

Can First Language Information Literacy Support Second Language Information Literacy Development? A Translanguaging Perspective

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ABSTRACT

The field of library and information science has been calling for an asset-based approach to teaching information literacy (IL) to raciolinguistically and socially underrepresented students (Folk, 2019). Although existing research has provided valuable qualitative insights into teachers' and students' perceptions of this asset-based approach, we do not know to what extent this approach is effective. In this study, I will examine how IL experience in multilingual students' first language (L1) contributes to their IL self-efficacy (SE) in a second language (L2), through the critical quantitative approach (Stage, 2007). I will adopt the theory of translanguaging, which posits that L1 is not an impediment to learning in L2 contexts, and multilingual speakers can leverage available linguistic and semiotic resources to improve their communication and learning (García & Li, 2014). Using this theory, I will draw on variable-based and person-based approaches to explore how the relationship between L1 IL and L2 IL is influenced by translanguaging self-efficacy and transpositioning self-efficacy (transpositioning refers to breaking away from predefined language-related roles through translanguaging; it is an identity theory within translanguaging).

The variable-based approach models the relationship between L1 IL experience, L2 IL SE, translanguaging SE, and transpositioning SE. The person-based approach categorizes multilingual students into different profiles regarding L1 IL experience, translanguaging SE, and transpositioning SE (using Latent Profile Analysis) to see how students of different profiles differ in their L2 IL SE. This study demonstrates how critical theories can be integrated into the conceptualization, data collection, analysis, and interpretation of a quantitative project.

ALISE RESEARCH TAXONOMY TOPICS

Information literacy; Specific populations; Education; Pedagogy; Critical librarianship.

AUTHOR KEYWORDS

Translanguaging; Multilingual students; Asset-based instruction.

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