

# Taiwanese English Teachers' Attitudes to Extensive Reading

Charlie Taylor · Chen-Li Huang

## Abstract

This paper explores Taiwanese EFL teachers' attitudes toward Extensive Reading (ER). A mixed-method study was carried out as follows: A survey was circulated to 46 Taiwanese EFL teachers, face-to-face interviews were conducted, and a focus was held. Several research results were found. The teachers rated ER quite highly in terms of facilitating second language acquisition and slightly lower as a means of improving student outcomes on standardized tests; they ranked it fairly poorly compared to other pedagogical methods such as formal instruction and project-based learning; teachers who claimed to have used ER programs in their classrooms in the past tended to think it more effective than their colleagues who had no experience of it; and lack of time was cited as the main reason for not using ER programs. Finally, the authors make several suggestions as to how policy makers and school leaders can facilitate implementing ER programs in Taiwanese schools. These include raising awareness of the benefits of ER among teachers, students, and parents; providing teacher training workshops; cooperating with teachers to make room in the curriculum for ER; and making reading resources available.

Keywords: Extensive Reading, foreign language acquisition, Taiwanese English teacher

# 臺灣英語文教師對廣泛閱讀的態度之探究

林查理、黃振豐

## 摘要

本文探究臺灣英語文教師對廣泛閱讀的態度。研究採用混合研究法,包括對 46 位臺灣英語文教師施實問卷調查、個別訪談、焦點團體訪談。研究結果包括:教師對廣泛閱讀促進英語文學習給予相當高的評價,但對廣泛閱讀提升學生升學考試成績的評價比傳統上課方式及專題導向學習法低。有廣泛閱讀教學經驗之教師比沒有經驗者較認同廣泛閱讀的有效性。而缺少時間是不採用廣泛閱讀的主要原因。最後,研究者提出數項對政策擬定者與學校領導者的建議:促進教師、學生與家長對廣泛閱讀優點的覺知;提供教師適當訓練;學校與教師合作以增加實施廣泛閱讀的空間;提供適當的閱讀教材資源。

關鍵字:廣泛閱讀、外語習得、臺灣英語教師