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**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
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**Translation of the Adapted Version of the Ecuadorian
Literature Work “Cumanda” for the Development of EFL
Reading Comprehension Skills at A2-B1 for 6th Grade
Students**

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CERTIFICATION

We certify that this research project was presented by **Barrera Perlaza, Mikeya Katherine** and **López Farias, Alvaro Gregorio** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy**.

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We, **Barrera Perlaza, Mikeya Katherine; López Farias, Álvaro Gregorio**

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The Senior Project: **Translation of the Adapted Version of the Ecuadorian Literature Work “Cumanda” for the Development of EFL Reading Comprehension Skills at A2-B1 for 6th Grade Students** prior to obtaining the **Bachelor’s degree in EFL Pedagogy**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of our full responsibility. Under this statement, we are responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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To God, thank you for your love and your blessings, you are my guide and strength in every step I take.

To my mother, you are my inspiration, I love you endlessly.

To my sister-

“Growing life with you has been the greatest gift ever given to me, I’m proud of the people we’re becoming, the past versions of ourselves, and the people we are aspiring to be. Here’s to the future”. *Freya winters.*

Thank you for all the support, I love you.

-Mikeya Barrera

I would like to extend my profound gratitude first to God, then my parents, my daughters, and my brother, as well as to the mother of my children. Your constant support, advice and encouragement have been invaluable throughout this journey. As Thomas Edison aptly noted, "Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time." This spirit of perseverance and the recognition that second chances represent critical opportunities have been a guiding principle in achieving this milestone.

-Alvaro Lopez



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ABSTRACT

This work focuses on the design and development of culture-bound reading material out of the translation of the adapted version of the literature work “Cumanda” by Juan Leon Mera. The target audience are 6th grade students with an A2-B1 level of English in the EFL classrooms. The project incorporates cultural relevance into language instruction by using literature that represents the students’ heritage. The main goal was to contribute to higher levels of students’ engagement, comprehension and critical thinking through their exposure to culture-bound reading material with post reading activities that were developed around the translated version of “Cumanda”. The results of the survey applied show that the incorporation of “Cumanda” could considerably improve students’ motivation and reading comprehension skills by exposure to contextually relevant material. The adaptation of the text to suit students’ language proficiency facilitates better understanding and retention of concepts. Furthermore, the activities encourage the development of critical thinking by allowing students to express their reflections on the story. The study recommends continued use of adapted literary works to support language learning in culturally meaningful ways.

Key Words: Cumanda, Reading comprehension, Critical thinking, Cultural relevance, EFL (English as a Foreign Language).

1 INTRODUCTION

1.1 JUSTIFICATION

This research project is beneficial for EFL educators and translators because it gives insights into the importance of creating and using new types of literary works in the English teaching and learning process, specifically in the development of reading comprehension skills.

The findings of this research can also benefit bilingual schools and their curricula by pointing out the possibility of implementing translated versions of local books in the English class, since most bilingual schools focus only on American and British literature.

Furthermore, it can open job opportunities for national translators to not only focus on legal, medical, academic or generalized fields for job offers, but they could also implement national literary works translated into English for reading comprehension activities. Moreover, this project could lead to opportunities for national works to be internationally used in other bilingual schools.

The translated version of "Cumanda" for the development of EFL reading comprehension among 6th grade students is a pedagogically sound and culturally enriching initiative. Beyond the acquisition of language skills, this endeavor seeks to cultivate local perspective, nurture critical thinking, and foster an appreciation for the rich tapestry of Ecuadorian literature. By embracing "Cumanda" in the classroom, we embark on a journey that transcends linguistic boundaries, opening doors to cultural understanding, empathy, and intellectual growth among young learners.

Literature serves as a powerful tool for cognitive development and critical thinking. The themes presented in "Cumanda" invite students to explore complex moral dilemmas, societal issues, and the intricacies of human relationships. Analyzing and interpreting these themes fosters the development of critical thinking skills, encouraging students to question,

evaluate, and articulate their perspectives. Such cognitive engagement not only enhances reading comprehension but also contributes to the broader goal of cultivating thoughtful and reflective individuals.

This work provides students a historical overview of Ecuador, including its indigenous cultures, colonial history, and contemporary society; therefore, it aims to facilitate discussions that inspire students to share their opinions on the texts and their cultural contexts, and encourage them to create projects like small essays, creative writing assignments, visual arts, or dramatic performances that will help them explore the topics and characters further. With the translation of this Ecuadorian literature book for students to use as complementary material in EFL class, learners can have the opportunity to be exposed to their own cultural background, language, traditions, etc. Furthermore, the story provides linguistic diversity and meaningful exposure to a variety of words and dialects. The goal is to enhance EFL classes in Ecuadorian bilingual schools and promote respect for local culture and literary works.

1.2 PROBLEM STATEMENT

British and North American literature are implemented in the Ecuadorian curricula when teaching EFL in bilingual schools because students need to be immersed in the different aspects of the foreign language. Aspects like culture and the awareness of other types of vocabulary like idioms are necessary when learning a second language. This allows the learners to recognize the nuances of the language. However, cultural identity challenges emerge when the school overuses British or North American literature and disregards other contexts pertaining to the native culture and context of the student in the teaching learning process.

There are some academics that suggest developing new EFL teaching material that contains the native culture of learners. Rani (2016) advises that while developing acceptable reading materials, developers should examine themes of students' interest, background knowledge, and reader diversity, followed by the relevance and authenticity of the contents to meet the readers' aims. In an increasingly globalized society, students must develop cultural awareness and understanding, alongside their linguistic skills proficiency. An exceptional chance to accomplish these objectives is provided by incorporating Ecuadorian literature into the EFL curriculum. However, to guarantee successful and fulfilling learning experiences, several issues, raised by this integration, must be resolved.

This research focuses on the development of new reading instructional material through the translation of the Ecuadorian literature work "Cumanda", as a possible solution to the stated problem.

1.3 RESEARCH QUESTIONS

1. What theoretical and practical aspects of language and culture should be considered when building instructional material for the development of EFL reading comprehension skills of 6th grade students at A2-B1 English level?
2. How should reading comprehension be assessed within the framework of culture-bound literature?
3. What translation methods and techniques should be used when rendering a culture-bound literary text for 6th grade EFL students?

1.4 MAIN OBJECTIVE

Produce instructional material for the development of EFL reading comprehension skills tailored for A2-B1 English level 6th grade Ecuadorian students by means of a translated version of the literature work "Cumanda" by Juan Leon Mera.

1.5 SPECIFIC OBJECTIVES

1. Research theories and concepts regarding the creation of instructional material for the development of EFL reading comprehension skills for 6th grade students.
2. Design and develop suitable materials (activities, exercises and a glossary) for 6th grade students, considering their interests.
3. Analyze and describe what methods and techniques should be applied when rendering a literary work.

2 LITERATURE REVIEW

2.1 EFL READING COMPREHENSION

2.1.1 Benefits of Using Literature in the EFL Classroom.

According to McDonald (2020), literature in the classroom is a powerful tool that goes beyond teaching language skills; it cultivates empathy, critical thinking, cultural awareness, and a lifelong love for learning. It enriches the educational experience and equips students with a broad set of skills essential for personal and academic growth. Donald (1970) states that “where there is little reading there will be little language learning” (p.52). In addition to helping students acquire skills and strategies they can use in a variety of contexts and situations, using literary texts in the classroom can raise students’ motivation and interest levels and make language learning more pleasurable.

2.1.2 Enhanced Language Skills

Recent studies have shown how crucial it is to help English speakers become fully skilled language users and critical thinkers. Buket (2019) states that “today’s EFL classroom should no longer be focused on grammar, memorization and learning from rote. Rather, it should be conceived of as a space to learn to use language and cultural knowledge to connect to others around the globe” (p.116). By supporting various important facets of language competency, vocabulary growth is essential to improving language abilities.

According to Kucan (2013), every aspect of communication, speaking, listening, reading, and writing is enhanced by a large vocabulary. Academic success is directly correlated with vocabulary expansion and having access to vocabulary aid in children's thinking and world-learning, increasing a child's vocabulary gives them unlimited access to new knowledge. Michael (2006) states that most of the vocabulary is acquired gradually via frequent exposure to both new and familiar terms in a variety of settings. The key to learning a second language effectively is having a large vocabulary. It is in everyone's nature to give names to their surroundings, experiences, and reality. It is possible to think of vocabulary as the "primer product" and grammar as the

foundation that keeps a language together. Lacking vocabulary, communication is nearly impossible, yet it is still achievable to engage in conversation without proper grammar (Nation I. S., 2013).

2.1.3 Broadened Perspectives and Critical Awareness

Eslit (2023) states that reading literature encourages learners to think critically about the social, ethical, and political issues that are prevalent in their environment. As students gain greater awareness of the world around them, one of the most crucial things teachers can do for them is support them in discovering more about themselves. As Morell (2012) has written “through encountering stories that serve as a mirror in our own lives, we come to understand ourselves better as we read and react to the stories of others” (pg. 12). With literature, teachers are exposing their students to new ideas, cultures and ways of thinking, learning about different culture norms and values through these skills, students can develop sensibility and respect for other cultures.

Encouraging reading comprehension in a second language in Ecuador becomes a challenge since people have no exposure to reading in their own language. The lack of critical reading training is one of the reasons Ecuadorians do not read. According to Parra (2017) In Ecuadorian high school students learning English as a foreign language receive very little instruction in critical reading strategies during middle school. The inclusion of reading in EFL classes in Ecuadorian Schools has the potential to significantly improve students' development of critical awareness. Debates, Teacher Questioning, Think in Pairs and Share, are useful strategies that teachers can use to strengthen critical awareness. Calle (2020) stated that “teacher questioning is an important strategy used in class because it initiates student participation”. Teachers can help students move beyond surface-level comprehension and participate in deeper analysis by asking through-provoking questions. For example, a teacher might ask questions like “*what do you think motivated the characters actions*”? or “*How does this event relate to the main themes of the story*”? rather than just asking students to memorize facts from a reading passage (Frey, 2016).

2.1.4 Creativity and Imagination

Reading provides rich, varied, and challenging content that opens readers' minds and encourages original ideas which fosters creativity and imagination. Annarella (1999) states that "the teaching of creativity embraces form and structure as well as freedom of thought and expression". (p. 3). Readers could grow both mentally and emotionally as well as get a greater understanding of language and storytelling through exposure to a variety of words, viewpoints and narrative approaches.

According to Nikolajeva (2006), one of the main ways that reading can foster creativity can be by the exposure to a diverse range of environments, cultures and ideas. For example, science fiction and fantasy take readers to completely new worlds with their own set of possibilities and rules. According to Stanislavski (1936), "Imagination creates things that can be or can happen whereas fantasy invents things that are not in existence, which never have been or will be". (p. 66). These fantastical environments broaden readers' perspectives by encouraging them to consider possibilities in unique ways. In addition, historical fiction gives readers the chance to dive into several periods and civilizations, offering a diverse range of experiences that can stimulate original thought about the past as well as the present. According to Farah (2023), "The relationship between reading fiction books and creativity is slightly different". (Paragraph. 14). Literature frequently features diverse characters who have a range of motivations and backgrounds. Interacting with these individuals with many personalities encourages empathy and improves readers' capacity to think creatively about human interactions by supporting them in understanding different personalities and ideas (Chiaet, 2013).

2.2 CHALLENGES FACED BY EFL LEARNERS

2.2.1 Limited Exposure to English

The lack of outside English exposure is one of the main problems for EFL students in Ecuador. According to Krashen (1985), when learners are exposed to comprehensible input slightly above their current stage of proficiency, language development occurs most successfully. Nevertheless, there are not many opportunities for Ecuadorian students to interact with

English on a regular basis. Their capacity to practice and reinforce what they learn in the classroom is constrained by this limited exposure, which makes it less likely for them to build reading comprehension abilities. A study by Cheng (2008) emphasizes the importance of regular exposure to the target language and significant reading to enhance comprehension abilities. Since English is not widely spoken outside of the classroom in Ecuadorian schools, students might not be able to find adequate chances for practice, which could negatively affect their general language skills and understanding of literature (Skehan, 2003).

2.2.2 Instructional Methods

The teaching strategies employed in a lot of EFL schools in Ecuador also make reading comprehension challenging. Conventional teaching methods frequently place more emphasis on memorizing information and grammar-focused education than on student-focused, interactive learning. According to Cummis (2000), meaningful interaction and engagement with the text are essential components for successful language learning because they enable students to take part in creating context. EFL instruction in Ecuador frequently consists mostly of instruction by teachers and textbooks, with little chance for students to participate in group reading and debate (Amato, 2003). Critical reading abilities like deduction, summarizing, and text analysis can be affected by this method. Research by Rodgers (2014) indicates that EFL learners' reading comprehension can be greatly enhanced by implementing communicative language teaching techniques, which place a strong emphasis on engagement and relevant communication.

2.3 LITERATURE IN EFL EDUCATION

2.3.1 Culturally Relevant Reading Materials in the EFL Curriculum

Sheridan (2019) states that one of the most important aspects of learning a new language is reading comprehension. However, a lot of EFL (English as a Foreign Language) curriculum overlook the inclusion of reading materials that are culturally appropriate, which can have a big impact on understanding and student engagement and the lack of these resources is a major obstacle to successful language acquisition and cultural immersion in Ecuadorian

Schools. Maintaining students' interest and enthusiasm in their studies requires the use of culturally appropriate resources. According to Irvine (1995), culturally relevant pedagogy connects students' cultural references to the curriculum, making learning more meaningful and engaging. However, other cultures—mainly those of English-speaking nations are frequently reflected in textbooks and reading materials used in EFL classes in Ecuador. Students may become disinterested and unmotivated because of this detachment since they may believe the material has no impact on their personal experiences or lives (Schiro, 2013).

Studies show that learners are more likely to be motivated and engaged when they read texts that are representative of their own culture and experiences. For instance, Gay (2010) argues that culturally responsive teaching helps students feel valued and understood, increasing their participation and enthusiasm in the classroom. Readings that reflect local and national experiences might significantly enhance students' enthusiasm and involvement in the context of Ecuadorian language learning.

An additional challenge to reading comprehension is the lack of reading resources that are culturally appropriate. Schema theory suggests that readers use their prior knowledge and experiences to make sense of new information (Person, 1984). When students read materials that are unfamiliar to them culturally, they might not be able to make connections between the material and what they already know, which could make comprehension challenging at times. A study by Eisterhold (1984) explains that background knowledge plays a crucial role in reading comprehension. Reading books with a strong foundation in Western cultures may be stimulating for Ecuadorian students to comprehend and relate to. Their general language development may be hindered by the lack of cultural background, which may make it more difficult for them to understand text complexities and deeper meanings (González, 1994).

Students' cultural identities may be impacted by the EFL curriculum's heavy emphasis on foreign literature. Banks (1993) notes that a curriculum devoid of students' cultural references can lead to a sense of alienation and

undervaluation of their own culture. Students in Ecuador may unconsciously believe that their native culture is less significant or suitable for study if they are frequently exposed to books describing other cultures and written in other languages. This problem can be addressed by including Ecuadorian literature in the EFL curriculum. Students can strengthen their sense of ethnicity and culture by reading stories that refer to concerns in society and their own heritage. This approach aligns with the concept of "funds of knowledge" proposed by Moll (1992) who highlights how crucial it is for educational environments that embrace students' cultural and inherited knowledge.

2.3.2 Cultural Relevance in Reading Materials

According to Banks (2015), it is impossible to minimize the significance of cultural relevance in educational resources, especially reading materials, given Ecuador's rich and multicultural environment. To promote a feeling of identity, inclusivity, and involvement in schools, it is essential to make sure that students see representations of their own cultures, customs and languages in their educational experiences.

Reading materials with cultural relevance increase students' engagement by offering materials that speak about their real-world experiences. According to Dr. Gloria Ladson-Billings, a well-known researcher and educator, culturally relevant pedagogy encourages students to make connections between their cultural references and their educational experiences (Billings, 1995). Students' reading may turn more accessible and engaging when it includes indigenous tales, regional legends and narratives that showcase Ecuador's rich cultural diversity. Students' identities and self-esteem are greatly influenced by reading materials that represent their ethnic backgrounds. Students feel validated and encouraged to recognize their ancestry when they find representations of their own cultures and histories in their textbooks (Nina González, 2005). Studies have indicated that students who experience a sense of belonging to their cultural identities tend to exhibit greater levels of self-worth and thrive academically (Nieto, 2000). Culturally appropriate reading materials can be an effective means of achieving social justice and diversity in

Ecuador, a country where indigenous and Afro-Ecuadorian people have long faced marginalization.

According to Rosenblatt (1995), reading books that are culturally appropriate can also help students develop their capacity for critical thinking by introducing them to a variety of viewpoints and motivating them to explore societal issues objectively. Through reading about various past events, social issues, and cultural traditions, learners gain a more comprehensive perspective of the world and learn to value cultural variety.

This is in line with the objectives of education for sustainable development, which places a strong emphasis on the value of global engagement and intercultural understanding (UNESCO, 2015). Culturally appropriate reading materials have many advantages but putting them into Ecuadorian classrooms comes with a set of constraints. These include the absence of culturally appropriate materials, inadequate teacher preparation, and a lack of resources. According to Mikulecky and Miller (2016), it is crucial to make investments in the creation of culturally inclusive curricula, support professional growth for educators, and work with the local population to develop real and suitable books to solve these issues. The "Etnoeducación" program in Colombia, which incorporates indigenous languages and knowledge into the curriculum, is one such example. To guarantee that reading materials represent the cultural diversity of the educational population, similar initiatives could be developed for Ecuador (Gómez, 2008).

2.3.3 Reading Comprehension Activities to Assess Students

Reading comprehension is an important ability for academic success and lasting learning. Creating effective activities to evaluate reading comprehension facilitates educators to measure students' understanding and the skill to engage with texts deeply. According to Huseynova (2023), assessment in reading comprehension development requires readers to critically analyze the information presented in a text.

2.3.4 Matching Questions

Matching questions have an important role in education due to the capacity to assess a range of cognitive skills, recognition, recall and comprehension. According to Krathwohl (2001), an update of Bloom's Taxonomy, mainly focuses on the lower levels of cognitive functions, such as comprehension and recalling, which form the foundation of higher-order thinking. These kinds of activities are interactive and can be designed to be aesthetically pleasing, catching students' curiosity, including these exercises are a simple way to evaluate student's understanding. Biel (2015) states that matching questions raise students' interest and boost learning objectives.

2.3.5 Crossword Puzzles

According to Cameron (2001), crosswords puzzles are a flexible and engaging tool for assessing students' understanding of vocabulary and key words. Developing these kinds of activities is an effective way to measure how well students comprehend the subject since it encourages critical thinking, helps students to remember words and makes them involved in the learning process. Ahmed (2018) found that "crossword puzzles provided students with an opportunity to think critically, collaborate, compete and discuss salient concepts by using essential vocabulary associated with these concepts" (pg. 17). These engaging and interactive exercises capture students' interest and motivate them to learn. When it comes to reading, students might not be able to remember definitions and relationships and crossword puzzles help them to reinforce vocabulary and important concepts. According to Dewi (2023), "mastering the crossword puzzle vocabulary for students is a satisfying way to increase their vocabulary" (p. 47).

2.3.6 Discussion-Based Activities

Paul and Elder (2014) state that discussion-Based activities are an effective method for testing students' comprehension and encouraging critical thinking. Through these exercises, students are challenged to express their ideas clearly, interact with people from different backgrounds and gain a deeper understanding of the material. According to Brookfield and Preskill (2015),

discussion-based activities foster critical thinking and motivate students to actively participate in the subject matter, which helps them to comprehend it more deeply. These activities give students the chance to have meaningful conversations with one another which is essential for the growth of cognitive skills and enhanced understanding. Students can explore subjects, clear up misconceptions and make connections between ideas through discussions. They also provide a dynamic and engaging learning environment that boosts engagement and motivation. Warsah (2021) states that discussion-based learning enhances students' academic performance by developing their capacity to evaluate information and create arguments.

2.3.7 Summaries

Summarizing is a crucial skill in education, since it involves students gathering knowledge, identifying important ideas, and capturing essential facts (King, 1992). This skill makes learners process knowledge at a deeper level which improves their comprehension and memorization of the subject. According to research done by Pearson (2002), summarizing requires students to simplify materials into their own words, which improves reading comprehension and recall. Creating summary tasks is an effective way to assess how well students understand the subject matter. Summaries help students connect with the materials in a meaningful way by increasing writing abilities, promoting critical thinking and encouraging comprehension. Pollock (2001) states that students' capacity to assess and prioritize information is developed when they must determine what is most important and how to communicate it effectively.

Creating these exercises is a useful way to assess students' comprehension and encourage critical thinking. These activities improve students' ability to communicate, motivate participation, and demonstrate the scope of their understanding.

2.3.8 Glossaries to Enhance Vocabulary

Nation (2001) states that glossaries are useful resources in reading materials, especially when it comes to improving vocabulary and understanding. Glossaries assist readers comprehend the content more fully and prevent

mistakes by clearly defining unknown concepts. Studies have shown that readers who make use of glossaries are able to understand complex ideas and remember new words. According to Zwiers (2008), "glossaries provide a means for learners to gain quick access to the meanings of words, which enhances their comprehension and ability to engage with the text" (p. 65).

Huckin (1993) states that glossaries can aid in the development of language, particularly for students acquiring specialist terminology or non-native speakers. Glossaries can help readers gradually improve their language skills by addressing the vocabulary gap between familiar and new words. As Nagy and Scott (2002) note, "The use of glossaries can significantly aid in the vocabulary acquisition process, making it easier for students to understand and learn new words in context" (p. 273). Learners are more able to absorb and retain new vocabulary when presented in terms of context and with instant definitions, this is important for their overall language ability.

2.4 "CUMANDA" BY JUAN LEON MERA

2.4.1 The novel and its cultural significance

"Cumanda" is a novel written by Juan León Mera, an Ecuadorian author and poet, and it holds significance in the literary landscape of Ecuador and Latin America. Rama (2020) states, "The importance of this first narrative model lies not only in its inaugural nature, but also in having synthesized almost all the themes that have woven the internal ideological history of Latin American romanticism". Published in 1879, "Cumanda" is considered one of the foundational works of Ecuadorian literature. This work is an important literary accomplishment as well as an exhaustive look at both social and cultural problems facing the country in the 19th century.

2.4.2 Overview of Cumanda

The tragic, romantic story of "Cumanda" takes place in the Amazon rainforest of Ecuador. The main character of the story is a young mestizo named Carlos Orozco, who has fallen in love with an indigenous girl named Cumanda. The novel highlights the racial and cultural difficulties of that time by connecting

their love story with the larger struggle between indigenous population and European settlers.

Cumanda, a stunning and honorable indigenous girl and her lover Carlos, who is ignorant of his true ancestry are introduced at the beginning of the story. As the story progresses, it becomes clear that Cumanda is the daughter of Carlos' father, Domingo Orozco, who had a previous relationship with an indigenous woman. Their love story becomes even more complicated and tragic after this revelation, since their union is no longer possible.

Mera explores more general themes of colonialism, cultural assimilation, and the conflict between indigenous and European values through the challenges of the main characters. Readers are left with a heartbreaking perspective on the repercussions of cultural struggle by the sad conclusion of the novel, which highlights the enormous obstacles faced in resolving these crashing identities.

2.4.3 Cultural Significance

"Cumanda" dives deeply into Ecuador's cultural identity and the historical struggles faced by its indigenous people, going beyond a simple love story. Juan León Mera offers an insight into the daily changes and lifestyles of the native tribes in the Amazon with his captivating descriptions and thoughtful character growth. Pratt (1992) argues that it was revolutionary for Mera to portray these communities with empathy during a period when indigenous cultures were frequently ignored or distorted. The story presents a complex examination of Spanish colonialism in the native communities. The nation's mixed background and the conflicts that result from it are reflected in Cumanda, who herself represents the combination of indigenous and Spanish roots. Through Cumanda and Carlos' sad love story, Mera focuses attention on how colonial powers disrupted society and destroyed culture (Oviedo, 2001).

This literary novel is a work of Romanticism that places a strong emphasis on the person, nature, and feelings. According to Pellegrini (1988), Mera creates a story that honors Ecuador's rich cultural legacy and stunning natural surroundings using these romantic themes, helping to shape the country's identity. A significant legacy of "Cumanda" can be found throughout Latin

American literature. It opened doors for later authors to delve into issues of indigenous experience, colonization, and cultural identity. Mera (1879) stated that the novel is examined for its historical and cultural significance in addition to its literary qualities. The book has remained relevant for both readers and academics, providing insightful viewpoints on the complexity of cultural identity and the effects of colonization.

2.5 TRANSLATION

2.5.1 Literary Translation

As explained by Nord (1997), literary translation is a skilled process that converts literary texts from one language also referred as the source language (SL) to another language referred as the target language (TL) to retain the original emotional effect, stylistic and cultural nuances, making it accessible and communicable for the target audience. Achieving a balance between preserving the fidelity of the original text and incorporating innovative elements to ensure the translation resonates with the target audience presents a particularly challenging aspect of the translation process (Venuti, 2008). As mentioned by Alves (2024), translators must choose a solution considering how this will affect the translation as a whole or microunits:

Each solution the translator chooses when translating a text responds to the global option that affects the whole text (the translation method) and depends on the aim of the translation. The translation method affects the way micro-units of the text are translated: the translation techniques. Thus, we should distinguish between the method chosen by the translator, e.g., literal or adaptation, that affects the whole text, and the translation techniques, e.g., literal translation or adaptation, that affect microunits of the text. (p. 508).

2.5.2 Methods and Techniques

Since translation procedures and techniques have a direct impact on the accuracy, cultural relevance, and general quality of translated documents, they are essential for ensuring effective communication across language barriers.

Maintaining the original message's integrity requires accurate communication because improper use of the right tools might lead to misconceptions or misinterpretations (Newmark, 1988).

The following terms were defined in Newmark's (1988, p. 45–47) translation methodologies proposal:

- **Word-for-word translation:** in this process the SL word order remains in place, and the words are translated applying their most prevalent meanings. Cultural words are translated literally. This strategy is mostly used to learn the mechanics of a source language or to figure out a challenging text before translation.
- **Literal translation:** The SL grammatical structures are transformed to their closest TL equivalents, while lexical components are translated out of context. The pre-translation process identifies difficulties to be addressed.
- **Faithful translation:** the aim is to replicate the exact contextual meaning of the source text while adhering to the grammatical structures of the target language. It transfers cultural words while preserving grammatical and lexical deviations from SL rules. It aims to accurately reflect the intentions and textual representation of the SL writer.
- **Communicative translation:** the translation aims to convey the original context in a way that readers can understand both the language and the content.
- **Semantic translation:** this approach differs from literal translation in that it prioritizes the aesthetic value of the SL text, conceding meaning where necessary to avoid assonance, word play, or repetition in the final form. It does not rely on cultural equivalence and makes minimal compromises to the readership. While 'faithful' translation is rigid, semantic translation is more adaptable.
- **Idiomatic Translation:** the translation may skew meaning by using colloquialisms and idioms, despite retaining the original message.

- **Free translation:** It reproduces the content without retaining the original form or method. The paraphrase may be substantially longer than the original text.
- **Adaptation translation:** This is the freest form of translation mainly used for plays and poetry: themes/ characters/ plots preserved; SL culture converted to TL culture & text is rewritten.

Molina and Albir (2002) state that there are 18 translation techniques, they are the following: amplification, borrowing, adaptation, calque, reduction, compensation, description, linguistic amplification, variation, established equivalence, transposition, literal translation, modulation, generalization, particularization, linguistic compression, and substitution.

According to Ndruru (2017), when translating the novel “A Time To Kill” literal translation was applied 322 times, highlighting the translator's choice for keeping the original structure and meaning of the ST. Amplification was applied 232 times, this indicates its importance in adding necessary details to ensure clarity and comprehensibility in the target language. Transposition, which involves changing the grammatical structure without altering the meaning, was applied 114 times, underscoring its role in adapting the text to the syntactic norms of the Indonesian language.

2.6 ADAPTATION

Venuti (1998), highlights the importance of adaptation in translation, noting that it bridges cultural gaps and enhances the reader's connection to the text. When translating literature adapted novels for children, particularly in the context of English as a Foreign Language (EFL) education, adaptive translation is crucial. This approach ensures that the translation is not only linguistically accurate but also culturally and contextually appropriate for the young target audience. Here are key considerations in adaptive translation for children's literature:

Target Audience: Understanding the age group, reading level, cultural background, and educational context of the children is essential.

Adaptation should consider their developmental stage and interests to ensure the text resonates with them. As Oittinen (2000) notes, the translator must consider who the readers are and what kind of translation strategies are needed to make the text accessible and enjoyable for them.

Cultural Sensitivity: Adapting cultural references, traditions, and values to align with those of the target audience is crucial for relatability and comprehension. Baker (2018) emphasizes that cultural sensitivity in translation is not just about language but also about understanding and respecting the cultural context of the target audience.

Language Level: The language used should be appropriate for the age group and reading level of the children. Simplifying complex sentences and vocabulary while preserving the richness of the original text is necessary. Munday (2016) states that an important aspect of translating for children is adjusting the language to match the cognitive and linguistic abilities of the target age group.

Narrative Flow: Adapting the narrative structure, pacing, and style to maintain engagement and readability is essential. According to Newmark (1988) translators need to consider the narrative flow to ensure that the story remains engaging and accessible to young readers.

Characters and Dialogue: Ensuring that characters' voices and dialogue are authentic and resonate with the target audience involves adapting speech patterns, expressions, and idioms. Vinay and Darbelnet (1995) highlight that dialogue adaptation is crucial in making characters relatable and ensuring that their interactions are believable to the target audience.

Illustrations and Visual Elements: Coordinating with illustrators to adapt visual elements that suit the cultural aesthetics and preferences of the target audience is important. Oittinen (2000) points out that visual elements play a significant role in children's literature, and their adaptation is as important as the text itself.

Consultation and Feedback: Seeking feedback from educators, parents, or cultural experts who are familiar with the target audience is beneficial. Conducting surveys among teachers can provide valuable insights into the acceptability and effectiveness of the translated work within the EFL curriculum. Leonardi (2010) suggests that teacher feedback and surveys can offer practical insights and help tailor translations to better fit educational needs.

3 METHODOLOGY

This project was developed under the approach of descriptive methodology, i.e. authors sought to illustrate a research problem and characterize it as thoroughly as possible. Creswell (2018) indicates that a descriptive methodology aims to correctly portray the features of a specific individual, group, circumstances, or phenomenon; it seeks to give a deep description of a topic or event. This approach is frequently used for retrieving comprehensive data that can serve as the foundation for additional research in a variety of subjects, including psychology, education, and social sciences. According to Glass (1984) descriptive research "involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection" (p. 54).

The capacity of a descriptive approach to present a comprehensive and detailed perspective on the topic under research is one of its main benefits. This method uses a variety of data collection strategies, including surveys, case studies and observations. Creswell (2014) notes that "descriptive studies are used to describe an existing phenomenon by using a wide range of methods to collect data and provide an in-depth understanding of the issue" (p. 155). This descriptive data can be very helpful in finding patterns and formulating research questions for upcoming experiments.

In terms of the scope reached within the framework of this project, and even when a proposal has been put forward, the research path taken is basic in nature. Babbie (2020) states that basic research is carried out with no implementations or products in mind, but rather with the goal of developing a deeper understanding of the basic components of events. This kind of study is motivated by curiosity and the desire to increase knowledge. According to Cohen (1994), basic research "is concerned with understanding and explanation rather than with application and control" (p. 41).

3.1 Population

In an attempt to provide validation to the proposal, the participation of 14 English teachers from different schools in Guayaquil was requested, among; Torremolinos School, Monte Tabor School, Liceo Panamericano School, Torremar School, and 1 coordinator from El Rosal De Los Niños School. The participants were selected based on the educational level they teach and their willingness to participate in this study.

3.2 Data Gathering Instruments

A survey was conducted with the English teachers and the coordinator selected to obtain information about their views and opinions regarding the translated version of the adapted book. The survey consists of 6 questions that were proposed by the authors of this research project; they were reviewed and approved by Stanley John Gonzalez Ubilla and Mariela Fatima Vasquez Barros.

3.3 Instruments for Translation Analysis

Since this research project planned to put forward graded reading material, it was necessary to corroborate the grading process that was carried out. For this endeavor, Virtual Writing Tutor website provided the assistance to determine the vocabulary used to match the English level targeted in the main objective.

The "What's My Level?" feature in Virtual Writing Tutor is designed to help users determine their English proficiency level. Here is a brief overview of how it works as explained by Walker (2023).

1. **Input Text:** Users provide a sample of their writing. This can be a short text or paragraph they've written.
2. **Assessment:** The tool analyzes the text for various linguistic features, such as vocabulary complexity, grammatical accuracy, and sentence structure.
3. **Level Classification:** Based on the analysis, the tool estimates the user's English proficiency level, which is often aligned with common

language frameworks like CEFR (Common European Framework of Reference for Languages). This might range from A1 (beginner) to C2 (proficient).

4. **Feedback:** The tool provides feedback on areas of strength and suggestions for improvement, helping users understand their current level and how they can progress.

3.4 Oxford English Dictionary and Cambridge Dictionary

The use of the Oxford English Dictionary and Cambridge Dictionary was also necessary to determine the vocabulary used matched the English level targeted in the main objective. The Cambridge and Oxford dictionaries are widely recognized as reliable tools for assessing the CEFR (Common European Framework of Reference for Languages) level of a word. This reliability stems from their extensive research and data-driven approaches, such as the English Vocabulary Profile (EVP) project, which was developed by Cambridge University Press and Cambridge English Language Assessment (Capel, 2012).

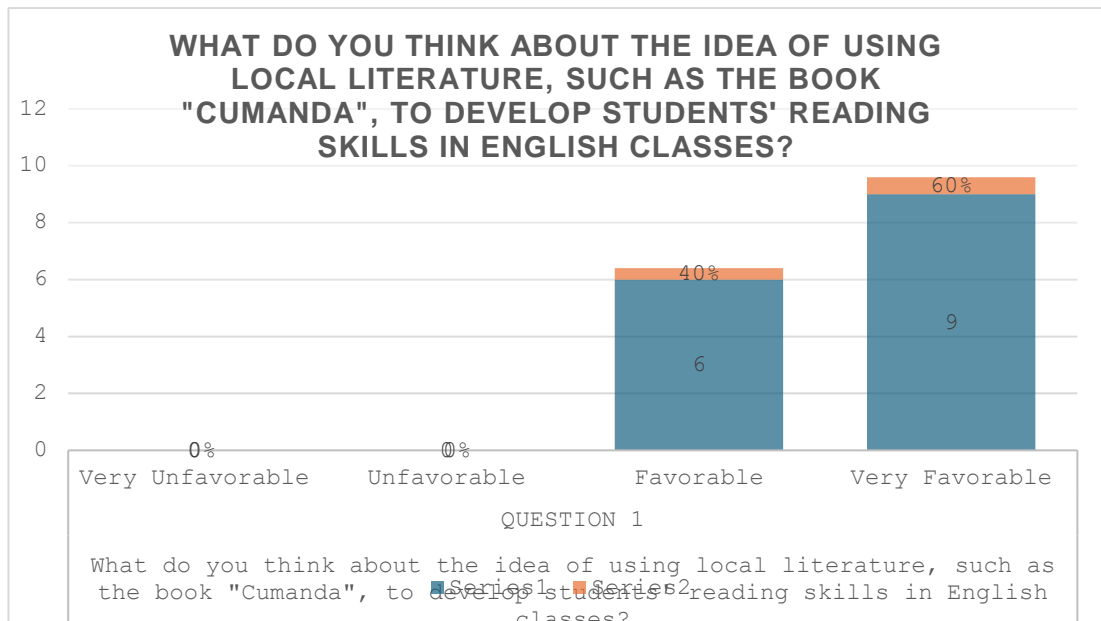
4 FINDINGS

4.1 Data Analysis

This chapter presents a detailed analysis of the survey data collected to evaluate the perceptions and opinions of the participants regarding the implementation of the Ecuadorian literature work “Cumanda” and its impact on the development of EFL reading comprehension skills. The survey aims to gather insights from English educators on the effectiveness and relevance of using culturally significant literature in EFL classrooms.

The survey consisted of 6 questions, targeting the perspectives of 15 participants after reading the book. The selection of these participants was strategic, ensuring a diverse representation of educational environments and teaching experiences. The survey was applied over a two-week period, allowing participants enough time to reflect on their responses of the adapted book. The findings from this analysis will contribute to understanding the potential challenges and benefits of incorporating culturally relevant literature in EFL classrooms.

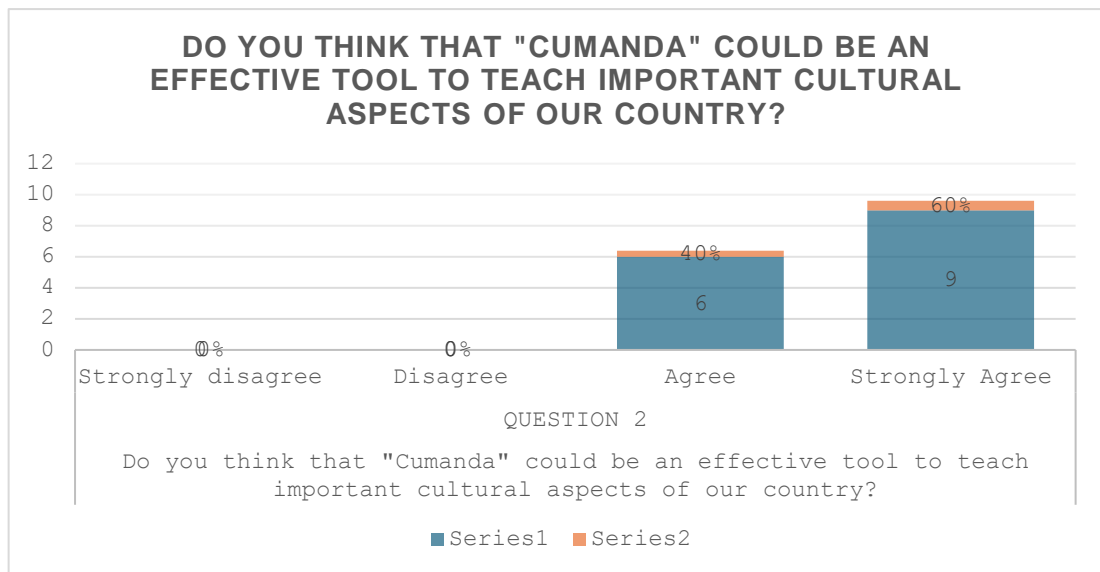
4.2 Survey Results



Graph 1: Evaluating the Use of “Cumanda” to Enhance Reading Skills, created by the authors.

Analysis

The 100% of the responses view the idea positively, indicating strong support for integrating local literature into English reading skills development. This suggest that educators see the importance of using culturally relevant texts to enhance reading comprehension, using a literature that has cultural significance may stimulate students' curiosity. Compton (n.d.) states that students are more likely to interact deeply with a text and improve their comprehension and memory of the material when they are engaged in what they are reading.

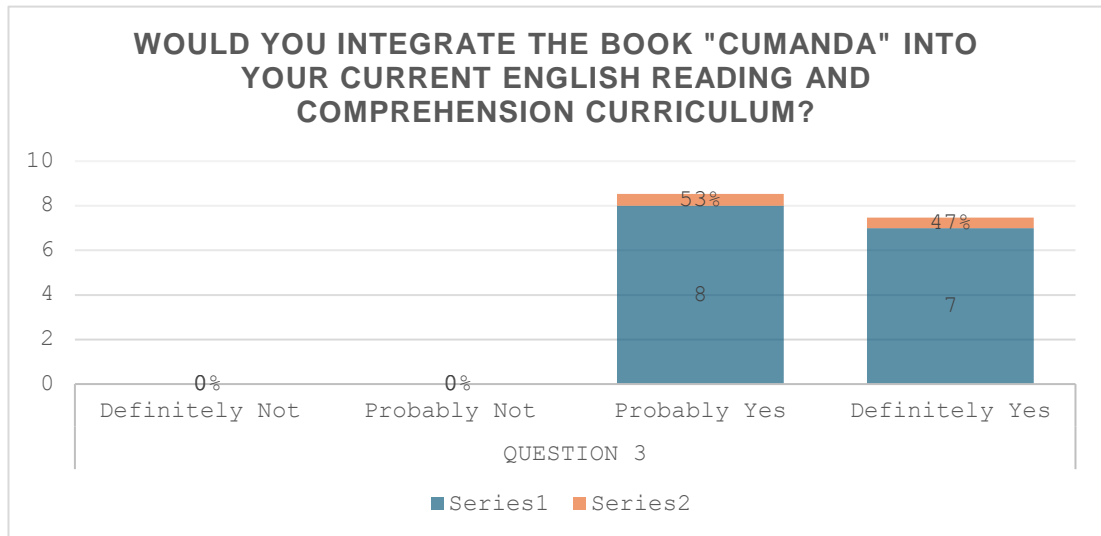


Graph two: Evaluating “Cumanda” as a Tool for Teaching Cultural Aspects, created by the authors

Analysis

Respondents unanimously recognize the potential of “Cumanda” to teach cultural aspects, with most strongly agreeing, reflecting the book’s cultural value. By using a book like is “Cumanda”, which is rich in local culture and history, students may find the text more engaging and relevant, students’ national identity might be strengthened, understanding the cultural foundations of their country students can appreciate their richness of their heritage, is an essential aspect of intellectual maturity. According to Milo (2024), understanding the cultural context may improve students’ understanding on topics, language, and narratives, which may improve learning outcomes. Therefore, students can obtain cultural literacy through reading about

Ecuadorian literature, which may extend their perspective on the world and improves their ability to relate to others.



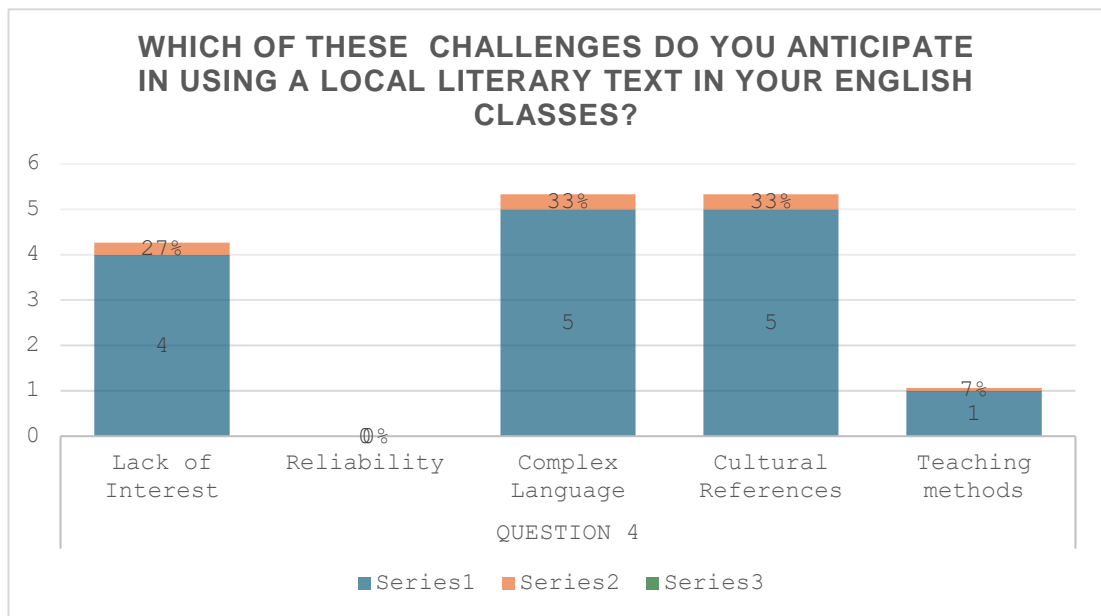
Graph three: Integrating “Cumanda” Into English Reading Curriculum, created by the authors

Analysis

There were no negatives answers (0% “Definitely Not” or “Probably Not”), suggesting that participants generally agreed that “Cumanda” is a useful teaching tool for the English curriculum.

Though they see the potential benefits, a significant percentage of respondents (53%) replied “Probable Yes”, indicating that they may have some considerations or need more planning before fully integrating “Cumanda” into their curriculum. These considerations might include making sure the book satisfies all learning objectives or addressing any challenges in adapting the material for the students.

Those who selected “Definitely Yes” (47%) might be confident that “Cumanda” is a good fit for their curriculum and are prepared to implement it.



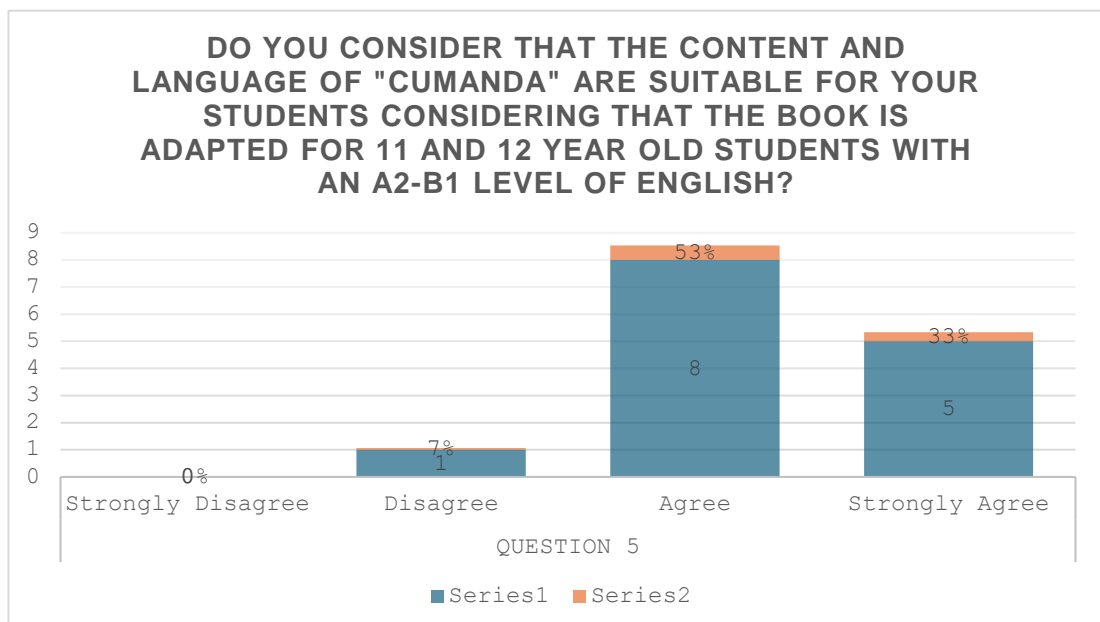
Graph four: Challenges in Using Local Literature Texts in English Classes, created by the authors.

Analysis

These challenges suggest a need for additional support, resources and strategies to effectively integrate local literature into the curriculum.

- 33% percent of respondents anticipate challenges with “Complex Language”. The worry about complex language suggests that teachers are aware of the challenges that students may have when they come across with advanced vocabulary or complex sentence structures in “Cumanda”. Since the text is written in Spanish originally, and might contain complex vocabulary, translating or adapting it for English could present significant challenges.
- 33% of respondents anticipate challenges with “Cultural References”. The cultural references in “Cumanda” may be closely related to specific historical, geographical and social contexts that students might not be familiar with, even though the text is based on Ecuadorian culture. It could be challenging for students to understand these cultural references if they do not have a similar background or the information necessary, specially if they do not completely understand the cultural nuances.

- The “Lack of Interest” identified by 27% of the respondents suggests that some educators anticipate some students might not find “Cumanda” engaging. This might be because of the themes, style or perceived relevance to the students’ life regarding the book. If the students are not motivated by the content, it could negatively impact their learning experiences and outcomes.
- Only a small percentage of respondents 7%, are concerned about the “Teaching Methods”, indicating that although they think it has value, they may not know how to incorporate the book into their curriculum. This could include being unsure of how to organize lessons, assess understanding, or make the book interactive and engaging.



Graph five: Suitability of “Cumanda” for A2-B1 Level 11–12-Year-Old Students, created by the authors

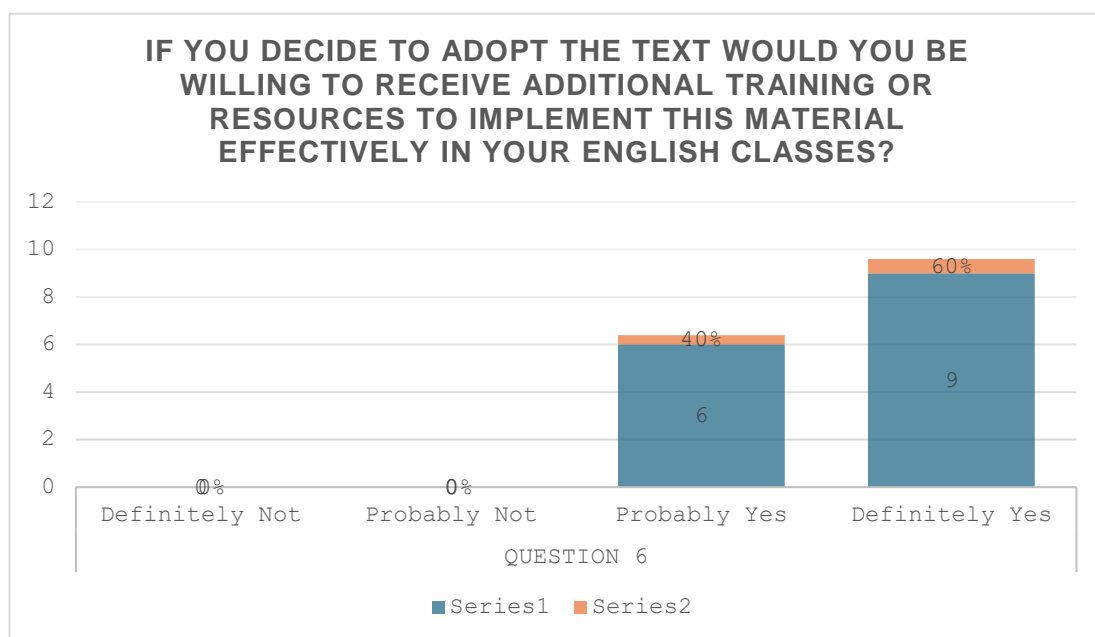
Analysis

While the data indicates strong support for the suitability of “Cumanda” (83%), there is one dissenting voice, suggesting a need for addressing concerns or providing more information. This strong positive response suggests that most educators feel that the book context and language might be accessible and engaging for their students. The one person who does not agree could be worried about the language or the suitability of the content. This may result the perception that the language, even in the adapted version, may be complex for A2-B1 learners, the vocabulary or the sentence structure might be too

advance for them, or that the subject is still challenging or inappropriate for the students' level of maturity, the teacher may feel that certain themes in the book are sensitive for 11–12-year-olds.

To address concerns about the complexity of the vocabulary, some techniques could be introduced, such as a glossary is presented in the book, or visual aids like the flashcards created to address this kind of concerns.

If the content appropriateness is a concern, the book may be felt more approachable with the addition of extra resources that contextualize delicate subjects or present them in a more age-appropriate way, like providing historical or social context through interactive videos. Teachers could also incorporate discussions or role-plays that allow students to explore these themes in a guided manner.



Graph six: Additional Training for Adopting New Texts into the EFL Classrooms, created by the authors.

Analysis

All respondents are open to receiving additional training or resources, indicating a willingness to invest in professional development for effective implementation of “Cumanda”. It is evident from the fact that 60% of teachers said “Definitely Yes” many of them are willing to receive support that would improve their capacity to use the book. The remaining 40% “Probably Yes”

may think that training is beneficial, but they might be considering that they require specific types of resources.

A way to provide training or resources could be to offer workshops or seminars focused on the specific challenges identified by teachers such as handling complex language, integrating cultural references, and adapting teaching methods to the text, these workshops could be in person or online to accommodate different schedules. By offering seminars, workshops, additional resources, and continuous professional development, teachers can effectively include “Cumanda” into their classrooms and ensure its efficacy on student’s language skills and cultural awareness.

4.3 Conclusion of the Data Analysis

There is broad support for the use of “Cumanda” in English classes; there is also general agreement over its efficacy in teaching language and cultural concepts. Most respondents indicated that they would like to include this regional literature into their curricula and are eager to accept the text and obtain further training, but addressing the worries of the few doubters can increase support even further.

4.4 Translation Analysis

The tool used for analyzing the level of the text was Virtual Writing Tutor (VWT), which can be accessed at virtualwritingtutor.com. VWT analyzed and calculated the proficiency level of the translated document. It must be acknowledged that the application calculates the level of vocabulary and measures error density only, the authors adapted the usage to analyze the vocabulary level. As a result, there was a small amount of C1 and C2 Common European Framework of Reference for Languages CEFR-level vocabulary words used throughout the text. A glossary was developed to help students comprehend vocabulary words throughout the story. Before the development of the glossary, a comparison was made with the use of the Oxford English Dictionary which can measure the CEFR level of the words. When developing language learning materials for A2-B1 English level students, it is important to avoid using vocabulary that exceeds their proficiency, such as C1-C2 level words. This mismatch can overwhelm learners, negatively impacting their

comprehension and engagement. As Milton and Alexiou (2009) explain, vocabulary size and linguistic complexity increase significantly between CEFR levels, and it is crucial to align learning materials with learners' vocabulary breadth to facilitate effective learning. Using C1-C2 vocabulary in A2-B1 materials would introduce excessive complexity, potentially obstructing language acquisition and discouraging learners from further progress. To cater the students' needs and proficiency, the authors decided to adapt the story using vocabulary reaching only up to B2 CEFR.

Words at C1-C2 level (VWT)	Decisions	Justification
Hatred	Substitute the word hatred for hate , which is at the A1 level.	The word was initially identified as C1 by the VWT app, and this was confirmed by the Oxford Dictionary, which listed it as B1. Consequently, the authors chose to substitute "hatred" with "hate," as "hatred" was not appropriate for the target audience. After verifying the word "hate" in the Oxford Dictionary, the authors decided to use it.
Palm	Keep the word palm , which is at the B1 level.	The word was initially identified as C1 in the VWT app, but upon consulting the Oxford Dictionary, it was confirmed to be B1. Since the target level was achieved and verified through the Oxford

		Dictionary, the authors decided not to make any changes.
Poorly	Substitute the word poorly for a synonym that could be measured by a CEFR level lower than C1. In this case, the words unfair B1 and manner A2 were chosen.	The word was classified as an adjective in the VWT app, a categorization that was subsequently confirmed by the Oxford Dictionary. In order to avoid potential ambiguity, the authors selected alternative terms with verifiable CEFR levels as defined by the Oxford Dictionary. Consequently, they opted to substitute the term "poorly" with "unfair" (B1) and "manner" (A2), as these two words, in combination, effectively compensated for the word "poorly."
Shame	Keep the word shame , which is at B2.	The word was identified as C1 in the VWT app, but upon consulting the Oxford Dictionary, it was confirmed to be at the B2 level. As this still aligned closely with the intended target level, the authors decided not to make any changes.

<p>Flee</p>	<p>Substitute the word flee for a synonym at a lower CEFR level. The word escaped was chosen which is at B1.</p>	<p>The word was classified as C1 in the VWT app, the same was corroborated by the Oxford Dictionary. To mitigate potential ambiguity, the authors sought a term with a clearly defined CEFR level. As a result, they opted to substitute "flee" with "escaped," which is measured at the B1 level.</p>
<p>Threaten</p>	<p>Preserve the word threaten, which is at B2.</p>	<p>The word was shown as C1 in the VTW app, and the level was confirmed when consulting the Oxford Dictionary, which was shown as B2. Since this level was still closely aligned with the intended target proficiency, the authors decided to make no changes.</p>
<p>Warrior</p>	<p>Substitute the word warrior for a synonym at a lower CEFR level. The word fighter was chosen which is at B1.</p>	<p>The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute "warrior" with "fighter," which is rated at B1, to ensure that the vocabulary aligns more closely with the target audience's</p>

		proficiency level, making it more accessible and appropriate for the intended readers.
Sacrifice	Substitute the word sacrifice to a synonym at a lower CEFR level. The phrase giving up was chosen which is at B1.	The word was identified as C1 in the VWT app, and this classification was confirmed as a phrasal verb by the Oxford Dictionary. To clarify, the authors consulted the Cambridge Dictionary, which listed the term at B1. Consequently, they decided to substitute "sacrifice" with the phrase "giving up," which is also categorized as B1.
Vegetation	Substitute the word vegetation for a synonym at a lower CEFR level. The words flowers, plants, and trees were chosen which they are at the A1.	The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute it with the terms "flowers," "plants," and "trees," all of which are at the A1 level, to better align with the target audience's proficiency and make the vocabulary more accessible.

<p>Resist</p>	<p>Keep the word resist, which is at B2.</p>	<p>The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which listed it as B2. The authors decided not to apply any changes as the CEFR levels were sufficiently aligned with the target audience's proficiency, thereby maintaining the intended meaning without confusion.</p>
<p>Simultaneous</p>	<p>Substitute the word simultaneous for a synonym at a lower CEFR level. The phrase at the same time was chosen which is at level B1.</p>	<p>The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute the word simultaneous with the basic phrase "at the same time," which was confirmed by the Oxford Dictionary as an A1-level phrase, to better match the target audience proficiency level.</p>
<p>Embrace</p>	<p>Keep the word embrace, which is at B2.</p>	<p>The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which</p>

		<p>listed it as B2. The authors decided not to apply any changes, as the CEFR levels were sufficiently aligned with the target audience's proficiency, ensuring that the vocabulary remained appropriate for the intended readers.</p>
Barely	<p>Keep the word barely, which is at B2.</p>	<p>The word was identified as C1 in the VWT app, and this was confirmed by the Oxford Dictionary, which listed it as B2. The authors decided not to apply any changes, as the CEFR levels were deemed appropriate for the target audience, maintaining the intended meaning without introducing confusion.</p>
Nonetheless	<p>Substitute the word nonetheless for a synonym at a lower CEFR level. The word but was chosen which is at level A1.</p>	<p>The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute the word "nonetheless" with "but," which is at an A1 level, to align the vocabulary more closely with the</p>

		target audience's proficiency level and enhance accessibility.
Harsh	Substitute the word harsh for a synonym at a lower CEFR level. The word tough was chosen which is at level B2.	The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute "harsh" with "tough," which is at a B2 level, to ensure that the vocabulary is more accessible while still aligning with the target audience's proficiency.
Hardship	Substitute the word hardship for a synonym at a lower CEFR level. The word difficulties was chosen which is at level A1.	The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C1. The authors decided to substitute "hardship" with "difficulties," which is at the B2 level, to ensure the vocabulary aligns more closely with the target audience's proficiency level.
Somewhat	Keep the word somewhat , which is at B2.	The word was identified as C1 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which

		<p>listed it as B2. The authors decided not to apply any changes, as the CEFR levels were considered appropriate for the target audience, maintaining the intended meaning and ensuring clarity.</p>
<p>Faraway</p>	<p>Substitute the word faraway for a synonym at a lower CEFR level. The word distant was chosen which is at level B2.</p>	<p>The word was identified as C2 in the VWT app, and this classification was confirmed by the Cambridge Dictionary, which also listed it as C2. The authors decided to substitute "faraway" with "distant," which is measured at B2, to better align with the target audience's proficiency level while maintaining the intended meaning.</p>
<p>Resentment</p>	<p>Substitute the word resentment for a synonym at a lower CEFR level. The word anger was chosen which is at level B2.</p>	<p>The word was identified as C2 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which listed it as C1. The authors decided to substitute "resentment" with "anger," which is measured at B2, to better align the vocabulary with the target audience's proficiency level.</p>

Unimaginable	Substitute the word unimaginable for a synonym that can be CEFR measured. The words chosen were hard , and to imagine was chosen which is at level A1.	The word was identified as C2 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which listed it only as an adjective. The authors decided to substitute "unimaginable" with the phrase "hard to imagine," which is categorized at the A1 level, to ensure the vocabulary is more accessible to the target audience.
Turbulent	Substitute the word turbulent to a synonym at a lower CEFR level. The word struggling was chosen which is at level B2.	The word was identified as C2 in the VWT app, and this classification was confirmed by the Oxford Dictionary, which also listed it as C2. The authors decided to substitute "turbulent" with "struggling," which is rated at B2, to ensure that the vocabulary is more accessible to the target audience.

Chart one: Analysis of the Levels of Words, created by the authors.

4.5 Sentence Structure Analysis

According to Kocak, sentence types can be classified by their clause structure: simple sentences contain one independent clause (e.g., "She reads every day"); compound sentences consist of two or more independent clauses connected by B2-level connectors such as "and," "but," or a semicolon (e.g., "She reads every day, and she enjoys it"); complex sentences include one

independent clause and at least one dependent clause, often introduced by connectors like "although," "because," or "when" (e.g., "She reads every day because it relaxes her"); and compound-complex sentences have at least two independent clauses and one or more dependent clauses (e.g., "She reads every day because it relaxes her, and she often discusses the books with her friends") (Koçak, 2019). Next is an analysis of sentence structures that were identified in the translation of the adapted book "Cumanda", the text contains compound and complex sentences which might reflect a higher level in terms of the structure; however, the connectors used are of basic level, which compensates for the use of higher-level structures. In bold letters are the connectors to make it accessible to identify in the compound, complex, and compound-complex sentences.

Simple Structure Sentences
1. Cumanda is a love story that starts in an eastern village of the Andes, surrounded by beautiful green nature.
2. From the village you can admire the beautiful Pastaza River and the Tungurahua Mountain.
3. Other tribes also came to offer them partnership and gifts.
4. He decorated his house with the weapons he owned.
5. Cumanda liked to spend her time in the jungle and meditating.
6. Carlos and his father were European and white-skinned, different from the nearby tribes.

7.	She had to go to the canoe festival.
8.	It was a celebration of friendship between the Paloras and the Zaparos.
9.	Carlos proposed her to marry him after the ceremony.
10.	He said he loved her deeply and wanted her to be his wife.
11.	At the ceremony all the tribes were celebrating.
12.	Cumanda was taking long to arrive with her traditional festival clothes, to make an offering to Yahuarmaqui.
13.	Cumanda is now subjected to be punished for helping Carlos.
14.	Yahuarmaqui had to decide what her punishment would be.
15.	He decided to try to take Carlos' life.
16.	The celebration continued.
17.	Tongana asked the curaca to punish his daughter and the foreigner.
18.	She thought, "Oh my dear Carlos, we are being chased by death because of me!"

19. The lovers started their journey over the gentle waves.
20. A fierce battle started.
21. Yahuamarqui, feeling victorious, shouted, "Here is my enemy, Mayariaga."
22. The beautiful green fauna was flooded with the dust of ashes and the blood of the fighters.
23. The fruit and vegetable crops, as well as the yucca, chonta, and vinillo plantations, were destroyed.
24. Cumanda and Carlos were found and brought before Yahuarmaqui.
25. Tongana, proposed giving up his own daughter's life by marrying her to Yahuarmaqui.
26. He was filled with hate and anger towards Cumanda's relationship with a white man.
27. Carlos always saw the reflection of his beloved in every non-existent reflection everywhere.
28. Later, Yahuarmaqui prepared for the big wedding.
29. The tireless voices of crickets and frogs took over the silence of the jungle.

30. The beautiful young woman sat inside the canoe, cold as marble and covered in foam.
31. "Carlos isn't here," Cumanda sighed.
32. Shortly after, the Jibaros guided Cumanda to her punishment.
33. Father Domingo worried about the fate of his son and the poor girl.
34. Carlos was heartbroken over Cumanda's death.

Chart two: Analysis of Simple Structure Sentences, created by the authors.

Compound Structure Sentences
1. The Zeparos are very peaceful, but this doesn't mean they are cowardly.
2. The Jibaros are fierce; they don't let anyone intimidate them and take action in any situation.
3. Both the Zeparos and the Jibaros were very skilled at war, using their bows and spears.
4. They decided to move away, burn down their homes, and live somewhere else.

Compound Structure Sentences

5. Yahuarmaqui was a very appreciated leader by his tribe due to his long history of winning battles, and his trophies attracted much attention.

6. Cumanda's father, Tongana, of the Zaparo tribe, strongly detested whites and forbade Cumanda and her brothers to go near or befriend white people.

7. They didn't hang any war trophies, but they did have hunting weapons and fishing tools.

8. Sometimes she would think of love, but a love of which she had very little knowledge.

9. Her skin was white, but her father didn't hate her for her skin color like he did with the rest of the white people.

10. He would even joke with her sometimes about how her skin could've been different, but he was happy to have a good relationship with his beloved daughter.

11. Cumanda and Carlos talked about their lives and their love, but Cumanda had something important to tell Carlos.

12. Carlos asked her if he could also attend the festival, but this was something very risky for him because the tribes disliked people with white skin.

Compound Structure Sentences

13. This was forbidden by their traditions and she was to be brought to punishment.

14. Cumanda's father was still very angry and was figuring out a way to get Carlos away from his daughter.

15. Cumanda's brother carried out his father's plan to approach Carlos, offered him a drink, and added the poison in it.

16. Cumanda arrived right at the moment her brother was sharing the drink with Carlos and decided to join them.

17. The tribes made dinner and kept drinking yucca liquor.

18. Tongana called out Cumanda for her actions, and everyone in the family was terrified.

19. Yahuarmaqui told him it wasn't necessary to punish anyone and, that doing so would bother the good spirits.

20. Cumanda was depressed, but she hid her sadness, and she kept it in her heart.

Compound Structure Sentences

21. The Andean people took charge of controlling the fire and putting everything in order.

22. Carlos was interrogated by the Indians, and amidst tears, he confirmed what everyone already suspected.

23. Other strange sounds filled Cumanda with fear, and she tightly gripped the cross hanging from her chest.

24. The doors of the temple were open, and Father Domingo prayed at the foot of the altar.

25. She had walked for hours to reunite with him, but he wasn't there.

26. Cumanda embraced Carlos and hung onto his neck, while she was in tears.

27. She tried to untie him, but the Indians prevented her.

28. She embraced him again, kissed his forehead with passion, and then brought her face close so he could kiss her too.

29. Carlos cried as well, and their tongues could barely move to say amid sobs, "My beloved white man! My Carlos! Cumanda! Cumanda of my soul!"

Compound Structure Sentences

30. However, they were not skilled in nighttime navigation, and they were afraid, but they did not want to disobey Father Domingo's orders.

31. They began preparing the canoe, but it was taking too long.

32. Meanwhile, dawn was breaking, and the Zeparos started the journey.

33. They reached the place, and they saw he was still alive, so they untied him and old Tongana.

34. Carlos wanted to go search for Cumanda, but Father Domingo didn't agree with it.

35. The painful hour of the punishment had arrived, and Cumanda was punished after the tough sentence.

36. Six days passed, yet six days of terrible difficulties endured with a breath of hope.

37. With time, his pain had calmed a little, and the rising sun cast gentle rays to caress and console nature.

38. Time passed, and in the end, Carlos followed Cumanda down the path of death, for he only wanted to reunite with his beloved.

Chart three: Compound Structure Sentence, created by the authors.

Complex Structure Sentences
1. In this village, a love story based on real events takes place, which teaches us that love is a very precious gift for which we must fight and be perseverant.
2. To the north of the Pastaza River banks and on the eastern side of the jungle, many tribes such as the Zaporos and the Jibaros live.
3. At that time, there was a war where the Jibaros and their leader, Yahuarmaqui, whom they called curaca, decided not to join.
4. Despite being 70 years old, he was in good physical shape and still fought in wars, winning each of them.
5. Yahuarmaqui had many sons who also continued to fight in wars.
6. His eldest son, Sinchirigra, was the one he had already chosen as the future leader if he ever died.
7. Where the Tonganas lived, their houses were made of huayacan wood, with roofs covered with bijao leaves.
8. Cumanda was a very honorable and intelligent girl who enjoyed swimming when she was a child.

Complex Structure Sentences

9. **As** she grew up, she improved her skills and knew how to handle the oars doing very well in rowing competitions against her brothers.

10. What is interesting about this wonderful story is **that** Cumanda was different from everyone in the tribe, her parents and her brothers.

11. Sometime before, a wild tribe had burned down Carlos's father's house **because** they had a different physical appearance and **because** they were preaching Christianity to the community.

12. Carlos's mother and sister had been killed in the fire, **which** led to a lot of hate and anger against people with white skin.

13. Cumanda often visited the river between the Palora and the Upiayacan **because** two beautiful palm trees had grown there.

14. **After** a while, she decided to meet the person who wrote the messages, **who** turned out to be Carlos, the young white man.

15. He was singing **when** he arrived.

16. Cumanda was worried **because** it took him long to arrive. When they saw each other, both were filled with happiness **because** they had finally met the person who left the messages for each other.

Complex Structure Sentences

17. She had to attend the canoe festival, a tradition **that** impeded women to be near men.

18. **Since** it was a tradition, many of the nearby and some distant tribes took great care to bring their offerings and decorate their canoes.

19. They used the canoes to cross the Huarumo and Huasaga rivers to reach the Chimano Lake, **where** the canoe festival was celebrated.

20. She was close by the river with Carlos, **because** he injured his head and fell into the river.

21. **As** he took long to come out quickly, people assumed that he might be dead.

22. What wasn't known was **that** Cumanda's brothers were really to blame for Carlos falling into the river.

23. They had the tradition of carrying a condor feather as a decorative wear on their ear **that** held poison **which** he put on his son's finger.

24. Cumanda noticed the harm **that** her brother was planning against Carlos.

25. He never imagined **that** he was very close to getting killed and by someone who acted like they were kind.

Complex Structure Sentences

26. Once again, Carlos was grateful to Cumanda **because** she risked her life to save him.

27. He hated him so much **that** he was capable of killing his own daughter in order to take Carlos's life.

28. Tongana took Cumanda to see the chief of chiefs, curaca Yahuarmaqui, **who** was also drunk.

29. Cumanda was worried **that** her love for Carlos was causing bad things to occur.

30. Carlos understands **and** suggests to Cumanda **that** they run away together to live their love freely.

31. **While** they were escaping, he nervously explained to Cumanda **that** their escape would be difficult.

32. One hour before sunrise, a Zaparo from Andoas **who** hoped Carlos would change his mind went to look for him.

33. He was surprised to find **that** Carlos had already left.

Complex Structure Sentences

34. In a few moments, the Andoans would discover **that** the approaching enemies were none other than the Moronas and Logronos, led by Mayariaga, **who** held a grudge against Chief Yahuamarqui.

35. Mayariaga stood up with shame and anger **while** Yahuamarqui quickly attacked him.

36. Finally, Yahuamarqui looked Mayariaga in the eyes **as** he stabbed him in the heart.

37. The enemies, **when** seeing their leader's bloody head, escaped into the jungle to find shelter.

38. Meanwhile, the Andoans ran to save their families from the fire **that** kept threatening them.

39. This war not only took human lives but also darkened the beautiful Amazon, **which** was once colorful and bright.

40. They were ashamed and filled with embarrassment, surrounded by other members of the tribe **who** looked at them with disappointment.

41. **As** he was judged by the other Andoans, Carlos fearlessly reaffirmed his love for Cumanda under the moonlight.

Complex Structure Sentences

42. He tried to hide the pain caused by the thought **that** his beloved would be another man's wife.

43. **According** to the tribe's customs, the bride's mother would present her to the future husband.

44. After exchanging some items, **such as** adornments for her and fancy weapons for him, typical of the Jibaro bridal ceremony, a dinner would follow with gourmet fish, deer loins, and turkey breasts, accompanied by many jars of chicha.

45. **Before** the ceremony could take place, Cumanda managed to escape, slipping away along the banks of the Palora.

46. She thought about how just 15 days earlier, she had awoken beside her beloved Carlos, **who** had been grabbed from her hands.

47. Arriving at the Palora, Cumanda encountered all sorts of wild animals, flowers, plants, and trees **with** many birds and a troop of monkeys swinging from vine to vine.

48. She was not yet close to Andoas **because** she still had to cross the forest lying to the west of the village.

49. **As** usual, the bell of Andoas called the faithful to prayer before sunset.

Complex Structure Sentences

50. Cumanda decided to go back home, **as** walking through the cold jungle late at night was unpleasant unless she was with her beloved Carlos.

51. She boarded a canoe to continue her journey back home, **where** her family and neighbors awaited her, concerned about her escape.

52. She had no choice but to find comfort in her mother's arms, **who, as** she hugged her, reassured her **that** everything would be alright.

53. Yahuarmaqui's health deteriorated to the point **where** he was on his deathbed.

54. **After** giving him a proper funeral ceremony, the tribe decided for Sinchirigra to become the new curaca.

55. Once again, the search for Cumanda began **since** her punishment awaited.

56. It didn't take long **before** Cumanda was surrounded and captured.

57. Four Jibaros guided Cumanda through a labyrinth of trees, illuminating the path with oily esparto axes **that** resisted the rain.

58. No one could decipher what passed through the souls of the two lovers **when** they found themselves in this cruel situation.

Complex Structure Sentences

59. They exchanged words of love about **how** much they missed each other and how their souls were destined to be together.

60. **Despite** their happiness at being reunited, they couldn't help but think about the fate awaiting them.

Chart four: Complex Structure Sentences, created by the authors.

Compound-Complex Structure Sentences

1. From this place, you can see the top of the mountain, **which** always looks white, the beautiful clear rivers, the forests covered with trees and plants, **and** when you look up you can see the enormous blue sky.

2. It took the Jibaros fifteen days to reach their new home called Palora, **and, as** it is a tradition to rename themselves when moving to a new home, they decided to be known as the Palora tribe.

3. Tongana, the leader of the Zaparo tribe, ordered his son to offer his friendship **and** support, **which** Yahuarmaqui accepted.

4. She liked to sing in that place, **and** one day she noticed there were messages among the palm trees, **although** she didn't know who the messages were from but chose to respond.

5. Carlos spoke to his father **and** told him **that** he wanted to attend the canoe festival, however, his father wasn't too happy with the idea **because** he knew white-skinned people weren't welcomed, **and** much worse in traditional festivals like the one Carlos wanted to attend.

6. **After** thinking about it, his father decided that he could go, **but** as long as he went with a tribe member that had accepted to live with white people.

7. All the canoes that arrived were different **and** their decorations varied, **which** made them stand out from each other.

8. Yahuarmaqui's canoe was the most eye-catching **and** everyone could recognize it **when** he arrived in the village.

9. Cumanda noticed that he was in danger, and **since** she was a great swimmer, she jumped into the water to save him without thinking about it, **but** she was also worried about the risks involved

10. Cumanda's father noticed **that** Carlos was falling in love with her **and** started to figure out a plan to keep him away for good from Cumanda.

11. Cumanda's father was treated in an unfair manner by his tribe **because** he let Cumanda get close to a man, **and** this was considered very bad.

12. **When** she was about to drink, her brother grabbed the cup **and** tossed it to the floor.

13. The old snow-headed man, Tongana, Cumanda's father, was raging in anger **because** she decided to save Carlos, **who** for them was a white-skinned foreigner, he didn't understand **that** she fell in love with the white man.

14. Everyone expected the old man to be very upset about his daughter's terrible decisions, **but** he stopped **because** he couldn't treat his precious daughter like that.

15. Then Tongana offered Cumanda to be Yahuarmaqui's seventh wife, **and** he accepted **because** he already had his eye on her.

16. **After** the decision, the family slept waiting for a new day, **but** not everyone was at peace.

17. Cumanda told Carlos **that** God **and** the angels in her heart told her that their souls and blood were one, **so** they should not be separated.

18. **As** they went up the Pastaza River, they saw some boats left by the natives **and** decided to continue their escape.

19. **Although** they were scared, they knew that together they could face anything, **so** they kept going while the moon shone brightly.

20. **While** searching for him, he saw some native enemies approaching their land **and** warned his people about a possible invasion.

21. **When** the newlyweds retired to their hut, the mother was to keep vigil by the door until dawn to prevent the envious spirit from causing them harm in their sleep **and** spreading the poison of infertility upon them.

22. Gradually, Cumanda got tired **after** so much walking, **so** she took a well deserved rest on a mossy rock she found halfway along the path.

23. Cumanda returned home **and** only regretted **that** she couldn't be with her beloved.

24. Carlos had been tied with his back against a trunk, **and though** he heard voices, he didn't know **that** Cumanda was already in the hands of the barbarians.

25. At the same time, a cry of anguish crossed between them, **and** an expression of the pain surely felt by the victim **when** the terrible priest twisted their heart to tear it out, still beating: a unique, inimitable, **and** even hard to imagine the expression of pain.

26. It was around midnight **when** Father Domingo, Carlos's father, went to look for Cumanda to talk with the Jibaros, **but** he learned that she had already left.

27. The man didn't know what to do at that moment **and** told the Zaparos to prepare a canoe to go after her **because** he feared she was in danger.

28. **After** so many days of worry, the Jibaros tribe arrived, **but** it was too late; the ceremony was over, **and** they only found the lifeless body of the beautiful young woman.

29. They took the body, **and** they returned to Andoas to bury her, **which** took them nearly a day to get back.

30. The Palora tribe, **though** somewhat struggling, no longer carried the debris of the jungle torn away by the rains that descended from the neighboring forests, **and** two Zaparos swam across and returned with rafts.

Chart five: Compound-Complex Structure Sentence, created by the authors

5 CONCLUSIONS

As mentioned in the previous chapters, the fundamental ideas supporting this project emphasized two crucial points; first, literary works are a visible need for Ecuadorian EFL schools since they are an effective pedagogical approach that help the students to improve their reading language proficiency and their cultural awareness. Second, to guarantee that the project objectives are fulfilled, translating a literature work, especially one targeted for a particular audience must be done with considerable care. To achieve the goals, a significant amount of work was put into making sure that students can easily understand the material by the implementation of familiar vocabulary with the objective of introducing new concepts to improve reading comprehension. In addition, to help students comprehend the book in an effective way and increase their vocabulary, a glossary with twenty-eight words was developed and included in the book.

Using “Cumanda” in EFL classes might help students become more proficient readers by giving them a cultural text that make the material approachable and interesting. The familiar cultural reference within the adapted text allows students to connect and recognize genuinely with the content and their own culture, which might improve their understanding and retention of concepts and vocabulary.

The adaptation of “Cumanda” to suit the A2-B1 reading levels of 6th grade students allows the integration of complex cultural narratives in a more accessible format. This approach offers to facilitate meaningful language learning while ensuring that the content remained engaging and available for students at this proficiency level of English. Implementing tools to measure or calculate the rendering of a translation is an advantage when developing a story for a specific target audience. Their proficiency level must be considered to render a faithful and comprehensive translation.

The methods and techniques applied in the translation of the adapted book “Cumanda” should be aligned not only with the specific literary genre being

translated but also with the narrative and themes of the story itself. It is essential that the chosen strategies work in harmony with both the style and content of the original text to effectively convey the intended message and preserve the essence of the story.

6 RECOMMENDATIONS

It is recommended that EFL teachers should incorporate culturally relevant texts like “Cumanda” in their curriculum to enhance reading comprehension. Teachers should select adapted versions of such texts that align with their students’ language levels, making the content approachable while maintaining the cultural richness. Additionally, teachers should provide activities that link cultural elements in the text with vocabulary and comprehension exercises to reinforce understanding and retention.

English teachers should incorporate meaningful and creative activities to encourage critical thinking and offer students additional time to explore deeply into the book. It is recommended that these activities should be designed to be open-ended, encouraging students to express their thoughts and interpretations freely. Furthermore, teachers should use these activities as assessment tools, identifying the areas where students may need additional support and providing guidance to help them enhance their critical thinking skills.

To effectively adapt “Cumanda” for A2-B1 reading levels, it is recommended to employ a combination of lexical simplification and complex sentence structures while retaining cultural depth. Tools like readability metrics (e.g., Virtual Writing Tutor, Oxford Dictionary, Cambridge Dictionary) should be used to ensure the language complexity matches the proficiency level. Moreover, pre-translation cultural explanations or glossaries could help students grasp complex cultural references without oversimplifying the narrative, allowing them to engage with the story meaningfully.

In translating “Cumanda”, the methods should maintain the integrity of the literary genre and narrative while accommodating the proficiency level of the target audience. The communicative method, which focuses on delivering the story in a clear and accessible way for the reader, alongside the faithful method, which preserves the original meaning and cultural elements, are recommended. To address challenges like cultural nuances or untranslatable

elements, compensation techniques can be employed to offset any potential losses. This will help ensure that the adapted text stays true to the original while remaining understandable for young learners.

7 PROPOSAL

This project aimed to develop instructional reading material through the translation of the Ecuadorian literary work "Cumanda". Teachers can utilize this translation of an Ecuadorian literary book as supplementary material in their EFL classes, exposing students to their own customs and cultural background. In addition, different reading activities such as puzzles, crossword, true or false and a glossary are implemented in this narrative that offers linguistic diversity and significant exposure to a range of vocabulary and dialects.

7.1.1 Rationale for choosing "Cumanda" as the text for this study.

The selection of "Cumanda" as the text for this thesis study in an EFL classroom is supported by the work's cultural significance, capacity to foster critical thinking and cultural awareness, and capacity to advance language proficiency in reading comprehension and other areas. This novel might be a priceless tool for EFL instruction in Ecuador since it not only offers rich language stimulation but also fosters a sense of cultural identity among young learners.

"Cumanda" by Juan León Mera is a perfect fit for EFL (English as a Foreign Language) schools in Ecuador because of its profound cultural and historical roots. Students have the chance to make connections between their language studies and their own cultural origins through the novel, which showcases the nation's rich cultural legacy. According to Moll (1992), by making learning more relatable and meaningful, the use of texts that are culturally relevant can increase students' interest and motivation to learn.

By introducing this literary novel into the EFL curriculum, professors can assist students in acquiring knowledge and respect towards both their own culture and the cultural dynamics of Ecuador. Through the novel's examination of indigenous social issues, customs, and rituals, students have an outstanding chance to learn about their history within the framework of language learning.

This is consistent with Gay's (2010) support of culturally responsive education, which highlights the value of incorporating students' heritage into the learning environment. "Cumanda" addresses challenging problems like social inequity, cultural conflict, and colonialism. In an EFL classroom, discussing these topics can help students develop their critical thinking abilities and inspire them to consider both historical and modern social issues. This method corresponds with Vygotsky (1978) social constructivism theory, which emphasizes the role that social interaction and critical thinking play in the development of cognitive abilities.

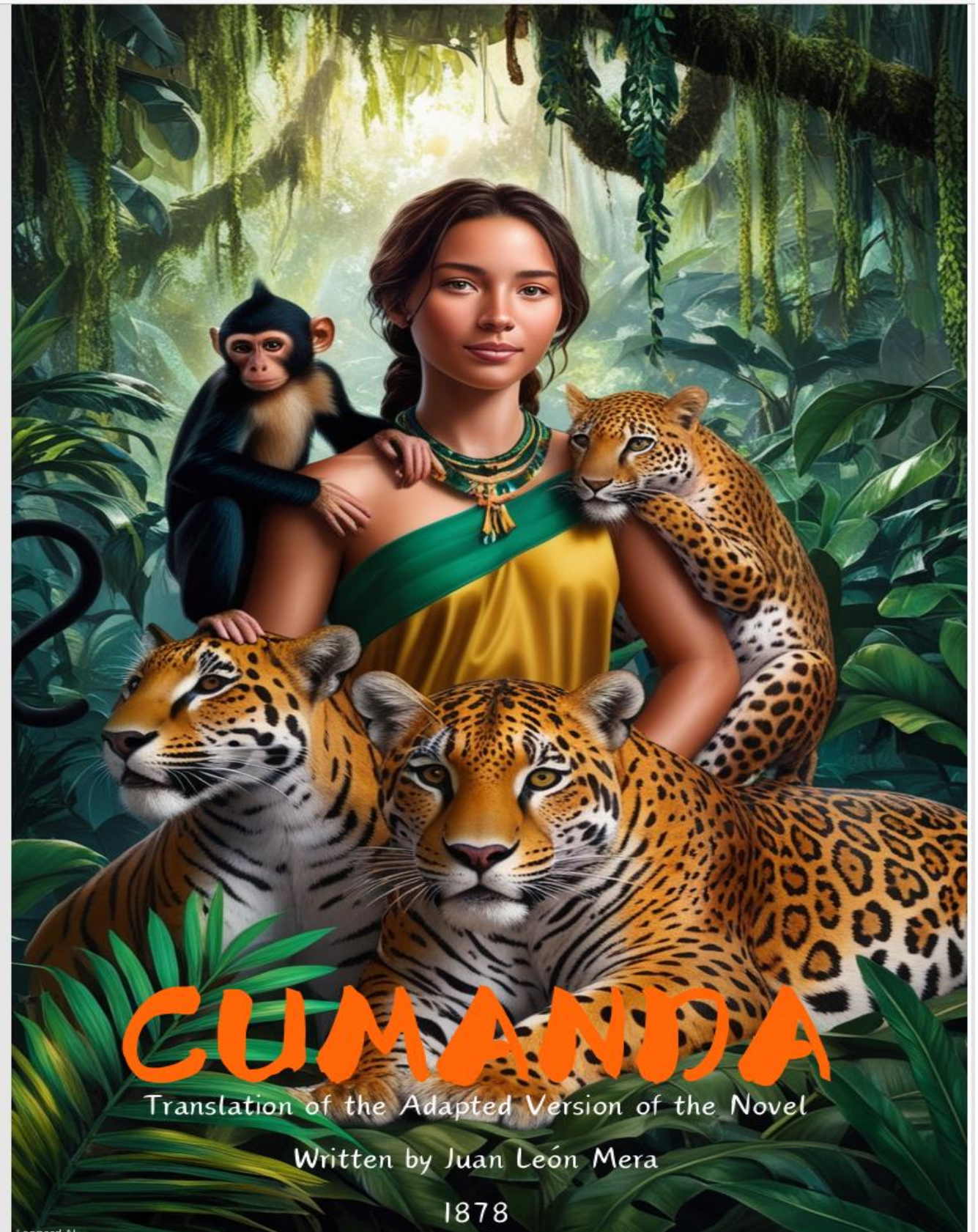
General Data			
Project Title:	Translation of the Adapted Version of the Ecuadorian Literature Work "Cumanda" for the Development of EFL Reading Comprehension Skills at A2-B1 for 6th Grade Students		
Project Team:	Alvaro Lopez- Mikeya Barrera		
Main Objective:	Produce instructional material for the development of EFL reading comprehension skills tailored for A2-B1 English level 6th grade Ecuadorian students by means of a translated version of the literature work "Cumanda" by Juan Leon Mera.		
Specific Objectives:	Research theories and concepts regarding the creation of instructional material for the development of EFL reading comprehension skills for 6th grade students.		
	Design and develop suitable materials (activities, exercises and a glossary) for 6th grade students, considering their interests.		
	Analyze and describe what methods and techniques should be applied when rendering literary work.		
Execution time:	Starting		Ending
Evaluation time:	Starting		Ending
Project Description			
<p>This project aims to develop instructional reading material through the translation of the Ecuadorian literary work "Cumanda". Students can utilize this translation of an Ecuadorian literary book as supplemental material in their EFL classes, exposing them to their own language, customs, and cultural background. In addition, different reading activities such as puzzles, crossword, true or false will be implemented in this narrative that offers linguistic diversity and significant exposure to a range of vocabulary and dialects.</p>			

Source: Created by the authors

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility
S.O.1	Research theories and concepts regarding the creation of instructional material for the development of EFL reading comprehension skills for 6th grade students.	Investigate to find out the parameters or guidelines for the creation of the reading activities	Creation or improvement of instructional materials that effectively support the development of reading comprehension skills in 6th-grade EFL students.	academic journals, books, and online databases	15 days	Team members
S.O.2	Select the activities and exercises according to the level of the students (6th grade students), considering their interests.	The teacher will select reading activities that are relevant or engaging in books or articles, this can include interactive activities such as puzzles, quizzes, role-plays	Motivate the curiosity of the students by creating engaging reading exercises.	Books, internet, and reading materials aligned with 6th-grade reading levels.	10 days	Team members
S.O.3	Analyze and describe which instruments and techniques fit best with the translation process of the Ecuadorian literature work, Cumanda.	The methods used was the communicative and faithful method, and various techniques were applied when translating. Once the translation was rendered	The book will be translated for students of A2-B1 level along with the activities created and adapted for the students	virtualwritingtutor.com website.	20 days	Team members
S.O.4	Translate the Ecuadorian literature work "Cumanda", through the use of the chosen instruments and techniques and add the selected reading activities.	The book is already done	The acceptance of the teachers to implement National and cultural books for reading comprehension in the EFL classroom.	The translation of the adapted version of the book Cumanda and reading activities.	20 days	Team members

Source: Created by the authors

"CUMANDA" BY JUAN LEÓN MERA



Source: Created by the authors



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Source: Created by the authors

CHAPTER 1: The Village

Cumanda is a love story that starts in an eastern village of the Andes, surrounded by beautiful green nature. From the village you can admire the beautiful Pastaza River and the Tungurahua Mountain. From this place, you can see the top of the mountain, which always looks white, the beautiful clear rivers, the forests covered with trees and plants, and when you look up you can see the enormous blue sky. In this village, a love story based on real events takes place, which teaches us that love is a very precious gift for which we must fight and be perseverant[1].

To the north of the Pastaza River banks[2] and on the eastern side of the jungle, many tribes[3] such as the Zaparos and the Jibaros live. The Zaparos are very peaceful, but this doesn't mean they are cowardly. The Jibaros are fierce[4]; they don't let anyone intimidate them and take action in any situation. Both the Zaparos and the Jibaros were very skilled at war, using their bows[5] and spears[6].

CHAPTER 2: The Riverbank

At that time, there was a war where the Jibaros and their leader, Yahuarmaqui, whom they called curaca[7], decided not to join. They decided to move away, burn down their homes, and live somewhere else. It took the Jibaros fifteen days to reach their new home called Palora, and, as it is a tradition to rename themselves when moving to a new home, they decided to be known as the Palora tribe.

Other tribes also came to offer them partnership and gifts. Tongana, the leader of the Zaparo tribe, ordered his son to offer his friendship and support, which Yahuarmaqui accepted. Yahuarmaqui was a very appreciated leader by his tribe due to his long history of winning battles, and his trophies attracted much attention. He decorated his house with the weapons he owned.



Source: Created by the authors

Despite being 70 years old, he was in good physical shape and still fought in wars, winning each of them. Yahuarmaqui had many sons who also continued to fight in wars. His eldest son, Sinchirigra, was the one he had already chosen as the future leader if he ever died.

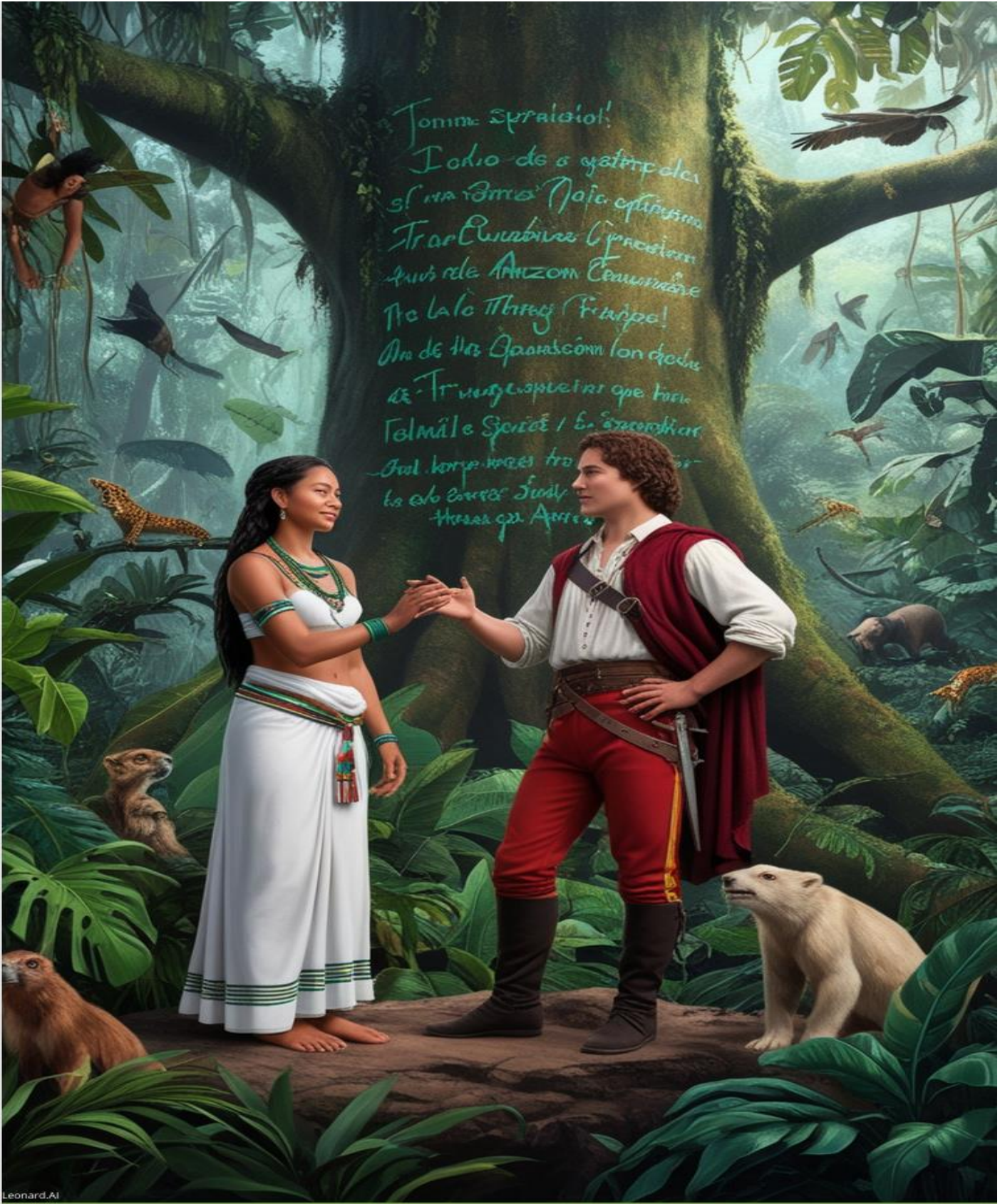
Cumanda's father, Tongana, of the Zaparo tribe, strongly detested whites and forbade Cumanda and her brothers to go near or befriend white people. Where the Tonganas lived, their houses were made of huayacan wood, with roofs covered with bijao leaves. They didn't hang any war trophies, but they did have hunting weapons and fishing tools. Cumanda was a very honorable and intelligent girl who enjoyed swimming when she was a child. As she grew up, she improved her skills and knew how to handle the oars[8] doing very well in rowing competitions against her brothers.

Cumanda liked to spend her time in the jungle and meditating[9]. Sometimes she would think of love, but a love of which she had very little knowledge. What is interesting about this wonderful story is that Cumanda was different from everyone in the tribe, her parents and her brothers. Her skin was white, but her father didn't hate her for her skin color like he did with the rest of the white people. He would even joke with her sometimes about how her skin could've been different, but he was happy to have a good relationship with his beloved daughter.

Carlos and his father were European and white-skinned, different from the nearby tribes. Some time before, a wild tribe had burned down Carlos's father's house because they had a different physical appearance and because they were preaching[10] Christianity to the community.

Carlos's mother and sister had been killed in the fire, which led to a lot of hate and anger against people with white skin.

Cumanda often visited the river between the Palora and the Upiayacan because two beautiful palm trees had grown there. She liked to sing in that place, and one day she noticed there were messages among the palm trees, but she didn't know who the messages were from but chose to respond. After a while, she decided to meet the person who wrote the messages, who turned out to be Carlos, the young white man. He was singing when he arrived. Cumanda was worried because it took him long to arrive. When they saw each other, both were filled with happiness because they had finally met the person who left the messages for each other.



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7

Source: Created by the authors

CHAPTER 3: The Canoe Festival

Cumanda and Carlos talked about their lives and their love, but Cumanda had something important to tell Carlos. She had to go to the canoe festival. She had to attend the canoe festival, a tradition that impeded women to be near men. It was a celebration of friendship between the Paloras and the Zaparos. Carlos asked her if he could also attend the festival, but this was something very risky for him because the tribes disliked people with white skin. Carlos proposed [11] her to marry him after the ceremony. He said he loved her deeply and wanted her to be his wife.

Carlos spoke to his father and told him that he wanted to attend the canoe festival, however, his father wasn't too happy with the idea because he knew white-skinned people weren't welcomed, and much worse in traditional festivals like the one Carlos wanted to attend.

After thinking about it, his father decided that he could go, but as long as he went with a tribe member that had accepted to live with white people.

Since it was a tradition, many of the nearby and some distant tribes took great care to bring their offerings and decorate their canoes. They used the canoes to cross the Huarumo and Huasaga rivers to reach the Chimano Lake, where the canoe festival was celebrated. All the canoes that arrived were different and their decorations varied, which made them stand out from each other. Yahuarmaqui's canoe was the most eye-catching and everyone could recognize it when he arrived in the village. At the ceremony all the tribes were celebrating. Cumanda was taking long to arrive with her traditional festival clothes, to make an offering to Yahuarmaqui.



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Source: Created by the authors

CHAPTER 4: The Punishment

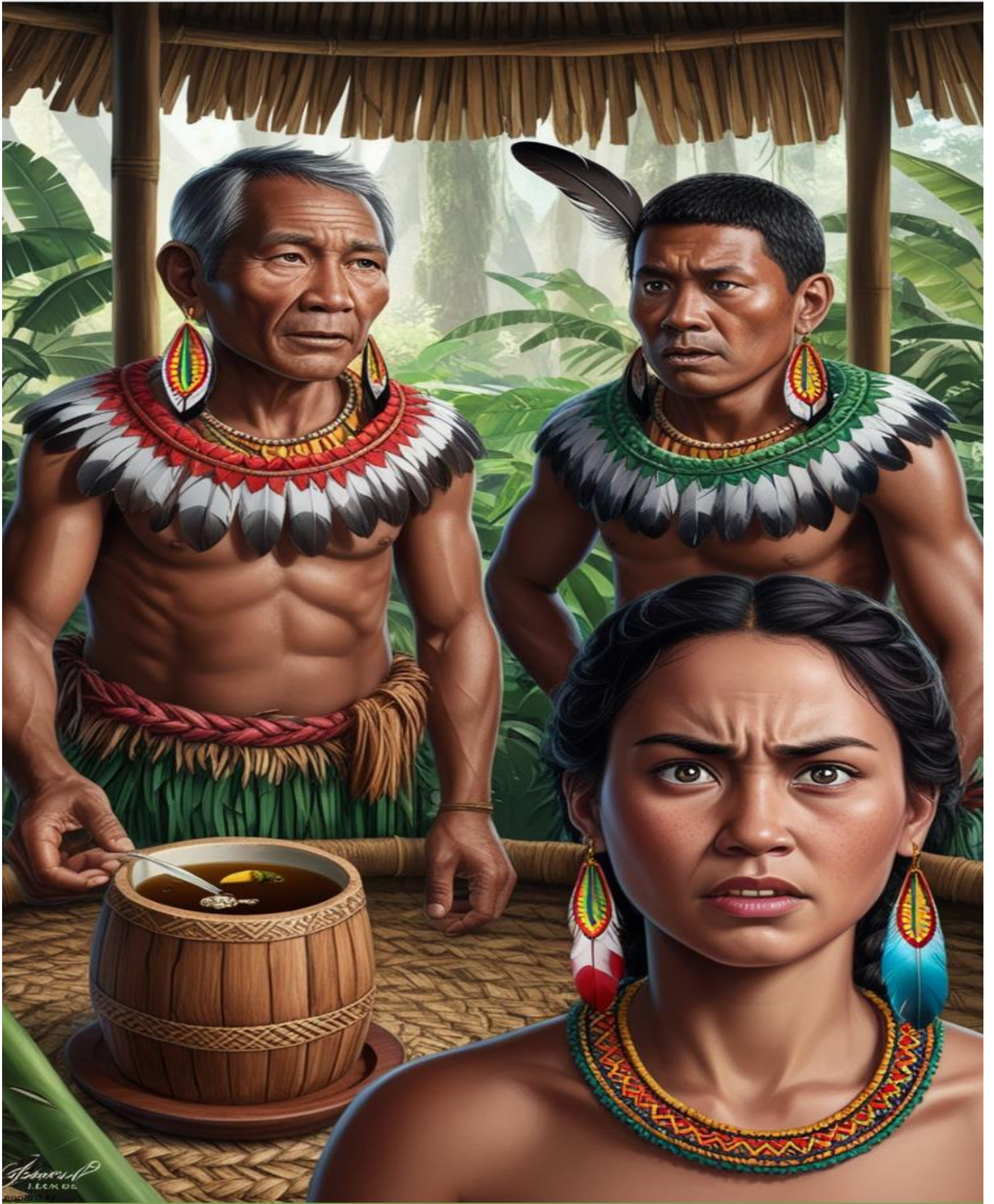
She was close by the river with Carlos, because he injured[12] his head and fell into the river. As he took long to come out quickly, people assumed that he might be dead. Cumanda noticed that he was in danger, and since she was a great swimmer, she jumped into the water to save him without thinking about it, but she was also worried about the risks involved. Cumanda's father noticed that Carlos was falling in love with her and started to figure out a plan to keep him away for good from Cumanda. Cumanda's father was treated in an unfair manner by his tribe because he let Cumanda get close to a man, and this was considered very bad. This was forbidden by their traditions and she was to be brought to punishment. What wasn't known was that Cumanda's brothers were really to blame[13] for Carlos falling into the river. Cumanda is now subjected to be punished for helping Carlos. Yahuarmaqui had to decide what her punishment would be.

11

Source: Created by the authors

Cumanda's father was still very angry and was figuring out a way to get Carlos away from his daughter. He decided to try to take Carlos' life. They had the tradition of carrying a condor feather as a decorative wear on their ear that held poison which he put on his son's finger.

Cumanda's brother carried out his father's plan to approach Carlos, offered him a drink, and added the poison[14] to it. Cumanda arrived right at the moment her brother was sharing the drink with Carlos and decided to join them. When she was about to drink, her brother grabbed the cup and tossed it to the floor. Cumanda noticed the harm that her brother was planning against Carlos. He never imagined that he was very close to getting killed and by someone who acted like they were kind. Once again, Carlos was grateful to Cumanda because she risked her life to save him.



General
LEMON
2007

The old snow-headed man, Tongana, Cumanda's father, was raging in anger because she decided to save Carlos, who for them was a white-skinned foreigner[15], he didn't understand that she fell in love with the white man. He hated him so much that he was capable of killing his own daughter in order to take Carlos's life. Everyone expected the old man to be very upset about his daughter's terrible decisions but he stopped because he couldn't treat his precious daughter like that.

The celebration continued. The tribes made dinner and kept drinking yucca liquor. Tongana called out Cumanda for her actions, and everyone in the family was terrified. Late at night, drunk, Tongana took Cumanda to see the chief of chiefs, curaca Yahuarmaqui, who was also drunk. Tongana asked the curaca to punish his daughter and the foreigner.

Yahuarmaqui told him it wasn't necessary to punish anyone and, that doing so would bother the good spirits[16]. Then Tongana offered Cumanda to be Yahuarmaqui's seventh wife, and he accepted because he already had his eye on her. After the decision, the family slept waiting for a new day, but not everyone was at peace. Cumanda was depressed, but she hid her sadness, and she kept it in her heart. Cumanda was worried that her love for Carlos was causing bad things to occur. She thought, "Oh my dear Carlos, we are being chased by death because of me!" Cumanda told Carlos that God and the angels in her heart told her that their souls and blood were one, so they should not be separated. Carlos understands and suggests to Cumanda that they run away together to live their love freely. While they were escaping, he nervously explained to Cumanda that their escape would be difficult.



CHAPTER 5: The Escape

As they went up the Pastaza River, they saw some boats left by the natives[17] and decided to continue their escape. The lovers started their journey over the gentle waves. Although they were scared, they knew that together they could face anything, so they kept going while the moon shone brightly. One hour before sunrise, a Zaparo from Andoas who hoped Carlos would change his mind went to look for him. He was surprised to find that Carlos had already left.

While searching for him, he saw some native enemies invading their land and warned his people about a possible invasion[18]. In a few moments, the Andoans would discover that the approaching enemies were none other than the Moronas and Logronos, led by Mayariaga, who held a grudge[19] against Chief Yahuamarqui. A fierce battle started.

CHAPTER 6: The Battle

Mayariaga stood up with shame and anger while Yahuamarqui quickly attacked him. Finally, Yahuamarqui looked Mayariaga in the eyes as he stabbed him in the heart.

Yahuamarqui, feeling victorious, shouted, "Here is my enemy, Mayariaga." The enemies, when seeing their leader's bloody head, escaped into the jungle to find shelter. Meanwhile, the Andoans ran to save their families from the fire that kept threatening them.

The Andoan people took charge of controlling the fire and putting everything in order. The beautiful green fauna was flooded with the dust of ashes and the blood of the fighters. The fruit and vegetable crops, as well as the yucca, chonta, and vinillo plantations, were destroyed. This war not only took human lives but also darkened the beautiful Amazon, which was once colorful and bright.



Cumanda and Carlos were found and brought before Yahuarmaqui. They were ashamed[20] and filled with embarrassment, surrounded by other members of the tribe who looked at them with disappointment. Shortly after, Cumanda's father, old Tongana, proposed giving up his own daughter's life by marrying her to Yahuarmaqui. He was filled with hate and anger towards Cumanda's relationship with a white man.

Carlos was interrogated by the Indians, and among[21] tears, he confirmed what everyone already suspected. As he was judged by the other Andoans, Carlos fearlessly reaffirmed his love for Cumanda under the moonlight. Carlos always saw the reflection of his beloved in every non-existent reflection everywhere. He tried to hide the pain caused by the thought that his beloved would be another man's wife.

Later, Yahuarmaqui prepared for the big wedding. According to the tribe's customs, the bride's mother would present her to the future husband. After exchanging some items, such as adornments for her and fancy weapons for him, typical of the libaro bridal ceremony, a dinner would follow with gourmet fish, deer loins, and turkey breasts, accompanied by many jars of chicha[22].

When the newlyweds[23] retired to their hut[24], the mother was to keep vigil by the door until dawn[25] to prevent the envious spirit from causing them harm in their sleep and spreading the poison of infertility upon them.

Before the ceremony could take place, Cumanda managed to escape, slipping away along the banks of the Palora. The tireless voices of crickets and frogs took over the silence of the jungle.



Other strange sounds filled Cumanda with fear, and she tightly gripped[26] the cross hanging from her chest. She thought about how just 15 days earlier, she had awoken beside her beloved Carlos, who had been grabbed from her hands.

Arriving at the Palora, Cumanda encountered all sorts of wild animals, flowers, plants, and trees with many birds and a troop of monkeys swinging from vine[27] to vine. She was not yet close to Andoas because she still had to cross the forest lying to the west of the village. Gradually, Cumanda got tired after so much walking, so she took a well-deserved rest on a mossy rock she found halfway along the path.

As usual, the bell of Andoas called the faithful to prayer before sunset. The doors of the temple were open, and Father Domingo prayed at the foot of the altar.

Cumanda decided to go back home, as walking through the cold jungle late at night was unpleasant unless she was with her beloved Carlos.

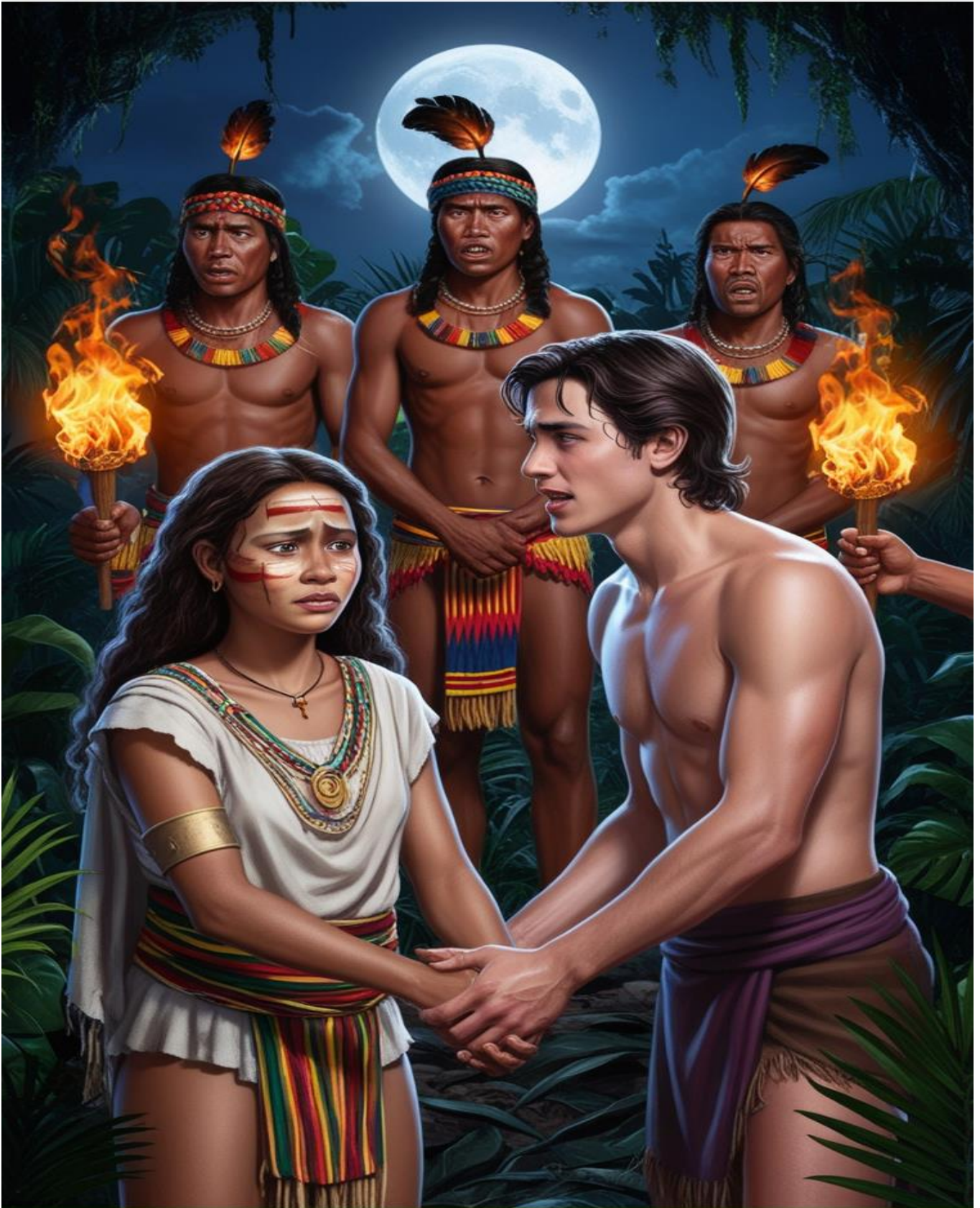
She boarded a canoe to continue her journey back home, where her family and neighbors awaited her, concerned about her escape. The beautiful young woman sat inside the canoe, cold as marble and covered in foam.

Cumanda returned home and only regretted that she couldn't be with her beloved. "Carlos isn't here," Cumanda sighed. She had walked for hours to reunite with him, but he wasn't there. She had no choice but to find comfort in her mother's arms, who, as she hugged her, reassured her that everything would be alright.

Yahuarmaqui's health got worse to the point where he was on his deathbed.

After giving him a proper funeral ceremony, the tribe decided for Sinchirigra to become the new curaca. Once again, the search for Cumanda began since her punishment awaited.

It didn't take long before Cumanda was surrounded and captured. Four Jibaros guided Cumanda through a labyrinth of trees, illuminating the path with oily esparto axes that resisted the rain. Carlos had been tied with his back against a trunk, and though he heard voices, he didn't know that Cumanda was already in the hands of the barbarians. No one could decipher what passed through the souls of the two lovers when they found themselves in this cruel situation. At the same time, a cry of anguish crossed between them, and an expression of the pain surely felt by the victim when the terrible priest twisted their heart to tear it out, still beating: a unique, inimitable, and even hard to imagine the expression of pain.



CHAPTER 7: The Tragic End

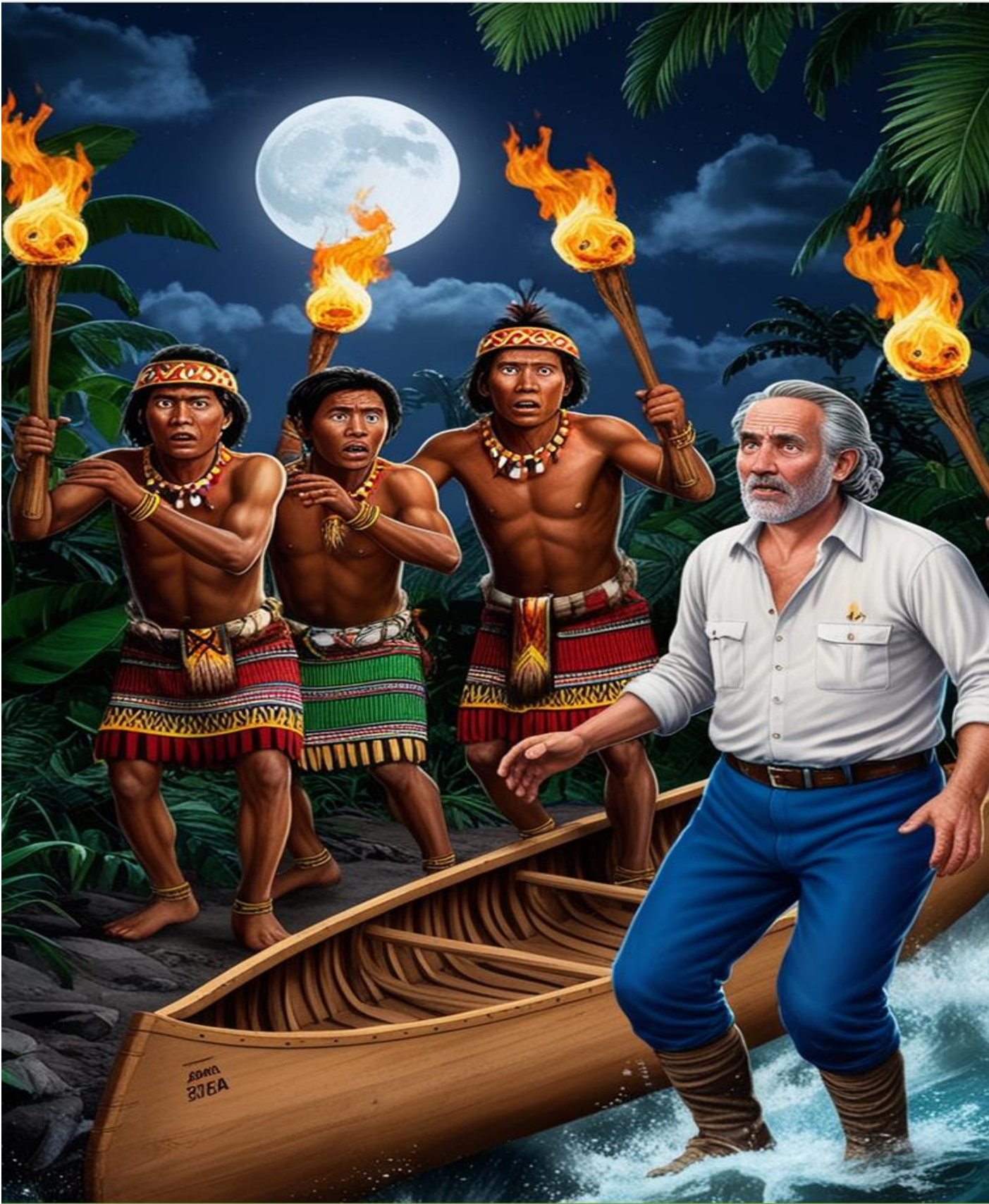
Cumanda embraced Carlos and hung onto his neck, while she was in tears. She tried to untie him, but the Indians prevented her. She embraced him again, kissed his forehead with passion, and then brought her face close so he could kiss her too. Carlos cried as well, and their tongues could barely move to say amid sobs, "My beloved white man! My Carlos! Cumanda! Cumanda of my soul!"

They exchanged words of love about how much they missed each other and how their souls were destined to be together.

Despite their happiness at being reunited, they couldn't help but think about the fate^[27] awaiting them. Shortly after, the Jibaros guided Cumanda to her punishment.

It was around midnight when Father Domingo, Carlos's father, went to look for Cumanda to talk with the Jibaros, but he learned that she had already left. The man didn't know what to do at that moment and told the Zaparos to prepare a canoe to go after her because he feared she was in danger. However, they were not skilled in nighttime navigation, and they were afraid, but they did not want to disobey Father Domingo's orders.

They began preparing the canoe, but it was taking too long. Father Domingo worried about the fate[28] of his son and the poor girl. Meanwhile, dawn was breaking, and the Zaparos started the journey. They reached the place, and they saw he was still alive, so they untied him and old Tongana. Carlos wanted to go search for Cumanda, but Father Domingo didn't agree with it.



Source: Created by the authors

The painful hour of the punishment had arrived, and Cumanda was punished after the tough sentence. Six days passed, yet six days of terrible difficulties endured with a breath of hope.

After so many days of worry, the Jibaros tribe arrived, but it was too late; the ceremony was over, and they only found the lifeless body of the beautiful young woman.

They took the body, and they returned to Andoas to bury her, which took them nearly a day to get back. Carlos was heartbroken over Cumanda's death. With time, his pain had calmed a little, and the rising sun cast gentle rays to caress and console nature. The Palora tribe, though somewhat struggling, no longer carried the debris of the jungle torn away by the rains that descended from the neighboring forests,

and two Zaparos swam across and returned with rafts. Time passed, and in the end, Carlos followed Cumanda down the path of death, for he only wanted to reunite with his beloved.

The end.



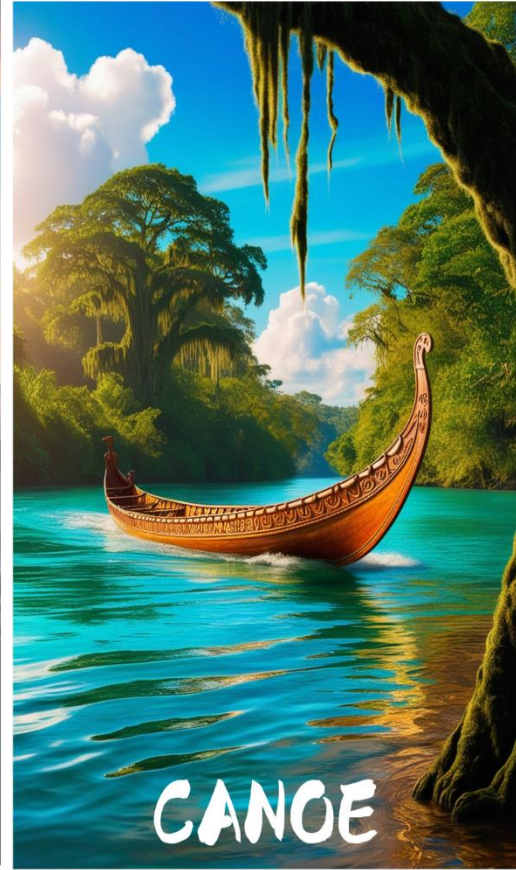
FLASHCARDS



TRIBE



MOUNTAIN



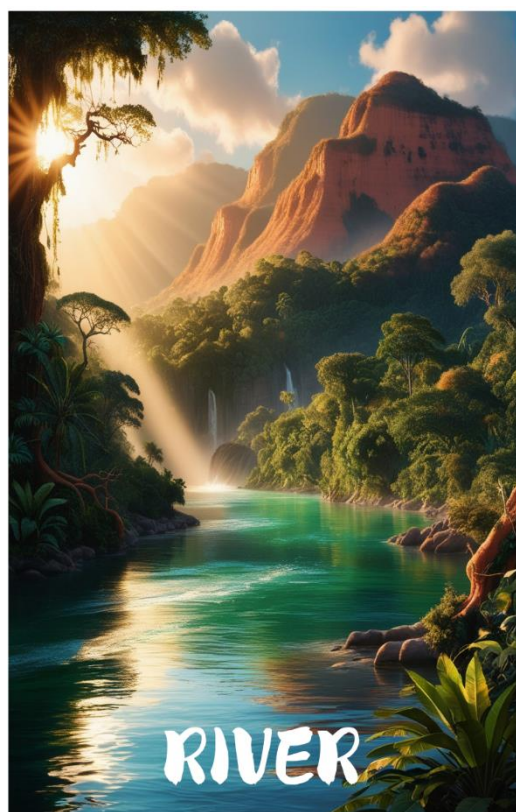
CANOE



HUT



SPEARS









RIVER

Chapter 1: The Village

Activity 1: Vocabulary Matching

Vocabulary words: river, mountain, village, tribe, leader, festival

Match the images with their correct definition

Image	Definitions
<p>1.</p> 	<p>a. A large, flowing body of water that usually empties into a sea or ocean.</p> <p>_____</p>
<p>2.</p> 	<p>b. A prominent landform that have significant heights above sea level and/or the surrounding land.</p> <p>_____</p>
<p>3.</p> 	<p>c. A small community or group of houses in a rural area.</p> <p>_____</p>
<p>4.</p> 	<p>d. A gathering of people to celebrate something.</p> <p>_____</p>
<p>5.</p> 	<p>e. A social group made up of many families, clans, or generations that share the same language, customs, and beliefs.</p> <p>_____</p>
<p>6.</p> 	<p>f. The one in charge, the person who convinces other people to follow.</p> <p>_____</p>

Chapter 2: The Riverbank

Activity 2: Fill in the blanks

Vocabulary Words: messages, respond, sing, happiness, meet

Read and fill in the Blanks

1. Cumanda found mysterious _____ among the palm trees.
2. She decided to _____ to the messages.
3. Carlos arrived, _____ a beautiful song.
4. When they finally _____ each other, they were filled with _____.

Chapter 3: The Canoe Festival

Activity 3: True or False

Vocabulary Words: tradition, risky, tribe, festival, propose

Read and write True or False

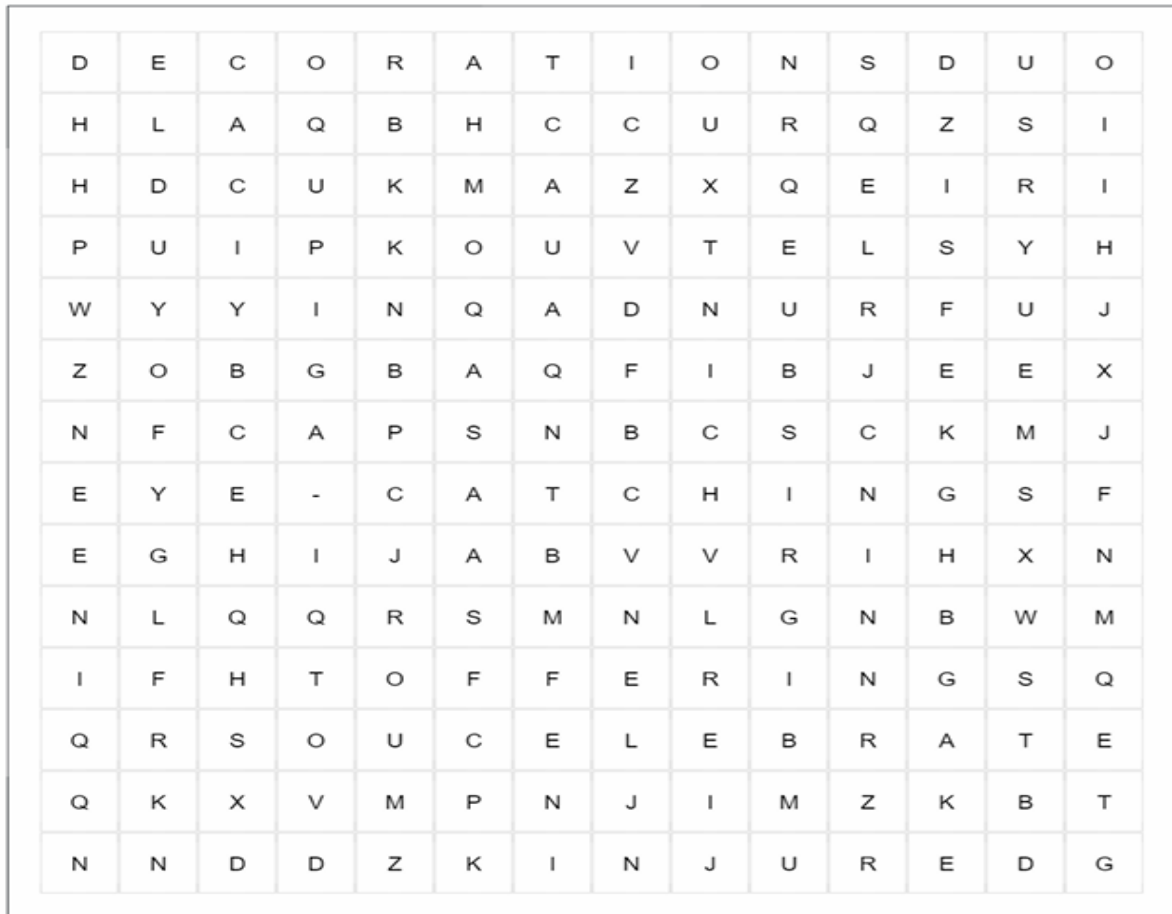
1. The canoe festival is a modern event. ()
2. Carlos wanted to attend the festival even though it was risky. ()
3. Cumanda's tribe disliked white people. ()
4. Carlos proposed to Cumanda during the festival. ()
5. The festival had no cultural significance to the tribes. ()

Chapter 3: The Canoe Festival

Activity 4: Word search

Vocabulary Words: celebrate, decorations, eye-catching, offering, injured

Find the vocabulary words in the puzzle



educima.com

CELEBRATE
EYE-CATCHING
OFFERING

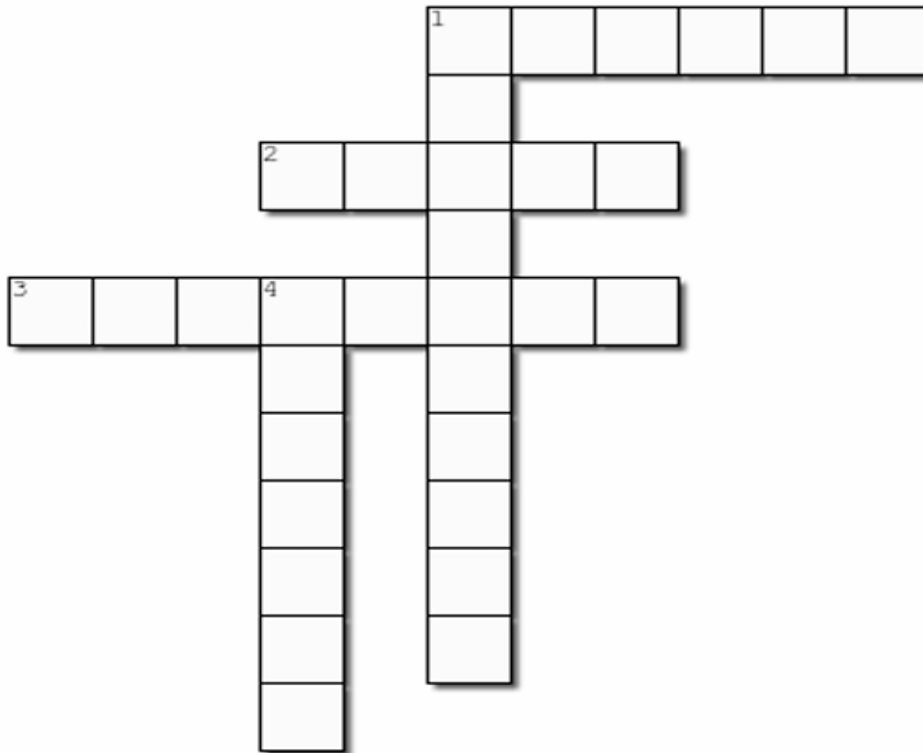
DECORATIONS
INJURED

Chapter 4: The Punishment

Activity 5: Crossword Puzzle

Vocabulary Words: punishment, honor, proposal, poison, prevent

Create a crossword puzzle with the vocabulary words as clues. Here is an example:



Created using the Crossword Maker on [www.crossword-maker.com](#)

ACROSS

1. A substance that can cause death or serious illness (6 letters)
2. Respect or esteem (5 letters)
3. To offer or suggest a plan (8 letters)

DOWN

1. A consequence for a wrongdoing (10 letters)
4. To keep something from happening (7 letters)

Chapter 5: The Escape

Activity 6: Sentence Construction

Vocabulary Words: escape, journey, nervous, guide, illuminate

Use each vocabulary word in a sentence related to the scene.

1. Cumanda and Carlos decided to _____ from the village.
2. Their _____ through the jungle was filled with challenges.
3. Carlos felt _____ as they continued their journey.
4. Four Jibaros _____ Cumanda through the forest.
5. They used torches to _____ the path.

Chapter 7: The Battle

Activity 7: Matching Synonyms

Vocabulary Words: battle, victorious, defend, enemy, invade

Match each vocabulary word with its synonym.

Words	Synonyms
a. Battle	() Triumph
b. Victory	() Opponent
c. Defend	() Fight
d. Enemy	() Attack
e. Invade	() Protect

Chapter 7: The Tragic End

Activity 8: Antonyms

Vocabulary Words: capture, ashamed, punishment, endure, lifeless

Write an antonym for each vocabulary word.

1. Capture: _____
2. Ashamed: _____
3. Punishment: _____
4. Endure: _____
5. Lifeless: _____

Epilogue

Activity 9: Character Description

Vocabulary Words: Love, tribes, beloved, father

Write a short description of each character, including their traits, roles, and relationships.

Characters	Traits	Roles	Relationships
Cumanda	A young and intelligent girl from the Zápara tribe	Known for her swimming and rowing skills.	She falls in love with Carlos, a white-skinned boy.
Carlos			
Yahuarmaqui			
Tongana			

Vocabulary Glossary

WORD	MEANING
1 perseverant	Not giving up, even when things are hard.
2 river banks	The sides of a river where the land meets the water.
3 tribes	Groups of people who live together and share the same language and culture.
4 fierce	Very strong or wild.
5 bows	Weapons made from a curved piece of wood and a string, used to shoot arrows.
6 spears	Long, pointed weapons used for throwing or stabbing.
7 curaca	A Quechua term referring to a local indigenous leader or chief in the Andean region.
8 oars	Long poles with flat ends used to row a boat.
9 meditating	Sitting quietly and thinking deeply.
10 preaching	Talking about religious beliefs in a public place.
11 proposed	Suggested an idea or plan.
12 injured	Hurt or harmed.
13 blame	To say someone is responsible for something bad.
14 poison	A substance that can make people or animals sick or die.

Vocabulary Glossary

15 foreigner	A person from another country.
16 spirits	Invisible beings or ghosts believed to have special powers.
17 natives	People who were born in a particular place.
18 invasion	When an army enters a place to take control of it.
19 grudge	A feeling of anger towards someone because of something they did in the past.
20 ashamed	Feeling bad because you did something wrong.
21 among	In the middle of.
22 chicha	A traditional Indigenous drink.
23 newlyweds	A couple getting married soon.
24 hut	A small, simple house.
25 dawn	The early morning when the sun rises and it starts to get light outside.
26 gripped	to hold something tight.
27 vine	A plant that climbs or grows along the ground.
28 fate	What happens to someone especially when it seems out of their control.

Answer key

Activity 1

- 1-c
- 2-a
- 3-b
- 4-d
- 5-f
- 6-e

Activity 2

- 1. messages
- 2. respond
- 3. singing
- 4. met
- 5. happiness

Activity 3

- 1.F
- 2.T
- 3.T
- 4.T
- 5.F

Activity 4

D	E	C	O	R	A	T	I	O	N	S	D	U	O
H	L	A	Q	B	H	C	C	U	R	Q	Z	S	I
H	D	C	U	K	M	A	Z	X	Q	E	I	R	I
P	U	I	P	K	O	U	V	T	E	L	S	Y	H
W	Y	Y	I	N	Q	A	D	N	U	R	F	U	J
Z	O	B	G	B	A	Q	F	I	B	J	E	E	X
N	F	C	A	P	S	N	B	C	S	C	K	M	J
E	Y	E	-	C	A	T	C	H	I	N	G	S	F
E	G	H	I	J	A	B	V	V	R	I	H	X	N
N	L	Q	Q	R	S	M	N	L	G	N	B	W	M
I	F	H	T	O	F	F	E	R	I	N	G	S	Q
Q	R	S	O	U	C	E	L	E	B	R	A	T	E
Q	K	X	V	M	P	N	J	I	M	Z	K	B	T
N	N	D	D	Z	K	I	N	J	U	R	E	D	G

Activity 5

- | ACROSS | DOWN |
|-------------|---------------|
| 1) poison | 1) punishment |
| 2) honor | 4) prevent |
| 3) proposal | |

Activity 6

- 1. escape
- 2. journey
- 3. nervous
- 4. guided
- 5. illuminate

Answer key

Activity 7

1-c

2-a

3-e

4-b

5-d

Activity 8

Answers may vary

Activity 9

Answers may vary

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DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Barrera Perlaza, Mikeya Katherine**, con C.C: # **0850544610** y **Lopez Farias, Álvaro Gregorio**, con C.C: # **0918613324** autores del trabajo de titulación: **Translation of the Adapted Version of the Ecuadorian Literature Work “Cumanda” for the Development of EFL Reading Comprehension Skills at A2-B1 for 6th Grade Students** previo a la obtención del título de **Licenciados en Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés** en la Universidad Católica de Santiago de Guayaquil.

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PALABRAS CLAVES/ KEYWORDS:	Cumanda, Reading comprehension, Critical thinking, Cultural relevance, EFL (English as a Foreign Language).		
RESUMEN/ABSTRACT:	<p>This research focuses on the development of new reading material through the translation of the adapted version of the literature work "Cumanda" by Juan Leon Mera, for the reading comprehension and critical thinking of 6th grade students with an A2-B1 level in the EFL classrooms. The project incorporates cultural relevance into language instruction by using literature that represents the students' heritage. The main goal was to evaluate how students' engagement, comprehension and critical thinking skills in EFL classrooms are improve by exposure to culturally recognized subject with interactive reading activities that were developed around "Cumanda". The results of this study show that the incorporation of "Cumanda" significantly improve students' motivation and reading comprehension by providing contextually relevant material. The adaptation of the text to suit students' language proficiency facilitates better understanding and retention of concepts. Furthermore, activities encourage the development of critical thinking by allowing students to express their reflections on the story. The study recommends continued use of adapted literary works to support language learning in culturally meaningful ways.</p>		
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