

Taiwanese College Teachers’ Attitudes towards English Reading Instruction in Discipline-specific Areas

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This study examines the attitudes of 137 Taiwanese college subject-area teachers towards teaching English reading in their discipline-specific areas. The results, based on a 12-item 7-point Likert scale survey, reveals that while college subject-area teachers regard content learning as their teaching priority, they acknowledge the importance of providing English reading instruction. The study finds that despite the belief that English reading instruction can be incorporated into their courses and that there is a need for this, most teachers do not feel competent to teach such skills. The study concludes by identifying a direction for future research based on the experiences of college subject-area teachers.