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## Patent Search

Invention Title	A Socio-Cultural Framework for Teaching Reading in Diverse Classrooms through ELT
Publication Number	11/2023
Publication Date	17/03/2023
Publication Type	INA
Application Number	202341014651
Application Filing Date	04/03/2023
Priority Number	
Priority Country	
Priority Date	
Field Of Invention	PHYSICS
Classification (IPC)	G01S 050200, G09B 050600, G09B 190000, G09B 230200, G09B 250000

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### Abstract:

Abstract A research project with a descriptive perspective was executed to build a socio-culturally oriented pedagogic approach to increase students' reading capabilities. The study's population consists of 100 English teachers representing various schools. The sample size was determined by a random selection from this pool of candidates (n = 28). Analysis, synthesis, and interpretation were performed in the research, along with a survey of relevant sources. The majority of students improve their reading comprehension by learning to identify core concepts; the most common reading methodologies used by teachers every so often enable social interaction among students, and the majority of students improve reading comprehension through individual tasks. As a result of the analysis, a three-part culturally based didactic method was developed: (i) academic cultural reading, which focuses on getting students ready to interpret by engaging socio-interactive practices; (ii) socio-interactive reading, which also centres on fostering a context in which learners can freely discuss what they've read; and (iii) sub-interactive reading, which emphasizes reflecting on the reading experience.

## Complete Specification

Description: A Socio-Cultural Framework for Teaching Reading in Diverse Classrooms through ELT

### Field and Background of the Invention

The ability to read is an essential skill that paves the way for further development in a variety of subject areas, which is why it is an essential component of the basic education curriculum. Learning English is useful not just for communicating with native English speakers but also for gaining insight into foreign cultures through e-books and media produced in English. Most students need to improve their understanding of the text because they could do worse in school if they don't understand what they are reading. Even though reading comprehension seems crucial in all subjects, studies show that many students struggle to understand scientific materials because they lack the background information and reading skills necessary to conclude. Students also were found to be deficient in the specific reading methods needed to create inferences that contribute to the comprehension of science literature. It can be challenging for students who are not native English speakers to acquire the abilities necessary to become proficient in the classroom setting. Because reading is not a systematic activity, and educators frequently prioritise teaching grammar over engaging students with more engaging content such as videos or audio recordings, this challenge manifests itself most visibly in reading comprehension.

To formulate an instructive method to improve students' reading abilities, the socio-cultural methodology is a useful theoretical framework. Vygotsky argued that education is fundamentally a social endeavour. "Every activity in the child's cultural evolution emerges twice: initially on the societal level and then on an interpersonal basis," (intra-psychological). This is true of both the active processing and passive storage of information, as well as the development of new ideas. All the more complex behaviours have their roots in actual interactions between people. Some schools in India have made it difficult for pupils to learn English and master the four skills.

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**Page last updated on: 26/06/2019**