

Postcolonial female voices of Ecuadorian EFL secondary school teachers: Becoming a glocalized practitioner

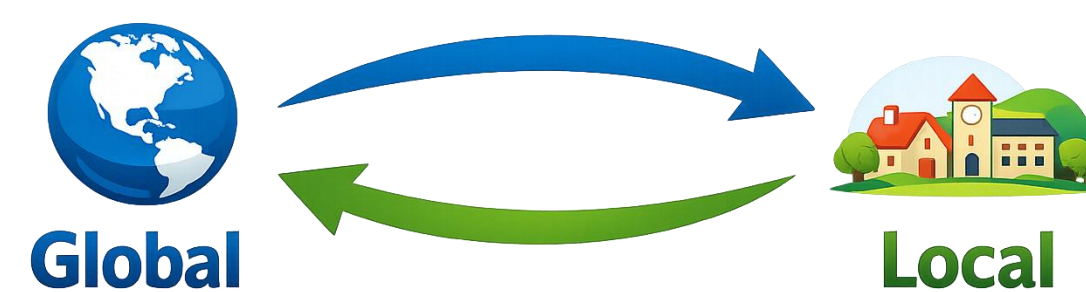
PROBLEM

EFL teaching in Ecuador often relies on standardized curricula and external materials that do not reflect students' sociocultural contexts. This creates a gap between global teaching models and local classroom realities. As a result, meaningful learning and identity development are limited. In addition, female voices in TEFL are rarely recognized as sources of leadership and empowerment.



GENERAL OBJECTIVE

To explore how Ecuadorian female EFL secondary school teachers develop glocalized teaching practices by contextualizing curriculum and pedagogical approaches to their students' realities after participating in a professional development program.



METHODOLOGY



This study follows a qualitative narrative inquiry approach.



Participants

Three Ecuadorian female EFL teachers



Context

A national teacher training program funded by the United States Embassy



UNITED STATES EMBASSY



Students **ENCOUNTER & CLARIFY** the target language (usually 1 activity)

Students **REMEMBER & INTERNALIZE** the target language (usually 3-4 activities)

Students **FLUENTLY USE** the target language (usually 1 activity)



Data collection

classroom observations, retrospective interviews, narrative evidence in journals



Classroom observations



Retrospective interviews



Narrative evidence in journals



Analysis

Construction and analysis of short stories to interpret teachers' experiences and transformations

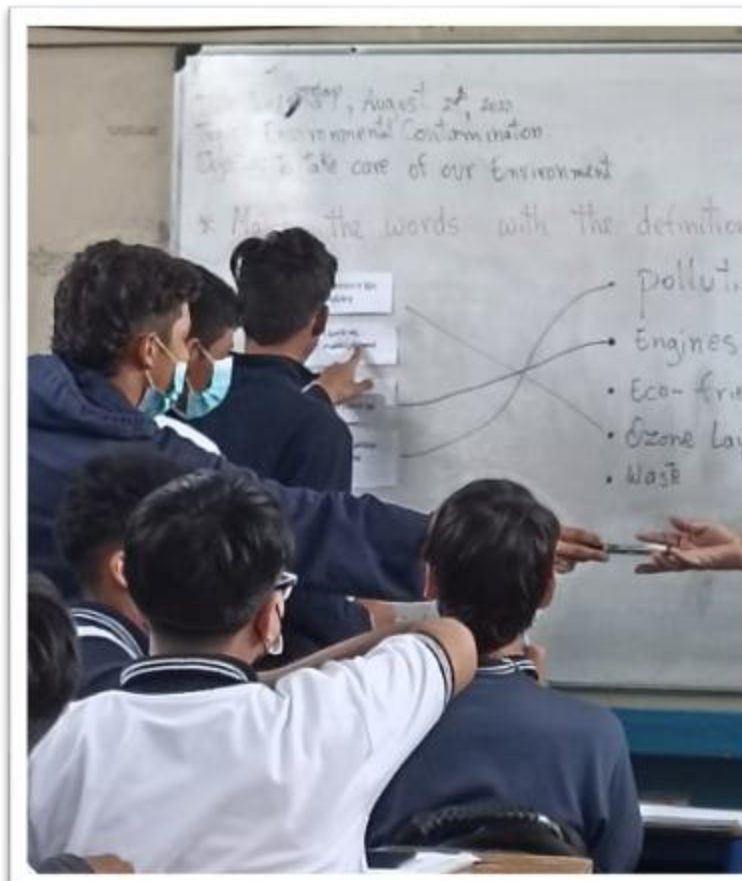


Connecting global perspectives and local realities to understand teachers' experiences and professional growth.

FINDINGS

Evidence of a transformation in teachers' professional practices in three main emerging categories:

1. The development of a glocalized teacher identity
2. The contextualization of content and teaching resources
3. The recognition and integration of ancestral languages, culture, and gender perspectives in teaching



CONCLUSIONS



Global + Local integration is essential



Teacher training transforms practice, fosters reflection, builds context-aware educators.



Teachers become agents of change, adapt curricula to local needs, value cultural & linguistic diversity, and promote inclusive learning.



Impact strengthens identity in postcolonial EFL, offers insights for global contexts, and foster female leadership and empowerment.

ACKNOWLEDGMENTS

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