

Teacher Beliefs about Reading



Exploring Practices, Beliefs, and Technology Integration in Reading

Recently, OUP India conducted a comprehensive survey involving over **800+** educators across the **Foundational, Preparatory, and Middle** levels to gain insights into teachers' perspectives on reading, given its crucial role in skill development. Based on their inputs, OUP India developed **Reading Portal** to provide high-quality content to assist teachers in cultivating engaged and lifelong learners among children.

Some of our key findings from the survey

63%



of respondents concurred that teachers should **acknowledge the individual differences among learners, rather than treating them collectively**, underlining the importance of personalized instruction.

50%



of respondents affirmed the potential use of technology in reading to aid students and showed an eagerness to **acquire knowledge on integrating technology into reading instruction**, showcasing a receptiveness to innovative pedagogical methods.

50%



of respondents agreed that **reading should consistently prioritize meaning making**, emphasizing the significance of comprehension in reading activities.

49%



of respondents acknowledged that the primary aim of **learning to read is to comprehend written material**, emphasizing the critical role of comprehension in reading.

49%



of the respondents recognized the **importance of reading aloud** as a vital component, underscoring the pivotal role of oral reading in fostering literacy development.

42%



of respondents affirmed that the **processes of reading and writing exert reciprocal influences on each other**.



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to know more about the Reading Portal.