Information Literacy: A Growing Priority in Translation Teaching

Abstract for GAL 2009 (Übersetzung- und Dolmetschwissenschaft section):

Information literacy has been explicitly recognized as a key element of translation competence by the curriculum developers of the European Master’s in Translation and implicitly in various theoretical models of translation competence (e.g. Göpferich 2008; PACTE 2008). However, researchers have only recently begun to systematically examine information behaviour in the translation processes of students and professionals (e.g. White et al. 2008). The questions of how and whether translators use the multitude of electronic and non-electronic resources at their disposal and of how novices and professionals differ in this regard remain to be investigated in detail. The multi-method approach that we use to analyse translation competence and information behaviour combines data from ethnographic observation of the translation situation, surveys and semi-structured interviews to determine self-reported practices, keystroke logging, screenshot recordings of what happens on the computer screen, cue-based retrospective verbalizations of recorded translation processes as well as additional techniques such as eye-tracking. Diverse aspects of translation processes are captured as students and professionals translate and revise their texts, allowing us to gain insight into their information literacy by triangulating the data from observation, self-report, and computer recordings. We will indicate how the results from this type of research can contribute to the development of teaching modules about information literacy and will present a learning platform and portal currently being designed to prepare translators to cope with the information demands of the knowledge age (Massey et al. 2008; Pinto & Sales 2008).

References: