Information Literacy in Translation: Investigating a Growing Priority of the Knowledge Age

Maureen Ehrensberger-Dow
Gary Massey

Beyond dictionaries (White et al. 2008):
"With the growing global need for translation … the time is opportune to study information needs and behaviors of professional translators."

"professional translators need a toolbox that provides access to all the various tools for their work, as well as a system that supports the translation tasks they perform."

European standard EN 15038:2006

European Master’s in Translation

• identifying information and documentation requirements
• developing strategies for research
• extracting and processing task-relevant information
• developing evaluation criteria
• using tools and search engines effectively
• archiving information

PACTE translation competence model (2008)

Investigating information literacy in translation

Target groups and versions
• students at three points in their translation careers
• professionals with different levels of experience
• different language combinations
• translation into L1 or L2

Multi-method approach
• linguistic and educational background information
• participant observation and self-report / surveys
• computer logging, screenshot recordings, eye-tracking
• verbalizations about translation process
• intermediate versions and final text products

Psycho-physiological components

Instrumental subcompetence

"predominantly procedural knowledge related to the use of documentation sources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopedias, grammars, style books, parallel texts, electronic corpora, searchers, etc.)"
Investigating information literacy in translation

Translation tools in the workplace: the impact of research and TM tools on professional translation processes

Phase 1: snapshot survey of research practices and information behaviour amongst professional translators
- background data, language versions, text types, areas of specialisation, tool use (type, range, frequency, order, etc.)
- pilot study of translation students and instructors

Phase 2: computer monitoring of workplace practices using multi-method approach

Phase 3: identification of problems and user needs to optimize workflow efficiency and output quality

Investigating information literacy in translation

Translation problem in German source text: EU-Schnellwarnsystem RAPEX
- 8/9 second-year students researched term - only 3 successfully (10 sec. – 1 min. 22 sec.)
- 7/7 final-year students researched term - 6 successfully (10 sec. – 21 sec.)
- 5/5 novice translators researched term - all successfully (11 sec. – 58 sec.)
- 4/7 professionals researched term - only 3 successfully (22 sec. – 5 min.)

Teaching information literacy in translation

- competence in resource use, research strategies and information management for translators
- declarative knowledge (tools and resources: what, how)
- procedural skills (resource evaluation and development, problem identification and solving)

Tools for Translators
- learner-system, learner-learner, learner-tutor

Internet per mediatori linguistici
- learner-system, learner-learner, learner-tutor

RISK / Term-minator
- learner-system, learner-learner, learner-tutor
Applying empirical findings to training

- Efficient use of external resources
  - problem awareness
  - recognition of need for external resources
  - location of resources
  - evaluation of resources
  - competence to develop own tools

- Outlook and outreach
  - refining and extending ZHAW translators portal
  - undergraduate and graduate education
  - services for alumni, professional organizations and industry

Courses and portals cited

- RISK: Recherchieren und Informationsmanagement für Sprache und Kommunikation

- Term-minator

- Tools for Translators
  https://home.zhaw.ch/~mssy/ToolsCourse_Site/

- Internet per mediatori linguistici
  http://www.term-minator.it/corso/

School of Applied Linguistics
Institute of Translation and Interpreting IUED

Information Literacy in Translation:
Investigating a Growing Priority of the Knowledge Age

Maureen Ehrensberger-Dow
Gary Massey

Thank you for your interest and attention!

References


EN 15038: 2006, Translation services – service requirements, Brussels: European Committee for Standardization.


Gambier, Yves et al., 2009, Competences for professional translators, experts in multilingual and multimedia communication, European Commission, Directorate-General for Translation.


