

The Importance of Reading Strategies for the Development of Sociocultural Identity in Integrated L1 Instruction

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Today's educational environment is responding to the needs of an increasingly globalized society by emphasizing the integration of educational content. We observe this trend not only in science education (e.g., the rise of so-called STEM subjects) or in the integration of academic subjects with foreign language instruction (CLIL), but also in the integration of the humanities and natural sciences with first language (L1, mother tongue) instruction. In this context, the environment—specifically, the region where instruction takes place—serves as a significant integrative factor. The space from which students and teachers operate, where they move daily and to which they have both practical and emotional ties, can provide a wide range of stimuli for teaching based on cognitive and communicative approaches. In this paper, we focus on the issue of developing reading strategies in L1 instruction by exploring how students and teachers can “read the region” in an authentic setting. The thematic focus of the reading materials relates to the development of students' sociocultural identity, their relationship to both natural and urban landscapes, and their practical navigation within the urban infrastructure. This presentation highlights selected findings from the Ministry of Education, Youth, and Sports (MŠMT) project “SGS-2025-05 Educational Research: Verification of the Effectiveness of Educational Trails Focused on Reading.”

