



COMMUNITARIAN KNOWLEDGE ABOUT HUMAN RIGHTS IN READING PRACTICE OF THE ENGLISH LANGUAGE CLASS^{i,ii}

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Abstract:

This study aims to improve reading comprehension skills and pronunciation in the English language of children and adult learners attending English classes in Ecuadorian community centers. The case study used a mix of qualitative and quantitative educational research approaches. The participants were 9 learners, 5 children, and 4 adults. They attended six reading practices supported by story tales in 2 different community centers located in Canton Manta, Ecuador. The instruments used for the collection of data were (1) reading comprehension level pretest and posttest, (2) English language pronunciation rubric, and (3) contextual observations format. The results show that the implementation of reading story tales had a significant impact on the children, improving reading comprehension, vocabulary acquisition, and pronunciation in the English language. However, results showed that the group of adults did not find in the story tales the motivation to complete the language practices, a situation that suggests a niche to explore in future research.

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Resumen:

Este estudio tiene como objetivo mejorar las habilidades de comprensión lectora y pronunciación en el idioma inglés de niños y adultos que asisten a clases de inglés en centros comunitarios ecuatorianos. El estudio de caso utilizó una combinación de enfoques de investigación educativa. Los participantes fueron 9 estudiantes, 5 niños y 4 adultos. Ellos asistieron a seis prácticas de lectura apoyadas en cuentos en 2 centros comunitarios diferentes localizados en el cantón Manta, Ecuador. Los instrumentos utilizados para la recolección de datos fueron (1) pretest y posttest del nivel de comprensión lectora, (2) rúbrica de pronunciación del idioma inglés y (3) formato de observaciones contextuales. Los resultados muestran que la implementación de la lectura de cuentos tuvo un impacto significativo en el grupo de niños, logrando la mejora de la comprensión lectora, incremento de la adquisición de vocabulario y la pronunciación en el idioma inglés. Sin embargo, los resultados mostraron que el grupo de adultos no encontró en los cuentos la motivación para completar las prácticas lingüísticas, situación que sugiere un nicho a explorar en futuras investigaciones.

Palabras clave: comprensión lectora, derechos humanos, centros comunitarios, vocabulario, pronunciación

Résumé :

Cette étude vise à améliorer les compétences de compréhension écrite et de prononciation de la langue anglaise des enfants et des adultes qui suivent des cours d'anglais dans les centres communautaires équatoriens. L'étude de cas a utilisé une combinaison d'approches qualitatives et quantitatives de la recherche pédagogique. Les participants étaient 9 étudiants, 5 enfants et 4 adultes. Ils ont assisté à six pratiques de lecture soutenues par des histoires dans 2 différents centres communautaires situés du canton de Manta, en Équateur. Les instruments utilisés pour la collecte de données étaient (1) prétest et post-test de compréhension de lecture, (2) une rubrique de prononciation d'anglaise et (3) un format d'observations contextuelles. Les résultats montrent que la mise en œuvre de la lecture d'histoires a eu un impact significatif sur le groupe d'enfants. De plus, ils ont l'amélioration de la compréhension lecture, amélioré l'acquisition du vocabulaire et la prononciation de la langue anglaise. Cependant, les résultats ont montré que le groupe d'adultes n'a pas trouvé de motivation dans les histoires pour réaliser des pratiques linguistiques, une situation qui suggère une niche à explorer dans de futures recherches.

Mots-clés : compréhension écrite, droits de l'homme, centres communautaires, vocabulaire, prononciation

1. Introduction

Ecuador is 82 out of 111 countries worldwide in English language knowledge overage (EF, 2022), which means that the population has a high deficit in reading and communication skills in the target language. It also reports Ecuador in position 18 out of 20 countries in Latin America. In addition, Sánchez (2022) affirms that men have a better knowledge of English as a Foreign Language (EFL) in comparison to women.

Ecuadorian universities have increased their attention to the local community's instructional necessities since the execution of community service, social and research projects, and publication (Villafuerte and Zambrano, 2022). Therefore, contextualized story tales and other creative writing products appear to improve local culture; likewise, teachers in training acquire pre-professional experiences in the instruction of EFL in public and private schools (Villafuerte et al., 2022). Besides, EFL instructors in Community Development Centers (CDC) report learners with poor levels of communication skills (Moreira et al., 2022).

However, in the field of human rights knowledge and equality practice in the Ecuadorian context, there is a level of uncertainty in the literature review. Consequently, instructional processes on community service promote access to education of quality for all learners without any discrimination for their sex orientation, ethnic characteristics, health conditions, or physical appearance, among other possible reasons (Ilhomjon and Safarali, 2023). Instructors need support from educational research to identify effective reading practices to accelerate learners' EFL acquisition. Such conditions motivate the authors to execute this research that consists of an educational intervention using story tales in the English language to improve reading practice, encouraging learners to become more interested in English language learning, recognizing the meaning of the words, producing the correct sounds when pronouncing words, developing the rhythmic, accented, and intonation patterns necessary in reading comprehension.

This paper is linked to the research project titled: *Comprension Lectora y Escritura Académica 2022-2024* of the ULEAM university. The research questions to answer are:

- 1) What are the most effective strategies for using story tales in reading practice in English class in the context of community center?
- 2) What are the changes in reading comprehension in EFL reported in the participants before and after the educational intervention using tales?
- 3) What are the changes in reading pronunciation in EFL reported in the participants before and after the educational intervention using tales?

This work aims to improve the reading comprehension skills and pronunciation in the English language of children and adult learners attending English classes in two community centers.

2. Literature review

2.1 Reading practice in the Community Center

Communitarian education, drawing inspiration from Paulo Freire (1999), calls for experiential, Community Centers learning. The narrative history, as described by Montoya (2002), lacks a precise origin date. However, it is widely acknowledged that Eastern writers were the earliest and most influential creators of enduring tales. Many captivating stories that have enthralled humanity have their roots in the East.

Porras (2010) highlights the significance of reading stories aloud to students, allowing them to connect speaking with writing skills. Instructors are encouraged to guide students by pointing to words, emphasizing their links to the narrative, and facilitating opportunities for improving oral language skills, conveying information, and fostering literacy in a new language. Thus, many captivating stories that have enthralled humanity have their roots in the East. It includes character traits, names, clothing styles, settings, and natural features. Furthermore, Fernandez (2010) highlights the importance of storytelling in children's education, emphasizing that educators should enhance their knowledge of didactic resources to cultivate strong and confident reading habits in children.

As Ruiz and Quiroz (2014) suggest, communitarian education occurs outside formal educational institutions and aims to enrich people's knowledge, skills, attitudes, and values with a focus on community needs. Consequently, instructors are encouraged to guide students by pointing to words, emphasizing their links to the narrative, and facilitating opportunities for improving oral language skills, conveying information, and fostering literacy in a new language. In addition, Maestro (2017) offers a philosophical perspective on literature, tracing its origins to the transformation of ancient gods into fictional characters and highlighting the shift from religious ritualistic practices to literary expression. Literature, in this view, solidified with the advent of written language, departing from everyday speech, and organizing language in a unique, intensified manner.

This approach differs from addressing issues within the formal educational system, as it engages social organizations to empower and involve the community effectively, as explained by Essomba (2019). However, reading encouragement strategies are used to foster interest in both reading and writing. Besides, it is essential to create opportunities for students to recognize the value of books.

Family involvement is crucial to making the learning process more dynamic and effective. Thus, it suggests that families search for time to read, share books, and discuss them as active learning strategies. Furthermore, it stresses that teachers should maintain a positive attitude toward reading and demonstrate a genuine interest in this activity to build reading habits in students (Cruz, 2023), for developing the readers critical thinking since the reading practice (Villafuerte et al., 2023).

2.2 Teaching methodology for improving reading comprehension in English as a foreign language

Children with low reading skills may struggle with text comprehension, reducing their interest in reading (Pressley, 2002). In addition, students need cognitive skills and learning processes, such as memory and intelligence, which can help them improve their comprehension ability (Cain and Oak Hill, 2004).

Reading instruction should adapt to students' strengths and weaknesses, with no one-size-fits-all solution (Kirby, 2007). To Woolley (2011), reading comprehension aims to gain an overall understanding of a text, involving cognitive processes at different levels, from word level to text level. Reading, a fundamental skill learned in early school years, can be challenging for children, hindering comprehension and vocabulary acquisition (Yi-Ming Kao, 2016). Thus, digital narratives can improve reading and listening comprehension (Hamdy, 2017).

To Delneshin et al. (2020), reading plays a pivotal role in children's lives, impacting learning, cognitive development, academic achievement, critical thinking, and problem-solving skills. However, the efficacy of these methods can vary based on student engagement. In contrast, Portes and Ordoñez (2023) argue that auditory narratives improve learners' information retention and pronunciation.

Among the previous studies related to this research, the authors cite Saleh and Abdulgader (2011). They confirmed that the practice of reading aloud by teachers can have a significant impact on the learning process of students in terms of reading comprehension. In addition, the work of Hà (2020) affirmed that the practice of storytelling has significant benefits for children, as it facilitates their retention, comprehension, and effective use of the vocabulary presented in such narratives while encouraging the development of the habit of using words appropriately. It also argues that storytelling can be as effective as other pedagogical approaches, such as games and exercises, in improving pupils' reading comprehension of single sentences. The work of Hamdy (2017) points out in his research, that the use of digital narratives has a significant impact on improving students' reading and listening comprehension. However, in the context of our research, it was found that the lack of engagement on the part of the students did not achieve the expected results, which calls into question the conclusions of the author. In the study carried out by Portes Borbor and Ordoñez Villaprado (2023), it is argued that auditory narratives lead to a strengthening of the retention of information by the students.

Stories of equality and human rights are valued in English language teaching, as they pique interest and promote essential values (Ilhomjon and Safarali, 2023). Story tales have a pedagogical significance, encouraging the promotion of goodness, empathy for vulnerable individuals, and the condemnation of wickedness within their plots.

2.3 Learning about human rights and peace

Human rights, as emphasized by Roosevelt (1958), require active engagement from concerned citizens at a local level to drive progress on a global scale. Thus, the European

Council emphasized in 1993, that all human rights are universal, indivisible, interdependent, and interrelated, evolving throughout history and related to various fields. Thus, the purpose is to transcend state boundaries, ensuring a better quality of life for everyone, with political states, social movements, and international groups working together to achieve this aim (Kirby, 2007).

Human rights represent a vision for a transformed world where international protection secures the dignity of all individuals (Ishay, 2008) to warranty to people freedom of Human rights, as emphasized by Roosevelt (1958), requires active engagement from concerned citizens at a local level to drive progress on a global scale. Besides, the Council of Europe (1993) emphasizes that all human rights are universal, indivisible, interdependent, and interrelated, evolving throughout history and through different fields. The goal is to transcend state boundaries, ensuring a better quality of life for everyone, with political states, social movements, and international groups working together to achieve this aim (Kirby, 2007).

Human rights represent a vision for a transformed world where international protection secures the dignity of all individuals (Ishay, 2008). The principles are to avoid oppression and prejudice (Moyn, 2012). The pursuit of human rights has deep historical roots, from the French Revolution to the Declaration of Rights for Man in 1789. Besides, education serves to advance respect for these rights, preparing individuals and societies to face the world, and educators play a pivotal role as change agents (Galván, 2018). The advances in the defense of vulnerable human groups marked a shift from a "protective" approach to one that aligns with international standards (Gonzalez-Morales, 2020). Such an evolution empowered marginalized groups to have a voice on the global stage. To Donnelly and Whelan (2020), human rights encompass life, liberty, security, and subsistence. It focuses on how states treat their citizens and studies the distinctions between domestic and international issues, with crimes against humanity and war seen as human rights concerns.

Torres (2023) suggests that, in English classes, teachers should move beyond teaching just grammar, vocabulary, and traditional language skills. Instead, they should motivate students to examine local and global social issues from a critical, diverse intercultural standpoint. This shift is considered crucial for nurturing students' social responsibility and their ability to develop and implement plans and strategies for the betterment of society.

Effective management of human resources within an educational institution is of utmost importance for its success. Institutions must adapt to daily changes and address cultural diversity in education as a challenge and an opportunity to enrich intercultural encounters, thus promoting cohesion and integration over isolation and exclusion. Furthermore, it persists the need to provide educators with materials, pedagogical proposals, and recommendations related to intercultural educational methodologies while highlighting the importance of teaching subjects related to changing attitudes and value-based education (Semanate et al., 2023).

3. Methodology

This case study research follows the empirical-critical paradigm. It used a mixed-method research approach to present the participants' progress in reading comprehension, pronunciation, and understanding of human rights and diversity as topics related to the sustainable development global policies. The research team expects to cultivate students' heightened enthusiasm for reading tales in the English language, thereby fostering the capacity for critical reading and analytical thinking through narratives concerning human rights.

3.1 Participants

There are two groups of participants in this research. Group of children between 8 - 12 years old and group of adults between 26 - 67 years old. All participants attended English language classes in two community centers in Canton Manta, Ecuador. They agreed to collaborate on the research project. For the group of children, their parents signed the consent informed letter.

Table 1: Participants

Groups of participants	Sex		Total
	Female	Male	
Group of adults	2	3	5
Group of children	3	1	4
Total	5	4	9

Source: Research registers (2023).

3.2 Instruments

The instruments used in this research are:

- **Observations forms:** The instrument was designed by the research team to collect information about the academic processes that took place in the English language classes for the reading practice sessions using tales. The instrument collects the research team's observations concerning the activities that run well and not during the reading practices. The observation form also includes information about the topic, teaching methodology, didactic material required, and evaluation for each session. A panel of experts affiliated with the Laica Eloy Alfaro of Manabí University evaluated the instrument. Their recommendation was to add information about the process of each session.
- **Rubric for assessing participants' reading comprehension:** The purpose of the rubric is to assess the participants' level of reading comprehension skills. It is a version adapted to teach children of the Cambridge Press rubric for reading comprehension. The instrument was prepared by the research team and tested by a panel of instructors of English as a Foreign Language affiliated with local educational institutions. They remarked on the importance of evaluating participants' comprehension using questions and answers about the text read for

3–4 minutes before an evaluator. The rubric was used to assess the pretest and the posttest.

- **Rubric for assessing participants' reading pronunciation:** The purpose of the rubric is to assess the participants' level of reading pronunciation. It is a version adapted to teach children the instrument used by Farfan et al. (2017) to assess speaking. The instrument was prepared by the research team. It evaluates the participants' speed, intonation, pronunciation, and vocabulary used when they answer questions about the text read. The instrument was tested by a panel of instructors in English as a Foreign Language affiliated with Laica Eloy Alfaro of Manabí University. They recommended including 3 questions about the text read, and a 4-minute dialogue with an evaluator. The rubric was used to assess the pretest and the posttest. See in appendixes.

3.3 Procedures

The research executed the following stages.

- **Stage 1:** Selection of participants. At this stage, participants were selected. Children and adults from two community centers located in Manta, Ecuador.
- **Stage 2:** Selection of the instruments. The research team selected a rubric for reading comprehension assessment and a rubric for pronunciation assessment. The observation form was made by a team of researchers. All these instruments were evaluated by the panel of expert methodology.
- **Stage 3:** Educational intervention execution. It includes the presentation of the tales. An initial brief explanation of the research project aims. The administration of the corresponding pre-test, followed by the first relevant readings.
- **Stage 4:** Interventions. Over six weeks, the EFL reading practices were made. It includes the observation process. The reports include the activities carried out in each practice.
- **Stage 5:** Posttest. It consists of the reading comprehension post-test. The results obtained were analyzed and used to determine the educational intervention contribution to participants' reading comprehension and pronunciation.

4. Results

The presentation of the results follows the research questions logic.

4.1 Strategies for teaching reading in the English language classroom in community centers

Table 2 shows the most effective strategies used in reading a tale titled: *The King of the Birds*.

Table 2: Educational intervention plans and contextual observations

Week 1 Topic: Reading and comprehension practice.		Goal: At the end of the practice, students will be able to read the story correctly, learn new vocabulary, improve pronunciation, and gain a general understanding of the story.
Name of the tale: The King bird of the Andes	Material required: <ul style="list-style-type: none">• tales’ books,• board,• papers,• pencils,• markers.	Instructions: <ol style="list-style-type: none">1) Students are asked questions about the story they will be working with.2) What do they think the story will be about?3) Who do they think will be the main character in the story?4) Do they think the main character is happy or sad?5) What do you think the ending of this story will be?6) Reading the first half of the story. Students read the story without help, pronouncing it as they can.7) After that, they proceed to read it to them using the correct pronunciation (without giving context yet).8) Ask them what words they already know from the story.
Evaluation: Students' knowledge of vocabulary in this first part of the story is assessed.		
Results: Person 1: Personal pronouns, Person 2: Demonstrative pronouns and adjectives, Person 3: Connector (and) demonstrative adjectives, Person 4: To be a verb, personal pronouns.		
Observations		
Activities that worked	A very good introduction worked to get them hooked on the story. Ask questions about what they thought of the story.	
Activities that did not work	To read on their own without giving the context of the story.	

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Week 2		Goal:
Topic: Reading and comprehension practice.		Students will be able to understand the first part of the story and answer questions about the story.
Name of the tale: The King bird of the Andes	Material required: <ul style="list-style-type: none">• books,• board,• markers.	Instructions: 1) After the first half of the story has been read individually, they must: Write down the mispronounced words and ask the pupils to repeat them. 2) Word game (write the mispronounced words on a card, then draw one at random, and they have to say it correctly, for every word they mispronounce they must do penance).
Evaluation: Pronunciation progress is assessed by repeating mispronounced words.		
Results: a. Reading before the word game activity: Person 1: mispronounced words 11, Person 2: mispronounced words 14, Person 3: words mispronounced 12, Person 4: mispronounced words 11. b. Reading after the word game activity: Person 1: mispronounced words 3, Person 2: mispronounced words 5, Person 3: mispronounced words 5, Person 4: mispronounced words 6.		
Observations		
Activities that worked	Individual reading and explanation of each paragraph. Checking questions: they managed to understand the first part of the story.	
Activities that did not work	Group reading of the story: they read as a group and talked about it, as they did not understand any of the reading in English, they could not continue with the game activity.	

Week 3 Topic: Reading and comprehension practice.		Goal: Students will be able to read the first paragraphs of the story with good pronunciation and understand the message.
Name of the tale: The King bird of the Andes	Material required: <ul style="list-style-type: none"> • books, 	Instructions:

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	<ul style="list-style-type: none"> board, paper sheets and pencils, markers. 	1) Students do a drawing activity where they highlight what they understood according to the translation of the first part of the story given to them in the last intervention. 2) Questions about what they think continues the story: <ul style="list-style-type: none"> What do they think is happening in the story now? Do you think that something bad happens to the condors that bother Pablito? What do you think will be the end of the story? Do you think the condor will finally be able to fly? 3) Individual reading of the second part of the story. 4) The teacher performs the reading with the correct pronunciation.
Evaluation: The drawing activity, the questions asked and the explanation they give about it will show whether they have understood the reading.		
Results: Person 1: "A sad condor unable to fly." Person 2: "The mountain and lots of condors flying." Person 3: "Three adult condors, two bad and one good." Person 4: "Birth of a condor."		
Observations		
Activities that worked	Translation of the story and interactive questions about what they have translated. Students draw a picture of what they understand from the story.	
Activities that did not work	Showing pictures that had a connection to the story and that they understood: did not work because there was a lot of confusion.	

Week 4		Goal:
Topic: Reading and comprehension practice.		Students will be able to read the text and respond with the correct pronunciation.
Name of the tale: The King bird of the Andes.	Material required: <ul style="list-style-type: none">books,paper sheets,pencils.	Instructions: Repeat the mispronounced words in this reading of the second half of the story. Activity: using letter cards, the students put together the words shown (in pairs), whoever finishes first says the pronunciation of the word and adds points, finally they write all the words they have made on the board and read them one by one. They are asked which words they already know from this second part of the story. After the word repetition activity, the other half of the story is read and the improvement in pronunciation is assessed. This half of the story is translated into Spanish, and they listen attentively because they will have to do an activity in the next class.
Evaluation: Vocabulary knowledge and pronunciation are assessed through activities.		
Results: a. Answers to the question: Person 1: Verbs: fly, help, cry, Person 2: (no words), Person 3: Emotions (happy, scared, sad),		

Person 4: Connector (and). b. Before the word game activity: Person 1: mispronounced words 15, Person 2: mispronounced words 18, Person 3: mispronounced words 16, Person 4: mispronounced words 15. c. Reading after the word game activity: Person 1: mispronounced words 4, Person 2: mispronounced words 4, Person 3: mispronounced words 6, Person 4: mispronounced words 3.	
Observations	
Activities that worked	Continuous repetition of words to improve pronunciation.
Activities that did not work.	A literal translation of the paragraphs.

Week 5 Topic: Reading and comprehension practice.		Goal: By reading and reflecting on the moral of the story, students will be able to understand equality and rights.
Name of the tale: The King bird of the Andes	Material required: <ul style="list-style-type: none">• books,• board,• paper sheets,• pencils,• markers.	Instructions: Read the moral of the story. Based on the moral, each student is asked what he/she thinks about the moral and why he/she thinks it is right or wrong. General questions about the reading: <ul style="list-style-type: none">• If you could change the title of the story, what would it be and why?• Did you like the moral?• Was there any part of the story you didn't like? If you could change one thing, what would it be?
Evaluation: Knowledge of human rights and equality is assessed through the reading of the tales' morals.		
Results: Person 1: “The moral tells us that we should all be equal and treated equally, I think that’s right, it doesn’t matter if we are different, we all have the same rights.” Person 2: “I think what the moral says is true, we shouldn’t judge people by how we see them, they can be different and much better than we think.”		

Person 3: <i>"Sometimes they judge people from other countries when they come here because they think they are bad, but not everyone is like that, sometimes they can help others. I like the moral."</i>	
Person 4: <i>"We should not judge people by their appearance, because, like the condor in the story, they can become leaders even when no one trusts them and makes fun of them too."</i>	
Observations	
Activities that worked	Read the moral and the intervention of each of them. Give your opinion on human rights and equality and relate it to the tale's plot
Activities that did not work	Talking about equality without having read the reflection: they didn't understand what I meant.

Week 6 Topic: Reading and comprehension practice.		Goal: Students will be able to answer the questions about the completed story at the end of the lesson.
Name of the tale: The King bird of the Andes.	Material required: <ul style="list-style-type: none">• books,• board,• papers and pencils• markers.	Instructions: Reading comprehension exercise: <ul style="list-style-type: none">• Who was the main character in the story, and what was his name?• What happened to the condor?• Who were the people who made fun of him?• What were Pablito's physical characteristics?• Where does the story take place?• What happened to Walter and Victor?• What did Pablito do to help Walter?• What happened to Pablito at the end of the story?• What was Pablito called in the end when he was able to fly and save Walter and Victor?• If you could write a different ending or moral to the story, what would it be?
Evaluation: Questions about the plot and moral of the story assess participants' reading comprehension of the story in general.		
Results: The questions were answered correctly, which means they paid enough attention and understood the story. There were different answers to the last question.		
Answer to the last question: Person 1: "I would change the moral, not the ending, it would be, don't judge anyone for how you see them because they could help you when you need it most, and you will have to ask for forgiveness for all the damage you caused." Person 2: "I would change the part where they shoot the condor, but that part was important for Pablito to push himself to fly. A different moral I would like would be. Sometimes we need an impulse to do something we don't dare to do, or we are afraid to do." Person 3: "I would write another moral for it, a serious one; we all have rights, and we should respect, and do the things we would like them to do for us and not bad things."		

Person 4: <i>"I like the story as it is. I wouldn't change anything."</i>	
Observations	
Activities that worked	Reading comprehension questions. They correctly answer the questions about the reading.
Activities that did not work	Write down the answers: they prefer to speak than to write.

Source: Research registers (2023).

Six sessions of the educational interventions were carried out over six weeks, two hours each of them, working with children from 8 to 12 years old with the tale titled The King bird of the Andes. The children showed interest in understanding what the tale was about. The different activities were fruitful, and they improved their pronunciation, acquired more vocabulary, and improved their reading comprehension. Working with drawings, flashcards, and check questions is very effective in verifying their reading comprehension.

The use of this story that has a message at the end was very effective as in the last two interventions they talked about rights and equality thanks to the moral of the story. It became a topic of conversation where everyone participated and gave their opinions. See Table 3.

Table 3: Educational intervention for a group of adult participants

Week 1 Topic: Practice reading and comprehension.		Goal: At the end of the practice, students can read the story correctly. They learn new vocabulary and improve their pronunciation. They have a general idea about the story.
Name of the tale: The glass frog.	Material required: <ul style="list-style-type: none">books,board,paper,sheets,pencils.	Instructions: <ul style="list-style-type: none">Presentation of the story to be read, sharing the title, author, and a brief description.Students are asked what they think the story they will work with will be about.<ol style="list-style-type: none">What do you think the story will be about?Do you think the main character is happy or sad?What do you think the ending of the story will be?Participants are asked to read silently individually.Then, reading aloud is encouraged (students read the story without help and pronounce it as they think it is).
Evaluation: Understanding of English vocabulary. Recognize the use of new words.		
Results: Participant 1: Q1: "I think the story is about the different species on the equator that we don't know about." Q2: "From the image of the story I think the frog is the protagonist, and she is going to tell us about her live and her friends who are just as different as she is." Q3: "I guess it will have a happy ending because I have never seen this species of frog before, and it will teach us something new, not like typical children's stories." Q4: "I think the main idea is to show us that we shouldn't judge others by appearance, the little frog is a species I didn't know, and I think this story is going to be very interesting." (Knowledge of personal pronouns, verb to be and basic vocabulary about animals). Participant 2: Q1: "I think the story will be of the life of a frog." Q2: "I think the little frog is happy, but I need to find out to be sure." Q3: "Maybe it's a happy ending because it's a children's story, but I'd like to know exactly." Q4: "For me, the main idea is to know others before judging them in this house. The story refers to a frog that is not common in the garden of the other animals, I am very intrigued to know what will happen next in the story. I think your story is very nice because it promotes equality and the value of people". (Knowledge of personal pronouns, verb to be, and basic vocabulary about animals).		
Observations		
Activities that worked	Reading aloud: Encouraged participants to read aloud as well, they mentioned they like that practice, because it helps them to improve pronunciation and listening comprehension.	
Activities that	None	

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COMMUNITARIAN KNOWLEDGE ABOUT HUMAN RIGHTS IN READING
PRACTICE OF THE ENGLISH LANGUAGE CLASS

did not work	
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Week 2 Topic: Practice reading and comprehension		Goal: At the end of the class, students will be able to correctly pronounce new words and use them in appropriate contexts through the narration and discussion of a story.
Name of the tale: The glass frogs.	Material required: <ul style="list-style-type: none">books,board,flashcards.	Instructions: <ul style="list-style-type: none">Participants are asked to read aloud a paragraph from the story.Select some mispronounced words from the story and write them on the board.The meaning and pronunciation of these words are discussed.Students then create their flashcards with all the mispronounced words that are written on the board.
Evaluation: Proper pronunciation and fluency in reading aloud.		
Results: Participant 1: Words learned (suddenly, would, slightest, walking, appearance, heart) Participant 2: Words learned (judge, though, unique, appearance).		
Word game: Using flashcards with words obtained from the story, participants select a card at random and must read the word aloud using correct pronunciation. The one who gets it wrong will be given a penalty. After the word game, half of the tale is read to improve pronunciation.		
Observations		
Activities that worked	The flashcard activities were a lot of fun, and learners were able to improve their pronunciation in this lesson.	
Activities that did not work	None	

Week 3 Topic: Practice reading and comprehension		Goal: At the end of the practice, students can read the story correctly. They learn new vocabulary and improve their pronunciation. They have a general idea about the story.
Name of the tale: The glass frog.	Material required: <ul style="list-style-type: none"> books, board, paper sheets and pencils, markers. 	Instructions <ul style="list-style-type: none"> Presentation of the story to be read, sharing the title, author, and a brief description. Students are asked what they think the story they will work with will be about. <ol style="list-style-type: none"> What do they think the story will be about? Do you think the main character is happy or sad?

<p>Evaluation: Knowledge and understanding of English vocabulary are assessed, including the ability to recognize and understand new words in the text.</p>	<p>3. <i>What do you think the ending of the story will be?</i></p> <ul style="list-style-type: none"> • Participants are asked to read silently individually. • Then, Reading aloud is encouraged (students read the story without help and pronounce it as they think it is). • After the reading, another reading aloud is done, but with the correct pronunciation, slowly and slowly. • Students should write on the board the words they find most difficult and incomprehensible in the text. • As a last point, the students work together to discuss the main idea of the text, that is, the participants share their impressions. <p>4. <i>What is the main idea of the story? /Do you think it was as you thought before reading the story?</i></p>
<p>Results: Participant 3: Q1: <i>"It's a children's story about a frog with superpowers."</i> Q2: <i>"I guess the protagonist is happy."</i> Q3: <i>"I think it will have a happy ending, as do all children's stories."</i> Q4: <i>"I don't think it's at all what I thought, from the image and the title I thought it was just about the frog with some fictional power like most stories, but I see it goes beyond common stories." (Knowledge of personal pronouns, verb to be and basic vocabulary about animals).</i> Participant 4: Q1: <i>"I think the story tells us about the adventures of the frog and his friends in the jungle."</i> Q2: <i>"I think the main character is happy, but maybe he gets sad because usually in stories something always happens."</i> Q3: <i>"Usually stories have a happy ending, I think this one is no exception."</i> Q4: <i>"The main idea of this story is not to judge others by mere appearance, I thought in the first instance that it would be a children's story to teach us about colors and animals, but for the moment it is interesting to know</i></p>	<p>At the end of the class, the students mention that they prefer to read electronically, so the story is provided in digital form.</p> <p>https://mawil.us/wp-content/plugins/pdfjs-viewer-shortcode/pdfjs/web/viewer.php?file=https://mawil.us/wp-content/uploads/2023/01/academic-creative-writing.pdf&attachment_id=8682&dButton=true&pButton=true&oButton=false&sButton=true#zoom=auto&pagemode=none&wpnonce=886dea41c4 pg.157</p>

<p><i>more about this story". (Knowledge of personal pronouns, verb to be, past tenses, demonstrative pronouns, and basic vocabulary about animals).</i></p> <p>Participant 5:</p> <p>Q1: "I think it's about the life of an exotic frog."</p> <p>Q2: "I don't know, I'm called to find out what the story is about, but I think the protagonist is happy within his own story."</p> <p>Q3: "I think in the end, the frog becomes human because he is kissed by a prince."</p> <p>Q4: "At a certain point I got it right because if it's about an exotic frog, for me that's the main idea, I'm interested to know what the real ending of this story is." (Knowledge of personal pronouns, the verb to be and basic vocabulary about animals).</p>	
Observations	
Activities that Worked	<p>Reading aloud: Encouraged participants to want to read aloud as well.</p> <p>Giving context of unfamiliar words: This helped them to better understand the text and acquire vocabulary to continue reading.</p>
Activities that did not work	<p>Participants do not like reading on paper stories.</p> <p>Participants prefer e-books.</p>

Week 4 Topic: Practice reading and comprehension		Goal: At the end of the practice, students will be able to analyze the structure of the text, identify key literary elements, and improve their pronunciation through online activities.
Name of the tale: The glass frog	Material required: <ul style="list-style-type: none">• books,• digital projector.	Instructions: <ol style="list-style-type: none">1. The story is projected on the screen and the first few paragraphs are read aloud, modeling pronunciation and intonation.2. Participants follow the reading on their devices and repeat aloud after the teacher.3. A pause is made to clarify the meaning of unknown words or phrases in the story.4. Once the initial reading is finished, comprehension questions are presented on the screen and the answers are discussed as a group.5. <i>What characteristics does the frog have?</i>
Evaluation The ability to analyze the structure of the text, identify literary elements,		

and proper pronunciation when reading aloud is evaluated.	<p>6. <i>Why are the animals in the garden mean to the frog?</i></p> <p>7. <i>Do you think it is okay to judge others by appearance?</i></p> <p>Pronunciation Activity:</p> <p>8. Use online audio recorders to have students record their voices reading a passage from the story.</p> <p>9. Afterward, they share their recordings online for feedback.</p> <p>Finally, online flashcards are used to review and practice the words with interactive exercises.</p>
<p>Participant 3:</p> <p>Q1: <i>"It's amazing how this kind of species can exist, the frog has transparent skin and to know that its organs are visible is wonderful."</i></p> <p>Q2: <i>"The animals in the garden were mean to them because they didn't feel I belonged because I was different."</i></p> <p>Q3: <i>"I don't think we should judge people by their appearance. We are all different and unique, and what matters is someone's personality and character."</i></p> <p>Words learned: (Garden, little, butterflies, worm, curious, friend,)</p> <p>Participant 4:</p> <p>Q1: <i>"The frog has a translucent green color; I recognize that I did not know this species, and it is fascinating that through a children's story, you can learn about these species and give a nice message to preserve them."</i></p> <p>Q2: <i>"The animals in this story are very mean to the frog, and I think this represents what we live in the world today. Many times, we reject others for being different either by skin color, social status, or another aspect without realizing that this can negatively affect them, forgetting that we all have the same rights to be treated equally without any discrimination."</i></p> <p>Q3: <i>"I think it's normal to have initial impressions just because of someone's appearance, but we shouldn't stop at that. True beauty comes from within, and it's more important how a person treats others and their values."</i></p> <p>Words learned: (jumping, would, bone, matter, curious, disgusting, tongue)</p> <p>Participant 5:</p> <p>Q1: <i>"The frog in this story is unusual to me, and I'm impressed that it has transparent skin like glass, I thought since it was a story it was all made up, but no, its organs are visible, and I'd like to see one someday."</i></p> <p>Q2: <i>"These animals were cruel to the frog just because it was different, but I think it shouldn't have been that way, they should have been interested in getting to know it and not treat it the way they did."</i></p> <p>Q3: <i>"It is important not to jump to hasty conclusions and try to get to know people before making a judgment based solely on their appearance."</i></p> <p>Words learned: (snail, worm, rabbit, crewed, curious, would, bug, yellowish)</p>	
Observations	
Activities that Worked	The digitally guided reading and online activities were very interactive for them.
Activities that did not work	Connection and digital tool failures were quickly resolved.

Week 5 Topic: Practice reading and comprehension		Goal: At the end of class, students will be able to read the story with critical thinking by exploring the text and discussing its content.
Name of the tale: The glass frogs.	Material required: <ul style="list-style-type: none">• books,• digital whiteboard,• paper sheets,• pencils,• markers.	It was foreseen: <ul style="list-style-type: none">• Digital reading using a projector.• Slides with paragraphs of the story represented in images.• Online activities• Questions from the story about respect and human rights.• Worksheets with words and phrases obtained from the story to work on in class.
Evaluation: The ability to analyze the structure of the text, identify literary elements, and proper pronunciation when reading aloud is evaluated.		
Results: No students attended; however, they did confirm that they were going to be absent for work reasons.		
Observations		
Activities that Worked	None	
Activities that did not work	None	

Source: Research registers (2023).

Interventions with adults were conducted in two community centers for six weeks, with two-hour sessions daily, two days a week. In the first center, the activities lasted two weeks with two adult women, but internal problems at the center discouraged their attendance, which prevented it from being carried out.

In the second center, the focus was on reading practice for three weeks with three adult men. Initially, they used the version on paper, but participants preferred the digital version. The first two weeks were completed successfully, but participants did not attend the remaining weeks due to work commitments.

Reading practice interventions for adults did not achieve the expected success due to a lack of participant participation. Despite careful planning, none of the students attended at the end of the practice, which prevented the completion of the scheduled lessons.

4.2 Contribution of reading tales in the children and adult participants groups

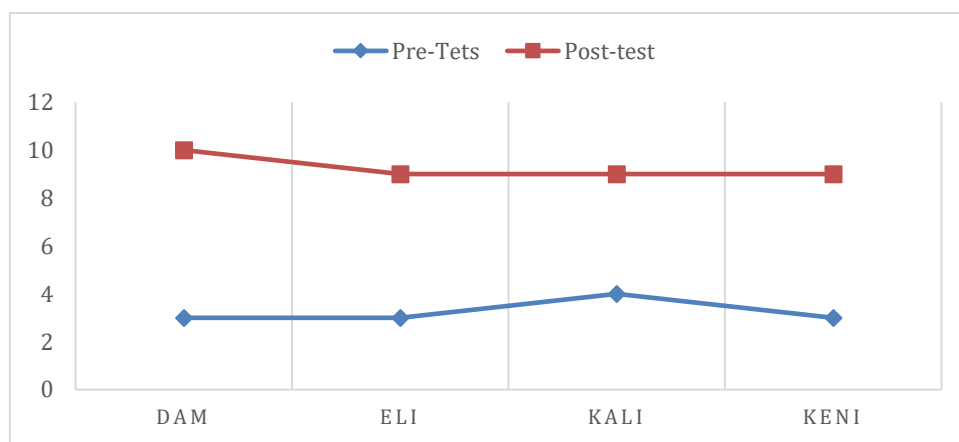


Figure 1: Reading comprehension changes in the group of children.

In Figure 1, the group of children experienced an increase in their reading comprehension level after the educational interventions using tales. The participant that showed the greatest progress was Dam, passing from 3 points in the reading comprehension pretest to 10 points in the posttest.

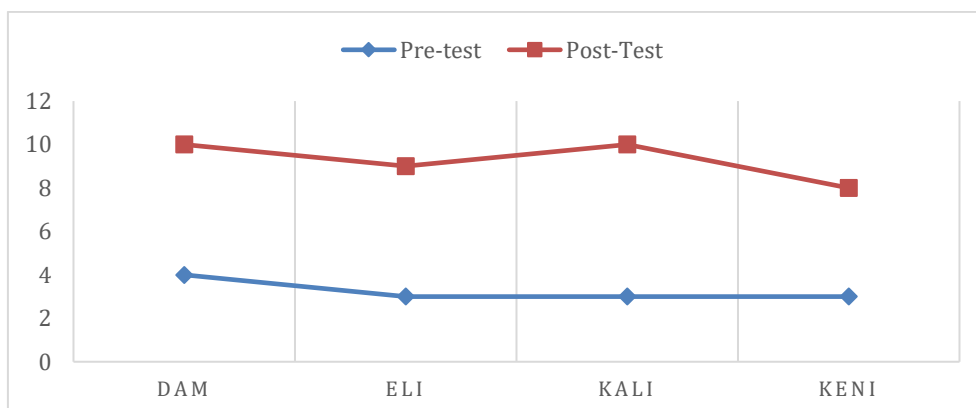


Figure 2: Reading pronunciation changes in the group of children

In Figure 2, the improvement in the English language pronunciation of the group of children is remarkable. The participant that showed the greatest progress was Kali, passing from 3 points in the pretest of pronunciation to 10 points in the posttest.

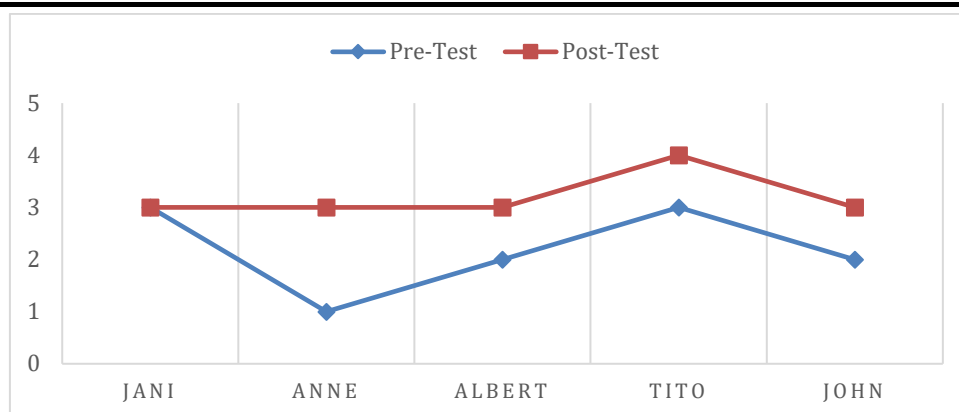


Figure 3: Reading comprehension in the group of adults

In Figure 3, the data collected shows a lower level in adults reading and comprehension, because adults were not interested in reading practice. However, three participants reported reading comprehension overage of 2 points in the pretest and 3 points in the posttest. Two participants had no changes.

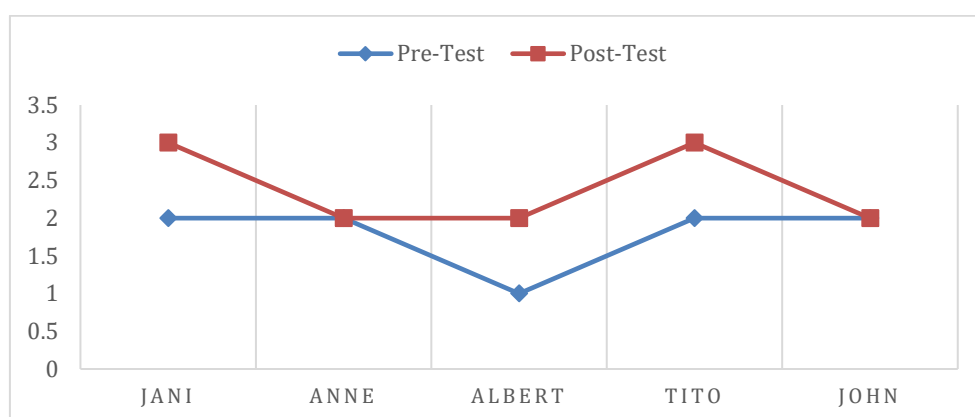


Figure 4: Reading pronunciation changes in the group of adults

Figure 4 shows that the group of adult participants did not reach relevant progress in the reading pronunciation level.

Table 4: Participants' pretest and posttest marks

	Participants	Age	Reading Comprehension		Pronunciation	
			Pre-Test	Post-Test	Pre-Test	Post-Test
Children	Dam	8	3	10	4	10
	Eli	9	3	9	3	9
	Kali	12	4	9	3	10
	Keni	12	3	9	3	8
Adults	Jani	54	3	3	2	3
	Anne	67	1	3	2	2
	Albert	45	2	3	1	2
	Tito	28	3	4	2	3
	John	26	2	3	2	2

Source: Research registers (2023).

4.3 Hypothesis evaluation

The hypotheses proposed in this study are:

Ho1: Significant changes in reading comprehension in the group of children because of reading practice using tales.

Ho2: Significant changes in reading comprehension in the group of adults because of reading practice using tales.

Ho3: Significant changes in pronunciation in the group of children because of reading practice using tales.

Ho4: Significant changes in pronunciation in the group of adults because of reading practice using tales.

Hypothesis	T-student
1. Changes in reading comprehension in the group of children is significant.	0,01
2. Changes in reading comprehension in the group of adults is significant.	0,03
3. Changes in pronunciation in the group of children is significant.	0,01
4. Changes in pronunciation in the group of adults is significant.	0,70

Source: Research registers (2023).

The results of T-student, lower than 0,05 show signification changes in hypotheses 1, 2, and 3; except in the 4 referring to pronunciation in the group of adults.

5. Discussion

This experience of teaching English to children and adults in community centers led the team of researchers toward two different findings.

Thus, the study found that children experienced an improvement in their reading comprehension skills through the practice of reading tales aloud. Such a finding supports the position of Saleh and Abdelkader (2011) concerning that reading aloud practices can contribute to reading comprehension. Based on the results of this research, the authors confirm the position of Hà (2020) when remarking on the benefits of reading story tales for improving retention, comprehension, and effective use of vocabulary. In addition, reading tales practice encourages children to develop their habits of using words in a foreign language appropriately.

However, the adult participants reported a different response. They expressed a preference for reading in digital format over traditional printed books, in harmony with Hamdy (2017). He also found that the use of digital narratives has a significant impact on improving reading and listening comprehension. Nevertheless, in the present research, the results show that the lack of engagement among the adult participants did not achieve the expected results.

On the other hand, the result obtained in the group of children ratifies the position of Portes and Ordoñez (2023) when they argued that auditory narratives lead to a strengthening of the readers' retention of information. In addition, they affirm that reading tales can improve readers' pronunciation when they pay adequate attention to

the words. However, it is relevant to note that the intervention with adults requires more periods compared to the activities implemented in the few documented interventions. In addition, it found a significant improvement in the vocabulary acquisition. Factors that were not possible to achieve in the present research in community centers, where participants attend for personal interest and do not exist any warranty participation.

The results allow the research team to affirm that the use of story tales with topics related to equality and human rights in English language reading practice has a very positive impact on the participant's general culture, supporting the affirmation of Ilhomjon and Safarali (2023) when arguing that the use of tales has pedagogical value.

The authors of this research affirm that both children and adult participants expressed enthusiasm for the discussions about human rights issues. In addition, they encourage reflection and critical thinking.

Based on the results obtained in the research, authors can highlight that the use of tales in reading practice in English as a Foreign Language can improve their reading comprehension through interactive activities and check questions. Participants were also able to improve their pronunciation through speaking aloud activities, and they acquired new vocabulary from the tales to use in their dialogues. In addition, the use of the story tales had a positive impact on children as they related the stories to real life and expressed their opinions on the topic. Despite a careful selection of lesson plans aimed at incorporating story tales into the process of teaching reading in the English language, adult participants face time constraints that limit their ability to fully engage in reading and related activities, which in turn leads to abandonment of the learning process. In addition, for adult participants, the repetition of reading story tales can lead to monotony and a loss of interest in learning.

The appropriate use of pedagogical strategies is essential to promote comprehension of the text. They include encouraging reading aloud, stimulating discussion and analysis, and highlighting vocabulary. It also stresses the importance of adapting pedagogical approaches to the individual needs of each learner. In the group of adults, it is essential to provide a convenient timetable that does not interfere with their work or personal priorities.

6. Conclusion

The authors declare 100% compliance with the proposed aims for improving the children's reading comprehension skills and pronunciation in English, but the adult participants reported a low interest in using story tales in reading practices. The results show that the children progressed from 3 to 3-point overage in the reading comprehension pretest to 9-point overage over 10 in the posttest. Meanwhile, the adult participants reported progress of 1 point overage, because they did not complete the reading practices. The participants showed high interest in the topic of human rights included in the story tales. The weakness of the study is the size of the corpus. It does not allow any generalization. However, instructors can use the methodology presented in

this case study to introduce innovations in English reading practices in community centers. In addition, it would be beneficial for further studies to explore the research line: Specific conditions and contexts that optimize the impact of this reading practice strategy on adult language acquisition. The review of equality and human rights reached the interest of all participants. The conversation about human rights can contribute to building spaces for the reflection on the construction of more equitable, fair, and progressive educational communities.

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Conflict of Interest Statement

The authors declared no conflict of interest in this article. The authors carried out the preliminary work, literature review, theoretical framework, research methodology, rubric design, intervention tables, data collection, data entry, statistical analysis, and interpretation of results and overlooked the writing of the entire article.

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Appendix

Table 4: Reading Comprehension and Pronunciation assessment rubric

Factors	Excellent	Good	Acceptable	Must keep trying
Reading Comprehension	Easily understand the meaning of all the words in the story. He/she is motivated and finds reading interesting. No comments are required.	Easily recognizes most of the words presented in the text. Enjoys the text. Needs a couple of observations.	Hardly recognizes the words presented in the text. Shows no interest in the text. Needs constant observation and assistance.	He/she does not recognize the words presented in the text. Shows no interest in reading or text.
Pronunciation	Pronounces correctly the words presented in the text. No corrections are needed.	Pronounces most of the words presented in the text. Needs a couple of corrections	Very low-level pronunciation of the words presented in the text. Requires constant corrections	Completely incorrect pronunciation of all words presented in the text. Requires motivation for reading.
Points	10-9	7-8	4- 6	0-3

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