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ABSTRACT

New literacy refers to the skills, strategies and dispositions necessary to successfully use the Internet and other Information and Communication Technologies to adapt to the present demands of the global society. The teachers are tasked to develop the learner's new literacy skills because information on the Internet of diverse types, which may pose difficulties for the readers. This is the reason why teachers play a major role in new literacy instruction. It is on this premise that the researcher was motivated to study the teachers' reading for and their attitude towards instruction to develop new literacy. This study was guided by the following questions:

1. To what extent do the teachers show their readiness for new literacy in terms of knowledge, competence, and training?
2. What attitude do the teachers show toward the application of new literacy?
3. What is the relationship between teachers' readiness for new literacy and their attitude toward it?
4. How do the teachers differ in their knowledge, competence, training and attitude toward new literacy, by the department and by gender?

This study was confined to 43 teachers in the Bicol University Polangi Campus, Polangi, Albay. It adapted the descriptive survey method and used both quantitative and qualitative analysis of data. Purposive sampling was used, and three instruments were employed to assess the teachers' readiness in terms of knowledge and competence and their attitude. A teacher's profile was the source of data in assessing readiness in terms of training. Descriptive and inferential statistics were used.

Findings revealed that the teachers have some knowledge of little competence in and only some training on new literacy instruction. They also showed that the teachers have a negative attitude toward new literacy, manifested little confidence and expressed fear and anxiety in its use in their instruction. Using the Pearson r at 0.05 level of significance, it was found that the relationship of the variables was weak and using the t-test it was found that there was a significant difference in their knowledge, competence, training and attitude toward new literacy.

Conclusion and implications were advanced based on the findings and specific recommendations were given to guide administrators, teachers and future researchers in conducting similar studies.