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Contextualized Storytelling, Professional Teacher Development, and Audiovisual Resources for EFL Learning in Early Childhood Education: The Case of “Aula Manglar” in the Galapagos Islands

Persistent lymphadenopathy in an infant: tuberculous lymphadenitis with seropositivity for *Toxocara canis* and *Bartonella henselae*

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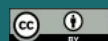
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Abstract

Although context-based instructional materials, teacher education, and active pedagogical methodologies are necessarily important in early language learning, rural and isolated places often use standard curricula not linked to local context. This article shares the conclusions of a project carried out by Universidad Yachay Tech in the Galapagos Islands under the name of Proyecto de Vinculación con la Sociedad (Code: VS_PG_02_PY_09_FC). The initiative designed, implemented, and validated contextualized audiovisual and pedagogical resources—specifically through the open-access storytelling series “Orion and Isabella’s Adventures” published by Editorial UNAE—to strengthen English as a Foreign Language (EFL) learning among basic education children in the “Aula Manglar” classroom environment. The objective of this study is to describe, in an integrated manner, the design and implementation of these contextualized storytelling materials together with the accompanying teacher professional development process, and to present initial evidence of how this combined intervention relates to children’s engagement, confidence, and reading interaction. Based on established frameworks for teacher professional development, the present study provides evidence of the initial collaborative diagnostic meetings with local English teachers from partner institutions (Educational Institution/UE Stella Maris and Educational Institution/UE Jacinto Gordillo) and committed volunteers from the Manglar School. Using a qualitative-descriptive methodology and based on systematically logged field notes (bitácora) obtained during face-to-face pedagogical events beginning in June 2026, the study identifies a total of 46 separate institution-based interventions, including 18 sessions dedicated to “Aula Manglar”; 7 Conversation Club interventions among secondary-level schools, and 10 hybrid community sessions. As a result of data collected by local teachers, many critical gaps were identified within modern methodology and schools’ alignment with the national curricular threads of the Ecuadorian curriculum. This made it necessary to co-design a plan of action to work toward integrating local educational needs/suggestions with the targeted customization of instructional materials. The evidence reveals that providing vocabulary, grammar usage, and reading comprehension that are rooted in familiar ecological/cultural context, combined with specific professional development for teachers, teaches students to be more engaged situationally, more confident communicatively, and more inclined to interact with printed text.

Keywords: contextualized material, storytelling, teacher training, professional development, curriculum threads.

Resumen

La adquisición temprana de una segunda lengua requiere materiales didácticos adaptados al contexto, docentes en constante formación y metodologías que promuevan la participación del estudiantado. A pesar de ello, numerosas comunidades rurales e insulares continúan trabajando con currículos estandarizados que no reflejan sus realidades sociales, culturales ni educativas. Este artículo expone los resultados de una iniciativa de vinculación con la sociedad (Código: VS_PG_02_PY_09_FC) impulsada por la Dirección de Idiomas de la Universidad Yachay Tech en Puerto Villamil, Isla Isabela, Galápagos. En este proyecto se diseñaron, implementaron y validaron recursos pedagógicos y audiovisuales contextualizados—específicamente a través de la serie de cuentos de acceso abierto “Orion and Isabella’s Adventures”, publicada por Editorial

UNAE— con el propósito de fortalecer el aprendizaje del inglés como lengua extranjera (EFL) en niños de educación básica dentro del espacio denominado “Aula Manglar”. El presente estudio tiene como objetivo describir de manera articulada el diseño y la implementación de materiales contextualizados basados en storytelling, así como el proceso de desarrollo profesional docente que acompaña su aplicación. Asimismo, busca aportar evidencia preliminar sobre la relación entre esta intervención y el interés, la confianza y la interacción de los niños durante las actividades de lectura. Desde los fundamentos teóricos del desarrollo profesional docente, se examinan los primeros encuentros diagnósticos y participativos realizados con los profesores de inglés de las instituciones aliadas, la Unidad Educativa (UE) Stella Maris y la UE Jacinto Gordillo y con los voluntarios de la Escuela Manglar.

El estudio adopta un enfoque cualitativo de alcance descriptivo y se sustenta en el análisis sistemático de las bitácoras de campo elaboradas durante las intervenciones presenciales desarrolladas en junio de 2026. En estos registros se documentaron 46 acciones institucionales autónomas, entre las cuales se incluyeron 18 sesiones del “Aula Manglar,” 7 talleres del Club de Conversación dirigidos a estudiantes de secundaria, y 10 jornadas comunitarias en modalidad híbrida. Los aportes de los docentes locales permitieron reconocer brechas importantes tanto en el uso de metodologías contemporáneas como en la articulación de las prácticas pedagógicas con los ejes curriculares oficiales del sistema educativo ecuatoriano. En respuesta a estas necesidades, se diseñó de manera colaborativa un plan de acción que incorporó las experiencias, recomendaciones y expectativas del profesorado en el proceso de adaptación de los materiales. Los resultados preliminares sugieren que vincular el vocabulario, las estructuras gramaticales y la comprensión lectora con el contexto ecológico y cultural del estudiantado, junto con un acompañamiento docente focalizado, puede favorecer el interés situacional, fortalecer la confianza comunicativa y promover una interacción más activa de los niños con los textos escritos.

Palabras clave: material contextualizado, storytelling, capacitación docente, desarrollo profesional, ejes curriculares.

1. Introduction

There is a strong connection between how children learn foreign languages and their emotional experiences, cognitive development and their culture, all of which are heavily influenced by their immediate environment (Bruner, 1983; Celce-Murcia, 2014; Vygotsky, 1978). However, in Ecuador, EFL is commonly taught in settings that have large differences between the way EFL is taught and the students’ experience learning EFL in their community. For example, rural, remote, and coastal areas such as the

Galapagos Islands have varying forms of implementation to teach EFL. Standard public textbooks and generic international curricula are rarely reflective of the hyper-local environmental, ecological, and social dynamics of insular regions. As stated by Tomlinson (2012) in the framework of materials development theory, this disconnect leads to a lack of pedagogical coherence, leading to lower student engagement and fewer opportunities for cognitive support. EFL teachers observe that authentic and meaningful experience

is vital for young learners in developing a stable lexicon without undergoing mental fatigue or psychological alienation (Nunan, 2015; Richards & Rodgers, 2014).

Teacher training scaffolds are of equal importance to contextualized materials making. The process of change influenced by contextualized materials will only occur if trained teachers and effective institutional support personnel are present who possess current knowledge in student-centred methods of teaching (Borg, 2015; Harmer, 2015). In the instance of isolated locations like Isla Isabela, the geographical distance places a lot of obstacles to the ongoing process of Continuing Professional Development (CPD) concerning modern methods such as the use of Task-Based Learning (TBL) and storytelling. Hence, there is a need for sustainable educational change that involves two components: making contextualized materials and participation in a strong partnership with local teachers and volunteers to integrate their ideas in the teaching process (Darling-Hammond *et al.*, 2017; Freeman, 2016; Burhan *et al.*, 2024).

To address these socio-educational inequities, the Language Center (Dirección de Idiomas) at Yachay Tech University launched the Community Outreach Project (Proyecto de Vinculación con la Sociedad) titled “Orion and Isabella: Desarrollo de recursos audiovisuales y pedagógicos para fortalecer el aprendizaje del idioma inglés en niños de educación básica en la comunidad educativa de Santa Isabella, Galápagos” (Code: VS_PG_02_PY_09_FC), articulated alongside the institutional program “Fortalecimiento del conocimiento del idioma inglés en la sociedad.” This project involves

the participation of higher-education students from advanced English levels (Levels 3 to 6) in real-life material design. The project combines academic skills and community-based needs.

The focused intervention strategy is based on storytelling using the free narrative universe of Orion and Isabella’s Adventures, published in Editorial UNAE (Cazco Maldonado *et al.* 2022, 2023). Storytelling can be defined as an immersive medium in the pedagogy of young learners, which makes it possible to skip the traditional approach in teaching grammar (Ellis and Brewster 2014; Wright 2008; Alkilani & Zhang, 2024) and to enable young learners to experience the functioning of cognitive mechanisms of understanding, empathy, and contextual memory acquisition. Children should be taught how to read because reading is an important factor in vocabulary acquisition, phonology differentiation, and creative thinking (Cameron 2001; Shin and Crandall 2014). The activity presented in this project corresponds to the mandatory curriculum priorities established by the Ecuadorian Ministry of Education (Ministerio de Educación, Deporte y Cultura [MINEDUC]) because it prescribes how to involve communication and cultural understanding, verbal communication, reading, and art into each academic subject (MINEDUC, 2026).

Objectives. The general objective of this study is to describe and analyze, in an integrated manner, the design, implementation, and initial evaluation of contextualized storytelling materials and the accompanying teacher professional development process carried out through the “Aula Manglar” initiative. The specific objectives are: (a) to characterize the

collaborative diagnostic process conducted with local English teachers and community volunteers; (b) to describe the co-design and contextualization of the “Orion and Isabella’s Adventures” storytelling materials in response to teachers’ needs; and (c) to present descriptive evidence of the implementation’s reach and of children’s engagement, confidence, and reading interaction during the “Aula Manglar” sessions.

2. Problem Statement and Justification

The structural problems of EFL instruction within the Galapagos context include geographical separation, absence of professional teacher training, and lack of pedagogic materials relevant to the learners’ experiences. Standardized textbooks often present vocabulary items in a very distant, urban, or exotic manner (e.g., public transportation, skyscrapers, plants in a cold climate), which seems completely irrelevant for the student living in a remote coastal area. When children fail to relate language items to their surroundings, there is loss of retention, and mechanical memorization is evident (Ghosn, 2013).

In addition, the presence of insufficient quantity of high-quality culture-specific literature in rural areas leads to a lack of interest in children’s literature in general, which negatively impacts the children’s reading habits, as not having anything interesting makes the process of reading seem boring to them. The process of acquiring reading skills is necessary in order to build up an essential literacy framework needed for acquiring cognitive academic language proficiency (Cummins, 2000). If the child does not

find any literature that reflects his/her reality and surroundings, then reading will be perceived as another school task, which needs to be performed rather than an exciting activity. For EFL educators, a major professional challenge is finding a compromise between linguistic difficulty and contextual familiarity in assigned tasks in order to refrain from cognitive overload (Pinter, 2017).

The issue is compounded by the historical exclusion of local primary school teachers and community volunteers in the curriculum design process. Teachers are often required to follow a prescribed set of standardized books, which are not customized for local needs. It is therefore vital to put in place the appropriate training for these teachers and community volunteer coaches who understand their pupils’ profile concerning cognitive and behavioral aspects. Failure to take into consideration their operational suggestions results in disconnection between top-down resources and the actual situation in the classrooms (Kumaravadivelu, 2012; Wedell, 2009). Therefore, establishing an effective, sustainable bilingual framework requires the systemic collection of field-based data on teachers’ experiences, challenges, and pedagogical preferences.

The Editorial UNAE Orion and Isabella’s Adventures series allows teachers to use storytelling as a tool to respond to this specific vulnerability. By placing a curious, green alien (Orion) who is new to Earth next to a local human girl (Isabella) who is also learning her own environment, the stories create a cognitive connection for the students. As the characters journey through the story, they will define, describe, and interact

with their environment (i.e., use English) just like the student will. This framework provides an organic justification for vocabulary introduction (e.g., marine iguanas, blue-footed boobies, and volcanic formations) and establishes a low-affective-filter atmosphere (Krashen, 1982) where reading is transformed into an interactive, communal adventure. When literacy instruction reflects the local context, children are more likely to perceive reading as a familiar and empowering resource for environmental stewardship and intercultural communication. Accordingly, this study addresses three closely related challenges: (a) the limited availability of teaching materials that represent the island environment; (b) the lack of pedagogical guidance and professional-development opportunities that would enable local teachers to adapt or develop these resources; and (c) the difficulties children experience in acquiring vocabulary, using grammatical structures, and developing reading comprehension when classroom content is disconnected from their everyday surroundings.

3. Methodology

The study adopts a qualitative descriptive methodology grounded in the principles of action research and university-community engagement (*vinculación con la sociedad*). The location of the action research was the “Aula Manglar” classroom situated within the Manglar school environment in Puerto Villamil, Isabela Island, created in partnership with the non-governmental organization Asociación Uniendo Fuerzas Formamos Futuro (UFFF).

The population that was targeted in this study consisted of several groups of individuals, including elementary school students who took the “Aula Manglar” special reinforcement classes, secondary school pupils from partner institutions (Unidad Educativa Stella Maris and Unidad Educativa Jacinto Gordillo), government officials working in Isabela (Gobierno Autónomo Descentralizado [GAD] Municipal de Isabela), as well as English teachers and community members from different groups.

Contextualized storytelling materials

The pedagogical sessions delivered at the Mangrove Classroom used the Orion and Isabella’s Adventures series as the narrative basis for storytelling-based vocabulary and reading activities. The series consists of four regional volumes — Highlands, Coast, Amazon, and Galápagos — each set in one of Ecuador’s four natural regions and built around locally relevant flora, fauna, and cultural elements (Table 1). Given the island context in which the project was implemented, the Galápagos volume was used as the main instructional resource. Nevertheless, selected passages and vocabulary from the Coast, Highlands, and Amazon volumes were incorporated to familiarize children with Ecuador’s broader cultural and biological diversity. The storytelling sessions also included printed activities and audiovisual resources developed by the project team. Through repeated and scaffolded engagement with the stories, these materials supported vocabulary retention and reading comprehension (Vygotsky, 1978).

Table 1. Regional volumes of the Orion and Isabella’s Adventures series used in the Mangrove Classroom sessions.

Region	Volume	Author(s)	Pedagogical focus
Galápagos	Orion and Isabela’s Adventures in the Galápagos	Cazco Maldonado et al. (2022a)	Endemic species, insular ecosystems, and conservation vocabulary; primary volume used at the Mangrove Classroom
Highlands	Orion and Isabela’s Adventures in the Highlands	Cazco Maldonado et al. (2022b)	Andean geography, indigenous traditions, and highland biodiversity vocabulary
Amazon	Orion and Isabela’s Adventures in Amazonia	Cazco Maldonado et al. (2023a)	Rainforest biodiversity, indigenous nationalities, and conservation vocabulary
Coast	Orion and Isabela’s Adventures in the Coast	Cazco Maldonado et al. (2023b)	Coastal ecosystems, marine life, and community livelihoods vocabulary

All four volumes are published in open access by Editorial UNAE under a Creative Commons Attribution-Non-Commercial-Share Alike (CC BY-NC-SA 4.0) license and are explicitly designed to accompany the communication and cultural awareness, oral communication, and reading and language strands of Ecuador’s Ministry of Education curriculum for fourth-grade primary students, which further supports their pertinence for the Mangrove Classroom sessions.

The process of collecting data involved utilizing a broad base of tracking and compliance diagnostic means, including:

1. The Systematic Pedagogical Log (Bitácora): This would include records that noted the specific nature of the task undertaken during each interaction.

With the help of activity books, videos, pictures, registries, lists of attendees, and minutes of meetings, the information would be gathered. The activities under

this research project involved five major lines of action, including (a) outreach and meetings with the educational, municipal, and other relevant authorities; (b) a conversational club held through the use of rotating columns in which questions were asked depending on students’ level of English; (c) compiling and preparation of the printed and other supportive audiovisual materials for the “Manglar” classroom; (d) hybrid English classes combining face-to-face and online classes via Zoom for the participants of the course; and (e) different closing activities, including closing of the English Club and the “Manglar” classroom itself.

2. Institutional Indicators: The quantitative indicators that determine compliance with the implementation of the university work plan during the first in-person mission (15 June – 29 June 2026), which has been approved by the certified professors Mgs. Paola Vanessa Santamaría

Velásquez and Mgs. Grazia Trentini under the project direction of Mgs. Carlos Daniel Cazco Maldonado.

3. Teacher Needs Assessments: Semi-structured diagnostic sessions, focus groups, and co-design meetings were conducted during the initial phases of the visit with English instructors from UE Stella Maris, UE Jacinto Gordillo, and the active instructional volunteers of the Manglar school. This data collection focused on transcribing structural classroom challenges, content pacing limitations, and concrete teacher recommendations for material optimization (Wallace, 1998).

The intervention relied heavily on using Orion and Isabella's Adventures as the primary reading and multimedia text. As endorsed by contemporary young learner methodologies, sessions were organized around pre-reading (context activation through visual elements, predicting, and eliciting local first-language (L1) terminology), while-reading (guided interactive reading, dramatic vocal modelling, and vocabulary mapping), and post-reading activities (creation of physical crafts, drawing, communicative games, and interactive role-playing) (Gibbons, 2015; Slattery & Willis, 2001).

Given that teacher training is regarded as a crucial condition for the sustainability of any pedagogical innovation, the first on-site phase included a dedicated diagnostic component with the English teachers of the schools visited. During this phase, the project team held the first formal socialization and needs-diagnosis meetings with the English teachers of Stella Maris School and Jacinto Gordillo School and engaged informally with the community volunteers who support the Mangrove Classroom.

Through semi-structured discussions, the project team examined the teaching tools and approaches currently used by local educators, the challenges they frequently encounter in their classrooms, and the systemic constraints affecting the adoption of contemporary, active methodologies such as storytelling. Teachers were also invited to identify the training topics, resources, and forms of classroom assistance they considered most relevant. Their responses were documented to ensure that future professional-development sessions and adaptations to the storytelling materials were informed by local needs and actual classroom conditions rather than by a predetermined external agenda.

Data analysis

Logbook data were systematized and classified by category, date, and activity type to build descriptive compliance indicators and a comparative matrix between the tentative schedule and actual execution. The analysis was qualitative-descriptive in nature, without manipulation of variables or comparison groups.

Action research design

The study employed an action research design with a qualitative-descriptive approach, following the classic action research cycle (Burns, 2010; Wallace, 1998). The five stages of the cycle were aligned with the project activities outlined previously. The diagnostic stage involved collaborative meetings with English teachers from UE Stella Maris and UE Jacinto Gordillo, as well as volunteers from "Manglar School." During the planning stage, participants jointly developed an action plan that

incorporated teachers' recommendations concerning instructional pacing, phonemic support, and the contextualization of the Orion and Isabella storylines. The action stage comprised 46 institution-based interventions, including "Aula Manglar" sessions, Conversation Club workshops, and Hybrid Community Course meetings. Observation and data collection were conducted through a structured pedagogical log (*bitácora*), attendance records, and audiovisual documentation. Finally, the reflection stage involved organizing and analyzing the collected information, which guided subsequent revisions to the materials and the planning of future professional-development sessions.

Ethical considerations

The project was implemented under an existing institutional agreement between Universidad Yachay Tech and the Asociación Uniendo Fuerzas Formamos Futuro (UFFF). Formal permissions to conduct the activities were granted by the authorities of Stella Maris School, Jacinto Gordillo School, and the Isabela Municipal Government. Because the initiative involved non-experimental educational and community-engagement activities, with no direct health-related interventions or collection of sensitive personally identifiable data to humans, formal ethics committee approval was not required. Student confidentiality was protected by anonymizing the records and reporting the information only in aggregate form.

4. Results and Discussion

The execution of the field intervention generated substantial descriptive and qualitative metrics, which validate the administrative and educational efficacy of the outreach model. To orient the reader, the results below distinguish participant groups by activity type: elementary school children participated in the "Aula Manglar" sessions (Section 4.3); local English teachers and community volunteers participated in the diagnostic meetings and co-design process (Section 4.2); secondary school students took part in the Conversation Club workshops; adult community members and municipal workers from Isabella took part in the Hybrid Community Course (Section 4.4); and higher-education students from Yachay Tech contributed to material design and field execution, as described in the methodology presented previously in the outreach community project plan.

4.1. Compliance Indicators and Activity Distribution

The institutional compliance report of June 2026 indicates that 46 major pedagogical and institutional record transactions took place during the reporting period. The disseminated information reflects the distribution of transactions within the various operational categories.

Field Action Category	Records (Bitácora)	Verification Medium	Status
Aula Manglar and Materials	18	Classroom observation, material inventory	Completed
Meetings and Socialization	10	Administrative minutes, official letters	Completed
Hybrid Community Course	10	Attendance sheets (Zoom + Presential)	Completed
Conversation Club	7	School teacher logs, participant count	Completed
Institutional Closure	1	Final public act, validation agreement	Completed

4.2. Diagnostic Meetings and Teacher Needs Assessment

An essential part of the face-to-face intervention consisted of the carrying out of the very first collaborative diagnostic meeting with the local teachers of English in the visited institutions and the volunteers of the Manglar school. This had been the occasion for the gathering of the information, patterns, and needs in a systematic way, which had been in place right in the field of insular EFL teaching. The local teachers from the UE Stella Maris and UE Jacinto Gordillo stated that although their students have English exposure for periods of up to 10 to 12 hours a week due to the nature of the bilingual education programs, they suffered from the lack of modern pedagogical materials.

Moreover, the pedagogical volunteers associated with the Manglar school emphasized that primary-age learners manifest a prompt shift towards disengagement whenever reading sessions make use of any standard external prototypes. The volunteers recommended, with a considerable degree of confidence, that any teaching material should focus on ecological features of the area and geographical landmarks so

as to ensure the effective presentation of the problem's nature. The collection of field materials allowed us to record the recurring problem scenarios and develop a comprehensive action plan to implement it immediately. The co-designed structure incorporates the recommendations given by the language teachers through such activities as adjusting the speed of information delivery, phonemic suggestions, and framing the story lines of Orion and Isabella according to specific conditions typical for the classrooms of this island.

It is essential to highlight that the open access publication model of the Orion and Isabella storybook series published by Editorial UNAE has been developed based on certain core curriculum strands. These core curriculum strands include Communication and Cultural Awareness, Oral Communication, Reading, and Language through the Arts. The local teachers supported the application of the integration since they were able to use the required pacing guides and tell children a story of local importance. When the teachers' proposals were considered, the pre-, during, and post-reading templates present in the text were supplemented

with the local vocabulary during the Aula Manglar sessions (e.g., identifying endemic bird species or coastal volcanic formations) to provide information about the grammar structures required for use in the primary educational institution.

4.3. Narrative Implementation in the “Aula Manglar”

The 18 operational sessions conducted as part of the “Aula Manglar” provided ample opportunity for practical testing of the “Orion and Isabella’s Adventures” series. The events enabled the children to learn from rote memorization to engaging in storytelling sessions where they were able to listen to the story. When traditional literacy activities encompassed narratives related to their surroundings, children were able to express much more in the target language by way of spontaneous speech. For example, when the children read about the local animals of the Galapagos, they could readily combine L1 environmental concepts and second-language (L2) structures without using the dictionary. The physical layout of the “Aula Manglar” became an immersive space where the characters of Orion and Isabella acted as peer-learners, radically minimizing classroom anxiety and reinforcing the classic concept of the affective filter as a determinant in early child acquisition (Krashen, 1982; Lightbown & Spada, 2013).

4.4. Secondary and Institutional Articulation Outcomes

Beyond primary education, the project cross-pollinated into regional secondary education institutions. The 7 Conversation Club records were developed for the 4th through 10th years of Educación General Básica (EGB) (of which there are 4

levels - 4th, 5th, 6th, and 7th) as well as for the overall Bachillerato (of which there are 4 levels - first, second, third, and fourth). The workshops employed sophisticated conversational methods that investigated regional identification while stimulating discussions, criticisms, and mentorship among learners. In addition, the 10 Hybrid Community Courses effectively worked with the adult population and/or workers in GAD Municipal de Isabela, helping the participants’ sessions in communicating. The course employed a combination of classes in person and online meetings via Zoom, focusing on such subjects as English use in practice, phonetics, and performing real-life events through role-play (e.g., eco-tourism management and public interaction), aligning with the communicative approach outlined by Larsen-Freeman and Anderson (2011).

5. Conclusions

1. In remote and biodiverse settings such as the Galápagos Islands, instructional resources grounded in learners’ immediate environment can make education more relevant and responsive. In contrast, decontextualized teaching practices may hinder children’s ability to connect new knowledge with their existing experiences, thereby reducing their motivation to learn.

2. The success of this initiative also depends on sustained professional development for teachers and community volunteers. Incorporating their practical insights helps ensure that the materials respond to local classroom conditions while remaining aligned with Ecuador’s national curriculum.

3. Storytelling through the Orion and Isabella’s Adventures series offers an

engaging and low-anxiety approach to EFL learning for students, especially young children. By embedding vocabulary in meaningful and contextualized narratives, this strategy shifts lexical learning away from isolated and unique memorization and toward active, contextualized exploration (Macalister & Thao, 2025).

4. Children's early reading habits may be strengthened when texts reflect their contextualized and cultural background and natural environment. Locally relevant materials that can make reading more meaningful, encourage sustained engagement, and foster a more positive relationship with published written texts.

5. The 46 project implementation records, including 18 documenting activities conducted through "Aula Manglar," provided preliminary evidence of the feasibility of university-community engagement (social work) as a model for coordinating sustained educational initiatives and supporting improvements in public school programs.

6. Author Contributions

C. D. C. M.: Project design, administrative direction, methodology configuration, focus group structure, final revision.

G. T.: Field execution, teacher focus group data collection, material design, primary report drafting, and community coordination.

P. V. S. V.: Field execution, educational diagnostics, workshop facilitation, volunteer training coordination, and data analysis.

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