

Sales, Dora (2023) "Professional translators' and interpreters' views on information competence: An exploratory qualitative study from the Spanish context". *Journal of Librarianship and Information Science*, Online first, 11 April 2023. DOI: <https://doi.org/10.1177/09610006231164147>

Print ISSN: 0961-0006

Online ISSN: 1741-6477

## **Professional translators' and interpreters' views on information competence: An exploratory qualitative study from the Spanish context**

**Abstract:** Information competence is essential in professional translation and interpreting. This paper gathers the views of professional translators and interpreters in Spain on information competence, by means of an exploratory qualitative study. A questionnaire composed essentially of open-ended questions was applied to gather data and the qualitative analysis software ATLAS.ti was used to code the results using thematic content analysis methods. The views provided by a sample of professional translators and interpreters ( $n = 156$ ) on the importance of information competence were collected, together with their recommendations on this key competence for those who are starting their training in translation and interpreting. The study also explores the main information needs highlighted by professionals, the sources of information they use most frequently and how they verify information, and their opinions on the gender perspective (with explicit mention of inclusive language) as part of information competence in professional practice. The results show that professionals consider information competence to be absolutely essential in the framework of translation competence, and recommend reinforcing information literacy training in university undergraduate degree programmes. They have multiple information needs (from terminological to contextual) that make them turn to a wide range of information resources (mainly personal sources and online documentary resources), but they need to strengthen their knowledge for information evaluation. Regarding the gender perspective, professionals practically limit their answers to their opinions on inclusive language and, although most of them are in favour, some resistance is detected. From the diagnosis carried out in this research, opportunities for supporting information literacy instruction in undergraduate degrees and in continuing professional development are identified.

**Keywords:** professional translators and interpreters, information literacy, information competence, translation studies, gender perspective, qualitative research

### **Introduction**

Translation and interpreting are complex cognitive and communicative activities that require constant information management. During the translation process (or prior to the interpreting intervention), translators have to identify their information needs, define information search strategies, select the most useful information resources, evaluate the results and use them for the specific translation needs. In other words, in order to translate, once the

information has been obtained, it is necessary to deploy the strategic capacity and critical thinking needed to apply it in a specific context, in the constant process of decision-making and problem-solving that all translation activity entails. It should be stressed that translation and interpreting are living, contextual professions that develop in step with communicative needs, as translation is always a reflection of the type of society that generates it. University students should therefore be prepared to become part of a community of professional practice that is constantly developing (Tolosa and Echeverri, 2019), and thus it is relevant to stress the importance of focusing the perspective not only on training but also on education, as Kiraly and Hofmann (2019: 68) stated: “to train them by providing them with basic knowledge and skills they will need to perform largely *routine* translation-related tasks, and to educate them to act ethically, responsibly and professionally – particularly in matters requiring *discretionary* judgement and action, for example when novel situations and challenges arise, and when things don’t go as planned”.

Progress has been made in competence-based training for translators and interpreters, that “takes professional practice into account, with the competences to be acquired on a given programme being defined on the basis of a description of the corresponding professional profile” (Galán-Mañas and Hurtado Albir, 2015: 63). However, precisely because it refers to a plural professional profile that evolves in a changing background, translator and interpreter education implies a complexity that should be taken into account in order to move towards a collaborative, situated, learner-centred, praxis-oriented pedagogy (Kiraly, 2015) that revises modularised curriculum models in which competence-based training can become excessively compartmentalised (Kiraly and Hofmann, 2019). Moreover, as Kelly (2007: 137) already warned: “The danger of this compartmentalization is, however, that from the students’ point of view it can be difficult to establish relations between the different component parts”.

Designing curricula with employability and professional profiles in mind is important, but due to the mutability of the labour market and the evolving needs of these professional profiles in translation and interpreting, the basis is to provide students with lifelong learning, key and transversal competences that help them build and strengthen their capacity for constant adaptation, a “resilience to change” (Gough, 2019: 354) for which information competence is a driving force. Indeed, in the degrees in Translation and Interpreting in Spain, where the present research is contextualised, the importance of information competence is recognised by the presence of a compulsory subject on information literacy for translators and interpreters in the curriculum.

At the same time, it is increasingly important to underline the need to take into account the gender equality perspective as part of the holistic education of translators and interpreters (Corrius, De Marco and Espasa, 2016; De Marco and Toto, 2019; Villanueva Jordán and Calderón Díaz, 2019; Zaragoza Ninet and Martínez Carrasco, 2022). Translation and interpreting are professional activities involving information mediation that require an ethical and responsible commitment to foster equitable communication that does not reproduce stereotypes or discrimination, thereby contributing to global social justice. And information literacy is a catalyst to implement gender equality education, as a basis for the exercise of informed and ethical citizenship (ACRL, 2021).

Considering that “just as students need constant feedback to help them learn, teachers and programmes need constant feedback to help them improve” (Kelly, 2005: 145), the overall aim of the present study is to provide, from a qualitative approach, a picture of professional translators’ and interpreters’ views on information competence, in order to have the opinions of the working professional community on the constant process of revisiting university training and education. Specifically, the following research questions are addressed:

RQ1. What importance do professional translators and interpreters give to information competence and what would their main recommendations be in relation to this competence for those starting their training in translation and interpreting?

RQ2. What are the main information needs faced by professionals in translation and interpreting?

RQ3. What are the information resources that professional translators and interpreters most frequently use or have created themselves in the course of their professional practice and how do they verify the information?

RQ4. What do professional translators and interpreters think about the gender perspective (with explicit mention of inclusive language) as part of information competence and how do they deal with it in their professional practice?

## Literature review

Information literacy helps people develop critical, analytical and reflective modes of thinking for the purpose of lifelong learning. It is necessary for all disciplines, all learning environments and all professional practices. The information society and its contexts are constantly changing, and information literacy is the backbone for a critical, aware and informed citizenry (CILIP, 2018), which helps to curb misinformation, foster an egalitarian information culture and promote social justice, sustaining a more holistic, contextual and inclusive approach to information, from a critical information literacy approach (Drabinski and Tewell, 2019; Elmborg, 2006, 2012; Swanson, 2004; Tewell, 2015) for which the influence of intersectional feminist pedagogical perspectives (hooks, 1994) has been very relevant (ACRL, 2021; Accardi, 2013; Kingsland, 2020; Irving, 2020; McGivney et al., 2017).

Information literacy is key to the professional performance of translation and interpreting and therefore among the competences required in the training of translators and interpreters it is essential to foster information competence, that is, the whole set of knowledge, skills and ethical values connected with the efficient and responsible use of information. Indeed, most of the pedagogical proposals for translation and interpreting training reflect the relevance of information competence and include it as part of the degree curriculum (Kelly, 2005), and several studies (Austermühl, 2013; Gough, 2019; Massey and Ehrensberger-Dow, 2011; Olalla-Soler, 2018; Paradowska, 2021b; Pinto and Sales, 2007, 2008; Pym, 2013; Sales, 2006, 2008, 2022a, 2022b; Sales and Pinto, 2011; Sales, Pinto and Fernández-Ramos, 2018) stress the importance of information competence in the continuing education of translators and interpreters.

Information needs for translation and interpreting are linguistic and extralinguistic, multilingual, thematically and culturally specific in nature, related to diverse fields of knowledge, and depend on the text (translation) or oral discourse (interpreting) to be transferred. Translation and interpreting is mediating between languages and cultures, and entails constant decision-making and problem-solving processes (Hurtado Albir, 2015) that should always be based on verified and appropriate information. The evolving nature of the professional reality in translation and interpreting requires that information competence provide a solid foundation for work and a critical working methodology to responsibly address challenges and constant innovations in this multifaceted profession, in a constantly fast-changing information society. Thus, translation and interpreting trainees need to develop information competence in addition to the other competences that make up translation competence as a whole (Kelly, 2002, 2007). As summarised by Olalla-Soler (2018: 1295-1296), almost all translation competence models include information competence, although variously referred to as: “Nord (1988) *research competence*, Hurtado (1996) *professional competence*, Kelly (2002) *professional instrumental sub-competence*, Shreve (2006)

*knowledge of translation*, Alves & Gonçalves (2007) *instrumental sub-competence*, Katan (2008) *professional/instrumental competence*, EMT (2009) *information mining competence and technological competence*, Göpferich (2009) *tools and research competence*". Also, Vienne (2000) considered *resource research* to be of vital importance in the framework of translation competence, and Pym (2003, 2013) highlighted the importance of training the ability to consult sources and, above all, the need to evaluate them critically in the digital age and recently with the increased use of machine translation. Even though these proposals on translation competence are essentially outlined for translation, they also apply to interpreting, in which information research is a predominantly anticipatory and proactive process. Interpreters have to gather the information needed beforehand, in the preparation phase, as part of their pre-process skills (Albl-Mikasa, 2013), such as preparing glossaries and other resources for quick consultation that can be referred to during the interpreting intervention (Kalina, 2015).

Likewise, for translation and interpreting, as a profession based on informational rigour, a sense of responsibility and respect for diversity and the gender equality perspective is important, and both the academic and the professional translation community is increasingly aware of it (Brufau Alvira, 2011; Castro Vázquez, 2008; Castro et al., 2020; Corrius, De Marco and Espasa, 2016; De Marco and Toto, 2019; Del Pozo and Toledano, 2016; Enguix Tercero, 2019; Ergun and Castro, 2017; Godayol, 2000; López, 2022; Martínez Pleguezuelos, 2018; Vidal, 2008; Villanueva-Jordán and Gallardo-Echenique, 2020; Villanueva Jordán and Martínez Carrasco, 2021; Zaragoza Ninet and Martínez Carrasco, 2022). Translation and interpreting, as activities involving interlinguistic and intercultural information mediation, can contribute to the construction of an egalitarian world by not reproducing visions of society that are patriarchal, androcentric and heteronormative or discriminatory in any other sense. In order to do so, as part of the professional ethics of translation, they have to be based on a critical and ethical view of any information to be consulted, contrasted, produced or shared. Obviously, since linguistic choices entail ideology, in this communicative area it is particularly necessary to incorporate reflection on language. Thus, it is also vital to encourage the use of respectful and inclusive language, although this aspect could be introduced in all academic areas as a core competence, as proposed in the *General framework for incorporating the gender perspective in Higher Education teaching* (AQU Catalunya, 2019), which offers recommendations to facilitate the effective inclusion of the gender perspective in the teaching of all areas of knowledge.

All in all, information competence is essential in Translation and Interpreting education, with training based on information literacy (Paradowska, 2021b; Sales, 2006, 2022a, 2022b), given that translation is a reflective act involving constant decision-making, based on responsible research (Austermühl, 2001; Mossop, 2003). Information competence fosters adaptability and critical thinking skills in order to weigh up different options and to deal with every informational act with a critical, ethical and rigorous awareness.

Nonetheless, research on information competence and translation is not abundant. Previous studies have mainly focused on information search behaviour and the use of sources, either by professionals (Alonso, 2015a, 2015b; Gough, 2016, 2019; Hvelplund, 2017; Teixeira and O'Brien, 2017; Volanen, 2015; White, Matteson and Abels, 2008), by students (Enríquez-Raído, 2011; Hirci, 2012; Kuznik and Olalla-Soler, 2018; Lu, Xiangling and Shuya, 2022; Paradowska, 2021b; Pinto and Sales, 2007; Sales, 2008; Sales, Pinto and Fernández-Ramos, 2018; Shih, 2019; Sycz-Opoń, 2021; Yildiz, 2022) or both (Enríquez-Raído, 2014; Massey and Ehrensberger-Dow, 2011; Olalla-Soler, 2018, 2019). These studies have been approached employing diverse methodologies: qualitative, quantitative, mixed approaches and quasi-experimental approaches, and using a variety of data collection options, such as proposed tasks (Enríquez-Raído, 2011, 2014; Gough, 2016, 2019; Hirci, 2012; Hvelplund, 2017; Kuznik and

Olalla-Soler, 2018; Lu, Xiangling and Shuya, 2022; Massey and Ehrensberger-Dow, 2011; Olalla-Soler, 2018, 2019; Paradowska, 2021b; Sales, Pinto and Fernández-Ramos, 2018; Shih, 2019; Sycz-Opoń, 2021; Volanen, 2015; Yildiz, 2022); questionnaires (Alonso, 2015a; Enríquez-Raído, 2011, 2014; Gough, 2016, 2019; Hirci, 2012; Kuznik and Olalla-Soler, 2018; Lu, Xiangling and Shuya, 2022; Massey and Ehrensberger-Dow, 2011; Olalla-Soler, 2019; Pinto and Sales, 2007; Volanen, 2015); interviews (Enríquez-Raído, 2011, 2014; Massey and Ehrensberger-Dow, 2011; Teixeira and O'Brien, 2017); focus groups (Alonso, 2015a, 2015b; Sales, 2008; White, Matteson and Abels, 2008); eye tracking and/or screen capture or recording (Enríquez-Raído, 2011, 2014; Gough, 2016, 2019; Hvelplund, 2017; Kuznik and Olalla-Soler, 2018; Massey and Ehrensberger-Dow, 2011; Olalla-Soler, 2018, 2019; Paradowska, 2021b; Shih, 2019; Teixeira and O'Brien, 2017; Volanen, 2015; Yildiz, 2022), and direct observation and think-aloud protocol (Gough, 2016, 2019; Sycz-Opoń, 2021).

Regarding the purpose of this paper, which specifically addresses professional translators' and interpreters' perceptions on information competence, the only direct antecedent is the study by Sales and Pinto (2011), in which the professional community clearly highlighted the importance and the need to constantly equip themselves with information competence for professional practice. The study sample ( $n = 101$ ) included professionals from all the major specialities at the time (scientific-technical translation, literary translation, audiovisual translation, legal or administrative translation and interpreting), and was developed following a mixed quantitative and qualitative methodology using a semi-structured questionnaire for data collection. Overall, translation professionals emphasised the key importance of "knowing how to access specific Internet resources and retrieve specialised information accurately" (Sales and Pinto, 2011: 250), but admitted the need to improve their procedural and strategic competence as well as the need for further training.

None of these previous studies has explicitly addressed the gender perspective in the context of the information competence of the professional translation and interpreting community.

## **Methodology**

Qualitative methods of data collection and analysis have been used, as the study seeks to gather professional translators' and interpreters' opinions on the relevance of information competence and related issues, namely their views on information needs and sources, and the gender perspective. A qualitative methodology allows issues concerning conceptions and perceptions to be addressed, and in the context of information literacy research it is essential to "deepen our understanding about our complex relationship with information in all its forms. Undertaking research that favours this approach enables us to focus our attention towards interrogating and understanding the lived experience of people as they interact, connect, engage, produce, circulate and create with information as part of their everyday, educational or working life" (Lloyd, 2021: xx).

The tool used for data collection was a questionnaire, which was created by flexibly addressing the research questions in this study, mostly with open questions to collect the views of the professional community, in order to carry out an exploratory descriptive study. After a first section with six questions on demographic data (specifically: age, gender, years of experience, university education, specialisations and employment status), the questionnaire consists of ten items: one question using a Likert scale (1–5) and nine open-ended questions on the importance of information competence, the main information needs faced in professional practice, the information resources professionals use and create, and how they verify information, together with their views on the gender perspective as part of information competence in professional practice (Appendix).

### *Data collection and sample*

The questionnaire was implemented in Google Forms and the link was disseminated from July to November 2021 through CCDUTI (Conference of Centres and University Departments of Translation and Interpreting Studies in Spain), since most university teaching staff working in Spanish translation and interpreting degrees are also active professionals in the field. Professional associations such as ASETRAD, ACEtt and La Xarxa collaborated in the dissemination of the questionnaire, and several fellow professional translators and interpreters also helped by spreading the word on their Twitter accounts. A total sample of 156 professional translators and interpreters was collected. Data processing complied with ethical requirements, the questionnaire was anonymous, no personally identifiable information was collected and this was stated in the explanatory heading.

The age of the sample ranged from 21 to over 60 years. The highest participation was by professionals between 30 and 39 years old (27.6%,  $n = 43$ ), closely followed by the 40-49 age bracket (26.9%,  $n = 42$ ). The approximate mean age of the sample was about 42 years. As for gender, 71.8% ( $n = 112$ ) of the sample were women, 25% ( $n = 39$ ) were men, and 3.2% ( $n = 5$ ) were non-binary gender. In terms of years of experience in the professional practice of translation and interpreting, in a range from fewer than 5 to more than 30 years, the highest percentage (23.7%,  $n = 37$ ) consisted of professionals with between 21 and 30 years' experience. The approximate average number of years of professional experience of the sample was about 16 years. 69.9% ( $n = 109$ ) held a university degree in Translation and Interpreting. In terms of specialities, the sample covers all areas of specialisation, which can be broken down as follows: scientific-technical translation (21.3%), legal translation (16.0%), literary translation (13.0%), audiovisual translation (11.8%), interpreting (7.4%), editorial translation (6.2%), proofreading (5.9%), general translation (3.9%), localisation (3.6%), post-editing (3.3%), advertising and marketing translation (2.7%), financial translation (2.1%), sworn translation (1.5%), transcreation (0.9%) and project management (0.6%). In the questionnaire, each professional could declare that they practised more than one speciality. Thus, the specialities most present in the sample, taking into account the number of professionals who indicated that they practised them, were scientific-technical translation ( $n = 71$ ), legal translation ( $n = 54$ ), literary translation ( $n = 44$ ), audiovisual translation ( $n = 40$ ) and interpreting ( $n = 25$ ). The employment status of the majority (78.8%,  $n = 123$ ) was self-employed/freelance. For exploratory purposes, the sample is representative and varied in the context of the Spanish community of professional translators and interpreters.

### *Data analysis*

The qualitative data analysis software ATLAS.ti 9 was used to help explore thematic domains in the sample responses. Thematic analysis is a method for identifying, describing and analysing ideas, or themes, present in the data (Boyatzis, 1998; Braun and Clarke, 2006). Themes are encoded with codes, which are essentially short descriptive or inferential tags assigned to data segments in order to condense and categorise the dataset (Saldaña, 2013). Thus, codes act as labels for the thematic observation, and connect the data to the researcher's idea about them (Boyatzis, 1998). With the sample collected, the saturation point (beyond which no new knowledge is generated) (Flick, 2009) in coding occurred from around questionnaire 100 onwards, although the total analysis of the 156 questionnaires collected was taken into account.

The data analysis was carried out by developing a cyclical process that combines both inductive and deductive approaches to analysing qualitative data, following the model of four

iterative cycles (inspection cycle, coding cycle, categorisation cycle and modelling cycle) proposed by Kalpokas and Radivojevic (2021). In the first, the inspection cycle, an initial reading was carried out to organise and classify the primary data through basic preliminary coding units with the research questions of the study in mind. This was a first inductive approach, to deal with the dataset through a quantitative content analysis in order to obtain a first overview, with the help of ATLAS.ti, and to carry out the first phases of manual coding. Secondly, in the coding cycle, a second reading was performed to mark quotations corresponding to the most relevant data for the study, through a deductive process, starting from the questions in the questionnaire to carry out a pre-coding. Sentiment analysis was used when reading the opinions of the professionals to identify the supporting, opposing or neutral views they expressed in the question regarding the gender perspective. Coding is not a single operation, but involves multiple readings of the data and the codes that are produced. Therefore, a third reading was carried out to review, recode where necessary, group and initiate categorisation. In this reading, the search for thematic patterns was carried out by analysing the repeated or recurrent responses, which allowed the perspectives expressed by the sample to be organised, following an inductive approach. Response patterns were identified by comparison, contrasting segments of data that led to the identification of recurrent features, through the frequency of units of meaning (Flick, 2009; Glaser, 1992). Thirdly, another reading was carried out to address the categorisation cycle and thus revise and shape the identification of the thematic domains outlined in the previous cycle. As Braun and Clarke (2006) and Corbin and Strauss (2015) explained, the development of this process inherently involves analysis and interpretation. In this research, the thematic domains or categories are the questions in the questionnaire, and the sub-categories depended on the sub-questions and common patterns around specific themes found in the participants' responses. Fourthly, in the modelling cycle, the conceptual framework, corroborated with the analysis conducted in the previous cycles, was defined as a basis for guiding the presentation of the results.

## Findings

The analysis of the results is depicted in four subsections, addressing the research questions of the study, which were covered in the following way by the questions in the questionnaire (Appendix):

RQ1. Related questionnaire questions: Q1, Q2, Q10.

RQ2. Related questionnaire questions: Q3, Q4, Q5.

RQ3. Related questionnaire questions: Q6, Q7, Q8.

RQ4. Related questionnaire question: Q9.

Representative quotes from the raw data are used. Sources of quotations are coded as P1-156, to identify the professional (P) from the sample ( $n = 156$ ) being quoted.

*RQ1. Importance given by professional translators and interpreters to information competence and recommendations on this competence for those beginning their training in translation and interpreting*

In order to obtain the professionals' views on the importance they give to information competence, they were first asked to rate this importance from 1 (not very important) to 5 (very important). Of the 156 professionals, 78.2% ( $n = 122$ ) rated it as *very important* in the performance of translation and interpreting (Table 1).

Information competence importance	1	2	3	4	5	Total
frequency	-	1	2	31	<b>122</b>	156
%	-	0.6%	1.3%	19.9%	<b>78.2%</b>	100%

**Table 1.** Importance given by professional translators and interpreters to information competence.

After this snapshot, already through the first open-ended question of the questionnaire, professionals were asked to summarise their opinion on its importance. Information competence is a fundamental component of translation competence, as the 156 professionals made clear beyond all doubt, insisting that it underlies not only the quality of the work but also the ethical essence of the profession, and that it requires constant updating as in translation “everything is documentation” (P119), since “translating is researching. Without good documentation work, there cannot be even a mediocre translation work” (P55), as it is “something like the 'humus', the natural 'habitat' of the practice of translation” (P42), because “only information competence allows you to find the most appropriate answer to the doubts that arise when translating” (P3), as “a good translator is not the one who knows everything, but the one who knows where and how to search” (P33). In short, “information competence is what enables a translator to apply his or her professional knowledge to any assignment. Without it, we would only have the handles of the tools, but not the heads that each text needs to be able to apply them” (P93), since “it is not possible to practise the profession without information competence” (P49), emphasising that “the translator has the ethical duty to do the best possible documentary research in order to do his or her job well” (P68) and “it is important to put information competence on a par with interlinguistic competence in order to carry out our work of intercultural and interlinguistic mediation with certainty, rigour, professionalism and efficiency” (P76).

Professionals recurrently qualified information competence as *basic* (e.g. for translating topics that are not mastered; for making reasoned decisions in translation; for all ethical and quality translation), *key* (e.g. for terminological precision), *crucial* (e.g. for giving meaning to the text), *fundamental* (e.g. for finding the appropriate equivalence or solution; for accessing truthful information and updating knowledge), *important* (e.g. to place any text or discourse in its context, both temporal and spatial; to ensure terminological and cross-cultural quality; for the whole translation process; for the ethics of the final result), *essential* (e.g. to solve problems and doubts, whether grammatical or cultural; to understand and give meaning), *indispensable* (e.g. for all translation specialties), *necessary* (e.g. to understand and be able to infer from knowledge) and *vital* (e.g. to rule out errors, to optimise work time; for any professional result).

In terms of recommendations and suggestions on the importance of information competence from the professional community for those starting their education, three aspects stand out:

### ***To appreciate and enhance the importance of information competence training in the degree***

Professionals recommend that trainees should value this importance from the very beginning of their education, stressing the fact that documentary research is an intellectual exercise that requires continuous training in which, above all, critical thinking should be fostered, without forgetting that it is key to the decision-making process involved in any translation. They also highlight as crucial factors the knowledge of resources and the need to give more importance to the subject of information literacy in the Spanish degree curriculum. Many professionals who studied the degree consider that this subject needs to be expanded and improved throughout the degree.



Knowing how to carry out documentary research well is knowing how to translate (or interpret). I studied a degree in Translation and Interpreting (four years). For me, information literacy was one of the most important subjects and one of the most rewarding for me professionally. (P64)

We had information literacy training during our studies, but it was very basic. I think it is one of the pillars of good translation work and should therefore accompany you every year throughout your degree or specialisation. (P86)

Information literacy is one of the few subjects that you really transfer in a clear way to the professional field. You don't forget what you learn and you apply it practically every day. That's what translating is all about: learning new things with each project, never ceasing to be curious about things... and for that, information competence training is extremely important and helps you to have a frame of reference, at least as to which sources are the most reliable. (P120)

### ***The importance of cultivating reading and curiosity in particular***

Professionals repeatedly point out a number of specific recommendations for those in the training stage, encouraging reading and stressing the importance of curiosity as essential in translating and interpreting. They also refer to the relevance of taking into account the importance of organising and storing documentary material, in a well-classified and accessible manner, and revising it from time to time; the aspiration for quality; doubt as a driving force and the need to verify all information.

I recommend that they read a lot, that curiosity always accompanies them, that they constantly doubt in order to cross-check all the information searches they do, of any kind. That they keep everything carefully and in a very organised way. That they aspire to quality, that they strive for it, from the awareness of the ethical responsibility of this mediating profession. (P8)

To cultivate intellectual curiosity and reading, including the media, in their working languages, in order to broaden their knowledge as much as possible. (P15)

You have to read tirelessly and check everything. To translate is to doubt. (P57)

### ***Recommendations on information resources***

Professionals stress that it is important to remind those who are beginning their training that not everything is on the Internet and that you cannot rely on just one source. They place special emphasis on personal sources (other colleagues, experts in the subjects to be translated or interpreted, the client) and on the importance of being connected with the translation community, in social networks or in professional associations. They also highlight the usefulness of giving more value to monolingual dictionaries, the need for an effective and lifelong learning of information technologies, and the creation of their own glossaries or databases.

Ask an expert whenever you can. And try to meet people from as diverse backgrounds as possible. (P9)

They should start creating their own database of specialised documents and glossaries while they are still at university. (P37)

Never work with just one dictionary: use all possible tools (multilingual/bilingual/monolingual dictionaries, glossaries, lexicons, forums, specialised pages, the client's website, etc.). (...) Create your own terminology base. (P92)

### ***RQ2. Main information needs encountered in the professional practice of translation and interpreting***

The sample includes professionals from all specialisations and this diversity makes it possible to identify in a holistic manner the needs mentioned most frequently by all of them, which are: in general terms, reliable resources and constant updating; and in more specific terms, parallel texts in the specialisation, understanding of the specific topics and underlying themes in the original text or discourse, terminology, phraseology and specialised jargon, aspects of linguistic variety, reference sources for specific contextual and thematic aspects (cultural, historical, etc.), information resources regarding new trends in communicative, transparent and inclusive language, and specialised bilingual glossaries.

The professionals are self-critical and only 43.6% consider that they have adequate information competence to meet their needs (Table 2), while the rest feel that they have it *almost always*, *not always* or that they do *not* have it, as they are aware that their professional work poses information challenges that require constant training and updating.

Adequate information competence?	<i>Yes</i>	Almost always	Not always	No	No reply	Total
frequency	<b>68</b>	16	34	24	14	156
%	<b>43.6%</b>	10.2%	21.8%	15.4%	9.0%	100%

**Table 2.** Professionals' perceptions of whether they have adequate information competence.

Professionals do not hesitate to recognise the following recurrent information difficulties, common to the various specialities, which demand particular needs:

- Difficulties in finding specific terms in other languages and specialised terminology resources (specialised terminology and phraseology) in a variety of languages, especially for language combinations other than English-Spanish.
- Difficulties in accessing or checking reliable information, increased by information overload.
- Lack of knowledge of sources and resources that are not on the Internet, which is currently the main access point to information.
- Difficulty in finding parallel texts of the corresponding genre in the target language.
- Difficulty in organising and optimising resources effectively and lack of discernment as to which resources are useful.
- Difficulty in finding reliable resources for historical references and linguistic anachronisms.
- Difficulty in finding reliable resources for contextual, cultural and thematic references.
- Difficulty in finding reliable linguistic resources for the translation of jargon, neologisms or vocabulary and syntax from the past.
- Some important resources (such as databases and journals) are not free, open access, but pay-wall based, and require subscription.

*RQ3. Sources of information that professionals use most frequently or that they have created on their own and how they verify the information*

It should be noted that consulting experts in the topics to be translated is the procedure most frequently referred to by the professionals in the sample, in all specialities, when solving information problems, as already highlighted in the recommendations collected above in RQ1. In fact, the preferred use of personal sources (human resources) and various online documentary resources stands out above other possibilities. Only 1.5% of the sample

mentioned going to libraries in person. In order to solve their information needs and problems, the professionals report that they turn to:

- *Human resources*: other fellow translators; professional associations, professional forums and social media; experts in the topics related to the texts or interpreting assignments; native speakers; the author of the original text or lecturer in the case of interpreting; the client, editor or project manager (depending on the type of assignment and speciality). As also mentioned in RQ1, the professionals stress that it is important to weave as wide and varied a network of contacts as possible, people who may be knowledgeable in the topics to be translated and interpreted.
- *Online documentary resources*: terminology databases (e.g. IATE, TERMIUM, Thesaurus, UNTERM, Termcat); specialised bibliography databases (e.g. JSTOR databases, PubMed); specialised databases or web portals (e.g. Law Insider, EUR-Lex, UNdocs); parallel texts; press, current and historical newspapers; glossaries (general, terminological and specialised); various dictionaries (specialised, thematic), especially monolingual, bilingual or multilingual dictionaries (e.g. Linguee, Reverso, Cambridge, Oxford, WordReference); encyclopaedias (e.g. Wikipedia, Britannica); specialised search engines (e.g. Cercaterm, Optimot, Cosnautas, Google Academic, Google Books, Google Images, Google Scholar); websites of professional associations and official language organisations (with their mailing lists, forums and social media); and professional portals such as ProZ.

In terms of how they verify sources or check information, several verbs were identified as being used by professionals to describe their process, although they do not provide much detail. The majority, 67.2%, say *check* (mainly with experts, or with the authors of the text, the client or with other colleagues, in official sources and specialised resources that they consider reliable); 21.4% say *search* (mainly in parallel texts), and 7.4% speak of *verifying* (mentioned as doing the same search in several different sources). 4.8% of the professionals do not indicate any specific action or state generalities such as “use common sense” (P6). It also emerges from the responses that, in the opinion of the professionals, reliable sources of information have the following characteristics: they have a specialised, consolidated and often native authorship; they offer a variety of context; they can be cross-checked in other independent sources; they are peer-reviewed publications; and they have a high frequency of use.

As regards the creation of their own sources, 40.5% of the sample stated that they create personal and *ad hoc* glossaries for their translations and interpretations, as well as bilingual glossaries, with specialised terms and aspects that are relevant to them. 19.4% declared that they prepare documentation and files of various kinds (folders with books in digital format, folders with texts on their speciality, information dossiers, multilingual forms, alphabetical lists with linguistic units, translation memories, their own publications, repositories of parallel texts, folders with institutional texts, bookmark libraries). 5.8% reported producing their own terminology databases, in MultiTerm or Excel, and 3.3% said they produced their own corpora.

#### *RQ4. Professionals’ views on the gender perspective as part of information competence (with explicit mention of inclusive language) and how they address it in their practice*

First of all, it is worth noting that the professionals have practically limited their answers to inclusive language, although the question they were asked was intended to be more comprehensive and to gather their views about the gender perspective in the framework of information competence in the professional practice of translation and interpreting. Opinion mining and sentiment analysis (Pang and Lee, 2008; Thelwall et al., 2010) has been used to

distinguish the opinions of the sample into positive, negative or neutral, depending on the degree of acceptance or not. Thus, 51.9% expressed positive opinions (Table 3):

Sentiment on the gender perspective	frequency	%
Negative	30	19.3%
Neutral	42	26.9%
Do not reply	3	1.9%
<i>Positive</i>	<b>81</b>	<b>51.9%</b>
Total	156	100%

**Table 3.** Professional translators' and interpreters' views on the gender perspective.

At the same time, although it was not a direct question in the questionnaire, many translators and interpreters stated whether or not they use inclusive language, the results showing that 38.5% ( $n = 60$ ) claimed to use it.

Correlating the professionals' responses in depth with variables such as gender, age, years of experience and specialities practised would be the focus of another study of considerable interest in order to specifically address the gender perspective in translation and interpreting. For the purposes of this exploratory research, the gender and age of the professionals is indicated for the selected quotations, and an overall observation is provided in this regard.

### *Positive views*

Most professionals – regardless of their gender and age – consider that the gender perspective and inclusive language are important and essential, as they are part of reality. Language is alive, it reflects social changes and there is a growing awareness of the importance of avoiding sexist and other discriminatory expressions and of including and representing everyone and taking this aspect into account in communication and the transmission of information. They also point out that using inclusive language requires practice and that many style guides, to which they sometimes have to adhere due to the requirements of the assignment, still directly recommend the generic masculine. At the same time, the lack of information resources with clear guidelines and the lack of practice itself mean that they are sometimes unsure about how to use inclusive language in their translations. Most practitioners consult and try to negotiate inclusive solutions with their clients, who are not always inclined to do so.

Inclusive language allows us to make visible a much deeper social problem that we must continue to fight against in our daily actions and statements with courage in the face of even small everyday discriminations. As an interpreter, inclusive language appears in greetings and courtesy formulas. More and more speakers use it and I reflect it in interpreting. (P15, man, 50-60 years old)

It's essential. I try to explain the need for it and make it clear to the person in charge of the editing task. (P16, man, 50-60 years old)

It is part of the evolution that many languages are currently undergoing and, as such, it is essential to know and take these aspects into account. (P62, woman, 30-39 years old)

Right now it seems to me to be extremely important. Language, of course, reproduces the way you look at the world, and in turn constructs that look. Now I would translate differently many of the books I translated in the past. (P75, woman, 21-29 years old)

### *Negative views*

On the other hand, part of the sample (mainly male translators over 50 years of age) expressed opinions against the gender perspective for communicative reasons, considering that inclusive language in particular is a complication and a waste of time, although there is also a minority who are clearly against it without referring to linguistic issues or without explaining their rejection.

I think it is a waste of time, a misrepresentation of language. (P5, man, 40-49 years old)

I do not agree with inclusive language, not for ideological reasons, but as a matter of clarity and the effectiveness, conciseness and communication capacity of the language itself (...). (P18, man, 50-60 years old)

This seems excessive to me. (P42, man, 50-60 years old)

It is idiotic. (P141, man, 50-60 years old)

### ***Neutral views***

A number of professionals (mainly women aged 50-60 or over 60) seem not to have a clear position and express somewhat neutral opinions. In other words, they do not declare themselves to be against it but neither are they in favour of it, because they do not think that inclusive language is necessary and consider it to be an added complication to their work, or they think that the options being used do not make the texts easier to read.

I try to appeal to the reader, without alluding to their gender. I don't mind the masculine as a generic. I feel included. (P34, woman, over 60 years old)

I don't think inclusive language is necessary. With all due respect, I find it complicated and uneconomical. Moreover, it does not solve the underlying problem. (P73, woman, over 60 years old)

I believe that Spanish is an inclusive language in itself, for which it is not necessary to make gender distinctions. The masculine form includes the feminine without complications. (P150, woman, 50-60 years old)

From a purely practical and economical language point of view, inclusive language is a nuisance and makes texts very difficult to read. On the other hand, it is a reality in today's society and we cannot turn our backs on it. (P151, woman, 50-60 years old)

At the same time, the responses of the professionals also show that the use (or not) of inclusive language, as a reflection of the gender perspective in translation and interpreting, depends to a large extent on the client or the organisation carrying out the assignment, but in some specialities it has a greater impact than in others. Thus, in conference interpreting, inclusive language is commonly used to the extent that speakers and lecturers use it, and it very often appears in greetings and courtesy formulas. There is also a high incidence in audiovisual translation, since audiovisual products are among the first to reflect new forms of expression and representation of identities. A high awareness is detected in literary translation, although it depends above all on the original text and on what is agreed or permitted by the publishing house commissioning the translation. In scientific-technical translation there is little impact, due to the specialisation of the documents, as in sworn and legal translation, unless the original texts or the clients request it. It is worth noting that even in specialisations in which professionals state that there is little incidence of the use of inclusive language, of their own accord, when they consider that it would be appropriate, those who are in favour adopt a proactive attitude and recommend such use both to publishers and to clients and authors, depending on the communicative situation in each case.

## Discussion

The professional community in the sample strongly emphasises the importance of information competence for the translation and interpreting profession. Translating always goes hand in hand with documentation, as translating means doubting and researching rigorously in order to make decisions. Indeed, the consultation of information resources is ‘the main task performed by the translators in addition to translation “proper”’ (Teixeira and O’Brien, 2017: 88).

In the light of the results of this study, professionals from all specialisations state that information competence brings only benefits for translator competence, in order to produce quality translations and interpretations. Information competence is a deep driving force for professional performance in terms of rigour and ethics. In this sense, the professionals emphasise not only the importance of incorporating it but also the need to strengthen it in the translation and interpreting degree curriculum, as some previous studies have also put forward (Sales and Pinto, 2011; Massey and Ehrensberger-Dow, 2011; Volanen, 2015).

The main information needs expressed by professionals in previous studies such as Sales and Pinto (2011) concerned equipping themselves with competences for the verification of information; terminological and idiomatic needs that are not met by available dictionaries, particularly necessary for minority languages; information needs within the specialist field; needs for cultural information about the contexts of texts to be translated; difficulties in accessing experts and personal sources; and compiling parallel texts (which means texts related to the topic of the text being translated). In Alonso (2015a), the needs highlighted by professionals were primarily lexicographical or terminological, and documentary (information needs on topics and knowledge of reliable sources). All this is confirmed and reiterated in the needs expressed by the professionals in this study, although it should be noted that, being fully aware that the Internet is their main point of access to information, our sample of professionals emphasise the identification of reliable resources as both a need and a growing difficulty.

It is noted that the wide-ranging research needs in translation and interpreting demand the use of a wide variety of information resources by professionals, as also evidenced by previous studies (Enríquez Raído, 2011; Massey and Ehrensberger-Dow, 2011; Sales and Pinto, 2011; Gough, 2016, 2019; Hvelplund, 2017; PACTE, 2017; White, Matteson and Abels, 2008). In their pioneering contribution, White, Matteson and Abels (2008) already found that translators use a wide range of resources, both formal and informal, including personal contacts with other translators, native speakers and experts in the subject matter, to supplement their basic resources, which comprise different types of dictionaries, preferably online. Massey and Ehrensberger-Dow (2011: 199) identified search engines, online multilingual dictionaries and terminology databases as the preferred cluster of resources most employed by their sample of professionals. Gough (2016: 26) found that “the resources reported as being used by translators include printed and online dictionaries and encyclopaedias, parallel texts, search engines, terminology databases, lexicons, translation memories, bitexts, online documents, rules for stemming, books on usage, annotated dictionaries, journals, almanacs, cultural encyclopaedias, discussion fora, academic journals and a host of academic, organisational and commercial websites”, and Hvelplund (2017: 79-80) noted bilingual dictionaries, internet search engines, reference works and websites, monolingual dictionaries, and conversion tools as the most frequently used resources.

Although the results of all these studies are in agreement and identify resources that coincide to a large extent, it is interesting to observe that in the same way as has been highlighted in the present study, the results of Alonso (2015a), also from the Spanish context, showed that professionals state that they resort most often to human resources or human-driven

resources (other colleagues, experts, social media) to solve information problems. Likewise, from the Spanish context, the study by Sales and Pinto (2011: 253) also found a preference for personal sources (first and foremost), and online resources in second place: almost 100% of the questionnaire respondents reported consulting personal contacts, experts, native speakers, clients, etc. as well as making consultations through specialist distribution lists. Secondly, all of them referred to Internet searches and the use of electronic resources more than other types of resources, although they stressed the difficulty of cross-checking information. They also pointed to the use of parallel texts and glossaries created previously by themselves or by colleagues. In fact, in terms of sources created by the professionals themselves, the results of this study are in agreement with those of Sales and Pinto (2011: 253), as it confirms that the professionals create their own resources mainly of a terminological nature (e.g. glossaries, translation memories).

In short, the resources used by professionals are varied and coincide with those referred to in preceding studies, with online dictionaries of all kinds standing out above the rest. It is worth emphasising the predominance of online sources, which have almost left behind all use of paper-based information resources when translating, as has also been detected by other authors (Massey and Ehrensberger-Dow, 2011; Sales and Pinto, 2011; Hirci, 2013; Hvelplund, 2017; Teixeira and O'Brien, 2017; Kuznik and Olalla-Soler, 2018), and the pre-eminent place given to personal resources (consultation with experts and peers) in the studies from the Spanish context (Alonso, 2015a; Sales and Pinto, 2011).

Given the prevalence of the use of online sources, and thus of the Internet as a gateway to information, it is of particular interest to recall Volanen's (2015: 65-66) warnings: "(...) it is important for translators to understand how search engines work and how to perform web searches efficiently. (...) Without knowing how to evaluate the reliability of online resources as well as more than basic knowledge on how to formulate online queries, future translators are, indeed, looking for the needle in the haystack, with a tooth pick no less, as the results they receive can be anything but helpful or reliable". This is especially relevant and worrying considering that, according to the results of this study, there is a lack of specificity and concreteness in terms of how professionals verify information. Thus, it stands out as a key point to work on in university training for trainees and continuous training for professionals, especially bearing in mind that earlier studies already pointed out that "the critical evaluation of online sources is becoming a need that the body of professional translators perceives as urgent and relevant" (Sales and Pinto, 2011: 252), and that "training can teach translators to be more careful about evaluating their sources: the instructors' tendency to prefer reviewed, authoritative resources is not always reflected in the reported practices of students or freelancers" (Massey and Ehrensberger-Dow, 2011: 203).

Finally, there is no doubt that the use of gender-inclusive language is an issue that will have a great impact on the Spanish language in the coming years, if it is not already doing so, and will have repercussions on the practice of professional translation and interpreting. Inclusive language involves an open debate, and possibly for this reason professionals have practically limited themselves to it when asked for their views on the gender perspective as part of the information competence that underpins rigour and ethics in this profession. Professional translators and interpreters are aware that language is a living entity that is constantly changing in accordance with social and political circumstances and advances, and that this requires constant updating on their part. However, some professionals are against it or do not have a clear position on it. They attribute their opinion to communicational instead of ideological aspects, but translating is decision-making and is an ideological and political practice (Cronin, 2006; Vidal Claramonte, 2010). Hence, although most professionals are aware of the issue, commitment to the ethical importance of the gender perspective in professional practice and the need to incorporate it into the information competence that holds up the rigorous work of

information management and contextualised documentation that all translation requires is still not widespread. It is also worth highlighting the need for clear information resources to help practitioners learn about inclusive language options.

## **Conclusion and proposals**

On the basis of the present research and without losing sight of the previous literature, it is shown that the professional community of translators and interpreters in Spain, regardless of their speciality, is aware of and upholds the importance of information competence in the holistic framework of translation competence. Although this study has some limitations, since its scope is exploratory and broader follow-up studies should be carried out using a qualitative methodology, it serves as a diagnosis that opens up avenues to work on by identifying needs that can be addressed specifically and in depth. Three areas of focus are set out below. Progress in them would benefit both trainee translators and interpreters and the professional community, as well as those involved in teaching and research. Although the findings of this study refer specifically to a sample of Spanish professionals, it is hoped that the research design and the results are not only applicable to the Spanish context, but may also be transferable to a large extent to the wide field of Translation Studies and translator training. Indeed, the review of the literature in the global context shows the unequivocal weight given to information competence within the framework of translator competence, as well as the growing reflection on the value of the gender equality perspective (including the use of inclusive language) and the need to have resources to do so. It is in this spirit of transferability that the following proposals are put forward.

### ***1. Education in information literacy for translators and interpreters should be strengthened at university level***

The findings from this study have implications for translation and interpreting educators, as professionals unequivocally support the need to foster information competence training in the translation and interpreting undergraduate curriculum and clearly show that embedding information literacy instruction is not only necessary but should be reinforced. The professional community recommends and supports a greater presence of the subject of information literacy in the degree in Translation and Interpreting in Spain. It is a key subject and, given the evolving nature of the translation process in an information society with changing technological environments, for the education of translators and interpreters it is important to promote a deeper reflection and diversification of information-seeking behaviour in order to train students to be flexible and resilient to change, as part of their training in information competence.

A holistic and inquiry-based teaching process needs to be advocated. Endeavours could be made to promote this training within the framework of metaliteracy, which focuses on the need to promote information literacy in order to learn to use, produce and share information in digital environments in a critical, ethical and self-reflective manner (Jacobson and Mackey, 2013, 2016; Mackey and Jacobson, 2011, 2014), taking particular account of the affective and metacognitive dimensions of learning. Interestingly, in their panoramic reflection on translator and interpreter training, Tolosa and Echeverri (2019) pointed out the convenience of turning students into the main agents of their own education, by incorporating axes such as motivation and metacognition. Metaliteracy, devised as a lifelong learning framework, helps to engage learners in awareness of their own learning processes and offers a useful platform with which to approach the teaching of the key points of information literacy such as the ethical use of information. The metaliteracy framework is especially interesting for information literacy



training in translation and interpreting (Sales, 2022b), emphasising the role of learners as producers (Mackey and Jacobson, 2022), precisely because translating and interpreting is rewriting, reverbaling, and therefore those who translate and interpret, as well as users and consumers, are essentially information producers and mediators.

Reflecting on the views of professional translators and interpreters collected in this study, presented here are some pointers to foster information literacy as part of translation and interpreting education:

- Use information literacy instruction to help students balance questioning and scepticism skills with the habits of being open-minded and considering alternative perspectives, encouraging the need to promote critical reading (Head, 2021) and the ethical practice of curiosity (Fister, 2022).
- Help students think more deeply and understand their own thinking processes by encouraging metacognition, using active learning techniques, especially questioning strategies, to engage students in critical thinking by promoting more training in information evaluation (McGivney et al., 2017).
- Develop realistic and meaningful tasks (e.g. multilevel information tasks to solve information needs in context), aiming to somehow bring the possible professional world into the classroom, to nurture situated learning of future translators and interpreters (González-Davies and Enríquez-Raído, 2016; Kiraly, 2000; Paradowska, 2021a; Risku, 2002).

***2. The creation of open access portals to provide information resources and recommendations on information evaluation for the continuous training of the professional translator community should be promoted***

The professional translation community needs trustworthy resources and clear recommendations for further training, first and foremost in information evaluation. Translators and interpreters could benefit from having open access portals where, on the one hand, an organised collection of useful information resources for the diverse specialities would be made available and where, on the other hand, professionals could also find open educational resources with clear recommendations on key aspects such as the verification of information, which is increasingly necessary in our complex information ecosystem dominated by algorithmic configuration and the biases it entails.

To this end, it would be useful to involve the professional community itself, through associations and social media, in order to gather proper and reliable information resources and then to disseminate the compilation for the benefit of all colleagues. It is almost impossible to convene an exhaustive collection of resources, but having open and continuously updated portals would certainly be a useful contribution.

***3. Dialogue on the importance of the gender perspective in translation and interpreting should be encouraged, starting with the education of undergraduates and addressing the need for useful guidelines and information resources for the professional community***

In the professional community, the discussion on inclusive language is open and it would be needed to engage in a collective and informed reflection. To this end, it is necessary to situate this debate on language in the holistic and broader framework of the egalitarian gender perspective, so as not to excuse the position against inclusive language with justifications which only argue that it makes communicative fluency more complicated. At the same time, it would be important to collect or create clear information resources to help the

professional community approach and learn to use inclusive language in the most appropriate way in each context.

This aspect, which is already a need for those practising the profession, should also be addressed through education in information literacy for translators and interpreters, in order to incorporate competence in the gender perspective (AQU Catalunya, 2019; Sales, 2022c; Zaragoza Ninet and Martínez Carrasco, 2022), taking into account objectives such as: raising awareness of the responsibility of all acts of translation and interpreting and the importance of a critical and responsible documentation process as a basis for exercising the profession ethically and with empathy; raising awareness of the patriarchal, androcentric and sexist nature of language and the information society; raising awareness of the ethical importance of inclusive language and developing the ability to document oneself in order to produce texts with respectful and inclusive language, from an intersectional perspective (avoiding gender, classist and racist bias).

### **Acknowledgements**

The author is deeply grateful to all the translators and interpreters who have participated in this research, and also to the colleagues and professional associations that collaborated in the dissemination of the questionnaire for data collection.

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## **Appendix:** Questionnaire. Views of professional translators and interpreters on information competence.

Information literacy is vital as a means of empowerment and resilience in the face of infoxication, misinformation and the other dangers that lurk in the complex information ecosystem around us. Precisely for this reason, it is also a tool for challenging stereotypes and promoting equality and respectful communication with all people.

Knowing how to search for, analyse, contrast, create, communicate, store and share information is key in the practice of translation and interpreting. As translation and interpreting professionals, we constantly face the challenge of deploying the necessary information competence in each assignment, with rigour and responsibility, in all the specialities of this profession of interlinguistic and intercultural mediation.

This questionnaire, which is completely anonymous, seeks to gather opinions and recommendations from professionals. The results will help in the constant revision of the information literacy training given in the current degrees in Translation and Interpreting. Your point of view is very important. Your experience is of great value. I thank you very much for your time.

### *Age*

- From 21 to 29
- 30 to 39
- 40 to 49
- 50 to 60
- Over 60

### *Gender*

- Woman
- Man
- Non-binary
- Other

### *How many years have you been practising as a professional?*

- Less than 5 years
- Between 5 and 10 years
- Between 11 and 15 years
- Between 16 and 20 years
- Between 21 and 30 years
- More than 30 years

*Did you study a degree in Translation and Interpreting?* (If so, you don't need to say where, feel free to tell whatever you want)

*What is your speciality in translation and interpreting (or what are they)?* I.e. Literary translation, audiovisual translation, scientific-technical translation, legal translation, interpreting, localisation, post-editing, proofreading?

*Do you work as a freelance translator? Do you work for a company? Other?*

Q1. What level of importance do you attach to information competence in your professional work? (scale from 1 to 5)

Not very important 1 2 3 4 5 Very high importance

Q2. How would you summarise in a couple of sentences the importance of information competence in translating/interpreting?

Q3. Briefly, what do you consider to be the main information needs you face in your speciality or specialities?

Q4. Do you consider that you always have the appropriate information competence to meet these needs? If not, what problems have you encountered?

Q5. How have you dealt with particularly difficult information needs?

Q6. What sources of information do you use most frequently?

Q7. What strategies do you use to verify information?

Q8. Have you created your own sources? If so, describe them or summarise what seems most relevant to you in this respect.

Q9. What do you think about the gender perspective, inclusive language and beyond? How does it impact on your professional speciality and how do you approach it?

Q10. As a professional, what recommendation/suggestion regarding the importance of information competence training would you give to those who are beginning their training in translation and interpreting? Think about something you would have liked to have been told at the beginning of your training (or perhaps you were actually told).