

**Abstract:**

Occasionally interpreter assistance is needed at the Library Desk but help isn't always available. Identifying this opportunity, I designed a solution using Google Translate. I created a set of instructions with step-by-step directions for colleagues. Equipment purchased to support this solution were wireless mice & keyboards. This was necessary in order to facilitate sharing in the typing and browsing process. The outcome of the adoption of this approach to service has been successful. No complaints regarding the usage of this tool have appeared and transferable uses of the tool have been identified. Google Translate has successfully assisted with clarification of name pronunciation. The wireless devices have assisted with learning at the Library Desk by allowing students to take over navigating or searching during a research or service transaction. This collaborative approach to learning at the Desk supports power shifting/ empowerment of the student/learner, by allowing them to be the center of learning, i.e. Critical Pedagogy.

Bridging Services Linguistically

**The Opportunity:** The distinction between "library" and "bookstore" many never be a question to some, however for language learners the encounter of false cognates (words that look/sound similar between languages but have no connection in meaning) can be a source of great confusion. An example of a false cognate between Spanish and English is "library" and "librería" (bookstore). Nearly every semester students and community members come to the Library Desk with the idea that they are at the bookstore. When this occurs and the student or community member has limited English, interpreter assistance may be needed. However, if the language need is outside the scope of a faculty or staff member then the academic process at the Library can be halted and a quick solution is sought. Identifying this opportunity, I designed a solution around a free resource, Google Translate.

**Intervention:** Seeking to meet the needs of limited English language speakers I realized that Google Translate could assist. Although not 100% accurate, it is an on demand free resource that covers a wide number of languages and an easier solution to adopt than trying to find a polyglot to work the Library Desk during all hours of operation. Using this tool as my focus, I created a set of instructions with step-by-step directions for colleagues. This document was approved by my department and necessary equipment was purchased to allow for use of this tool. Equipment purchased were cordless computer mice and cordless keyboards. This was necessary in order to facilitate sharing in the typing and browsing process. The topic of keyboards and languages (i.e. characters outside the Latin alphabet) was addressed by knowledge of keyboard shortcuts.

**Implement:** During the Fall 2016 semester at an all department meeting I presented the document and offered training. I explained to colleagues why the tool was needed and how to use it. There was question regarding accuracy and it was acknowledged that it was not perfect but could be used in situations if other help was not available.

**Outcome:** The outcome of the adoption of this approach to service has been successful. No complaints regarding the usage of this tool have appeared and transferable uses of the tool have been identified. One staff member described using Google Translate successfully to assist with helping to pronounce names of students. Another indirect benefit identified from this work has been enhanced learning and

service through usage of wireless mice and wireless keyboards. These tools have assisted with learning at the Library Desk by allowing students to takeover navigating or searching during a research or service transaction. This collaborative approach to learning at the Desk supports power shifting/ empowerment of the student/learner, by allowing them to be the center of learning, i.e. Critical Pedagogy.