Towards Designing a Library Research Instruction Program for English 10 (College English) at UP Diliman

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Abstract. Qualitative analysis was used to prepare a full picture of the teaching strategies and library research experiences of English 10 students, teachers, and reference librarians over a four-month period for the 2nd Semester, AY 2010-2011 in the University of the Philippines [UP], Diliman. This study provides information that can be used to assist academic librarians when preparing to teach library research instruction and to assist academic libraries in redesigning and developing library research instruction activities for preparing librarians to teach undergraduates. The Library Research Instruction Program for English 10 (LRIE) that serves as the core of the work provide an instructional module that can be used by librarians for diversifying their instructional delivery with engaging learning tasks.

Introduction

The University of the Philippines Diliman has an undergraduate student population under several academic departments grouped under the four major clusters of (1) arts and letters, (2) social sciences and law, (3) management and economics and (4) science and technology. There are thirty-three unit libraries distributed across the campus situated in close proximity to the colleges and departments they serve. Despite the fact that these libraries all belong to the University Main Library division, they provide training and services tailored to fit the needs of the colleges and departments they serve. One of the functions of the University Main Library division is to facilitate the development of a cohesive multi-faceted yet flexible approach to supporting the differing needs of members and the University community. However, in the 1980s, according to a retired reference librarian at the UP main library, some unit libraries began implementing group instruction as a way to meet the needs of students altogether, often arranged through individual courses, which simultaneously saved valuable staff hours for librarians and increased the number of students receiving instruction on how to conduct research in the library. At the University of the Philippines, Diliman, such formalized group library instruction is commonly integrated into some of the existing Revitalized General Education Program or RGEP subjects and some research-related major subjects in the graduate and undergraduate courses. In the RGEP, incoming students are enrolled in English 10, 11, or 12, or, on the basis of their writing proficiency, they can enlist in only one of the classes entirely. The courses are not sequential, so students who begin in English 10 or 11 can decide to move on or not to the next course after successfully completing the course into which they enlisted. For example, at the School of Library and Information Studies (SLIS), School of Economics (SE), and the College of Engineering (CoE) require their students to take an English proficiency course in the arts and humanities (AH) domain of the RGEP which includes either English 1, 10, 11, 12, and 30. In order to accommodate undergraduate students every semester, the Department of English and Comparative Literature (DECL) offers multiple sections of each level of these English courses. Since most students enlist in English 10, the DECL offers as many sections as they can, with 25 students per section. The classes are taught by instructors and professors from the DECL. Each class is strictly structured to meet certain requirements. As part of these requirements, some teachers bring their students to the library for instruction at least once per semester. According to one retired UP main library reference librarian, generally these sessions are scheduled to coincide with an upcoming assignment. This general bibliographic / course-integrated instruction program forms the basis for most library instruction held at the University. There have been efforts to further the cause of information literacy on campus, including the proposed RGEP course, Info Literacy or Info Sense 1, by the School of Library and Information Studies (SLIS). This course was proposed in response to and in recognition of the rapidly increasing volume of information that makes it necessary to teach students about the responsible and effective use of information to enable them to cope with the University's academic requirements. The goals of the proposed course were: 1) to reach a large number of non-LIS students, to utilize authoritative resources in libraries and information centers including electronic/digital searching skills, 2) to be well-integrated within and responsive to the University community, and 3) to continue to emphasize the personal interactions of the library with its patrons.

A reference librarian at the Main Library's General Reference Section leads the majority of the instruction classes for RGEP and research-oriented major subjects. According to one retired UP main library reference librarian, classes are scheduled by RGEP and research-oriented faculty both for a general introduction and for a

specific project that requires library research. One class that is particularly active in scheduling library instruction is English 10, or "College English." These classes often reflect an active research interest of the professor leading the class. Students often complete a major paper about something within the constraints of the class (for example, Philippine Festivals.) Likewise, a demographic mix of departments also asked reference librarians at the General Reference Section – Main Library to lead sessions for 199 subjects, which is an introductory research methodology class for undergraduate students. Generally, some colleges no longer ask the main library to lead these sessions; instead seek the assistance of the reference librarians assigned in their unit libraries. Attendance however, in the graduate level was abysmal and it was seen as a frustrated attempt at increasing instruction and interaction between the unit library and graduate students in the respective colleges. Still, some instruction sessions are held in the unit libraries and the main library. The Head Librarian in the General Reference Section – Main Library, said that she and two professional librarians make more than 30 presentations a semester. These are often made to classes in English, Psychology, Art Studies, Comparative Literature, Communication Skills, Library and Information Science, Fine Arts, Educational Research and History, among others. Most frequently, professors schedule these sessions to get their students into the archives, special collections, and other main library sections so that they can get their hands on something original. English and Communication courses, more so than social science, applied science or more critique-oriented liberal arts classes, tend to require research projects that can be completed with the use of materials from the library or from special collections (which here include manuscripts, rare books, and archives.) Because many of UP Diliman's RGEP – Arts and Humanities (AH) domain requirements can be filled by taking English and Communication classes, most undergraduate students take these classes at some point during their studies at UP Diliman.

Currently, there is some interaction between the library and the RGEP faculty as documented by the library. According to the General Reference section's library orientation log sheet, which is updated by the end of each semester, there were approximately 45 library instruction sessions taught in the 1st and 2nd Semester, AY 2008-2009. In the log sheet, library instruction is defined as instruction that is given for one specific class, not a library tour or workshop, not a lecture or presentation to visitors or organizations, and not a general tour or orientation for new faculty, etc. Of these classes, 17 were outside the RGEP program and six were instruction sessions for graduate classes. The 1st semester is usually heavier than the 2nd semester. Naturally, the content of these instruction sessions differ for those held at the General Reference Section – Main Library and those in special collections, archives and unit libraries. At the General Reference Section, the instructor or librarian introduces the students to a wide range or print and electronic sources, from background materials to secondary sources and published primary sources. An example of a guide that was made for an English class shows sources listed by type (i.e., encyclopedias, chronologies, government documents) with annotations and locations for important sources. In the archives department, where holdings are less transparent, the librarian-archivist provides an overview of the collections holdings and the process for locating and requesting archival materials. The University Library at UP Diliman is charged with ensuring that the university library supports learning, teaching, research, and outreach by providing access to information resources and services regardless of location or format of materials. A component of that charge is its mission statement: "to provide the best possible access to the information that they need in support of instruction, research and extension; and, to provide the best information services through the use of the new Information & Communication Technologies (ICTs) as applied in libraries" (Research made easy @ your library, slide 5).

A fundamental component of addressing this charge is creating library instruction that will meet student needs for information management skills that will support both their academic and lifelong learning needs. This study looks at how English 10 students get the information they need for their coursework and for meeting their general information needs, and how they use the information they find. It also identifies similarities and differences among English 10 teachers', students', and reference librarians' perceptions of an ideal library research teaching/learning program in terms of content, strategies, approaches and outcomes during their 2nd semester, AY 2010-2011 at UP Diliman. Where appropriate, they make suggestions that can be used in the future for designing library research instruction that better meets the needs of English 10 students.

One constraint traditionally identified by reference librarians who provide instruction is the paucity of information about how incoming freshmen understand information – how they get information or how effectively they use it. This makes it difficult to design instruction that meets student needs. Few processes are in place that attempt to redress this lack of understanding. One reference librarian has suggested that librarians need to develop assessment methods that focus on performance indicators and measure outcomes of student learning. Historically, library instruction has focused on the development of those bibliographic skills needed to use library resources for completing class assignments. For the most part, library instruction consisted of lectures that focused on the bibliographic tools needed for research. Reference librarians in the University

Library continue to recommend that students be trained in library use, arguing that increasing amounts of materials required a student to know libraries in order to do research with ease and become an "iskolar ng bayan". English 10 students, some argue, should start receiving library instruction early in the semester, and library instruction should be integrated into other classes. In the Communication II period leading up to English 10, there was a growing emphasis on the need for instruction. In the 2nd semester, AY 2010-2011, an English 10 teacher mentioned that some students did not know how to use the web online public access catalogue (OPAC) and other bibliographic aids. That same semester, some English 10 students revealed that they were not receiving library instruction and that they mentioned a need for it. This was also a period of increased emphasis on cooperation between other faculty and librarians, to create a connection between the prospectus and the library. Reference librarians also experimented with different methods of delivering instruction: lectures, tours, orientation, and some course integrated instruction. During the 1st semesters, significant amounts of library instruction were delivered as a result of the increases in enrolment at colleges in the university, but with limited development in the field. Classes were larger but not necessarily better and interactivity for programs was lacking. At the same time, some teachers simply saw no need for or were unaware of library instructions offered.

Some limitations contributed to issues in library instruction during this period: instruction provided with partial context of what students needed to know, faculty-librarian cooperation, and an instructional content based on librarians' reference training. However, many of the problems from the past still concern reference librarians. Methods of delivery are still being evaluated, library-faculty cooperation are problematic, the lack of evaluation in library instruction, and the question of one-shot, stand-alone, and tiered instruction remain uncertain.

The existing library instruction in the University Library has been characterized by an increasing emphasis on technologies, both as part of the problem and as part of the solution. According to a reference librarian, technology has touched almost all facets of librarianship. This redefinition of the library as an information service inevitably has had an impact on library instruction. The role of information literacy in library instruction has also increased, largely in response to technology. Looking ahead, library instruction needs to focus on helping the user become more independent in locating and retrieving information, providing a segue to the concepts of information literacy, a recent development in library instruction. Similarly to the point made above, the reference librarians has identified that library instruction is most successful when representatives from across the educational community are involved. Thus it is important to employ the expertise of different status groups in order to best design library research instruction, which the methods of investigation used in this study aimed to achieve.

Purpose of the Study

Students' use of library resources and their information retrieval for academic purposes has been the subject of a number of studies and the issue is crucial to the development of library services to improve access to and use of information. Educating English 10 undergraduates to become self-reliant searchers and users of information is one of the most important and challenging responsibilities facing UP main library reference librarians today. The aims of this study are:

1) To identify the learning goals essential for the development of a library research instruction program for English 10 from the perspectives of English 10 students, English 10 teachers and reference librarians giving library instruction to English 10 students.

2) To elicit the viewpoint of English 10 teachers based on the following:
   a. The typical academic profile of English 10 teachers
   b. The content and objectives of English 10
   c. The teaching strategies of English 10 teachers

3) To elicit the viewpoint of English 10 students based on the following:
   a. The typical profile of English 10 students
   b. The content and objectives of English 10
   c. The library research instruction experiences of English 10 students

4) To elicit the viewpoint of Reference librarians teaching library research to English 10 students based on the following:
   a. The typical profile of Reference librarians
   b. The content and objectives of English 10

c. The teaching strategies employed by Reference librarians

5) To develop and recommend an appropriate module for a library research instruction program for English 10 based on objectives 1, 2, 3, and 4.

It is anticipated that the findings will lead to the establishment of a set of library research skills learning outcomes for English 10. The findings could then be used to better tailor library research skills training to undergraduates' demographic characteristics and actual learning needs.

Methodology

The research design, Grounded theory, an established qualitative research method that was introduced by Glaser and Strauss in 1967, was employed in this study. This allowed the best opportunity to gain the necessary information for answering the research questions of this study that deals with identifying the learning goals essential for the development of a library research instruction program for English 10. The research also employed the Information Literacy Competency Standards for Higher Education model obtained from ACRL (2000). This model consists of five standards. Attached to these five standards are twenty-two performance indicators, and attached to these are a number of outcomes, all intended to identify a student as information literate. Purposive sampling, drawing on interviews on teaching strategies and library research experiences, plus other questions formulated from the model provided by the Information Literacy Competency Standards for Higher Education (ACRL, 2000), were used to collect data during 2nd Semester, AY 2010-2011 from English 10 students, English 10 teachers, and UP main library reference librarians at UP Diliman. Fifty-two (52) of the 118 English 10 students (those required by their teachers to undergo a library instruction session) were asked to evaluate the instruction (that had been developed by UP main library reference librarians) and to comment on the instruction. Ten (10) English 10 teachers representing teaching experiences with 118 English 10 students in UP Diliman, and three (3) UP main library reference librarians were the participants in this study. Data analysis began with the initial collection of data and continued through the study until completion of the final report. Each interview transcript was analyzed prior to the next interview. This allowed the researcher to build and add to the previously collected data and the analysis. The qualitative data collection methods that were used in this study were coding the data of interviews with English 10 students, professors and reference librarians.

Findings

Presented in Tables 1-5 are findings about the perceptions from English 10 teachers', students', and reference librarians as described separately in this section.

In Table 1 the theories/rationale for their teaching strategies and library research experiences formulated by the overall perceptions of the groups are displayed. From each of the group theories in Table 1 one can conclude three general theories that expand to English 10 teachers, English 10 students, and UP main library reference librarians within the 2nd Semester, AY 2010-2011.

Table 1. Group Participation Theories Derived by Teaching Strategies and Library Research Experiences

Group and Theory	Teaching Strategies				
	Topics Discussed	Assignments Provided	Instructional Methods	Exercises Provided	Activities to Promote Interaction
English 10 Teachers Group	Introduce research writing and a few do not require library instruction	Prepare students for real-life research writing and learning	Mixing various types of technology in the traditional teaching environment	Generally planned and adaptable to most English 10 situations for students	Challenges in developing interactional activities
Theory	*The English 10 Teachers Group use research writing extensively in their courses, and that they considered their instructional methods, assignments, exercises, and activities appropriate, while some use little or no library instruction requirement but require students to use the University library extensively in their classes, and their reasons for doing so were varied.*				

UP main library reference librarians group	Familiarity with a number of library resources that may have a direct use in the course syllabi	Some assignments other than papers given by professor after instruction; faculty "buy-in"	Delivering that content usually in a lecture format	Almost non-existent; database demonstration	Simple assessment to examine the effectiveness of instruction; post-session consultation
Theory	*The UP Main Library Reference Librarian Group continue to teach library resources as the predominate focus of class content that consisted of lectures and some demonstration as their primary mode of operation for completing class assignments given by teachers, however, the time made available for one instruction was not sufficient to present enough material and not conducive to a fair assessment of instructional ability.*				
	Library Research Experiences				
	Understanding Library Research Instruction	Improving Library Research Instruction	Things Gained from Library Research Instruction	Barriers in Developing Library Research Skills	
English 10 Students Group	Prior library skills information and changes in how students use information	Tierred sessions at a variety of times, send hand-outs, more hands-on and interactivity	Library research skills to find information for their classes	Time requirements, course context, student attitude, and library staff training	
Theory	*The English 10 Students Group are aware and understood the benefits offered from the library instruction and suggested recommendations for improvement to help support their learning, however, there are a number of potential barriers mentioned that they must first overcome if such research skills are to be successful.*				

Presented in Table 2 is an overall summary of how each group fares within the ACRL model in the preparation of library research instruction modules.

Table 2. English 10 Library Research Instruction Module Mapped to ACRL Standards

ACRL Standard and Emerging Themes	Module 1	Module 2	Module 3	Module 4	Module 5
1. Defining Information Needs					
1.1 Consulting with others					
1.2 Using alternative forms of information	Learning goal: Research strategies and focusing a topic to something manageable	Learning goal: Increasing student awareness and use of electronic resources	Learning goal: Use of web resources		
1.3 Focusing the information					
2. Accessing Information Effectively and Efficiently	Module 1	Module 2	Module 3	Module 4	Module 5
2.1 Searching strategies	Learning goal: Research strategies and focusing a topic to something manageable	Learning goal: Increasing student awareness and use of electronic resources			
2.3 Search engines					
2.4 Using technology					
3. Evaluating and Incorporating Resources	Module 1	Module 2	Module 3	Module 4	Module 5
3.1 Evaluating information			Learning goal: Use of web resources		
3.2 Evaluating internet resources					
4. Using Information Effectively for a	Module 1	Module 2	Module 3	Module 4	Module 5

Specific Purpose					
4.1 Organizing information	Learning goal: Increasing student awareness and use of electronic resources			Learning goal: MLA style guide	Learning goal: Increasing student awareness and use of electronic resources
5. Understanding Issues Related to Information Use	Module 1	Module 2	Module 3	Module 4	Module 5
5.1 Legal and ethical issues				Learning goal: Using information ethically	

In Table 3, the characterization by researchers as to how the English 10 teachers' group perceives the links within the teaching strategies for the 2nd Semester, AY 2010-2011 are presented.

Table 3. English 10 Teacher Groups' Perceptions in Terms of Teaching Strategies

Group	Topics Discussed	Assignments Provided	Instructional Methods	Exercises Provided	Activities to Promote Interaction	Emerging Themes
English 10 Teachers	Writing academic papers MLA citation[e] Plagiarism[d] Outlining Paraphrasing[e] Summarizing Quoting[e] Article summaries Course journals Research process[b] Introduce library resources[b] Current events Some library instruction required	Collaborative reports Concept paper outlines Laddered writing approach Written evaluations Synthesis papers Literature reviews Sources search[abc] Book documentation[e] Journals Experiential writing	Traditional teaching environment[abcde] Assign readings Audiovisual[abcde] presentations Peer reviews Consultation Chalk talks Lectures on various topics	Writing exercises Short essays Practice for summarizing Group seat works Peer evaluations Paraphrasing[e] Quotation[e] Sources documentation techniques[e]	Face-to-face consultations[abcde] One-on-One consultations Conferencing & writing workshops Paper peer reviews	Student research writing in general Strong student research writing Weak student research writing 1st Semester English 10 students compared to 2nd semester students Faculty criteria for evaluating student research writing[cde] Limited research writing and library research instruction Mixed messages (research writing & library instruction)

[a]Addressed by module 1: research strategies and focusing a topic to something manageable. The module divides the sub-learning goals into two parts, roughly corresponding to (1) identify keywords/synonyms in topic, and (2) apply Boolean operators/truncation to modify searches for purposes of diversifying instructional delivery with engaging learning tasks.

[b]Addressed by module 2: increasing student awareness and use of electronic resources. The module divides the sub-learning goals into three parts, roughly corresponding to (1) accessing research databases by topic, (2) search scholarly articles by topic, and (3) organize search results/manage emails for purposes of diversifying instructional delivery with engaging learning tasks.

[c]Addressed by module 3: use of web resources. The module divides the sub-learning goals into two parts, roughly corresponding to (1) types of web resources, and (2) evaluating information on web resources for purposes of diversifying

instructional delivery with engaging learning tasks.

[d]Addressed by module 4: using information ethically. The module divides the sub-learning goals into three parts, roughly corresponding to (1) what constitutes plagiarism/UP Diliman intellectual dishonesty policy, (2) consequences of plagiarism, and (3) plagiarism scenarios for purposes of diversifying instructional delivery with engaging learning tasks.

[e]Addressed by module 5: MLA style guide. The module divides the sub-learning goals into three parts, roughly corresponding to (1) using quotes effectively/importance of citations, (2) basic rules on formatting/fonts/margins/spacing, and (3) writing in-text citations/various citation formats/reference lists for purposes of diversifying instructional delivery with engaging learning tasks.

In Table 4, the researcher presents how she characterized how the English 10 students' group perceives the links within the library research experiences for the 2nd Semester, AY 2010-2011.

Table 4. English 10 Student Groups' Perceptions in Terms of Library Research Experiences

Group	Understanding Library Research Instruction	Improving Library Research Instruction	Things Gained from Library Research Instruction	Barriers in Developing Library Research Skills
English 10 Students	Prior library skills information[abc] Changes in how students use information[c]	Scheduling Content Teaching methods Resources More tiered sessions at a variety of times[abcde] Email hand-outs More hands-on time[abcde] More interactive sessions[abcde] Walk-in sessions In-person instruction[abcde]	Finding information for classes[ab] Search techniques[ab] iLib[ab] Journal articles from online subscriptions[ab] Subject searching[ab]	Time requirements[abcde] Course contexts[abcde] Student attitude Library staff training

[a]Addressed by module 1: research strategies and focusing a topic to something manageable. The module divides the sub-learning goals into two parts, roughly corresponding to (1) identify keywords/synonyms in topic, and (2) apply Boolean operators/truncation to modify searches for purposes of diversifying instructional delivery with engaging learning tasks.

[b]Addressed by module 2: increasing student awareness and use of electronic resources. The module divides the sub-learning goals into three parts, roughly corresponding to (1) accessing research databases by topic, (2) search scholarly articles by topic, and (3) organize search results/manage emails for purposes of diversifying instructional delivery with engaging learning tasks.

[c]Addressed by module 3: use of web resources. The module divides the sub-learning goals into two parts, roughly corresponding to (1) types of web resources, and (2) evaluating information on web resources for purposes of diversifying instructional delivery with engaging learning tasks.

[d]Addressed by module 4: using information ethically. The module divides the sub-learning goals into three parts, roughly corresponding to (1) what constitutes plagiarism/UP Diliman intellectual dishonesty policy, (2) consequences of plagiarism, and (3) plagiarism scenarios for purposes of diversifying instructional delivery with engaging learning tasks.

[e]Addressed by module 5: MLA style guide. The module divides the sub-learning goals into three parts, roughly corresponding to (1) using quotes effectively/importance of citations, (2) basic rules on formatting/fonts/margins/spacing, and (3) writing in-text citations/various citation formats/reference lists for purposes of diversifying instructional delivery with engaging learning tasks.

In Table 5, the researcher presents how she characterized how the UP main library reference librarians' group perceives the links within the teaching strategies for the 2nd Semester, AY 2010-2011.

Table 5. UP Main Library Reference Librarian Groups' Perceptions in Terms of Teaching Strategies

Group	Topics Discussed	Assignments Provided	Instructional Methods	Exercises Provided	Activities to Promote Interaction	Emerging Themes
UP Main Library Reference Librarians	Library resources & services English 10 sample topics[abc] Databases[abc] iLib[abc] Internet resources[abc] Keywords[abc]	Faculty "buy-in" is essential Faculty-librarian collaboration Given by teacher after session Suggests how it could be completed using	Delivering content in a one-shot lecture format Same methods & materials yearly Face-to-face instruction[abcde] ACRL standards 1 & 2 are the	Almost non-existent Demonstration & discussion of databases and iLib[ab]	Open forums after session[abcde] Post session consultation (online) Student feedbacks after session[abcde] Hands-on of	Covering content[abcde] Limited time to provide & receive help More work needed in the library instruction program A need for a

	Boolean operators[a,b,c] Call numbers Searching techniques[a,b,c] Basic citations[e] Plagiarism[d]	library's resources	most common coverage[a,b]		databases[a,b,c,d,e] Short quiz (recap)[a,b,c,d,e]	library instruction laboratory

[a]Addressed by module 1: research strategies and focusing a topic to something manageable. The module divides the sub-learning goals into two parts, roughly corresponding to (1) identify keywords/synonyms in topic, and (2) apply Boolean operators/truncation to modify searches for purposes of diversifying instructional delivery with engaging learning tasks.

[b]Addressed by module 2: increasing student awareness and use of electronic resources. The module divides the sub-learning goals into three parts, roughly corresponding to (1) accessing research databases by topic, (2) search scholarly articles by topic, and (3) organize search results/manage emails for purposes of diversifying instructional delivery with engaging learning tasks.

[c]Addressed by module 3: use of web resources. The module divides the sub-learning goals into two parts, roughly corresponding to (1) types of web resources, and (2) evaluating information on web resources for purposes of diversifying instructional delivery with engaging learning tasks.

[d]Addressed by module 4: using information ethically. The module divides the sub-learning goals into three parts, roughly corresponding to (1) what constitutes plagiarism/UP Diliman intellectual dishonesty policy, (2) consequences of plagiarism, and (3) plagiarism scenarios for purposes of diversifying instructional delivery with engaging learning tasks.

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Discussion

This study provides insight into how students acquire and use information, and provides information on the implications for the UP Diliman University Library, including what might be changed in order to improve library research instruction for English 10 students. The findings of perceptions from English 10 teachers, students, and reference librarians were brought to life through a qualitative analysis of interviews. The findings suggest that the validation of the grounded theory that emerged shows that the perceptions of English 10 students, English 10 teachers and UP main library reference librarians exemplified by the overarching themes based on the Information Literacy Competency Standards for Higher Education model (ACRL, 2000) components determined the learning goals essential to the design of a library research instruction program for English 10. Additionally, reference librarians do not fulfill this responsibility on their own. In fact, in some situations, having a support structure in place with identified individuals assigned to certain stated roles, facilitate to address the teaching of life-long learning skills, and that one place those skills may be taught is through the library. In the context of an information society, it is imperative that with increased input from stakeholders, librarians can guide students to appropriate sources and ensure that students are provided with opportunities to acquire the information management skills needed to support their learning needs at UP Diliman. The findings suggest that the emphasis of this study is on what might be done to better assist English 10 students who are in their first or second semester at UP Diliman. Though future research is needed, this study provides the foundation for an instructional plan that will help meet the information needs of students – a plan will begin to ensure that students are provided with opportunities to acquire the information management skills needed to support their learning needs at UP Diliman and those they will encounter afterwards as they participate in their professional, social, and cultural environments.

Conclusions

There seems to be agreement in the literature that librarians and faculty need to work more closely together in order to make the library research instruction into the English 10 a success. It can, however, be said, as Thomas (1999) points out, that library instruction and information literacy cannot be taught by librarians or faculty, it must be learned by students through experiences shaped by librarians and faculty. Thomas (1999), thus, argues that information literacy and library instruction training is not solely the role of librarians and the difficulty with this vision is achieving collaboration between teachers and librarians. In order to teach, model, and encourage students to become information literate, faculty and librarians must work together to design integrated library research instruction programs. Because faculty and librarians each have unique skills to contribute and hurdles to overcome, the process of collaboration is often best begun with an examination of current roles and attitudes.

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