

## IMPORTANCE OF JOURNALS ARTICLES IN LIBRARY AND INFORMATION SCIENCE

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### 1 INTRODUCTION

Generally it is considered that mostly journal retaliated with Library and Information Science (LIS) are more informative in relation to the academic pursuit covering all fields of academic information especially in higher education and these journals are produced in various languages, although those published in the English language are open to the widest international readership being a internationally accepted language This current paper discusses issues arising, with attention to the international impact of the research and professional expertise of those in countries with national languages spoken by relatively few numbers. Findings from a pilot research project are included. The larger research project focuses on the subject matter of articles from a large portfolio of LIS journals, considering common themes for specific journals, and how this subject matter relates to LIS higher education in a number of countries. However, the project considers the extentof the contribution from different countries and subject matter which is of international interest regardless of country of origin it may be of different continents.

#### 1.1 Aims and Objective

The aim of the research is to analyze the content matter of a portfolio of Library and information science journals over a year's volumes. This content analysis includes the identification of core topics found in variety of journals and 'niche' topics found only in certain journals. These topics will be analysed in terms of core areas of LIS curriculum in few countries especially in countries were journals are having more important

#### 1.2 Methodology

**To analysis the Selected of Emerald Library & information science journals for analysis**

Basically The portfolio of is journals have already been chosen to provide the reasons:

- Emerald is committed to encouraging publication of authors whose primary language isnot English, thus ensuring geographic spread.
- As we aware that Emerald publishes the largest portfolio of LIS journals;

Defining The Emerald LIS journals selected for analysis are those journals current for 2004 from the Emerald Librarianship and Information Studies Library which are also indexe Out Of the 28 journals in the Emerald Librarianship and Information Studies Library list, as 5 journals are not current<sup>ii</sup>, journals and 2 journals out of dated & we have considered only 21 journals for this study analyses current awareness-type journals are not included in the LISA database<sup>iii</sup>, leaving 21 journals for analysis in the study<sup>iv</sup>.

In this paper the bibliographic details of articles from selected Emerald journals were downloaded into a bibliographic software package from the LIS & this database. It was selected because of its easy downloading into bibliographic software, including keywords and abstracts (allowing for further in-depth analysis of content at a later stage in the research, if required)

## **2 BIBLIOGRAPHIC PATTERN**

In this article the bibliographic details of all the 2004 articles of the 21 selected Emerald journals in LIS, were downloaded into the Endnote bibliographic software package<sup>V</sup>. The use of a bibliographic software package facilitates the manipulation of the data and subsequent analysis of the subject matter of articles. Which are systematically arranged

## **3 RESULTS**

The full sample of 686 individual references was downloaded. In total there were 3646 keywords applied to the references in the full sample, giving an average of 5 keywords per reference. Of the 3646 keywords applied, there were 1119 distinct keywords, with the maximum occurrence of a given keyword in the sample being 73 times. (This keyword was 'USA'.) 690 of the 1119 keywords occurred only once in the sample, and 958 keywords occurred less than 5 times. A sub-set was selected for analysis of the content matter of articles consisting of the keywords occurring 5 times or more in the full sample.

### **3.1 Differing Curriculum**

In higher education the system of learning is of two types: the formal education of information professionals has to take into account the diversity of information work in the 21<sup>st</sup> century. Thus, many education programmes are becoming increasingly generalised, by providing a range of generic and specific skills together with an understanding of the underlying principles of information management, to enable LIS graduates to pursue various professional career paths (Brine & Feather, 2003). Gorman (2004) suggests that many library educators have been enticed by the lure of modern communication technology to concentrate on that technology and to dismiss areas of librarianship that do not fit within these technological boundaries. The 'lure of modern communication technology' has taken a large role in LIS education. A survey by Liu (2004) analysed course syllabi relating to education for digital libraries in North America, Europe and

Asia and found that courses offered on this subject have drastically increased over the past four years. Other studies have focused on e-learning, for example Newton (2003) discusses staff attitudes to e-learning and Gregory (2003) discusses student perceptions of e-learning. Gorman (2004) also points out that the American Library Association (ALA) accredits courses based on the school's own vision and mission rather than on national standards. Thus a librarian at an ALA-accredited school need not take any courses in cataloguing and classification, which Gorman argues is of extreme importance to the profession. Aspects of this theme have been well discussed in the professional library journals. Terris (2003) to some extent endorses Gorman's comments. Arguing that the increasing dominance in electronic media has resulted in the disappearance of traditional

cataloguing and classification in some UK library schools, Terris goes on to point out that the Semantic Web brings some recognition of the need to impose some sort of logical structure on the Web, which is the field of expertly trained cataloguers.

Gorman (2004, p.377) takes another step with his argument to say that “The gap between what is being taught in many LIS schools and what is being practiced in most libraries is wide and widening.” although it was found that the library schools seemed to be meeting the employers’ ‘key’ requirements. Another angle was taken by Audunson et al (2003), who focused on the ‘complete librarian’ when looking at redesigning the curriculum, and reported on the consensus of practising librarians who saw the core areas for librarians as knowledge organization and retrieval, promotion of culture and knowledge, knowledge of literature, organization and management of libraries and information technology. Yet another angle was taken by Mortezaie & Naghshineh (2002), who undertook a comparative study of graduate LIS courses in UK, USA, India and Iran. They found diversity in the courses offered, a correlation between the efficiency of the courses offered with the state of the information industry in each country and a widening chasm between LIS education in the developed and developing countries studied. In the library & information science.

Other than this there are many factors coming into play in terms of the LIS curriculum. Whilst it could be assumed that accreditation by the professional bodies has the potential to lead to some consistencies in core educational areas which meet employers’ requirements on an international basis, this is not necessarily the case. As stated above, Gorman (2004), the ALA accreditation process is not based on national standards. However, the Chartered Institute of Library and Information Professionals (CILIP) in the UK states:

When we are assessing a course the professional body will be primarily concerned with its relevance to current and developing practice in librarianship and information science, rather than purely academic issues. In view of the wide range of skills and expertise now needed for the efficient provision of information and the effective management of library and information services, the professional body does not seek to stipulate precise requirements for course content. Moreover CILIP’s course accreditation documents include a content checklist, so that those applying for accreditation can indicate how core requirements are covered in their courses. Which are related with LIS,

Defining such braying viewpoints and concerns indicate that the relationship between library education and library work requirements is a topic likely to be discussed in LIS journals and to be of interest to both academics and practitioners on an international basis. Hence the relevance of LIS journal content to professional education has the potential to optimise the international expertise of countries with national languages spoken by the some small members

#### **4 ARTICLE MATTERS**

Only marginally less frequent was the topic of training, which included training programmes and delivery (for staff and users), continuing professional training/education and LIS higher education. Together the two topics reflect professional changes driven by the Web and the need for all levels of training/education to keep pace with this change. Other frequent topics included collaboration/co- operation/consortia working and performance measures, indicating the increasing need for professionals to work together and to work to standards

for service delivery. This frequency of article topic reflects that of the total articles in the research sample (reflecting both English and non-English language descriptors). Thus these topics are of interest to both practitioners and academics on an international basis. The content matter of articles using non-English language geographic descriptors was analysed from the abstracts of these articles. The most frequent article topic related to the Web, although this included various aspects of the Web, such as finding reliable information on the Web, Web evaluation, Web library presence, supplying information via the Web, virtual libraries, etc. It is interesting to note that some Web-focus articles related to both Webmasters and to delivering training for librarians over the web, including building multinational teams for teaching and learning.

#### **4.1 Using language in LIS**

Basically languages in the journal of different countries and LIS includes a range of publications – journals, peer-reviewed journals, conferences, web-sites, books, chapters/essays, book reviews, reports, dissertations, patents, maps, catalogues and news – from a variety of publishers. A search in LIS for English language articles from peer-reviewed journals for 2004 gave a total of 5179. However, a similar search for non-English language articles from peer-reviewed journals for the same period gave 287 - just 5.25% of the total number of peer-reviewed articles (5466). This indicates that only a small number of non-English language peer-reviewed journals are covered in a major LIS indexing and abstracting service. This indicates that other means might be required to disseminate peer-reviewed articles written in languages other than English. & these languages may be of regional languages.

### **5 GEOGRAPHIC ANALYSES & LANGUAGES**

However, it must be stressed that geographic descriptors are not used for all articles. The keywords, in particular geographic descriptors, used for articles can convey a sense of whether English is the first language of journal article authors. The impression is that geographic descriptors are used only where the content of the article is country or region specific. It is assumed, for the purposes of this research, that a country as a geographic descriptor will indicate the language of the author. Whilst this might not always be the case, it will be the highest preponderance. For this purpose all geographic descriptors were considered rather than narrower focus on the sub-set of articles consisting of the keywords occurring 5 times or more in the full sample. Thus geographic descriptors which occurred only once were included to provide a fuller picture. Even when a particular country is specified in terms of a geographic descriptor for a journal article.

Mostly authors used his own language. it is difficult to ascertain the first language of the author. In some cases this is straightforward, such as USA, UK, France. However, a variety of languages are used in some countries, and 'the' national or first language can be difficult to determine. For the purposes of this research, language information was obtained from the CIA World Factbook (<http://www..cia.gov/cia/publications/factbook/geos/xx.html>).

If we look that India has 16 official languages. English enjoys associate status but is the most important language for national, political, and commercial communication; Hindi is the national language and primary tongue of 30% of the people; there are 14 other official languages: Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati, Malayalam, Kannada, Oriya, Punjabi, Assamese, Kashmiri, Sindhi, and Sanskrit; Hindustani is a popular variant of Hindi/Urdu spoken widely throughout northern India but is not an official language.

South Africa has 11 official languages:

11 official languages, including Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, Zulu.

If we look in a country like Tanzania, the situation is even more complex with 2 'official'

languages and various other local languages. Malta has two official languages:

Maltese (official), English (official)

And whilst English is the official national language for Uganda, a variety of other languages are used.

English (official national language, taught in grade schools, used in courts of law and by most newspapers and some radio broadcasts), Ganda or Luganda (most widely used of the Niger-Congo languages, preferred for native language publications in the capital and may be taught in school), other Niger-Congo languages, Nilo-Saharan languages, Swahili, Arabic. Kiswahili or Swahili (official), Kiungu (name for Swahili in Zanzibar), English (official, primary language of commerce, administration, and higher education), Arabic (widely spoken in Zanzibar), many local languages

Note: Kiswahili (Swahili) is the mother tongue of the Bantu people living in Zanzibar and nearby coastal Tanzania; although Kiswahili is Bantu in structure and origin, its vocabulary draws on a variety of sources, including Arabic and English, and it has become the lingua franca of central and eastern Africa;

### 5.1 Geographical Perspective

Even when a country is specified in terms of a geographic descriptor, it can be difficult to determine the first language of an author. Because it is his own cuisine Geographic descriptors can be used in terms of regions, such as Africa, Latin America, Europe. However, these regional descriptors are not used frequently, and are unhelpful in terms of language as a variety of languages can be used within these regions. Furthermore, a regional geographic descriptor can be used in addition to a country geographic descriptor. Other geographic descriptors which can be used in addition to a country descriptor are cities (used even less frequently than regions), libraries (not used frequently) and universities. Universities are used much more frequently (45 occurrences), but it is assumed that this would be in addition to a country descriptor as location is not always apparent from a university name. Within this research, it is interesting to note that the most frequently used keyword (overall, not just geographic) in this sample is 'USA'. This was used 73 times.

When the geographic descriptor Canada (7) is added to present the picture from North America, the total is 80.

Other geographic descriptors for countries where English is the first or national language (see as above <http://www.cia.gov/cia/publications/factbook/geos/xx.html>) include UK (40) plus Scotland (4) –total 44, Nigeria (14), Australia (10), New Zealand (6), South Africa (5), Ghana (4), Botswana (4), Ireland (1), Kenya (1) and Uganda (1)

Thus the total geographic descriptors used in this sample relating to English as a first or national language totals 170.

Other than this on contrary numerically fewer geographic descriptors relating to first or national languages other than English were found in this sample. They include India (10), Denmark (5), Germany(4), Norway (4), Greece (4), Israel (4), China (3), Kuwait (3) Pakistan (3), Taiwan (3), Netherlands (3), Tanzania (3), Singapore (3), Sweden (2), Slovenia (2), Croatia (2), Iran (2), Vietnam (2), Armenia (1), Brunei (1), Bulgaria (1), France (1), Hong Kong (1), Iceland (1), Indonesia (1), Italy (1), Lebanon (1), Maldives (1), Russia (1), Saudi Arabia (1), Spain (1), Turkey (1), Venezuela (1) and Malta (1). This total is 78.

It also indicates the presence of the work of authors from countries where English is not the first language in the professional literature – and not in inconsequential numbers – 31.45%. This suggests that these authors either have a good command of English language as well as their home country language or that they have used a translation service. It also indicates that some authors from non-English speaking countries prefer to publish in English language journals, presumably for better international readership and recognition.

Discussing, the matter in relation to the languages, however this sample identifies small frequencies in terms of some of the country geographic descriptors – particularly for those countries where English is not the first language. However, the country geographic descriptors also identify a larger range of countries where English is not the first language (34), compared with descriptors for countries where English is the first language (12). Other languages are same.

## **6 RECOMMENDATIONS AND SOLUTIONS**

### **Publishing in English**

Many opportunities are with the authors from countries where English is not the first language to publish in the broader English language journals. However some publishers offer translation services, see for example Emerald: As an international publisher, Emerald is committed to publishing a wide range of papers reflecting a truly diverse global representation of research in management and related fields. Emerald values its authors extremely highly. It is primarily but not exclusively aimed at those authors whose first language is not English. We have carefully selected (by assessing a sample of work and obtaining references) various editors whose skills are of a high enough quality that we are willing to advocate them on our website. These editors have extensive experience in either the business and management or scientific and technical fields and we list some of their additional specialities below. Please click the name for further details. <http://hermia.emeraldinsight.com/vl=3731109/cl=24/nw=1/rpsv/editingservice/index>



Some potential articles may be lost because the English is virtually unintelligible, and an editor could reject such an article as not suitable to be sent for review. Editors of these journals can also offer opportunities, such as a themed issue of a journal on, for example, the LIS curriculum. Such an issue would invite contributions from all countries and would not relate only to educators because, as indicated in the section on curriculum, the views of practitioners regarding what is valuable in the curriculum for future information professionals are welcomed. Translation services could help for such opportunities. An example of recent themed issue of a journal is *Library Management*, which focused on 'Repository print libraries: vital strategies in the digital world' (2005), an area of interest to most information professionals. Some journals should be considered for publication. Another potential for publishing in an English language journal is that of joint authorship, bringing together both authors whose first language is English and authors whose first language is not English. An example of this is the article 'Change and innovation in European LIS education' by Virkus and Wood (2004), which discusses case studies in both Estonia and the UK in the context of facing challenges such as globalisation, competition and responses to changes in higher education.

English journal. If such an article could be published in both languages it would maximise readership.

Information professionals, regardless of country or language have a wealth of information to share. Conferences such as IFLA bring together information professionals from a variety of countries, and conference presentations, whilst not in all languages, can be in any of the accepted IFLA languages – English, French, German, Russian, Spanish. IFLA conferences present wonderful opportunities to network with people from other countries, which leads to the potential for future joint authorships to be explored – and for conference papers to be expanded and developed for future article publication

### **6.1 Double Publication (Publishers Working Together)**

Publication of the same article in two journals in two different languages raises copyright issues. However, many publishers are open to suggestion, and if they could come to a copyright agreement with the correct acknowledgements, there is the potential for the same articles to be published in two journals. Journal editors would be the first point of approach. English language readers could then be alerted to a potential wealth of information in non-English language journals.

Another possibility is for publishers to work together directly towards dual publication. For example, in Croatia, a most prestigious national journal for publication is *Vjesnik Bibliotekara Hrvatske*, which is published by the Croatian Library Association. As it is included in LISA, and special issues edited by important professionals serve as mandatory exam literature for the two Croatian library schools, and if authors aspire to publish in this journal of their professional association, then it would seem that publishers of English language journals would be interested in the content, which published also in English could be brought to the attention of the English-speaking world. This is an area which has potential for publisher collaboration. The contents could be more widely disseminated and

the publisher could gain access to another source of copy and gain recognition for such an initiative.

## **7 CONCLUSIONS**

Findings of a pilot research project have identified the contribution to a large portfolio of English language LIS journals by authors whose first language is not indicated as English to reflect subjects which are topical and of international interest. This includes LIS education, which is an area of focus not only for academics but also for practitioners in terms of changing professional skill requirements. Various possibilities are suggested to bring the research and professional expertise from countries with national languages spoken by relatively few numbers to the attention of the English speaking world.

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