

Exploring Reading Attitudes among Iranian English Language Teachers

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Abstract : Reading is one of the receptive skills which has an important role in improving other skills like writing and speaking. Furthermore, language learners can acquire plenty of vocabularies and become more acquainted with written expression through reading. Also, negative attitudes toward reading can cause negligible reading comprehension, which could prompt poor performance in the English language. Considering the fact that reading instruction was discussed as a low priority skill in the field of EFL teacher education, this study attempted to investigate EFL teachers' attitudes toward reading instruction. Therefore, to serve the purpose of this study, a mixed-method approach was utilized by inviting 100 Iranian EFL teachers who taught at English language institutes of Iran to fill out a validated questionnaire on teachers' attitude toward reading. Subsequently, 10 participants were randomly selected for further observations and interview sessions to evaluate the differences between their stated attitude and their actual practices. The findings from analyzing questionnaires, observations, and interviews revealed that EFL teachers' stated attitude toward reading instruction was positive; whereas, due to some reasons like lack of time, scarcity of interesting passages, and lack of interest in reading long passages, teachers did not show positive actual attitude toward teaching reading skill.

Keywords : English as foreign language classroom, English language, reading skill, teachers' attitude

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