

An Overview of Information Literacy competencies for translators Using Web 2.0 Environment.

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Abstract

The aim of this work is to provide a broad overview of information for students involved in translation process. It was considered that they need to acquire special information skills in a digital environment where web 2.0 applications are increasingly used for documentation. Referring to Informational Literacy (IL) is an innovative concept from the developed and technological world that researchers see as contact with information and communication in the Web 2.0 environment. Thus, this article approaches the concept of Informational Alphabetization according to the ACRL/ALA; at the same time, it identifies and describes some of the Web 2.0 applications that strengthens, reinforces and develops the skills and abilities of digital interested audience for translation, who are usually network users and communicators. A discussion of effective and efficient information and evaluation was made, followed by conclusion.

Key words: *Information, translation, web. 2.0.*

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Overview

The problem of translation through the web for example, Bing and Google, is a common problem for researchers. Understanding culture and knowledge of terms used and their meaning are important to translators. In addition to discrepancy of word-by-word-translation.

Literature Review

Many articles investigate the concept of Informational Literacy (IL), where Informational Literacy is a concept that arose from the Anglo-Saxon world when Paul Zurkowski coined the term in a report for the *National Commission on Libraries and Information Science* in 1974 (Doyle, 1994). He referred to “the ability to access, evaluate and use a variety of informational resources”. Since then, the concept has developed simultaneously with electronic and information technology. Today, it has become a question that has caught the eye of experts the world over, who convene at conventions to analyze the various aspects of Informational Literacy (ECIL, 2013) in depth. They cover a number of topics such as the question of terms and the relationship of these terms with others, their incidence in Higher Education and on citizens and social aspects, on online education, research, the assessment of informational competencies, internships, existing models, and this list continues.

Training and educating university students to access and use information is contemplated as a modern subject in all university and academic syllabuses. The first rules *about aptitudes to access and use information in Higher Learning* were approved in 2000 by Association of College and Research Libraries (ACRL) dependent upon the American Library Association (ALA). These were defined as “a set of skills that demand that individuals recognize when information is needed and have the ability to efficiently locate, assess and use the information required.” Today, these demands in the treatment of information are, more than ever before, necessary to be able get along/integrated into a technological environment that is characterized by rapid changes, continual advances and a variety of channels by which information reaches the individual. The phenomenon that leads a person to have difficulties in selecting and filtering information is known as *Information overload*. It is a situation of excess information or informational intoxication, in which there is more information to process than what is humanly possible; consequently, anxiety appears or *information fatigue syndrome* (Cornella, 2000).

Nevertheless, these informational competencies are not only valid for university students. The ACRL recognizes that the aptitude to access and use information must be considered as lifelong strategies and learning (Lifelong learning Style), independently of our context: our lives as employees and/or professions, learners or citizens.

The case of Translation

In the case of translation, the skills to access and use the information services for translators have become but yet another element in the translation process (Palomares Perraut, 2000). It can be stated that these constitute a “consubstantial element of linguistic and communication skills” that a translator must have (Benito-Martinez, 2013). Such skills, which all translators should seek to dominate, are also found in knowing and understanding the social-cultural conditions and topics in the language he or she is translating; for example, being familiarized with the professional surroundings and the strategies to disseminate and make his/her work known or in this same regard, having the necessary knowledge and skills to handle the necessary technological tools to achieve work excellence (Ortoll Espinet, 2003). In this group, informational competencies occupy a cross-sectional location given that information needs may be directed towards any of these questions of terminology, culture or technology. Therefore, it is a generic skill that acquires a deeper meaning in today’s digital era. With the huge amount and density of the information available, more than ever before, we need the abilities and skills to identify and locate adequate information, but also, we need to use well-grounded criteria to filter quality information in a critical manner.

ACRL/ALA Standards

The ACRL differentiates six informational literacy skills:

1. Determine the reach of the information required.
2. Acquire said information effectively and efficiently.
3. Critically evaluate the information and its sources.
4. Incorporate the selected information into your own knowledge base.
5. Use the information effectively to carry out specific tasks.
6. Understand the economic, legal and social problems that surround the use of the information, and access and use it in an ethical and legal manner.

To determine the reach of the information required, with this first standard, is understood that the student is capable and proficient to establish and institute their information needs. These needs could range from a doubt in class that is solved with the teacher to determining what documental material is needed for their doctoral thesis. This implies the use of specialized terminology (keywords, descriptors) for the topic in question, which specifies and identifies those information needs.

As an example, if the student is preparing a paper on “The cultural particularities when translating humor,” the first question should be the terms (keywords, tags, subject headings, descriptors) that will allow him/her discover and recover whatever is related to the subject indicated, in both specialized and scientific search engines and databases. Therefore, the first task of the entire process would be to gather the largest possible number of relevant and necessary words or terms that will allow the student to recover those documents related to the chosen subject. For this example, this is done with three semantic nuclei that respond to the search request and, depending on the student’s linguistic skills, and cultural understanding of terms’ meaning, this search could be made in one, two or more languages about the terms: Culture= values, knowledge, experience; Translation= version, translation, transposition and Humor= ingenuity, wit, irony.

To select the search terms, it is recommended that terminological resources be used. These include dictionaries of synonyms, thesauruses, subject headings as well as monolingual and bilingual dictionaries.

It is interesting to note that selecting a research topic or project is considered one of the most difficult points for students who are beginners in the world of research. According to study of the University of Washington (2010), more than 84% of all American university students have stated this fact.

Discussion

To acquire effective and efficient information, it may be the second competence used to evaluate the student's ability to identify the various types and formats of information sources; more specifically, it refers to the existence, availability and reach of the information to solve their information needs. In this case, the informational ability and skills focus on knowing how to organize the documental information found and the various forms and formats in which it is currently available. All of this conditions both the access to and use of information. A student should be capable of differentiate between primary sources or documents that allow access to the original information, such as books, journals, articles, reference work and web-sites and pages; as well as the secondary sources that facilitate the identification and recovery of sources. These include databases, bibliographies, library and commercial catalogs, and indexes on one hand. On the other hand, the formats vary: printed, electronic, audio-visual, sound, graphics, and iconographic, to mention a few of these premises, students must have adequate capacity to discern the purpose for which the information has been produced, whether it is merely informative, educational, for popularization, lucrative, persuasive, or simply, for leisure or enjoyment.

When referring to effective information accessing, this is understood as where these sources can be found and for what reason. Efficiency is more a question of the time invested in the search and the ability to combine terms and elaborate search strategies.

Continuing with the search example or subject of interest "The cultural particularities when translating humor" and with the terminology that has been highlighted in Standard 1, a number of combinations can be made of those terms to find and discover what there is on the subject. Or, search strategies using logical operators or Booleans can be used, which will speed up the search using the search engine, *Google*. For example the words: (*culture* or *values* or *experience*) (*translation* or *version* or *experience*) (*humor* or *irony* or *wit* or *ingenuity*).

Also, we should bear in mind the space-time parameters, that is to say, where (in a specific region, country, geographical area, etc.) and during what period of time. For example, *In Spain in the 1990s* and *In Europe in the last five years*.

It is also necessary for a student to differentiate between the various search systems, since not all offer the same contents and results (See appendix I).

In terms of critical evaluation of information and its sources, the Standard evaluation requires a critical ability of the student to evaluate the reliability and quality of the information sources used. Not all the information on the Internet can be safely used; and not everything is either pertinent or reliable for a given or established use. This is why a student's critical ability should be developed to be able to identify variables and indicators that guide them when deciding whether a source is suitable and appropriate to cover their informative needs.

In this regard, an ample number of studies have been carried out in the area of defining solid criteria for the assessment of information and, more specifically, aimed at evaluating electronic information; this is due to the fact that the Internet is used, more and more, to search for and consult information. Many of these initiatives come from the librarian and professional working in the documentation sector. These people work to identify what elements users should bear in mind by before using the information.

Internet offers several illustrations of poorly used information, even by professionals. *Wikipedia* is but one example. According to the study carried out by Head & Eisenberg (2009: 16), when starting the research process, university students use Google first, followed by Wikipedia information.

Within the professional context, there are cases of true *hoaxes* or false reports circulating on the Internet. Going back to Wikipedia, there is the example of how information can be harmed and fabricated. This story dates back to 2009, when a student from Dublin made a joke of this information source by introducing false information, which, due to its ingenuity appeared to be believable. The 22 year-old students took advantage of the opportunity that Wikipedia provides users to edit and incorporate information; he introduced a false quotation attributed to deceased composer, Maurice Jarre:

"Music was my life, music brought me to life, and music is how I will be remembered long after I leave this life. When I die there will be a final waltz playing in my head, that only I can hear."

That would have been the end of anecdote had it not been used quoted by such prestigious media as the *BBC*, *The Guardian*, *The Independent* and *The Irish Times* that all publicized the false quote (Metz, 2009).

Another false report occurred in 2012, propagated through social networks. Thousands of Iranians went outside one night in the belief they would see the Pepsi logo on the moon. The hoax indicated that this would be made possible using extremely strong laser beams to project the image.

We could ask ourselves: How is this possible? Why do people publish false information on Internet? There are several speculative reasons:

- Publishing information is easy when using Web 2.0 tools.
- Disgruntled employees.
- Unethical competitors.
- Vulnerable users:
 - Non-existent products (fraud)
 - Messages about lottery wins
 - Pyramid/multi-level systems
 - SPAM
 - Etc.

Conclusion

To avoid using false or incorrect information, users need to learn how to discriminate and identify quality information. Users with strict quality criteria can learn to discern real information from false, or at least, attempt to confirm it by referring to other sources about the accuracy of the information consulted.

Evaluation record sheets, especially designed by researchers and librarians to evaluate the most vulnerable and easy-to-access electronic resources are easy to find on the web-sites of libraries and academic organizations. In general, these evaluation record sheets provide a series of variables to which indicators are attributed, as is shown below. These are applicable to any web-site and provide a very good opinion about the quality of their contents (See appendix II).

To incorporate the selected information into your own knowledge base is to evaluate a student's information literacy when accessing and using the information, this Standard proposes that students know how to assimilate and organize the information identified and selected so that they can create a new documental product. In this sense, it is interesting that the student creates visual documents such as outlines, diagrams and mental maps to organize their initial knowledge to later be able to transform this into new knowledge. Also, their competence in the use of applications that allow them to order, clarify and classify their information and knowledge is considered. Later on, in this chapter, a description of some Web 2.0. Applications that help to reinforce the contents of this Standard (*FreeMind*) will be provided.

Identifying a document, through its bibliographical reference, grants students the ability to recognize where the knowledge has come from, who created it, where it can be found and its appropriate use. Every time information is needed, it can be easily located on the Internet; however, the legal, social and ethical implications of its use must not be forgotten. One must be aware that the information belongs to an author and that the traditional “copy and paste” mechanism cannot be used without referring to the other person's work, ideas or words and crediting them explicitly. Therefore, it is necessary that the student has notions of the royalties, intellectual property, public domain information, copyright, copyleft and the new *Creative Commons* author licenses ([http://es.creativecommons.org/blog /](http://es.creativecommons.org/blog/)) that grant greater freedom of use for information and that could be chosen by the author themselves.

Web 2.0 applications are used for the development of information literacy. Today, the Web 2.0 or social network has become a necessary area for teachers, students, researchers, professionals and citizens in general to communicate and share their knowledge no matter who they are. Technological developments in recent years have led to easy and user-friendly access to and use of information. However, this ease is accentuated with specific applications that facilitate the organization, classification, visualization and storage of all this information identified and selected for specific uses.

This section briefly describes a number of services available on the " Cloud" (Cloud Computing); that is to say, a computational system that allows users to have all their files and information on the Internet without much knowledge of or experience in technological infrastructures. For example, a few explanations will be provided for *Dropbox*, *Diigo*, *Mind Map known as FreeMind* and *RefWorks* (See appendix III).

Recommendation

The use information effectively to carry out specific tasks and understand the economic, legal and social problems involving the use of the information to access and use it in an ethical and legal manner need more attention for further research. With this Standard, the student is trained to be aware of and show respect towards those who create new knowledge and upload it. The most appropriate way to recognize this new knowledge is by using quotations and bibliographical references. To do this, the student must learn about highly used norms or standards, such as the ISO 690 Norms, American Psychology Association (APA) norms, the MLA (Modern Language Association) norms and the Chicago Manual Style.

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Appendix I: Recuperation Systems

RECUPERATION SYSTEM	NAME	WEB ADDRESS
Search engine	Google	http://www.google.com
Repository	Dial net DOAJ	http://dialnet.unirioja.es/ http://www.doaj.org/doaj?uiLanguage=en http://prezi.com/luevv7hoayox/recursos-de-acceso-abierto-para-las-ciencias-sociales/
Library Catalogs	National lib. University lib. Specialized lib.	http://www.bne.es -- http://www.uma.es -- http://vlex.es/ -- http://www.boe.es
Scientific data-bases	CSIC, WOS SCOPUS BITRA, INDEX TRASLATIONUM	Access restricted to the UMA community at: http://www.uma.es

Press	El País	http://www.elpais.es
	El Mundo	http://www.elmundo.es

Appendix II: Evaluation of Electronic Resources

1. Indicate the URL of the electronic resource

2. Indicate the Title of the electronic resource:

(Recommendations: when I use a web-site with these characteristics like those of a library, I am searching for services that will respond to my doubts or provide me with the information I am looking for no matter what type it may be and, above all, as quickly as possible. Therefore, it must have a very intuitive structure and design, which is easy to identify and locate.

If you get lost, go to the **map/ web-site**—if there is one- to study the site map-.

3. To evaluate an electronic resource, both contents and arrangement (esthetics, graphics and structure) of the information presented must be taken into account.

4. Assessment method:

Two methods can be used to obtain the necessary data and information:

- **Micro-surfing** within the web-site itself, and/or
- **Surfing and searching** other web-sites.

Elements to be considered when assessing a web-site include:

The authorship, date of creation/Up-dating, target audience, contents, access to the information, ergonomics and usability.

4.1. Authorship:

This is one of the most important elements for the credibility of web-site contents of .

Who is/are responsible for the artistic and/or intellectual content/s of the page/site?

Private /Corporate body/Organization/Institution/Company author

Where can this information be found: header, footer, section: who are we? About us, Get to know us...

How can I contact them? - (email, telephone, form, fax)

Is there a section “Get to know us” where the various addresses, plans, library schedules, and other information can be accessed?

4.2. Date of creation, up-dating

Date when the page/ web-site was created.

For certain contents (especially technological, scientific, journalistic, terms), up-dating is essential.

4.3. Target audience

Who is the web-site target audience: students, specialists, amateurs, general public, etc.

Does it explicitly detail this? “This site targets...”; “the contents we offer are aimed at...”

4.4. Contents

Has **the purpose** of the web-site been mentioned on the same page (inform, persuade, sell, entertain, teach, educate, etc.)

The depth of the information offered: general, specialized, information etc.

Must one be a specialist on the topic to understand the contents?

Is more than one perspective or point of view available?

Does it include bibliography or links to expand or document the information available

5. Access to the information

Searching for and recuperation of the information are the two essential elements to be considered in this section. This means that the site itself facilitates an ordered micro-search (site map) so that you to easily obtain the data you are looking for.

Therefore, Is there a site map?

Does it display the contents in a structured manner?

Is there an information search engine within the web-site itself?

Is there a print option?

Is there a help menu/common questions/FAQs?

Is it complemented with web 2.0 tools such as (RSS, recommendations, Facebook, Twitter, etc.)?

6. Ergonomics

The degree of user-friendliness and harmony. In this sense, the assessment could be subjective depending on the age of the evaluator, his/her knowledge of the subject and his/her expectations.

From the standpoint of graphic design (webmaster) a sober, simple, legible and functional design is recommended, as it appeals to a larger audience.

How do you feel when consulting the web-site? Is it user-friendly?

Can you find the information on the web-site easily thanks to its structure and organization?

7. Usability:

Or is the web-site or IT tool user-friendly? In this regard, the following must be borne in mind:

Esthetics, in terms of colors, font, format, design, images (complementary to the information)

Pleasant visuals

Is a specific program required to read the contents (Acrobat Reader, Media Player, etc.)?

Brightness: This refers to the presence of external links and to their quality. Are they up-to-

date? Do any not work?

Visibility: number of links received from other resources (citations); in other words, link from other sites; title of the web-site on the navigation bar, contents of the resource in the first paragraphs, presence of metadata.

Appendix III: Definition of the Influential Internet Research Files

Dropbox: URL: <https://www.dropbox.com/>

What is it? Dropbox is an internet based file storage system. However, there is also an application that can be downloaded to your computer and from where you can synchronize your storage with the Cloud-based files. The files may have various formats (text, graphic, audiovisual, sound). Moreover, it can be accessed from almost any device, including computers, tablets or Smartphone.

Share: It provides you with the possibility of not only storing your information, but also sharing it with one or more users who also have accounts with the application.

Requirements: To use the application, you must register and provide the following information: First name, Last name, email and password.

What's it for? Storing and sharing files

Tutorials: <http://marcecastro.com/tutorial-manual-de-uso-de-dropbox-recomendaciones-y-conseguir-espacio-extra-gratis/>;
<http://www.youtube.com/watch?v=1rhf8ymGHHg>;
<http://www.slideshare.net/juanjbano/manual-bsico-de-dropbox>

Diigo, a Social Bookmarking Site, URL: <https://www.diigo.com>

What is it? Diigo is an online service that allows you to save and organize all your web-site address tags. It is known as a social bookmarking site.

Share: It allows you the possibility of not only storing your information, but also sharing it with one or more users who also have accounts.

Requirements: You must register and provide the following information to use the application: First and last name, email and password.

What's it for? Store, organize, classify and share your favorite links or web-sites

Tutorials: <http://formacion.enlinea.educa.madrid.org/itic11/talleres/diigo.pdf>;
<http://www.youtube.com/watch?v=I6WPBIIaOTs>; <http://www.slideshare.net/DinaMena/tutorial-diigo-20796287>

Mind Map **FreeMind**, URL: http://freemind.sourceforge.net/wiki/index.php/Main_Page

What is it? FreeMind is an application that allows you to design mind maps

Share: No

Requirements: Your computer must have Java

What's it for? Use it to create mental maps; starting with a core idea, the other concepts or ideas are visually associated

Tutorials: http://integrar.bue.edu.ar/integrar/wp-content/uploads/2012/12/Tutorial_Free_Mind.pdf ;
http://www.youtube.com/watch?v=d3dDPn_J4gI ; <http://www.slideshare.net/edu140271/tutorial-freemind>

RefWorks, a Bibliographical Reference Manager, URL: <http://www.refworks.com/>

What is it? RefWorks is an Internet-based bibliographical reference manager. Bibliographical references could be anything from articles, journals, books, papers at conventions, pre-prints and the list continues. These may be obtained/imported from various information sources (data bases, web-sites, journals, Google academic, etc..)

Share: Yes.

Requirements: It offers the possibility of a 30 day trial period; then you must subscribe.

What's it for? It allows you to create bibliographical references according to a variety of descriptive standards and create bibliographies, in addition to other intrinsic uses.

Tutorials: http://www.refworks.com/refworks2/help/RefWorks_QSG_ES_Dec11.pdf;
<http://www.youtube.com/watch?v=qfa-SPMun6Q> ; <http://infobiblio.es/tutorial-de-refworks-dos-cero>