This research was aimed at studying the teaching of reading strategies as assessed by the English language instructors at undergraduate level in Rajamangala Institute of Technology. The population was 114 English instructors from 21 faculties and campuses. The research instrument designed by the researcher was a questionnaire adapted from the reading strategies proposed by G. Sarig. This questionnaire was approved its appropriateness by five experts. The data obtained was statistically analyzed by means of arithmetic mean , standard deviation and presented in tables with descriptions.

The results of the study were as follows:
1. The English instructors assessed themselves that they had taught the reading strategies at the moderate level in all aspects, which were : technical aids strategies, clarification and simplification strategies, coherence-detecting strategies and monitoring strategies. In considering each item, the reading strategies they agreed that they had taught at the high level were : skimming, scanning, use of caption, decoding through synonyms, using schema, predicting from the information obtained, and cumulative decoding. The reading strategies they agreed that they had taught at the low level were : summarizing in the margin and identification of misunderstanding of former interpretation.
2. The English instructors teaching in 6 different majors: Agriculture, Home Economics, Business Administration, Engineering Technology, Agricultural Engineering and Technology and Liberal Arts assessed themselves that they had taught the reading strategies at the moderate level in all aspects. In considering each item, the reading strategies that most of the instructors agreed that they had taught at the high level were : scanning, decoding through synonyms, identification of the macro-frame and self-questioning. The reading strategies that most of the instructors agreed that they had taught at the low level were summarizing in the margin and identification of misunderstanding of former interpretation.
3. The general English and the English for specific purpose instructors assessed themselves that they had taught the reading strategies at the moderate level in all aspects. In considering each item, both groups agreed that they had taught at the same level except for the following strategies : marking of key elements, copying of key elements, differential marking for different purposes, use of caption, decoding through synonyms, propositional analysis and redundancy, identification of macro-frame, cumulative decoding, using schema, using macro-frame as a starting point and repeated reading of the same decoding unit.