara colgante; Newton descubrió la gravedad, viendo caer una manzana; y Papín descubrió la elasticidad del vapor viendo hervir el agua en una cafetera. -Y descubrió Ud. algo? - Descubrí que la Naturaleza es una maestra admirable en las poblaciones rurales, aunque no sea normalista.</p>	<p>Galileo discovered the law of the pendulum by observing the movement of a hanging lamp; Newton discovered gravity by observing the fall of an apple, and Papin discovered the elasticity of steam by watching water boil in a coffee pot. -And did you discover anything? -I discovered that Nature is an admirable teacher in rural communities, even without formal education.</p>
---	---

<p>Ella y no otra, es la que les ha enseñado a servirse de las leyes de la gravedad, del movimiento, de la tracción, etc. Sabe Ud. cómo sacan agua de un pozo? -No lo sé. -Por medio de una palanca de brazos desiguales, suspendida de un poste elevado, en uno de cuyos extremos hay un peso considerable y en el otro una cuerda de la que pende el cabo destinado a extraer el líquido. Hacen bajar el cabo hasta que se sumerge en el agua y sueltan la cuerda que lo suspenden.</p>	<p>She, and no one else, is the one who has taught them to use the laws of gravity, motion, traction, etc. Do you know how they draw water from a well? -I don't know. -By means of a lever with unequal arms, suspended from a tall post. One end of the lever has a considerable weight, and the other end has a rope from which hangs the end intended to draw the liquid. They lower the end of the rope until it submerges in the water and release the suspended rope.</p>
---	--

<p>- Entonces el cabo sube por un efecto de báscula?</p> <p>-Exacto! La potencia vence a la resistencia, como Ud. comprende, y resulta de todo el armatoste una palanca de primer género, que llena científicamente sus funciones. Quién les ha enseñado ésto a los cholitos de las sabanas costeñas?</p>	<p>So, does the rope rise due to a seesaw effect?</p> <p>Exactly! Power overcomes resistance, as you understand, and the whole contraption becomes a first-class lever, fulfilling its functions scientifically. Who has taught this to the peasants of the coastal savannas</p>
<p>- La necesidad.</p> <p>-Pero lo más admirable ha sido para mi el acarreo del agua potable. Aquello es todo un sistema sujeto a las leyes de la naturaleza.</p> <p>-Como es eso?</p> <p>-La fuerza motriz es un manso jumento, pero en cambio la aguda inteligencia de los campesinos lo ha exonerado de llevar los dos barriles de costumbre sobre sus lomos lastimados.</p> <p>-Y qué hacen ahora?</p> <p>-Los dos barriles de ataño ,que hacían jadear al burro aguador, se han convertido en una gran barrica, que contiene cuatro veces más cantidad de liquido, pero repito, ya no la soporta el asno.</p>	<p>Necessity.</p> <p>But the most admirable thing for me has been the transportation of drinking water. It's a whole system subject to the laws of nature.</p> <p>How is that?</p> <p>The driving force is a gentle donkey, but in return, the sharp intelligence of the peasants has relieved it from carrying the two customary barrels on its sore back. And what do they do now?</p> <p>The two old barrels that used to make the water-carrying donkey pant have turned into a large barrel, which holds four times more liquid, but, I repeat, the donkey no longer carries it.</p>
<p>-Bah! Eso es viejo, amigo mío! Va Ud. a decirme que han inventado la carretilla?</p> <p>-Qué carretilla, hombre! Mucho mejor todavía! Han convertido la carga en vehículo y de consiguiente es la propia barrica la que va rodando por los caminos</p> <p>- Y el burro?</p> <p>- El burro es el que tira de dos cuerdas que arrancan de cada centro de las partes planas del tonel, en conexión con dos clavos grandes de cabeza gorda.</p>	<p>Bah! That's old, my friend! Are you going to tell me they've invented the wheelbarrow? What wheelbarrow, man! Much better still! They've turned the load into a vehicle, and consequently, it's the barrel itself that rolls along the roads.</p> <p>And the donkey?</p> <p>The donkey is the one pulling two ropes that start from each center of the flat parts of the barrel, in connection with two large-headed nails.</p>

-Comprendo.

-La delgadez de estos ejes improvisados disminuye el rozamiento y aventaja la **potencia asnal**, y, por otro lado, el equilibrio indiferente en que va la barrica atenúa la gravedad.
-Es ingenioso. -Diga Ud. que se requiere una inteligencia natural, viva y dispuesta.

-I get it.

The slimness of these improvised axles reduces friction, benefiting the **donkey's power**. On the other hand, the indifferent balance in which the barrel is placed lessens the effect of gravity.
It's ingenious.
You can say that it requires a natural, lively, and resourceful intelligence.

Así, pues, cuando rueda la barrica, arrastrada por los esfuerzos moderados de la bestia chica va cumpliendo con todas las leyes del movimiento, lo mismo que si **aguador** las hubiera estudiado en un tratado de Ganot o Langlebert.

So, when the barrel rolls, pulled by the moderate efforts of the small beast, it complies with all the laws of motion, just as if a **water carrier** had studied them in a treatise by Ganot or Langlebert.

-De modo que con mejor esfuerzo animal se conduce más agua? Exacto! Y así se consigue que no se le pele el **espinazo** al burro, y que se atienda también a una ley de humanidad para con los irracionales. Que sin duda lo agradecen?
-Tanto, que se les aviva el instinto, pues yo creo que ya barruntan algo de la teoría de Galileo sobre el plano inclinado.

"So, with better animal effort, more water is transported?" "Exactly! This ensures that the donkey's **backbone** is not worn out, and it also adheres to a principle of humanity towards the irrational beings." "Do they undoubtedly appreciate it?" "So much so that their instincts are heightened, as I believe they already sense something about Galileo's theory of the inclined plane."

-Por qué cree Ud. eso?

-Porque cuando bajan una cuesta emprenden una **carrerita loca** para tomar impulso y aliviar el esfuerzo en la próxima subida.
-Bueno, Jack, para **tomadura de pelo** ya es bastante.

Why do you believe that?

Because when they go downhill, they start a **little race** to gain momentum and ease the effort for the upcoming ascent.
Well, Jack, that's enough **teasing**.

<p>lo que debe Ud. hacer ahora es decirle al Gobierno que hay probabilidades de que muchos problemas nacionales, que no tienen todavía acertada solución, pueden estar ya resueltos a la rústica en los recintos de la costa.</p> <p>-Gracias, no!</p> <p>-Y por qué , señor panegirista de la Sabia Naturaleza?</p> <p>-Porque yo no quiero perjudicar a los salmones de la administración.</p>	<p>what you should do now is tell the government that there is a possibility that many national problems, which still lack a proper solution, might already be solved in a rustic way in the coastal areas.</p> <p>No, thank you!</p> <p>And why is that, Mr. eulogist of Wise Nature?</p> <p>Because I don't want to harm the salmon of the administration.</p>
--	--

Story #2

ST	TT
<p>LOS ENCARGOS DE FAMILIA</p> <p>Cada vez que salimos a invernar, me decía una respetable dama al hacer sus preparativos de marcha, me acuerdo de la fidelísima relación que escribió Ud. sobre un viaje con familia, porque lo mismo nos pasa a nosotros.</p>	<p>FAMILY ERRANDS</p> <p>Every time we go on vacation," a respectable lady said to me as she made her travel arrangements, "I remember the very faithful report you wrote about a trip with family, because the same thing happens to us.</p>

<p>-Deveras?</p> <p>-Exactamente. El niño se enferma, la cocinera se quiere quedar, la partida se posterga, Tancredo se irrita, las cosas se pierden, el vapor apremia y todo se vuelve un laberinto.</p> <p>-Y a causa de todo ello, añadí yo por cumplimiento, ustedes las señoras son las que sufren, por tratarse de conflictos de orden doméstico, que atañen directamente a la administración delicada de las amas de casa y madres de familia.</p>	<p>-Really? -Exactly. The child gets sick, the cook wants to stay, the departure is postponed, Tancredo gets irritated, things get lost, the steamship urges, and everything becomes a maze. -And because of all that, I added in politeness, you ladies are the ones who suffer, as these are conflicts of a domestic nature that directly concern the delicate management of housewives and mothers.</p>
<p>-También es verdad. Acaso ustedes los hombres saben nada de esas cosas?</p> <p>Ustedes no hacen más que perder la paciencia, ponerse bravos, armar bulla y creen que todo debe estar listo y arreglado en un abrir y cerrar de ojos, cuando hay tantos detalles que se presentan o se escapan hasta la última hora.</p>	<p>-It's also true. Perhaps you men know nothing about these things? All you do is lose patience, get angry, make noise, and believe that everything should be ready and settled in the blink of an eye when there are so many details that arise or slip away until the last moment.</p>
<p>-Pero nosotros igualmente, señora, sufrimos nuestro calvario, sin que ustedes se molesten, y queda así equilibrada la balanza.</p>	<p>"But we, madam, also suffer our Calvary without you being bothered, and thus the balance is maintained."</p>

<p>-Me gusta la broma! A ver, cuándo y cómo es que ustedes, benditos de Dios, hacen cosa de provecho en las</p>	<p>"I like the joke! Let's see, when and how is it that you, blessed by God, manage to accomplish anything worthwhile in the</p>
---	--

<p>inacabables dificultades de los quehaceres domésticos?</p> <p>-Ah, señora! Déjeme primero lanzar un profundo suspiro, en nombre de todo el gremio masculino y en el mío propio.</p>	<p>never-ending difficulties of domestic chores?</p> <p>Ah, ma'am! Let me first heave a deep sigh, on behalf of the entire male guild and my own."</p>
<p>-Le advierto que yo no me dejo tomar el pelo. Con que; vamos al grano. Cuándo es que los casados atraviesan las de Caín?</p> <p>-Cuando llega la hora terrible de los encargos, mi señora. Ustedes se van con la familia, se instalan en Posoria o en Playas, cuelgan las hamacas, se mecen y des-cansan; pero sólo entonces se acuerdan de un sin fin de menudencias, que debieron llevar, pero que no llevaron, y se las encargan al pobre marido para que las remita, en forma de encomienda, por el próximo vapor.</p>	<p>"I warn you that I don't let myself be fooled. So, let's get to the point. When is it that married people go through hell? When the terrible hour of errands arrives, my lady. You all go with the family, settle in Posoria or Playas, hang the hammocks, sway, and rest; but only then do you remember a myriad of details that you should have brought but didn't, and you entrust them to the poor husband to send as a package on the next steamship."</p>
<p>-Ay, qué gracial</p> <p>-Ay, qué desgracia, diga Ud. señora mía, porque entonces es cuando empieza Cristo a padecer. Yo he visto a padres de familia completamente fuera de quicio, como palominos atontados.</p>	<p>-Oh, what a comedy!</p> <p>-Oh, you mean what a tragedy, my lady, because that is when suffering begins. I've seen heads of families completely out of sorts, like scaredy-cats.</p>
<p>-Exageraciones, hombre!</p> <p>-No tengo tiempo para nada, me decía en días pasados uno de mis amigos. Mira esta lista que me manda mi mujer:</p> <p>-*Tráeme el sábado, sin falta, un paquete de mechas de lámpara, tamaño gran-de, que no las hay aquí, y alpiste para el canario, que no tiene qué comer, y se la pasa el pobrecito a pura yema de huevo."</p>	<p>-Dude, you're exaggerating!</p> <p>-I have no time at all, one of my friends told me a few days ago. Check out this list my wife sent me: -*Bring me on Saturday, without fail, a pack of large-sized lamp wicks, as they are not available here, and birdseed for the canary, which has nothing to eat, and survives on pure egg yolk."</p>

<p>-Esas son invenciones! -Oiga Ud. que la lista sigue: "Tráeme también un paño de agujas de máquina, de ojo fino, y una mamadera, imitación seno, para la bebe, sin olvidarte de los zapatos blancos, número 32, que sean bajos de empeine y altos de tacón.* -Ay. qué detalles!</p>	<p>Those are inventions! Listen, the list goes on: "Also, bring me a cloth for sewing machine needles, with a fine eye, and a baby bottle, imitation breast, for the baby, without forgetting the white shoes, size 32, low in instep and high-heeled." Oh, what details!</p>
--	--

<p>-Y también trae, o manda con el primer portador, un torro grande para comprar la leche porque el que trajimos se lo robaron. Se necesita igualmente otro irrigador, pues ya se perdió el que vino, un candado para el baño, una docena de ganchos para las hamacas con sus respectivas argollas y cordeles." - ¿Que te parece, amigo Jack, me dijo. Conozco la llaga, le repuse, sin embargo la historia no había de estos silenciosas sacrificios.</p>	<p>"And also bring, or send with the first messenger, a large pitcher to buy milk because the one we brought was stolen. Another watering can is needed as the one that came is already lost, a padlock for the bathroom, a dozen hooks for the hammocks with their respective rings and cords." - "What do you think, my friend Jack," he said to me. "I know the wound," I replied, "however, the story had not revealed these silent sacrifices."</p>
<p>-Que ganas de inventar! me increpó mi interlutora ,con la sonrisa en los labios. Cierta es que nosotras las mujeres echamos muchas cosas de menos al cambiar de residencia y proceder a nueva instalación, pero no es tanto que queme al santo, hombre de Dios!</p>	<p>"Don't make up! my conversation partner rebuked me, with a smile on her face. It is true that as women we miss many things when we move to a new residence and proceed to a new place, but we try to strike a happy medium, for God's sake!</p>
<p>-Lo que yo puede asegurarle, mi señora, es que a estas horas hay trescientas familias en los balnearios, haciendo encargos, y trescientos mártires en la ciudad, preguntando de tienda en tienda:</p>	<p>I can assure you, ma'am, that at this hour there are three hundred families at the resorts, placing orders, and three hundred martyrs in the city, going from store to store:</p>

Tienen aquí género violeta, doble ancho, como esta muestra: -Hay perillas de metal para cujas de viaje?	"They have violet fabric here, double width, like this sample. Do they have metal doorknobs for travel bags?"
A cómo son los quitasoles con forros de seda y puños de celuloide? Zapatos, con suela de caucho, para playa? - Maletines de cuero con útiles de tocador? Salidas de baño, imitación de felpa?- Termos con estuche de cuero para conservar la leche caliente?	How much are the sunshades with silk linings and celluloid cuffs? Beach shoes with rubber soles? Leather briefcases with grooming tools? Bathrobes, faux plush? Thermos flasks with leather cases for preserving milk?
Biberones de cristal con tubo de goma? -Cuando, caballero, hasta cuándo? -Tales son los encargos, señora mía, y andan los pobres de familia, como unos azacanes, de la botica al almacén de trapos y del caramanchel a la barraca del mercado, girando indefinidamente en un círculo dantesco, sin poderse valer siquiera de los criados para estos trajines, porque todos los sirvientes se los ha llevado la señora al balneario y está uno aquí sólo como un hongo, comiendo en casa ajena y durmiendo Dios sabe dónde.	Glass baby bottles with rubber tubes? When, sir, until when? Such are the requests, my lady, and the poor families go about, like donkeys, from the pharmacy to the cloth store and from the peddler's stand to the market stall, endlessly rotating in a Dantean circle. They can't even rely on servants for these chores because all the servants have been taken by the lady to the seaside, and one is left here alone like a mushroom, eating in other people's homes and sleeping goodness knows where.
-Uhm! Cuando a ustedes les da por quejarse no les gana el mismo Jeremías. Y vamos a ver, señores quejumbrosos, es que ustedes no necesitan nada cuando se ausentan?	Uhm! When you all decide to complain, you don't exactly channel the same spirit as Jeremiah. Let's see, you grievous folks, do you not need anything when you're away?
-Nosotros? Con un bolsillo lleno de cigarrillos y otro de periódicos nos atreveríamos a dar la vuelta al mundo.	"We? With a pocket full of cigarettes and another one filled with newspapers, we would dare to go around the world."

<p>Pero no me negará Ud. que los encargos, como todas las cosas, tienen su fin, más o menos pronto. Mientras la familia está ausente, no, señora.</p>	<p>But you will not deny me that orders, like all things, have their end, more or less soon. Not while the family is absent, madam.</p>
<p>Los encargos son como la serpiente Pitón, de la fábula griega, que cuando se le cortaba una cabeza le nacían ciento. -Mentira de los griegos. -Y todavía -¡ay de mí!- sucede otra cosa peor. -Cómo! Ustedes también suspiran? -Al que le duele, le duele! -Y qué es lo peor?</p>	<p>The orders are like Python, the serpent of the Greek fable, who when one head was cut off, a hundred heads were born. A Greek lie. And yet, alas, something worse happens. How! Do you also sigh? To the one who feels pain, it hurts! And what is the worst part?</p>
<p>-Que los encargos que van en un vapor, después de tantos afanes y fatigas, regresan en el mismo. -Por qué? -Porque los zapatos que uno ha mandado están estrechos de la punta y los devuelven para que sean cambiados por otros de punta más ancha; porque la tala pedida debe ser un poquito más clara.</p>	<p>That the orders that go on a steamship, after so many efforts and fatigues, return on the same. Why? Because the shoes one has sent are tight at the tip, and they return them to be exchanged for others with a wider tip; because the requested fabric must be a little clearer.</p>

<p>entre yema de huevo y pecho de paloma; porque las pastillas no eran de aspirina, sino de goma con eucalipto; porque en lugar de corchetes han ido corchos de</p>	<p>Between egg yolk and pigeon breast; because the pills were not aspirin but made of rubber with eucalyptus; because instead of hooks, bottle corks went; because the oil was not for the machine</p>
---	--

<p>botellas; porquera aceite. no era de máquina sino de ricino; porque no quieren la muchacha que se mando, sino muchacho varón... Qué le parece?</p>	<p>but castor oil; because the girl they ordered was not wanted, but rather a boy. What do you think?</p>
---	---

<p>-Digo que es verdad, Jack the Ripper, pues desde que Ud. empezó estaba ya segura de que iba a decir el evangelio, pero quise oír el detalle y suscribio gentilmente sus aseveraciones. -Muchas gracias! -Pero concédame, a la vez, una cosa , amigo mío. Cuando la familia se va y se quedan ustedes aquí solos, de clérigos sueltos, sin que nadie los controle,es indable que habrán mil picardía impunemente no lo niegue.</p>	<p>I say it's true, Jack the Ripper, because since you started, I was already sure you were going to recite the gospel, but I wanted to hear the details, and you kindly endorsed your assertions. -Thank you very much! -But grant me one thing at the same time, my friend. When the family leaves and you stay alone here, as clergymen, with no one to watch over you, you'll commit a thousand mischiefs with impunity; don't deny it..</p>
--	---

<p>-Son calumnias, mi señora ,que propala la gennte desocupada y enredadora. Talvez sería lo que Ud. Dice,porque al fin y al cabo la ocasión hace el ladrón, pero los tremendos encargos no dejan tiempo para nada malo. -Conque no dejan tiempo ,¿eh? -No,señora. Cae uno rendido,después de tanto trajín y tiene pesadillas angustiosas. Sueña uno con paquetes que van a y vienen, con cosas que busca y no parecen , con objetos blandos que se aplastan y de dañan, con frascos que se quebran, con pollos y gallinas que se ahogan, con el bolsillo que se vacia como por encanto y con el presupuesto que se desbarata. No</p>	<p>The calumnies, my lady, are spread by idle and meddlesome people. Perhaps it might be as you say because, after all, opportunity makes the thief, but the tremendous chores leave no time for anything bad." "So, they leave no time, huh?" "No, ma'am. One collapses after so much hustle and has distressing nightmares. One dreams of packages coming and going, of things being sought but not found, of soft objects getting crushed and damaged, of jars breaking, of chickens and hens drowning, of the pocket magically emptying, and of the budget falling apart. So, there's no time for anything good or bad." "Really?" "On my word!"</p>
---	---

<p>hay, pues, humos para nada bueno ni malo. -De veras? -Por la Cruz!</p>	
---	--

Story #3

<p style="text-align: center;">ST HOMBRES DESORDENADOS</p>	<p style="text-align: center;">TT "MESSY MEN"</p>
<p>Hacía mucho tiempo que no veía a mi viejo amigo Santiago Gorostiza, cuando tuve la suerte de hallarlo, hace pocos días, en circunstancias en que recorría las calles con paso acelerado y se detenía en todos los zaguanes para echar una mirada ansiosa a las placas profesionales. -Gorostiza! le llamé.</p>	<p>It had been a long time since I had seen my old friend Santiago Gorostiza when I was fortunate enough to find him a few days ago, in circumstances where he was traversing the streets with a brisk pace, stopping at every entrance to cast an anxious glance at professional nameplates. Gorostiza! I called you</p>
<p>-Hola! Qué andas haciendo, hombre, que te veo hecho un papanatas revisando las placas de los médicos, abogados, dentistas, industriales, etc.? -En efecto, en eso ando, amigo mío. -Vas a hacer algún catastro para la contribución a la renta? -Bueno estoy yo para catastros! Lo que busco es un técnico, hombre, de esos que hay dedicados a la solución de asuntos económicos. Y para qué?</p>	<p>Hello! What are you up to, man, that I see you acting like a fool checking the nameplates of doctors, lawyers, dentists, industrialists, etc.? Indeed, that's what I'm up to, my friend. Are you going to conduct some survey for income tax assessment? Well, I'm not the one for surveys! What I'm looking for is a technician, man, one of those dedicated to resolving economic matters. And for what purpose?</p>

<p>-Para ver si arregla mis asuntos particulares, que están echados a perder. Te aseguro que si las cosas siguen como van, no me quedará más recurso que levantarme la tapa. -Qué tapa? La tapa de los sesos. Mi vida ya no es vida. Le debo a medio mundo y el dinero se me va de las manos como si le nacieran alas para escaparse.</p>	<p>To see if it will settle my private affairs, which are in a mess. I assure you that if things continue the way they are going, I'll have no recourse but to lift the lid. -What lid? The lid of my brains. My life is no longer a life. I owe half the world, and money is slipping through my fingers as if it were sprouting wings to escape</p>
<p>-Malo! Gastarás mucho? Has hecho tu presupuesto? -No. -Entonces ahí está el daño. De seguro que gastas más de lo que ganas. Cuánto ganas? -Trescientos miserables, sucres al mes, que nunca les veo la cara; pues cuando llega el día del pago ya está todo en el buche. Sabes en qué mes estoy viviendo?</p>	<p>-Wrong! Will you spend a lot? Have you made your budget? No. Well, there's the problem. I'm sure you spend more than you earn. How much do you earn? Three miserable sucres per month that I never even get to see; because when payday arrives, it's already all gone. Do you know what month I'm living in?</p>
<p>En Julio? -No, en Octubre. Yo vivo más de prisa que los demás! Aquí donde me ves, me he comido ya el mes de Agosto íntegro, y lo mismo el mes de Septiembre. Ahora me estoy comiendo el de Octubre. -Pero en qué gastas tanto, Gorostiza? -Tengo mujer, hombre!</p>	<p>In July? No, in October. I live faster than others! Here, where you see me, I've already gone through the entire month of August, and the same goes for September. Now, I'm going through October. But what do you spend so much on, Gorostiza? I have a wife, man!</p>

<p>-Pero tan cara te sale?</p> <p>-Thengo hijos también,tú no sabes lo que se gasta cuando hay familia. Mi casa es un nido de cobradores: cobra el lechero,el panadero, el carnicero, el carbonero,el barraquero, la cocinera, el sirvientemla muchcahca de adentro....En fin,hijo,no oigo otra cosa que:-La plata para la leche!La plata para el pan! La plata para la carne! La plata para el mercado! Esto es desde que amanece el día.</p>	<p>But is it so expensive for you?</p> <p>I have children too; you don't know how much it costs when you have a family. My house is a nest of bill collectors: the milkman, the baker, the butcher, the coal delivery person, the grocer, the cook, the maid, the girl inside... In short, son, I heard nothing else but: "Money for the milk! Money for the bread! Money for the meat! Money for groceries!" This is from the break of dawn.</p>
<p>-Lo mismo les pasa a todos.</p> <p>-Pero no como a mí. Yo tiemblo al cambiar un billete grueso, porque se me hace humo. De donde no hay, sale un pago apremiannte y se me lleva el vuelto. Ves como tengo descosido el bolsillo del chaleco?Eso es de lo mucho que meto la mano para sacar plata.Figúrate!</p>	<p>The same thing happens to everyone. But not like it happens to me. I tremble when I change a large bill because it vanishes into thin air. Out of nowhere, an urgent payment appears, and it takes away my change. See how the pocket of my vest is coming apart? That's from how often I reach in to take out money. Imagine that!</p>

<p>-Entonces tú quisieras que todas las cosas te las dieran de balde y que todos los servicios te los hicieran gratis?</p> <p>-A, amigo, nadie sabe el mal de la olla.... Te aseguro que los clubes me asesinan.</p> <p>-Qué clubes?</p> <p>-No hay club, de esos que se estilan, a que yo no pertenezca , club de calzado, club de relojes, club de sombreros, club de alhajas... en todos estoy metido y pago semanal. Es una lluvia de planillitas la que me cae los sábados encima.</p>	<p>So, you would like everything to be given to you for free, and all services to be provided without charge?</p> <p>Oh, my friend, nobody knows the trouble with the pot... I assure you, the clubs are killing me.</p> <p>What clubs?</p> <p>There's no club, of those that are customary, that I don't belong to, shoe club, watch club, hat club, jewelry club... I'm in all of them, and I pay weekly. It's a rain of little bills that falls on me every Saturday.</p>
<p>-Pero por qué te metes en esos compromisos?</p> <p>-Porque lo engatuzan a uno. El objeto es necesario; el pago corto: uno o dos sucres semanales, como quien dice una puchuela, con la probabilidad de salirpe. miado en el sorteo. Pues lo tientan a uno, te digo, y se echa una sogá al cuello. Ves estos zapatos?</p> <p>-Los veo muy gastados.</p> <p>-Pertenece a un club de calzado y valen treinta sucres, pagando uno por semana.</p> <p>Ocho meses de esclavitud y no me van a durar cuatro! Así he caído en diez y ocho clubes de los demonios!</p>	<p>But why do you get into these commitments?</p> <p>Because they deceive you. The item is necessary, the payment is low: one or two sucres per week, like a small amount, with the chance of winning in the draw. They tempt you, I tell you, and you end up tying a noose around your neck. See these shoes?</p> <p>I see them very worn.</p> <p>They belong to a shoe club and cost thirty sucres, paying one per week.</p> <p>Eight months of slavery, and they won't last me four! That's how I've fallen into eighteen of these darn clubs!</p>

<p>-Sobre la base de los trescientos sures para todo gasto?</p> <p>-Sobre esa base, nada más. Yo no tengo otra entrada. Así le digo a mi mujer.</p> <p>Hija, tú tienes entre tus colaterales algún tío, tía o demonio, que se muera y nos deje cuatro reales? -</p> <p>Pero me cierra toda esperanza por ese lado. Además, hay otra ventosa que me chupa la sangre.</p>	<p>Based on the three hundred sures for all expenses?</p> <p>On that basis, nothing more. I don't have any other income. That's what I tell my wife. "Dear, do you have any relatives, uncle, aunt, or devil, who could die and leave us a bit of money?" But she closes off all hope in that regard. Besides, there's another leech that sucks the life out of me.</p>
<p>-Cuál?</p> <p>-La turca.</p> <p>-Qué turca?</p> <p>-Una turca comerciante, que tiene la manía de fiar su mercadería, e incita a la familia para que le saque a crédito las cosas que vende. Parece lo más cóns Coger telas, encajes, cintas, abalorios y novelerias, sin sacar la plata; sobre ta cuando ella, la turca, es la que abre el camino al abuso del crédito.</p>	<p>Which one?</p> <p>The Turkish woman.</p> <p>What Turkish woman?</p> <p>A Turkish merchant who has the habit of extending credit for her merchandise and encourages the family to buy things on credit. It seems like the most common thing. She takes fabrics, lace, ribbons, beads, and novelties without paying, especially when she, the Turkish woman, is the one paving the way for the abuse of credit.</p>

<p>La cuenta crece y el crujir de dientes viene después, cuando la acreedora se presenta al ate periódico, de manera implacable, con la precisión del martillo que cae sobre la das za del clavo. Y ésto dura años!</p> <p>-Qué horror!</p> <p>-En días pasados estuvo la turca tan exigente, que de puro coral me fui a la calle para pasar el mal rato y me pegué otra turca.</p>	<p>The bill grows, and the gnashing of teeth comes afterward when the creditor shows up at the appointed time, relentlessly, with the precision of a hammer striking a nail on the head. And this lasts for years!</p> <p>How dreadful!</p> <p>In recent days, the Turkish woman was so insistent that, out of sheer distress, I went out into the street to avoid the unpleasant moment and had another difficult situation.</p>
<p>-No es para menos.</p> <p>-Mi señora ha sentado en casa la doctrina de que una dama que no sale hoy en auto pierde mucho ante la consideración pública. Si supieras lo que gasto en autos!</p> <p>A siete sucres la hora!</p> <p>Y cómo te alcanzas?</p> <p>-Hago empréstitos sobre empréstitos.</p> <p>-Y cómo los pagas?</p> <p>-No los pago; los sigo debiendo y aumentando.</p> <p>Pues estás perdido!</p> <p>-Por eso es por lo que ando en busca de un técnico para consultarle mi caso y pedirle una receta.</p> <p>Pero la receta no es otra que la de moderar tus gastos hasta el nivel de tus entradas y no pasar de allí, grite quien gritare.</p>	<p>No wonder.</p> <p>My wife has established the doctrine at home that a lady who doesn't go out in a car today loses a lot in public regard. If you only knew how much I spend on cars! At seven sucres per hour! And how do you manage?</p> <p>I take out loan after loan.</p> <p>And how do you repay them?</p> <p>I don't repay them; I keep owing and increasing them. Well, you're doomed!</p> <p>That's why I'm looking for a financial advisor to discuss my situation and ask for a remedy. But the remedy is nothing other than moderating your expenses to the level of your income and not going beyond that, no matter who insists.</p>

-Es que no se puede uno contener. Tengo un hijo que es un portento en la clase de Aritmética...
-Como su padre.
Gracias! Pues este niño se empeñó en que le comprara una bicicleta, valor de s/.250. Qué iba yo a hacer?
-Comprársela.
-Fué lo que hice. Concerté un empréstito y se la compré. Hay cosas que no se pueden evitar. Ahora mismo, tengo una hija que necesita una reparación completa en la dentadura. El gasto será fuerte, porque el dentista no quiere menos de 300 sucres; pero, como dice mi señora, hay que hacer un sacrificio...Si se gasta en ir al teatro las más de las noches, y en andar en autos, y en jugar a la lotería y en otras menudencias ¿por qué no se ha de gastar en la dentadura de la muchacha?

It's just that one can't restrain oneself. I have a son who is outstanding in Arithmetic class...
Like his father. Thank you! Well, this boy insisted that I buy him a bicycle, worth S/. 250. What was I to do?
Buy it for him. That's what I did. I arranged a loan and bought it for him. There are things that can't be avoided. Right now, I have a daughter who needs a complete dental overhaul. The expense will be significant because the dentist won't accept anything less than 300 sucres. But, as my wife says, sacrifices must be made... If we spend on going to the theater most nights, and on riding in cars, and on playing the lottery, and on other trifles, why shouldn't we spend on our daughter's dental care?

<p>-Dice bien. -Pero no me alcanza la renta. Y por ésto es que pregunto a los economistas ¿qué hago? -Tú no serás Asambleísta, que yo sepa? -Cómo? -No eres Diputado à la Constituyente? -No. -Pues mereces serlo. Con todo, anda a Quito, métete en la Asamblea y diles a los Honorables que digo yo que sí, que te reciban, porque eres de escuela y puedes colaborar en la reorganización económica de la República.</p>	<p>Indeed. But my income doesn't stretch far enough. And that's why I ask the economists, what should I do? As far as I know, You are an Assemblyman, aren't you? -What? -You're not a Deputy to the Constituent Assembly? -No. Well, you should be. Nonetheless, go to Quito, get into the Assembly, and tell the Honorable members that I say so, that they should accept you because you are well educated and can contribute to the economic reorganization of the Republic.</p>
<p>Story 4 LOS QUE SUBEN CON PALANCA</p> <p>Todos saben, fuera del país, que acuerdan de la buepidemias regionales , echan pestes contra nosotros cuando se acuerdan de la bubónica, de la fiebre palúdica y de otras fiebres de distintos calibres, pero no saben de cierta epidemia que es peor de todas, la más generalizada e indeclinable, la gran epidemia social la panepidemia o pandemia, en una palabra llamada gráficamente la palanca? Saben ustedes lo que es la palanca?</p>	<p>THOSE WHO BENEFIT FROM THE PULL STRINGS</p> <p>Everyone outside the country is aware of regional epidemics; they criticize us when they recall the bubonic plague, malaria, and various other types of fevers. However, they are unaware of a certain epidemic that is worse than all others—the most widespread and unstoppable epidemic, the great social epidemic or pandemic, succinctly referred to as "la palanca." Do you know what "la palanca" is? Ah, this is serious business, gentlemen. The lever pursues all public offices without distinction, whether they are occupied or not, and it attacks with incredible virulence the revenues of the state. There is no known cure for this</p>

Ah! Eso es cosa seria señores. La palanca persigue a todos los destinos públicos sin distinción, estén o no ocupados, y se ceba con increíble virulencia en las rentas del estado. No se conoce ningún remedio contra esta plaga y la ciencia ha declarado francamente su derrota.

Hubo un tiempo -ya remoto, amigos míos- en que no faltaban algunos empleos vacantes. Ya no los hay ni en sueños. Solo algunos ancianos, que viven todavía, recuerdan haber oído contar a sus abuelos que, cuando eran niños, se presentaban con frecuencia preciosos casos de destinos desocupados al alcance de cualquier ciudadano hábil; hoy la palanca lo ha invadido todo y vela delante de cada emoleo como un gato en acecho.

Me contaba un campesino, amigo mío, que en su recinto se había desarrollado de una manera escandalosa el robo de ganado, y para ponderar la osadía de los cuatros, decíame.

-Piense en una vaca.

-Cómo?

-Fie su pensamiento en una vaca del sitio Carrizal.

-Bueno, ya está.

-Ya no está, señor, porque se la robaron los cuatros.

-Hombre ¿del pensamiento se la han podido robar?

-Sí, señor, del pensamiento. Así andan los tiempos!

Esta rústica hipérbole viene a mi memoria al tratar de la palanca.

plague and science has openly declared its defeat.

There was a time - now long gone, my friends - when there was no shortage of vacant jobs. There are no longer any, not even in a dream. Only some ancient people, who are still alive, remember having heard their grandparents say that, when they were children, there were often wonderful cases of vacant jobs within the reach of any skilled citizen; today the lever has taken over everything and watches in front of each job like a cat on the prowl.

A peasant, a friend of mine, told me that cattle rustling had developed in a scandalous way in his area, and to ponder the audacity of the rustlers, he told me:

"Think of a cow.

-Think of a cow.

-What?

-He thought of a cow from the Carrizal site.

-Okay, that's it.

-It is no longer there, sir, because the rustlers stole it.

-Man, could they have stolen it from the mind?

Yes, sir, from the mind. What are the times like!

This rustic hyperbole comes to mind as I discuss "la palanca."

Imagine, dear reader, a vacant position.

Did you think of one? Well, they've already pulled strings on it! - From your thoughts?

That's how the times are!

This rustic hyperbole comes to mind when discussing the lever.

-Piense usted, caro lector, en un destino vacante. ¿Pensó? Pues bien, ya lo palanquearon! - ¿Del pensamiento? Así andan los tiempos!

El insigne Arquímedes creyó decir mucho en su época cuando dijo:

"Déseme un punto de apoyo y levantaré al mundo con mi palanca"

Si hubiera visto Arquímedes las palancas que por acá se usan, se habría quedar

-asombrado.

Aqui le hubieran enseñado a palanquear de firme no solo para levantar al mundo, sino a todo el sistema planetario, caso de que al sistema se le asignara algún sueldo en el presupuesto.

La palanca es cruel.

cierto día se presentó un cesante en la Gobernación, con el rostro radiante de alegría.

Señor: soy feliz!

Qué pasa?

Acaba de ser aplastado por un carro un respetable funcionario público.

-Qué desgracia!

.Y vengo para que me tengan presente en la vacante.

-Pero no ha muerto aún la víctima del accidente?

Los médicos desesperan de salvarlo y parece que le quedan pocos minutos de vida. Esta noche, con el favor de Dios lanzará el último suspiro. Ya se puede decir que no existe: su plaza está vacante. Así es que yo me dije: no hay que perder tiem-po; ya que la

-Think, dear reader, of a vacant post, did you think? Well, it has already been levered! - Of thought? Such are the times! The distinguished Archimedes thought he was saying a lot in his time when he said: "Give me a and I will lift the world with my lever".

If Archimedes had seen the levers that are used here, he would have been -would have been astonished.

Here they would have taught him how to firmly leverage not only to lift the world, but the whole planetary system, in case the system was assigned a salary in the budget.

The lever is cruel.

One day, one of those who had been laid off showed up at the Governor's office, his face beaming with joy. "Sir, I am happy!"

"What's happening?" A respectable public official has just been crushed by a car.

"What a tragedy!" "And I am here to be considered for the vacancy."

"But the victim of the accident has not yet died?"

The doctors are desperate to save him and it seems that he has only a few minutes to live. Tonight, with God's favor, he will take his last breath. It can already be said that he no longer exists: his place is vacant. So I said to myself: we must not waste time; since luck favors me by means of this calamity, we must act. The mortal blow was to the right parietal.

-No, on the left.

-How do you know?

-Someone else was already here to request the vacancy.

"But... but... but... but... but... but... the accident just happened!

-Well, another one came and brought the photograph of the accident, the doctor's

suerte me ha favorecido por medio de este desastre, hay que moverse. El golpe mortal ha sido en el parietal derecho.

-No, en el izquierdo.

-Cómo lo sabe usted?

-Aquí estuvo ya otro a solicitar la plaza.

-Pero..pero..pero...si acaba de ocurrir el accidente!

-Pues ya otro vino y trajo la fotografía del siniestro, el diagnóstico de los médi-cos, la declaración de los testigos y una copia de la invitación fúnebre que se está imprimiendo.

-Ah, caramba!

La palanca no descansa, y ocupa todos los espacios; corre en los trenes, se mete en la valija de los correos, vibra en el aire como las ondas hertzianas y hasta se anuncia en la región de los espíritus por medio de la telepatía. Cuéntase que un empleado público resolvió a sus solas presentar su dimisión, sin decir a nadie una palabra. Apenas hubo formado el propósito tocaron a la puer-ta.

-Quién va?

Yo, señor, exclamó un ciudadano deshecho en cortesias, acabo de saber que

Ud. va a renunciar..

-Es imposible! Y quién se lo ha dicho a Ud. porque solo sabemos mi almohada y yo?

-Porque así se dice y yo me dije: voy a ver si tengo el honor de ser recomenda-do..

-Pero, quién es él se dice?

-La gente. Como todo se sabe!

diagnosis, the statement of the witnesses and a copy of the memorial invitation that is being printed.

-Oh, my goodness!

The lever does not rest, and it takes up all the space; it runs in the trains, it gets into the mail bags, it vibrates in the air like the Hertzian waves and it even announces itself in the region of the spirits by means of telepathy.

The story is told of a public employee who decided to resign without saying a word to anyone. No sooner had he made up his mind than someone knocked at the door.

-Who is coming?

Me, sir," exclaimed a citizen, "I heard just now that you are going to quit...". You are going to resign.

- No way! And who told you, because nobody knows but me and my pillow?

-Because that's how it's said and I said to myself: I'll see if I have the honor of being recommended.

-But who is he, it is said?

-People. Everything is known!

Jeez," exclaims the one in demand. This is evil!

And with dissimulation he takes an uneasy look under the bed, thinking he sees some goblin with long ears and mocking eyes curled up.

The incident worries him all day long and he is unable to come up with a reasonable explanation, while the stranger later meets a trusted friend and confides the following: "I am trying out an original strategy to see if I stumble upon a job opportunity."

"And what is it?"

"The **sounding out.**"

-I don't get it.

-I have come up with the ingenious idea of introducing myself to the public employees and discreetly telling them that I know they

-Cáspita! exclama el solicitado. Esto es diabólico! Y con disimulo echa una mirada inquieta por debajo de la cama, creyendo ver acurrucado algún duende de largas orejas y con ojos burlones. El caso le preocupa todo el dia y no acierta a darle una explicación razonable, en tanto que el visitante se encuentra más tarde con un amigo de confianza y le hace la siguiente confidencia: Estoy ensayando un recurso original para ver si tropiezo con una colocación?

-Y qué es ello?

-El tanteo.

-No entiendo se me ha ocurrido la ingeniosa idea de presentarme a los empleados públicos y manifestarles discretamente que sé que van a renunciar al puesto y que si no tienen inconveniente en recordarme, etc.

-Y qué haces con eso?

-Descubrir sus intenciones. Entre ciento puede haber uno que tenga hecha su resolución in pectore y la revele por medio del tanteo.

-Será muy difícil?

Fuí y le dije que siendo cosa hecha su renuncia...

-Y él qué dijo?

Se laudo asombrado y aunque que no la habia dicho a adininn., н поїз comprender cómo se sabía una cosa que no la había dicho a nadie. Va ine moria de risa por dentro aleclando exteriormente el aire más

are going to quit the job and if they don't mind recommending me to the job, and so on.

And what do you do with that?

-To find out their intentions. Among a hundred there may be one who has made his resolution in pectore and reveals it by means of sounding it out.

-How difficult will it be?

-Quite simple. This morning I found one who is considering quitting. So, I went and told him that if the decision was a fact... He was astonished and although he confessed to me his intention, I could not understand how I knew something that he had never told anyone.

-I certainly did.

-I was laughing inwardly, outwardly affecting the most candid air in the world, while he cast vague glances around. "I know the case."

"How's that?" I went later casually to the same part I knew the story, without being able to explain it to myself: but I took note of the vacancy, I went out, I ran, I did everything possible to get it.

-Did you get it? Give me the stab at once.

-No, I didn't get it, unfortunately: it was already taken.-Who was it?

-Another one who saw me rushing around, smelled the situation and went ahead of me with a heavier lever.

-Damn! That's so unfair.

--Numerous such situations occur. Letters, telegrams, cards cross the four corners of the world, carrying the virus of the lever. Against bubonic plague there remains the comfort of killing rats; against yellow fever there is the solution of killing mosquitoes; but against the palanca no prophylaxis is effective. And this is what ruins the country.

candoroso del mundo mientras él dirigía vagas miradas en contorno.

-Conozco el caso.

-Cómo así?

Vo fui después casualmente a la misma parte supe la historia, sin poder explio. ármela: pero tomó nota de la vacante, sal, corri, movi todos los resoros para din.

-La obtuviste? Dame de una vez la puñalada.

-No la obtuve, no, por desgracia: estaba ya prometida.

-A quién?

-A otro que me vió correr las diligencias, olió la cosa y se me adelantó con una palanca más larga.

-Diablo! Ya no hay arbitro que valga!

-De estos casos ocurren numerosos. Cartas, telegramas, tarjetas se cruzan por los cuatro puntos cardinales, llevando el microbio de la palanca.

Contra la peste bubónica queda el consuelo de matar ratas; contra la fiebre amarilla hay el recurso de matar mosquitos; pero contra la palanca no vale ninguna profilaxis. Y ésto es lo que arruina al país.

Si todos los que andan con la palanca en la mano llegaran al cólmo de su objeto, la administración pública se parecería a un racimo de plátanos, cuyo tronco sería el Presupuesto.

Ahora mismo, con motivo de la organización constitucional se está formando un foco epidémico tremendo.

If everyone wielding the lever were to achieve their utmost goal, the public administration would resemble a bunch of bananas, with the Budget being the trunk. Right now, due to the constitutional organization, a tremendous epidemic focus is forming. "We need to act," everyone exclaims. In time, in time, so that others don't get ahead.

There are individuals who, after a day of strenuous lever-pulling efforts, fall down exhausted when they arrive home.

"The gentleman is dying!" shout at the neighbors. "It's nothing," says the calm lady, "This happens every day: the poor man is just a little bit tired because he was pulling levers!"

Even the women takes part in the **hustle and bustle**, and there are some who, when they feel like mothers, exclaim tenderly, thinking of their unborn child: "My God, how could anything be levered for the one who is going to be born!"

That is why children, when they come into the world, already bring with them a born idea of the lever, and as they grow up they become hardened **leverers** while the poor Homeland looks with anguished eyes at this terrible national ailment.

<p>-Hay que moverse, exclaman todos. Con tiempo, con tiempo para que otros no se adelanten..</p> <p>-Hay individuos que después de un día de ruda fatiga palanqueadora, caen des mayados al llegar a su casa.</p> <p>-Se muere el caballero! gritan los vecinos.</p> <p>-No es nada, dice la señora tranquila, Esto le pasa todos los dias: el pobre está palanqueando! Hasta el sexo débil toma parte en los trajines, y hay algunas que al sentirse madres exclaman con ternura, pensando en el fruto de su vientre. ¡Dios mio, como se pudiera palanquear algo para el que va a nacer!</p> <p>Por eso los niños, cuando vienen al mundo, traen ya una idea nata de la palanca, y a medida que crecen se vuelven unos palanqueadores aguerridos mientras la pobre Patria mira con angustiados ojos este terrible achaque nacional.</p>	
<p>Story 5 LOS QUE SUBEN SIN PERMISO</p> <p>Mucho se ha discutido en el terreno judicial por los propietarios de Guayaquil, sobre si los portales de las casas deben o no ser considerados como via pública, puesto que la Municipalidad se permite legislar sobre ellos, cobrar contribuciones a los ocupantes, etc., etc.</p> <p>Pero, en cambio, nadie se ha quejado nunca, que yo sepa, sobre los abusos del tráfico público en</p>	<p>THOSE WHO UPLOAD WITHOUTH PERMISSION</p> <p>Much has been discussed in the judicial field by he owners of Guayaquil, on whether or not the entrances of the houses should be considered as a public road, since the Municipality is allowed to tax the occupants, etc., etc., etc.</p> <p>But, on the other hand, no one has ever complained, as far as I know, about the abuses of public traffic on the steps of the houses and on the landing of the same.</p> <p>There is a strange custom here that anyone who wants to, with the most subtle pretext, climbs into any house, like Pedro</p>

las escalinas de las casas y en el rellano de las mismas.

Existe aquí la **peregrina costumbre** de que todo el que quiere se trepa a cual. quier casa, con el mas etilolo pretexto, como Pedro por la suya; y si ena va cual: agun objeto curioso, rendide manuable o adorno de buen gusto, se lo incauta.

Caso de ser sorprendido el intruso en la maniobra pronuncia unas cuantas palabras decisivas que satisfacen plenamente a los moradores de la casa.

Pongamos algunos ejemplos para ilustrar la materia.

-Muchacha, ordena la señora, anda a ver quién anda por afuera, que siento

pasos en el recibimiento.

Sale la doméstica y descubre a un rapazuelo, que sube a paso de lobo, mirando todos los rincones, con aspecto sospechoso.

Que quieres? la pregunta

Dilata el pecho el interrogado, hace un gesto especial y lanza este grito con voz de falsete:

-Botellas vacias?

-Santa palabra! La doméstica sonr e, dice que no con la cabeza y vuelve tranquila hacia el ama, diciendo:

-No era nada, señorita, sino un chico que anda comprando botellas vacias.

-Pero sigo sintiendo pasos, Magdalena; vuelve a ver.

La criada se asoma entonces por un ventanillo y ve a una joven que atisva por la puerta de la sala.

Quién va?

-Buenos días!

for his own; and if there is a curious object, a useful object or an ornament of good taste, it is seized.

In case the intruder is caught in the maneuver he pronounces a few decisive words that fully satisfy the inhabitants of the house.

Let us give some examples to clarify the matter.

"Girl," orders the woman, "go and see who's outside, I can hear footsteps in the hall.

The maid comes out and discovers a little boy, who climbs up at a cat's pace, looking at all the corners, with a suspicious appearance.

What do you want? she asks

The interrogated one expands his chest, makes a special gesture and shouts in a falsetto voice:

-Empty bottles?

-Holy word! The domestic smiles, says no with her head and turns calmly towards the mistress, saying:

-It was nothing, ma'am, but a boy who goes around buying empty bottles.

-But I still hear footsteps, Magdalena; go back and have another look.

The maid then looks out of a small window and sees a young woman peeping through the door of the room.

"Who's there?"

"Good morning!"

"Good morning!"

"Here they say you need a house maid.

-No, my child, neither from indoors nor outdoors.

-Well, that's what I was told.

-No, the woman has enough with me.

-Aha! Well, excuse me. See you later!

-See you later!

<p>-Buenos días! -Aquí dizque necesitan una muchacha de adentro. -No, hija, ni de adentro ni de afuera. -Pues así me habían dicho -No, la señorita tiene suficiente conmigo. -Ajá! Pues Ud. dispense. Hasta luego! -Hasta luego! -Quién era? pregunta la señora, meciéndose en su hamaca. -Una muchacha de adentro que quería entrar. -Y el que está abajo, en el zaguán? -No hay naide, señorita. -Pero, mujer, si lo estoy oyendo hablar. Ustedes las sirvientes tienen ojos y ore-jas, pero no ven ni oyen nada. Te digo que abajo anda un hombre. Ve qué quiere? -Será el hermano de la muchacha o su compañero. -Calla, simplona, y corre a ver. Vuelve la doméstica, cruza palabras con alguien, e informa a la señora: -No era nada, sino un hombre que pregunta si hay cuarto desocupado. -Y por qué te dijo ñatita? -No, señorita! -Si lo he oído, mujer! -Me peñiscó, nada más, cuando le dije de que no. Como todos los hombres son pañiscadores cuando ven a una gorda!</p>	<p>-Who was that? asks the madam, rocking in her hammock. -A country girl who wanted to come in. -And the one downstairs, in the hallway? -There's no one there, miss. -But, woman, I can hear him talking. You maids have eyes and ears, but you don't see or hear anything. I tell you, there's a man downstairs. Well, can you see what he wants? -It must be the girl's brother or her companion. -Shut up, you fool, and run and see. The maid returns, crosses words with someone, and informs the lady: "It was nothing, but a man asking if there is an unoccupied room." "-And why did he call you 'ñatita'?" No, ma'am!" "-Yes, I heard it, woman!" "He just pinched me when I said no. Like all men, they're pinchers when they see a plump woman!"</p>
<p>-Caramba! Me gusta tu frescura, Magdalena! Cosas como esta se repiten cada cuarto de hora si todas las casas La gente desconocida tiene acceso a todo domicilio privado,</p>	<p>Goodness! I like your nonchalance, Magdalena! Things like this happen every fifteen minutes if all houses allow strangers access to every private residence, justifying their presence with various inquiries:</p>

justificando su presencia con otras interrogaciones;

-Necesitan un muchacho? -Aquí vive la familia Cascabel?

-Quiéren una cocinera?

-Compran números de lotería? -

Tiene cuartos desocupados? -

Venden flores?

Buscan criandera de leche entera?

-Etc., etc.

Se ha impuesto tanto esta costumbre que en ocasiones apenas sorprende a una familia la presencia de individuos extraño que recorren toda la casa,pretenden en las piezas interiores,entran en la cocina, suben a los altillos y atisban por las rendijas de los retretes.

-Quién es ese que anda por ahí? pregunta ese caballero bostezando.

-Es el de la Sanidad, replica la señora con indiferencia.

Hay otros que suben a las casas y los encuentra uno en los pasillos invitándola a oír confidencias personales. Este necesita auxilio pecuniario e inmediato para salvar de situación desesperada; aquélla es viuda, pobre y llena de familia que exige ropa blanca para su numerosa prole; el que sigue pretende ayuda para efectuar un viaje de salud. Y todos están arriba y han subido porque sí; porque la costumbre ha franqueado aquí a todos el domicilio privado; porque no hay porteros ni cosa parecida. Nos refería un profesional que había hecho quitar las sillas de la entrada a su estudio de abogado, porque desaparecían.

-Cómo, doctor?

Do you need a young boy?

Does the Cascabel family live here?

Are you looking for a cook?

Do you buy lottery tickets?

Do you have vacant rooms?

Do you sell flowers?

Looking for a whole milk breeder? -etc., etc.

This custom has become so prevalent that sometimes I hardly surprise a family with the presence of strange individuals who go all over the house, pretend to be in the interior rooms, enter the kitchen, go up to the attics and peep through the cracks of the toilets.

-Who is that man walking around? asks the gentleman, yawning.

-It's the health man," replies the lady indifferently.

There are others who go up to the houses and one finds them in the corridors inviting her to listen to personal confidences. This one needs immediate financial help to save her from a desperate situation; the other one is a poor widow with a large family who needs white clothes for her numerous offspring; the next one wants help to make a health trip. And they are all upstairs and have gone upstairs because they have to; because the custom has allowed everyone here the private home; because there are no doormen or anything like that.

He referred to a professional who removed the chairs at the entrance to his law office, because they were missing.

-How, doctor?

-Very simple. Every now and then people come in here to ask; I give what I can and on the way out they take a chair and leave with it.

-Muy sencillo. A cada rato entra aquí gente a pedir; doy lo que puedo y a la salida cogen una silla y se van con ella.

Eso es, pues, lo que sucede en casi todas las casas.

-Qué se ha hecho el canario? claman algunas niñas al ver vacío el lugar donde estaba colgada la jaula.

Y las inocentes añaden:

-Pero si aquí estaba hace un momento! Quién se lo puede haber llevado con jaula y todo?

Cómo, quién, señoritas! Los que trafican por las escaleras! Los que suben a preguntar cosas que nadie sabe; los que van a ofrecer servicios que nadie necesita; los que van a proponer compras o ventas que a nadie interesan. Ellos! Así desaparecen los maceteros que adornan los recibimientos, los juguetes de los niños, los sombreros y bastones, que se colocan en la sombrerera, los focos de luz eléctrica y hasta los cajones de basura que se dejan en los zaguanes para que los desocupe el carretero.

El Intendente ha tomado reciente medidas contra la mendicidad ambulante; pero no puede meter la policía dentro de las casas es verdad, ni puede tampoco el vecindario vivir a puerta cerrada.

¿Qué se hace entonces con la plaga?

Yo no sé

Lo que sí puedo asegurar que hasta la domesticidad femenina está expuesta a las vicisitudes del tráfico escaleril. Los hechos han

That's what happens in almost every house.

-What happened to the canary? Some of the girls cry out when they see the place where the cage was hanging empty.

And the innocent ones add:

-But it was here a moment ago! Who could have taken it away, cage and all?

What, who, ladies! The ones who deal on the stairs! Those who go upstairs to ask questions that nobody knows; those who go to offer services that nobody needs! those who go to propose purchases or sales that nobody is interested in. Them!

Thus disappear the flower pots that decorate the halls, the children's toys, the hats and canes that are placed in the hatbox, the electric light bulbs and even the garbage bins that are left in the vestibules to be vacated by the carter.

The Intendant has recently taken measures against itinerant begging; but he cannot put the police inside the houses, it is true, nor can the neighborhood live behind closed doors.

What is to be done then with the plague?

I do not know.

What I can assure you is that even female domesticity is exposed to the vicissitudes of the traffic of the stairway. The facts have proven, for example, that if in any house there are young and pretty maids of flesh and blood, more come the bottle sellers, the room seekers, the questioners of domestic signs, the servants to place themselves, the grocery sellers, and alin goes up in smoke the pleasant domestic.

Why?

<p>probado, por ejemplo, que si en cualquier casa hay criadas de carne y hueso jóvenes y guapas, acuden más los vendedores de botellas, los buscadores de cuartos, los preguntadores de señas dominiarias, los servidores para colocarse, los vendedores de comestibles, y alin se hace humo la doméstica agradable.</p> <p>Por qué?</p> <p>Porque han hecho con ella lo que con la silla del doctor: se la llevaron.</p>	<p>Because they have done with it what they did with the doctor's chair: they took it away.</p>
--	---



**Presidencia
de la República
del Ecuador**



**Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes**



SENESCYT
Secretaría Nacional de Educación Superior,
Ciencia, Tecnología e Innovación

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Liang Tan Carolina SuYan**, con C.C: # **1400618375** autora del trabajo de titulación: **Development of EFL reading comprehension skills by means of a translation of selected stories of the Ecuadorian novel “Cosas de mi tierra” by Jose Antonio Campos**, previo a la obtención del título de **Licenciada en Pedagogía de los idiomas Nacionales y Extranjeros** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 14 de febrero de 2024

f. _____

Carolina SuYan Liang Tan

C.C: 1400618375



**Presidencia
de la República
del Ecuador**



**Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes**



SENESCYT
Secretaría Nacional de Educación Superior,
Ciencia, Tecnología e Innovación

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA			
FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN			
TÍTULO Y SUBTÍTULO:	Development of EFL reading comprehension skills by means of a translation of selected stories of the Ecuadorian novel "Cosas de mi tierra" by Jose Antonio Campos		
AUTOR(ES)	Carolina SuYan Liang Tan		
REVISOR(ES)/TUTOR(ES)	Hoyos Hernández, David Eduardo		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
FACULTAD:	Facultad de Artes y Humanidades		
CARRERA:	Pedagogía de los idiomas Nacionales y Extranjeros- Ingles		
TITULO OBTENIDO:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros – Ingles		
FECHA DE PUBLICACIÓN:	14 de febrero de 2024	No. DE PÁGINAS:	76
ÁREAS TEMÁTICAS:	Traducción, pedagogía, Comunicación		
PALABRAS CLAVES/ KEYWORDS:	Translation, Culture, English as a Foreign Language (EFL), Communicative Approach, Guayaquil, Reading Comprehension, Literature.		
RESUMEN/ABSTRACT:	<p>In this conceptual research project, selected stories from the Ecuadorian literary work "COSAS DE MI TIERRA" written by Jose Antonio Campos, were translated, using appropriate translation methodology. The product that came out of the corresponding rendering was used to analyze the literature, relevant for developing English as a Foreign Language (EFL) reading comprehension instructional material for the process of teaching and learning English in a high school context, specifically reading. A YouTube channel containing videos was created, which allows students to develop their EFL reading comprehension skills through audiovisual elements and exercises. The exercises for bilingual high school students, created and accessed through the YouTube channel, are aligned with EFL reading comprehension strategies like "Scanning", Summarizing" and others, based the translation of the short stories from the Ecuadorian literature work mentioned.</p>		
ADJUNTO PDF:	SI	NO	
CONTACTO CON AUTORES:	Teléfono: +593-996437580	E-mail: caroliangt@gmail.com	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO TIC)::	Nombre: Jarrín Hunter, Ximena Marita		
	Teléfono: +593-4-6043752/593-9-99614680		
	E-mail: xjarrin@yahoo.com ; ximena.jarrin@cu.ucsg.edu.ec		
SECCIÓN PARA USO DE BIBLIOTECA			
Nº. DE REGISTRO (en base a datos):			
Nº. DE CLASIFICACIÓN:			
DIRECCIÓN URL (tesis en la web):			