# Defining Multilingual Information Literacy (MLIL) in the Workplace: Implications for academic libraries in the US and Canada

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Agenda

- Overview of MLIA
- Definition of MLIL
- Results from a study carried out at a Canadian University
- Initiatives at Kent State University
- Implications for Academic Libraries

The Problem
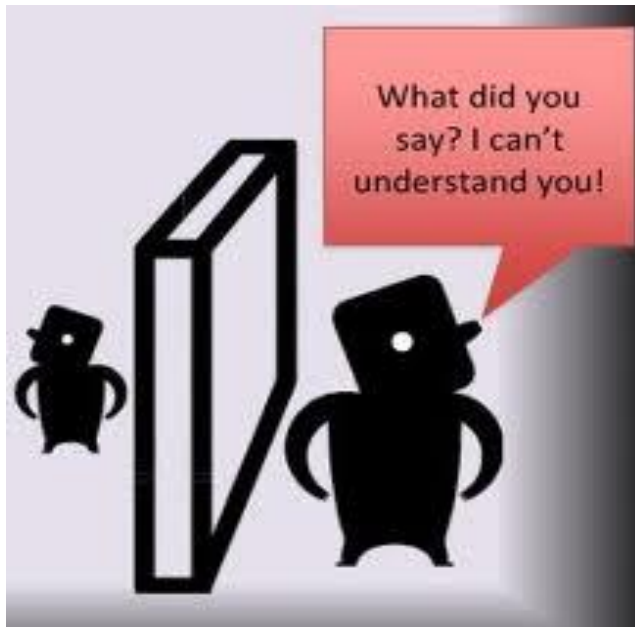
Language Barriers

Digital Divide
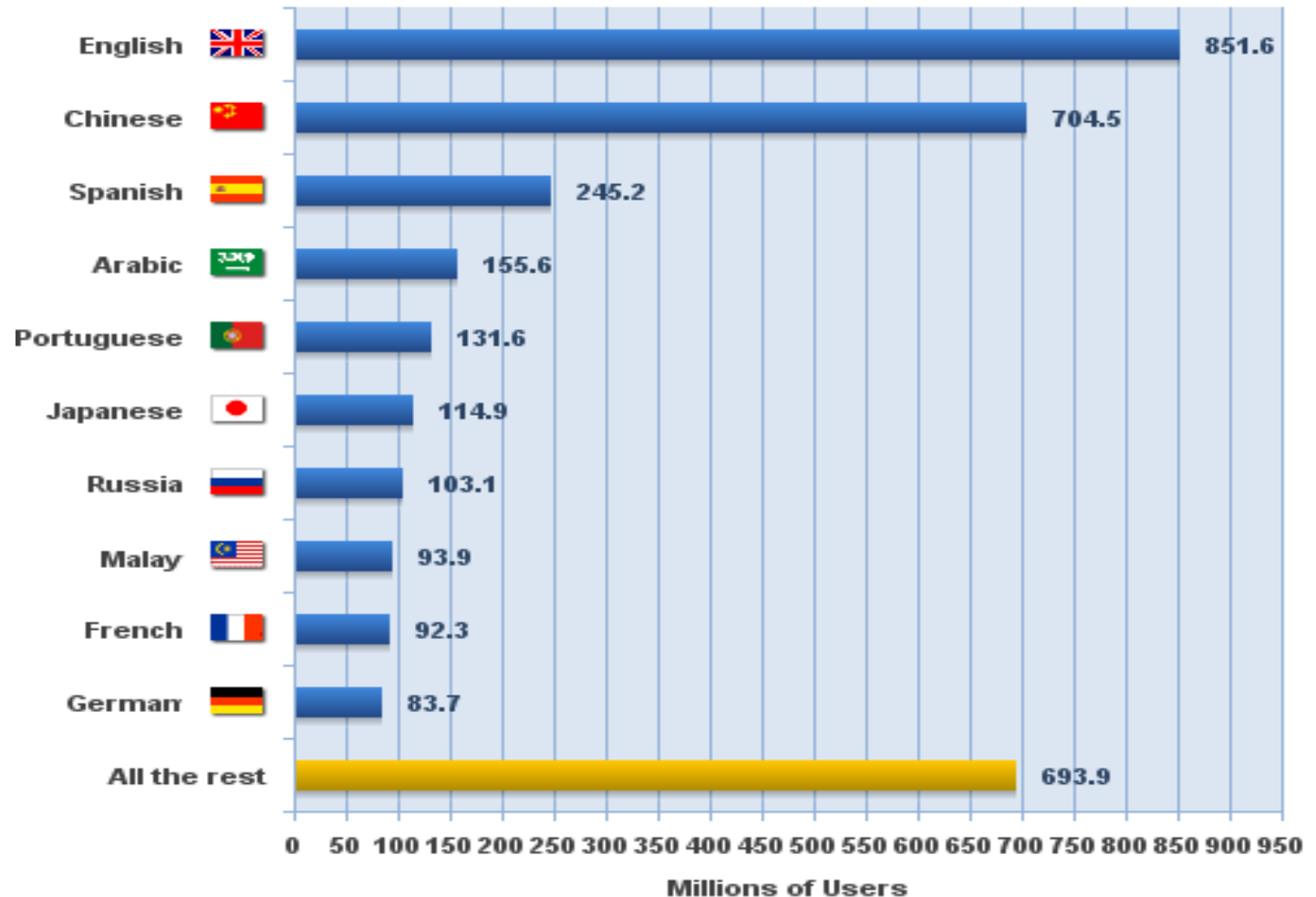

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Dominance of English

Content Language	% of Websites
English	54.4%
Russian	5.9%
German	5.7%
Japanese	5.0%
Spanish, Castilian	4.6%
French	3.9%
Chinese	2.8%
Portuguese	2.5%
Italian	2.0%
Polish	1.7%

Source: Web Technology Surveys

Internet Users & Languages

Top Ten Languages in the Internet
2015 Q2 - in millions of users

Language	Millions of Users
English	851.6
Chinese	704.5
Spanish	245.2
Arabic	155.6
Portuguese	131.6
Japanese	114.9
Russia	103.1
Malay	93.9
French	92.3
German	83.7
All the rest	693.9

Millions of Users

Source: Internet World Stats - www.internetworldstats.com/stats7.htm
Estimated total Internet users are 3,270,490,584 on June 30, 2015
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Multilingual Information Access (MLIA)

- In its broadest sense refers to accessing, querying and retrieving information from collections in **any** language. (Peters, Braschler & Clough, 2012)

Multilingual Information Literacy

- Multilingual information literacy:

  Ability to find, read, evaluate and use information regardless of what language it is written in. [Adapted from ALA's previous IL definition]

- Difference between *multilingually* information literate and multilingual information literate

Cross Language Information Retrieval (CLIR)

- A branch of IR devoted to overcoming language boundaries. It refers specifically to systems that are used to query a multilingual collection in one language and retrieve documents in *other* languages or in *another* language.

MLIA Tools

MLIA Tool	IR Stage	Functionality
Machine translation	Query formulation Assessing relevance Query reformulation/ adaptation Reading results Browsing support	Formulate Query Translate terms. Read information retrieved
MLIR	Query formulation Query reformulation and adaptation Assessing relevance Reading results Browsing support	Information retrieval & Use Support for more users
Localization/ Internationaliz -ation	Browsing support Reading information retrieved	Increase understanding Adaptation to different cultures/regions

MLIA Tools

MLIA Tool	IR Stage	Functionality
Multilingual interface	Query formulation Assessing Relevance Query reformulation and adaptation	System Adaptation Interpret/understand bibliographic information.
Virtual keyboard	Query entry Query Reformulation and adaptation	Non-roman alphabets or specialized characters and diacritics.
Multilingual thesauri	Query formulation Query Reformulation and adaptation	controlled vocabulary more effective terms, narrow or expand their search
Online bi/multilingual dictionaries	Query formulation Query reformulation and adaptation, Reading results	Term selection Translation of terms & retrieved information
CLIR search options	Query formulation, Query reformulation	Keywords/ Terms to use More information

Research Questions

- 1) What role do linguistic determinants play in online information searching?
- 2) How much are bi/multilingual system users aware of, and in the habit of using MLIA tools?
- 3) How does the availability *and use* of multilingual information access tools affect the information searching behavior of bi/multilingual academic users?

Research Questions

- 4) How well do current MLIR systems meet the expectations and needs of bi/multilingual academic users?

- 5) What are the perspectives of current academic librarians, and students on Multilingual Information Literacy?
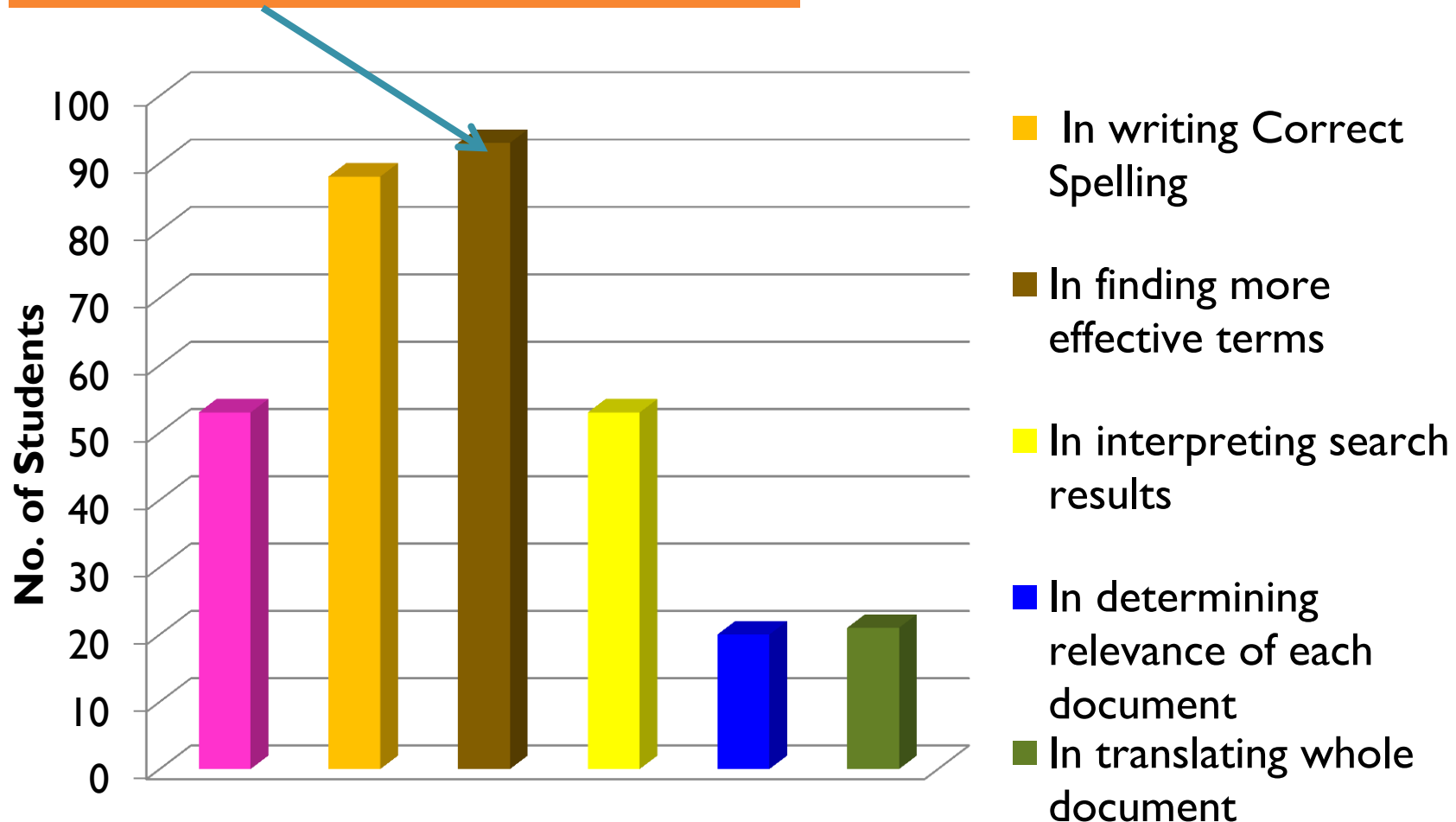
Methodology: Three Phases

- Mixed Methods:
  - Web survey
  - Lab-based user experiment
  - Focus group discussions (students) & Interviews (Librarians)
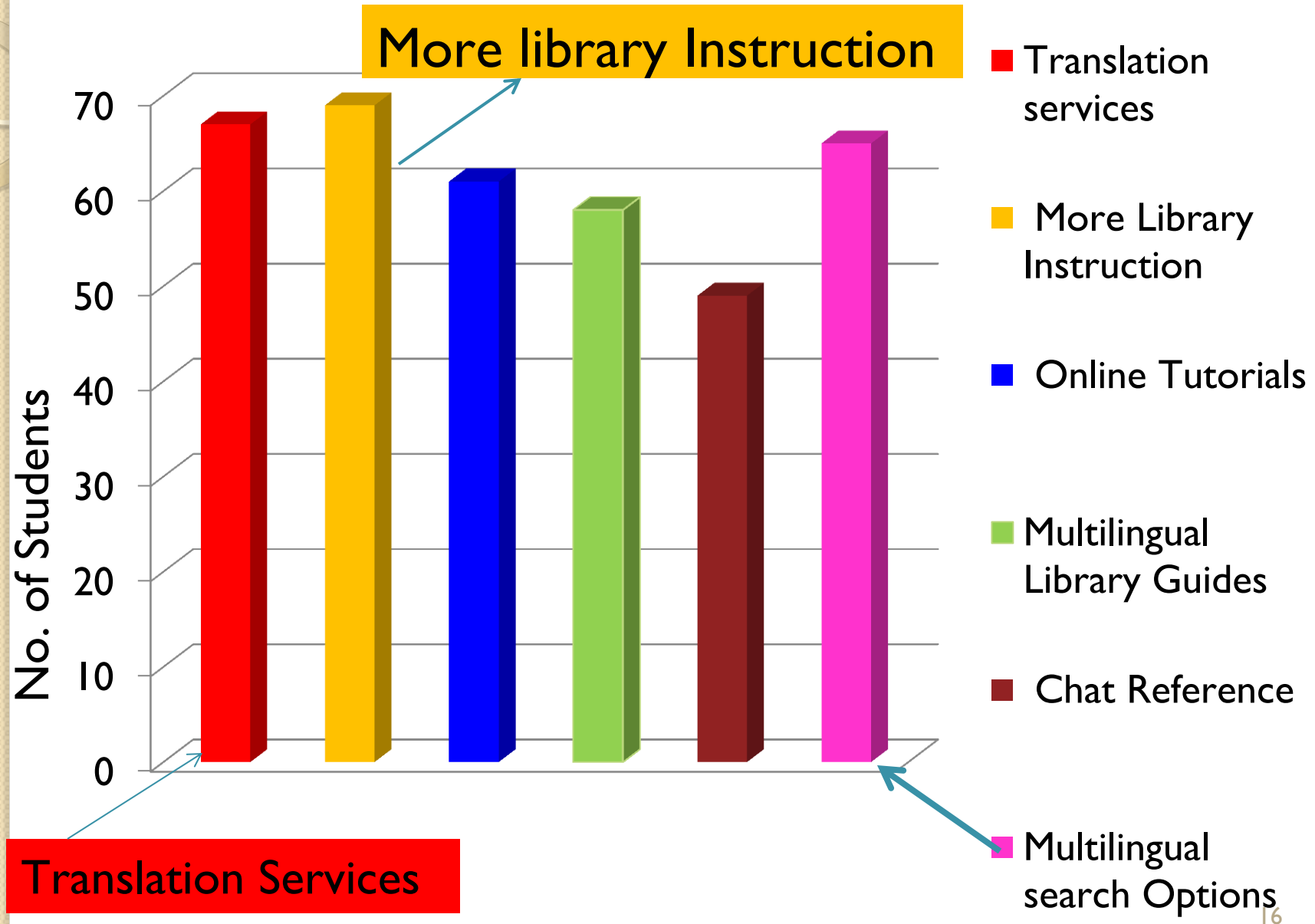
Web survey investigations

- Language choices of the users in online information searching.
- Factors influencing these choices.
- Factors influencing satisfaction with results.
- Linguistic challenges /coping mechanisms.
- Library services desired.

Results- Linguistic Help

In finding more effective terms

No. of Students

- In thinking up terms
- In writing Correct Spelling
- In finding more effective terms
- In interpreting search results
- In determining relevance of each document
- In translating whole document

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Results- Library services

Findings- Web survey

- Language proficiency as a factor.
- Language barriers- alleviated by machine translation
- Language barriers- query formulation stage
- MLIA tools such as CLIR, multilingual thesauri, multilingual interfaces could be useful
- Appropriate Library Instruction-desirable

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Experiment

- Watched MLIA tools video
- Involved students searching for information on Google and Worldcat
- Shopping Task and Academic search
- Search instructions given in native language and English
- Searches were captured using Camtasia Studio
- Post experiment questionnaire

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MLIA Tools

- 31 Students participated
- 5 Languages used
  - Chinese, French, German, Korean, Spanish
- MLIA tools
  - Multilingual Interface
  - Limit by Language
  - CLIR (Cross Language Information Retrieval)
  - Virtual Keyboards
  - Machine Translation

Results- CLIR search- Chinese

Findings- Experiment

- Diversity in use of MLIA tools
  - By language
  - Type/No. of MLIA tools
- Chi square tests
  - Significant relationships-Language task was stated in & MLIA tool use
  - No relationship- system and MLIA tool use
- Independent t-test: difference in time spent
  - Less time with MLIA tool use

Focus Group Discussions/ Interviews

- FGDs- 19 students
- Interviews -8 Instruction Librarians
- Awareness / use of MLIA Tools
- Library Instruction- awareness/topics
- Preparation in providing BI
- Strategies helpful for BI
- Encounters with LEP users

Results- FGD

- MLIA tool used most -Google Translate
- Emerging themes
  - Academics/ Research
  - Culture
  - Power & politics
- Most had not attended Information Literacy (IL) instruction class
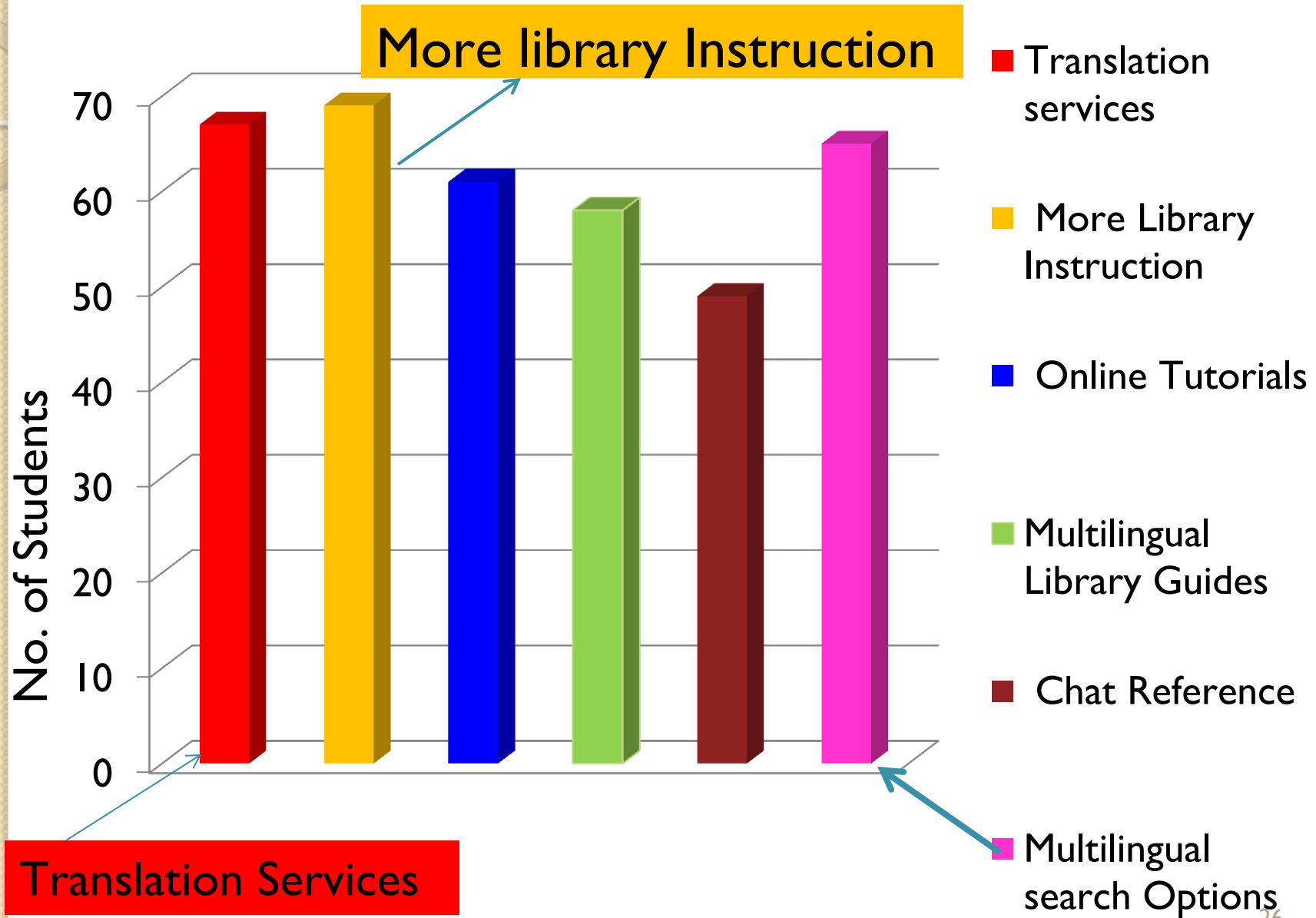
Results- MLIL Encounter

- Specialized IL instruction
- Provided in a non-English language (L)
- Challenges
  ◦ Department /Liaison assignment
  ◦ University priorities
  ◦ Library jargon
  ◦ Other languages

Findings (FGDs & Interviews)

- Lack of Awareness
  - Librarians- Needs of this group of users
  - Students- Library services
  - Both- solutions- e.g. MLIA tools
- Divergences
  - Language issues vs IL issues
  - Topics
- Convergences
  - Need for IL instruction

Results- Library services

More library Instruction

Translation Services

No. of Students

70
60
50
40
30
20
10
0

Translation services

More Library Instruction

Online Tutorials

Multilingual Library Guides

Chat Reference

Multilingual search Options

In their own words: FGD Quotes

- *I like the cross language tool; I didn't know it was existing before this morning, actually"*

- *"The cross language tool was particularly interesting."*

In their own words- FGD Quotes

- *"Especially if you do academic research. You just search everything in English but then who knows maybe there's something out in your language or in French or something, that you need to double check, maybe, if something is existing. Although you'll not really understand the article, you can ask a professional translator or something. So that you will know that this research really does exist."*

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Stakeholders in MLIL

- IR System Designers

- Online Information Service Providers

- Translators

- Librarians

Implications- Librarians

- Specialized Information Literacy Instruction (SILI)
- Personalized Information Literacy Instruction (PILI)
- Liaison librarians- dedicated to serving this student population
- Multilingual collections & services
- Promote use of MLIA tools

MLIL Initiatives

- ALA's multilingual glossary of library terms
  - Covers 7 languages- English, Arabic, Chinese, French, Japanese, Korean, Spanish
    - [Multilingual Glossary](#)

Initiatives at Kent State University

- Staff Hiring & Training
  - Global Education Librarian
  - Intercultural Faculty and Scholars
  - ACIREMA
  - Cultural cafe

Initiatives at Kent State University

- Google Translate widget
- Library Guides
  - International Students LibGuide
- Outreach
  - ISO
  - IS Reception Dinner
  - Integration efforts- Mentorship, Stress Free
  - Committees- ESL Advisory, ISSIC
- Information Literacy
  - Translation of important documents- Plagiarism
  - SILI- use of MLIA tools

KENT STATE.
UNIVERSITY

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避免抄袭

Translated by Dr. Yongming Pei

What Is Plagiarism?

什么是抄袭？

抄袭 就是引用他人的话或观点时不注明原作者，好像这些是自己的话或自己的观点。抄袭可能是故意，也可能不是故意。

比如：
➢ 没有注明词、句或观点的出处
➢ 没有注明插图、图像、照片和音频资料的出处
➢ 没有参考书目或者伪造参考书目
➢ 直接引用的原文没有加引号
➢ 两门课提交同一篇论文
➢ 不正当合作：让其他人代写论文，或者代他人写论文
➢ 花钱雇人代写论文或代考

Plagiarism info in ARABIC

KENT STATE

U N I V E R S I T Y

University Libraries

تجنب السرقة الأدبية

Translated by Dr. Said M. Shiyab

السرقة الأدبية هي عبارة عن استخدام شخص لكلمات وأفكار شخص آخر كما لو كانت له، وبدون الإشارة الى أو ذكر المصدر الأصلي لهذه الكلمات والأفكار. وقد تحدث السرقة الأدبية بشكل مقصود أو غير مقصود.

ما هي السرقة الأدبية؟

أمثلة:

- عدم ذكر مصادر الكلمات أو الجمل أو الأفكار المستخدمة في النص.
- عدم ذكر مصادر الرسوم التوضيحية والصور والتسجيلات الصوتية.
- عدم إدراج قائمة بالمراجع المستخدمة أو القيام بتزييف قائمة المراجع.
- عدم وضع علامات الاقتباس (" ") حول الاقتباسات المباشرة من المصدر.
- تسليم نفس البحث أو المقالة لمساقين أو لمادتين مختلفتين

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Language & Politics- Quebec

Quebec PM- Phillipe Couillard

François Legault

Source: The National Post

Quebec PM- Quote

"There are two angles when it comes to language: **expression** and **comprehension**. Here's a little challenge for him; go to the London and New York financial circles and pitch your remarkable economic plan … in French only."

- *Quebec Premier- Philippe Couillard*

Vive la difference!

- Embrace language diversity
- Emphasize access across languages
- Provide more MLIA tools
- Teach and Encourage use of MLIA Tools
- Improvements in machine translation
- Become Multilingual Information Literate!

Join the GILN- www.giln.org

- Reducing IL Divide/ No user left unserved
  - Collaborations
  - MLIA initiatives
  - Love for Libraries
    - Biblio-tourisme
    - Libriotote Corner
  - Services for multicutural populations
    - International Students
    - Refugees

Thank You

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