CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL

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

TITLE OF PAPER
Adaptation of ecuadorian reading material for the development of cultural awareness and comprehension skills among teenage learners in district 09d19 (Daule) through the use of a translated version of the comic book "Leyendas Guayaquileñas III".

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

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27th day of February of 2026

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CERTIFICATION

We certify that this research project was presented by **Poveda Crespo, Valeria Camila** and **Wu Li, Sammy Zhi Tong** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL Pedagogy.**

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STATEMENT OF RESPONSIBILITY

We, **Poveda Crespo, Valeria Camila**
Wu Li, Sammy Zhi Tong

HEREBY DECLARE THAT:

The Senior Project: **Adaptation of Ecuadorian Reading Material for the Development of Cultural Awareness and Comprehension Skills among Teenage Learners in District 09D19 (Daule) through the Use of a Translated Version of the Comic Book "Leyendas Guayaquileñas III"** 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 my / our full responsibility.

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DEDICATION AND ACKNOWLEDMENTS

I would like to dedicate this project to my mom, who has been the cornerstone of my life. Her support, love, and patience made this journey smoother. Thank you, Mom, for always being my beacon, my mentor, and for being my Mom.

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Wu Li, Sammy Zhi Tong

I would like to dedicate this project to my grandmother, Italia, who has always been in my thoughts since I began my studies, and to my mom and dad, who have been an unconditional source of support, both emotional and financial.

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Poveda Crespo, Valeria Camila

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ABSTRACT

This project consists of an adaptation of the comic book "Leyendas Guayaquileñas III" as culturally relevant reading material to develop reading comprehension skills among teenage students of English as a foreign language (EFL). The process included translating a comic book, evaluating and adapting its visual images, where applicable, and designing an educational booklet with reading comprehension activities. The data showed that secondary school teachers had a positive attitude about comics to develop reading comprehension skills among students, acknowledging the ability they have to increase student participation and engagement. On the other hand, the evaluation of the visual images and linguistic content confirmed that the three comic book legends have significant cultural and educational value. Overall, this project proves that locally, and linguistically adapted literature can become an effective tool for the practice of reading English as a foreign language, since it may foster language learning as well as cultural knowledge among teenage readers.

Keywords: *EFL, adaptation, translation, reading comprehension, comic book, culture*

1. INTRODUCTION

1.1 PROBLEM STATEMENT

Reading comprehension is considered one of the most important skills for learners of English as a Foreign Language (EFL). As Smith et al. (2021) stated, "Reading comprehension is core to academic progress, because it underpins content-area learning in all subjects"(p. 214-215). Even so, it is also said that this skill is challenging to be achieved due to factors that students like limited knowledge of vocabulary and grammar. These are just a few elements that have an impact when developing reading comprehension. Ramadhianti & Somba (2023), found that "Elicited from the result and discussion, the reading difficulties most faced by the students are distinguishing between main ideas and supporting details, getting the main idea between paragraphs, the topic of the texts from other cultures, relating topic and background knowledge, understanding vocabulary, and inferring the text." (p. 9).

The choice of reading material also impacts EFL learners' comprehension and engagement. In EFL reading comprehension, the cultural difference between the learners' native culture and the culture portrayed in the reading materials is one of the most important but frequently undervalued aspects. According to Sugianto & Wirza (2021), "Culture constitutes an inseparable part of language teaching and learning process" (p. 2). Learners may have trouble understanding context-specific allusions, connecting with the underlying values, or relating to the subject when instructional materials represent a foreign culture that they are unfamiliar with. As Tantri & Santosa (2025) point out, "English teachers include local culture into their classes in order to keep students' attention in eliminating their hard feeling during studying the two elements of foreign language" (p. 61). They reflect on the importance of local literature, specifically when the instructional materials lack cultural relevance and fail to engage students effectively.

As stated by Kicha (2023), "Teachers in general and English teachers specifically, are always concerned with the kind of material they are going to

present to their students. One of the most challenging kinds of material for English classes is literature" (p. 59). This is particularly true in the context of Ecuador, where most of the textbooks used in Ecuador for ELF teaching, provide reading passages that are generally centered on American Culture. While exposure to the culture of the foreign language is beneficial for the learner, doing this entirely can alienate the student from their local culture. This could lead to limited motivation and connection to reading material since the topics of the text do not relate to the background knowledge of the students. In the Ecuadorian EFL context, this cultural disconnection is particularly evident as learners encounter mostly foreign culture references in reading comprehension practices. This disconnection can delay the development of meaningful reading comprehension skills and reduce student engagement in the learning process.

In view of the challenges evidenced, this study aims to shed light on how the use of local literature could contribute to the development of EFL reading comprehension skills among school teenagers.

1.2 JUSTIFICATION

The following translation research work seeks to offer a translation of the comic book "Leyendas Guayaquileñas III" (Guayaquil Legends III) that can be used effectively to teach students learning English as a foreign language by using Ecuadorian cultural content to improve their reading comprehension and motivation.

In Ecuador, English language teaching is often based on materials and content that are developed around foreign cultures, mainly from the United States and the United Kingdom. Although this is viable for learning about foreign cultures, there is a need to incorporate learners' cultural contexts for effective, interesting, and meaningful learning of English, as this is inherently relevant and familiar to the learners, allowing them to relate new linguistic concepts to what they already know and have experienced. Moreover, when the students connect the English language content to their own culture, they

will subsequently develop their own interest in the language, which will improve their understanding and retention of the language. The linking of culture and linguistics has special importance for reading comprehension, as meaning is not only made up of the language itself but also the culture and appropriate knowledge of the culture.

Comic books integrate visual and verbal elements, which makes them unique and particularly well-suited for this purpose, as they provide a visual frame that facilitates understanding of cultural content in an attractive and accessible format for EFL teenage students. Furthermore, by investigating the potential use of comics as teaching materials rooted in national culture for learning English, this translation contributes significantly to the fields of English as a foreign language teaching practice, culturally sensitive teaching, and materials development, specifically in the Ecuadorian context.

This study aims to provide culturally relevant and interesting reading comprehension materials for teenage EFL learners by translating and adapting a locally significant comic book, thereby bridging the gap between foreign language learning and Ecuadorian cultural identity.

1.3   RESEARCH QUESTIONS

1. How does local literature facilitate meaningful development of reading comprehension skills among EFL teenage learners in the city of Guayaquil?
2. What elements of the adapted comic book may foster engagement and motivation among teenage EFL learners when developing reading comprehension skills?

3. What linguistic and cultural elements of "Leyendas Guayaquileñas III" should be prioritized during the translation process to ensure cultural authenticity and relevance for EFL learners?

1.4   GENERAL OBJECTIVE

To develop EFL reading material that develops reading comprehension skills and expands students' knowledge of their native culture by translating the comic book "Leyendas Guayaquileñas III".

1.5 SPECIFIC OBJECTIVES

1. To explore the virtue of local literature to develop reading comprehension skills among EFL teenage learners in the city of Guayaquil.

2. To determine and apply the most suitable translation approach for accurately rendering the comic book "Leyendas Guayaquileñas III" into the target language.

3. To develop the instructional material of the adapted comic book as supplementary reading materials in EFL classrooms.

4. To identify the elements of the adapted comic book that theoretically connected to engagement and motivation among teenage EFL learners when developing reading comprehension skills.

2. LITERATURE REVIEW

2.1 English as a Foreign Language (EFL)

According to the Cambridge Dictionary (n.d.), EFL is defined as the English taught to people whose main language is not English and who live in a country where English is not the official or main language.

2.2 Importance of Learning EFL

According to Putra, E. (2020), English is the most widely spoken language worldwide. Individuals from different parts of the world must put themselves in the same context when speaking with others to communicate effectively.

2.3 Reading

According to Kusumarasdyati (2023), reading comprehension involves much more than simply decoding written words; it is a complex process that requires both cognitive abilities and social understanding to construct meaning from texts.

2.4 Reading Skills in EFL

According to Grabe (1991), "Reading is interactive; the reader makes use of information from his/her background knowledge as well as information from the printed page" (p. 375). Also, Par, L. (2020), points out that "Reading is an active and interactive process of constructing meaning that involves the reader and the reading material" (p. 1). In English as a Foreign Language, this ability is essential for effective communication; it is the basis for developing other linguistic abilities and the main source of exposure to the language.

2.4.1 Prediction in Reading

Yazar (2013) believes that having the ability to think about what the author will say in advance helps the reader understand the material and ensures their active participation. Rashid (2021), states that prediction "is achieved by successful readers who mean: they used diagrams, headings, and text and personal knowledge to shape projections before starting to read" (p 38).

2.4.2 Inference in Reading

According to Bayat and Çetinkaya (2020), inferences play a mediating role in deep text comprehension, as inference-making supports not only the acquisition of implicit information but also the understanding of explicit information in a text (p. 178). Sadeghi et al. (2018) argue that "inference skills can be considered very important to improve reading comprehension among readers, particularly English language learners" (p. 2).

2.5 Reading Comprehension Skills in EFL Learning

Kusumarasdyati (2023) identifies that comprehension skills involve much more than simply decoding written words; it is a complex process that requires both cognitive abilities and social understanding to construct meaning from texts. Kusumarasdyati identifies three main approaches to develop comprehension skills: bottom-up processing, which focuses on decoding individual words and phrases; top-down processing, which emphasises the use of prior knowledge and context; and interactive processing, which combines both methods to achieve comprehension. The development of these skills is also influenced by students' motivation and desire to continue reading, as a result of the investigation of Lustyantie and Kasan (2021), conclude that, especially in the 21st century, developing interest in reading and motivation to perform well have a positive influence on reading comprehension, especially in the field of English, since the greater the students' interest in reading, the greater their motivation to achieve performance and measure their abilities, they suggest that the learning process should be more effective and focus on developing students' interest in reading.

2.6 Types of Reading

Being able to read in English as a foreign language involves developing different strategies. As Rashid et al. (2021) said, the reader must be able to identify the connections between ideas and implement the various types of reading, two significant, intensive and extensive. Other types are also highlighted, such as skimming and scanning strategies.

2.6.1 Intensive and Extensive Reading

According to Yazar (2013), the aim is to understand both what the text means and how meaning is produced; in other words, the "How" and the "What" are equally important. Intensive reading focuses on training strategies that the student can continue to use with other texts.

Conversely, Yazar (2013) defines extensive reading as fully comprehending something; for example, to understand the whole reading material, one must first understand the parts, such as sentences, paragraphs, and chapters that make up the text.

As Mart (2015) states, "Both extensive and intensive reading approaches are effective and have their own advantages in the foreign language learning process; for that reason, a well-balanced reading program should include intensive reading and extensive reading concurrently." (p. 85).

2.6.2 Skimming

Yazar (2013) points out that:

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

According to Agustina et al. (2023), "Skimming is a method of quickly obtaining general information from a paragraph of text" (p.22).

2.6.3 Scanning

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

Hammer (1998) states that students need to be able to scan the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or research quickly through an article looking for a name or other detail). This

skill means that they do not have to read ever word and line; such an approach would stop them from scanning successfully.

2.7 Key Components for Developing Reading Comprehension Skills

As mentioned previously, reading skills include a range of abilities essential for effective communication in the context of English as a foreign language. The amount of research explaining and classifying the numerous key components of reading skills is considerable. Many researchers attempt to explain how reading comprehension skills develop by analysing their process. As a result, the effort to subdivide skills suggests that there are six traditional general components: the ability to automatically recognize skills, knowledge of vocabulary and structure, knowledge of formal discourse structure, content and world knowledge, abilities in synthesizing and evaluating information, and metacognitive knowledge and skills monitoring. The researchers conclude that a perspective based on "reading components" is an appropriate direction for research, as this approach leads to important insights into the reading process (Grabe, 1991, p. 379-382). Current research about Reading Comprehension mentions and expands these component skills. Butterfuss et al. (2020) analyze several recent approaches that help understand the skills involved. For example, the direct and inferential mediation (DIME) model, which proposes a set of relationships between five key predictors of reading comprehension: Prior knowledge, inference, use of reading strategies, word reading ability, and vocabulary (Cromley and Azevedo, 2007). It also mentioned the simple view of reading (SVR; Hoover and Gough, 1990), which conceptualizes reading comprehension as the product of decoding and listening comprehension, where decoding plays a role in translating printed letters into words, while listening comprehension is the understanding of the meaning of spoken language.

2.8 Types of Reading Comprehension Exercises

Harwood (2014) argues that reading comprehension exercises play an important role in both individual learning and language learning. They are grouped into three categories: content, questions ranging from memorization

to inference; language, questions focusing on form and vocabulary; and affect, questions inviting personal responses or assessments.

Miranda et al. (2018) presented a multi-stage process for incorporating comics. First, vocabulary was introduced using slide presentations that showed the word, an image representing it, and a related phrase. Then the comic was read aloud, and afterwards the students read the comic silently. In the second stage, worksheets were given to the learners so that they could work individually on exercises such as multiple-choice questions or matching exercises and finally reflect on them in groups. This combination promotes the development of reading comprehension, moving from the presentation of vocabulary through visual aids to guided and independent reading. In the practical phase, activities such as multiple-choice questions and matching exercises consolidate comprehension, while group reflection encourages critical thinking and discussion among students.

Also, Sanjaya (2017) mentions activities related to comics, such as warm-up exercises like engaging in vocabulary drills related to a picture.

2.8.1 Multiple Choice Exercises

According to Javid (2014), "These forms are recognition items, items in which examinees should understand the stem and then recognize and select the correct response" (p. 784).

Focusing on its positive aspects, Harris (1969, as cited in Javid, 2014) asserts that "because of the highly structured nature of these items [MC items], the test writer can get directly at many of the specific skills and learnings he wishes to measure, and the examinee cannot evade difficult problems as he often can with compositions" (p. 785).

2.8.2 Vocabulary Learning

Hunt and Beglar (2005) state that "the heart of language comprehension and use is the lexicon" (p. 24).

Folse (2004) argues that for too long, second language teaching has focused on communication, but they emphasize that accurate communication depends on a broad vocabulary.

2.8.3 Critical Thinking Activities

While some exercises focus on memorisation, Harwood (2014) points out that "the frequent 'What do you think?' textbook reading questions are an example of this question type," which he categorises as belonging to "the 'higher' level of evaluation" (p. 82).

According to Sobkowiak (2016), "The critical thinking (CT) tradition recommends instructing individuals to use their mental abilities and entails self-improvement in thinking through introducing standards that help assess thinking so that eventually errors or blunders of thought are limited" (p.698).

2.9 Comic Books

Willian (1995) mentions that "Comic book is a far richer resource for these ESL students than other sources of authentic English" (p. 2).

Willian (1995) classifies comics into different categories, such as comics having a visual component similar to cinema, but in this case, they are aesthetic, and the interaction between the characters in the comics takes place in the here and now, which means that it shares many aspects of authentic interactive dialogue.

2.10 Key Elements of a Comic Book

There are well-defined terms that specify the different elements of a comic book, which are crucial for this analysis. In How to Draw Comics the Marvel Way, Lee and Buscema (1984) provided a comprehensive list of these components along with their definitions: "Just to make sure we all use the same language and there's no misunderstanding when we refer to things, let's review the various names for many of the elements that make up a typical comic book page" (p. 14-15). The subsequent illustration showcases a segment of the comic book as it appears in the original text:

Figure 1 *Basic elements of a comic book page.*
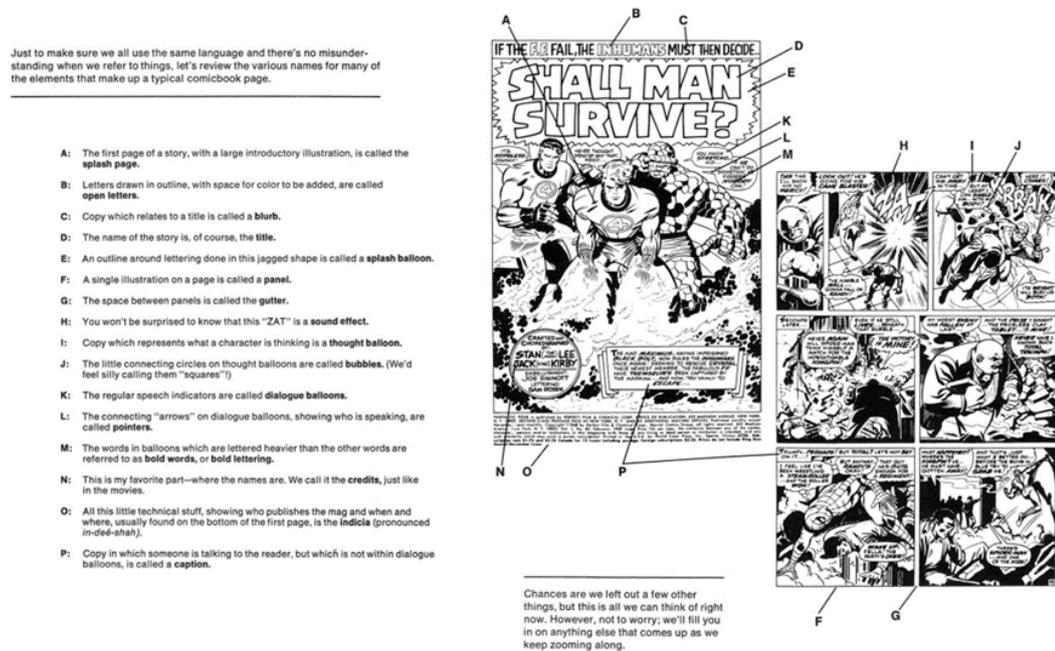
Note. From How to Draw Comics the Marvel Way (Lee & Buscema, 1984, pp. 14–15).

2.10.1 Title:

Lee and Buscema (1984) state, "The name of the story is, of course, the title" (p. 14).

2.10.2 Panel:

A panel in a comic book typically appears as a rectangular element that features both text and images. According to Lee and Buscema (1984), "A single illustration on a page is called a panel" (p. 14).

2.10.3 Dialogue Balloons

Dialogue balloons represent what characters are saying. Lee and Buscema (1984) explain that "The regular speech indicators are called dialogue balloons" (p. 14).

2.10.4   Caption

As described by Lee and Buscema (1984), "Copy in which someone is talking to the reader, but which is not within dialogue balloons, is called a caption" (p. 14). This refers to the narrator's written script that communicates and clarifies the ongoing events depicted on the comic page.

2.10.5   Sound Effect/Onomatopoeia

Lee and Buscema (1984) note, "You won't be surprised to know that this 'ZAT' is a sound effect" (p. 14). Sound effects or onomatopoeia involve translating sounds into written form within a panel. For example, the sound of a cellphone ringing can be represented as "ring-ring."

2.11   Comic Books in Education

Comics or graphic novels have become powerful teaching tools in EFL classrooms, especially for teenage students, since they enable them to explore their imagination. A study conducted by Aldahash and Altalhab (2020) examining Saudi students' learning EFL showed that students who read graphic novels achieved higher reading comprehension scores than control groups who used traditional materials composed only of text. It adds valuable insights into the use of these materials in classroom settings, as it greatly motivates students. Moving from the general to the specific, in the Ecuadorian context, Freire and Perea (2024) reported that comics facilitate the inference of meaning through the juxtaposition of text and images, developing critical thinking skills that improve intellectual capacity. Their research showed that when students are taught to make use of visual elements (images, fonts, and contextual clues), they become more confident readers, even when encountering unfamiliar vocabulary, resulting in greater autonomy in reading. Studies reveal that the effectiveness of graphic novels lies in their multimodal nature, which requires readers to actively construct meaning by interpreting both visual and linguistic cues.

2.12 Motivation and Multimodal on Comic Books

Clark (2017), through his *review of the literature*, details how comics are a means of motivating students of English as a second language and how students who read comics were exposed to a broader vocabulary and, therefore, improved their literacy skills. He also mentions the different studies on student behaviour while reading comics and the theories that deduce how students benefit from the multimodal format.

According to Jacobs (2007, as cited in Clark 2017), "the increasing multiplicity and integration of significant modes of meaning-making, where the textual is also related to the visual, audio, spatial, behavioral, and so on" (p. 303).

Also, Clark (2017) mentions that "These multiple modes of meaning making typically happen while reading a comic more so than when reading the traditional non-comic style text" (p. 303).

2.13 Translation

According to Newmark (1988), translation "is rendering the meaning of a text into another language in the way that the author intended the text" (p. 5). Another influential definition comes from Nida and Taber (1969), "Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (p. 12).

2.13.1 Key Abbreviations in Translation

There are key abbreviations widely used when rendering translations. These are crucial terms necessary for understanding this research. According to Ordudari (2007, as cited in Alievia, 2020), the acronyms are:

- **Source Language (SL):** The language from which a text is translated.
- **Source Text (ST):** The text chosen for translation.
- **Target Language (TL):** The language into which the source text will be translated.
- **Target Text (TT):** The completed translation of the source text.

2.14 Set of Decisions

2.14.1 Strategic Decisions

Strategic decisions are choices that translators make before rendering the project and after reading the text. As suggested by Hervey, Higgins, and Haywood (2002):

> These are general decisions which, ideally, the translator should make before actually attempting a translation, in response to such questions as 'what are the salient linguistic characteristics of this text?'; 'what are its principal effects?'; 'what genre does it belong to and what audience is it aimed at?'; 'what are the functions and intended audience of my translation?'; 'what are the implications of these factors?'; and 'which, among all such factors, are the ones that most need to be respected in translating this particular text?'. (p. 6)

2.14.2 Decisions of Detail

Decisions of detail are choices that translators make during the rendering of the project. Hervey, Higgins, and Haywood (2002), state that "These are arrived at in the light of the strategic decisions, but they concern the specific problems of grammar, lexis and so on encountered in translating particular expressions in their particular context" (p.6).

2.15 Types of translation

Jakobson (1959) proposed three types of translation:

- Intralingual translation, also known as rewording, involves rendering a message within the same language, using different words to clarify or adapt the meaning.

- Interlingual translation, identified as translation proper, refers to transferring a message from one language into another.

- Intersemiotic translation, that is, transmutation, consists of interpreting verbal language through non-verbal systems of signs, such as turning a written text into a film.

2.16   Translation Methods

In *A Textbook of Translation*, Newmark (1988) proposed eight translation methods, which are divided into two main groups: Source Language (SL) and Target Language (TL) emphasis. The following table shows Newmark's translation methods:

Figure 2 *Newmark Translation Methods V diagram*

SL **emphasis**	TL **emphasis**
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation
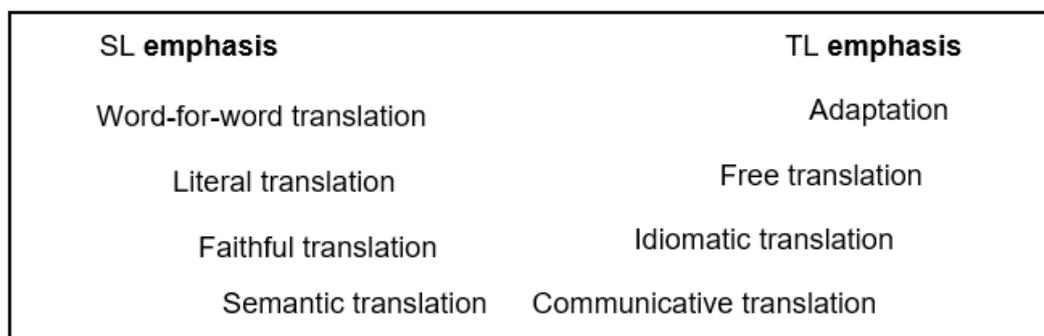
2.16.1   Word-for-word translation

"This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context" (Newmark, 1988, p. 45-46).

2.16.2   Literal translation

As explained by Newmark (1988), "The SL grammatical constructions are converted to their nearest TL equivalent but the lexical words are again translated singly, out of context" (p. 46).

2.16.3   Faithful translation

"A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammar structures" (Newmark, 1988, p. 46).

2.16.4 Semantic translation

Newmark (1988), suggested that:

> Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. (p. 46)

2.16.5 Adaptation

According to Newmark (1988), adaptation "is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten" (p. 46).

2.16.6 Free translation

"Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation*, often prolix and pretentious, and not translation at all" (Newmark, 1988, p. 46-47).

2.16.7 Idiomatic translation

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

2.16.8 Communicative translation

As outlined by Newmark (1988), "Communicative translation attempts to render the exact contextual meaning of the original in such a wav that both content and language are readily acceptable and comprehensible to the readership" (p. 47).

2.17 Translation procedures

According to Vinay & Darbelnet (1995), there are several methods or procedures to be used, where the authors compressed them into two methods of translating, direct and oblique translation, in which seven procedures are presented: direct translation contains three procedures, and oblique translation contains four procedures.

2.17.1 Borrowing in Direct Translation

This procedure involves transferring the words or expressions from the source language to the target language without modifications, while maintaining their "naturalized" form in the target text. As claimed by Vinay and Darbelnet (1995), "The decision to borrow a SL word or expression for introducing an element of local colour is a matter of style and consequently of the message" (p. 129).

2.17.2 Calque in Direct Translation

"A calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements" (Vinay and Darbelnet, 1995, p. 129).

2.17.3 Literal translation in Direct Translation

As indicated by Vinay and Darbelnet (1995), "Literal, or word for word, translation is the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the TL" (p. 130).

2.17.4 Transposition in Oblique Translation

"The method called transposition involves replacing one word class with another without changing the meaning of the message" (Vinay and Darbelnet, 1995, p. 132).

2.17.5 Modulation in Oblique Translation

As indicated by Vinay and Darbelnet (1995):

Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the TL. (p. 133)

2.17.6 Equivalence in Oblique Translation

Vinay and Darbelnet (1995), inherently show "that one and the same situation can be rendered by two texts using completely different stylistic and structural methods. In such cases we are dealing with the method which produces equivalent texts" (p. 134).

2.17.7 Adaptation in Oblique Translation

As mentioned by Vinay and Darbelnet (1995), "it is used in those cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such cases translators have to create a new situation than can be considered as being equivalent" (p. 134-135).

2.18 Loss and Gain

According to Bassnett (2002), "Once the principle is accepted that sameness cannot exist between two languages, it becomes possible to approach the question of loss and gain in the translation process" (p. 38).

2.18.1 Loss

"There are, properly speaking, no such things as identical equivalents" (Belloc, 1932, as cited in Nida, 1964, p. 159). Furthermore, Nida (1964) emphasizes that "one must in translating seek to find the closest possible equivalent" (p. 159). Also, Hervey, Higgins, and Haywood (2002), suggested that "a TT will always lack certain culturally relevant features that are present in the ST" (p. 16).

2.18.2 Gain

As described by Bassnett (2002):

It is again an indication of the low status of translation that so much time should have been spent on discussing what is lost in the transfer of a text from SL to TL whilst ignoring what can also be gained, for the translator can at times enrich or clarify the SL text as a direct result of the translation process. (p. 38)

2.19 Compensation

"Compensation is a technique that is commonly used in translation to compensate for the loss of meaning in the translation process" (Stiasih, 2013, p. 58). Echoing this perspective, Newmark (1988) proposed, "This is said to occur when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence" (p. 90). As it is suggested by Hervey, Higgins, and Haywood (2002), in the book bearing the title Thinking Spanish Translation, it is pointed out that translation losses are unavoidable since no two languages match perfectly in vocabulary, grammar, and cultural meaning. Therefore, four aspects of compensation are outlined.

2.19.1 Compensation in kind

"This refers to making up for one type of textual effect in the ST by another type in the TT" (Hervey, Higgins, and Haywood, 2002, p. 28).

2.19.2 Compensation in place

According to Hervey, Higgins, and Haywood (2002), "Compensation in place consists in making up for the loss of a particular effect found at a given place in the ST by creating a corresponding effect at an earlier or later place in the TT" (p. 30).

2.19.3 Compensation by merging

As described by Hervey, Higgins, and Haywood (2002):

> The technique of compensation by merging is to condense ST features carried over a relatively long stretch of text (say, a complex phrase or a compound word) into a relatively short stretch of the TT (say, a simple phrase or a single word). (p. 31)

2.19.4 Compensation by splitting

"Compensation by splitting may be resorted to, if the context allows, where there is no single TL word that covers the same range of meaning as a given ST word" (Hervey, Higgins, and Haywood, 2002, p. 31).

2.20 Culture

Culture is defined as "the way of life, especially the general customs and beliefs of a specific group of people at a specific time" (The Cambridge Dictionary, 2023).

The Britannica Dictionary (n.d.) defines it as "the beliefs, customs, arts, etc., of a particular society, group, place, or time."

2.21 Cultural Awareness in EFL Reading

Cultural awareness in teaching English as a foreign language involves recognising and understanding the differences, similarities, and unique characteristics of different cultures (Yurtsever & Özel, 2021). According to Byram (1989, as cited in Yurtsever & Özel, 2021), when language is combined with its sociocultural character, the concept of linguistic awareness emerges. Language and culture connect when elements native to the students are added, and these sociocultural factors are confronted with the values of the speakers of the target language. Byram's model of intercultural communicative competence demonstrates that cultural awareness and language awareness are interconnected, and language and culture must be addressed together in both theory and practice. In the context of reading comprehension, cultural awareness becomes especially important. Students draw on their prior knowledge, which includes background knowledge and schemas, to make inferences and understand the meaning of texts (Butterfuss et al., 2020). When this prior knowledge includes cultural understanding, students can comprehend texts more effectively and build a connection with the reading material.

2.22   Using Culturally Relevant Materials in EFL Teaching

Traditional English language curricula often rely on materials centred on the cultures of the target languages (commonly the United States and the United Kingdom), which can create a disconnect between learners and the content they study. Tazhitova et al. (2022) carried out an experimental study at universities in Kazakhstan to investigate whether incorporating local materials into EFL teaching positively influences student motivation. They proposed that if the content of foreign language teaching is based on local materials, students will become more engaged and motivated to learn.

The data analysis shows that the experimental group that used local materials (Kazakhstan's culture and history) demonstrated higher levels of motivation in comparison to the group that used traditional materials from foreign countries. These results suggest that when learners are exposed to reading materials that represent their own cultural background and lived experiences, their intrinsic motivation increases

Therefore, to promote a sense of identity, inclusion, and engagement among students, they must see their own culture represented in study materials.

3. METHODOLOGY

This research project applies a conceptual research framework for the methodology. According to Shikalepo (2020), a conceptual framework is "a synopsis of various findings from the literature sources that have been reviewed about the research, setting out the research agenda for increased understanding of the research intentions" (p. 2). This idea is further supported by Maxwell (2013), who states that the conceptual framework of a study consists of the network of ideas, assumptions, perspectives, and theoretical principles that shape and guide the research process and form an essential part of the overall research design.

The research study employs a qualitative, descriptive, document-based research design that seeks to adapt culturally relevant comic material to develop reading comprehension skills of EFL teenage learners. That said, it is applied in nature and would produce instructional material that can be taught in educational environments. The design is non-experimental because it does not entail direct classroom intervention with students at this stage.

While this is not a laboratory study, and there is no classroom experimentation with students, a survey was conducted in this research to collect professional opinions from EFL teachers as to what the usefulness of comic books in promoting reading comprehension skills is in adolescent readers. The survey is aimed at qualitative and descriptive information about pedagogical value, feasibility, and relevance of adapting the comic in EFL language learning.

Through a qualitative document-based opinion-driven study approach, the study addresses the linguistic, cultural, and pedagogical dimensions to the comic books in depth. The design is suitable for research to develop and validate teaching materials that are theoretically grounded and contextually relevant, rather than testing learning through experimental means.

3.1 Survey on the use of comics as EFL material for teaching reading comprehension

The purpose of this survey tool was to gather valuable professional opinions from secondary school English as a Foreign Language (EFL) teachers on the use of comics in general as a pedagogical tool to contribute to the improvement of reading comprehension skills among teenage students. The survey aims to explore teachers' current practices with visual materials, their experiences with the use of comics in the classroom, and their general opinions on the benefits and challenges of integrating comics into reading instruction. This instrument directly addressed research question number 2, which wondered which elements of comics facilitate comprehension and motivation among teenage students of English as a foreign language when developing reading comprehension skills.

3.1.1 Survey design and structure

The survey was designed as a mixed-methods instrument combining quantitative data collection approaches, such as multiple-choice, 4-point Likert scale, and checkbox, with qualitative approaches, such as short open-ended questions. This tool consists of three sections:

Demographic information: this section collected general but necessary information about participants, such as the school district to which they belong, the number of years of experience teaching English as a foreign language, and the age groups they currently teach. The purpose of this demographic data was to provide context and identify possible patterns based on both teaching experience and student characteristics.

Current teaching practices: This section focused on gathering information about teachers' current use of visual materials in English as a foreign language reading classes. The survey questions explore how often teachers incorporate materials such as images, drawings, illustrations or posters, and their experience in using comics or graphic novels in English language teaching. In addition, teachers who have used comics were invited to

describe their experience using an open-ended question in which they explained both challenges and benefits, as well as students' reactions.

Opinions about comics for EFL teaching: This section is highly significant, as it collected information on the effectiveness of comics in supporting reading comprehension among teenage EFL students, using Likert-scale questions to measure teachers' perceptions. Participants rated their level of agreement with statements about the pedagogical benefits of comics, such as supporting vocabulary through visual context or student engagement. This section concluded with two multiple-choice questions in which teachers were asked what they consider to be the main benefits and challenges of using comics to teach English reading skills to teenagers.

To ensure the effectiveness of the survey instrument, it was sent to be reviewed and validated by two English as a foreign language professionals to ensure clarity and relevance before distributing it to participants.

3.1.2 Participants

The survey was conducted among five high school English as a foreign language teachers, all members of the same educational institution located in district 09D19 (Daule). Participants were selected based on their experience teaching English to teenage learners, without emphasizing whether they primarily focus on reading comprehension, as the aim was to gather realistic information and practices in English classes; and developing reading skills is an integral component of English language teaching.

3.1.3 Data Collection

The survey was created using Google Forms and distributed electronically via Gmail to the five teachers. Previously, participants were informed of the purpose of this survey, which is part of a graduation project. It was mentioned that their opinions and all information provided would be kept strictly confidential and used exclusively for academic purposes. The survey took approximately 10 minutes to complete and was available for approximately one week.

3.1.4 Data Analysis

The analysis of the collected data was carried out separately for each section of the survey. The demographic details of the surveyees collected in Section 1 were compiled and presented in a summary table. Quantitative data from Sections 2 and 3 were also analyzed using descriptive statistics, using percentages presented in tables and a figure. On the other hand, the qualitative data collected in the form of an open-ended question were analyzed by theme and presented in a table to identify patterns in the experiences of the teachers with the use of comics in EFL teaching.

3.2 The author and the selected reading material for developing reading skills

"Leyendas Guayaquileñas III" is a comic book published in March 2011 as part of a series of books by the Municipal Editorial Program under the direction of Melvin Hoyos Galarza, Director of Culture and Civic Promotion at the Municipality of Guayaquil and designed and edited by Kléver Flores Viteri. This comic book series uses visual storytelling as an innovative approach to preserving and spreading Ecuadorian cultural heritage. The legends presented in the comic book are based on historical research documented by J. Grabriel Pino Roca in his book "Leyendas, tradiciones y páginas de la historia Guayaquil". Between the 16th and 19th centuries, Hispanic America became an inexhaustible source of legends. This section of "Leyendas Guayaquileñas III" presents three of these legends, immersing readers in an atmosphere of history and fantasy, closely linked to our traditions. "Las Palomas de Fray Simplón" tells the story of a humble man in the office of a Frier who arrived in the city of Guayaquil from Spain with his pigeons. After the Cotopaxi volcano erupted and damaged the Church of San Francisco, the authorities threatened to demolish it because it could collapse at any moment, but the Friar's pigeons used twigs and dirt to rebuild the church tower, demonstrating the Friar's miraculous power.

The second story is "Guayas and Kil," which tells the mythical tale of a brave tribal leader and his wife who resisted the Spanish invasion after being captured. Guayas stabbed Kil and then committed suicide to avoid slavery

and dishonour. The story symbolises love, courage, and resistance. Finally, the last legend presented in this comic book is "San Jerónimo y el mono de Chongón", which narrates how rivalry and then friendship grew between the Spanish Dominicans who brought the statue of San Jerónimo to Christianize the people of Chongón and the local devotion to a stone image of a monkey. This story tells how the Dominicans tried to get rid of the monkey statue that the indigenous people adored so much, but every time the Dominicans disappeared the monkey statue, the statue of San Jerónimo ended up in the same situation. In the end, the Spanish and the indigenous people agreed to an alliance, learning to live together in fraternal harmony. This story reflects the culture between indigenous beliefs and the Catholic faith, ending with a pact of peaceful coexistence that is celebrated with the phrase "Great friends and inseparable, they are San Jeronimo and the monkey of Chongón!", which is used when referring to good friends who always go together on walks or to public places.

3.3 Target English level and curriculum context

This research adapts the comic book "Leyendas Guayaquileñas III" for EFL teenagers at the B1 level. According to the National Curriculum Guidelines (Ministerio de Educación del Ecuador, 2014), "By the end of the 3rd year Bachillerato, students will have reached the communicative competence for B1 proficiency level" (p. 22).

3.4 Evaluation of the visual images in the comic book 'Leyendas Guayaquileñas III'

EFL teaching material requires careful consideration of the visual elements. The translation of "Leyendas Guayaquileñas III" needs close analysis alongside the linguistic translation. While the original comic book was designed for a more mature, Spanish-speaking audience, adapting it for teenage English language learners (ages 15-18) requires an evaluation to understand how appropriate and effective the images are from a pedagogical point of view. Kamilova (2025), in her research "The Role and Significance of Visual Materials in Teaching English in EFL Settings", indicates that visual material in the teaching of English as a foreign language must be

pedagogically appropriate to facilitate understanding. The research also shows that visual images help stimulate critical thinking in students, as they encourage analysis, interpretation and interaction with cultural and linguistic content through images. Consequently, to harness the valuable power of images as a teaching tool, a.i., to assess whether their use is appropriate and has educational value for teenage students of English as a foreign language, four fundamental criteria were taken into account regarding the images in the comic book 'Leyendas Guayaquileñas III' (Legends from Guayaquil III).

3.4.1 Criterion 1: Pedagogical Purpose

This section assesses whether visual images are used for a well-defined educational purpose by carrying essential narrative content and establishing appropriate situational context. The pedagogical significance of images used in English as a Foreign Language (EFL) materials is based on the potential of images to promote understanding by creating multimodal meaning through the combination of images, videos, and texts. Such a multimodal method can spark students' interest, memory, and attention to the appropriate information, and promote knowledge acquisition as well as the construction of reading comprehension skills. Research shows that multimodal literacy has become an essential 21st-century skill due to increasing access to digital media, as demonstrated by Aldahash & Altalhabin in their study *The Effect of Graphic Novels on EFL Learners' Reading Comprehension*, conducted in 2020, the experimental group of students who used graphic novels outperformed the control group and obtained better results in reading tests, suggesting that reading appropriate graphic novels can have a significant positive effect on secondary school students' reading comprehension.

In addition, it has been demonstrated that the visual images in textbooks do have a purpose beyond mere decoration. Elmiana (2019) analysed Indonesian English as a foreign language textbooks and revealed that visual images encourage students to participate, as the images help to emphasise the information presented in the text sections. The research demonstrated that well-designed images with a clear pedagogical purpose help students

relate to the content and improve their learning outcomes, rather than simply serving as aesthetic embellishments.

It is therefore necessary to evaluate whether "Leyendas Guayaquileñas III" contains good images that help students make connections with the written content, as well as ensuring that these images serve an educational purpose that focuses on improving their learning outcomes and not merely serving as aesthetic additions.

3.4.2 Criterion 2: Cultural Relevance

This section examines if the visual content presented is understandable and accessible to the target audience, and whether the images present cultural content from students' L1 background that is understandable and accessible. In a recent study in which 114 students were exposed to a pre-test and post-test after working with culturally relevant texts designed to improve their comprehension, vocabulary, and grammar skills over the course of five sessions, it was demonstrated that the use of cultural materials in EFL classes significantly improves reading comprehension, resulting in an improvement in reading scores from 55.6 to 73.4 (Agustiana et al., 2025). Other research emphasises the importance of native cultural awareness. Studies such as Zhang & Wu (2023) argue that students of English as a foreign language should use English to express their own cultural heritage rather than focusing exclusively on foreign cultures. According to Wu & Miller (as cited in Zhang & Wu, 2023), "Native cultural awareness (NCA) refers to the ability to appreciate learners' native cultural heritage, express their local identity in L1 and L2 and critically evaluate their native and target culture".

Therefore, assessing whether the images in "Leyendas Guayaquileñas III" present Ecuadorian cultural content and motivate them to express themselves is essential to ensure that the material promotes, rather than hinders, adolescents' reading comprehension.

3.4.3 Criterion 3: Age Appropriateness

This section assesses that the visual style and presentation themes of the images are appropriate for the stage of development, maturity level, and

interests of teenagers, recognising that engagement and motivation are fundamental to learning. Several studies show that it is essential to have high-quality images that are appropriate for the target students' age, as well as images they find engaging and relatable.

As mentioned in the research by Schwarz et al. (2025), about the design characteristics of digital games encourage participation and promote a healthy lifestyle among young people. In this research, sixty studies on physical activity, health responsibility, and mental health are synthesised, with particular attention given to the level of visual representation in accordance with the developmental level of the target sample of students. The synthesised studies suggest that realistic and high-resolution graphics tend to enhance students' level of engagement and motivation when they identify with the level of visual representation. The aesthetic features of visual representations were also emphasised in all the synthesised studies as crucial in creating a narrative that could immerse the audience. It is also important to consider that, while young children tend to prefer clear and simple visual cues, adolescents tend to prefer more realistic and detailed visual cues. As discussed by Ferretti et al. (2020), today's teenagers place great value on visual representations, as they have been exposed to high-quality digital images throughout their lives and hold high expectations. According to surveys conducted, they highlight the importance of "a format that is easy, clear, understandable, and visually appealing and engaging" and point out that "humor and a fun yet respectful tone…attractive presentation" increases interest.

Therefore, assessing whether the images in 'Leyendas Guayaquileñas III' present a mature artistic style, with characters that young people can identify with and themes appropriate for their age, is essential to ensure that the material is attractive, captures their attention and, above all, aligns with a commitment to teaching.

3.4.4 Criterion 4: Language Learning Support

This criterion assesses whether visual images provide an effective scaffold for reading comprehension, support prediction and inference skills, and present temporal and spatial contexts that model language use.

Research on instructional scaffolding with multimodal texts confirms that visual elements contribute significantly to reading comprehension in contexts of teaching English as a foreign language. The study by Yawiloeng (2022) reports that the use of scaffolding strategies together with multimodal texts, where the teacher shows photos, images and drawings in the pre-reading and post-reading stages, significantly improves the participation and comprehension of university students learning English as a foreign language. The results show improved scores and indicate that texts containing visual representations help students connect their prior knowledge with new information and predict the meaning of vocabulary and concepts in the texts. These findings suggest that visual elements that provide clues about the story's sequence, the characters' emotions, and the storyline's development serve as effective supports for language learning. Other research examining comics in EFL teaching reinforces these findings. Comics have been shown to promote inference skills, and visual elements help readers understand actions. According to DeHart (2022), "The visual nature of comics leads to both verbal/word-level vocabulary and meaning-making about the larger illustrated world, including inferencing with character expressions and between panels". The combination of text and images allows readers to make predictions and draw conclusions based on the characters' expressions and the sequence of panels.

Therefore, assessing the extent to which the images in "Leyendas Guayaquileñas III" provide a visual scaffold, supporting prediction and inference, is key to ensuring that the comic book effectively develops reading comprehension skills.

3.4.5 Evaluation Instrument for Evaluating Visual Images

To apply these four sections as elements that evaluate the need for adaptation of the images in the comic book "Leyendas Guayaquileñas III," a rubric was developed based on the four criteria mentioned previously. This evaluation rubric had four points (4 = Excellent, 3 = Good, 2 = Needs improvement, 1 = Inadequate) for each criterion. The objective was to evaluate each whole legend as a narrative unit, taking into account how all the visual elements work together on the pages that make up each story. The comic contains three legends of Guayaquil throughout its 47 pages, resulting in three evaluations. Each legend can achieve a maximum score of 16 points (4 per criterion), and the total score helped determine what intervention would be carried out. Scores of 16 to 14 points indicated that the legend should be prioritised in teaching, scores of 13 to 10 indicated that it should be kept as it is, scores of 9 to 6 indicated that it should be modified, and scores of 5 to 1 indicated that the images should be either removed or adapted. This approach allows for a holistic assessment of pedagogical coherence and narrative effectiveness, while providing quantifiable data to support decision-making.

Table 1 *Evaluation Rubric for Visual Images in "Leyendas Guayaquileñas III"*

Criterion	4 - Excellent	3 - Good	2 - Needs Improvement	1 - Inadequate	Score
C1: Pedagogical Purpose Do the images throughout this legend serve clear educational functions?	Consistent throughout the legend, the images provide key narrative content, clarify vocabulary and concepts, and establish context. **There is strong pedagogical consistency across all pages.**	Most images in the legend serve an educational purpose; occasional decorative elements do not detract significantly from the overall value.	Several images are decorative, or their function is unclear; the pedagogical purpose is inconsistent throughout the legend.	Most of the images in the legend are decorative; the legend lacks clear pedagogical value for learning English as a foreign language.	

C2: Cultural Relevancels Is the cultural content in this legend understandable and accessible?	All cultural elements represented throughout the legend come from the students' cultural context (Ecuador/Guayaquil) and are easily understandable.	Most of the cultural content comes from the students' cultural context; there are some unfamiliar elements, but they do not hinder understanding of the legend.	Several cultural elements require prior knowledge; contextual clues only partially aid understanding; they may pose an obstacle for some students.	The cultural content is largely unfamiliar, requires detailed explanations, or significantly hinders understanding of the legend.	
C3: Age Appropriateness Does the visual style of this legend match the maturity level of teenagers?	Throughout the entire legend, the artistic style is mature and polished; the themes attract the interest of teenagers (mystery, adventure, supernatural); a consistent professional quality is maintained.	Overall, it is age-appropriate throughout the entire legend; there are minor stylistic inconsistencies or occasional childish elements; the themes are mostly appealing to the target audience.	Notable parts of the story contain inappropriate elements (too childish or excessively violent); the themes are only somewhat appealing; inconsistent artistic quality.	Overall, the story features a childish artistic style or content inappropriate for an educational context; it fails to appeal to a teenage audience.	
C4: Language Learning Support Does this legend support reading comprehension development?	Consistently throughout the book, images provide a visual scaffold for vocabulary, the narrative sequence clearly supports prediction/inference, and the temporal-spatial context is well established on every page.	Overall, there is strong support; most sequences are clear; vocabulary, prediction and context are mostly supported throughout the caption.	Limited or inconsistent linguistic support; confusing sequences in several places	The legend is generally unclear and presents confusing visual sequences; it does not effectively support prediction skills or overall context comprehension.	

3.4.6 Evaluation Process

Each legend was evaluated by reading all its pages and assessing the visual elements (images, artistic style, character representation, and contextual illustrations) based on the four criteria. Scores were assigned based on the overall quality and consistency of the visual elements throughout each legend. After scoring, a detailed evaluation report was written for each legend, describing its strengths, identifying areas that required modification, and offering specific recommendations for the adaptation process if necessary.

3.5 Instrument for the Analysis of Translation Methods

Researchers have suggested different perspectives about the balance between how closely translators stick to the source when engaging with new target audiences and how they translate them to unfamiliar readers. The previous mindset is opposed to seeing translation as a rigid, singular process; rather, they regard it as a flexible process, depending on the nature of the text, the audience characteristics, and the intended purpose of the translation. Accordingly, translators are often forced to change their strategies as part of this process, altering presentation of what it means, how it is presented and its style as well as its cultural context. In the current study, the approach based on Newmark's (1988) work to translating and adapting the comic book offers a realistic reference for establishing a harmonious balance of loyalty toward the source text and the readability and appropriateness of the target text towards its intended audience.

Table 2 *Newmark's translation methods*

Translation Methods		
Approach	**Method**	**Description**
Source Language Emphasis	**Word-for-word Translation**	It translates words directly following the ST structure.
	Literal Translation	It converts SL grammar to TL grammar but preserves the original meaning.
	Faithful Translation	It replicates the exact meaning in context within TL grammatical limits.
	Semantic Translation	It conserves meaning while

		respecting style, tone, and cultural nuance.
Target Language Emphasis	**Adaptation**	It rewrites the text to fit the culture and conventions of the target language.
	Free Translation	It paraphrases the ST without keeping the ST structure.
	Idiomatic Translation	It utilizes idioms and natural phrases of the TL, even if the SL form is changed.
	Communicative Translation	It produces the same effect on TL readers as on SL readers.

3.6 Instrument for the Analysis of Translation Procedures

Communicative approach has defined translation procedures for meaning maintenance, cultural adaptation, and text fluency for the target audiences. The seven translation procedures proposed by Vinay and Darbelnet (1995) were adopted for comic book translation. The description of each of the translation procedures are presented in the following table:

Table 3 *Translation procedures proposed by Vinay and Darbelnet*

Translation Procedures		
Method	**Procedure**	**Description**
Direct	**Borrowing**	Using a word or expression from the source language (SL) in the target language (TL) without translation.
	Calque	Literal translation of a foreign expression into TL, keeping the structure.
	Literal Translation	Word-for-word translation that respects SL grammar and meaning.
Oblique	**Transposition**	Changing the grammatical category or structure in TL without changing meaning.
	Modulation	Changing the viewpoint, perspective, or semantic category to make TL more natural.
	Equivalence	Using a completely different expression to convey the same situation or meaning in TL.
	Adaptation	Replacing a cultural element of SL with one appropriate to TL culture.

3.7 Instrument for the Analysis of Compensations in Translation

The technique of compensation is required when there is a loss in finding an equivalent in the TT, which fails to convey what is intended to be transmitted in the ST. In order to tackle this issue, the four types of compensation mentioned by Hervey, Higgins, and Haywood (2002) are used to render this comic book. The following table describes the types of compensation:

Table 4 *Compensation in Translation proposed by Hervey, Higgins, and Haywood*

Compensation	
Types of Compensation	**Description**
Compensation in kind	The same type of loss in SL is compensated by the same type in TT.
Compensation in place	The translator compensates the loss in the same place as it occurs in the ST.
Compensation by merging	Two separate features or elements in SL are combined into one in TT to preserve meaning or effect.
Compensation by splitting	A single feature in SL is split into multiple elements in TT to preserve meaning or stylistic effect.

3.8 Instrument for the Analysis of English Word-Level Proficiency

The determination of English word-level Proficiency was possible through the use of the Oxford Dictionary and the Cambridge Dictionary, mainly in the section of English Vocabulary Profile Online (EVP Online), which provides the word-level accuracy for selecting the adequate word choice in rendering the comic book "Leyendas Guayaquileñas III", concentrating on the CEFR B1 level among teenagers. The illustration below shows the EVP tool employed for analyzing vocabulary:

Figure 3 *Cambridge Dictionary, EVP Section*

4. FINDINGS

4.1 Survey Analysis: Use of Comics in EFL Reading Instruction

The following tables and figure contain the analysis of the survey conducted among high school teachers of English as a foreign language on the use of comics as material for teaching reading in English.

4.1.1 Teacher Survey Findings

Table 5 *Demographic Characteristics of Participants*

Characteristic	n	%
District		
District 09D19 (Daule)	5	100%
Teaching Experience		
More than 6 years	5	100%
Age Groups Taught		
12–14 years old	4	80%
15–18 years old	2	40%
18 years and older	2	40%

Note. Participants were allowed to select more than one age group.

As shown in Table 5, all participating teachers belong to District 09D19 located in Daule. Regarding teaching experience, all participants (n = 5) reported having more than six years of experience. Concerning the age groups they currently teach, participants were allowed to select all applicable options. The results showed that 80% (n = 4) teach groups between 12 and 14 years old, 40% (n = 2) teach groups between 15 and 18 years old, and 40% (n = 2) reported teaching groups over 18 years old.

4.1.2 Current Teaching Practices

Table 6 *Frequency of Visual Material Use in EFL Reading Classes*

Frequency of use	n	%
Always (every lesson)	1	20%
Often (3–4 times per week)	4	80%
Rarely (less than twice a week)	0	0
Never	0	0

Note. N = 5

As shown in Table 6, most of the teachers (80%, n = 4) use visual materials often (3-4 times per week), while 20% (n = 1) use them in every class. None of the teachers selected 'rarely' or 'never'.

Table 7 *Types of Visual Materials Used in EFL Reading Classes*

Type of visual material	n	%
Textbook illustrations	4	80%
Photographs	3	60%
Comics / Graphic novels	4	80%
Infographics	2	40%
Videos / Films	3	60%
Digital images from the internet	4	80%
Student-created visuals	2	40%

Note. Participants were allowed to select more than one option. N = 5

As shown in Table 7, the most common visual materials for teaching English as a foreign language in reading classes were textbook illustrations, comics or graphic novels, and digital images from the internet, each of which was mentioned by 80% of participants. 60% of participants selected photographs and videos or films, while 40% selected infographics and student-created visuals.

Table 8 *Use of Comics or Graphic Novels in EFL Teaching*

Options	n	%
Yes, frequently	1	20%
Yes, occasionally	2	40%
No, but I would like to try	2	40%
No, I'm not interested	0	0

Note. N = 5

As shown in Table 8, only 20% (n = 1) frequently use comics or graphic novels in teaching English as a foreign language, while 40% (n = 2) use them occasionally, and the other 40% (n = 2) do not use them but would like to try. Notably, no participant selected 'No, I am not interested,' suggesting that they would be willing to use comics as teaching material.

Table 9 *Teachers' Experiences Using Comics or Graphic Novels in EFL Teaching*

Theme	Example responses
Positive student reactions	Students have good reactions
Educational value	It's very educational, and it works
Instructional effectiveness	This practice is very efficient and didactic
Student engagement	Students really enjoy the moment; they love learning with this kind of material

Note. This table summarises the responses of participants who have used comics or graphic novels (n = 4).

As shown in Table 9, thematic patterns were identified in the qualitative responses to classify teacher experience using comics or graphic novels in EFL teaching. Overall, the responses reflected positive perceptions.

4.1.3 Teachers' Opinions on Comics for EFL Reading Instruction

Figure 4 *Perceived effectiveness of comics in supporting reading comprehension in EFL teenage learners*
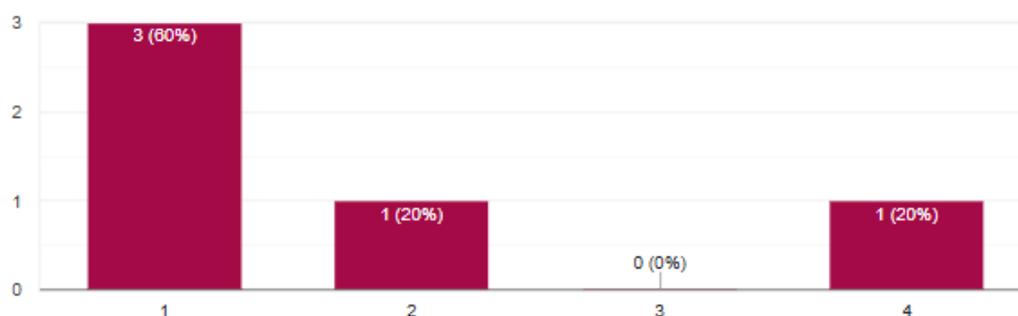
Note. N = 5

As shown in Figure 4, 60% (n = 3) of teachers selected option 1 (effective), while 20% (n=1) selected option 2, and 20% (n=1) selected option 4 (not effective). No teacher selected option 3.

Table 10 *Teachers' Agreement That Comic Images Help Students Understand Vocabulary in Context*

Options	n	%
Strongly agree (1)	5	100%
Agree (2)	0	0%
Disagree (3)	0	0%
Strongly Disagree (4)	0	0%

Note. N = 5

As shown in Table 10, all participating teachers (n = 5) strongly agreed that comic images help students understand vocabulary in context. No participants selected the options "agree", "disagree" or "strongly disagree", indicating a positive perception.

Table 11 *Teachers' Perceptions of Comics as a Motivational Tool for Adolescent EFL Reading*

Options	n	%
Strongly agree (1)	5	100%
Agree (2)	0	0%
Disagree (3)	0	0%
Strongly Disagree (4)	0	0%

Note. N = 5

As shown in Table 11, all participating teachers (n = 5) strongly agreed that comics motivate adolescent students to read in English. No participants selected the options "agree", "disagree" or "strongly disagree", indicating a positive perception regarding the motivational value of comics in EFL teaching.

Table 12 *Teachers' Perceptions of The Appropriateness of Comic Images for Teenage Students*

Options	n	%
Strongly agree (1)	5	100%
Agree (2)	0	0%
Disagree (3)	0	0%
Strongly Disagree (4)	0	0%

Note. N = 5

As shown in Table 12, all participating teachers (n = 5) strongly agreed that comic book images are suitable for adolescent students. No participants selected the options "agree", "disagree", or "strongly disagree"; this result indicates a positive perception.

Table 13 *Teachers' Perceived Benefits of Using Comics to Teach English Reading Skills to Teenagers*

Benefits	n	%
Increases student engagement and motivation	5	100%
Provides visual context for vocabulary	4	80%
Promotes cultural awareness	4	80%
Supports comprehension of narrative structure	3	60%
Makes reading more accessible for struggling readers	1	20%
Connects with students' interests and popular culture	1	20%
Helps visualise abstract or complex concepts	1	20%

Note. N =5. Participants were allowed to select up to three options; therefore, percentages exceed 100%.

As shown in Table 13, all participating teachers identified increased student participation and motivation as one of the main benefits of using comics in teaching English reading. 80% of participants selected that comics provide visual context for vocabulary and promote cultural awareness. 60% of participants selected that comics support understanding of narrative structure, while 20% of participants selected that comics make reading more accessible for struggling readers, connect with interests, and help visualise abstract or complex concepts.

Table 14 *Teachers' Perceived Challenges of Using Comics to Teach English Reading Skills to Teenagers*

Challenges	n	%
Finding age-appropriate materials	5	100%
Lack of training on how to use them effectively	3	60%
Limited availability of quality materials	3	60%
Cultural content may be difficult to understand	2	40%
Images may be too distracting	2	40%

Students may not take comics seriously	1	20%
Difficult to align with curriculum objectives	1	20%

Note. *N = 5.* Participants were allowed to select up to three options; therefore, percentages exceed 100%.

As shown in Table 14, all participating teachers (100%) identified finding age-appropriate materials as the main challenge when using comics to teach reading in English. In addition, 60% of participants selected the lack of training on how to use comics and the limited availability of quality materials as challenges. Other challenges mentioned by 40% of participants were difficulties in understanding cultural content, and that images can be a distraction in class. The 20% of participants selected that students would not take comics seriously and that there would be difficulties in aligning comics with curriculum objectives.

4.1.4 Overall Analysis of Survey Analysis

The results of the survey show a positive attitude towards the application of comics in teaching English reading to teenage students. There was consistency in the application of visual materials among the five participating teachers, and an open attitude towards using comics as a teaching aid. In addition, the unanimous agreement of the teachers to the statements provided by the Likert scale indicates that the teachers were highly in support of the application of comics; among this small group of teachers at this institution, comics represent a potential resource for teaching English as a foreign language. The challenges, as seen from the results, were mainly the search for materials and the lack of training in the application of these materials.

4.2 Visual Image Evaluation Findings

The following tables show a visual evaluation of the comic book "Leyendas Guayaquileñas III". Each of the legends was assessed individually using a rubric based on four criteria: pedagogical purpose, cultural relevance, age appropriateness, and language learning support. Each parameter was rated on a scale of 1-4, giving a maximum total of 16. The evaluation aimed to determine the suitability of visual images for teenage learners of English as a foreign language and to identify any modifications that may be required. Table 12 summarises the scores achieved by each legend, as well as any action decisions.

Table 15 *Summary of Visual Image Evaluation Scores for "Leyendas Guayaquileñas III"*

Legend	C1	C2	C3	C4	Total	Decision
Las Palomas de Fray Simplón	3	4	4	3	14/16	KEEP - PRIORITISE
Guayas and Kil	3	4	2	3	12/16	KEEP - RETAIN
San Jerónimo y el mono de Chongón	3	4	3	4	14/16	KEEP - PRIORITISE

Note. Legends 2 and 3 require visual adaptations to meet age-appropriate educational standards, despite having obtained passing grades.

Table 16 *Legend 1: "Las Palomas de Fray Simplón"*

Criterion	Score	Justification
C1: Pedagogical Purpose	3/4	Most images in the legend serve clear educational purposes, providing key narrative content, clarifying vocabulary and concepts. The visual elements support reading comprehension of the story's progression. Some decorative elements do not detract from the overall pedagogical value.
C2: Cultural Relevance	4/4	All cultural elements represented throughout the legend come from the students' L1 background (Ecuador/Guayaquil) and are understandable. The legend recognises Guayaquil iconography like "Juan Pueblo". Colonial-era cathedral architecture that remains visible in the city, and pigeons that inhabit Guayaquil's downtown area. Visual

Criterion	Score	Justification
		representations of familiar landscapes, like huts and well-preserved colonial architectural details. Students can easily connect these visual elements to their daily environments.
C3: Age Appropriateness	4/4	Throughout the entire legend, the artistic style is mature and polished. The adventure theme, combined with historical and miraculous elements, engages teenagers' interest. The colour palette (Bitonal) with limited gradients and strategic shadowing creates atmosphere, resulting in visually striking images appropriate for the target age group.
C4: Language Learning Support	3/4	Overall, there is strong support throughout the legend. Clear visual sequences support narrative comprehension, vocabulary is well-represented through nouns (pigeons, cage, church), and action verbs are visually depicted. Prediction and context are supported throughout the caption. However, the artist's choice to use heavy shadowing and silhouettes (pages 8-9) reduces the clarity of the character's facial expression.

Legend 1 scored 14/16, qualifying it for the status KEEP - PRIORITISE. The legend offered solid opportunities for teaching concrete nouns, action verbs, scene descriptions, narrative comprehension, and above all, cultural learning. Although the drawing style in certain images may make it difficult to understand certain parts of the story, it does not significantly decrease the overall effectiveness of the legend. The material is suitable for teenage students and is a good example of culturally based reading material that supports the teaching of English as a foreign language.

Table 17 *Legend 2: "Guayas and Kil"*

Criterion	Score	Justification
C1: Pedagogical Purpose	3/4	The images in the legend are expressive and enhance the narrative of the story. The visual elements clearly represent actions, emotional states, and contexts. The legend shows authentic historical content from Ecuador along with representations of indigenous cultural elements (traditional clothing, sculptures, foods, ceremonial practices). The decorative elements do not detract from the educational value of the whole.

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C2: Cultural Relevance	4/4	The cultural elements presented in the legend are representative of the Ecuadorian context and easily understandable for students. The narrative effectively describes the arrival of the Spanish conquistadors in indigenous communities, with recognizable characters such as Juan Pueblo as the narrator. Traditional indigenous elements stand out in the story (Kill's clothing) as do ceremonial figures (chamán) and regional fauna (monkeys, parrots), Amazonian/jungle landscapes with characteristic vegetation, and indigenous cultural elements (sculptures, ceremonial objects). Furthermore, the narrative of Guayas and Kill represents a fundamental story of Ecuadorian cultural heritage, making it highly relevant for students.
C3: Age Appropriateness	2/4	The legend contains key visual elements that need to be modified for educational use with adolescent students. The images include graphic scenes of violence, visible blood in scenes of conflict, the use of weapons in combat situations, and partial nudity of characters. While these elements are essential to telling the story authentically, they are inappropriate as teaching materials. The thematic content (indigenous resistance, cultural conflict, sacrifice) is appropriate and appealing to adolescent students, but the specific visual images must be adapted to meet educational standards.
C4: Language Learning Support	3/4	The narrative structure of the images greatly helps to understand the sequence of the story. The images clearly show the situation and how it progresses, which helps to understand time and space. The legend effectively combines visual narrative elements, helping students understand past events, geographical contexts, and relationships. The characters' expressions are usually clear, making it easy to understand their emotional states and motivations.

Legend 2 scored 12/16, so it is KEEP - RETAIN, but modifications were necessary to make it age-appropriate. This legend shows images of exceptional cultural and educational value from Ecuador. The legend's strengths were the clear expressions and the detailed settings that provide a rich context for descriptive language. Pages 13, 14, 15, 19, 23, 24-25, 28 (animals), and 33 offered educational opportunities and should be prioritized in teaching activities.

However, the legend required modifications to visual elements as they were inappropriate for the age and educational contexts. Specifically, twelve pages (13, 16, 17, 18, 20, 21, 22, 25, 26, 28, 29, 31 and 32) contain representations of blood, partial nudity, graphic violence or inappropriate contexts that will be adapted. These modifications, achievable through drawing and AI-assisted digital tools, will not alter the narrative or cultural value of the legend.

Table 18 *Legend 3: "San Jerónimo y el mono de Chongón"*

Criterion	Score	Justification
C1: Pedagogical Purpose	3/4	The images presented in this section of the comic contribute to narrative and cultural understanding, as they feature visual elements that clearly represent the interactions between characters, religious ceremonies, cultural objects (the statue of Saint Jerome, the statue of the Chongon monkey) and Amazonian wildlife. Some landscape images are mainly used to create atmosphere, but most of the visual elements provide pedagogical support.
C2: Cultural Relevance	4/4	This legend is highly culturally relevant, presenting the origin of the famous Ecuadorian phrase "Great friends and inseparable, like Saint Jerome and the Monkey of Chongon," a saying that expresses the strong friendship between two people. Juan Pueblo appears as the narrator again, establishing an immediate cultural connection with the city of Guayaquil. The legend also describes the arrival of Christianity in indigenous communities. In addition, elements such as characteristic regional fauna, such as monkeys, toucans, and tapirs, are observed. The Ecuadorian cultural context is present in elements that students can easily understand and relate to their native linguistic background.
C3: Age Appropriateness	3/4	The images in the legend are very appropriate and appealing to students, telling a fun and light-hearted story about friendship, cultural diversity and the formation of peaceful relationships, themes that resonate with the values of teenagers. The artistic style is mature and polished, with colourful, detailed and relevant illustrations. However, the culturally normative representations of indigenous peoples require minor adjustments to meet educational material standards. The necessary modifications are simple and do not diminish the cultural authenticity or narrative interest of the legend.

C4: Language Learning Support	4/4	The visual elements provide excellent support for the development of reading comprehension. The characters' expressions are clear at all times and, together with their actions, effectively transmit the emotions necessary to understand each character's narrative progression. The colourful illustrations of the landscape establish the spatial and cultural context, and the visual sequence clearly facilitates understanding of the temporal progression, cause-and-effect relationships, and narrative structure, from the introduction to the conflict and conclusion.

Legend 3 scored 14/16, qualifying it for KEEP - PRIORITISE status. This legend definitely represents the combination of cultural significance and pedagogical effectiveness. The legend stands out through an authentic historical narrative and recognisable Ecuadorian fauna; excellent support for reading the language through clear expressions, relevant actions and visual sequences, as well as highly appropriate thematic content presented in an attractive and colourful artistic style.

The modifications needed are minor and straightforward, involving only the addition of basic clothing to the indigenous characters on nine pages (cover, 35, 36, 37, 38, 39, 40, 42, 44, 46). These adjustments can be implemented efficiently using drawing or AI-assisted tools without compromising cultural authenticity or visual quality. The legend's cheerful, optimistic tone makes it highly engaging while promoting sophisticated learning about historical and cultural connections. Even with modifications, the comic will retain all of its cultural authenticity.

4.3 Translation Analysis

This adaptation of the comic book is aimed at the audience of teenagers with B1 level proficiency. The tool employed for analyzing the level of vocabulary in rendering the text was English Vocabulary Proficiency (EVP), a webpage from the section of the Cambridge Dictionary, to ensure limited use of words with a CEFR C1–C2 level. The use of advanced vocabulary can impede comprehension, leading to stress and producing adverse effects in teaching. According to Waring and Nation (2004), "If a text contains too many unknown words, the reader must process the text intensively and slowly which

changes the reading into a study activity rather than a fluency building one"
(p. 99). They also emphasize that through extensive reading, readers would
grasp new vocabulary through incidental reading. (Waring and Nation, 2004).
For this rendering, words from CEFR B2 were selected.

Table 19 *Analysis of the English Word-Level Proficiency*

Source Text (ST)	Direct Translation (EVP)	Word Choice (EVP)	Analysis
Palomas	Pigeons (B2)	Pigeons (B2)	The term "pigeons" is categorized as a B2 level, which provides the lexical equivalent as in the ST. This word is kept based on the suggestion of Waring and Nation (2004), explaining that incidental learning is how students are exposed to new words.
Feligreses	Parishioners (C2)	Church members (A2)	"Parishioners" is the suitable term for the ST "feligreses", but this term is classified as a C2 level, which is not appropriate for the target audience's English level. With the aim of achieving an equivalent effect, the strategy of compensation by splitting is applied by expanding the ST, which is one term, to the TT using two terms in the A2 level to preserve the lexical meaning.
Atónito	Stunned (C2)	Shocked (B1)	The ST word "atónito" is not common in everyday Spanish speech; it is most used for literary texts as the term "stunned." In order to prioritise the desired level of the text, the lexical term "shocked" was chosen, which fits the level and semantic context.

Limosna	Alms (C2)	Charity (B1)	The lexical item "alms" is specialised as it is a religious term that matches the contextual meaning, leading to an equivalent effect for the ST. However, it does not meet the appropriate level intended for the rendering, resulting in the lexical choice "charity". Even though the term "charity" does not generate the same effect as it would with the direct translation, the prevalence in the rendering is not to overload the target readers with highly complex lexical items.
Animadversion	Hostility (C2)	Hate (A2)	"Animadversion" is a high-register lexical item, not common in daily speech in Spanish-speaking countries. Therefore, the unit "hostility" is considerably adopted for literary texts as the ST. "Hate" is a word that serves as an equivalent for the ST without exceeding the target reader level.
Ornamentos	Ornaments (C2)	Decorations (B2)	"Decorations" reflects the semantic value of the ST. In addition, this word is constantly repeated in the legend "Guayas and Kil", which reinforces the suggestion of Waring and Nation (2004), mentioning that repetitive words during incidental reading, can foster readers to be introduced to learn new vocabulary.
Cacique	Chief (B2)	Chief (B2)	The item "chief" is retained since it fits in the lexical context of "cacique", referring to an indigenous

		52	leader, and it also conveys the literary effect as in the ST.
Cristianizar	Converting (C2)	Changing (B1)	"To convert" denotes a religious transformation that is terminologically precise and equivalent to the ST; however, it does not align with the target readers' proficiency level. As a result, compensation in kind was employed from the direct translation "Converting" to "Changing the natives' religion" since the term "to convert" already denotes the meaning of changing one person's religion to another without adding more detail.
Venerar	Worship (C2)	Pray (A2)	The lexical term "worship" is formal and abstract, referring to deep reverence, while "pray" is simple and concrete, suitable for the target readers' proficiency level. "Pray" was chosen to match the target readers' level while preserving the core meaning.
Milagro	Miracle (C1)	Amazing event (B1)	"Miracle" is a formal and religious term that reflects the contextual meaning of the ST, producing an equivalent in the TT, but it does not reflect the intended level for the comic book. While "amazing event" is simpler and more concrete. "Amazing event" was chosen to match the target readers' level while keeping the meaning accessible.

Note. Created by the authors.

5. CONCLUSIONS

In the light of the findings retrieved from the literature review combined with the positive responses gathered through the survey given to teachers from district 09D19's schools, it can be claimed, provided no study that shows otherwise was found, that culturally relevant reading material, such as the adapted literary and visual features of the comic book "Leyendas Guayaquileñas III," has the potential to contribute to the development of reading comprehension in teenage students learning English as a foreign language.

The translation was done at a B1 level, preserving without diminishing the culturally relevant expressions and vocabulary that reflect Guayaquil's heritage. The literature review showed that local literature positively contributes to developing reading comprehension from the cultural perspective of students, increasing their motivation and supporting their learning process. This study demonstrated that high school teachers agree with these theoretical foundations and that comic books have a positive view as teaching tools. They also concurred that the images presented in the comics facilitate the acquisition of reading skills, thus considering it a potentially suitable and motivating material for reading in English.

It is crucial to highlight that this study's approach was theoretical in nature, based on a review of the literature and the perceptions of a narrow group of teachers, rather than on direct application in the classroom with students.

This project showed how using local literature alongside engaging materials may facilitate reading comprehension and influence teenage students meaningfully. Adapting and translating "Lengendas Guayaquileñas III" for teaching English as a foreign language is both feasible and beneficial. The legends of Guayaquil provide interesting, pedagogically relevant material to support students in their development of English reading skills while improving their understanding of their own culture and history.

6. RECOMMENDATIONS

It is suggested that culturally relevant materials should be incorporated to foster students' identity through learning to read in English, thus enabling students to acquire information about their history and culture while improving their language skills.

It is also recommended to emphasize the importance of using the visual elements of comics strategically to support reading comprehension skills, especially in the case of students who have difficulties with traditional text-based materials.

7. PROPOSAL

This project aimed to develop a culturally relevant digital comic book and a booklet for English as a Foreign Language (EFL) reading comprehension based on the translated comic book "Leyendas Guayaquileñas III" for teenage students. The booklet will include 9 reading comprehension exercises, 6 vocabulary activities, and 3 discussion prompts, along with a cover page, introduction, and table of contents, ensuring compatibility with e-reader formats, for a total of approximately 12-15 pages of educational material. Teachers can utilise this booklet as supplementary material in EFL lessons, exposing learners to their own history and cultural background.

General Data			
Project Title:	**Adaptation of the Comic Book 'Leyendas Guayaquileñas III' into a Digital EFL Reading Comprehension Booklet for Teenage Students in Guayaquil.**		
Project Team:	Valeria Poveda Crespo and Sammy Wu Li		
Main Objective:	To develop a culturally relevant English as a Foreign Language (EFL) reading comprehension digital booklet based on the translated comic book "Leyendas Guayaquileñas III" for teenage students aged 15 to 18 in Guayaquil, to be completed within 30 weeks.		
Specific Objectives:	To develop and integrate 9 reading comprehension exercises (3 per legend), 6 vocabulary activities (2 per legend), and 3 discussion prompts (1 per legend) based on the translated comic content by week 10, aligned with B1 CEFR descriptors.		
	To design and structure a 12-15 page digital booklet by week 28, containing reading comprehension exercises, with a user-friendly navigation system compatible with e-reader formats.		
	To validate the digital booklet's effectiveness and pedagogical appropriateness by week 30 through review and feedback from at least 2 certified EFL teachers		
Execution	Starting	Ending	

time:				
Evaluation time:	Starting		Ending	

Project Description
Justification: This project is justified because culturally relevant materials are essential for effective EFL learning since traditional English materials tend to focus on foreign cultures, creating a disconnect. Research shows that when students engage with familiar cultural narratives in the target language, motivation and reading comprehension improve. In addition, comics, as multimodal texts, facilitate understanding of meaning. Implementing this culturally-based approach can transform reading instruction by validating cultural heritage while developing English proficiency.

Execution Matrix						
Objective (number)	**Activity**	**What will be done**	**What change is expected - Outcomes**	**Resources**	**Time**	**Responsibility**
S.O.1	Develop reading comprehension exercises	Create 9 reading comprehension exercises, 6 vocabulary activities and 3 critical thinking discussion promps aligned with B1 level.	A complete set of 18 structured educational activities aligned with B1 CEFR descriptors and appropriate for teenage learners	word/google drive, canva	10 weeks	Team members
S.O.2	Design digital booklet	Organise the 12-15 page exercises into a complete digital booklet that includes a cover page,	A complete digital EFL booklet containing reading comprehension activities based on the legends	canva/heyzine	18 weeks	Team members

		introduction, and table of contents, ensuring compatibility with e-reader formats.				
S.O.3	Validate booklet with certified EFL teachers	Select at least two teachers of English as a foreign language to evaluate the booklet and gather feedback through an interview: pedagogical relevance, alignment with CEFR level B1, cultural relevance, and age appropriateness (using a rubric).	A validated, pedagogically sound digital booklet ready for classroom implementation,	Validation rubric, Interview	2 validation sessions (60 minutes each)	English Teachers, Team members

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9. APPENDICES

Appendix A

Permission to Use the Comic Book Script.

Guayaquil, 9 de febrero de 2026

Señor
Melvin Hoyos Galarza
Guionista y Director Editorial
Presente.–

De nuestra consideración:

Reciba un cordial saludo. Nos dirigimos a usted como estudiantes de la Universidad Católica de Santiago de Guayaquil, de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés, para solicitar respetuosamente su autorización para el uso y traducción íntegra del guion del cómic "Leyendas Guayaquileñas III".

Nuestro trabajo de titulación se titula: "Adaptation of Ecuadorian Reading Material for the Development of Cultural Awareness and Comprehension Skills among Teenage Learners in District 09D19 through the Use of a Translated Version of the Comic Book 'Leyendas Guayaquileñas III'", bajo la tutoría de la MSc. Sara Inés Rivadeneira Enríquez.

El objetivo es traducir completamente el contenido del cómic del español al inglés para su uso como material didáctico con fines exclusivamente académicos y sin lucro.

Atentamente,

Wu Li Sammy Zhi Tong
Poveda Crespo Valeria Camila

AUTORIZACIÓN

Yo, _Melvin Hoyos Galarza_____, autorizo el uso y la traducción del guion del cómic "Leyendas Guayaquileñas III" para fines académicos, sin lucro, dentro del trabajo de titulación mencionado.

Firma: _____

Nombre: _Melvin Hoyos Galarza_

Fecha: _09 de febrero de 2026_

Appendix B

Permission to Use the Comic Book Illustrations.

Guayaquil, 9 de febrero de 2026

Señor
Klever Flores Viteri
Ilustrador del cómic "Leyendas Guayaquileñas III"
Presente.–

De nuestra consideración:

Reciba un cordial saludo. Nos dirigimos a usted en calidad de estudiantes de la Universidad Católica de Santiago de Guayaquil, de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés, con el fin de solicitar respetuosamente su autorización para el uso de las imágenes del cómic "Leyendas Guayaquileñas III" en nuestro trabajo de titulación.

El proyecto se titula: "Adaptation of Ecuadorian Reading Material for the Development of Cultural Awareness and Comprehension Skills among Teenage Learners in District 09D19 through the Use of a Translated Version of the Comic Book 'Leyendas Guayaquileñas III'", bajo la tutoría de la MSc. Sara Inés Rivadeneira Enríquez.

Nuestro propósito es traducir íntegramente el cómic del español al inglés y conservar sus ilustraciones originales para mantener el formato narrativo y visual de la obra. Asimismo, se realizarán pequeñas modificaciones en la vestimenta de los personajes, únicamente con fines de adecuación a la edad del público objetivo. Dichas modificaciones no alterarán la esencia artística ni el contenido narrativo original de la obra.

El uso de las imágenes será exclusivamente académico, dentro del marco del trabajo de graduación, sin fines de lucro ni explotación comercial, y respetando plenamente los derechos de autor.

Atentamente,

Wu Li Sammy Zhi Tong
Poveda Crespo Valeria Camila

AUTORIZACIÓN

Yo, <u>Klever Flores Viteri</u>   , en calidad de ilustrador, autorizo el uso de las imágenes del cómic "Leyendas Guayaquileñas III", así como la realización de mínimas modificaciones en la vestimenta de los personajes con fines de adecuación etaria, exclusivamente para uso académico y sin lucro, dentro del trabajo de titulación mencionado.

Firma: _____

Nombre: Klever Flores
_____

Fecha: 17/02/2026

Appendix C

Instrument for Data Collection: Teacher Survey Questionnaire

Link to Teacher Survey Questionnaire:

https://docs.google.com/forms/d/e/1FAIpQLSdvhh_94BOIFS-UG7BYsLV2Sker5uAqpRk0jr8UM_N49FYHVw/viewform?usp=header

Appendix D

Adapted Comic Book for B1 Learners

Link to Adapted Comic Book:

- **https://heyzine.com/flip-book/e5957d422b.html**

- **https://drive.google.com/file/d/1zl7_l7HcbaOnAwj6-BA9far0I_jMBB4D/view?usp=drive_link**

Appendix E

Instructional Booklet for Reading Comprehension Activities

Link to Instructional Booklet:

- **https://heyzine.com/flip-book/4447acaf79.html**

- **https://drive.google.com/file/d/1IrVQhLOPhnFBjJlVJvi9A8zYQ-GixjEa/view?usp=sharing**

DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Poveda Crespo, Valeria Camila**, con C.C: # **0929987543** y **Wu Li, Sammy Zhi Tong**, con C.C: # **0929291821** autores del trabajo de titulación: **Adaptation of Ecuadorian Reading Material for the Development of Cultural Awareness and Comprehension Skills among Teenage Learners in District 09D19 (Daule) through the Use of a Translated Version of the Comic Book "Leyendas Guayaquileñas III"** previo a la obtención del título de **Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros** en la Universidad Católica de Santiago de Guayaquil.

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

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PALABRAS CLAVES/ KEYWORDS:	EFL, adaptation, translation, reading comprehension, comic book, culture.

RESUMEN/ABSTRACT (150-250 palabras): This project consists of an adaptation of the comic book "Leyendas Guayaquileñas III" as culturally relevant reading material to develop reading comprehension skills among teenage students of English as a foreign language (EFL). The process included translating a comic book, evaluating and adapting its visual images, where applicable, and designing an educational booklet with reading comprehension activities. The data showed that secondary school teachers had a positive attitude about comics to develop reading comprehension skills among students, acknowledging the ability they have to increase student participation and engagement. On the other hand, the evaluation of the visual images and linguistic content confirmed that the three comic book legends have significant cultural and educational value. Overall, this project proves that locally, and linguistically adapted literature can become an effective tool for the practice of reading English as a foreign language, since it may foster language learning as well as cultural knowledge among teenage readers.

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