Cultural Shifts: Putting Critical Information Literacy into Practice

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ABSTRACT

This paper uses the example of foreign languages to explore the integration of critical information literacy into the curriculum of various disciplines. By closely examining the practices and values inherent in the foreign language information environment, the paper suggests that a critical vision of information literacy provides the most appropriate approach to help meet campus goals of educating students for transcultural competence. As such, the paper provides an example of the process and role of the librarian in integrating critical information literacy into disciplinary fields and proposes that this approach could be effective in global learning initiatives.

INTRODUCTION

Global education, which aims to develop students' global consciousness, has long been a goal of many institutions. Ninety-three percent of doctoral-granting institutions perceive that internationalization, which refers to institutional efforts to incorporate "global perspectives into teaching, learning, and research," has accelerated on their campuses in recent years (American Council on Education, 2012, n.p.). Within libraries, many institutions have responded by significantly increasing their provision for international and English–as-second language (ESL) students (Jackson and Sullivan, 2011).

Growing interest, however, does not always equate to the creation of "pedagogically and culturally responsive" approaches to new challenges involved in the globalization of education (Conteh-Morgan, 2003, n.p.). Data from the American Council of Education 2012 survey shows that the degree of internationalization at universities varies widely and has even declined in some areas. At the same time, many libraries have focused rather simplistically on how to help foreign students overcome the cultural, technological, and linguistic barriers to educational integration (Conteh-Morgan, 2003). Furthermore, there has been little focus on how libraries can support internationalization in other programs at their institutions. The foreign languages, for example, represent a surprising omission, considering the important role they can play in providing "background and cultural knowledge to contextualize the broader content covered in global issues courses" (American Council of Education, 2012, p. 12).

Accordingly, in this paper, the author uses the development of a foreign language information literacy (IL) program to argue that libraries need to re-examine their activities in support of the global campus and changing models of learning. A conceptual exploration of ways information literacy can be integrated into the foreign language curriculum is provided. Recognizing the importance of situating information literacy within the disciplinary context, the author draws on the Association of College and Research Library (ACRL) Standards to explore how traditional and newer critical models of information literacy can scaffold the unique realities of the foreign language framework. Additionally, the example of the foreign languages are also used to posit that information literacy can play an important role in the development of the "intercultural skills and competencies [necessary] to be successful in this globalized world" (American Council of Education, 2012, p. 3. n.p.).The author also argues that this approach to IL could help develop global learning on campuses.

Additionally, the author shows how her experiences might serve as an example to other librarians interested in integrating critical information literacy (CIL) into their own instruction programs. Despite Elmborg's (2012) being wary of standardizing and generalizing theory, much published CIL literature remains focused on first-year writing classes; and the inherent concepts remain problematic to many. Acknowledging that information literacy is a "complicated set of interwoven practices," the author does not attempt to draw up a blueprint for CIL in the classroom (p. 77). Instead, the careful examination of a discipline's information realities provides an example of how one librarian approached the integration of critical IL into the curriculum. In doing so, the author aims to

contribute to a wider reflection and focus on CIL throughout the information community. The paper begins with the author's examining the importance of information literacy within the concept of subject librarianship. She then provides a brief overview of foreign language pedagogy and disciplinary discourse before exploring how information literacy has traditionally been implemented in the foreign languages as well as in fields such as ESL. In the second half of the paper, new and traditional models of information literacy are situated within the foreign language context in order to suggest a basic guiding framework of practice. Lastly, the author suggests future avenues for research as well as examines the librarian's role in program design.

A THEORETICAL BASIS

Content and context are generally seen as the key areas of focus in the creation of an information literacy program. The context is often particularly problematic. Ray, as cited in Elmborg (2006), stated that in order for librarians to work in literacy education, they need "extensive knowledge of pedagogies and of the cultures and discourse communities of higher education" (p. 198). While the focus on pedagogy is becoming more central to librarianship, it is clear that if information literacy is not grounded within disciplinary culture or subject context, there is a risk of "creating a set of decontextualised or generic 'skills' which are seen as supplementary to core academic practices and behaviour rather than a crucial part of the mainstream academic mission" (Coonan, 2011, p. 8). It is, therefore, vital that librarians looking to establish an integrated and student-centered IL curriculum must understand a discipline's "history, the philosophies that are shared by its practitioners, and how its practices are shaped by those philosophies" in order to

situate IL in a meaningful context (Elmborg, 2003, p. 79).

A disciplinary focus does not just mean a focus on subject content. Subject-based information literacy has often been centered on content, such as the information retrieval tools used in the field rather than on examining the broader disciplinary practice. This narrow focus on information retrieval is problematic in its own right. It suggests that sources or knowledge can be found on a library shelf as "hard and fast truth" and that cutting and pasting what others have said on a subject is the definition of research (Fister, 1990, p. 506). More specifically, the severance of content from context leads to an emphasis on rote mastery of information skills rather than on using "context-relevant criteria to judge its validity and value as part of the academic dialogue" (Coonan, 2011, p. 8). The separation of content from context can also divorce IL from the broader "ways of knowing and constructing information" (Reed & Stavreva, 2006, p. 437). In this way, an overly narrow focus on research tools fails to integrate students more than superficially into disciplinary dialogue. It also impedes the development of the intellectual agility needed for developing transferable and lifelong information literacy practices.

Information literacy must be understood within the complete context, or landscape, in which it is experienced. For Michelle Simmons (2005), this involves studying disciplinary discourse, or the ways that members of a particular community "write, read, speak and research, as well as the assumptions they make, and the epistemologies with which they craft their arguments" (p. 297). For Lloyd (2007), the context is broader still, reflecting "the values of the community which characterize and help to construct the common

understandings" that are seen in language and also in cultural practice. The implication is that IL must go beyond focusing on the final product or the literature of the discipline. Research is a collaborative, social act during which communities "work together to formulate their interpretations of the world . . . and together decide which interpretations are acceptable" (Fister, 1990, p. 506). Consequently, students must understand the approaches and conventions of each discipline rather than just the products in order to start to "research and write like the specialists who inhabit these communities" (Elmborg, 2003, p. 73). It is only then that a student can start to develop a creative, critical voice within the disciplinary context and beyond.

FOREIGN LANGUAGE EDUCATION

What does this disciplinary focus mean in a foreign language context? Studying the history and philosophy of foreign language education will enable insight into the process and motivations of the field. An understanding of the unique information realities of foreign language education will help create an integrated IL program.

In 2007, the Modern Language Association (MLA) released a report that used the foreign language crisis associated with the 9/11 terrorist attacks to examine the direction of higher education foreign language teaching in today's multicultural society. Underlying the recommendations was the recognition that language is not just a way to communicate information. Instead, the report recognized that language is also "an essential element of a human being's thought processes, perceptions, and self-expressions" (p. 2). In other words, while native speakers speak with their own individual voices, their language also

reflects the "established knowledge of their native community and society," such as memory, experience, and social conventions (Kramsch, 1993, p. 43). As an example, the MLA report highlights that the phrase *the pursuit of happiness* connotes "cultural dimensions that extend well beyond [an] immediate translation" (p. 2). While a communicative approach to language, known as instrumental language learning, is important so that learners can understand and be understood by native speakers, language cannot be limited to just functional competence. Cultural or "ideational, interpersonal, and textual knowledge" is an essential part of language too (Breen & Candlin, 1980, p. 91). As such, constitutive language learning, or understanding these deeper practices of meaning making, is essential for the navigation of complex multilingual and multicultural global contexts (Kramsch, 2006).

The MLA report shows that the study of foreign language is not just limited to communicative or structural goals such as vocabulary or grammar. Instead, cultural knowledge, such as frames of reference, language materiality, or speaker intention is vital for navigating foreign language discourse. Whereas educating students to acquire this broad conception of native foreign language competency is not seen as feasible, the MLA report suggests that foreign language study must focus on facilitating students' transcultural competence, or the ability to recognize and reflect on differences between languages. As a result, foreign language study teaches students how to engage with speakers of a foreign language both on an instrumental and a constitutive level. By recognizing how different communities use cultural knowledge to construct and receive meaning, students can also start to reflect on their community and their world. This is

especially significant in the 21ˢᵗ century when communication technology affords more global connections than ever before. It is also increasingly important in the United States, where over 55 million people speak a second language (United States Census Bureau, 2010). In this much broader vision of language study, foreign language programs are seen as vital for understanding people and their communities.

How would this cultural competence be achieved? One of the principal ways to help students "consider alternative ways of seeing, feeling, and understanding things" has been through the analysis of cultural narratives such as literature, film, and media (Modern Language Association, 2007, p.4). The study of literary texts has traditionally been seen of prime importance in foreign language curriculum in higher education. However, this narrow focus has proven to be fairly restrictive.

This does not mean that written texts should be sidelined. Texts as ways that communities represent themselves are vital for foreign language study. However, as the American Council on the Teaching of Foreign Languages (ACTFL) national standards point out, if one of the major goals of foreign language study is to enable students to "recognize the distinctive viewpoints that are only available through the foreign language and its cultures," then it is important that language study be situated in broader, cross-cultural, historical, and geographic frames (Standard 3.2, n.d.). As a consequence, the MLA recommends expanding the scope of textual interpretation to look at how "background reality is re-established on a daily basis through [a broad range of] cultural subsystems" such as the mass media, local historiography, and major scientific and scholarly paradigms, among others (2007, p. 4). Furthermore, MLA

clarifies that the textual is only part of the "larger framework of the communicative" and the interpretation of meaning. The negotiation of cultural knowledge and conventions can take place through "events, texts, buildings, artworks, cuisines, and many other artifacts," as well as in language itself (Kern, 2002, p. 21).

The concept of literacy can be seen as the primary goal and the unifying factor in foreign language learning. Literacy goes beyond being able to read or write. Instead it should be thought of as an understanding of all communicative actions within a culture, a dynamic cultural process that involves the creation and interpretation of meaning (Kern, 2002). By way of illustration, language skills such as reading and writing function within cultural frameworks, or "particular systems of attitudes, beliefs, customs, ideas and values" (Kern, 2002, p. 22). As such, any study of language must also involve the analysis and interpretation of meaning in conjunction with these contextual factors, such as how different communities create and use texts.

In sum, the goal of foreign language learning is to educate students to become "linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad" (ACTFL, n.d., n.p.). Unlike in traditional language learning, this new concept of language utilizes a broad conception of literacy that empowers learners as "agents of culture across hegemonic lines" (Swaffar & Arens, 2005, p. 5).

INFORMATION LITERACY IN THE FOREIGN LANGUAGE CURRICULUM

The MLA report previously referenced (2007) shows that there is a growing interest in developing the foreign language curriculum and identity to meet changing needs and realities. Accepting the importance of context in an information literacy program, what is the library's role?

There traditionally has been very little focus on instruction or information literacy programs for foreign language students. Bosch and Molteni (2011) created a bilingual information literacy class to promote a culture of inclusiveness within the classroom as well as to connect with and to provide support for foreign language learners. Although the class touched on cultural foreign language goals, information literacy was not specifically tied to foreign language learning outcomes. Giullian (2009) created a subject-specific Slavic information literacy tutorial, but it focused on meeting course content rather than language learning goals. Similarly, while Reznowski (2008) explicitly highlighted how the library can support language learners, she focused on the provision and promotion of language learning materials rather than on integration with foreign language learning goals. Wang (2008) discussed a Chinese information literacy class but provided little information about the course objectives or activities. Several librarians described integrated IL-global studies programs that focus on global citizenship goals, but none considered the unique nature of foreign language information realities (Stevens & Campbell, 2006; Whitehurst, 2010).

Despite the strong interest in digital literacies, within foreign language literature, few foreign language educators have written about the integration of foreign language information literacy into their classes. Hock (2007) provided one of the most in-depth examinations, stating that information literacy can help students understand the "tools and critical abilities needed to gain 'a meta-linguistic awareness of the workings of the target language' . . . in its myriad textual manifestations" (p. 47). While she focused extensively on texts and tools, it is clear that she believed IL can help students interpret an essential part of what being German means. Edge and Samuda as well as Rosell-Aguilar also posited that information research is a useful method for language acquisition, though they focused mostly on communicative goals (Rosell-Aguilar, 2008; Edge and Samuda, 1981).

In a related field, librarians have also integrated IL into the ESL curriculum. Several studies examined how librarians can support communicative language learning goals of reading, writing, speaking, and listening through pedagogy and research activities. In her 2011 study that looked at how ESL students used the library for language learning purposes, Karen Bordonaro found that "language learning strategies in the four ESL skill areas of speaking, listening, reading, and writing can be found in library contexts," (p. 225) both through instructor use of language learning strategies, as well as through activities such as database searching or evaluation of articles. In Bordonaro's 2010 article, she examined database searching in depth, concluding that both student vocabulary and library strategies could be seen as unconscious methods of language learning. Other librarians have adopted equally interesting approaches that situate IL in second language acquisition pedagogy. For Miriam Conteh-Morgan and Dawn

Amsberry, knowledge of second language acquisition theory is essential for helping librarians design and teach more ESL courses, as well as create "a more rounded learning experience" for students (Conteh-Morgan, 2002, p. 195). Kamhi-Stein and Stein (1999) followed in this same vein, arguing that librarians should focus on adapting existing second language acquisition curricular models, such as content-based instruction, in order to integrate IL into the classroom. Laskin and Diaz (2009) agreed, arguing that course-integrated research workshops can constitute language learning activities.

In considering the foreign language context, it is clear that past research has explored the role that IL can play in being instrumental in communicative language learning, in which language is seen as a skill to convey information or mediate between people and the world. However, IL as yet has not been examined in light of constitutive foreign language learning, which looks at the social nature of language and ways language actively constructs objects and information.

INFORMATION LITERACY FRAMEWORK

As the MLA adopts a broader vision of language learning, it is important that libraries reflect on how these changing contexts impact the teaching of information literacy. In the United States, the ACRL Information Literacy Standards have traditionally been used to structure IL programs and assess IL skills. Promoted as a universal process that "is common to all disciplines, to all learning environments, and to all levels of education," the standards have been used widely in the construction of discipline-specific information literacy programs (American Library Association, 2000, p. 2; Morrison, 2010). Nonetheless,

librarians and teaching faculty are growing increasingly critical of the ability of the ACRL standards to meet their needs. One commonly stated shortcoming is that they are decontextualized from the research process and, as such, fail to reflect the social context of information and knowledge construction (Tuominen, Savolainen, & Talja, 2005). Other critics highlight how the standards, by their emphasis on efficient information retrieval, support a hierarchical system of knowledge production that is defined by, and accordingly, sponsors the economic and cultural elite (Pawley, 2003). In the case of foreign languages, a traditional ACRL standards-based IL program does not mesh well with the goals and objectives of foreign language study. The concept of universal standards that fail to account for difference, for example, fits awkwardly with the foreign language goal of scaffolding student transcultural competence or reflection on differences in meaning and worldview. Furthermore, while other national standards such as the 2004 (ANZIL) framework are far more attuned to cultural representations of information, ACRL Standards needs to adopt a broad lens to form the basis for foreign language information literacy.

Critical information literacy (CIL) is one such approach or alternative channel through which IL can be understood. Drawing on critical pedagogy, critical literacy, and critical information theories, CIL is hard to define but represents a departure from typical library practice. For Luke and Kapitzke (1999), the definition's focus should be on "the social construction and cultural authority of knowledge; the political economies of knowledge ownership and control; and the development of local communities' and cultures' capacities to critique and construct knowledge" (p. 483). In other words, CIL engages with the interrogation of the

"structures, functions, habits, norms, and practices that guide global flows of information and cultural elements" (Vaidhyanathan, 2006, p. 303). An example of this interrogation is questions about access and cost and their effects on different audiences. It covers issues of pedagogy, encouraging teachers to "recognize their positions of authority and the inherent biases they bring to the classroom," as well as engaging with the student agenda (Swanson, 2004, p. 265). CIL also reminds librarians that the concept of literacy is a "culturally situated phenomenon embedded within specific social, political and economic systems subject to (and potentially constitutive of) the power relations and ideologies that define particular moments in history" (Accardi, Drabinski, & Kumbier, 2010, p. xi). Swanson (2005) summed CIL up as a broad perspective on IL that:

- recognizes the potential for information literacy to support society's status quo in terms of class, race, or gender relations,

- views information as a social construct that is created by a human being for a particular use,

- recognizes the need for librarians, as important partners in the educational process, to move beyond the functional view of information literacy toward a more holistic view of information literacy,

- recognizes students as information users with their own experiences,

- emphasizes that information literacy is meaningless without

purpose and action (p. 67).

In sum, CIL supports the wider cultural realities and individual integrity that are neglected in traditional IL. As such, it forms a far more useful lens through which to focus the development of foreign language information literacy. A close examination of foreign language goals highlight how CIL supports the development of an appropriate IL approach.

A broader social context provides an example of overlap between foreign language and CIL practices. One of the key tenets of foreign language study is that language conveys experience or knowledge shared by other people in the community. It also creates experience or meaning through the use of language and non-verbal gestures, such as tone of voice or the communication medium (Kramsch, 1998). Accordingly, language cannot be conceived as static; instead, it is dynamically rendered through individuals and communities. Information is value laden and complex. However, by focusing on functional skills, traditional information literacy practice tends to reduce information to mechanics, meaning a *thing* that can be located or commoditized, thereby negating the social environment. Critical information literacy, on the other hand, highlights the importance of context and knowing how information works. By treating information as a "repertoire of historically based social practices involving production, dissemination and reception" (Elmborg 2012, p. 86) CIL emphasizes that access to information is "not just about information consumerism but also about individuals and groups of people actively shaping their world as knowledge producers" (Pawley, 2003, p. 448). Additionally, by recognizing that knowledge does not just exist as hard truth, students gain an understanding of

57

themselves as participants in a discipline (Fister, 1990, p. 506). Consequently, CIL directly echoes the movement to further situate foreign languages in their social context.

Secondly, both foreign language study and CIL recognize that engaging with language or information in its context (with biases of class, gender, and ethnicity) does not signify blind acceptance of the disciplinary discourse or reality. Foreign language teachers understand that language conventions and practices often obscure power relations and that the development of a critical consciousness is part of the educational process. Within the field of IL, traditional practice has tended to shy away from questioning knowledge production, including the question "'what should count as knowledge', 'for whom' and 'in whose interests'" (Luke & Kapitzke, 1999, p. 484). However, CIL recognizes that because information is socially constructed, it is "connected to larger cultural, historical, social and political systems" (Norgaard, 2003, p. 126). By highlighting these often hidden subcontexts, the tenets of CIL maintain that engaging with disciplinary discourse is neither a way to enforce existing power structures, nor is it a method of enforcing standardized thinking. Instead, it recognizes that disciplinary knowledge is extremely powerful, and it is vital that students "understand what they are becoming" (Elmborg, 2010, p. 71). Therefore, CIL reflects foreign language aims to engage learners in a deep awareness of disciplinary context.

The role of the student in the educational process is a third aspect common to both foreign language and CIL practice. While communicative foreign language competence is vital, the MLA is very clear that the mission of foreign language

education is not simply to replicate native language competency. Instead, the goal is transcultural competence, or the ability to reflect on oneself and the world through the study of language. The role of the affect and personal experience is seen as key, and the effect of language on identity has been examined thoughtfully (Kramsch, 2009). Traditional information literacy standards, however, often fail to recognize or value student experience by presenting a linear model of research that must be "replicated in all contexts for all students" (Elmborg, 2006, p. 194). On the other hand, critical information literacy teachers recognize that students enter the classroom with their own experiences and needs. This recognition could be as simple as understanding that students have had significant experience as information users and that they "must be given the opportunity to relate their experiences as information users to their first attempts at . . . research" (Swanson, 2005, p. 74). CIL also recognizes the affective dimension of learning and acknowledges "the emotional impact of information that conflicts with established knowledge or beliefs" (Coonan, 2011, p. 18). Anchored in the student perspective, CIL engenders understanding on a personal or local level, which can lead to greater understanding of a discipline on a broad level.. Thus, CIL supports the student-centered model of language study.

Lastly, a desire to create a more holistic educational practice is integral to both foreign language and CIL pedagogy. In foreign language study, this involves moving past the idea that literature or instructional texts are the only ways to explore transcultural competence. Language itself, as well as other social conventions such as gestures, is vital within the framework of understanding and meaning making. Traditional information literacy

practice remains very functional and focuses almost exclusively on engagement with traditional scholarly products of knowledge. A critical information literacy approach does not assume that information literacy is confined to the capacity to manipulate codified knowledge. Instead, Anne-Maree Lloyd (2007) has so eloquently argued, "information literacy is a way of knowing the many environments that constitute an individual's being in the world" (n.p.). In other words, CIL encompasses the entire information environment, which may include social, procedural, and physical information as well as the written final products. In this way, CIL addresses the broader world perspective of literacy.

The MLA recommendation that students know how to navigate research material provides an obvious opening for foreign language librarians. However, it is the focus that the report places on recognizing the social context and cultural values inherent in language that provides the most exciting opportunity. While traditional information literacy standards often fall short, it is clear that CIL could provide a robust approach for foreign language information literacy.

INFORMATION LITERACY IN PRACTICE

Critical information literacy not only provides a fitting approach for integrating IL into the foreign language curriculum, it also sets the stage for the creation of a model that entwines foreign language and CIL practices into a powerful and reflective pedagogy. Both foreign language study and IL agree that literacy involves the ability "to read the codes of our cultures and subcultures" (Elmborg, 2010, p. 73). In foreign languages, this includes understanding the deeper cultural knowledge or experience that a foreign

language speaker draws upon to make meaning. This affects all aspects of the community's everyday practices, including the creation, use, and valuing of information. By focusing specifically on analyzing the social practices that both define and bind information, on the cultural context that affects interpretation of an information source, or on the concept of authority impacting information, information becomes one of the cultural subsystems through which students can reflect on differences between languages. By scaffolding insight into cultural conceptions of information and knowledge, CIL becomes a key part of a student's knowing process in the foreign languages, as well as vitally important for the development of a student's transcultural competence. Thus literacy forms a bridge between IL and foreign languages, enabling deep and reinforcing integration between the two areas and, thereby, creating powerful instructional practice.

THE ROLE OF THE LIBRARIAN

While both foreign language departmental staff and student needs in a foreign language information literacy framework has examined in this article, the role of the librarian has hardly been mentioned. Success in achieving the IL goals previously referenced, however, is based on the accepted premise that librarians play an active part in the educational process of the university and that they are prepared to claim that role.

Literature about the library's role in foreign languages study most often translates to a focus on collections and facilities; this is an extremely passive role that overlooks the librarian's potential as an essential partner in the educational process. As the education system adapts to decreasing financial

support in an expanding global education market, it seems clear that the focus on pedagogical responsibility--both on the part of the instructor and the student--will only grow (Gilbert, 2000, p. 18). As such, librarians must be more vocal in demonstrating the role of IL in meeting campus pedagogical goals, as well as lifelong, workplace, or citizenship aims. The field of composition and writing has provided a good starting point for thinking about subject discourse, while a growing focus on embedded librarianship is providing impetus for integrated IL services. However, it is important that other disciplines build on these beginnings. Just as linguistic competence is based on the broader context of meaning rather than words and grammar, librarians must not focus solely on the visible products such as codified knowledge in the design of IL. Instead, they also must interrogate the deeper knowledge and meaning behind the content, such as pedagogy, discourse, and departmental or educational goals. As such, the recent trend toward embedded librarianship should instead be seen as the means of "facilitating a review of the curricula with a focus on a design for learning," rather than simply looking at content coverage (Association for Learning Development in Higher Education (ALDINHE), 2012, p. 2). In turn, this deeper integration into the curriculum enables a wider conception of practice. Just as librarians share IL practices across information users, information producers, and information professionals, they must ensure that the teaching of IL also draws this wide range of people, values, and cultures together (Elmborg, 2012). It is only then that librarians can really begin to shape practice.

Librarians must be ready to be more thoughtful today vs. in the past about their

role in higher education. In the past, educators saw their role as a neutral conduit for the transmission of knowledge (Kramsch, 1986). Within the library, this was interpreted as a call to be value-neutral: being efficient, faceless, and, ideally, disappearing in the search transaction (Elmborg, 2004, p. 6). However, as Alfino and Pierce (2001) eloquently argued, in the information age, the quest for neutrality runs the risk of deprofessionalizing librarianship "by making librarians deskilled technicians serving increasingly automated expert information systems" (p. 475). Accordingly, if librarians want to engage their users in meaningful and student-centered IL programs, they must understand that their real value lies in facilitating the complex and reflective inquiry that a machine cannot provide. For Kumaravadivelu (2003), this involves moving from the concept of teacher as a passive technician to that of a reflective practitioner and a transformative change agent--a holistic approach to teaching that is anchored in society and socio-political awareness (p. 16). To progress to that role, librarians must query their own values and assumptions as well as the aims and goals that guide their work. That is not an easy process, nor is it limited to librarians with deep subject knowledge. Instead, that evolution should be characterized as a deeply personal process that involves a willingness to learn and constant engagement with a critical consciousness.

FUTURE RESEARCH

By providing a conceptual overview of the overlap between CIL and foreign language study, the author of this paper has highlighted some areas of meaningful symbiosis. Within the foreign languages, one area of further interest is the role of IL in foreign language composition. While

Fister (1996) and Elmborg (2003) highlighted the importance of engaging with writing and rhetoric faculty and pedagogy, more research needs to be undertaken to discover how foreign language librarians can draw from and contribute to foreign language composition practice. Another area of potential research interest is the role of identity. Kramsch's (2009) perceptive work *The Multilingual Subject* provided deep insights into the subjective aspects of language learning, including memory and emotion. Coonan (2011) mentioned the importance of the affect and the formation of identity in the research process, but further research on the implications for foreign language learning would be useful. Thirdly, and particularly in the US, the position of the heritage speaker provides an interesting extension of second language acquisition. Defined as a speaker who has been raised in a home where the dominant language of a country is not exclusively spoken, the heritage speaker often shows very different needs than other second language learners. Bilingual students in Canada, for example, may also show very different needs. As the number of heritage and bilingual speakers grow, it is clear that more research needs to be done on how to design for developing or maintaining transcultural IL competence in this context. Lastly, Morrison's (2010) work is one of very few papers that examined cultural conceptions of information. Accordingly, much more work needs to be done to understand "the complexities of different cultures," and in particular, the different ways that individuals and communities view, create, and use information (Morrison, 2010).

More research also remains to be done about whether CIL forms an appropriate framework for related fields. As Kutner and Armstrong pointed out, one area in which CIL could be particularly relevant is in global learning goals (2012). Librarians contribute to the global focus on campus in terms of programming, resource development, and information literacy outreach, particularly for international and ESL students. However, outreach can often fail to take student individuality into account (such as immigration status and ethnic or cultural diversity by country) or can focus simplistically on attempting to help students overcome linguistic or cultural deficiencies (Chang, 2007). Thus, more research needs to be done to learn whether CIL, with its focus on providing a cultural broker model or a safe space to explore different cultural, political, and economic aspects of information and knowledge, can provide an appropriate and adaptable framework for global learning. On another level, research could explore whether CIL can contribute to global goals in other fields. Umoja Noble's (2012) work on the role of search engines in maintaining prejudicial stereotypes provides an interesting starting point, as does Drabinski's (2011) work on linguistic bias in library classification systems and Montiel-Overall's (2007) work on cultural models of IL. Internationalization is a two-way process that should be visible throughout the campus, and further related research is necessary and topical.

CONCLUSION

An examination of the current foreign language environment reveals that traditional conceptions of information literacy do not integrate well with the goals of the foreign language curriculum. However, critical information literacy could integrate well into foreign language disciplines. With its focus on the wider social context as well as on the identity of the learner, critical information literacy provides an expansive approach that could

61

form the basis of a meaningful and integrated foreign language IL program. More importantly, the information environment forms part of the cultural knowledge of a community. As such, the CIL classroom provides a safe space to consider differences in meaning and worldview, thereby actively contributing to goals of transcultural competence.

Critical information literacy might provide a useful approach for global learning in other fields. However, librarians may need to rethink their goals as well as their assumptions to be successful at broadening their sphere of influence. While this paper serves to explore the integration of CIL into one area of study, it also illuminates the need for further dialog about the role of librarians in the dynamic information age. For many librarians, pedagogical collaborations like those discussed in this paper may be out of their comfort zone; others may wonder if they are scalable. However, as information landscapes continue to evolve, librarians are ideally positioned to facilitate new learner capacities. It is only by taking a reflective, active stance that librarians will be able to carve out their niche in knowledge societies.

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63

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65