DESCRIPTION AND EVALUATION OF INFORMATION
LITERACY LIBRARY PROGRAM IMPLEMENTED AT AN
ELEMENTARY SCHOOL IN BEIRUT

by

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To my mother, father, Sakr, Rabih,
Ali, Rana and Loulou who gave
me all the support of the world.
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Abstract

The purpose of this study was to present the Information Literacy Library Program being implemented at a school in Beirut, to evaluate its effectiveness in helping students learn to use information literacy skills and to formulate recommendations for improving school library programs. This was done through examining the components of the role of the school library and the librarians, in addition to examining teachers' and students' perception of this role. The sample consisted of all the female and male classroom and specialist teachers of grade 2 and grade 4 elementary levels, 18 parents, and 18 students from both grade levels as well as the librarian and the assistant librarian. The instruments used were 1) closed-itemed teachers' questionnaires, 2) semi-structured interviews with the librarian and assistant librarian, 3) phone interviews with parents and 4) observations of student-librarian and teacher-librarian interactions during library class sessions.

The results of the study showed the importance of the school library in developing children's literacy skills. The friendly, respectful relationship between the librarian and teachers, the director's support and collaboration with teachers help the librarian promote literacy skills in her school. The results also showed that the school library media program motivates students to read through various library activities. The librarian's method of providing instruction as well as her positive attitudes towards the students enhances the lessons and help students learn the necessary information literacy skills easily.

On the other hand, the results from the observation sessions showed little interaction between the teachers and the librarian. The parents' interviews revealed that most of the parents are not aware of the library media program at their children's school.
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CHAPTER ONE
INTRODUCTION

The main focus in this project is the school Information Literacy Library Program. Before defining information literacy, one should emphasize the importance of the school library. As people know, the main goal of the school library is to provide individuals with access to knowledge and information through a good, well-organized collection, both print and non-print, of books, media and resources.

Nowadays, the purpose of the school library program is to help students become information literate and life-long learners, by teaching them effective, efficient and responsible use of information in all its formats. The school library is now considered the heart of a school curriculum; it provides books, resources, instruction and activities that support classroom learning.

What is information literacy? What is the role of library programs in enhancing literacy skills? These are questions that have been asked by many educators, researchers, and librarians. Traditionally, the definition of literacy was the ability to read and write; today, that definition has been expanded to include many other domains including the ability to find and use information in its many formats. Today's students live and learn in a world that has been modified and enhanced by the ever increasing availability of a wide range of resources. This explosion of resources has provided students with countless opportunities for seeking needed information, which in turn requires different abilities in locating, accessing and using it. Students must become skillful in seeking out and evaluating both the information sources and the information that they find from a variety of sources and in a variety of formats in order to thrive personally and economically in the communication age. Information literacy is the modern keystone of life-long learning, and establishing information literacy programs should be at the core of the school library media centre. Thus, it is critical that we as educators and librarians continue to discover ways to promote and implement information literacy as well as ways in which libraries can help the school in fulfilling its mission. For this reason, school library media programs must be dynamic, enthusiastic and student-friendly to help ensure that all students become life-long learners.
1.1- Research topic

A description and evaluation of an Information Literacy library program implemented at the elementary grade levels at a participant school in Beirut.

1.2- Background of the Selected School

The selected school in this study is a large private school in Beirut serving students from the Preschool level to graduation and offering the Lebanese Baccalaureate and French Baccalaureate programs as well as the International Baccalaureate and College Preparatory programs. It is a reputable, multicultural institution based on the concept of American education. The researcher has selected the elementary school located at Ras Beirut to conduct the study.

The selected elementary school covers grades one through five (ages six to eleven) and offers the International Baccalaureate Primary Years Program. The medium of instruction is either English or French; Arabic is obligatory for all students. The student population comes from middle and high socioeconomic class families, many of them have lived abroad and/or acquired a second citizenship in addition to the Lebanese one. The curriculum at the selected school aims to "develop and consolidate a range of learning skills with the emphasis on the acquisition of new concepts through deduction and generalizations, using critical thinking as well as hands-on experiences" (see appendix A).

The elementary school chosen for this study has a big library that is implementing an Information Literacy Library Program. The school's Library Program is considered an integral part of the school curriculum which aims to help students develop their literacy skills and thus become literate life-long learners. The program is implemented through collaborative planning and teaching between the teachers and the school librarians. As well, the librarians assist students and teachers and provide them with resources in all languages and in a wide variety of formats. Classes have access to the library through both fixed and flexible scheduling that allows students to access the library during breaks or upon the teacher's request.
1.3- Research purpose

The primary purpose of this project is to describe the Information Literacy program implemented at the participant school and to evaluate its effectiveness in helping elementary level students learn to use information literacy skills. The project has two aims, a specific aim and a general one. The specific aim is to help the library at this participant school improve its program to the advantage of the students in accordance to its stated mission and goals; the general aim is to set some guidelines for Lebanese elementary school Information Library Programs based on an extensive literature review.

1.4- Operational Definitions

- Evaluation: The Information Literacy program will be assessed and evaluated with regard to its ability to help the students at the elementary grade levels learn to use research skills independently. It is worth noting that one of the main goals of the library’s mission statement is to provide instruction in acquiring, using, and evaluating information and ideas (See Appendix A). Research skills here refer to the specific skills used in the research process to find, retrieve, analyze, evaluate and use information effectively.

- Information Literacy: Ability to know when and which information is needed; it is also the ability to locate, evaluate and use the information for a purpose. (American Association of School Librarians and Association for Educational Communications and Technology, 1998).

- Information Literacy–Library–Program: The program adopted by the participant elementary school in Beirut which aims to help elementary students develop their research skills as well as helping them to eventually become independent, life-long learners. The program includes four areas: collaboration, information literacy, reading for pleasure, and enhancing the use of technology.

- Students at elementary grade levels: Students at this grade level are between six to eleven years of age. For the purpose of this research, the researcher will consider particularly students at grades two and four.
Information Literacy Library Program

- Grade 2 Elementary: Students at this level are between 7 and 8 years of age. They have completed one year of formal education at the elementary level.
- Grade 4 Elementary: Students at this level are between 9 and 10 years of age. They have completed three years of formal education at the elementary level.

1.5- Rationale and significance of the study

The purpose and a rationale of this study are to discover ways to promote and implement information literacy to help Lebanese elementary schools fulfill their missions. To our knowledge, there are no similar studies conducted in the Lebanese context about the information literacy library program. This case study will give the researcher and readers of this project more insight into the implementation and practice of an elementary information literacy library program by looking at factors affecting the success or the failure of an information literacy library program at the elementary level.

1.6- Conclusion

The aims of this study are to investigate the success of the Information Literacy Library program as implemented in the elementary classes in this participant school in meeting the library's stated mission and objectives and in helping students practice and develop the skills of good information literacy. The results obtained are not intended to be generalized or applied directly to other schools in Lebanon; however, the results can contribute to an understanding of the factors that contribute to the effectiveness of library programs in similar schools.
CHAPTER TWO
Literature Review

2.1- Introduction

Today’s educational world is facing many challenges. Some of these challenges include integrating the library skills into the curriculum and moving towards research-based learning that uses a wide variety of sources in many formats instead of just the subject textbooks. Attempts to meet these challenges have led to changes in the nature of services that school libraries and their librarians should offer. A well-developed school library media program that fosters information literacy and develops lifelong learners can drive the library media center and guide the library specialist’s service to the school in this rapidly changing information age. Information literacy is the pathway to developing lifelong learners who will be able to live productively in the twenty-first century.

Do libraries help develop children’s literacy skills? What is the role of librarians in developing these skills? How is the information literacy program developed and then applied in a school library? This review will present:

- a definition of information literacy and information literacy skills,
- a comparison between traditional and current ideas of the library’s role,
- a description of the librarians’ role in developing children’s literacy skills, and
- characteristics of effective implementation of library programs.

2.2- Definition of Information Literacy

The definition of literacy has undergone many changes over the last century. Most dictionaries define literacy as the ability to locate, evaluate, use and communicate information from a wide range of resources. People living in the new millennium know that “literacies of today will not be the same as the literacies of tomorrow” (Asselin, 2000, p.60).

Much research has been conducted on information literacy and school libraries. According to Eisenberg, Lowe, and Spitzer (2004), “Information literacy
has been the topic of scores of publications, and has been examined by educational institutions, professional organizations and scholarly individuals” (p.5). As a result of Eisenberg et al.'s research, new definitions of, and attitudes toward, information literacy have been developed.

Traditionally, information literacy was defined as simply the ability to read and write. In libraries, students were assisted to find the appropriate resources but were never asked about how they determine the authority and reliability of those resources (Angeley & Purdue, 1999; Hylen, 2005; Bruce, 2002). According to Humes (2003), the proliferation of information that technology now makes available in a variety of formats affects our daily lives and requires more than the ability to simply read and write. Researchers agree that it is imperative for people to acquire the basic information literacy skills – the ability to locate, access, and use retrieved information effectively (Humes, 2003; Hylen, 2005; American Association of School Librarians [AASL] and Association for Educational Communications and Technology [ABCT], 1998; Gorman, 2003; Eisenberg et al., 2004).

The concept of information literacy goes back to the 70's, even before the widespread of computer use. Zurkowski (1974) explored the changes that technology brought to society and defined information literacy “as the ability to use techniques and skills for the wide range of information tools as well as primary resources in modelling info-solution to...problems” (p.264). Bruce (2002) considers information literacy essential “to the pursuit of lifelong learning, and central to achieving both personal and economic development” (p.1).

Over the years, researchers have all agreed that information literacy is not defined as just the ability to locate, access, and use information from books, but it also involves understanding how technology can be used to obtain data and retrieve information for critical thinking, problem solving, and decision making, (Asselin, 2000; Bruce, 2002; Doyle, 1994; Kuhlthau, 1987; Neely, 2002; Young & Harmony, 1991).

In 1989, information literacy was defined as “knowing when information is needed, identifying the information needed to address a given problem or issue, finding the needed information, evaluating, organizing, and using the information effectively to address the problem or issue at hand” (American Library Association Presidential Committee, 1989, quoted in Breivik, 1998, p.3). Doyle (1994) claimed that information literacy is a process that requires “not only the learning of a
constellation of skills but also a new way of thinking in order to derive meaning from learning” (p.3). Students should recognize that knowing how to find information is just as important as knowing how to use a computer; they should know how to evaluate resources and how to retrieve valuable information that are considered integral to thinking skills (Gordon, 2000; Young & Harmony, 1991).

Information literacy is also addressed by Montgomery (1997) as a process that cannot be taught out of context. Hylen (2005) and Lindstrom and Shonrock (2006) note that, as the importance of information literacy has been recognized by most educational institutions, there is also an increase in the importance of integrated information literacy skills and instruction into curriculum. The latter are considered key to successful student learning.

2.3- Definition of Information Literacy Skills

Students in the Twenty-first century must be able to think critically, use learning technologies, access and use information to participate effectively in society, so it is essential for students to acquire the basic skills that help them carry out these tasks and become lifelong learners (Ryan & Capra, 2001; Weibel, 1992).

Irving (1985, p.51) noted that information literacy skills “are not just important for students when they are completing school work, but are essential skills that can be used for all aspects of life: academic, professional and personal”. Lenox and Walker (1992, as cited in Eisenberg et al., 2004, p.6), feel that “if we need to teach information literacy, we must teach students to sort, to discriminate, to select and to analyze the array of messages that are presented”. According to Eisenberg (1992) and Ryan and Capra (2001) as well as many other researchers, educators need to teach students the research process and its specific skills to help them work “smarter not faster” (Eisenberg, Berkowitz, Darrow & Spitzer, 2000). There are several ways to teach the research skills but the most important ways according to Bannister and Carlile (1993, p.100) are to “use hands-on activities whenever possible and have a flexible schedule in the library”, so that teachers can choose the suitable times to bring students to the library and provide them with needed instruction.

Thomas (2004) and Bacon (2000) described literacy skills instruction to include caring for books and other library materials, identifying the parts of a book, choosing and checking out books, understanding the shelving system, using specific
sources in the library, and forming opinions about what one has read. Thomas (2004) later expanded his definition of literacy skills instruction to include “a series of sequentially conducted lessons which should be given to students from kindergarten through 12th grade with increasing degrees of complexity” (p.22).

The Iowa City Community School District [ICCSD] (2004), Thomas (2004) and Smith (2005) claimed that the primary goal of literacy skills instruction is to empower students to go beyond the limited information found in textbooks, and to help them become self-sufficient users of information and lifelong learners. It can have a positive impact on students’ learning only if it is included in every library program, integrated throughout the curriculum as well as reinforced outside the school (Angeley & Purdue, 1999; Eisenberg, 1992; Eisenberg et al., 2004; Todd, 1999).

2.4- A comparison between traditional and current ideas of the library’s role.

The emphasis on literacy and on strategies for creating literate communities through libraries permeates the research literature. Ghikas (2001) stated that “Information literacy has become the buzzword for the 90’s; and it is the library [‘s] acceptance of this fundamental responsibility to provide the largest possible number of individuals’ access to and delivery of the largest amount of information” (p.124). In keeping with traditions that go back many centuries, libraries of all kinds serve their communities by acquiring and preserving information resources.

Throughout the literature, researchers described the old idea of libraries as being large rooms with great tomes, people quietly reading, dim lighting, and whispering voices throughout the building. As for the school library, it was considered similar to a traditional classroom, where the tutor was the holder of knowledge, captain of the curriculum and asker of questions. They were seen as the place where students go for study, film viewing, or sit when the classroom teacher was away from the class (Burkhardt, MacDonal & Rathmacher, 2003; see also Angeley & Purdue, 1999; Carnegie, 2002; DeCandido 2001; Shinew 2003; Wasman, 1998). Smith (2005) found that libraries were seen as a “depository for materials and the school librarian as a custodian instead of an instructional partner” (p.76).
Today’s public libraries look far different than those of a decade ago. They have undertaken a noticeable shift from a collection-centered focus to a learner-centered focus (Hale, 1991; Kuhlthau, 1991). Modern libraries include open shelving and computer access to internet resources, giving the user virtual as well as direct physical access to resources (The role of school libraries..., 2002). They are described as the “bridges over which civilization travels from generation to generation and from country to country” (Leiber, 1882, as quoted in Rothstein, 1955, p. 11). Now libraries are places where people of all ages can get help with their learning needs. This help could be in the form of a program, a class, a one-on-one tutoring session, or just-in-time lessons from a librarian or library staff member (Carnegie, 2002).

Researchers have discovered that today’s school library media centers have also undergone dramatic changes in their focus and purpose. They are no longer places where students are sent for study or when the teacher is absent. School libraries are now dynamic places where students go to learn how to read, use computers, and gather information about various subjects whether for classroom study or personal interest. Students can also acquire basic information literacy skills taught by an expert in the field so that they can become independent, active lifelong learners. School libraries, through their various sources available both in print and electronic format help students learn to think critically, clearly and creatively. They are places where students can learn responsible and ethical use of information. Through its collection of resources, the school library is now the heart of a dynamic modern school curriculum. The library provides materials, instruction and activities that support classroom learning, and helps students acquire basic information literacy skills (AASL, 2006; Abilock, 2004; American Library Association [ALA], 2006; Credaro, 2002; Gorman, 2003; Graham, 2005; ICCSD, 2004; Kuhlthau, 1987; Stein & Brown, 2002).

2.5- The modern concept of the librarian’s role in developing students’ literacy skills

“Today’s library media professionals – whether they are called school librarians, media specialists, teacher-librarians, or resource teachers – have a golden opportunity to contribute to school improvement” (Smith, 2005, p. xiii). The age of
information technology has catapulted the school librarian into a position of great responsibility. The school library media specialists can no longer be considered simply the guardians and caretakers of the book collection (Andronick, 2003; La Guardia et al., 1996). They have had to reformulate their roles, taking into consideration their responsibility to help students develop communication skills using various media (Burkhardt et al., 2003; Kuhlthau, 2004; Woodward, 2005).

Now their major goal as library media specialists is to help students develop literacy skills in order to thrive well in the information age (Bannister & Carlile, 1993; McGhee & Jansen, 2005). Schierer (2000) described the school library media specialists today as “information providers, consultants, curriculum activists, instructional designers, instructional leaders, and most important, teachers” (p. 1).

Research regarding the importance of teacher librarians indicates that the changes in the educational climate, such as curriculum integration, cooperative learning, literature-based programs and the use of resources rather than textbooks, have brought the librarian to the forefront of the school, playing a key instructional role in developing library programs and integrating them into the school curriculum; thus making the library media center the intellectual hub of the school (Thomas, 2004). To fulfill that instructional role, media specialists create an atmosphere of free-inquiry and provide students with appropriate technological environments and instruction on how to use both the technology and the resources. As well, school librarians collaborate with teachers to design and implement projects that engage students in developing critical thinking and research skills (ALA, 2006; Weibel, 1992). Kuhlthau (1993) delineated the various roles of a school library media specialist to now include that of an organizer, lecturer, instructor, tutor and counselor.

Within these roles, the school library media specialist is (1) an information specialist who provides access to all sources of information in all formats; (2) a curriculum development/program administrator who works with classroom teachers to create activities that integrate the school library program goals and help students practice information literacy skills; (3) a teacher who helps students acquire the various literacy skills of effective location, access, evaluation and use of information; and finally (4) an instructional partner who works with teachers and administrators to analyze learning and information needs to fulfill the school mission and goals (AASL, 1998; ALA, 2006; Curry, n.d.; Doiron, 1999).
Hylen (2005), Miller and Anderson (1996) and Schreier (2000) expand the role of the teacher-librarian to include helping students learn about the ethics of information use and respect for copyright and intellectual property and privacy. Teacher librarians can also help instructors learn how to use technology in their teaching (Breivik, 1998; and Thomas, 2004). Finally, according to Lindstrom and Shonrock (2006) the school library media specialist serves as "departmental liaison" in which he/she collaborates with all faculty departments to integrate information literacy skills instruction into curriculum activities that engage students in the whole learning process.

2.6- What should be considered when designing an information literacy library program?

According to ICCSD (2004), the school library media program should reflect the school mission and goals for student achievement. The main goal of the school library media program is to ensure that students and teachers are "effective users of ideas and information" (ALA, 1998, p.6), thereby becoming independent learners. The program, according to the AASL must be "dynamic, enthusiastic and student centered" (1998, p.2).

Bruce (2002) and Ivey (2003) mention three points to consider when designing a successful school library program. First, there should be a shared understanding among teachers, librarians, and administrators about the need for such programs to develop students' information literacy skills; second, there should be a friendly, collaborative, and respectful relationship between the librarians and the classroom teachers so that they can divide the work among themselves based on their expertise; and finally, there should be program assessment to identify its weaknesses as well as its strengths.

The American Association of School Librarians (AASL) (1998) advocates three main aspects of a school library media program which are integral to its success: (1) collaboration with teachers to design library activities that are integral to their success; (2) leadership in curriculum development by making connections between information-based learning and skills that students need later in their lives; and (3) technology, where the librarians instruct both the students and teachers on the effective and ethical use of electronic resources for their information.
purposes. According to the ALA (2006) and Hartzel (2002), there are several important characteristics of a successful school library program. They include having a wide range of resources, a qualified librarian, a flexible schedule for students to access the library, technology, literacy instruction to help students learn how to use the library, an adequate budget to support learning, as well as a positive relationship with all the members of the learning community.

2.7- How does the library program develop information literacy skills?

The primary goal of any educational institution is learning. In today’s world as teaching and learning strategies shift “from a teacher-centered to a student-centered perspective, the school library media program has adapted and has become more important than ever in achieving the school’s goal” (AASL & AECT, 1998, p. 59).

According to Breivik (1998) the best place to start information literacy planning is with the core curriculum for general education that focuses on providing all students with “a natural home” for learning information literacy skills. According to Breivik, this can be done by establishing information literacy programs that teach students the basic skills they need in order to live and work in an information society. Thomas (2004) stated that “literacy programs represent an instructional continuum, which, ideally, is initiated before children enter school and is reinforced through years of formal education” (p. xi).

Turner and Relding (2003) believe that the school library media program has three primary effects on the learner. First, it encourages and engages students in reading, viewing and listening for understanding and enjoyment. Second, the integration of technology provides students with the skills to “access, obtain, understand, use and evaluate information” (p. 6). Third, the librarian, by helping teachers design and implement activities, and then evaluate resources, provides a wide range of assistance, “from building a professional collection to conducting inservice training” (p. 7).

ICCSD (2004), Smith (2005), and Thomas (2004) maintain that the school library media programs can motivate students to become active readers by exposing them to a wide range of age appropriate resources in all formats that reflect their
experiences and interests. Engaging and challenging library activities can increase students' reading comprehension and learning.

Successful school library media programs develop information skills through instruction that has direct application to the classroom curriculum. This instruction can be provided to students through an open and flexible schedule in which students can visit the library on a daily basis upon their needs, or upon the teachers' request (Miller & Anderson, 1996; Todd, 1999).

ALA (2006), Credaro (2002) and Thomas (2004) claim that the school library media program enhances students' problem solving and critical thinking skills since it is not only designed to provide students with the appropriate sources but also teaches them how to locate and retrieve information from print and electronic resources, differentiate between facts and opinions, and evaluate and use information effectively and ethically.

The school library media center supports the school curriculum by being an extension of the classroom. Thus, a specific unit of study can start in the classroom and continue in the library which serves as a "research center" for teachers and students where resources in a variety of formats extend learning activities (AASL & AECT, 1998; Miller & Anderson, 1996; Smith, 2005). An effective school library program can promote information literacy skills if it is implemented in a school library that has a safe, comfortable and positive learning environment (Champion, 1993).

2.8- How can librarians effectively implement the information literacy library program?

A school library is a learning educational center that includes students, teachers, administrators and parents; and a school library specialist plays an important role in this learning center by helping students be information literate. "Library media specialists have always drawn upon a distinctive expertise about information, and a growing body of research is demonstrating the unique contribution this expertise can bring to student achievement" (AASL & AECT, 1998, p.3).

In their role as information experts, the school librarians provide learners with age appropriate resources, create supportive and positive learning environments, give information skills instruction and motivate students to read, listen and view
(Thomas, 2004). As well, library media specialists "work together with the administration and staff to support the total instructional program, to prepare students for lifelong learning, and to assist students and staff in attaining the ability to manage and use information in various formats" (Van Vliet, 1999, p.22).

To implement the school library media program, the library media specialist encourages reading through various activities in the library. Those activities include reading aloud, book clubs, book talks, literature circles, book displays and group discussions. As well, the library specialist enhances the library program by developing student displays and exhibits, inviting authors to visit the library and focus on activities that celebrate holidays, the seasons and special occasions (Bannister & Carlile, 1993; see also Daniels, 2002; Krashen, 1993; Turner & Riebling, 2003). According to Krashen (1993), the school library media specialist can motivate students to read and enhance their love of reading by encouraging a reading program that includes "sustained silent reading, self selected reading, and extensive reading" (p.2). Literature circles and the other activities that librarians promote develop students' critical thinking skills and help them become independent lifelong learners.

The library media specialist plays an essential role in implementing the school library media program by selecting and providing appropriate resources based on the students' and teachers' needs and interests, and developing activities that teach learners how to access, locate, evaluate, and use information ethically and effectively (Hylen, 2005; McGhee & Jansen, 2005).

Nowadays, integrating library skills into the curriculum, especially into classroom instruction, becomes a main goal of educational institutions. Achieving it requires managerial and procedural decisions; "Collaboration, cooperative program planning and cooperative teaching between the school library media specialist and classroom teacher are critical if the integration is to occur" (Doll, 2005, p.91-92).

Brodic (2006) found that collaboration between a school library media specialist and a classroom teacher is essential for an effective school library media program. Good partnerships between them can be achieved when both have shared goals, similar visions for students' achievement, and mutual respect for each other's expertise. Breivik (1998), Buzzec (2002), and Smith (1995) believe that the library media specialist's expertise in information skills, strategies and resources, together
with the teacher’s knowledge of the curriculum and diversified teaching methods can help students acquire the literacy skills needed to live in the information age.

2.9- Conclusion:

The above literature emphasizes the importance of school libraries and librarians in developing and implementing a school library media program that enhances children’s literacy skills. Despite this emphasis, research showed that school libraries are places where all students can visit to sit, read, listen and conduct research. As well, a school library can be considered as an ideal library by having a qualified and knowledgeable librarian that can encourage students as well as teachers to use the library and help students develop their information literacy skills.

Thus, a successful school library program should focus on a positive collaborative relationship between the teacher and the librarian when planning and implementing library activities. It should include activities such as read-alouds, book talks, author's visits and recommend books to students in order to motivate them to read and thus become lifelong learners. The school library program should also teach students how to use the library and its resources (both print and electronic) effectively and ethically.
CHAPTER THREE
Methodology

3.1- Introduction
This project was designed to describe the information literacy library program implemented at a private school in Beirut, and to evaluate its positive and negative aspects. This chapter discusses the method and procedures used in describing and evaluating the program. It also includes a description of the targeted population, the methods used for collecting data, and the research instruments employed in this study.

3.2- Case study methodology
This is a descriptive evaluative qualitative case study in which a convenient school has been selected intentionally because the researcher had access to the administration, and was able to convince the principal to implement the study.

The purpose of conducting this case study is to gain an in-depth understanding of how the Information Literacy Library Program is implemented at the elementary levels in the selected private school.

The sample studied is purposive since the researcher is an employee in the school, thus the sample is based on the researcher’s previous knowledge of a population and the specific purpose of the research. The disadvantage of this kind of sampling is that the results obtained can not be generalized, but this can not be considered as a problem, since the researcher’s aim is not to generalize the findings and the results, but to benefit or use the results as a base or guidelines for future research (Burns, 2000).

This study relies on both qualitative and quantitative methodologies, where the researcher uses different tools and techniques. Although the qualitative and quantitative types of research have different methods and techniques in collecting data, but they can be used together to supplement one another.

Quantitative data is collected through questionnaires and qualitative data is collected through telephone, individual and focus group interviews in addition to library class observations.
3.3- Ethical considerations

The first step of this descriptive case study involved submitting a project plan (proposal) and a written request for the executive committee of the school in order to get an official approval for conducting the study in the school context. Sampled teachers were informed by the director of the elementary school about the purpose of the project. Letters were sent to eighteen parents in order to get their permission for conducting interviews with their children as well as their approval to participate in this study.

All the teachers, students, parents, librarians, assistant librarian, as well as the school principal were assured about the confidentiality of the data collected by the questionnaires, interviews, and observations.

3.4- Participants

Data was collected from two elementary levels of the selected school. Second grade was chosen because students at this grade level have just begun their exposure to the Information Literacy Library program; fourth grade was chosen because at this grade level, students are more actively involved in the Information Literacy Library program and the researcher aims to know how much knowledge and skills relating to the program were acquired by the students after two years of exposure to the program.

So, the setting of this case study is second and fourth elementary grade levels at a private school in Beirut. Each grade level consists of three sections (A, B, C) and each section includes twenty-six to twenty-eight students. The researcher asked the coordinator of each grade level to choose three students from each section according to their level of achievement (High, average and low). So, the researcher had from the second grade: a) three high achievers referred to by: H2.1, H2.2, H2.3; b) three average achievers referred to by V2.1, V2.2, V2.3; and c) three low achievers referred to by L2.1, L2.2, and L2.3. The same way of choosing the sample of students from Grade four was followed. The sample included also from the fourth grade three high achievers referred to by H4.1, H4.2, H4.3; three average achievers referred to by V4.1, V4.2, V4.3; and three low achievers referred to by L4.1, L4.2 and L4.3.
The sample included also the librarian and the assistant librarian at the elementary school library as well as all the teachers of both grade levels from different subject matters taught: languages, sciences, computer, art and music. The teachers were both men and women, and their teaching experience varied from one to twenty two years of experience. Their age ranges between 27 and 40 years old. The librarian and the assistant librarian as well have several years of experience in the elementary school library and their age ranges between 35 and 60 years old.

3.5- Methods and Instruments

As mentioned before, the data collection methods used were questionnaires, library class observations, in addition to telephone, individual and focus group interviews.

3.5.1- Questionnaires

The survey method was selected using a questionnaire that was administered to twenty teachers of second grade and fourth grade elementary levels to determine how teachers collaborate with the librarian, how they teach the Information Literacy skills in their classroom, and their perception of the role of the library in promoting information literacy skills. Questionnaires were chosen because they provide teachers with confidentiality by saying their opinion honestly and freely; they can be completed within a short duration of time (one week) and are cheaper than any other methods. Copies of the questionnaires were placed in the teachers’ boxes in the selected School with a cover letter that explained the purpose of the study (See appendix I). Items of the questionnaires were formulated based on the extensive literature review. The questionnaire consisted of a set of 35 “Likert scale” statements, one matching question, and one open-ended question. The researcher used the “Likert scale” in order to examine how the teachers feel about the topics included in the statements. On the likert scale, a 1 (Strongly Disagree) indicated an extreme negative attitude and scored (1), a 2 (Disagree) indicated a negative attitude and scored (2); on the other items a 3(Strongly Agree) indicated a high positive attitude and scored (3), a 4 (Agree) indicated a positive attitude and scored (4); the last item 5 (Not Applicable) indicated a non applicable item and scored (0) (see appendix B).
The first part of the statements in the teachers’ questionnaire was about the physical layout of the school library, the second part was about the relationship between the teachers and the librarian in the school, and the last part was about the effectiveness of the school library program. The researcher’s purpose of including the matching question in the questionnaire was to examine the specific literacy skills that the second and fourth grade level students acquire from their school library.

The researcher also included one open-ended question at the end of the questionnaire to investigate whether the school library program is improving the children’s literacy skills or not and to explore the ways of implementing it.

The questionnaire was developed by the researcher. In order to increase its validity, it was piloted with three teachers from third grade at the elementary school in order to identify ambiguities, and poorly worded, un-understandable statements.

As a result of piloting, some statements were modified for more clarity to the respondents. For example, the statement “our school library invites authors to visit the library and meet students during the school year” was modified to include a clearer part which is “for example, our school library invites local authors to visit the library and meet students during the school year”. Another example, “the space arrangement in our school library sufficiently accommodates reading and research activities” was changed into “our school library is well designed for reading and research activities”. This change made the statements more clear and easy to answer.

3.5.2- Interviews

Interviews were conducted with different categories, and in different forms:

3.5.2.1 Individual interviews with the librarian and the assistant librarian

The librarian and the assistant librarian were informed about the interviews by both the researcher and the principal of the school (see appendix C). The researcher used semi-structured interviews, because one can follow up ideas and detect motives and feelings from the interviewee’s tone of voice and facial expressions (Bell, 1993). Sixteen questions were asked for both the librarian and the assistant librarian. The researcher’s aim of the two interviews was to determine the process and the extent of librarian’s and the assistant librarian’s collaboration with the teachers, how they support the curriculum and assist teachers in helping students acquire information literacy skills, and the amount of time the librarian and the assistant librarian spend formally teaching a group of students as well as in-time
teaching to individuals who visit the library. The interviews took place in the library and were audio taped. The duration of each one was about thirty minutes.

3.5.3- Focus group interview with students

Focus group interviews with eighteen students from second grade and fourth grade elementary levels were also conducted in this study. After the parents’ approval of talking to their children was obtained, six focus group interviews were conducted in which each focus group included three students from each class section with different levels of achievement (high, average, low). The advantage of focus group interviews is that it opens the door for discussion, thus allowing people in the group to talk about their opinions, exchange ideas, and thus yield wide range of responses (Fraenkel & Wallen, 2003). The interviews’ questions for both grade levels covered the same topics and asked general phrasing questions, but they were phrased differently to meet the reading and comprehension level of each grade (see appendix D and E).

The interviews with the librarian and the assistant librarian, and the focus group interviews with the students were semi-structured interviews and were audio-taped upon the permission of the interviewees who were all assured the total confidentiality of their responses.

Pilot interviews with a group of three students from the second grade, and a group of three students from the fourth were conducted. The researcher’s aim of conducting pilot interviews with the students was to make sure that all the questions were clear and understandable for the students of both grade levels. After conducting the pilot interviews the researcher was fully assured that the prepared questions revealed her aim and purpose in this study.

3.5.4- Telephone interviews with parents

The researcher sent a letter to the selected parents in an attempt to get their permission to conduct telephone interviews with them over the phone. At the beginning, not all parents responded, and some of them refused to participate in the study. The researcher called them and explained to them the purpose of the study in addition to the kind of questions they will be asked. Upon the parents’ approval, interviews with eighteen parents were conducted over the phone. Sixteen questions were asked to the parents in order to gain an impression of their views concerning the
library program in their children’s school and how it enhances their information literacy skills. The duration of each interview was at most twenty minutes.

A pilot interview over the phone with a parent who has a child in grade three elementary levels was conducted before conducting the actual interviews. The researcher was then fully assured that the questions were clear, understandable by the selected parents, and able to provide useful data for the study.

3.5.5- Observation

Another method of data collection was the observation of the librarian-student interaction, and the teacher-librarian interaction in a library class session. Six library class observations for the second and fourth levels were conducted: three observations for the second grade (one for each section A, B, C), and three observations for the fourth grade (one for each section A, B, C). Only one observation was for “storytelling” session (for one section of grade 2), the other five were for “research activity” sessions (see appendix C).

The researcher used the “Verbal Flow chart” technique. It was selected and used because the purpose of the observation was to determine the observed behaviour of interaction between the librarian and the students, the librarian and the teacher, and the teacher and the students to record its frequency, as well as determine the direction of this interaction so that the researcher can know more the dominant members that participated in the discussion.

The researcher chose the observation method, because it can give direct access to social interactions, and it can supplement the data gathered by the other methods.

The “verbal flow chart” in this study includes numbers to determine the frequency of the participants’ verbal participation in the discussion and arrows to determine the direction of this participation. Students in each class section were identified by numbers such as, student #1, 2..etc, and represented by circles in the flow chart, in addition to a box for the librarian, teacher and the assistant librarian in the middle of the flow charts. A number is then placed in the middle of each arrow of a participant student to indicate the number of times he/she makes a verbal interaction. These arrows were drawn from the box or the circle of the participant making comment or opening a discussion to the box/circle of the other participant to whom the discussion is directed. The researcher prepared three flow charts for each
section of grade two and grade four, because there was substantial interaction between the participants (see appendix G). So, the final outcome was six observation sessions that produced eighteen flow charts. The researcher was a non-participant observer; mainly watching what was happening and recording facts.

3.6- Data analysis

The researcher translated the research questions into major analysis themes. Concerning the questionnaires, descriptive statistics were used to analyze the data obtained. Percentages of the responses helped analyze the questionnaires numerically. Frequency tables were used to show the percentages. The results of the questionnaires were related and linked to the developed themes to give an idea of how effective is the Information Literacy Library Program that is being implemented at the selected school.

The interviews (with the librarian, assistant librarian, students, and parents) were analyzed by transforming the content into a transcript file to make data easily accessible for later use.

The process started by reading the transcribed files of the interviews in order to classify data into major themes. The themes were adopted from the literature, and considered to be criteria for answering the research questions. Then, the main themes or categories were coded and subcategories were developed (see appendix J). Data from the interviews were classified under categories and subcategories. At the end, all data under the categories and subcategories were linked to the themes, to be explained and elaborated.

As for the observation sessions, the final product was eighteen flow charts. During each observation session, the researcher used numbers and arrows that indicate the amount and the direction of each participant’s discussion or comments. To analyze the data later, new charts were prepared with twenty-seven empty circles that represent the number of students in each section of both grade levels, and two boxes in the middle. The code number of each student was written inside a circle, and the terms “librarian” and “teacher” were written inside each box. Each chart represents the amount and the direction of librarian-students, students-librarian, librarian-teacher and teacher-librarian interaction. At the end, arrows and numbers were added that indicated the number and the direction of interactions. Data from the
“flow charts” were coded and classified according to their direction (see appendix H).

Data analysis from the questionnaires, interviews and the observations completed one another and were compared and contrasted to the findings of the literature.

3.7- Triangulation

According to Cohen and Manion (1994), triangulation means the use of more than one method of data collection. Questionnaires, interviews, and “flow chart” observation technique were the three tools used in this study to insure triangulation. The three methods used to collect data helped the researcher to acquire in-depth awareness of the Information Literacy Library Program that is being implemented in a private school in Beirut, and all the data obtained from the three methods were compared and contrasted to each other.

3.8- Validity

Fraenkel and Wallen (2006) stated that “validity is the drawing of correct conclusions based on the data obtained from an assessment” (p.151). Since it is a case study, the results can not be generalized to other contexts.

By checking the selection bias on the subject characteristics of this study, some of the threats appear and might affect the internal validity of the results. One of the threats might be the level of mastery of the English language by the participating students and whether they would understand the questions of the interview. This threat was controlled by conducting a pilot interview with three students from grade two and three students from grade four. Another threat could be the teachers’ understanding of the statements of the questionnaire. This threat was also controlled by conducting pilot questionnaires with the teachers from grade three at the elementary school and changing some statements that might not match the researcher’s aim. A third threat might be in the case of the telephone interviews with parents, so language could be a threat with parents that don’t have a high educational level. The researcher was aware of this issue and translated the questions and answers into the Arabic language. In an attempt to increase the validity in this case.
study, the design was based on triangulation, using various methods for collecting data such as, questionnaires, interviews and observations.

3.9- Limitations of the methodology

Although the methodology of this case study was useful in collecting data from the participants by using various instruments such as questionnaires, interviews and observations, it has also some limitations. The results obtained from this case study can not be generalized because the researcher studied only one school, and the sample was only two grade levels. Also, this study is not replicable by other researchers or schools. It was done during a short period of time and the researcher did not have time to use the methods more than once in order to increase its reliability.

Another limitation for this case study is the researcher's bias. The researcher is an employee in the school and specifically in the library. She knows the participant sample but she tried as much as possible to be objective and conduct a reflective evaluation of the library program.

The next chapter will present an analysis of all the data that were collected from the questionnaires, interviews and observations.
CHAPTER FOUR

Results

This chapter presents the data collected from the semi-structured interviews, questionnaires and flowchart observations. The results of the study are classified according to the categories and subcategories of the three research questions.

Data was collected from twenty questionnaires filled by male and female classroom and specialist teachers of grade two and grade four elementary levels at the selected private school in Beirut. In addition, there was one interview session with the librarian and the assistant librarian each, three focus group interviews with grade 2 students and three focus group interviews with grade 4 students as well as phone interviews with 18 parents. Finally, six flow charts observations were used by the researcher to record the interaction between the librarian and the students as well as between the librarian and the teachers during the library class session.

Three research questions were used to categorize the results from the interviews, questionnaires and flowchart observations: Do libraries help develop children's literacy skills? What is the role of librarians in developing these skills? How is the information literacy program developed and then applied in the library? The main categories with their codes and subcategories with their respective codes are shown in appendix J. Following is a summary of those results.

4.1- Role of the library in developing children's information literacy skills

The interviewed librarian, assistant librarian and parents in the selected private school stated that the role of the library is very important to teaching students information literacy skills. "The library is essential; it is in the heart of the school program, its goal is to provide students with intellectual and physical access to materials, in addition to encourage students to read and become information literate" (Interview with the Librarian). This seemed clear during the observation of several activity sessions that were held in the library and that aimed to help students acquire the basic literacy skills.
4.1.1- Physical layout and library services

The interviewed students confirmed that they are using the library once or twice a week. The children found the library to be a "very friendly" place to sit, read and listen to a story “because its peace and quiet” (Grade 2 students’ interview). They go to the library to read, work on their research or try to find what they need assured in the knowledge that the librarian and assistant librarian are always there to help, “I feel welcome because it's a school library and we can just walk in and borrow books, and if we didn't find information we want, we ask the librarians” (Grade 4 students’ interview).

Concurrently, grade 4 students stated that they use the library “within their schedule and during recess to sit, read, use the computers or know more knowledge (Grade 4 students’ interview). According to them, the school library is a friendly place which they can visit at any time to borrow books or ask for help in finding information, “I use the library to check out books, do research and educate my mind because I learn a lot of things from books” (Grade 4 students’ interview).

Moreover, students agreed that the displays throughout the library and especially those put up for holidays such as Christmas and Easter make the library an inviting place to visit.

Results from the teachers showed that, 18 out of the 20 teachers believed that their school library is very well organized and designed in such a way that students can read or work on their research comfortably. They also agreed that their school library has a welcoming atmosphere that makes students consider it a friendly place to visit. Only two grade 4 classroom teachers disagreed with these statements on the questionnaire. All the teachers agreed that the number of hours the library is open during a school day is adequate to the teachers' and students' needs. In addition, 16 out of 20 teachers indicated that they can display their students' work in the school library.

The eighteen interviewed parents confirmed that their children borrow books regularly from their school library and exchange books once and sometimes twice a week “he does so regularly as scheduled” (Parents’ interview).
4.1.2- Collection and resources

The results of the interviewed students revealed that they all can easily find the books they like to read in their school library. Concerning the question of the number of books they can take out of the library in a week, it was interesting to note that four out of nine grade 2 students would like to take out more books in a week. "I like to have six books to read them every time" (Grade 2 students’ interview). Another question concerning the availability and use of computers in the library showed that there is a sufficient number of computers connected to the internet for students to search for books and conduct research.

The results of the six observation sessions showed that after their respective library sessions (research or story telling activity), all grade 2 and grade 4 students choose books to check out (Flow chart, research and storytelling activity).

The interviewed parents agreed that their children borrow books regularly, find interesting things to read, and are happy with the books that the school library has, "he can find whatever he likes, all kind of stories, and the librarian since she knows the personality of the child, she can help him find the books he likes", but they also "purchase some books from outside libraries and especially from book fairs" (Parents’ questionnaire).

Teachers’ questionnaires revealed that 18 of the teachers agreed that the school library media program provides students and teachers with resources that support the school curriculum. However, two out of six grade 4 classroom teachers answered that the resources in their school library do not support the school curriculum. Another question concerning the collection revealed that all teachers believe that the school library provides access to a full range of resources in all formats (print and electronic).

4.1.3- Sufficient knowledgeable staff

The results showed that six grade 2 and seven grade 4 teachers feel their library has sufficient qualified media specialists; however, four grade 2 and three grade 4 classroom teachers disagreed.

The results of the three observation sessions during storytelling and research activities for grade 2, and three other observation sessions of research activities for grade 4, revealed that the librarian was highly enthusiastic and receptive when
interacting with the students, for example, student number three in grade 2A and during the storytelling activity made sixteen interaction with the librarian; student number four in grade 4A and during a research activity made eleven interaction with the librarian (Grade 2A and 4A flow chart). She listened to every single question that the students raised and was willing to answer them directly.

The students' interviews showed that they usually ask the librarian and the assistant librarian to help them use the computer to search for books in their library or find information in the nonfiction book collection as well as in the encyclopedias, “if we can’t find the information and the books we want, we usually ask the librarians” (Grade 2 students’ interview).

Unfortunately the questions/answers in the interviews and questionnaires concerning this specific point were not sufficient, so the researcher could not triangulate the results.

4.1.4- Staff attitudes towards library users

During their interviews, the librarian and assistant librarian affirmed that there was a friendly relationship with the teachers. The librarian said that teachers usually appreciate the work she is doing in the library and consider her a professional who has her own method of explaining ideas to students, “they feel that the librarian has her own technique of explaining” (Librarian’s interview).

The teachers' questionnaire supported this view and revealed that they feel there is a friendly and respectful relationship with both the librarian and the assistant librarian. All the grade 2 teachers confirmed this point; only one grade 4 teacher did not have a good relationship with the librarian and the assistant librarian. The teachers' responses also indicated that 19 out of 20 teachers confirmed that the library provides a schedule that allows students to visit the library in order to read, listen to stories and do research.

The flow charts used during the library observation sessions reflected the direction and the amount of interaction between the students and the librarian. Analysis of their results affirmed that the librarian showed interest in the students, answering their questions immediately, in grade 4B, there were eight interactions between student number twenty-four and the librarian; also, in grade 2B, there were nine interactions between the student number four and the librarian (Observation Flow Charts). The observation sessions revealed that the librarian called all the
students by name to ask if they have any questions or to allow them to answer questions. However, it was observed that little interaction took place between the teacher and the librarian during the library class session. During the observation of grade 2A (storytelling), there was no interaction between the librarian and the teacher; also, while observing research activity in grade 4A, there was only one interaction between the teacher and the librarian (Observation Flow charts). Another question concerning the library schedule revealed that students come with their teachers to the library upon teacher’s reservation. Storytelling and research activities were held in the library based on the unit being taught in the classroom, “I tell the teachers that we should teach them the library skills together and we should have library activities related to the program they are teaching” (Librarians’ interview).

In their interviews, parents indicated that they are aware that their children use the library on a fixed schedule, but they did not have the chance to visit their child’s library, although they like to be more involved and have ideas about the activities they are doing in the library, “I would like to be more involved in what’s going on in the school because my children don’t talk about what’s happening with them in the school and I prefer to know” (Parents’ interview).

4.1.5- Summary of the results for research question 1:

The different participants showed awareness of the importance of the role that the school library plays in developing children’s literacy skills through many factors such as physical layout, inviting atmosphere and library services including collection and facilities as well as a sufficient, knowledgeable staff who show a favorable attitude towards library users. Based on the above data, the school library physical layout, displays and space arrangement as well as library schedule in the participating school invite students and teachers to use the library freely for reading and research activities. Moreover, the findings showed that the school library has an adequate number of resources that support the school curriculum. Another factor indicating the success of the library and its program in this regard is that some students expressed a desire to borrow more books at a time from their school library. In the semi-structured interviews, the students and librarians felt that there was sufficient staff in the library; however, the teachers’ questionnaires showed that they did not all agree with this point. Finally, teachers as well as the students confirmed that there was a friendly relationship with the librarian. Observation by the researcher
also confirmed the friendly interaction between the librarian and the students; however, little interaction was observed between the librarian and the teachers during the library class sessions.

4.2- Role of the librarian in developing children’s information literacy skills

A large part of the librarian’s job is to promote the library program with the teachers and the director in order to help develop students’ information literacy. Two ways that she does so are to collaborate with teachers and to enlist the support of the director.

4.2.1- Collaboration and relationship with teachers

Throughout the interview, the librarian confirmed having a good collaborative relationship with teachers. She stated that she involved the teachers in implementing the library program through a clear process. Instances of that process are: she seeks out opportunities to consult with and inform the teachers about the activities in the library; she asks them questions about the unit they are teaching in the classroom and what kinds of information they are going to search for in the library, she shows them the worksheets she has prepared. She stated that not all the teachers are involved in implementing the activities in the library but that the majority of teachers help. She expressed her feeling that some teachers rely on her to teach lessons and “are careless whether students are learning in the library or not” (Librarian’s interview). In response to another question concerning the working relationship between the librarian and the teachers, both the librarian and the assistant librarian stated that there is a good relationship between them, and that teachers usually appreciate the work done in the library, “we have a friendly relationship with the teachers, and they usually appreciate the work we are doing in the library” (Librarians’ interview).

Responses from the teacher’s questionnaires indicated that 18 out of 20 teachers feel that there is a good relationship between them and the librarian. They stated that it was friendly and respectful and that they work together to implement and assess the library program.
Results from the six observation sessions revealed that there was a friendly relationship between the librarian and the teachers but the researcher did not observe the majority of teachers collaborating and becoming thoroughly involved with implementing the research activity in the library. The researcher rarely observed interaction between the librarian and the teacher during the library class sessions, for example, during the observation of grade 2A (storytelling), there was no interaction between the librarian and the teacher; also, while observing research activity in grade 4B, there was only three interactions between the teacher and the librarian (Observation Flow charts).

4.2.2- Relationship with the director

Two interviews with both the librarian and the assistant librarian revealed that they have full support of the school director, “definitely, hundred percent” (Librarians’ interview). They both declared that the school director cares for the library and encourages all the activities that are being conducted there. They affirmed that the director suggests new ideas and raises important issues about the library and its program during the faculty meetings, “she’s very involved, she’s very caring for the library, she raised some points in the faculty meeting” (Librarians’ interview).

In addition, 18 out of 20 teachers agreed that the school director supports the library and is aware of the school library program. They agreed that the school director encourages the integration of the library program into unit planning and consults with the teachers about the school library program.

4.2.3- Summary of research question 2

Based on the above data, the results showed that the librarian has an important role in promoting the school library and its program. She does so by collaborating with teachers and enlisting the school director’s support. Collaborating and having a friendly, respectful relationship with teachers was a very important aspect of the librarian’s role which she works to fulfill. In addition, the interviews and questionnaires revealed that there is good support from the school director who encourages the integration of the library into subject unit planning, as well as suggests new ideas concerning the library program in faculty meetings.
4.3- Implementing the information literacy library program in the library

4.3.1- Motivating students to read

The librarian and the assistant librarian stated that the library program promotes reading through activities such as reading aloud and book talks, which can be organized on some occasions such as National Reading week or International School Library day. They confirmed that teachers, students and the librarian are usually involved in these activities. The librarian stated that teachers or the librarian read aloud to the students. In addition, the librarian "organizes book talks in accordance with the teacher whenever they have new acquisitions or before any long vacation such as Easter or Christmas" (Librarian’s interview).

Sixteen out of 20 teachers of both grade levels believed that their school library media program fosters reading aloud activities that encourage students to read. Another item revealed that 16 out of 20 teachers agreed that the librarian invites local authors to visit the library and meet students during the school year in an attempt to motivate and encourage them to read.

The parents' interviews showed that the students are reading more and even better than before. They assured that their children are enjoying reading books they borrowed from the library especially if the book meets their interests, "he is reading more and better than before, but it also depends on the book he is reading" (Parents’ interview).

The students' interviews revealed that they usually discuss the books they have read with their friends but not with the librarian because "she is so busy" (Grade 2 students' interview). However, students added that the librarian usually conducts book talks and read-aloud activities that encourage them to read. She also helps them become independent readers by giving them the chance to read to younger children, "now in May we gonna read to small kids" (Grade 4 students' interview). In response to another question concerning the library displays, most of the interviewed students affirmed that the librarian displays their work in the library, but it is mainly during special occasions such as reading week, "mostly during the reading week when we have to make our book cover, she add it outside" (Grade 4 students’ interview).
4.3.2- Direct instruction and practice of skills

Information literacy skills in this context include reading, research skills, and use of library resources. In her interview the assistant librarian stated that the library program supports the school curriculum and teachers and helps students acquire information literacy skills by providing both instruction and skill practice. She believed that by providing students with instruction on how to search and find information from encyclopedias, nonfiction books and the internet, the librarians are successfully implementing the library program, “our main goal is to teach students information literacy skills which can be done by providing instruction as well as designing activities to practice these skills” (Librarians’ interview).

The students’ interviews indicated that they feel comfortable asking the librarian and the assistant librarian for instruction on how to use a specific resource in the library such as encyclopedias, nonfiction books and library catalog as well as the internet.

The results of five observation sessions of research activities on Recycling and plagiarism for grade 2B, 2C and grade 4A, 4B, 4C, revealed that in both grade levels the librarian gives information about the topic. She also provides instruction on how to find and use specific resources that answer students’ questions, during the observation of a research activity in grade 4B; the librarian provided students with instruction fourteen times (Flow chart observation).

Responses from the teachers’ questionnaires indicated that 15 out of 20 teachers agreed that their students learn information literacy skills from the librarian’s instruction during the library class. The majority of teachers feel that the library media program provides instruction that helps their students to become independent users of information. As well, the majority feel that the program includes activities that help students practice and develop their information literacy skills. All except one of the teachers agree that the program integrates the use of technology that is helping students to learn and use research skills.

4.3.3- Evaluation of the skills

The librarians listed specific information literacy skills necessary for grade 2 and grade 4 students to develop. Those skills include “how to handle a book, knowledge of the parts of a book, how to check out books, how to differentiate between fiction and non fiction books, how to differentiate between opinion and
facts, how books are shelved in the library, and how to use the resources (both books and computers) (Librarians’ interview).

The teachers’ questionnaires revealed that 17 out of 20 teachers agreed that their students know how the library is organized according to the shelving system, how to check out books and how to find information independently in nonfiction books, dictionaries and encyclopedias. In response to another statement concerning practicing literacy skills, 16 out of 20 teachers agreed that their students know how to handle books with care. Responses to a third item showed that all teachers agreed that their students are able to identify parts of a book such as title, author, illustrator... etc.

The parents’ interviews showed that most of their children know how to identify parts of a book, how to handle a book without damaging it and how to get a book from the shelf. Three out of eighteen parents are unaware of the library’s literacy skills program. With regards to another question concerning students’ ability to search, use and evaluate information, 16 out of 18 parents believed that their children are good researchers and know how to use these skills.

Responses from students’ interviews showed that students are able to identify parts of a book, “when you open the book you see the title and the picture, you open a book, you see again the title, author and the illustrator” (Grade 2 students’ interview). They demonstrated that books should be held in two hands and should be kept in “good shape”; pages should be turned softly so “you don’t rip it”. In response to another question concerning the proper handling of a book, students stated that it should not be dropped into water because “the papers will get wet and the book will get ruined” (Grade 2 students’ interview). However, six out of nine grade 2 students know that there is a library catalog which they can use to locate a book in the library, whereas, all grade 4 students are aware of the availability and the use of the library catalog, “like when you want to find Harry potter, you go to the internet to x website, click on library, click on library catalog and then you put the title of the book, it gives you the number and then you go to the shelf and get the book” (Grade 4 students’ interview).

4.3.4- Summary of research question 3

Based on the above data, the results revealed that implementing the school library media program in the library can be done by motivating students to read
through activities such as, read-aloud, book talks, and inviting local authors to the library. The librarian’s role in helping students develop information literacy skills is two-fold; the most important part of her job in the library is developing the skills in students as well as giving them adequate practice in using these skills. Data collected from the interviews and questionnaires revealed that parents, teachers and librarians observe that students are able to use the information literacy skills taught in the program.

4.4- Other issues

Data from the parents’ interviews revealed that parents are not fully aware of the school library program and are not involved in the library processes. One parent was not even aware that she could visit the library. Other parents are unaware of exactly what their children learn during their library classes because children do not discuss their activities with them, “to be honest, I don’t know anything about the library” (Parents’ interview). The librarian stated that she does not invite parents to participate in library activities such as reading aloud or book talks, “the parents are not really involved in the library activities” (Librarians’ interview).

Results from the teachers’ questionnaires revealed that some teachers are not sufficiently knowledgeable of the library program and what skills their students should be learning. During observations, the researcher noted that several teachers were not fully involved in the implementation of the lesson’s activity.

Results from students’ interviews indicated that “the librarian is so busy” (Grade 2 students’ interview), so there was not enough time for them during the library lesson to give a book talk in front of the class.

4.5- Conclusion

The library in the participating school has an important role in developing children's literacy skills as evidence by several factors. The physical layout, services offered and friendly atmosphere make it an inviting place for students as well as teachers to drop in and use the resources. The library provides students and teachers with sufficient resources, both print and non print, to support the curriculum and offer leisure reading opportunities. The availability of sufficient knowledgeable staff
as well as their positive attitude towards the library users encourages the use of the library and ultimately helps students develop their information literacy skills.

Results from interviews and questionnaires indicated that the librarian herself has a positive, friendly and respectful relationship with the teachers. This helps her to collaborate with classroom teachers when planning library activities. Their willingness to bring the students to the library ensures that they learn necessary literacy skills under proper guidance. As well, the support of the director enhances the librarian’s role in promoting literacy skills acquisition.

Data also showed that the school library media program motivates students to read through activities such as read-aloud, book talks, and author visits. The librarian’s ways in providing instruction, answering questions and encouraging inquiry as well as her positive attitudes towards the students enhance the lessons and help students learn the necessary information literacy skills easily.

The next chapter includes a discussion of the data presented in the current chapter.
CHAPTER FIVE
Discussion of Findings

This section discusses the findings concluded from teacher's questionnaires, the librarian and the assistant librarian's interviews, students' interviews, parents' phone interviews and observations of library class sessions by comparing and contrasting the results of the findings to the criteria set by other researchers and stated in the literature.

5.1- Does the library in the participating school help develop children’s literacy skills?

In the literature review, Abilock (2004), AASL (2006) and ALA (2006) stated that the school library plays an important role in helping students acquire basic information literacy skills. In this case study, the researcher found that teachers as well as students believed that the role of the library is essential for teaching students information literacy skills.

Another study by Carnegie (2002) and Bannister and Carlile (1993) considered libraries to be places where people of all ages can get help with their learning needs; this help could be in the form of a program, a scheduled lesson in the library, a one-on-one tutoring session, or just-in-time lessons from the librarian or library staff member. The researcher in this case study indicated that students are using the library regularly during their scheduled hours or during their recess to sit, read, listen to a story, conduct research and use the computers. This finding is in harmony with the literature study of Miller and Anderson (2006) and Todd (1999) that the librarian can provide students with literacy skills practice through an open and flexible schedule where students can visit the library on a daily basis to meet their needs or upon the teacher's request. The researcher found that the participating school is achieving that role in the literature.

In a study by Breivik (1998) and Champion (1993), they considered the library to be a "natural home" that provides a safe, comfortable and positive learning environment. In this case study, and through the students' interviews and teachers'
questionnaires, the researcher indicated that they considered the library to be a "very friendly" place to sit, read, listen and do research.

In addition, this study indicates that students as well as teachers agreed that the displays throughout the library, especially those put up for special holidays, makes the library an inviting place to visit. This point is consistent with the study of Bannister and Carlile (1993), Daniels (2002), Krashen (1993) and Turner and Rielding (2003) who concluded that the school library media program can be enhanced by developing displays that show students' work as well as celebrating holidays and special occasions.

According to Ghikas (2001), one main responsibility of the library is to provide the largest possible number of individuals' access to and delivery of the largest amount of resources. Additionally, AASL (2006), Abilock (2004), and ALA (2006) stated that the school library is the heart of a dynamic modern school curriculum through its collection and resources. In this case study, the researcher found that the school library provides students as well as teachers with resources that support the school curriculum. This point is considered as a positive point that matches the criteria set by the literature.

Moreover, a study done by Kuhlthau (1987) and ICCSD (2004) indicated that students can acquire information literacy skills when taught by an expert in the field so that they can become independent, active life-long learners. Another study by ALA (2006) and Hartzel (2002) stated that a successful library media program is the one which has an adequate number of qualified librarians. The researcher in this case study realized a non-consistency of the participating school with the criteria set by the literature. From teachers' questionnaire, the researcher realized that not all the teachers agreed that their school library has sufficient qualified media specialists even though they agreed that their students were learning information literacy skills from the librarian.

In reference to the relationship between the teacher and the librarian, a study done by Weibel (1992) and ALA (2006) stated that school librarians should collaborate with teachers to design and implement projects that engage students in developing critical thinking and research skills. Another study was done by Doll (2005) who believed that the success of the school library media program is related to the collaboration, cooperative program planning and cooperative teaching between the librarian and the teacher. The researcher in this case study did not find a complete
consistency of the participating school library with the criteria set by the literature. So, when analysing the teachers' questionnaires and transcribing the interviews with the librarian and the assistant librarian, the researcher noticed that there was a friendly, respectful relationship between them and that they collaborated together to plan lessons in the library. However, little interaction was observed between the librarian and the teacher during the library class session.

5.2- Do teacher-librarians in the participating school play an effective role in developing children's literacy skills?

A study conducted by Bruce (2002) and Ivey (2003) indicated that there should be a friendly collaborative and respectful relationship between the librarians and the teachers so that they can divide the work between them based on their expertise. In this case study, the researcher found that the librarians and teachers, for the most part, have a friendly, respectful and collaborative relationship which helps students acquire information literacy skills. This point is considered a positive point that abides with the criteria set by the literature.

Another study by Van Vliet's (1999) stated that the school librarian should work together with the administration and staff to support the total instructional program. The researcher in this case study realized that the school library had the full support of the school director. The librarian and the assistant librarian stated that the school director encourages the integration of the library into unit planning and the school director consults with the teacher about the school library program. This shows consistency of the participating school library with the criteria set by the studies in the literature.

5.3- How is the information literacy program developed and then applied in the library?

The study of Bannister and Carlile (1993) and Krashen (1993) indicated that the school library media program motivates students to read and enhance their love of reading through various library activities such as reading aloud, book talks, book displays and group discussions. This was not completely in harmony and consistency with the findings of the study which showed that the librarian was conducting activities in the library such as reading aloud and book talks. Students stated that they
did not have the chance to discuss the books they have read in front of the class; they also mentioned that they have book displays but mainly for special occasion.

The researcher in this case study found that the school library media program supports the school curriculum and teachers and helps students acquire information literacy skills by providing both instruction and skill practice. This point is in consistency with the study of AASL (1998) which stated that the main aspect for the success of the school library media program is to have the librarian instruct both the students and teachers on the effective use of all resources. This study is also in harmony with the findings of ICCSD (2004), Thomas (2004), and Smith (2005) who believed that engaging and challenging library activities can help students acquire information literacy skills. The study is also consistent with the findings of Miller and Anderson (2006) and Todd (1999) who stated that the school library media program helps students develop the information literacy skills by providing instruction that has direct application to the classroom curriculum.

Research findings by Thomas (2004) and Bacon (2000) were in harmony with what the study findings indicated about the basic information literacy skills that grade 2 and grade 4 students should develop. The teachers’ questionnaires, students’ interviews and parents’ interviews showed that students understand how the library is organized, how to identify the parts of a book and to care for books. They were also able to access, locate, use and evaluate information. These results matched the findings of Turner and Riebling (2003) that the school library media program encourages and engages students in reading, and provides students with all the skills to access, obtain, use and evaluate information.

5.4- Other evaluation criteria

A discouraging finding in the study showed that most of the parents were not sufficiently aware of the school library program and were not involved with their children’s school library. Many parents were not invited by the librarian to participate in library activities and they did not know that they can visit their children’s school library. This finding was not in harmony and consistency with recommendations of ALA (2006) and Hartzel (2002) that librarians need to build a positive relationship between the school library and all members of the learning community.
A final discouraging finding in the study showed that there was not enough
time for the students during the library lesson to give book talks in front of the class.
This finding is not in harmony with the finding of Bannister and Carlile (1993) that
stated the school library media program can encourage and motivate students to read
through group discussions and book talks.

5.5- Conclusion

This chapter discussed and presented some findings that matched those of the
literature and others that contradicted the literature.

Overall, the findings showed that the library in the participation school plays
an important role in developing children's literacy skills as evidenced by several
factors. Physical layout, services offered and a friendly atmosphere make it an
inviting place for students as well as teachers to visit and use the resources that are
available in the library. Moreover, the librarian herself has a positive, friendly and
respectful relationship with teachers. This relationship helps her collaborate with
them when planning library activities. As well, the support of the director enhances
the librarian’s role in promoting literacy skills acquisitions.

The findings of the study also revealed that the school library media program
motivates students to read through activities such as read-aloud, book talks, and
author visits.

Two discouraging findings were: 1) - Very few parents were sufficiently
aware of the school library program and none were involved with their children’s
school library. The reason for this was that they were not invited by the librarian to
participate in library activities and they did not know that they can visit their
children's school library. 2) - Little interaction was observed between the librarian
and the teacher during the library class session, which indicated that the teacher was
not fully involved in the implementation of the school library program.

Conclusions, limitations and suggestions for further research are presented in
the next chapter that completes this study.
CHAPTER SIX

Conclusion

6.1- Summary

The aim of this research was to describe and evaluate the Information Literacy Library Program that is being implemented at the elementary level in a private school in Beirut.

This study showed that the library has an important role in developing children’s literacy skills. The physical layout, services offered and friendly atmosphere make it an inviting place for students as well as teachers to drop in and use the resources. The library provides students and teachers with sufficient resources, both print and non print, to support the curriculum and offer leisure reading opportunities. The availability of sufficient, knowledgeable staff as well as their positive attitude towards library users encourages the use of the library and ultimately helps students develop their information literacy skills.

A positive, friendly and respectful relationship between the librarian and teachers helps her collaborate with them when planning library activities. The support of the director also enhances the librarian’s role in promoting literacy skills acquisition.

Data also showed that the school library media program, through activities such as read-aloud, book talks and author visits, motivates students to read. The librarian’s methods of providing instruction, answering questions and encouraging inquiry as well as her positive attitude towards the students enhances the lessons and helps students learn the necessary information literacy skills easily.

However, the results showed that few parents were aware of the information literacy program at their children’s library.

The research results also indicated that there was not enough time during the library lesson for students to give a book talk in front of the class. As well, the researcher noted that several teachers were not fully involved in the implementation of the lesson’s activity.
6.2- Recommendations and implications for practice

The study has explored and discussed a neglected aspect in Lebanese schools, the Information Literacy Library Program. The findings of this study will set the stage for a number of studies in the field and can help lead to an understanding of the factors that contribute to the effectiveness of the library programs in similar schools.

In this case study, the researcher found some good aspects relating to the implementation of the library program at the elementary level in the participant school. She recommends to continue implementing the library program using the same procedures that are currently being followed and which include building up the collection on criteria based on the school curriculum as well as students' interests; motivating the librarians to keep up their positive attitude and eager willingness when dealing with and helping library users; and conducting library activities that encourage students to read.

The researcher in this case study also found some negative aspects concerning parents' awareness and their involvement in implementing the library program, teachers' involvement in implementing the program during the library class session, as well as the librarians' willingness to discuss with students the books they have read.

In an attempt to improve the library program at the participant school, the researcher recommends a better involvement of parents in the school library activities. The researcher suggests preparing a library booklet that includes a definition of the library and the services it can provide, a definition of the library program and some activities that can be held in the library, in addition to the policy and the rules and regulations of the library. The researcher also recommends assigning a "parents' day" every month so that parents can come to the library, read to their children, and help in the implementation of library activities. Also, the librarian can send the parents a report at the end of every class unit informing parents about the activities that were held in the library and how their children's literacy skills evolved. Furthermore, the researcher recommends having a book club that includes not only teachers, librarians and students but also parents because in this way the librarian can encourage parents to participate in implementing the library program as well as encourage students to read.

The researcher also recommends more involvement of teachers in designing
and implementing the library program. Teachers need to collaborate and work more with the librarian in creating activities and working with students during library classes. Teachers need to inform the librarian about the class unit including classroom lessons and preferred activities for the students in the library. The researcher suggests that the librarian and the teacher work together in designing the library activities while dividing the roles between them in such a way that there would be cooperation with no interference. Finally, the researcher recommends that the librarian find the time to discuss with students new books as well as the books students have already read through book-talks in order to further encourage reading and give students an idea about what their friends have read so that they may borrow the books read by their classmates if they turn out to be of interest to them.

6.3- Limitations of the study

Obviously, this study has its own limitations. Its findings may give more information if the sample is expanded to include more than these two class levels, includes more than one school in the study, and extends the amount of time allocated for the study. Therefore, the results of this study can not be generalized to other schools. Also, the observation sessions did not include information about the amount of collaboration between the librarian and the teacher before the library class session. The observations recorded only the interaction between individuals in the activity. This is a shortcoming of the tool and results from this tool may be unfair to the librarian and teachers’ collaborative relationship. In addition, there is a lack of triangulation in one point concerning the availability of sufficient, knowledgeable staff in the school library. There were not enough questions in the interviews and questionnaires concerning this specific point, so the researcher could not triangulate the results.

6.4- Suggestions for further study

For further research, it is recommended that researchers include a larger sample and a variety of schools (both private and public) to strengthen the results and make them more useful in advocating the need for an Information Literacy Library Program in Lebanese schools.
More research should be focused on the amount of collaboration between the librarian and the teacher before and during the implementation of library activities. Also, the school as well as the librarian should introduce the program to all the teachers before implementing it in the library. The librarian should assign a day per month for parents (parents’ day), in which she can invite parents to the library, introduce them to the program, sit with their children, read to them and discuss the library portfolio with them.

It is hopeful that this study will help schools to acknowledge the importance of the school library and the librarian in helping students acquire the information literacy skills they need in order to thrive personally and economically in the communication age. Also, this study might give teachers the motivation to work collaboratively with the librarian to develop fruitful activities that are related to the classroom units, and that can improve librarian – teacher interaction during library classes.

Future research focusing on aspects and the importance of teacher-librarian collaboration and parent-librarian communication could reinforce the need for well-developed and well-executed Information Literacy Library Programs in Lebanese schools.
References


Appendix A
(Mission Statement of the School)

Elementary School

The Elementary School (ES) covers grades one through five (ages six to eleven). The medium of instruction is either English or French, although Arabic is mandatory for all students. A special Arabic program is available to students who have lived abroad and qualify for exemption from the regular programs.

The curriculum aims to develop and consolidate a range of learning skills with the emphasis on the acquisition of new concepts through deduction and generalizations, using critical thinking as well as hand-on experiences. Many areas of work are interdisciplinary and are integrated so that they overlap logically and effectively.

Mission Statement – IC Libraries

The mission of the school library program is to ensure that IC students and staff are literate, lifelong learners.

This mission is accomplished, with sufficient funding for resources, by the school library staff who:

- provide instruction in acquiring, using, and evaluating information and ideas
- stimulate interest in reading and an appreciation of literature
- provide intellectual and physical access to materials in traditional and electronic formats
- work with teachers to design and carry out research activities which support their curriculum
- examine, assess, weed, and renew the collection to support the curriculum and recreational reading.
Appendix B
(Teachers’ Questionnaire)

Target of the Questionnaire:
The aim of this questionnaire is to determine how teachers collaborate with the librarian; how they teach the information literacy skills in their classrooms; and what they think is the role of the library/librarian in promoting information literacy skills.

Audience:
Teachers of Grade 2 and Grade 4 at the Elementary level

A- Indicate the **grade level** and subject you teach: 

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<th>Grade 2</th>
<th>Grade 4</th>
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B- Indicate the **subject** you teach: 

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<th>Subject</th>
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C- Please consider each statement and place a checkmark (✓) in the box that indicates your choice.

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<tr>
<th>Statement</th>
<th>Grade 2</th>
<th>Grade 4</th>
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<tr>
<td>1-Our school library is neat and well organized.</td>
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<td>2-Our school library is well designed for reading and research activities.</td>
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<td>3-Our school library provides an adequate, inviting, comfortable storytelling area.</td>
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<td>4-Our school library’s displays establish a welcoming atmosphere.</td>
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<td>5-In my school, the library is seen as an essential part of student learning.</td>
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<td>6-The number of hours our library is open during a school day is adequate to the teachers’ and students’ needs.</td>
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<td>7-Our school library has an adequate number of qualified library media specialists.</td>
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<td>8-Our school library media program provides access to a full range of resources in all formats (print and electronic).</td>
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<td>9-Our school library media program provides students and teachers with resources that support the school curriculum.</td>
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<td>10-Our school library media program has a simple sign-up system that allows students and teachers to use the library at any time.</td>
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<td>11-My students have the opportunity to read and listen to stories through regular class visits to the school library.</td>
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<td>12-My students show evidence of information skills as a result of using different types of resources.</td>
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<td>13-Our school library media program provides instruction that helps my students to become independent users of information.</td>
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<td>14-Our school library media program has a positive impact on student learning (increasing interests and enthusiasm towards learning).</td>
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<tr>
<td>Statement</td>
<td>Strongly disagree</td>
<td>Disagree</td>
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<td>15-Our school library media program includes activities that help students develop their information literacy skills.</td>
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<td>16-Our school library media program is fully integrated into the school curriculum.</td>
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<td>17-There is a friendly relationship between me and our school librarian.</td>
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<td>18-There is a respectful relationship between me and our school librarian.</td>
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<td>19-I work with our school librarian to evaluate the library program.</td>
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<td>20-Our school library media program integrates the use of technology in learning and teaching research skills.</td>
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<td>21-Our library sponsors reading incentive programs during the school year to foster high interest in reading.</td>
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<td>22-Our school library program fosters reading aloud activities that encourage students to read.</td>
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<td>23-Book clubs are available in our school library that encourages independent reading.</td>
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<td>24-Our school library invites local authors to visit the library and meet students during the school year.</td>
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<td>25-I can display my students' work in our school library.</td>
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<td>26-Our school library media program encourages my students to become actively involved in learning.</td>
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<td>27-My students know how the library is organized (according to the shelving system) and how to check out a book.</td>
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<td>28-My students know how to handle books with care.</td>
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<td>29-My students know how to find information independently in nonfiction books, dictionaries, encyclopedias...</td>
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<td>30-My students know how to find information with the help of the librarian in nonfiction books, dictionaries, encyclopedias...</td>
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<td>31-My students are able to identify parts of a book (title, author...)</td>
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<td>32-My students borrow books regularly from our school library.</td>
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<td>33-My administrator is aware of our school library program.</td>
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<td>34-The librarian and the administrator consult with me about the school library program.</td>
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<td>35-Our school administrator encourages the integration of the library program into unit planning.</td>
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36- Circle the information literacy skills that are planned with the librarian and taught within the context of your class:

- Caring for books
- Identifying the parts of a book.
- Checking out books.
- Understanding the shelving system.
- Using specific sources.
- Access, locate, use and evaluate information.

37- How many years have you been teaching at IC? If more than 3 years, do you think your school library media program is improving your students' ability to identify resources?

If your answer to the previous question is yes, in what ways?

If your answer is no, what are the reasons in your opinion?

Thank you for your time and input. Your feedback is invaluable.
Appendix C
(The Librarian and the assistant librarian interview)

Target of the interview:
The target of this interview is to determine the process and extent of the librarians' collaboration with the teachers; how they support the curriculum and assist the teachers in helping students acquire information literacy skills; and the amount of time the librarian spends formally teaching a group of students as well as in-time teaching to individuals who visit the library.

Audience:
The two librarians at the Elementary School at an International School in Beirut.

Questions:
1. Does your particular library have a formal mission statement, objectives and goals? What are they? How do they relate to those of the school?
2. What are your responsibilities in the library?
3. How would you describe your involvement in the learning process of the students?
4. Do you have regular meetings with teachers to plan for student activities and literacy programs? How often do they take place? If the meetings are not regular, who initiates the collaborative meetings?
5. Is there a specific procedure that teachers should follow for schedule the library sessions? If so, what is it?
6. Are teachers involved in the planning and implementation of library program? If so, how?
7. How would you describe the working relationship between yourself and classroom teachers?
8. What kind of programs does the library organize for students (reading aloud, book talks, literature circles)? How are they run? Who is usually involved?
9. How does the library program support the curriculum and teachers in helping students acquire information literacy skills?
10. Do you have the support of the school director? Does she communicate with you regularly for follow up on the school library media program?
11. What are the specific literacy skills that grade 2 and grade 4 students should develop, in your opinion?
12. Do you display students' work in your school library?
13. Do you work with teachers in assessing the library program? If so, how?
14. In your opinion, should a school have a scheduled regular library class in which students are taught information literacy skills? Why?
15. Overall, what is your perception of your role as a librarian in the educational process in your school?
16. Are you working in any plans to improve the library program in your school?
Appendix D  
Grade 2 Students’ interview

Target of the interview:
The target of this interview is to determine the process and extent of the librarians’ collaboration with the teachers; how they support the curriculum and assist the teachers in helping students acquire information literacy skills; and the amount of time the librarian spends formally teaching a group of students as well as in-time teaching to individuals who visit the library.

Audience:
The two librarians at the Elementary School at an International School in Beirut.

Questions:
17. Does your particular library have a formal mission statement, objectives and goals? What are they? How do they relate to those of the school?
18. What are your responsibilities in the library?
19. How would you describe your involvement in the learning process of the students?
20. Do you have regular meetings with teachers to plan for student activities and literacy programs? How often do they take place? If the meetings are not regular, who initiates the collaborative meetings?
21. Is there a specific procedure that teachers should follow for schedule the library sessions? If so, what is it?
22. Are teachers involved in the planning and implementation of library program? If so, how?
23. How would you describe the working relationship between yourself and classroom teachers?
24. What kind of programs does the library organize for students (reading aloud, book talks, literature circles)? How are they run? Who is usually involved?
25. How does the library program support the curriculum and teachers in helping students acquire information literacy skills?
26. Do you have the support of the school director? Does she communicate with you regularly for follow up on the school library media program?
27. What are the specific literacy skills that grade 2 and grade 4 students should develop, in your opinion?
28. Do you display students’ work in your school library?
29. Do you work with teachers in assessing the library program? If so, how?
30. In your opinion, should a school have a scheduled regular library class in which students are taught information literacy skills? Why?
31. Over all, what is your perception of your role as a librarian in the educational process in your school?
32. Are you working in any plans to improve the library program in your school?
Appendix E
Grade 4 students’ interview

Target of the Interview:
The aim of this focus group interview is determine if students are able to use research skills appropriate to their age level (locate, use and evaluate the information).

Audience:
Students of Grade 4 Elementary level at International School in Beirut.

Questions:

1. Did you use the school library this year?
2. How often do you usually use the library? For what purpose?
3. Do you feel welcome in your school library?
4. Name the different areas in your school library. What can you do there?
5. Do you know how books are arranged on your library shelves? (yes/No). If yes, how are they arranged?
6. Do you always find the information that you need in your school library? If not, does anyone help you find what you need? Who?
7. Do you know how to check out a book? (Yes/No). How many books do you usually check out from your school library during a week?
8. What types of books do you read? (Fiction, sports, biography, science…)
9. Can you find books in your school library using the computer?
10. Do you know how to identify parts of the book (author, title, illustrator, table of content, index, Glossary)? Where do you look?
11. Do you read at home? When?
12. Do you know some rules for handling a book? What are they?
13. Have you ever gotten involved in any of these activities in your school library: reading aloud, book talks?
14. Does the library/librarian give you a chance to talk about the books you have read?
15. Does the librarian tell you about special books in the library? If yes, what was the last book the librarian told you about when you visited the library?
16. Do you know how to find information in encyclopedias, nonfiction books, on the internet? If not, who will you ask for help?
17. Have you ever met an author in your school library?
18. Can you find work done by you or your classmates displayed in your school library?
19. Does the librarian put up pictures for holidays? What was the last one you remember?
Appendix F
Parents Questionnaire

Target of the Interview:
The purpose of this study is to gain an impression of the parents' point of view concerning the library program and how it enhances their child's information literacy skills.

Audience:
Eighteen Parents of Grade two and Grade four students at the Elementary School.

Questions:

1. Have you ever visited your child's library? For what purpose? If not, are you interested in seeing it?
2. Does your child borrow books from the school library?
3. How often does your child borrow books at the school library?
4. Does your child discuss with you the books he/she reads?
5. What kind of books does your child like to read? Can he/she find them at the school library or must you purchase them for him/her?
6. Does your child know how to identify the parts of a book (title, author, illustrator)?
7. Does your child know how to handle a book without damaging it? If so, where did he learn to do so?
8. Does your child talk to you about what he/she does in the library? What are some of the activities he/she does there?
9. Have you ever been involved in the selection of the school library resources?
10. Does your child care for books? CDs?
11. Does your child understand how the library is organized in his/her school?
12. Which ones (from questions 10-12) are important to you? Do you think your child's literacy skills have been improved this year?
13. Do you think he/she reads more or less than before? Is he/she reading better? Does he/she enjoy doing so?
14. Does your child ask for your help in doing research for an assigned project?
15. How do you evaluate his/her skills in searching for information? Selecting suitable information? Using information?
16. Do you have any ideas that you would like to share with me about he school library media program at your child's school?
Appendix G
(Observation Flow chart)
Appendix H
Letters to parents

April 23, 2007

Dear Parents,

My name is Rola Sakr and I am a graduate student in Educational Management at the Lebanese American University (LAU). I would like to request your permission for your child to participate in a study that I am conducting for Grade 2 and Grade 4 elementary students at International College (IC).

The study is designed to determine the effectiveness of the information literacy library program at Ras Beirut Elementary School. The information gathered from the study will be shared with the librarian and the final aim of the project is to improve the program to the advantage of the students and to help further fulfill of the library stated mission and goals.

Your child’s participation will take place in the Elementary School library, where he/she will be part of a focus group interview. Each group consists of three students and they will be asked 10 to 15 questions about their library activities. Audiotape recordings and all other information that is obtained during this research project will be kept confidential and will not become part of your child’s school record. The audiotapes will be transcribed and coded to remove your child’s name and will be destroyed after the completion of this project.

In addition to your permission, your child will also be asked if he/she would like to participate in this project. Only students who willingly want to take part will do so, and any child may terminate his/her participation at any time.

I would also like to know if you as parents are willing to participate in this project. I would like to have your permission to ask you approximately 10 questions on the phone. My purpose is to gain an impression of the parents’ point of view about how the library program enhances their children’s information literacy skills.

Below please find attached two forms to indicate whether you want your child to participate in this project, and whether you want to participate in this project as well.

Kindly ask your child to bring a copy of the completed forms to Mrs. Najwa Haddad at the Elementary school by Wednesday April 25, 2007.

If you have any question about this research project, please feel free to contact me either by email, or telephone.

Sincerely,

Rola Sakr
Assistant Librarian
International College – Secondary School
PROJECT ON THE LIBRARY INFORMATION LITERACY PROGRAM
FORM TO BE COMPLETED BY PARENTS

I, (name of the parent) ---------------- do / do not (circle one) give
permission to my child ------------------ (name of the child) to participate in the
research project described above.

Date ------------------  Parent’s signature ------------------

I, (name of the parent) ---------------- am / am not (circle one) willing to
participate in the research project described above.

Date ------------------  Parent’s signature ------------------

Home & Mobile Telephone numbers: ------------------

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Appendix I
Teachers’ cover letters

Rola Sakr
Assistant Librarian, IC Library – Secondary
Beirut, Lebanon

Dear I.C. Elementary School Teachers,

I am currently pursuing a Masters Degree in Educational Management at the
Lebanese American University − Beirut, Lebanon. For my Master’s Thesis, I would
like to conduct a case study focusing on the effectiveness of the information literacy
program in IC elementary school library.

The purpose of this questionnaire is to explore your views about the effectiveness of
the information literacy library program. The information gathered will, hopefully,
help the library both improve the program to the advantage of the students and help
further fulfill of its stated mission and goals. Your help in filling out this
questionnaire is greatly appreciated; your responses will be kept confidential.
The questionnaire will take about 15 minutes to complete. Please return the
completed questionnaire by April 25, 2007 to Mrs. Najwa Haddad at the Elementary
office.

Thank you in advance for your cooperation. If you have any question about the
questionnaire, please email or call me at: 01-367402; EXT: 225 or : 03-094619

Sincerely,
Rola Sakr
rsakr@ic.edu.lb
Appendix J
(Categories and subcategories)

1) - Role of the library in developing children's information literacy skills
    - Physical layout and library services
    - Collection of resources
    - Staff
    - Sufficient, knowledgeable staff
    - their attitude towards library users

2) - Role of the librarian in developing children's information literacy skills
    - An
    - Collaboration and relationship with teachers
    - Relationship with the director

3) - Implementing the information literacy library program in the library
    - Imp
    - Motivating students to read
    - Providing instruction and practicing Literacy skills
    - Evaluation of the skills

4) - Other issues
