

The Model of Translator's Information Literacy in the New Era

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Abstract. Promoted by the tide of globalization and the flood of information technology, the translation market has been expanding rapidly. Translators with excellent quality, broad knowledge and technically use of modern information technology are desperately needed. With comparative analysis approach and literature review method, this paper explores the information literacy demanded by translators in the new era, focusing on the cultivation of translator's information literacy based on related studies, and constructing a model of translator's information literacy in the new era. The results show only by comprehensively improving translators' information literacy can they truly become preminent in the increasingly competitive translation market.

1. Introduction

Conventional research on information literacy is mainly limited to the field of library science and information science. The theoretical construction focuses on the information problem of library work and has not been able to pay enough attention to the information practice outside the library context. Nowadays, massive information processing is an important feature of translator in the new era. In some sense, modern translators are bilingual or multilingual information processing professionals [1]. Professional translators are not only information spreaders, but also the inventors and consumers of information. It means they need to deal with unprecedented information challenges. The significance of translator's information literacy is becoming more and more conspicuous.

2. Information Literacy

2.1 The Definition of Information Literacy

The idea of information literacy was firstly put forward by Paul G.Zurkowshi, who is the chairman of the American Information Industry Association in 1974[2].With the improvement of social information-based degree, the research on the connotation of information literacy has been deepening, and the community of scholars has given distinct concepts of information literacy.

At present, the widely accepted definition of information literacy is proposed by the American Library Association (ALA): "A person with information literacy should be able to identify information needs, and also have the ability to locate, evaluate and effectively use the required information.[3]"Translation is a professional activity that constantly generates information needs. Bilingual or multilingual information may be required in accordance with the practical situation of the source language text, and information involves many fields [4].

Compared with the international research, in recent years, domestic scholars have payed attention to the translator's information literacy and have explored relevant concepts. Yang Liu [5], whose major concern is on the teaching methods, he certifies the significance of fostering students' information literacy through exploring the information-based translation teaching model. While Li Ruilin [6] believes that translator's literacy should be the ultimate objective of translator training, which involves digital literacy. To some extent, since then, the study of translator's literacy in China has begun to take shape. Wang Huashu [7] advocates the concept of "search merchant", and he holds that translators should have "outstanding information retrieval, discrimination, integration and reconstruction capabilities". From his point of view, we can tell that many scholars have begun to

attach importance to translators' information searching ability. Wang Shaoshuang [8] proposes to reconstruct the translator's competence system in the digital age, and regards information literacy as an important component. He is the first one who has combined information literacy with translator's capacity. In 2016, he and Wang Shaoshuang [9] discussed the close relationship between translation technical competence and translator's information literacy. So far, the translator's information literacy has begun to be linked with information technology.

2.2 The Translator's Information Literacy in the New Era

At the Strategic Forum on Translation Studies in 2015, Fang Mengzhi made a keynote speech at the conference. Mr. Fang put forward that contemporary translators should pay more attention to "information mining ability" to improve "translation service ability". In each branch, the speeches made by representatives of major universities mostly involved in the era of educational informatization, the construction of information literacy courses, the study of teachers' information literacy, and the introduction of CAT tools into translation classes, throughout the different stages of translation development, translation research has entered a new era [10].

At the same time, CAT tools have been transforming swiftly. Information literacy education is becoming more and more important in this age. Translators with good information literacy can usually capture information acutely, screen information decisively, evaluate information accurately, spread information smoothly and apply information freely in translation activities. Excellent information literacy is one of the professional qualities that a qualified translator should possess.

Based on the research showed above, the author defines the translator's information literacy as: in the information society, in order to be qualified with translation, the translator actively utilizes various information tools and resources, and actively carries out information practice activities and generates critical knowledge discovery and calculates experience.

3. The Cultivation of Translator's Information Literacy

3.1 Current Difficulties of the Cultivation

At present, information literacy education has been carried out in full swing of formal education in developed countries, especially for undergraduate and postgraduate students. The national information literacy education provide students with various opportunities of exploration, evaluation, management and application that the information obtained. In contrast, the current information literacy education in China has not been fully developed, and the information literacy education in undergraduate and above stages is mainly carried out through literature retrieval courses or information retrieval courses. Teachers of specialized courses often are short of the awareness of information literacy education for students.

However, a translator with information literacy is not the one who fully understands all the basic knowledge, methods and tactics of all tools. But after knowing the representative tool, which can be used to solve problems when encountering difficulties, and can acquire more knowledge on the basis of existing information knowledge.

3.2 Methods of the Cultivation in the New Era

With the popularization of the concept of information literacy education, information literacy education in China has also obtained progresses. Many colleges and universities in China have established computer-aided translation courses for translation majors. What is more, teachers are gradually conscious of the importance of information literacy and purposely cultivate students' information literacy in teaching. Constructing the concept of information literacy education has its own characteristics for every individual and the whole society, which is of active significance. Information literacy education should be oriented not only to the present, but also to the future of society as a whole and for the life-long development of individuals.

Document retrieval ability is an important aspect of translator's information mining ability, many professional field documents such as Publication Board (PB) report, ASTIA Document (AD) report,

NASA report and so on, which can furnish professional subject knowledge and provide information support for science and engineering, high-tech fields. In the long-term translation practice, translators need to scientifically and pertinently find their own professional search tools and make rational use of them.

The texture of information retrieval is the process of comparing and selecting information users' needs and certain information sets. Generally speaking, the translator needs to master the following basic information retrieval steps: Firstly, the translator needs to determine the retrieval object, formulate a certain retrieval plan and target. Secondly, the translator needs to determine which retrieval tool and retrieval way to use. Then, the translator needs to clarify the retrieval method. Finally, the translator obtains the corresponding information and evaluates it to determine whether to retrieve it further. At the same time, the translator can reflect on and improve the steps previously conducted.

The use of CAT in the world can be retrospectively traced back to the 1930s. Over the past 30 years, various kinds of computer aided translation software has been in the ascendant in China. Translators use more foreign software: Trados, Déjà Vu, Wordfast, Catalyst and so on. The CAT software developed by Inlion and Transn companies and others in China is also emerging. The working principle of these software systems is that the original text can be automatically recognized and analyzed, and the translation can be generated according to the stored documents in the database. Therefore, there will inevitably be word-for-word translation or grammatical problems. Nevertheless, it is certain that the advantages of computer-aided translation outweigh the disadvantages. Because the system can quickly match part or all of the vocabulary and expressions for the goal of generating the translation program. It can ensure the consistency of terms that appear many times, find all possible relevant or correct vocabulary expressions and sentence structures for the translator's reference, and proofread the translation results and evaluate the quality of translation.

The emergence of CAT software has greatly improved the translation efficiency of translators. These software often have project or training management platforms, which are suitable for large translation companies or translation teams to work together and allocate translation tasks reasonably. Translators operating on the same platform and generating translations can ensure the unity of terminology and content. These software often also have the function of typesetting or beautifying the text in the later stage.

Therefore, translators or translation researchers in the new era must have the ability to operate office software skillfully and master computer operation skills. They need to install and use computer-aided translation software and flexibly use multifunctional translation software according to their own needs. Only in this way can translators make the best use of these information products.

3.3 Model Construction of Translator's Information Literacy

Information literacy research primarily focuses on general information literacy at first, and then gradually expands to other fields of professional information literacy. The existing information literacy models, frameworks and standards are mainly designed for general information literacy, which can be used for consult in the construction of professional information literacy models.

In view of this, the author manages to set up a translator's information literacy model which is suitable for translation in the new era of professionalism (See Figure Bellow).

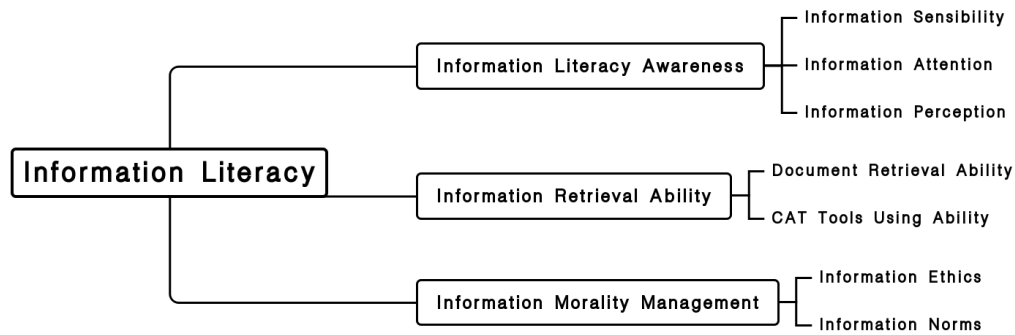


Figure. Translator's Information Literacy Model in the New Era

As shown in the figure, translator's information awareness, translator's information retrieval ability and translator's information ethics compose the main part of the translator's information literacy model. Translators' information morality plays a momentous role in translators' information competence. Information retrieval ability and assistant translation tools play a fundamental supporting role in information literacy.

3.3.1 The Information Literacy Awareness

Information awareness refers to people's sensitive perception, determination and insight of information, that is, people's information sensitivity. People with a good sense of information will be driven to seek answers to things they don't know, and know how and where to find answers. It will be difficult for the translator who lacks information awareness to generate strong information needs in the process of translation, which will lead to lack the internal motivation to make rational use of information resources.

3.3.2 The Information Retrieval Ability

With the development of information technology, more and more translation activities are inseparable from the documents retrieval and the assistance of computer translation tools. Translators' information literacy requires that translators can use information resources and information tools to solve information problems in the process of translation. Skillful use of CAT tools is also the content of information literacy that current translators should possess. At present, there are many excellent computer-aided translation tools at home and abroad. As an information-conscious translator, he or she should take the initiative to understand and learn the relevant computer-aided translation technology in order to achieve efficient translation.

3.3.3 The Information Morality Management

Translator's information morality refer to the codes of ethics regulations, laws and regulations that translators should abide by when they engage in information acquisition, information organization, dissemination, use, management, creation and other information activities. The goal of information exchange and transmission should be consistent with the overall goal of society. In this process, the actors should be full compliance with the laws and regulations, resist information pollution, respect academic morality, intellectual property rights and personal privacy. In different social periods, people need different social norms to restrain and maintain social stability. Information society needs to rely on information morals to check and regulate people's information activities. As users and spreaders of information, translators need to have good information ethics.

4. Summary

Translators with information literacy can acquire all kinds of information needed for translation learning through active information practice, thus promoting the improvement of interlingual transformation ability and translation technology ability, and building a perfect translation knowledge competence system with stronger initiative. Information literacy also plays an important role in enhancing the professional competitiveness of translation graduates. A translator with information literacy is able to perceive, retrieve, evaluate and efficiently use the information he needs

after encountering translation problems and will be a person who knows how to learn and how to creatively solve practical translation problems by using the knowledge, abilities and strategies he has learned.

The formation and improvement of the translator's information literacy can not be accomplished at one stroke. In the practice of translation, it is necessary to constantly solve practical problems with technology, accumulate basic skills of information technology, cultivate more application ability of information technology, and form proper strategies for the application of information technology. In the near future, the technology of language service industry will develop rapidly and explosively. Translators should prepare for the industry innovation and develop information literacy without delay.

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