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Chapter 13

Research in Foreign Languages

Alison Hicks

Foreign language research is broad, dynamic, and complex. Encompassing the critical examination of regional and national traditions, cultures, and languages, scholars engage with a wide range of research methods and tools that often cross traditional disciplinary boundaries. The ultimate goal is to understand foreign societies, as well as helping us reflect on our own role as a member of a society that is foreign to others.

Foreign language research tends to focus on a specific geographical area, time period, issue, or genre related to the traditions and cultures of the region. While this has traditionally been centered on the literary canon, it also includes travel narratives, film, journalism, human rights, or linguistics, among other areas. Scholars may also take a broad approach that looks at regional commonalities or the interaction between neighboring national traditions, for example Spanish and Catalan cultures. In this way, the field looks at a wide range of cultural manifestations, as well as theoretical and historical work, to examine the complex factors that affect relationships between culture, language, and society.

Research methods are equally broad and draw mostly from the humanities and social science traditions, as well as adopting evolving methods of digital scholarship. Thus, while some

scholars may engage in a close textual reading of a core text, others will focus on the analysis of raw public opinion poll data. One scholar may focus on contemporary literary work, while others will rely on archives and ancient codices. Another characteristic of foreign language research is that much scholarly work will take place outside of the United States, meaning that the scholar's need for advanced linguistic capabilities is unquestioned. A fragmented publishing market, highly-variable attitudes to and rates of digitization, as well as fluctuating exchange rates add a further layer of complexity. Librarian and subject specialist expertise remains more relevant than ever before in the area of foreign language research.

In this chapter, I will focus on research strategies in French, German, Italian, and Spanish languages, which form four out of the top five most studied languages in US higher education. Portuguese will also be included as a language that is experiencing high growth. The chapter takes a linguistic rather than geographical focus, which means that French resources will also cover those from Switzerland and Belgium, and German will encompass those from Austria and Switzerland. Spanish and Portuguese research will look at Latin America along with the Iberian Peninsula, due to their shared heritage and publishing history as well as the fact that many library positions do not separate the two.¹ At the same time, the chapter will also offer strategies for searching for materials in other languages that are not covered here, for example Japanese and Arabic. In this way, while the chapter will take a broad approach, it will focus on finding sources in a foreign language. For this reason, it will not cover broader research strategies for International Affairs or Chicano Studies, for instance, where a majority of sources are found in English. Due to constraints of space, the chapter will only highlight major resources in each of the five languages; for further guidance, please see details for professional association webpages.

Scope

Research in the foreign languages has traditionally been focused around the department of modern languages. As part of the BA degree, undergraduate students typically spend the first two years studying the language and the second two years studying national literature topics.² However, the Modern Language Association has started to question this hierarchy and their influential 2007 report recommended a much broader conception of language learning within higher education. In the past, language learning has often been seen as primarily instrumental, or purely for communicating information. However, as the language failures that were involved in US military interventions after 9/11 exposed, the need to understand people and their communities is key. As such, the MLA report centers on constitutive language learning, or the fact that language also reflects the established knowledge of a society such as memory and experience; notwithstanding, the report recommends that this should not just be experienced through the study of national literature. Instead the authors emphasize that foreign-language study should include the “ability to comprehend and analyze the cultural narratives that appear in every kind of expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music.”³ While this has not yet been widely adopted outside of undergraduate education, it has important consequences for the scope of foreign-language research and will eventually be seen more widely in both graduate and faculty interests.

Modern language departments are not the only places on campus to emphasize foreign-language research. Content Based Instruction (CBI) and Languages Across the Curriculum (LAC), which refer to programs where language teaching is embedded in a disciplinary context such as political science or engineering, are important in many undergraduate programs.⁴ In addition, research tools or collections of source documents in areas such as philosophy, classics,

and art history are often published in French, German, and Italian. Lastly, the field of area studies has grown substantially since the 1960s and 1970s when Title VI funds were established to support area studies education.⁵ The creation of area studies centers, for example for European or Latin American Studies, not only calls for much wider research in the foreign languages, but has also played a part in blurring disciplinary divisions and boundaries. As such, research in the foreign languages is both qualitative and quantitative. With its roots in traditional literary research, foreign-language research has expanded since the 1960s to cover not only disciplines as varied as anthropology, political science, and sociology, but also other fields such as international business, translation, and cultural studies.

In this way, typical issues could include:

- A scholar looking to use an image from a public domain work held by the Biblioteca Nacional de España;
- A student trying to find microfilm of nineteenth-century German newspapers;
- An international affairs student looking for statistics about Moroccan beggars;
- A producer who needs to find an eighteenth-century play in the original Italian;
- A theater student who needs to find reviews of a play that was produced in France in the 1990s;
- An NGO researching oil palm and pesticide use in Costa Rica;
- A graduate student researching the lateralization of the /r/ to /l/ in Spanish;
- A community member looking for recommendations for resources to maintain her Portuguese skills.

Information Seeking Behaviors

Faculty and Scholars

There have been very few studies of modern language researchers. However, other than some obvious key linguistic differences, researcher scholarly habits are, for the most part, similar to their English-language counterparts'. Basic research methods have changed surprisingly little in the networked information environment. For humanities scholars, research still relies on original works such as books, films, or manuscripts as well as secondary critical literature in the shape of books, journal articles, or collected essays.⁶ There are significant regional characteristics though, such as greater reliance on bibliographies and research guides in French and German, or the essay in Spanish. For interdisciplinary or social science scholars, research focuses on cultural artifacts as well as records and qualitative and quantitative data. Secondary sources such as journal articles and grey literature are also important.⁷ Scholars tend to discover these artifacts through "chaining" or citation tracking rather than database searching, as well as through the building of personal collections and through talking with colleagues and at conferences.

As technology has made sources more accessible, even if this has happened at a slower rate than in other areas, researcher habits have changed accordingly. Foreign-language scholars now have many more ways to find books, for example. The integration of major world libraries such as the *Deutsche Nationalbibliothek* or the *Bibliothèque Nationale de France* among other national libraries, into *WorldCat* provides the researcher with a much larger universe than the local university catalog for finding material. These developments provide another welcome discovery tool in *WorldCat.org*, though, particularly for countries with loose legal deposit laws or where national bibliographies were non-existent or sporadic, such as Portugal. However, access to the resources discovered through these tools is mostly still in print, or via interlibrary loan (ILL). Regional publishers show continued reluctance to create foreign-language e-books,

both in the academic and commercial spheres. The *Google Books* project, which includes material from the *Nettie Lee Benson Latin American Collection* at the University of Texas at Austin and the *Bayerische Staatsbibliothek*, among others, provides access to many digital books but because of copyright restrictions, this has so far been limited predominantly to older materials. The growth of non-commercial dissertation databases such as *DART-Europe E-theses Portal* has also been useful for broad access to foreign dissertations although access from all countries and timeframes is not universal.

For journals, however, the problem is reversed. Several foreign countries, for example, in Latin America, have very high rates of open access journal publication, as well as substantial collaborative international repositories.⁸ This means that many scholars engaged in foreign-language research are accustomed to the wide availability of open-access electronic journals that is not always the case in English-language research. This is further complicated by the lack of access to foreign-language material through specific commercial databases in US libraries. While foreign-language databases are finally moving away from the CD-ROM or access by password model that impeded access, lower rates of inclusion of foreign language journals in English-language databases means that resources are not always widely accessible.⁹ In addition, databases of foreign-language materials such as the subscription-based *Electronic Enlightenment* or *PRISMA: Publicaciones Y Revistas Sociales Y Humanísticas* are often sidelined in libraries due to the specialized nature of resources or pricing models that rely on FTE rather than numbers of language students. Lastly, and in contrast, a few foreign journals (particularly in French) are still only available in print or are not completely indexed. These are only accessible via browsing and are often threatened by storage and space demands in US libraries. In all cases, familiarity with ILL is still key for requesting articles.

The scholar's access to the manuscripts, archives, gray literature, and government documents that form the backbone of research has grown considerably due to mass digitization projects. This has proved particularly beneficial for foreign-language research because of the travel costs that had been involved. National or regional digital library projects such as the Bibliothèque Nationale de France's *Gallica* or *Deutsche Digitale Bibliothek* as well as the EU portal *Europeana* provide excellent full-text access to varied documents and cultural artifacts. This access is supplemented by projects run by smaller libraries, of which the *digitALE: Periodici digitalizzati della Biblioteca Alessandrina* serves as an example, as well as improved access to data sets, for example *Latinobarómetro*. Nevertheless, and particularly for research into former colonies, for example, much remains to be digitized. In addition, web preservation remains a problem, though projects such as *Latin American Government Documents Archive* aim to help preserve some access to official webpages. Ultimately it means that the need to travel for fieldwork has not disappeared completely. In this way, the researcher may run into differing values and levels of library and information service abroad.

Lastly, new methods of digital scholarship are gradually becoming more common. Digital humanities projects are well established in some countries, with Germany and France serving as exemplars.¹⁰ In the US, foreign-language digital humanities scholarship has mostly focused on putting texts online, though scholars have developed several interesting dynamic literature projects such as *Danteworlds* or *Artamène ou le Grand Cyrus*, as well as projects that work with cultural heritage data like *Mapping the Republic of Letters*. Recently, greater effort has been made to collaborate on digital humanities projects across geographic or cultural borders.¹¹ Library support for these projects, however, varies in each instance.

For scholars outside of modern language or area studies departments, dependence on foreign-language material may be declining. Traditionally, the fields of art and art history have relied on Italian-language materials, while many reference materials and collections of source documents in the field of classics or medieval history were created by German scholars in the nineteenth century.¹² However, while 95 percent of PhD programs in English have foreign-language requirements, citation studies have shown that English-language materials form an increasing percentage of citations in history, classics, linguistics, and philosophy.¹³ In a 2005 study by Jennifer Knieval and Charlene Kellsey that also examined art, English literature, music, and religion, the number of English language citations averaged 78 percent.¹⁴ Citation rates varied, though, and the authors found that certain languages are still relevant for specific fields, including “German in classics, linguistics, and religion; French in history, literature, and music; and Italian in art.”¹⁵ Lower citation rates may also be linked to many variables including declining library purchasing power or the fact that foreign-language materials, and especially journals, are often less visible within commercial English-language discovery systems.¹⁶ It seems that for the most part non-US researchers share similar habits to their US counterparts. There seems to be a slightly greater increase in reliance on personal libraries, perhaps due to regional problems such as censorship or military and civil strife. There may also be language differences; for example, Argentine researchers show a higher reliance on French materials.¹⁷

Language instructors play a vibrant if overlooked role in foreign-language research. While many language instructors do not publish subject-based research, such as literary studies as part of their position, many engage in pedagogical research projects, and they will need access to secondary foreign language educational literature like books and journals. In addition, language teachers often search for materials to use in their classes, e.g., music, images, videos,

texts, or other cultural artifacts. Fortunately, the language teacher's access to primary sources has greatly increased through the growth of digital libraries and newspapers in the target language.¹⁸ The minimal availability of streaming foreign-language film services (although open access and commercial services are growing) means that teachers' use of DVDs remains high too, despite frequent problems acquiring or playing these materials. Widespread adoption of Computer Assisted Language Learning (CALL) indicates that many language teachers are more comfortable with new technologies than their literature or cultural faculty counterparts. Because of strong traditions of cooperation, language teachers learn as much from colleagues, conferences, and informal communication as from books and journals.

Students

Graduate students, on the other hand, are just starting to understand these disciplinary communities and issues. As students progress in the degree, they move from requiring basic secondary critical literature on classic works of literature or film toward, as they engage with their thesis or dissertation topic, a need for foreign-language primary sources. Literary students start to pay more attention to the edition of a book, while anthropology or political science students start to focus on data sets or cultural artifacts. As such, advanced graduate study tends to require hard-to-acquire materials, such as literary archives, historical newspapers, or films. While digitization programs have greatly improved the graduate student's access to these materials, many students may also undertake a period of research abroad in order to gather data. Students who are preparing to carry out doctoral research abroad may need additional assistance preparing for foreign research realities, including locating archival finding aids before they leave, understanding foreign information structures, or acquiring letters of recommendation for access to libraries.

While graduate student language skills are normally very high, graduate students may not become aware of more specific disciplinary resources until later on in their studies. A study of Latin American Studies Association graduate student members, for example, found that knowledge of key Latin American research resources “in print or in less obvious electronic resources available through a library's subscriptions” was fairly low, which is worrying in a field where the majority of research materials are still not available online. This may be because foreign-language studies form a “high-scatter field as opposed to traditional low-scatter disciplines where resources are consolidated, controlled, and standardized,”¹⁹ and graduate students may feel overwhelmed, firstly by the seeming wealth of information that is now available digitally, but secondly, by the amount that is still hard to access.

For undergraduate students, who are often still learning a language, foreign-language research can be a major challenge. Undergraduates tend to require access to core canonical literary, film, or cultural materials. Modern language program majors develop advanced language skills and students are expected to read or study primary source texts and materials in their original language. Undergraduate students also need access to core critical literature in the shape of books and articles. This can also be problematic. While much critical literature is written in English, databases that students are already familiar with, like *JSTOR*, are not always the best resource for foreign language or current material.²⁰ Furthermore, a reliance on common English-language web tools such as *Google* or *Wikipedia* means that students often ignore the existence of similar tools in the target language, for instance *google.fr*, or tools that local researchers may use more, e.g., the social network *Orkut* in Brazil. The reliance on interlibrary loan means that students can be caught by the need to request materials early, while the lack of opportunities to do fieldwork, or to engage more deeply in the discipline also means that students

often do not see the full information landscape, such as the effect of the digital divide on information access and publishing.

Locating Foreign-Language Information Resources

Scholars engaged in the foreign-language fields rely on a broad array of sources both in the foreign language as well as in English. National idiosyncrasies mean that access to bibliographic material and output varies considerably, and the advent of digital technologies has further complicated matters. For example, in France, the digitization of research resources has tended to proceed independently rather than through US commercial partners. In Germany, "the long history of bibliographic documentation and control...makes it possible to survey the printed output of these countries with great precision over a period of more than 400 years."²¹ Brazil's strong tradition of technology and science means that more innovative research tools have emerged from South America, though Portugal is gradually catching up. As such, the foreign-language librarian is faced with the formidable task of navigating the mix of free and subscription-based resources that are available in English and in the foreign language to scholars today. The following strategies and guidance should help librarians locate foreign-language related material.

Searching in General Catalogs

Foreign-language material is well represented in large collective catalogs such as *WorldCat*, which integrates material from several national libraries, including the national libraries of France, Switzerland, Germany, Chile, Mexico, and Spain. The Center for Research Libraries also possesses significant foreign holdings. Nonetheless, libraries may not be keen to lend foreign-language materials through ILL, particularly hard-to-acquire historic resources or DVDs. In addition, national libraries may not have integrated all their material into *WorldCat*, meaning that

for comprehensiveness, the national library catalog should be searched independently and in conjunction with national bibliographies.

As a general rule of thumb, catalogs that are produced in the US or the UK should be searched in English first, as they tend to use English thesauri or controlled vocabularies to find relevant results. In this way, these common resources provide a familiar way for librarians with few language skills to start locating research materials. In addition, many tools will allow patrons to narrow an English-language keyword search by language, which helps findability. While these library resources may not always be the first place a student starts his research, and any search should be complemented by foreign resources (see below), they provide an excellent place for the librarian to learn about English-language or major foreign-language sources on a topic.

Within the library catalog, English should be used for subject headings or keyword searching unless the title of a work or a specific or well-known phrase is being searched, such as *bildungsroman*. In this way, a search for books about Muslim clothing in France could begin with the strategy (*headscarf or veil*) and *France*, followed by a keyword search on the more commonly named *foulard*. If there is an anglicized version of a word, both versions should be used, for example *Andalusia or Andalucía*. In both library catalogs and discipline-specific databases that are largely English language, search both the English and foreign keywords because the latter can pick up foreign-language texts that don't include the English terms: *eiffel tower or tour eiffel*; *dirty war or guerra sucia*. Accents are not always recognised by English-language catalogs, but should be included where possible as they can often change the meaning of the word: *te* [you] and *té* [tea]. Accents can be added to a word by using alt-key codes or changing keyboard layouts.²²

More specifically the general scarcity of foreign-language material in many US libraries means that catalog subject heading searches should be creative, for example, “Spanish Language -- Argentina” often pulls up different options than “Argentina Spanish Language” or “Language and culture – Argentina.” Furthermore, any search should cover the name of the country as well as the language in order to be comprehensive, as the following examples demonstrate:

German literature -- 19th century

Literature -- Germany

Germany Literature And Society 19th Century

Germany -- Literatures -- History

German American literature

Folk literature, German

For dictionaries, it is important to distinguish between monolingual dictionaries, (e.g. Portuguese language -- Dictionaries) and bilingual dictionaries which require the addition of English in a subject heading search (e.g. Portuguese language -- Dictionaries -- English). A keyword search may be more useful for finding dictionaries of linguistic variations, as subject headings, for example, do not distinguish between the Brazilian Portuguese and Portugal Portuguese. In addition, as many European tools are based on British English, it may also be worthwhile to include the more commonly-used British spelling or variants in a search for Western European foreign-language material, for example *old age pensioner or senior citizen; petrol or gas; drink driving or drunk driving*. Lastly, many titles of older works may be hidden in older collections of works. This is particularly prevalent in older Spanish or Latin American publications such as the *Biblioteca de Autores Españoles*. For this reason, a keyword and a title search should be conducted for older titles.

Searching in General and Specific Academic Databases

Publishers are incorporating more foreign-language scholarship in their databases. *Web of Science* and *Scopus* have greatly increased their Latin American journal coverage since 2006, while major vendors such as EBSCO and ProQuest have created foreign-language specific databases such as *Francis* or *PRISMA*.²³ Database content generally includes major foreign journals, as well as a wide selection of English-language journals that cover foreign-language topics. General databases like *Academic Search Premier* tend to provide a good starting point for many popular foreign language topics, for example, immigration or a classic author, but content is obviously very limited compared to specialized databases. Well-known subject-specific tools such as the *MLA International Bibliography (MLAIB)* (for modern languages, literatures, dramatic arts, folklore, and linguistics) or the *LLBA: Linguistics and Language Behavior Abstracts* (for linguistics and language sciences) provide the best general access to foreign-language materials in those fields. These databases tend to be more expansive, and index articles, book chapters, and dissertations among other items.

Similar strategies are used to search within a database as within a catalog. Specialized database indexes such as the *MLAIB* may also include an abstract and author keywords in the foreign language. In this way, a comprehensive search will include both English and foreign keywords as well as using the database's subject headings or thesaurus. This is particularly important for queries related to ethnic minority groups, who are often known by many different names, such as: *Ona Indians or Fuegians or Yaghan or Selk'nam*. Most databases will also allow searches to be limited by language. Therefore, at least three searches may be beneficial in order to be comprehensive. When searching the topic of Romani in Italy, the strategy may be:

*(Romani or Romanies or Roma or G*psy) and Italy*

*(Romani or Romanies or Roma or G*psy) and Italy* [limited to Italian language]

Zingari [Italian word for Roma]

Using the appropriate wildcard symbol for the given database, *g*psy* will retrieve both *gipsy* and *gypsy*. As this search demonstrates, common techniques can often be problematic with foreign words. Truncation may not be as effective, for *Roman** would bring up many references to Caesar, among other false drops. This search also shows the importance of using *or* Boolean operators in general databases, to capture the nuances of language, but, as some databases do not allow searching on accents, the accent on Romá (*gypsy*) is not recognised in *Academic Search Premier*, meaning that results will bring up article on *gypsies* as well as the city, *Roma (Rome)*. Language limit fields also rely on the accuracy of database cataloging, so that sources might be missed--for this reason a mixture of searches using English and foreign-language terms is most effective.

Searching Foreign Language Resources

While general academic library tools are incorporating more foreign-language content, specialized foreign language databases provide access to significant amounts of unique content. Fortunately, many Italian, Portuguese, and Spanish research tools (for example the Spanish database *DIALNET*) are free to use. Due to their traditions of bibliographic control, French and German tools are often commercially rather than freely available, though a good ILL system in the home library will help to enhance accessibility.

Foreign-language databases tend to be much broader in scope than English-language resources. For example, the Brazilian database *SCIELO* covers engineering, health, and the arts among other topics. Tools tend to include book and essay citations as well as journal articles, though, as these databases do not always support OpenURL linking options, the integration with

ILL is rarely seamless. Most databases will index locally or regionally-produced material only, although *RedAlyc*, a Latin American cooperative database, covers journals from 157 countries (though predominantly from Brazil, Mexico, Spain, and Colombia).

For librarians who have little or no language experience, searching in a foreign language can be intimidating. However, several strategies will help librarians navigate unfamiliar resources. For a start, many databases offer multiple language interfaces, and some of them default to English if they detect a US IP address, e.g. *Redalyc*. Tools like *wordreference.com* provide an excellent bilingual dictionary, as well as a synonym thesaurus, both of which are helpful for keyword generation. *Wordreference.com* also has forums that can be useful for getting a sense of the context of the translation, or guidance on non-standard words that may improve searches for some topics, for example the French “verlan” for slang derived from North Africa. While *Google Translate* or the Chrome browser, which has automatic translation features, can provide quick translations, or an overview of a webpage or resource content, they are not completely accurate. Word processing programs can also be set to check spelling and accents, though again, this is not foolproof. Working with unknown languages can be a great opportunity, however, to give up control of the keyboard and draw upon the student’s language knowledge to assist in research consultations. The combination of linguistic and cultural knowledge of the patron combined with librarian search techniques is normally very effective, as well as empowering for the students.

Foreign-language resources can be found in a variety of ways. Professional associations often maintain lists of key resources. WESS, the Western European Studies Section of the Association of College and Research Libraries (ACRL), maintains a comprehensive guide to relevant specific resources in eight geographic regions, including France, Germany, Italy and

Iberia. Resources are geared to librarians and include materials such as newspaper archives and digital texts, as well as links to national bibliographies and library catalogs. WESS also maintains an extremely useful list of indexes for magazines and periodicals from the sixteenth century onwards, which is invaluable for questions about historical theater or book reviews, for example. Iberian Studies in SALALM (ISIS) has a more complete listing for resources from and about Spain and Portugal, while the Latin American Network Information Center (LANIC) offers a more general list of Latin American resources, though this site is not all actively maintained. In addition, WESS, SALALM's Bibliographic Instruction Wiki, and even the LibGuides main community page maintains a list of subject and course guides for many major universities.²⁴ These can provide very helpful lists of core resources in the field, including bibliographies, indexes, research guides, and more.

Lastly, foreign-language resources can often be found through search engines such as *Google*. The overwhelming predominance of English on the web, however, as well as new trends that personalize search engine results based on your location mean that research should not be limited just to a basic *Google* search. The advanced search will allow students to specify language or region. In addition, many large countries have a country-specific version of Google, for example *google.fr* (France) and Portugal's *Google Scholar* at *scholar.google.pt*. A search for Silvio Berlusconi in *google.com* will bring up mainly news reports from US and UK newspapers. After specifying Italy as the region, Italian versions of US news outlets show up, such as *Huffingtonpost.it*. Limiting by Italian language and Italy as the region returns Italian political party websites (and a fan club!) as well as the *Huffington Post*. A search in *google.it*, on the other hand, retrieves a much higher proportion of Italian and Italian-language webpages and

newspapers. *Google.it* also provides a list of related Italian searches, which could be useful for finding additional synonyms and search words.

Further Strategies

For more in-depth questions, professional associations are key. Foreign-language collection development is unusually collaborative, and the breadth, as well as the challenges inherent in the field, means that there is a long tradition of sharing information between local, regional, and international librarians and libraries. As such, professional associations provide access to substantial networks of subject specialists, as well as advice on collections, reference questions, and more. Core associations include SALALM (Seminar for the Acquisition of Latin American Library Materials), WESS (Western European Studies Section of the Association of College and Research Libraries), REFORMA (The National Association to Promote Library & Information Services to Latinos & the Spanish-speaking), IFLA (International Federation of Library Associations), and CRL (Center for Research Libraries), and groups such as CIFNAL (Collaborative Initiative for French Language Collections) or GNARP (German-North American Resources Partnership). Through the listservs and annual conferences of these organizations, librarians can work with subject specialists who have years of experience and/or are often based in the foreign country. These contacts may also be helpful in the acquisition or borrowing of research materials. In addition, many librarians will have extensive language and cultural expertise as well as longstanding relationships with book vendors and knowledge of the book trade, having travelled within the country in question or through visits to international book fairs.

Other Foreign Languages

While this chapter focuses on major Western European language resources, these strategies are often applicable for non-Western languages too. *Wordreference.com*, for example, is available in

languages as varied as Arabic, Turkish, and Polish. *Google Translate* supports over fifty languages. *WorldCat* searches over thirty languages from forty-four national libraries. Specialized databases such as the *MLAIB* have no restriction on language or national origin of works while even general databases such as *Academic Search Premier* have over fifteen different language search options.

Nonetheless, searching in non-Roman languages still remains problematic, despite technological advances. Though many library catalogs now support non-Western characters, non-Western fonts are rarely installed on library keyboards, which are also often locked down. In this situation it may be easier to ask the student to bring her own laptop, if possible. In addition, library catalogs have not always supported non-Roman languages. Therefore, comprehensive searches will also need to be transliterated or converted into Roman-language characters. Romanization tables, which cover core search strategies for various non-Roman languages, are available from the Library of Congress.²⁵ However, due to the difficulties of transliteration, particularly for older materials, searches should be as broad as possible, such as also searching by last name, first initial as well as by last name, first name. Major authors who are well-known in the United States or who have Library of Congress headings, e.g. Fyodor Dostoyevsky, may not require transliteration. However, to ensure comprehensive searching, *WorldCat* or other databases (e.g., *MLAIB* uses Fedor Dostoevskiĭ instead) should be checked for spelling variants even for well-known authors.

Professional associations are also crucial for non-Western languages. The Slavic and East European Section of the ACRL maintains a list of research resources, as does the North American Coordinating Council on Japanese Library Resources.²⁶ These pages provide English-language access to resources and frequently give assistance in working with non-Roman

characters. In addition, the *Guide to Reference* provides recommendations for reference sources in a variety of areas including geographic region, by language, and by source (e.g., dictionaries). *Reference Reviews Europe* does the same for European languages not covered here. The Center for Research Libraries also maintains a useful list of reviews of major global and international electronic resources.²⁷ Lastly, a *Google* search for a phrase like *japanese library research* or *research guide chinese* that is limited to *site:.edu* will often pull up existing online pathfinders or subject guides that will point new librarians to relevant resources.

Research Skills within the Foreign Languages

As this chapter has shown, each foreign language has its own idiosyncratic publication and research practices, which means that research skills must necessarily vary. In addition, the interdisciplinary and growing nature of foreign language research means it is hard to make sweeping generalizations about research practice. However, while information literacy has not been widely written about in the foreign languages, the following could be used as a starting point.

- Recognize the importance of understanding regional variations in all aspects of foreign-language research, including how those variations impact availability of publications and indexing tools and how differences in vocabulary impact search strategies.
- Understand the structure of information available in the target language, particularly in relationship to a country's print and digital publishing landscape.
 - Understand the limitations of relying on standard English-language research tools for finding foreign-language publications.
 - Understand the effect of the digital divide and the representation of typically marginalized groups on digital and print publications.

- Identify and use key English and foreign-language research tools to locate information
 - Understand the different means and habits of scholarly communication within each language, including the importance of different formats e.g. the essay and varying attitudes to digital publishing.
 - Understand the different means and habits of informal communication within each language, including social media and web tools.
 - Understand the everyday tools that speakers of foreign languages use.
- Create effective search strategies
 - Understand the importance of searching in the target language, and recognise the effect of vocabulary on search strategies, e.g. differences between Canadian and Moroccan French.
 - Know how to discover the controlled vocabulary within research tools, including standardized or transliterated spellings.
 - Critically assess the representation of different cultural groups or practices through controlled vocabulary.
 - Understand when to ask for assistance with foreign language research, especially for interdisciplinary or historical research.

Selected Sources/Further Reading

The following list of selected recommended resources is intended to highlight core sources and should only be used as a starting point. While there is certain overlap between pan-European or Latin American sources, sources selected here were chosen for their availability and accessibility as well as use in the field.

French

Catalogs

- *Atelier National Reproduction Thèses*, www.diffusiontheses.fr/ (accessed 28 July 2013)
- *Bibliographie de Belgique*, www.kbr.be/bb/fr/Bbstr1.htm (accessed 28 July 2013)
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