

**INFORMATION LITERACY FOR  
TEACHER DEVELOPMENT**

**A thesis submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Laxmi Prasad Khanal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2011**

**INFORMATION LITERACY FOR  
TEACHER DEVELOPMENT**

**A thesis submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted By  
Laxmi Prasad Khanal**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal**

**2011**

**TU Reg. No :9-1-9-545-002**

**Second Year Examination**

**Roll No. :280550/066**

**Date of Approval of the**

**Thesis Proposal : 2067-11-12**

**Date of Submission :2068-01-09**

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068-01-08

-----

**Laxmi Prasad Khanal**

## RECOMMENDATION FOR ACCPETANCE

This is to certify that **Mr. Laxmi Prasad Khanal** has prepared this thesis entitled 'Information Literacy for Teacher Development' under my guidance and supervision.

I recommend the thesis for acceptance.

Date:2068-01-09

-----  
**Dr. Bal Mukunda Bhandari**

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for the evaluation from the following  
'Research Guidance Committee':

Signature

**Dr Chandreshwar Mishra**  
Professor and Head  
Department of English Education  
TU, Kirtipur

.....  
Chairperson

**Dr. Bal Mukunda Bhandari(Guide)**  
Reader  
Department of English Education  
TU, Kirtipur

.....  
Member

**Mr. Raj Narayan Yadav**  
Reader  
Department of English Education  
TU, Kirtipur

.....  
Member

Date :2068-01-12

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following 'Thesis Evaluation and Approval Committee':

Signature

**Dr Chandreshwar Mishra**

Professor and Head

Department of English Education

TU, Kirtipur

.....

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

.....

Member

**Dr. Bal Mukunda Bhandari(Guide)**

Reader

Department of English Education

TU, Kirtipur

.....

Member

Date :2068-01-13

## **DEDICATION**

*Dedicated to my mother who devoted her entire life to make me what I am today  
as a father too.*

## ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and hearty gratitude to my respected Guru and thesis supervisor **Dr. Bal Mukunda Bhandari**, Reader, Department of English Education, TU, Kirtipur for his invaluable suggestions, encouragement, guidance and cooperation to bring the thesis in this form from very beginning.

I am thankful to my respected Guru **Dr. Chandreshwor Mishra**, Professor and Head of Department of English Education for providing me the invaluable suggestions and encouragement to complete this study.

Similarly, I am extremely grateful to my respected Guru **Dr. Jai Raj Awasthi**, Professor, Department of English Education and Chairperson, English and Other Foreign Languages Education Subject Committee for his encouragement and constructive suggestions to develop this work.

In the same way, I would like to extend my gratitude to my respected Guruma, **Dr. Anjana Bhattarai**, Reader, Department of English Education for providing me with first hand theoretical knowledge on research methodology and her guidance to carry out this study.

I am equally thankful to **Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anju Giri, Mr. Vishnu Singh Rai, Dr. Tapasi Bhattacharya, Mr. Raj Narayan Yadav, Dr. Laxmi Bahadur Maharjan, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs. Hima Rawal** and all other teachers at the Department of English Education, TU, for their constructive suggestions and guidelines.



I must be thankful to **Mrs. Madhavi Khanal**, the Librarian, Department of English Education for providing me with necessary books and theses in course of carrying out this research.

I am indebted to my respected Guru and brother-in-law **Mr. Jaya Prasad Ghimire** for providing me continuous encouragement, inspiration and countless support during my study.

I would like to remember my inspiring and encouraging **parents** for providing me with every support to come to this position. I have no words to remember my uncle, **Netra Prakash** , for his encouragement, cooperation and providing favorable environment to complete this study. My special thanks go to my sisters: **Sita, Radha and Kusum** and brothers; **Subash** and **Kumar** for their kind cooperation during my study. I thank my friends; **Krishna, Tirtha, Basanta, Som, Milan, Uddav, Iswor, Asal, Rajan, Manoj, Binod, Aswini** and others for their direct and indirect help in completing this research.

I will not miss the opportunity to thank all the **English Language Teachers** of the selected colleges of Kathmandu Valley for providing me with their valuable information to complete this research.

Finally, I am thankful to my brother, **Mr. Kushal Khanal** for his help to collect materials for this work as well as typing and fine computer setting of this thesis.

**Laxmi Prasad Khanal**

## **ABSTRACT**

This research work entitled "Information Literacy for Teacher Development" has been carried out to find out the perception of university level English language teachers' towards information literacy as one of the best skills for teacher development and available college environment to make them information literate teachers. The study was carried out considering the significance of the information literacy for teacher development in this 21st century where information plays a vital role in every steps of our life. The primary data was collected from sixty certificate or bachelor level English language teachers from thirty colleges of Kathmandu valley selected by using non-random judgmental sampling procedure. The data obtained from the respondents through questionnaires have been analyzed and interpreted using simple statistical tools. The study shows that almost all the teachers perceive that information literacy is one of the best emerging skills to make the teachers competent and proficient. On the other hand, there is not effective environment available in their institution to make them information literate teachers.

This thesis comprises four chapters. Chapter one deals with general background on teacher development and information literacy, review of related literature, objectives and significance of the study. Chapter two deals with the procedure adopted to carry out the research. It contains information on the sources of data, population of the study, sampling procedure, tools, and process of data collection and limitations of the study. Chapter three consists of the analysis and interpretation of the data. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of the collected data. It also deals with some recommendations made, based on the major finding of the study. Finally, chapter four followed by the references and appendices.

## TABLE OF CONTENTS

	<b>Page</b>
<i>Declaration</i>	i
<i>Recommendation for Acceptance</i>	ii
<i>Recommendation for Evaluation</i>	iii
<i>Evaluation and Approval</i>	iv
<i>Dedication</i>	v
<i>Acknowledgements</i>	vi-vii
<i>Abstract</i>	viii
<i>Table of Contents</i>	ix-xi
<i>List of Tables</i>	xii
<i>List of Figures</i>	xiii
<i>List of Symbols and Abbreviations</i>	xiv
 <b>CHAPTER-ONE: INTRODUCTION</b>	
1.1 General Background	1
1.1.1 Teaching as a Profession	5
1.1.2 Teacher Development	6
1.1.2.1 Characteristics of Teacher Development	12
1.1.2.2 Need of Teacher Development	13
1.1.3 Information Literacy	17
1.1.3.1 Aspects of Information Literacy	20
1.1.3.2 Components of Information Literacy	21
1.1.4 Information Literacy and Teacher Development	23
1.1.5 Current Challenges of Information Age	29
1.2 Review of Related Literature	31
1.3 Objectives of the Study	34
1.4 Significance of the Study	34

## **CHAPTER-TWO: METHODOLOGY**

2.1 Sources of Data	35
2.1.1 Primary Sources of Data	35
2.1.2 Secondary Sources of Data	35
2.2 Population of the Study	36
2.3 Sampling Procedure	36
2.4 Tools for Data Collection	36
2.5 Process of Data Collection	36
2.6 Limitations of the Study	37

## **CHAPTER-THREE: ANALYSIS AND INTEGRATION**

3.1 Teachers' Perception on Information Literacy as a Skill for Teacher Development	38
3.1.1 Teachers' Perception of Information Literacy	39
3.1.2 Practical Application of Information Literacy	45
3.1.2.1 Tool Literacy	45
3.1.2.2 Resource Literacy	47
3.1.2.3 Research Literacy	49
3.1.2.4 Publishing Literacy	51
3.1.2.5 Critical Literacy	54
3.2 Available College Environment to Make the Teacher Information Literate Person	57
3.2.1 Materials Available in the College Library	58
3.2.2 Availability of Electronic Devices	59
3.2.3 Availability of College Web-page	60
3.2.4 Habit of Doing Research Work	61

3.2.5 Availability of the College own Journal	62
3.2.6 View on Switch-off the Lecture Method	63

## **CHAPTER FOUR-FINDINGS AND RECOMMEDATIONS**

4.1 Findings	66
4.2 Recommendations	67-69

### **References**

### **Appendices**

## LIST OF TABLES

<b>S. N.</b>	<b>Title</b>	<b>Page</b>
	Table No. 1: Difference Between Teacher Training and Teacher Development	10-11
	Table No. 2: Teachers' Perception on Information Literacy	39-40
	Table No. 3: Defining 'Information Literacy'	43
	Table No. 4: Reasons to Support the necessity of 'Information Literacy Skills for Professional Teacher'	44-45
	Table No. 5: Resource Literacy	48
	Table No. 6: Publishing Literacy	51
	Table No. 7: Critical Literacy	55
	Table No. 8: Ways of Expanding Knowledge	56-57
	Table No. 9: Materials Available in College Library	57-58
	Table No. 10: Environment Available to the Teacher in their Institution	63-64

## LIST OF FIGURES

<b>S. N.</b>	<b>Title</b>	<b>Page</b>
Figure No. 1:	Habit of Using Materials	46
Figure No. 2:	Habit of Retrieving Materials from Electronic Devices	47
Figure No. 3:	Action Research Improves Teacher Profession	50
Figure No. 4:	Develop Expertise in Content Knowledge	50
Figure No. 5:	Capacity to Struggle in Uncertain Problematic Situation	51
Figure No. 6:	Systematic Presentation of the Solution of any Problem	53
Figure No. 7:	Publish Article Electronically	53
Figure No. 8:	Publish Article Non-electronically	54
Figure No. 9:	Availability of Modern Electronic Devices	59
Figure No. 10:	Availability of Internet,e-mail and other Computer-assisted Program in the College	60
Figure No. 11:	Availability of College Web-page	61
Figure No. 12:	Habit of Doing Research Work	62
Figure No. 13:	Availability of College own Journal	62
Figure No. 14:	View on Switch-off Lecture Method	63

## LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	Ampersand
ALA	-	American Library Association
CUP	-	Cambridge University Press
Dr.	-	Doctor
ELT	-	English Language Teaching
et al.	-	And other People
etc	-	etcetera
i.e.	-	That is
IT	-	Information Technology
M.Ed.	-	Master's of Education
MOE	-	Ministry of Education
NCED	-	National Center for Education Development
NELTA	-	Nepal English Language Teachers' Association
No.	-	Number
P	-	Page
PP	-	Pages
Prof.	-	Professor
S.N.	-	Serial Number
TU	-	Tribhuvan University
UNESCO	-	United Nations Educational, Scientific and Cultural Organization



## **CHAPTER ONE**

### **INTRODUCTION**

This study is on 'Information Literacy for Teacher Development'. This chapter consists of general background on teacher development and information literacy, literature review, objectives and significance of the study.

#### **1.1 General Background**

Teaching is a complex and technical task that tests one's commitment and courage. Generally, it is a holistic activity which requires a sound knowledge on how to handle the need and interest of the students, teaching strategies, curriculum, the availability of materials, multi-diversity of the classroom, institutions' rule and regulations and how to facilitate understanding in others. That is why, teachers should invest the great amount of their social, intellectual and emotional energy in the process of teaching. So teaching cannot take place without lifelong learning because it is done in order to manage and facilitate the teaching-learning process.

According to Brown (1994) teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (p.7). Teaching is widely understood as an act of transforming the knowledge, skills and the attitudes to the learners with an aim of bringing positive change in the learners. Wright(1990) states, " Teaching can be seen as meditating between language and the learner within the formal context of the classroom"(as cited in Richards and Nunan,1990,p.82). Without commitment and passion teaching loses its value. Head and heart both involved in a meaningful teaching because it is a challenging task of dealing with human brain, delicate in nature. Teaching is viewed as a kind of an artistic performance. So teaching technique depends upon the performance of an individual teacher and thus it cannot be predicted.

In Richards and Nunans's (1990) words "Teaching is a kind of mystical experience that is hard to explain or describe"(p.132).Teaching is mainly shaped by learning .It means how you define learning that determines the teaching. To quote Brown (1994), "Teaching cannot be defined apart from learning. Teaching is guiding and facilitating, enabling the learner to learn, setting the condition for learning" (p.7).Similarly, Hasen (1999) conceives "Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understandings which allow students to progress rather than to regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities" (as cited in Day, 2004, p.16).

Teachers are primarily the learners, they are engaged in learning how to teach, throughout their lives. This view is supported by Liberman and Miller (1990).They say:

They are problem posers and problem solvers, they are researchers and they are intellectuals engaged in unraveling the learning process both for themselves and for the young people on their charge. Learning is not consumption, it is knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given, it is constructed empirically based on emergent needs and interests of learners. Assessment is not judgment, it documents the progress over time. Instruction is not technocratic, it is inventive craft like and above all an important human enterprise (as cited in Day, 204, p.105)

The role of teacher becomes a central figure in the teaching process. The act of successful teaching demands various roles of the teacher. Hopkins(1985) mentions "Teachers are too often the servants of heads, advisors, researchers, textbooks and curriculum developers, examination boards of the department of

education and science among others”(as cited in Head and Taylor,1997,p.97). Similarly, Harmer (2008), highlights the roles of teacher as: controller, assessor, organizer, prompter, participant, resource and tutor (p.25).About the tasks of the proficient teacher, Villegas-Riemers(2003) mentions:

A candidate already having high degree of knowledge in subject matter will be able to spend more time performing and practicing pre-active, interactive and post-active tasks of teaching .The pre-active tasks include creation of lessons which foster greater student understanding of the subject, using curricular materials effectively and understanding and adapting their teaching methods to students’ individual needs. Interactive tasks involve classroom management, maintaining respect for rules and modeling appropriate behavior. The ability to reflect on and refine their teaching practices as post-active teaching tasks (p.41).

In order to handle these multiple roles and responsibilities, teachers should be equipped with sound knowledge and skills. Those roles and responsibilities are being changed time and again due to emergence of advance technology. On the other hand, the needs and interests of the learner and society or country are not constant, they are changing continuously. For this, teachers are engaged in the lifelong learning. Most of the activities are carried out under teachers’ own initiatives, through the institution in which the teachers are involved also plays an important role in facilitating their efforts. Teachers can adapt various methods and strategies in order to develop themselves. Among them information literacy is one of the best skills for teacher development. American Library Association Presidential Committee on Information Literacy (1989) mentions:

Information literate people are those who have learned how to learn. They know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning because they can always find the information needed for any task or decision at hand (p.2).

If teachers are to use information that others can learn from them, then teachers must be information literate. Similarly, Darch et al. (1997) view “The need to handle and use information is present in all stages of life and acquisition of competencies of information literacy must be intertwined with the acquisition of other literacies” (as cited in Humes, 2003).

A teacher teaches what he/she knows. If the teacher fails to update himself/herself in this rapidly changing world, he/she cannot meet the dynamic needs of the learners with the state and static knowledge in his/her repertoire. Similar is the view put forward by Bhattarai and Gautam(2005) :

An English teacher should compare oneself with a person standing on traffic island controlling and receiving the flow of knowledge and information from all directions. One should capture the appropriate materials and utilize/adopt it to the demand of the consumers (partners, students)(p.4).

If the teacher ignores this reality, the society may look at his/her job as inferior one and there is the danger for development of inferiority in teacher which sometime lead quitting his/her job. In contrast, if the teachers are well informed and self-aware about the latest developments and newly emerging concepts and new innovations or technologies related to their profession, they can present themselves according to the need and interest of their students.

So, information literacy skill is one of the best techniques to be updated in this ocean of the information era.

### **1.1.1 Teaching as a Profession**

Profession is a job requiring special type of skill or knowledge. Hole (1995) presents a helpful analysis of teaching on five criteria used to define profession. They are: social functions, knowledge, practitioner autonomy, collective autonomy and professional values (as cited in Villegas-Reimers, 2003, p.34). There are several personnel like doctors, pilots and engineers. Like others, teachers require special type of skill or knowledge to accomplish their particular job. So teaching is also regarded as one of the professions. Khaniya (2006) states, “Professional is he who performs tasks involving not only skills and knowledge but also expertise, and a teacher as a professional is necessarily responsible to bring about change or performs tasks after he receives instruction”(p.7). Walling and Lewis (2000) add “Professionals can introduce highly specialized expertise to solve complex problems and yet historically teaching has fallen short of the status of profession” (as cited in Villegas-Reimers, 2003, p.39). Similarly, Weiler(1995) states “Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good”(as cited in Villegas-Reimer,2003,p.39).

There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere ‘workers’ and whether teaching is a profession and not just an occupation. But, Villegas-Riemers(2003) says “fortunately, the tendency over the last few years has been to begin to accept the teaching as a profession and consequently, the transformations from teacher training to teacher development ”(p.36).

Teachers are the major elements of the entire education system those are placed at the heart of education system and thus they have to be more professional in

their business. By analyzing the above mentioned concept about teaching as a profession, it emphasizes that teacher must play the role of dedicated professional to their business to compete in this 21<sup>st</sup> century. Viewing teaching as a profession provides a motivation for continuous career growth. Now a days most of the people realized that professional organization of teacher is essential for the upliftment of the entire educational system. That is why, this is an issue of great interest to those all concerned with the education system.

### **1.1.2 Teacher Development**

Development is a dynamic process of positive changes that improve the standard of people. According to Head and Taylor (1997), “Development relates growth, personally and professionally” (p.1).It is a gradual improvement of a situation to some better state. Similarly, teacher development is a continuous and never ending process in which teacher changes themselves. This view is supported by Villegas-Riemers(2003) “Professional development of teachers is a lifelong process which begins with the initial preparation that teachers receive(whether at an institute of teacher education or actually on the job) and continues until retirement”(p.8).

Teacher development, in terms of teachers’ own understating refers to keep themselves alert and engage in learning new skills, knowledge, information and techniques in order to deal with new experience, challenges and opportunities in their profession as well as becoming better at what they are doing. Teachers’ professional development is the process of developing professional excellence in the teacher by learning, experiencing, practicing and preparing oneself for new challenges and responsibilities to be encountered in teaching. For this Diaz-Maggioli(2003) adds “Professional development is not a one-shot, one-size-fits-all event, but rather an evolving process of professional self-disclosure, reflection and growth that yields the best results when sustained over time in communities of practice and when focused on job embedded responsibilities.”

Because teacher development is changing so rapidly and so frequently all round the world, we are aware that even in the 'most recent' literature may already preset models or experiences that are no longer being implemented in a particular country. Once the teacher starts teaching s/he always needs to struggle for keeping growing and this struggles requires his/her voluntary will and effort. All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continues until the retirement professionally, and until the death bed personally. So, as the usual saying "Learning in any profession is a lifelong process" (Gnawali, 2008, p.36). Professional development is not confined to any formal course or external input. It can mean many different things and activities as teachers can find various alternative ways to learn. Similarly, Ganser (2000) argues "Professional development not only includes formal experiences but also incorporates informal exercises" (as cited in Bhandari, 2006).

For professional development, teacher oneself has to explore his/her own beliefs and thinking process and to examine how these influence his/her classroom practice. There should be a spirit of inquiring to develop the expertise in any field which is the key for teacher development. A good teacher always holds this spirit. According to Head and Taylor (1997), teacher development, as we understand it, draws in teacher's own inner resource for change. It is centered in personal awareness of the possibilities for change and of what influences the change process. It builds on the past because recognizing how past experiences have or have not been development helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are and of other people's responses to you. It is a self-reflective process because it is through questioning old habits that alternative ways of being and doing are able to emerge.

Professional development is the development of a person in his/her professional role. After gaining the experience and expertise for years in teaching

systematically, a teacher achieves the professional development.

Galtthorn(1935) perceives “Professional development as the growth that occurs as the teacher moves through the professional career” (as cited in Villegas-Reimers,2003,p.11).For Underhill(1998) teacher development is a continuous process of transferring human potential into human performance and this process is never finished. He states:

Development means ...keeping students on the same side of leaving fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoiding getting in a rut. If I am from a rut, then so is my teaching and then so are my students and learning from a rut, slow and inspiring (as cited in Head and Taylor, 1997, p.7).

Teacher development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group.

Glatthorn(1995) says:

The concept of professional development is broader than career development, which is defined as the growth that occurs as the teacher moves through the professional career cycle and broader than staff development, which is the provision of organized in-service programs designed to foster the growth of group of teachers; it is only one of the systematic interventions that can be used for teacher development(as cited in Villegas-Reimers,2003,p.11).

Teacher development as a continuous process is usually compared and contrasted with teacher training which is sometimes criticized for being one-off and not helpful for teacher development. Sometimes, teacher development is taken as a teacher training. This is one of the misconceptions about teacher



development, they are different in many respects but they both contribute to the teachers' professional betterment. "Training refers to activities directly focused on teacher's present responsibilities and is typically aimed at short term and immediate goals" (Richards and Farrell, 2005, p.3). Teacher training is basically aimed at preparing a teacher to take teaching responsibilities.

Teacher training acts as a starting point for teacher learning; teacher can develop beyond the training session. Davis (2001) compares the teacher training and teacher development:

For me, teacher development is a bit like the first time I drove a car after passing my driving test. It was an experience totally different from driving with an instructor in my flat mate's car with him sitting next to me. I was free to savor the experience for its own sake, to make mistakes and to be relaxed about them and learn from them....And my driving has improved through conversations with friends and trying out what they said(as cited in Gnawali,2008,p.37).

Unlike Davis' statement, Maley(1990) sees the decision making is most significant difference between teacher training and teacher development. In teacher training, it is the institution, who decides what the teacher is going to learn. In teacher development, teacher makes the decision in the following activities in his words:

In teacher development it is the teacher who decides whether to undertake a given project, which one, who with, how, where and when, how often, for how long and why and who bears the responsibility for these decisions (as cited in Gnawali, 2008, p.37)

To understand the concept of teacher development, Head and Taylor(1997) mention the following table to differentiate between teacher training and teacher development :

**Table No. 1**

**Difference between Teacher Training and Teacher Development**

<b>Teacher Training</b>	<b>Teacher Development</b>
Compulsory	Voluntary
Competency based	Holistic
Short-term	Long-term
One-off	Ongoing
Temporary	Continuous
External Agenda	Internal Agenda
Skill/Technique and Knowledge based	Awareness based ,angled towards personal growth and development of attitudes/insights
Compulsory for entry to profession	Non-compulsory
Top-down	Bottom-up
Product/Certificate Weighted	Process Weighted
Done with Experts	Done with peers

We can conclude that by analyzing the above mentioned definition and comparison between teacher development and teacher training, the later is one of the strategies and pre-requisites to teacher development. So, teacher development seems to be macro process and teacher training, a micro one. Actually, teacher training and teacher development complement each other. This view was supported by Head and Taylor (1997) “It is more useful to see training and development as two complementary components of a fully rounded teacher education” (p.9).

### **1.1.2.1 Characteristics of Teacher Development**

As defined above, teacher development is a lifelong process which begins with initial preparation to the retirement professionally, and until the death bed personally. It is a continuous and never ending process. It begins noticeable reformative change in teacher’s professional and personal life. Rossner(1992,as cited in Head and Taylor,1997,p.4) lists some key characteristics of teacher development. They are mentioned below:

- i) It is about dealing with needs and wants of the individual teacher in ways that suit the individual. The needs may be many and diverse from confidence building to language awareness or technical expertise.
- ii) Much teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.
- iii) Teacher development is not to do with language teaching. It is also about language development (particularly for teachers whose native language is not English), counseling skills, assessment training, confidence building, computing, meditation, cultural broadening-almost anything, in fact.

iv) Teacher development in most teachers' opinions has to be 'bottom-up', not dished out by managers according to their own view of what development teacher need. This does not mean to say that managers should stop organizing in-service or other training courses.

### **1.1.2.2 Need of Teacher Development**

Teachers' quality is a single determination of students learning. To improve the qualities of teachers, making them ready for continuous learning, improving the classroom practices, increasing student learning, developing good curricula and curricular materials, developing collegiality, sharing knowledge and experiences among teachers and students, solving problems together, initiating various innovative works-teachers qualities, capabilities and competencies need to be promoted and enhanced. In this regard, Australian College of Education (2005,html.doc) clearly spell out that professionalism is essential for teachers and it help teachers,

- a) to be knowledgeable on subject matter and pedagogy,
- b) to be effective in the care and development of all learners,
- c) to adhere to professional and ethical standard,
- d) to act as strong advocate for profession,
- e) to contribute to the development of profession,
- f)to reflect on strong ethical orientation across all areas of learning and teaching”(as cited in Poudel,2006).

The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers felt a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what s/he has learned is enough and need not learn further

ahead. Experience alone is not sufficient for teachers to meet with students' needs and expectations. Chaudhary(2008) mentions:

It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers' professional development. To some extent, experience plays the role for teacher development but it is insufficient basis for teacher development because teacher teaches in the classroom what they know or what have been taught to them by their tutors.

Experiences can scaffolds in teacher development (p.22).

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the change in the theories of language learning and emergence of new approaches and methods. So there is need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor (1997) say "Stale or narrowly subject bound teachers are menaced to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate"(p.11).Hence, learning to teach is a lifelong process. Similar is the view put forward by Richards and Farrell(2005) is that in most schools and institutions today, language teachers are expected to keep up to date with development in the field, to regularly review and evaluate their teaching skills and to take on new teaching assignments according to the changing needs of the institution. They further mention that teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding.

Teacher development is a key factor to bring the positive effect on educational products. So a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self reflection and interaction with

colleagues in the institution are very important tool for personal progress. In this technological driven age, one of the most challenging factor for teacher development is to be updated from new knowledge. Emphasizing the importance of updating oneself in teaching profession, Khaniya(2006) states:

People do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left for behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement (p.9).

To handle teaching profession effectively, teacher must be literate in modern technology than only s/he use his/her knowledge according to the need and interest of children. Not only that, s/he could be professional in his/her teaching business. As Ur (1996) mentions “The pre-service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers tools and understanding for further development” (p.317). Ur (1996) further says:

Constant teacher development and progress can forestall or solve the problems caused by both first year stress and later burnout. More positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and /or in other allied professional: materials, trainer, author and researcher (p.317).

Good teaching involves teachers’ intellect and passion as well .So the teachers must feel comfortable physically, emotionally and psychologically. Regular teacher development opportunities can only ensure the all-round development, success and satisfaction of the teachers. Ashton and Webb (1986) found the

following seven contextual factors that influence teacher sense of efficacy and competence:

- ) Excessive role demands
- ) Inadequate salaries and low status
- ) Lack of recognition and professional isolation
- ) Uncertainty
- ) A sense of powerlessness
- ) Alienation
- ) The decline in teacher morale(as cited in Day,2003,p.74)

Similarly, Villegas-Reimers (2003) points out the following factors to be considered when planning, implementing and assessing the professional development of teachers:

- ) A culture of support : the role of school and education leaders
- ) The role of context :multiple settings/multiple professional communities
- ) Time
- ) Financial resources
- ) Stages in professional development
- ) Steps of professional development
- ) The use of technology for teaching process
- ) The role of unions in teachers professional development
- ) The role of teacher-educators

Besides these factors, the provision of teacher training and teacher education programs are not sufficient requirements for making teacher and school effective. For this teacher development program is essential in order to address these factors and issues and to develop the better programs for teacher development. So, teacher development program must be systematically planned,

supported, funded and researched in order to have quality education through the provision of competent, professional and committed teacher. They also should provide proper incentives for the teachers, opportunities for demonstrating the newly acquired knowledge and skill and regular researches on teacher's progress. Then only the teacher development programs can be successful.

### **1.1.3 Information Literacy**

The great challenge for the society in the twenty-first century is keeping pace with knowledge and technological expertise necessary for finding, applying and evaluating information. It is acknowledged that we live in an information rich society where the amount of information and knowledge in world is increasing every second. As a result, there is the vast ocean of information and knowledge in a particular area.

To cope with this new situation, a new skill 'Information Literacy' is being developed in this world. The concept for information literacy was first introduced in the USA in 1970s. In 1989, the National Forum for Information Literacy was established at the recommendation of the 'Presidential Committee of the American Libraries Association', which is the first leading institution for providing information literacy in the world (Humes, 2003).

The term information literacy, sometimes referred to as information competency, is generally defined as the ability to access, evaluate, organize and use information from a variety of sources. According to Presidential Committee on Information Literacy (1989):

Information Literacy is a survival skill in the information age. Instead of drowning in the abundance of information that floods their lives, information literate people know how to find, evaluate and use information effectively to solve a particular problem or make a decision... (as cited Carr, 2003).



Similarly, Costa (1985) states,

Information Literacy is the ability to access, evaluate and use information from a variety of sources. As students prepare for 21<sup>st</sup> century, traditional instruction in reading, writing and mathematics needs to be coupled with practice in communication, critical thinking and problem solving skills(as cited in Doyle,2003).

In current information age, the speed at which we work makes us increasingly dependent on high-quality accurate information. “However information is becoming more voluminous, fragmented into different formats and media and duplicated in multiple physical locations. In order to access and use these myriad sources effectively, people must be information literate” (Ercegovac and Yamasaki, 2003,p.4).

Sometimes, ‘Information Literacy’ is taken as computer literacy or library literacy. But information literacy is not the same as computer literacy (which requires a technological knowledge on how to manipulate computer hardware and software) or library literacy (which requires the ability to use library’s collection and its services), although there is a strong relationship among all these concepts. Each of these requires some level of critical thinking.

Humes(2003) argues “But compared with computer literacy, information literacy goes beyond merely having access to and knowledge of how to use the technology-because technology alone does not guarantee quality learning experiences”. Similarly, Gilton(1994) states “ Compared with library literacy, information literacy is more than searching through an online catalog or other reference materials because information literacy is not a technique but a goal for learners”(as cited in Humes,2003).Darch et al.(1997) add “ Information literacy requires an awareness of the way in which information system works, of

the dynamic link between a particular information need and the sources and channels required to satisfy that need”(as cited in Humes , 2003).

The basic goals of information literacy are also helpful to understand its concept. The Department of Navy of the USA mentions the following basic goals of information literacy :

- ) Determine the nature and extent of the information needed.
- ) Access needed information effectively and efficiently.
- ) Evaluate information and its sources critically and incorporate selected information into your knowledge base and value system.
- ) Use information effectively to accomplish a specific purpose.
- ) Understand the economic, legal and social issues surrounding the use of information and to use information ethically and legally.

Thus, information literacy is the skills to locate, evaluate and use information to become independent lifelong learners. Information literacy is transformational process on which the learners need to find, understand, evaluate and use information in various forms to create for personal, social or global purpose. The main goal of the nation today is to make its citizen information literate. Doyle(1992) defined an information literate person is who :

- ) Recognizes that accurate and complete information is the basis for intelligent decision making
- ) Recognizes the need for information
- ) Formulates questions based on information needs
- ) Identifies potential sources of information
- ) Develops successful search strategies
- ) Access sources of information including computer-based and other technologies
- ) Evaluates information
- ) Organizes information for practical application

- ) Integrates new information into an existing body of knowledge
- ) Uses of information in critical and problem solving

(as cited in Doyle, 2003)

There is a slogan ‘right information to the right person at the right time’. This slogan also states the important of information in this 21<sup>st</sup> century, where information has been playing a vital role to every person to survive, to be competent and to settle down easily in this world.

### **1.1.3.1 Aspects of Information Literacy**

Every person has to develop some specific skills to be an information literate person. Those skills are helpful for developing information literacy skills.

Shapiro and Hughes (1996) suggest seven aspects of information literacy. They are:

**I.Tool Literacy:** This is the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.

**II.Resource Literacy:** This is the ability to understand the form, format, location and access methods of information resources, especially daily expanding networked information resources.

**III.Social-structural Literacy:** This is the ability to understand how information is socially situated and produced.

**IV.Research Literacy:** This is the ability to understand and use IT-based tools to the work of today’s researcher and scholar.

**V.Publishing Literacy:** The ability to format and publish research and ideas electronically, in textual and multi-media forms...to introduce them into the electronic public realm and the electronic community of scholars.

**VI.Emerging technological Literacy:** The ability to continuously adapt to, understand, evaluate and make use of the continually emerging innovations

in information technology so as not to be a prisoner of prior tools and resources and to make intelligent decisions about the adoption of new ones.

**VII.Critical Literacy:** The ability to evaluate critically the intellectual, human and social weakness, strengths, potentials and limits, benefit and costs of information technologies.

So, information literacy is holistic in nature which includes the above mentioned literacies. To be an information literate person, s/he has to develop all these literacy skills then only they can be informationally literate.

### **1.1.3.2 Components of Information Literacy**

The components of information literacy help a person to develop the skills of information literacy step by step. Isenberg (2004) states the following six components of information literacy. They are:

Step I –The first step in the information literacy strategy is to clarify and understand the requirement of the problem or task for which information is sought. Basic questions asked at this stage:

- a. What is known about the topic?
- b. What information is needed?
- c. Where the information can be found?

Step II – **Locating:** The second step is to identify sources of information and to find these resources. Depending upon the task, sources that will be helpful may vary. Sources may include books, encyclopedias, maps, almanacs etc. Sources may be in electronic, print, social bookmarking tools or other formats.

Step III – **Selecting/Analyzing:** This step involves examining the resources that were found. The information must be determined useful or not useful in solving the problem. The useful resources are selected and the inappropriate resources are rejected

**Step IV-Organizing/Synthesizing:** In this step, information which has been selected is organized and processed so that knowledge and solutions are developed. Examples of the basic steps in this stage are:

- a. Discriminating between fact and opinion
- b. Basing comparisons on similar characteristics
- c. Noticing various interpretations of data
- d. Finding more information if needed
- e. Organizing ideas and information logically

**Step V: Creating/Presenting:** In step five, the information or the solution is presented to the appropriate audience in an appropriate format. A paper is written. A presentation is made. Drawings, illustrations and graphs are presented.

**Step VI –Evaluating:** The final step in the information literacy involves the critical evaluation of the completion of the task or the new understanding of the concept. Was the problem solved? Was new knowledge found? What could have been done differently? What was done well?

By analyzing the above mentioned step of information literacy, we can develop information literacy skills gradually. All these steps are interrelated to each other to become perfect information literate person. S/he has to have the knowledge of all six step perfectly to become information literate person in this competitive era.

#### **1.1.4 Information Literacy and Teacher Development**

Teaching business is a challenging job which requires various attributes among teachers. Poudel (2006) lists three attributes of the teacher, they are:

Personal attributes(good moral conduct, honest, deceptive, brave, cowardly, generous, courage, caring, fairness, friendship, justice, open-mindedness and

so on.), professional attributes (pedagogical methods, styles and manner, exemplary conduct, collaborative, innovative, dynamic and so on) and institutional attributes (close relation between personal and institutional goal, public relations, commitment, teamwork, partnership, responsibility and accountability etc.).

Teachers are the major elements of any education system and are placed at the heart of this system and thus they have to be more professional in their work. In the process of teaching, teachers have to face several issues. Teachers have to work in a diverse and complex environment. Geographical condition, language used, ethnic structure, cultural and social diversities are some of the visible diversities that our teachers have to address. Importantly, intellectual diversity is another important issue which is more visible in nature that also plays crucial roles in teaching-learning process and these teachers have to be familiar with it. Managing classroom environment, climate and culture; classroom organization and management; preparation of structure of lessons and their delivery; teachers-students communication and relations; understanding, managing and copying the students' learning difficulties are other issues that are contributing to make teachers work more complex and to work effectively and efficiently teachers have to have several professional competencies.

Teachers are taken as versatile personality, from their society or nation and are expected to perform different roles to fulfill the national goal. Not only that, they have to face many responsibilities to be a competent teacher in the 21<sup>st</sup> century. Some of the roles to develop his/her academic career as professional teacher are:

### **I. Teacher as learner**

Fullan (1991) defines "Professional development as the sum total of formal and informal learning experiences through one's career from pre-service education

to retirement ”(as cited in Pandey,2009,p.173). Basic qualification and skills required for entrance in teaching profession, the pre-service education, what he says professional preparation and professional development is the upgrading and broadening of knowledge, skills and expertise which is obtained from education and experience. So, teacher should learn any time of his life to be perfect in his/her profession.

## **II. Teachers as content knowledge expert**

A specialized body of knowledge and mastery over pedagogical as well as content knowledge are the prime characteristics of teaching. Schulman(1987) categories the knowledge base essential for teaching, into seven domains “content knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational content and knowledge of educational areas purposes and values and their philosophical and historical grounds” (as cited in Pandey,2009,p.173).

## **III. Teacher as researcher**

Calderherd(1994) says “Teachers need to be informative and analytic and also seek to get more information about students, how they learn, where they get difficulties, what teaching-learning strategies would be appropriate for effective learning and how curricular materials are utilized”(as cited in Pandey,2009,p.173).To do such activities teachers should carry out different action researches.

## **IV. Teacher as a problem solver**

Professional practice is a process of problem solving. Problems arise from the complexities if the situation and professional should have capacity to judge, analyze, develop, alternate and make decisions even in uncertain and problematic situations, professional development thus, address to develop their capacity to work even in the unpredictable and complex situations and resist

outside interference as well as to handle the complex classroom situation. “ Professional development experiences are built on collegiality, collaboration, discovery and solving real problems of teaching and learning summon the strength within staff, instead of just challenging them to measure up to somebody else’s standard”(Fullan,1991,as cited in Pandey,2009,p.173).

## **V. Teacher as reflective practitioner**

Teaching is a reflective process .Teacher need to be continuously reflective on and developing their work not only because change keeps coming from outside but because knowledge is continually changing and developing and no school or teacher can afford to stand skills and knowledge they have learnt formally or informally is reflected in action into the classroom. Reflective practices help professional teachers to correct their ill practice.

In order to handle all those roles and responsibilities as well as different challenges and issues in teaching, teachers should be equipped with sound knowledge of language skills, media skills, presentation skills, research skills, dissemination skills. For this, they are engaged in the lifelong learning. To be lifelong learner, they have to have the knowledge of information literacy. Breivik and Jhones(1993) argue that “Traditional literacy’s of reading, writing and mathematical reasoning are insufficient for lifelong learning” (as cited in Humes,2003).The measuring quantity of information from all sources and the pressure to remain in a constant state of conscious learning means that we must be dexterous in the use of information, too. Doreh et al.(1997) say “The need to handle and use information in present in all stages of life and the acquisition of the competencies of information literacy must be intertwined with acquisition of the other literacies” (as cited in Humes,2003).That is why, teacher must have the information literacy skills to be a professional teacher.

Most of the developed countries’ curriculums demand the skills from the students in this21st century, are “critical thinking, problem solving and decision



making” (Carr, 2003). All these three phrases refer to cognitive skills that are necessary to create new knowledge and to learn how to learn. American Library Association (1989) mentions:

The ability to learn how to learn is a key characteristic of those who are information literate i.e. those who know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them” (as cited in Carr, 2003).

If teachers are to use information so that others can learn from them, then teachers must be information literate. Wisconsin Educational Media Association (1993) further adds:

Becoming information literate is an active process, requiring the seeking out of knowledge from multiple sources rather than passively receiving and repeating back facts, the teacher’s role must evolve from the giver knowledge into being more of a coach or guide (as cited in Humes,2003).

Teachers, professors, teaching assistants, librarians, administrators and the community must collaborative to develop ways to involve the students not only in using classroom materials but in using resources from the broader community and the mass media.

In every step of our learning process, changes are being seen in the contents rapidly. As the global change has increased, considering this in both, the amount and variety of information resources, as well as great changes in technology that affects our lives in everything. That is why, we have to update from these

changes in our life. To be well updated in this vast information age, teacher has to develop the information literacy skill. Ercegovac and Yamasaki (2003) argue:

Having accurate, up-to-date information determines the difference between the rich and the poor in the information age. Community colleges can make a vital contribution towards closing this gap by equipping their students with the ability to access, retrieve and utilize information.

There emerged many methods and styles of teaching in the world. But those methods and styles are being insufficient in this time. This view is supported by ALA(1989) “Information age is divorced from most teaching styles”(p.12).It further states “Restructuring of the learning process in order to create a new information age school characterized by interactive, self-initiated learning with teacher as the guide to learning”. Lenox (1993) says “Teachers must be prepared to teach to become critical thinkers, intellectually curious observers, creators and users of information” (as cited in Humes, 2003).So, the main task of a teacher in this information age by Humes(2003):

The main goal of the teacher is to prepare students early on to learn how to learn and carry these skills into other areas of their lives. Teachers of all subjects must blend their traditional fact-based approach with an emphasis on learner based inquiry and scientific inquiry process(p.6).

Commission on Higher Education (1995) adds:

Shifting some of the responsibility of gaining knowledge from the teacher to the student and allowing students to develop questions, strategies to search for answers, and formulate conclusions. It also means having fewer lectures

and replacing them with applied strategies for information literacy (as cited in Humes, 2003).

We can make the conclusion from the above mentioned concepts and views about information literacy and teacher development. There is an increased demand for quality education in the country. At this juncture, teacher's role is crucial but teachers cannot contribute to students learning process unless professionalism is developed in their part. To develop teachers' professionalism, information literacy plays a vital role. The time has come for the teachers to develop their information literacy skills in order to be able, capable, resourceful and competent teachers. Information literacy skills can contribute countless effort to enhance teacher development. Teachers are the cornerstone of education. Good teachers are always required for quality education. Professional development of teachers is thus an important of every country. It is through information literacy a teacher can identify the source of information; his/her confidence grows in teaching and learning of the problem solving .S/he becomes independent, disciplined and self-motivated in teaching and learning. So, we can conclude in a single sentence that information literacy is part and parcel for teacher development.

### **1.1.5 Current Challenges of Information Age**

We are outfitting our schools, libraries and homes with electronic technologies day by day. But are we preparing our students and teachers for onslaught of information that is provided by these technologies? What happens when the student can get more information from internet than previously conveyed by a teacher or a textbook? What should a student down faced do with so many informational possibilities? Which of the information is credible and which not? Humes(2003) adds “with the provision of so much more information, they are in the education system or not-must have not only reading skills and computer

skills but information skills too”(p.4).Humes (ibid) raises some of the issues of information age. They are:

However, since anyone can make a web-page, for example how can you tell if the information is reliable or not? A critical point about using the internet is that individuals posting information aren't required to pass through traditional editorial constraints or undergo any kind of fact checking required in conventional published print media(p.5).

For this Humes (ibid) also adds “The reluctance to look information from tried and true source such as well-indexed books or the temptation to assign value to information simply because it came off the computer will likely to provide results with poor quality”.

Information literacy in general can be defined the way to taper the needful knowledge from the pool of information from different resources. A common myth prevails in which people are misled into thought that the knowledge of few books is sufficient provisioning to acquire useful information. Since people are not equipped with necessary knowledge and skills to gather information, the outcome produced can be highly unreliable. Therefore, true information literacy should involve both thinking and doing.

To address all these current challenges of information age, there should be developed perfect information literacy skills then only we can fight any challenges whenever they occur in our life.

## 1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Though a number of research works have been carried out in the field of English Language Teaching; a very few of them have been conducted in the field of teacher development. Some research studies related to this study are reviewed as follows:

Rossner(1992) carried out a short survey to find out what the teacher personally understand by teacher development. He found that the teachers' responses indicated four key areas that the teacher is concerned with. They are:

- a. Developing language and other skills like counseling, meditation, computing and so on.
- b. New experiences, challenges and opportunities for teachers to broaden their repertoire and take new challenges and responsibilities.
- c. Needs and wants of the individual teacher in ways that suit that individual, do bottom-up approach in decision making about what developing teachers need(as cited in Gnawali,2008,pp.37-38).

In an attempt to understand the factors that affect the relationship between educational reform and teachers' professional development, Futrell et al.(1995) conducted a research in nine school district in the USA and identified the following factors :local focus, significant funding, local leadership, long range planning, including teachers and their professional development as part of the reform, collegiality and time(as cited in Villegas-Reimers,2003,pp.26-27).

Supovitz Mayer and Kahle(2000) studied involving data collected in Ohio, the USA, found that as a result of teachers' involvement in intensive professional development activities "teachers' attitudes, preparation and practices all showed strong, positive and significant growth from pre-professional development to the following spring. Furthermore, these gains were sustained over several years

following (the teachers') involvement" (as cited in Villegas-Reimers, 2003, p.22).

Gnawali(2001) conducted a research entitled "Investigating classroom practices: A proposal for the teacher development for the secondary school teachers of English in Nepal" with one of the objective i.e. "How do teacher develop?" He interviewed eight teachers and teacher educators from different countries: England, Georgia, Nepal, Romania and Uzbekistan. It was found that teachers develop in their career and that happens due to several factors such as reading, challenges, responsibilities and exposure to different types of colleagues.

Richards and Farrell(2005) explored and listed the following eleven different procedures that can be used to facilitate teachers' professional development; workshops, self-monitoring, teacher support groups, journal writing, peer observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research.

Atay (2006) conducted research entitled 'Teachers' professional development'. In the study he found that participants in collaborative research had a positive impact on the professional development in –service teachers by broadening their perceptions of research, helping them to recognize the value of collaboration, and encouraging them to implement new institutional practices.

Phuyal (2009) conducted a study entitled "Practices of reflective teaching used by Primary Level English Teachers" with an objective to find out the practices of reflective teaching used by primary level English teachers. From the study, she came to the conclusion that the majority of the primary level English language teachers are not aware of the advantages of reflective practices for their professional development though some of them respond that they used it as a way to their professional development.

Adhikari (2010) conducted a research entitled "Collaborative learning for teachers' professional development". The main objectives of the research were

to find out the attitudes of Secondary level English Language teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to the Pokhara and Kathmandu valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers have positive attitude towards collaborative learning and majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on “Learning Strategies of English language teachers for Professional development” aims to indentify the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu valley and questionnaire was used as the research tools. The finding showed that teachers’ own teaching experience, self-monitoring, workshops, conferences, seminars, learning from colleagues, peer-observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher courses ,teaching portfolios, resource and teacher activity centers’, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching in different colleges of Kathmandu.

There are several research studies that have been carried in the field of ELT and a few on Teachers’ Professional Development, still there is lack of research in the area of information literacy as one of the best skill for teacher development in this technological age. Though some articles in different journals have touched this issue, none of the studies has dealt with this newly emerging issue. So, this research is the first one in the teacher development in the Department.

### **1.3 Objectives of the Study**

The study had the following objectives:

- i. to identify English language teachers' perception towards information literacy ;
- ii. to find out the environment available for teachers in the institution to make them information literate and
- iii. to suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study reveals the perception of English language teachers towards information literacy for teacher development as well as the available environment in the institution to make teacher information literate. So, it will be useful for the prospective researchers who want to undertake resources in the area of teacher development and information literacy too. The study is mainly focused on information literacy as one of the important skills for teacher development. So, it will be significant for the teachers willing to make their profession better according to the situation of this 21<sup>st</sup> century, where information plays a vital role for every step of their professional life. This study will be equally beneficial for teacher trainer, educational policy maker and librarian by updating the world trends and to apply the current knowledge to their local situation. Not only that, it will also be useful for students because information literacy make them independent lifelong learners.



## **CHAPTER TWO**

### **METHODOLOGY**

This chapter deals with research methodology adopted to carry out the study on information literacy for teacher development.

The sources of data, population of the study, sample size and sampling procedure, tools for data collection, process of data collection, limitations of the study and other procedures are described below.

#### **2.1 Sources of Data**

Both primary and secondary sources of data were used to meet the objectives of the study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were 60 English language teachers teaching at certificate/ bachelor level from selected colleges of the Kathmandu valley (see appendix-II).

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data for this research were some related books, journals, articles, research works, reports, dictionaries and websites to collect more information for the facilitation of the study. Some of them were Richards and Nunan(1990),Kumar(1996),Ur(1996),Head and Taylor (1997), Carr (2003), Diaz-Maggioli (2003), Doyle(2003), Humes(2003), Villegas-Reimers (2003), Eisenberg(2004), Ricahrds and Farell (2005), Atay(2006), Best and Kahn (2006), Gnawali (2008) , Bitchener(2010).

## **2.2 Population of the Study**

The total population of the study were certificate/bachelor level English language teachers/lecturers who are teaching in different colleges of Kathmandu valley.

## **2.3 Sampling Procedure**

Kathmandu valley was the research area of the study which was purposively selected. The total sample size consisted of 60 lecturers/teachers from 30 different colleges. The researcher used non-random judgmental sampling procedure to select 30 colleges from Kathmandu valley, out of 30 colleges, 10 were TU affiliated, 10 were community and 10 were private colleges. Then, the researcher selected two lecturers from each college non-randomly.

## **2.4 Tools for the Data Collection**

The research design of the study was survey type. The researcher used 'Questionnaire' (see appendix-I) to elicit the required information for the study. The questionnaire consisted of both close-ended and open-ended questions.

## **2.5 Process of Data Collection**

The researcher used the following step-wise methodological procedure to collect the required data.

Step I: The researcher selected 30 colleges in the Kathmandu valley.

Step II: He visited the selected colleges and got permission from the college authority to consult the English language teacher.

Step III: He built rapport with the respondents and explained them about the purpose of his study to them.

Step IV: He requested them to help him by responding to the questionnaire.

Step V: He distributed the questionnaire to them.

Step VI: He collected the questionnaire within a week from the date of distribution.

Step VII: Finally, he thanked the respondents for their participation.

## **2.6 Limitations of the Study**

The study had the following limitations:

- i. The study was limited to the 60 English language teachers selected from 30 colleges of Kathmandu valley.
- ii. It was limited to the information literacy as one of the best skill for teacher development among other skills.
- iii. It was limited to the data elicited only through the questionnaire.
- iv. It was limited to some aspects of information literacy: tool literacy, resources literacy, research literacy, publishing literacy and critical literacy.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with analysis and interpretation of the data obtained from primary sources. The data was collected with the help of a questionnaire (See Appendix-I) consisting of both close-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 60 certificate or bachelor level English language teachers from 30 colleges of Kathmandu valley.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data was analyzed and interpreted under the two main headings:

- a) Teachers' perception of information literacy as one of the best skill for teacher development.
- b) Environment available to the teachers in their institution to make them 'information literate' teachers

The participants were asked 39 close-ended and 4 open-ended questions requiring the answer in their own words. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

#### **3.1 Teachers' Perception on Information Literacy as a Skill for Teacher Development**

The first objective of the study was to identify English language teachers' perception towards information literacy for teacher development. With the help of 30 close-ended questions and 3 open-ended questions, the researcher tried to extract the perception of the participants on information literacy as one of the best skill for teacher development.

Among 30 close-ended questions, 11 were asked to identify their perception of information literacy and other 19 were asked to find out to what extent teachers have applied the information literacy skills in their real life situations. So, this heading is also divided into two main sub-headings to make the study more convenient.

They are:

- i. Teachers' perception of information literacy
- ii. Practical application of information literacy

### 3.1.1 Teachers' Perception of Information Literacy

In order to elicit the required information for finding out the teachers' perception of information literacy as one of the best skills for teacher development, the teachers were provided 11 close-ended and two open-ended questions to respond. Based on responses provided by the teachers, the data has been presented in the table no. 2.

**Table No. 2**

#### **Teachers' Perception of Information Literacy**

S.N.	Statement	Responses									
		Strongly agree		Agree		Not Sure		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Information has solution .	12	20	48	80	-	-	-	-	-	-
2.	Without information we cannot imagine useful life.	36	60	24	40	-	-	-	-	-	-
3.	Teacher is a lifelong learner	56	99.33	4	6.67	-	-	-	-	-	-

4.	New knowledge is being emerged.	15	25	27	45	15	25	3	5	-	-
5.	Updating is a challenging task.	39	65	21	35	-	-	-	-	-	-
6.	To be well update, general literacy is insufficient.	9	15	39	65	9	15	3	5	-	-
7.	Information literacy helps us to be well-updated person.	24	40	33	55	3	5	-	-	-	-
8.	Professional teachers must be curious to obtain knowledge.	27	45	33	55	-	-	-	-	-	-
9.	Information literacy skills helps to do any work.	18	30	36	60	6	10	-	-	-	-
10.	Information literacy skills makes the teacher independent seeker of knowledge.	21	35	33	55	6	10	-	-	-	-
11.	Information literacy is part and parcel for teacher development.	15	25	36	60	9	15	-	-	-	-

\*No=Number of teacher, %= percentage

Among the 60 respondents, the collected data revealed that 20% teachers strongly agreed and 80% of them agreed that information provides right solution of any problem in our lives. None of them disagreed on this statement. The data shows that all the teachers agreed that information provides appropriate solution of any problematic situation in our lives.

While analyzing the responses to the statement no. 2, it was found that 60% teachers strongly agreed and 40% of them agreed to the statement 'without information in this 21<sup>st</sup> century, we cannot imagine useful and competitive life'. None of the teachers disagreed the statement. It shows that all the teachers are aware about the importance of information in this information age. Similarly, 93.33% teachers strongly agreed and 6.67% of them agreed that teachers are lifelong learners. None of them disagreed the statement.

From the above mentioned table, 45% teachers agreed and 25% of them strongly agreed that today's truth may be less truth another day whereas 5% of them disagreed and 25% of them could not determine either this statement is true or not. It shows that almost all the teachers agree that knowledge/information is changing day by day. On the other hand, 65% teachers strongly agreed and 35% of them agreed that one of the challenging tasks in this time for teacher development is to become updated every time.

The table no. 2 depicts that, majority of the teachers (65%) agreed and 15% of them strongly agreed to become well-updated person, reading, writing and mathematical reasoning are insufficient. Likewise, 5% teachers disagreed and 15% of them were not sure about this statement. It seems that majority of the teachers are in favor of this statement. Similarly, 40% teachers strongly agreed and 55% of them agreed to become well-updated person, information literacy is one of the best newly emerging skills in this vast information age. But 5% teachers were not sure either information literacy makes us well updated person or not.

According to the data presented above, majority of the teachers (55%) agreed and 45% of them strongly agreed that professional teachers must be curious to obtain knowledge. Similarly, 30% teachers strongly agreed and 60% of them agreed that information literacy skills provides ability for teachers to do any work and play different role according to situation whereas 10% teachers were not sure either it plays vital role or not. It shows that almost all the teachers are agreed that information literacy skills plays the effective role to develop teacher's profession.

The data presented in table no. 2 reveals that 35% teachers strongly agreed and 55% of them agreed that information literacy skills makes the teacher independent seeker of knowledge. Likewise, 10% teachers were not convinced whether it makes the teacher independent seeker of knowledge. On the other hand, majority of the teachers (60%) agreed and 25% of them strongly agreed that information literacy skills are part and parcel for the teacher development whereas 15% teachers were not sure about this statement.

Table no. 2 shows that teachers perceive that information literacy skills as a kaleidoscopic weapon for the teacher because it brings out to the teachers from problematic situation and makes them competitive as well as proficient teacher.

In order to elicit further information on teachers' perception of information literacy. They were asked two open-ended questions. The first one was "How do you define the term 'information literacy'?" In response to this question, they had different concept of this term. All of their responses are summarized and presented in table no. 3.

**Table No. 3**  
Defining 'information literacy'

S. N.	Responses	No	Percentage
1.	Information is understood as a tool that helps to personalize the knowledge in a particular field.	4	6.67%
2.	Having ideas and ways of knowing and collecting information and using it effectively in the practical life.	8	13.33%
3.	Information literacy is one of the fundamental sources for acquiring knowledge.	6	10%
4.	Information Literacy can be defined as the skill to recognize needed information, evaluate them and use effectively when needed.	9	15%
5.	Means for equipping an individual with appropriate	5	8.33%



	methods and ransacking knowledge in the field concerned.		
6.	Getting knowledge about the current issues by the help of using electronic devices.	8	13.33%
7.	Being knowledgeable with the technology and to know the system how the knowledge is being governed.	4	6.67%
8.	The knowledge to get information from different media.	3	5%
9.	It is expands the knowledge through technical way like computer, e-mail and internet and even through the research work.	7	11.67%
10.	An essential tool to be updated for an individual and basic structure for social transformation.	6	10 %

\*No = Number of teachers

The data presented in the table no. 3 shows that 15% teachers defined that information literacy as the skills to recognize needed information from different sources, evaluate it and use it effectively when needed. A little over thirteen percent teachers viewed ‘ Having ideas and ways of knowing and collecting information and using it effectively in practice is known as information literacy’. Other 13.33% teachers stated “Information literacy is getting knowledge about the current issues by the help of using electronic devices”. Most of the teachers(55%) mentioned that information literacy is a tool which helps them to expand their knowledge using technical devices like computer, email and internet and even through the research work.

Similarly, there another open-ended question was asked, “Do you think information literacy skills are essential for the professional teacher? Give reasons to support your response”. In response to this question, all the teachers replied that information literacy is essential for the professional teacher. To support this view, they provided different reasons. All of their reasons are summarized and presented in table no. 4.

**Table No. 4.**

**Reasons to Support the Necessity of ‘Information Literacy Skills for Professional Teacher’**

S.N.	Responses	No.	Percentage
1.	It helps to update according to change of time and new technology	8	13.33%
2.	It is necessary to make teaching effective.	5	8.33%
3.	It helps to receive new findings and teaching-learning methods developing in this world as soon as possible.	12	20%
4.	It helps to associate burning and current happening into our related subject.	4	6.67%
5.	A teacher without the knowledge of this skill can hardly accomplish his/her mission.	6	10%
6.	It has been essential part of academic world because insufficient information in a topic/lesson that leads us to ineffective presentation and we cannot be able to address current issues. As a result, it brings negative output. So, we have to be information literate person.	20	33.33%
7.	It properly enhances the ability of gaining knowledge.	5	8.33%

\*No= Number of teachers

The responses of the teachers presented in table no. 4 shows that all the teachers were convinced that information literacy skills is necessary to develop their profession because it helps them to expand their knowledge providing detail information about their necessity not only that it also helps them to solve any problem and struggle in any situation providing detail references of almost all topics.

**3.1.2 Practical Application of Information Literacy**

The study was limited to some aspects of information literacy. Those aspects include: a)tool literacy, b)resource literacy, c) research literacy, d)publishing

literacy and e)critical literacy. The researcher attempted to find out how the respondents are perceiving and applying information literacy in their real life.

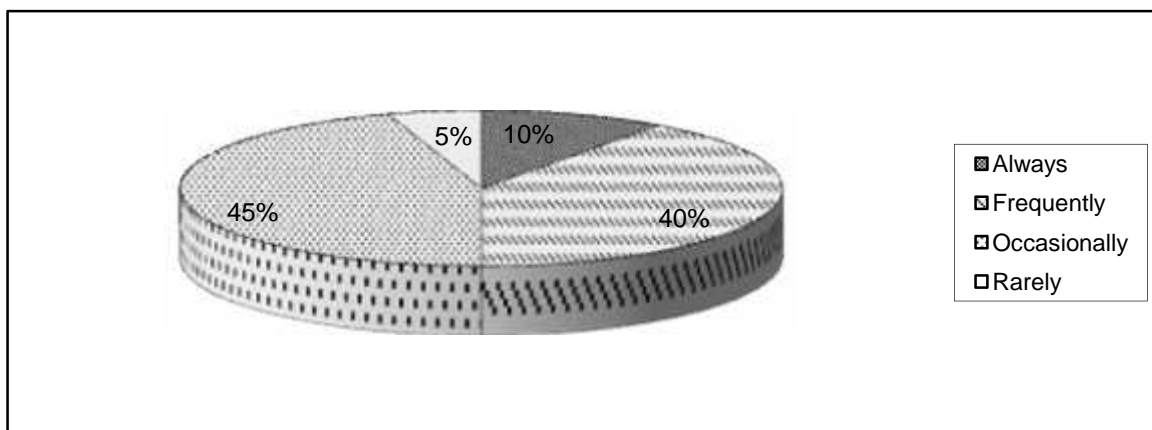
In order to elicit the required information for finding out the practical application of information literacy by the teachers in their real life and to develop their profession as well. Teachers were asked 19 close-ended and 1 one-ended questions to respond. Being based on the responses and different aspects of information literacy, the data has been analyzed and interpreted into the following sub-headings.

### 3.1.2.1 Tool Literacy

Teachers were asked two close-ended questions whether they can use current information technology relevant to their work. The first close-ended question was “I can use any materials from library.” The responses provided by the teachers are presented in the following figure.

**Figure No. 1**

#### **Habit of Using Materials from Library**



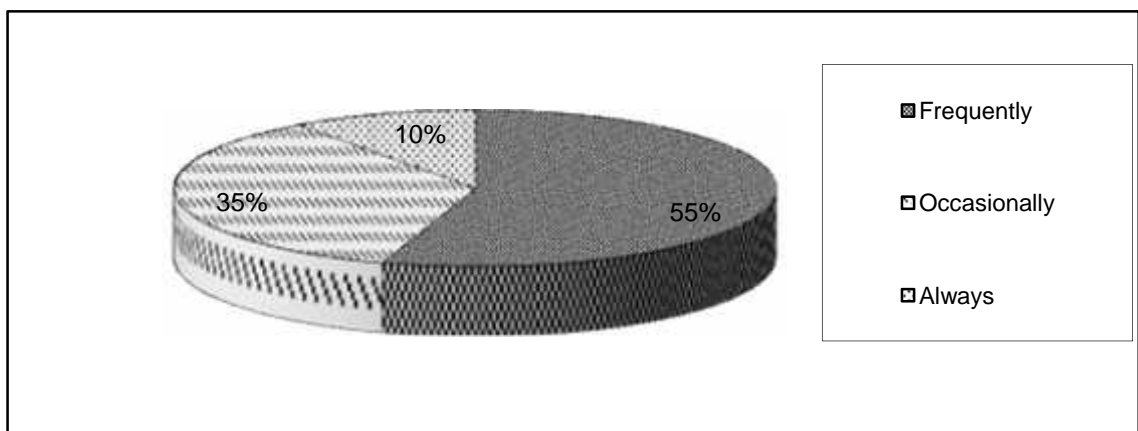
Above mentioned figure shows that 45% teachers replied that they occasionally use materials from library, 40% teachers frequently use materials from the library and 10% of them always use materials from the library whereas 5% teachers rarely use materials from the library.

There was asked another question to the teachers whether they retrieve needed information from the computer based program and other technologies or not. The

question was “I retrieve needed information from computer based program and other technologies” with five such alternatives; always, frequently, rarely and never. The responses of them are presented in following pie chart.

**Figure No 2**

**Habit of Retrieving Needed Information from Electronic Devices**



The figure no.2 shows that 55% teachers frequently retrieve needed information from computer based program and other technologies and 35% of them occasionally retrieve it. But 10% teachers always retrieve needed information from computer based program and other technologies.

The data presented in figure number 1 and 2 shows that almost all the teachers perceive that tool literacy is essential for better performance and they are applying in their real life situation too.

**3.1.2.2 Resource Literacy**

The information obtained ‘to what extent teachers used resource in their actual field or not’ has been presented in table no. 5. They were asked 5 close-ended questions to respond.

**Table No. 5****Resource Literacy**

S.N.	Statement	Responses									
		Always		Frequently		Occasionally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Know the situation where information is needed	30	50	24	40	6	10	-	-	-	-
2.	Formulate questions to the needed information	21	35	24	40	15	25	-	-	-	-
3.	Identify sources of information	18	30	21	35	21	35	-	-	-	-
4.	Develop successful search strategies.	15	25	27	45	15	25	3	5	-	-
5.	Collecting sufficient information	24	40	24	40	12	20	-	-	-	-

\*No =Number of teachers

Table no. 5 shows that 50% teachers always know the situation where and when information is needed for them and 40% of them frequently know the situation where information is needed for them whereas 10% of them occasionally know the situation where and when information is needed for them. This data tells us that all the teachers know the situation where and when information is needed for them.

While analyzing the responses to the statement number 2 at the table no.5,it was found that 35% teachers always formulate questions based on information needed. Likewise, 40% and 25% of them frequently and occasionally formulate questions based on information needed respectively. Similarly, 35% teachers frequently and occasionally identify potential sources of information and 30% of them always identify potential sources of information. This data shows that all the teachers identify the potential sources of information.

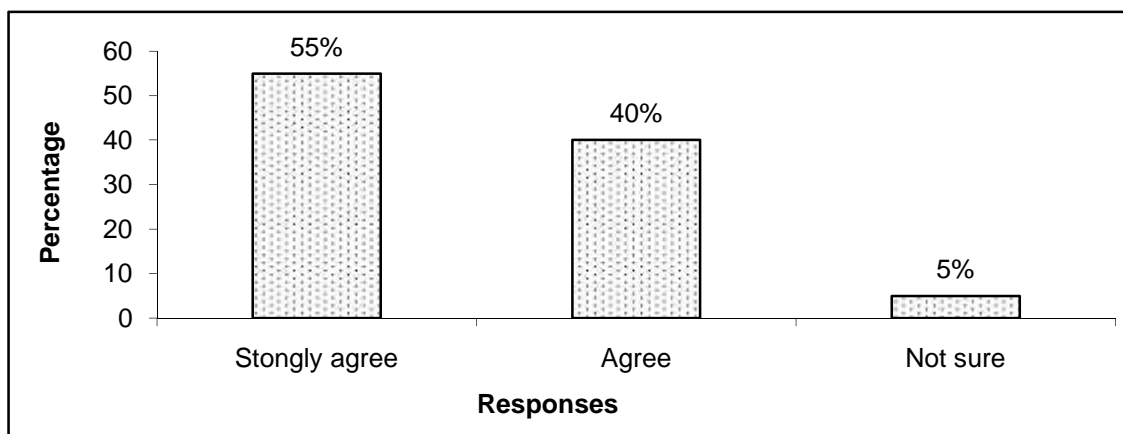
According to the data presented in table no. 5, 45% teachers develop successful research strategies and 25% of them always and occasionally develop successful research strategies respectively whereas 5% of them rarely develop successful research strategies. On the other hand, 40% teachers always and frequently collect information from different sources respectively whereas 20% of them occasionally collect information from different sources.

### **3.1.2.3 Research Literacy**

To obtain the information whether teachers have research literacy or not, the researcher provided 3 close-ended questions to respond. The responses provided by them for three questions are presented in the figure number 3, 4 and 5 respectively. The first question was “Professional teachers have to do different action research to improve their profession.”With five alternatives: Strongly agree, agree, not sure, disagree and strongly disagree. The data provided from the teachers responses has been presented in figure No. 3.

**Figure No. 3**

**Action Research Improves Teacher Profession**



The figure no. 3 shows that majority of the teachers(55%) strongly agreed that professional teachers have to do different action research to improve their profession and 40% of them agreed to the statement whereas 5% of them were not sure about the statement.

The second question was “Professional teachers have to develop their expertise in their content knowledge” with five different alternative. But all the teachers chose only two alternatives i.e. Strongly agree and Agree. The data obtain from this question has been presented in figure no. 4.

**Figure No. 4**

**Develop Expertise in Content Knowledge**

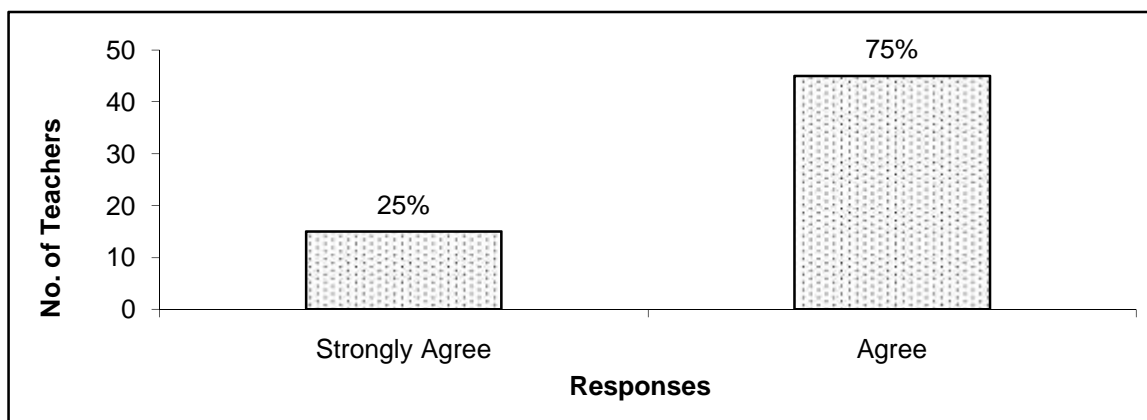
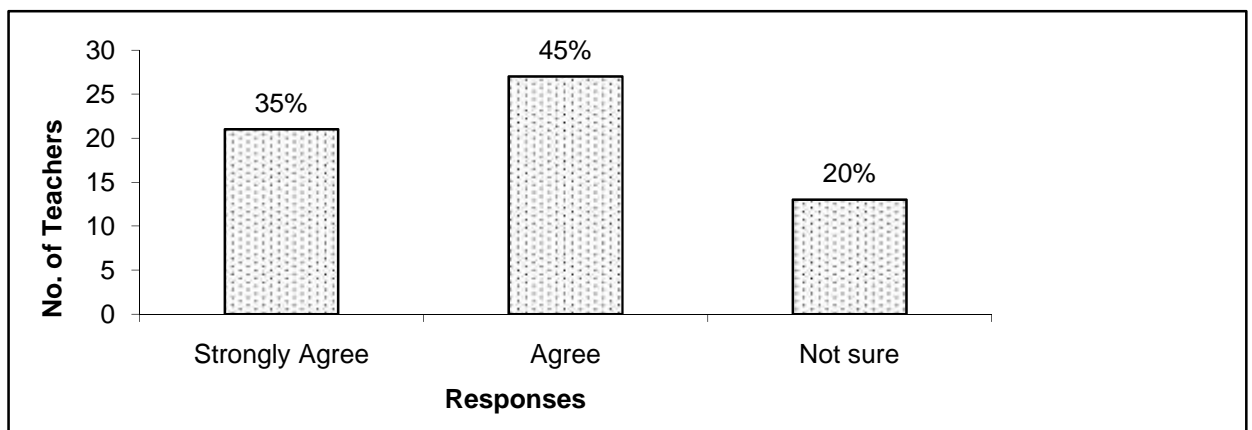


Figure no. 4 reveals that 25% teachers strongly agreed that professional teachers have to develop their expertise in their content knowledge whereas 75% of them agreed about the statement. None of them was against the statement.

Similarly, the third question was “Professional teachers have the capacity to judge, analyze, develop, alter and make decisions even in problematic situation” with such five alternatives; strongly agree, agree, not sure, disagree and strongly disagree. The data obtained from this question has been presented in the figure no. 5.

**Figure No. 5**

**Capacity to Struggle in Uncertain Problematic Situation**



According to the figure no. 5, 45% teachers agreed that professional teachers have the capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation and 35% of them strongly agreed to the statement whereas 20% of them were not sure about the statement. None of them were against the statement.

**3.1.2.4 Publishing Literacy**

Teachers provided different responses regarding the three close-ended questions about publishing literacy. The obtained data been presented in the table no. 6.



**Table No. 6**

**Publishing Literacy**

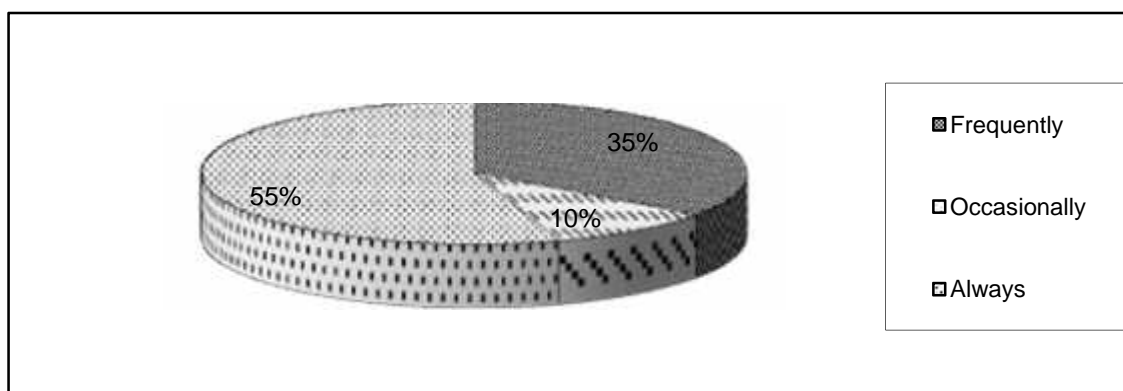
S. No.	Statement	Responses									
		Always		Frequently		Occasionally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Systematic presentation of solution of any problem.	33	55	21	35	6	10	-	-	-	-
2.	Publishing article electronically	-	-	6	10	15	25	15	25	24	40
3.	Publishing article non-electronically	3	5	6	10	27	45	12	20	12	20

\*No= Number of Teachers

The data of this table is also presented in the following three figures to make it more comprehensive.

**Figure No. 6**

**Systematic Presentation of the Solution of any Problem**



Majority of the teachers (55%) always present the solution of any problem systematically and 35% teachers can frequently present whereas 10% of them occasionally present any problem systematically.

**Figure No. 7**

**Publish Article Electronically**

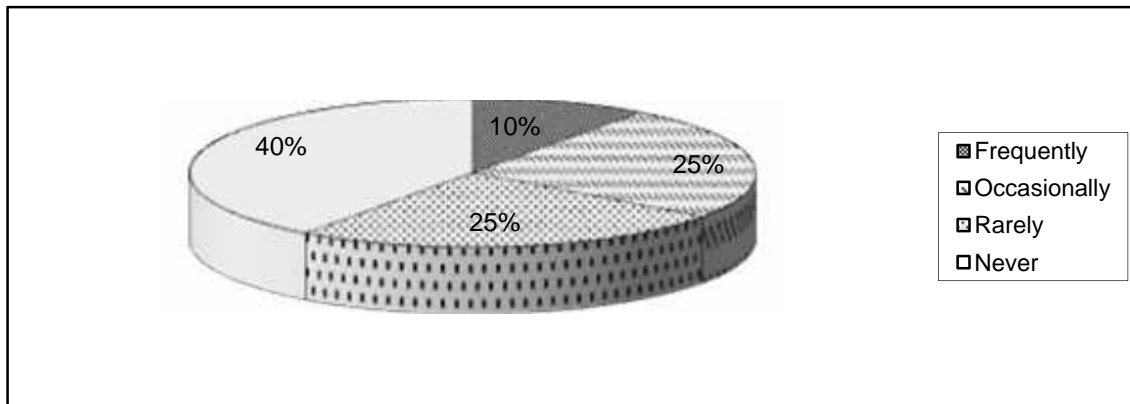
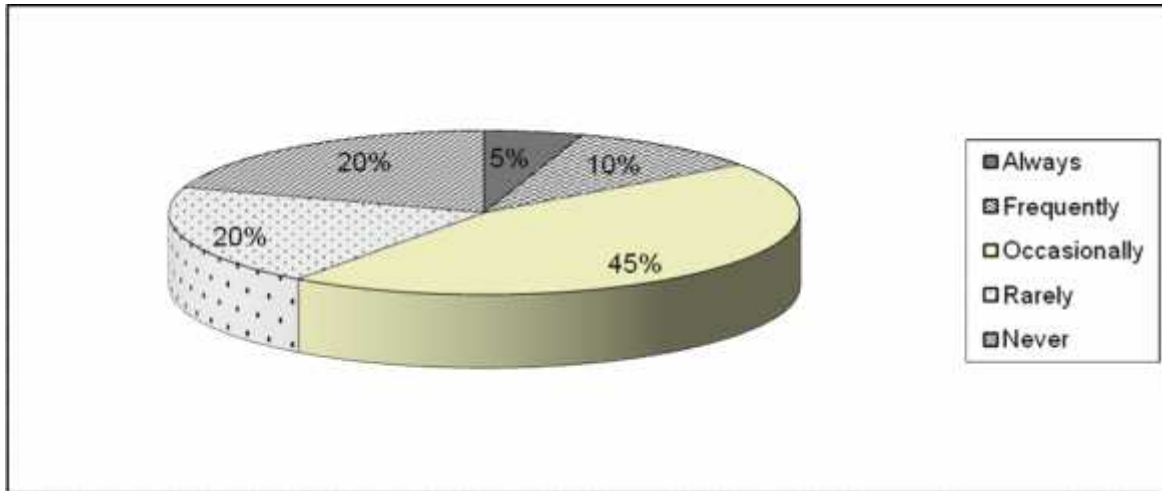


Figure no. 7 and table no. 6 tell us that 40% teachers never publish article electronically and 25% of them rarely publish whereas 25% teachers occasionally publish article electronically. Likewise, 10% teachers frequently publish article electronically. It shows that almost all the teachers were unable to publish article electronically.

**Figure No. 8**

**Publish Article Non-Electronically**



It shows that 45% teachers occasionally publish article non-electronically and 5% of them always publish article. Likewise, 10% teachers frequently publish articles non-electronically whereas 20% teachers rarely publish article and other 20% teachers never publish article. It shows that 55% teachers publish article non-electronically where 45% teachers not publish article.

**3.1.2.5 Critical Literacy**

There were asked 6 close -ended questions to the teachers to respond. The responses provided by the teachers are presented in table no. 7.

**Table No. 7****Critical Literacy**

S.N	Statement	Always		Frequently		Occasio- nally		Rarely		Never	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Analyzing information critically.	45	75	9	15	6	10	-	-	-	-
2.	Logical organization of selected information.	36	60	21	35	-	-	-	-	3	5
3.	Synthesize the selected information.	27	45	18	30	12	20	3	5	-	-
4.	Comparison of available information with necessity.	30	50	18	30	12	20	-	-	-	-
5.	Integrate global information to local situation.	24	40	18	30	18	30	-	-	-	-
6.	Application of information in right time.	36	60	21	35	3	5	-	-	-	-

\*No= Number of Teachers

Among the 60 teachers, 75% of them always, 15% of them frequently and 10% of them occasionally do not accept information blindly. It shows that all the teachers are aware of the importance of information.

Table no. 7 shows that 60 % teachers clearly organize the selected information and ideas logically and 35% of them frequently organize information whereas 5% of them never organize the selected information and ideas logically. Similarly, 45% teachers always synthesize the selected information and 3% of them frequently synthesize whereas 20% of them occasionally synthesize the selected information. But 5% teachers rarely synthesize the selected information.

According to the table no. 7, 50% teachers always compare the available information with their necessity and 30% of them frequently compare whereas 20% of them occasionally compare the available information with their necessity. In the same way, 40% teachers always integrate available information to their local situation and 30% of them frequently integrate available information whereas 30% teachers occasionally integrate the available information.

Table no. 7 reveals that majority of the teachers (60%) always apply the right information logically to the related topic and 35% of them frequently apply whereas 5% of them occasionally apply.

In order to elicit the further information to find out the practical application of the information literacy to develop teachers' profession, there was asked one open-ended question "How are you expanding your previous knowledge by updating new one ?" In response to this question, teachers provided different ways of expanding knowledge. All their responses are summarized and presented in table no. 8.

**Table No. 8**

**Ways of Expanding Knowledge**

S.N.	Responses
1	Using information technology.
2	By the process of discussion and using learning tools.
3	Using electronic media, newspaper, counseling with senior, experiencing, sometime researching, involving organization etc.

4	Comparing and contrasting, evaluating previous knowledge, codifying overall information from past to present.
5	Referring to the newly published materials related to our field.
6	Try to update every time and improving knowledge with new one.
7	Through reading new books, searching internet, attending the workshop organized by the professional experts.
8	Keeping records on hard-copies and sharing among friends and students.
9	Discussing with friends, reading different materials from libraries, reading universities journal, etc.

The table no. 8 shows that teachers are expanding their knowledge by using following ways:

- Using library materials.
- Retrieving materials from the electronic devices .
- Discussing and sharing ideas with friends and students.
- Comparing and contrasting .
- Attending in the organization and workshop.

### **3.2 Available College Environment to Make the Teachers Information Literate Person**

The second objective of the study was to find out the environment available for teachers in the institution to make them information literate person. For eliciting the information required to meet this objective, teachers were provided 9 close -ended and 1 open-ended questions to respond. The presentation of the data collected from the teachers, its analysis and interpretation has been carried out under different headings below:

### 3.2.1 Materials Available in the College Library

To make the teachers information literate person, there must be well-equipped library in the institution. To find out whether institution has well -equipped library, there were three close-ended questions provided to the teachers to respond. The data provided from them has been presented in table no. 9.

**Table No. 9**

**Materials Available in the College Library**

S.N	Statement	Responses					
		Available		Partially available		Unavailable	
		No.	%	No	%	No.	%
1	Well equipped library in the institution.	2	6.67	19	63.33	9	30
2	Sufficient materials in the institution.	-	-	27	90	3	10
3	E-library system in college library.	-	-	9	30	21	70

\*No=Number of Library

Among 30 libraries, 6.67% libraries are well-equipped and 63.33% libraries are improving their facilities whereas 30% libraries are not well-equipped. Similarly, 90% libraries have available some materials but there are not sufficient materials whereas 10% libraries have very few materials available.

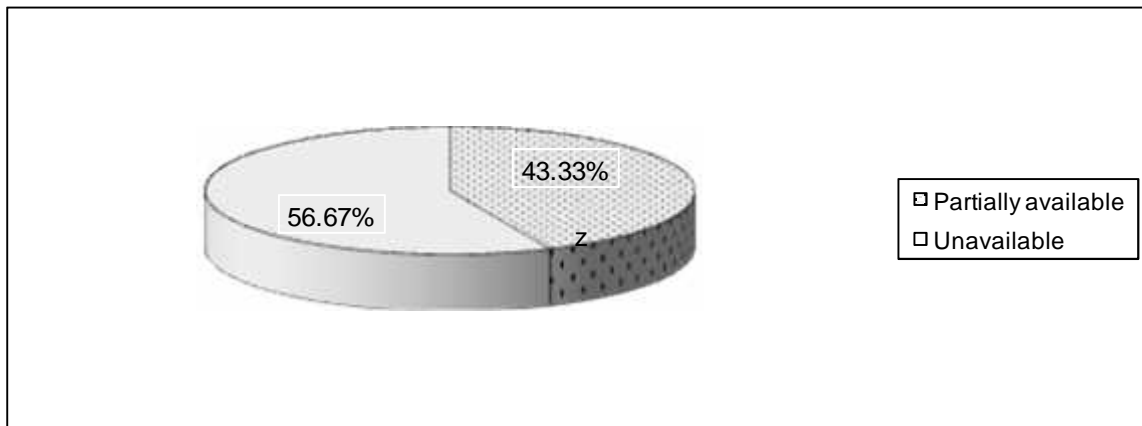
According to the table no. 9, 30% libraries have partially available e-library system whereas 70% libraries have not available the e-library system.

### 3.2.2 Availability of Electronic Devices

To obtain the required information about the availability of electronic devices in the institution, teachers were asked two close - ended questions. The first question was "There are modern electronic devices in my college" with three alternative; available, partially available and unavailable. The responses provided by them are presented in figure no. 9.

**Figure No. 9**

#### Availability of Modern Electronic Devices



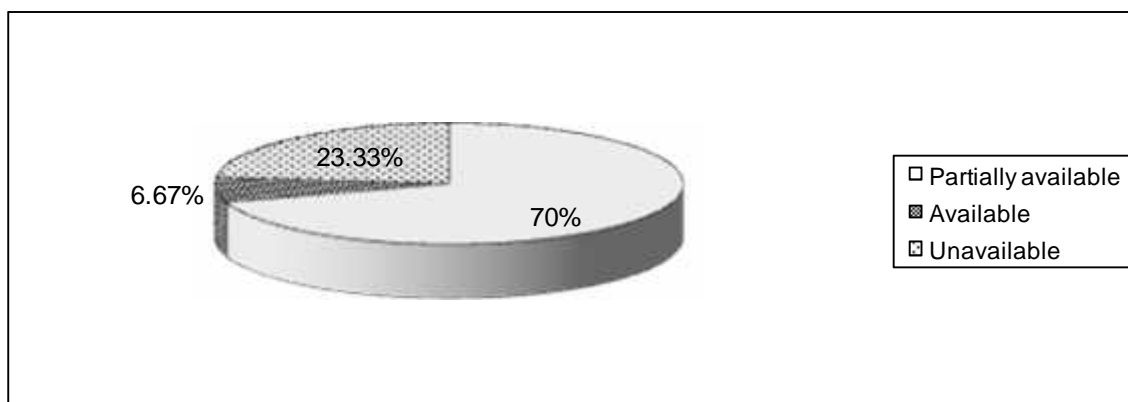
The figure no. 9 shows, 43.33% colleges have modern electronic devices partially available whereas 56.67% colleges have not any modern electronic devices.

Similarly, second question was "Internet, e-mail and other computer -assisted program are in my college" with three alternatives. The data provided by the teachers has been presented in figure no. 10.



**Figure No. 10**

**Availability of Internet, E-mail and Other Computer -assisted Program in the College**



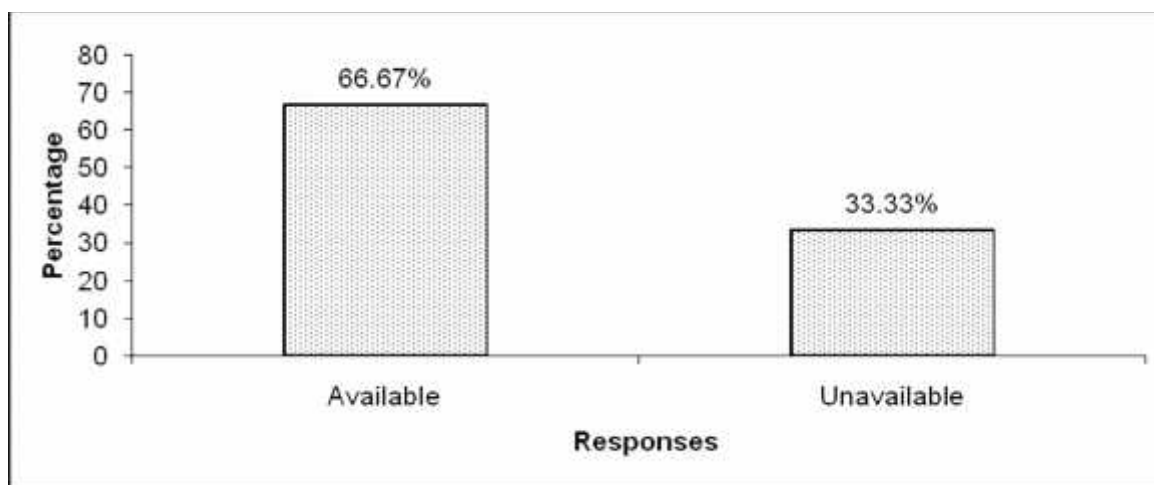
The figure no. 10 reveals that 6.67% colleges have internet, e-mail and other computer assisted program available and 70% colleges have such programs partially available whereas 23.33% colleges do not have these programs available.

**3.2.3 Available of College Web-Page**

Teachers were provided with the statement "There is own web-page of our college" with two alternatives: available and unavailable. With the help of this statement, it was tried to find out whether colleges have their own web-page. The data on teacher's responses to this statement is presented in figure no. 11.

**Figure No. 11**

**Availability of College Web-Page**



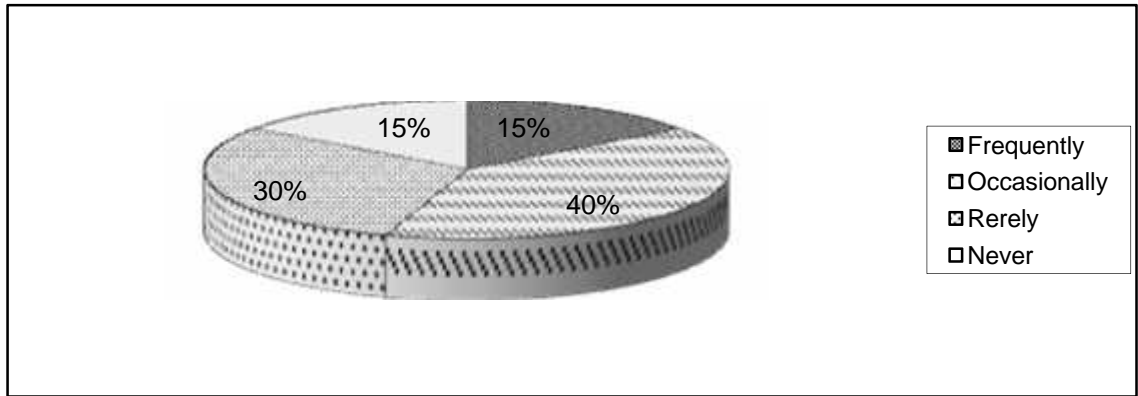
According to the figure no. 11, 66.67% colleges have their own web-page whereas 33.33% colleges do not have their own web-page.

**3.2.4 Habit of Doing Research Work**

To be proficient teacher, s/he has to do different action research. To find out whether teachers were involved in research work, they were provided one question "I do research work" with such five alternatives; always, frequently, occasionally, rarely and never. The data obtained from this question has been presented in figure no. 12.

**Figure No. 12**

**Habit of Doing Research Work**



From the above mentioned figure no. 12, 40% teachers responded that they occasionally do the research work, and 15% of them frequently do the research whereas 30% of them rarely do the research work. But 15% teachers never do the research work.

**3.2.5 Availability of the College Own Journal**

To find out whether colleges publish their own journals, teachers provided one question "There is a journal of our college" with two alternatives; available and unavailable. The data obtained from this statement has been presented figure no. 13.

**Figure No. 13**

**Availability of the College Own Journal**

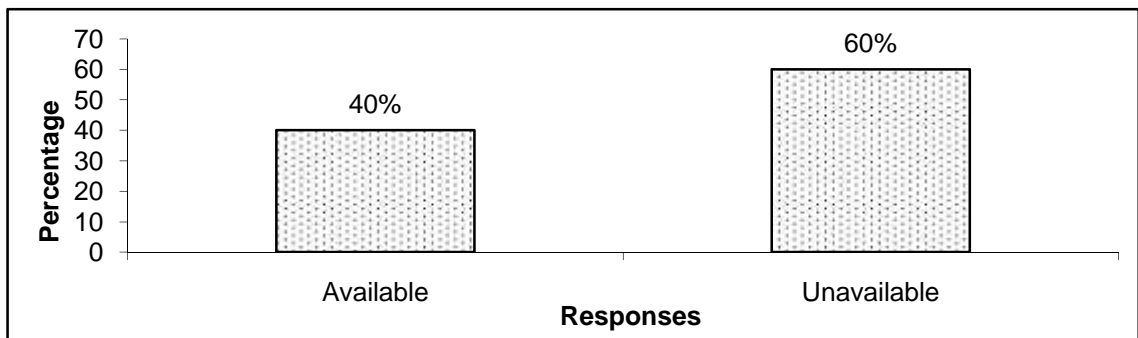


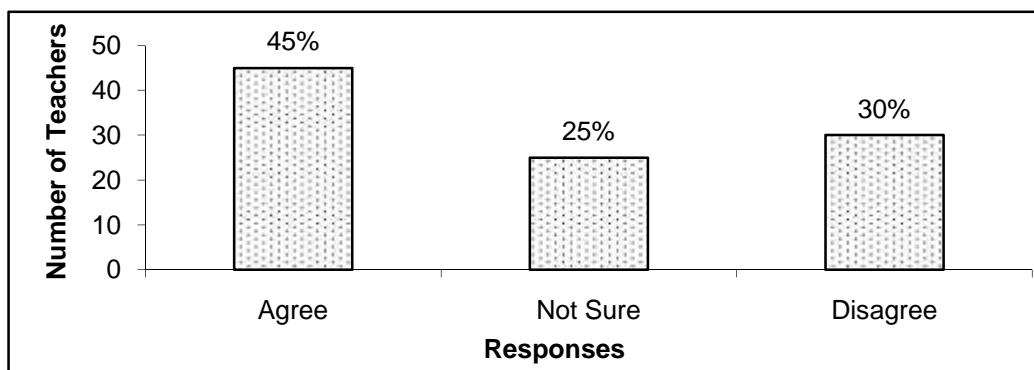
Figure no. 13 shows, 60% colleges do not publish college journal whereas 40% colleges publish their own journal.

### 3.2.6 View on Switch off the Lecture Method

In this information age, teacher's main job is to make his/her students independent seeker of knowledge. There is not necessary to use traditional lecture method. To find out whether teachers are using lecture method or they are switching it off by providing different sources to their students to make them independent learner. For this, teachers were provided one question "Nowadays, we all staff of our college switch off the lecture method by providing sources to our students to make them independent learner" with such five alternatives; strongly agree, agree, not sure, disagree, strongly disagree. The data obtained from this statement has been presented in the figure no. 14.

**Figure No. 14**

#### **View on Switch off the Lecture Method**



The figure no. 14 reveals, 45% teachers agreed to switch off lecture method by providing different sources of learning to their students whereas 25% of them are not able to decide to switch off lecture by providing different sources. But 30% teachers disagreed to switch off lecture method. It shows that most of the teachers are favor of lecture methods.

In order to elicit the further information to find out what type of environment available to the teacher in their institution to make them information literate teachers, there was asked one open-ended question "what type of environment is available in your institution to make you information literate teacher?" The responses provided by them are summarized and presented in table no. 10.

**Table No. 10**

**Environment Available to the Teacher in Their Institution**

S.N.	Response	No.	Percent
1	There is internet service in my institution.	5	8.33
2	Supportive from management and administration.	8	13.33
3	Availability of computer lab with interment facilities.	2	3.33
4	Well-equipped library with sufficient references.	6	10
5	Work-shop program is arranged time to time.	6	10
6	There is not effective environment to make the teacher information literate	10	16.33
7	Availability of small library with very few materials.	15	25
8	There is lack of advance tools in my institution	8	13.33

\*No =Number of Teacher

Table No. 10 shows that almost all the colleges have not effective environment to make their teachers information literate person. Some colleges are trying to improve their library and institution providing sufficient materials.

## CHAPTER FOUR

### FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

#### 4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study have been summarized and presented as follows:

- i. All the teachers believed that information plays a vital role to survive in this information age.
- ii. All the teachers agreed that teacher is a lifelong learners.
- iii. Most of the teachers agreed that updating is a challenging job and they also responded that information literacy is one of the newly emerging skills to make them well - updated person.
- iv. Ninety percent teachers viewed that information literacy skills provide the teacher to do any work easily and it also increases their capacity to judge, analyze, develop, alter and make decisions even in uncertain problematic situation.
- v. All the teachers agreed that information literacy skills are essential for the professional teacher providing different reasons to support this view. Most of them mentioned that a teacher without knowledge of this skill can hardly accomplish his/her mission due to development of advance technology.
- vi. Ninety-five percent teachers can find materials from library and retrieve materials from computer assisted program but only ten percent teachers always use needed information from library and retrieve needed information from computer assisted program.

- vii. Thirty-five percent teachers publish article/ideas electronically whereas sixty percent teachers publish their views non-electronically.
- viii. Almost all the teachers' institutions lack the effective environment to make them information literate teacher.
- ix. Ninety percent college libraries have some materials but they are not sufficient.
- x. Forty-four percent colleges have some modern devices and thirty percent colleges have internet, e-mail and other computer assisted program. Thirty percent colleges are also developing e-library system.
- xi. Forty percent colleges publish their own college journal and sixty-seven percent colleges have their own web-page.
- xii. Fifty-five percent teachers favor lecture method but forty-five percent of them are trying to switch it off providing different sources to their students to make them independent learner.

## **4.2 Recommendations**

The following recommendations have been made on the basis of the above mentioned findings of the study.

- i. There is no doubt that information plays a vital role to anyone's life, all the teachers agreed about it. So, they should know where information is found, how to organize it, how to manage it, how to compare it with their necessity and how to apply it at the right time to the right situation.
- ii. All the teachers believed that updating is a challenging task and they also agreed that information literacy is only one tool to overcome from it. But very few of them are really involving in developing this skills. So, the

teachers should do different practical activities to develop information literacy skills.

- iii. Most of the teachers defined information literacy being based on tool literacy. But in reality, it is one of the aspects of information literacy among others such as resource literacy, research literacy, publishing literacy, critical literacy etc. So, teachers should have equal knowledge of every aspects to be an information literate teacher.
- iv. All the teachers are aware of the importance information literacy for teacher development. There should be such type of awareness to the policy makers, syllabus designers, teacher trainers, administrators, staffs and even in society members.
- v. Only ten percent teachers always use needed information from library and retrieve needed information from computer assisted program. All the teachers should develop the habit of using necessary materials from library and retrieving materials from computer assisted program.
- vi. Sharing ideas to each other is one of the best ways of developing professionalism. For this we can exchange our ideas by using electronic and non-electronic devices to any person of this world. But sixty percent teachers are sharing their ideas non-electronically whereas thirty five percent teachers are sharing their ideas electronically. All the teachers should exchange their ideas through electronic and non-electronic devices.
- vii. There should be sufficient materials in the library and modern electronic devices to improve teaching - learning activities according to the demand of this time.
- viii. The college should produce their own college journal and design their own web-page.



- ix. Most of the teachers are not doing research work. They should do the different action research to overcome the problems and to be a proficient teacher.
- x. The main job of teachers in this time is to make their student independent seeker of knowledge by providing different resources. So, all the teachers are suggested to switch off the traditional method by providing different resources to their students to make them independent learners.
- xi. Teacher training providers like NELTA, NCED, BC and MOE should include and focus on information literacy as one of the most effective means for teacher development.
- xii. Teacher Education course should include information literacy.

## References

- Adhikari, K.(2010).*Collaborative learning for teachers' professional development*. Unpublished M.Ed. thesis, TU, Kirtipur.
- ALA Presidential Committee on Information Literacy (1989).Final Report. Washington DC. Retrieved December 17, 2010 from:  
*<http://www.ala.org/alalmgrps/divs/acrl/publications/whitepapers/presidential.l.cfm>*
- Atay, D.(2008).*Teacher research for professional development. Partnership research. The internet journal of ELT*, 62/2,139-147.Retrieved December 17, 2010 from *<http://www.writing.berkeley/TESL-EJ33/a8.pdf>*
- Best, J.W. & Kahn, J.V.(2006).*Research in language education*, New Delhi: Prentice Hall.
- Bhandari, A.B.(2006).*Teacher's professional development:perspectives and models*.Retrieved December 17,2010, from  
*<http://www.nced.gov.np/journals.asp>*
- Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA*.6:1, 45-51.
- Bhattarai, G.R. & Gautam, G.R.(2005).English Language teachers at the crossroads. *Journal of NELTA*.10:1-2,1-5
- Bitchener,J.(2010).*Writing an applied linguistics thesis or dissertation*. London: Palgrave Macmillan.
- Brown, H.D. (1994).*Principles of language learning and teaching*. London:Prentice-Hall.

- Carr, J.A(2003).*Information literacy and teacher education*. Retrieved December 19, 2010, from the World Wide Web:  
<http://www.libraryinstruction.com>
- Chaudhary, D.R. (2003) Reflection as a key concept for teacher development. *Journal of NELTA*. 13:1-2, 18-24.
- Day, C. (2004). *A passion for teaching*. London: Flamer press.
- Department of Navy (2003).*Information literacy: Toolkit USA*. Retrieved December 18, 2010, from <http://www.libraryinstruction.com>
- Diaz-Maggioli , G.H.(2003).*Professional development for language teachers*, ERIC digest. Retrieved December 19, 2010, from <http://www.ericdigest.org/>
- Doyle, C.S. (2003).*Information literacy is an information society: A concept for the information age*. ERIC monograph. Retrieved December 19, 2010, from <http://www.libraryinstruction.com>
- Eisenberg, M.(2004).*Information literacy: The whole enchilada*(power point presentation). Retrieved December 19, 2010, from <http://www.big6.com.presentations/sreb/>
- Ercegovac, Z. & Yamaski, E.(2003).*Information literacy: Search strategies, tools and resources*. Retrieved December 16, 2010, from <http://ww.libraryinstruction.com>
- Gnawali, L.(2001).*Investigating classroom practices: A proposal for teacher development for the secondary school teachers of English in Nepal*. Unpublished thesis of M.Ed., The College of St. Mark and St. John.
- Gnawali, L. (2008).Strategies and opportunities for English language teachers' professional development: A study report. *Journal of NELTA*.13:1-2, 35-42.

- Harmer, J. (2008). *How to teach English*. London: Pearson Longman.
- Head, K. & Taylor, P. (1997). *Reading in teacher development*. Oxford: Heinemann.
- Humes, B. (2003). *Understanding information literacy*. Retrieved December 18, 2010, from <http://www.libraryinstruction.com>
- Joshi, K.D. (2010). *Learning strategies of English language teachers for professional development*. Unpublished M.Ed. thesis, T.U., Kirtipur.
- Khaniya, T.R. (2006). Professionalism of English language teacher. *Young voices in ELT*, 5, 7-10
- Kumar, R. (2005). *Research Methodology*. Delhi: Pearson Education.
- Pandey, S.R. (2009). Information Literacy: An appraisal for teachers' professional development. *ik Journal*, pp. 169-175.
- Paudel, A. (2006). *Understanding teachers' professionalism : What, why and how?* Retrieved December 17, 2010, from <http://www.nced.gov.np/journals.asp>.
- Phuyal, L.K. (2009). *Practices of reflective teaching used by primary level English teachers*. Unpublished M.Ed. thesis, T.U., Kirtipur.
- Richards, J.C. & Farrell, T.S.C. (2005). *Professional development for language teachers*. Cambridge: CUP.
- Richards, J.C. & Nunan, P. (Ed) (1990). *Second language teacher education*. Cambridge: CUP.
- Shapiro, J. & Hughes, S. (1996). *Information literacy as a liberal art: Enlightenment proposals for a new curriculum*. Education Review. Retrieved

December 17,2010, from

*<http://www.educause.edu/pub/er/review/reviewarticles/31231.html>*

Ur, P.(1996).*A Course in language teaching*. Cambridge: CUP.

Villegas-Reimers, E. (2003).*Teacher professional development: An international review of literature*. Paris: UNESCO. Retrieved December 17, 2010, from *<http://www.unesco.org/oie>*

## **Appendix-I**

### **QUESTIONNAIRE**

Dear Informants,

This questionnaire is a research tool for gathering information for my research entitled “**Information literacy for teacher development**” under the guidance of Dr. Bal Mukunda Bhandari, Reader, Department of English Education, TU .The correct information provided by you will be of great help for completing my research. There is no right or wrong answer; I am interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I would appreciate your honest opinions and assure you that your responses will be exclusively used only for the present study.

The questions are based on the concept of information literacy and its usefulness to promote the teacher development in this information age. Information literacy is the skill to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information. Specially, the questions are based on the following aspects of information literacy:

1. **Tool literacy** (computer literacy) :ability to understand and use current information technology relevant to your work.
2. **Resource literacy**: ability to understand the form, format, location and access methods of information.
3. **Research literacy**: ability to understand and use IT-based tools relevant to the work.
4. **Publishing literacy**: the ability to format and publish research ideas electronically or non-electronically.
5. **Critical literacy**: ability to evaluate critically any issues or information.

Name:

Qualification:

Institution:

Experience:

Address:

E-mail:

### SET "A"

Please put a tick ( ) on the alphabet to the alternative that best indicates your response for the following statements:

1. Information provides right solution of any problem of our lives.  
a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
2. Without information in this 21<sup>st</sup> century we cannot imagine useful and competitive life.  
a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
3. I know the situation where and when information is needed for me.  
a) Always b) Frequently c) Occasionally d) Rarely e) Never
4. I formulate questions based on information needed.  
a) Always b) Frequently c) Occasionally d) Rarely e) Never
5. I identify potential source of information.  
a) Always b) Frequently c) Occasionally d) Rarely e) Never
6. I develop successful search strategies.  
a) Always b) Frequently c) Occasionally d) Rarely e) Never
7. I collect information from different sources.  
a) Always b) Frequently c) Occasionally d) Rarely e) Never

8. I use any material from library.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

9. I retrieve needed information from computer based program and other technologies.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

10. I do not accept information blindly.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

11. I organize selected information and ideas logically.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

12. I synthesize the selected information.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

13. I compare the available information with my necessity.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

14. I integrate available information to my local situation.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

15. I apply the right information logically to my today's topic/discussion.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

16. I present the solution of any problem systematically.

a) Always b) Frequently c) Occasionally d) Rarely e) Never

17. Teacher is a lifelong learner.

a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree



18. Today's truth is becoming truth less after another day.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
19. One of the challenging tasks in this time for teacher development is to become well-updated every time.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
20. To be well update, reading, writing and mathematical reasoning are insufficient.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
21. To be well updated person, information literacy is one of the best newly emerging skill in this vast information age.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
22. Professional teachers must be curious to obtain knowledge.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
23. They have to do different action research to improve their profession.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
24. Professional teachers have to develop their expertise in their content knowledge.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
25. Professional teachers have the capacity to judge, analyze, develop, alternative and make decisions even in uncertain problematic situation.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree
26. Information literacy skill provides for teacher to do any work and play different role according to situation.
- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

27. Information literacy skill make the teacher independent seeker of knowledge

- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

28. Information literacy is part and parcel for the teacher development.

- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

29. There is well-equipped library in my institution.

- a) Available b)Partially available c)Unavailable

30. There are enough books, magazine, newspaper, journal, reference and other essential materials in my institution.

- a) Available b)Partially available c)Unavailable

31. There is also e-library system in my college library.

- a) Available b) Partially available c) Unavailable

32. There are modern electronic devices in my college.

- a) Available                      b)Partially available                      c)Unavailable

33. There is own web-page of our college.

- a)Available                                      b)Unavailable

34. Internet, e-mail and other computer-assisted program are in my college.

- a) Available                      b)Partially available                      c)Unavailable

35. I published article electronically.

- a) Always b) Frequently c) Occasionally d) Rarely e) Never

36. I do research work.

- a) Always b) Frequently c) Occasionally d) Rarely e) Never

37. I publish article non-electronically.

- a) Always b) Frequently c) Occasionally d) Rarely e) Never

38. There is a journal of our college

- a) Available b) Unavailable

39. Nowadays, we all staff of our college switch off the lecture method by providing sources to our student to make them independent learner.

- a) Strongly agree b) Agree c) Not sure d) Disagree e) Strongly disagree

SET "B"

Please provide the response in your own words for these questions.

1. How do you define the term 'Information Literacy'?

.....  
.....  
.....  
.....  
.....

2. Do you think information literacy skill is essential for the professional teacher? Give reasons to support your response.

.....  
.....  
.....  
.....  
.....

3. How are you expanding your previous knowledge by updating new one?

.....  
.....

.....  
.....  
.....

4. What type of environment is available in your institution to make you information literate teacher?

.....  
.....  
.....  
.....  
.....

Thank you for your kind co-operation.

Laxmi Pd. Khanal

Department of English education,T.U.

E-mail : lp\_babu999@yahoo.com

## **Appendix-II**

### **List of Selected Colleges**

1. Apex College,Kathmandu
2. Baneshwer Campus, Baneshwor,Kathmandu
3. Bhagyodaya Campus, Sankhu, Kathmandu
4. Cambridge International College, Balkhu, Kathmandu
5. Ganeshman Singh Multiple Campus, Kalanki, Kathmandu
6. Janamaitri Multiple College, Kathmandu
7. Kantipur Campus, Tali, Kathmandu
8. Kumari College, Kathmandu
9. Himalayan College,Koteshwer, Kathmandu
10. Kailashkut Multiple Campus, Kathmandu
11. Kathmandu Don Bosco, Kathmandu
12. Madhan Bhandari Memorial College,Baneshwor, Kathmandu
13. Milton College,Kathmandu
14. Namuna Machhendra Multiple College, Lalitpur
15. Nepal Commerce Campus,Minbhawan, Kathmandu
16. Nepal Manabiki Campus, Kathmandu
17. Nava Jyoti College, Koteshwer
18. Patan Multiple Campus, Lalitpur
19. Pashupati Multiple Campus,Chabail, Kathmandu
20. Pupalal Memorial College, Chabail, Kathmandu
21. Primier College, Baneshwor, Kathmandu
22. Ratna Siksha Public Campus, Kathmandu
23. Santwona Memorial Academy, Kathmandu
24. Texas College,Mitrapark
25. Triton International College, Kathmandu
26. White House Ine'l College,Kathmandu
27. King's College,Baneshowr, Kathmandu
28. Education Campus, Kathmandu
29. Active Academy,Basundhara, Kathmandu
30. Whitefield College, Kathmandu