

An Exploration of Translator and Interpreter Training Offered by Professional Translator and
Interpreter Associations in Canada

by

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A thesis submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

Transnational and Comparative Literatures

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Abstract

Over the last several decades, Canada has seen a diversification as well as an overall increase in immigration which has introduced a variety of different translation and interpreting needs that play a vital role in facilitating immigrant integration. Given the fact that these translation and interpreting needs, which include official document translation and medical and legal interpreting, may have a direct impact on legal status or quality of life, it is vital that they are carried out by competent qualified professionals. However, translator and interpreter training and education in Canada primarily focuses on the two official languages, English and French (Echeverri; Kumbe; Mareschal). Contemporary training and education programs are primarily found at postsecondary institutions, although they historically have their roots in training programs offered by professional associations. In order to develop a more thorough understanding of the training options currently available to translators and interpreters working in immigrant language combinations, this thesis provides an overview of contemporary training activities taking place at provincial professional associations, being guided by the following research questions: What training is available to translators through professional associations? What role do professional associations play in the training of professional translators? Overall, how is this training perceived by those that oversee and facilitate it? Finally, how does this training compare to that offered by postsecondary institutions?

Four provincial translator and interpreter associations are included in this study: the Association of Translators and Interpreters of Alberta (ATIA), the Association of Translators and Interpreters of Ontario (ATIO), the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ), and the Society of Translators and Interpreters of British Columbia (STIBC). Both quantitative and qualitative methods were used in order to create a detailed overview of

current training activities. The quantitative element included the collection of descriptive statistics relating to the content, instruction, and scheduling of training activities, which were compiled from published materials and information on association websites. The qualitative element included a questionnaire, which was used to triangulate an analysis of the descriptive statistics, as well as semi-structured individual follow-up interviews, which were used to explore the personal perceptions of administrators in relation to association training, its benefits to the sector, and its relationship with postsecondary instruction. Three association administrators, one each from ATIA, ATIO, and OTTIAQ, participated in the qualitative portion of the study.

What this thesis overall demonstrates is that association training plays a vital role in the instruction of Canadian translators and interpreters by responding to needs associated with sectoral and global economic realities. Training across all four associations targets key vocational topics which provide incoming professionals with a strong base of relevant knowledge and skills and experienced professionals the opportunity to either update their existing knowledge and skills or gain proficiency in newly-relevant knowledge or skills. That being said, each association maintains a unique formulation of training which responds to the particular needs and realities of its provincial jurisdiction. Although association training occupies a key role alongside postsecondary education in ensuring a cohesive instructional environment for translators and interpreters in Canada, the diversity of language specific training still remains fairly limited. In an effort to continue expanding and improving the instructional environment for Canadian translators and interpreters, this thesis concludes with a set of recommendations, which primarily focus on opportunities for inter-organizational collaboration among provincial associations and between associations and postsecondary institutions.

Preface

This thesis is an original work by Monika Pitonak. The research study, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board 1, Study Title “‘If You Speak It, You Can Translate It, Right?’: An Exploration of Translator Training Offered by Translation Associations in Canada”, Study ID Pro00133846, October 10, 2023. This work was supported in part by a Canada Graduate Scholarships-Master’s Program from the Social Sciences and Humanities Research Council.

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Introduction

The translation and interpreting (T&I) sector in Canada, as it exists today, has a history that dates back to the 1960s. In general, the sector has historically been and remains primarily dominated by the translation and interpreting of French and English, including work carried out for use by the federal government, civil service and judiciary system, and for administrative and commercial use (Desjardins and Florentin 213; Echeverri 153, Forsyth 4; Mareschal 250-52). Typically, translation in Canada occurs in an English to French translation direction, with translators primarily being Francophones translating into their mother tongue (Mareschal 252). This particular character of the Canadian T&I sector is a result of federal and provincial official language legislation, which stipulates that federal services and documents be made available both in English and in French, and that French is used in public and commercial spaces in Quebec. This legislation, in combination with the demographic significance of Anglophones and Francophones in Canada, was the leading cause of the development of translation and interpreting training and education programs during the mid- to late twentieth century. As a result, the overwhelming majority of full degree programs have historically, and still today, focus on the translation and interpreting of the two official languages in order to train translators and interpreters to respond to official language translation and interpreting needs.

However, the gradual and consistent increase in immigration flow into Canada throughout the latter half of the twentieth century and the beginning of the twenty-first century has introduced new and diverse translation and interpreting needs. These include official document translation, public document translation, and community interpreting in a variety of settings, including medical and legal interpreting. Due to the enactment of immigration policies in the 1960s that have allowed for immigration originating from a large diversity of countries

(Driedger 55-59; Farmer 124-25; Green and Green 431-32; Jedwab 7; P. Li 141; Quell 9), the language diversity of immigrants has greatly expanded. As a result, translation and interpreting needs exist within this extensive language diversity, and therefore translators and interpreters working in a large variety of immigrant languages are required. These translators and interpreters require training or education in the same way that translators working with official languages do because translator and interpreter competence are considered to be expert knowledges and require some form of training or education in order to functionally be attained. However, the majority of translator and interpreter training and education offered in postsecondary institutions remains fairly limited in terms of the available language combinations. Full degree programs are available primarily in French-English and English-French combinations, with a few programs offering Spanish as part of a combination with an official language. In recent years, shorter certificate programs focusing on immigrant languages have been expanding, but remain limited to major immigrant languages such as Mandarin or Arabic.

Existing scholarship on translator and interpreter training and education in Canada has focused exclusively on these postsecondary programs (Echeverri; Kumbe; Mareschal). However, postsecondary programs are not the only way through which individuals enter the T&I field (Gile 12). Given the fact that there may not be relevant postsecondary options available for translators and interpreters of immigrant languages due to the limitations in available language combinations in postsecondary programs, as well as the recent trend in diminishing postsecondary programs, these individuals most likely do and will continue to enter the sector through other means, such as through provincial professional associations (*Survey* 85). Although this fact is mentioned in scholarly work (Kelly 41), to date there has not been any research conducted on its specifics. There is thus a gap in the academic understanding and analysis of

translator and interpreter training and education occurring outside of postsecondary environments, which results in an incomplete understanding of the professional sector. Without a clear understanding of the training activities occurring outside of the postsecondary environment and directly within the professional sector, it is not possible for postsecondary programs to effectively adapt to contemporary training and education needs. Intending to address this gap, my thesis aims to provide an overview of the translator and interpreter training being offered by provincial professional associations across Canada in order to develop a more comprehensive understanding of the training and education options available to translators and interpreters working in immigrant language combinations. Through providing a clearer image of contemporary training and education needs, I hope that this understanding will help guide the development of future programs, both in postsecondary settings and in the professional sector.

The research that I conducted was guided by the following questions: What training is available to translators through professional associations? What role do professional associations play in the training of professional translators? Overall, how is this training perceived by those that oversee and facilitate it? Finally, how does this training compare to that offered by postsecondary institutions? Four professional associations were included in the research: the Society of Translators and Interpreters of British Columbia (STIBC), the Association of Translators and Interpreters of Alberta (ATIA), the Association of Translators and Interpreters of Ontario (ATIO), and the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ; the Order of Certified Translators, Terminologists and Interpreters of Quebec). Incidentally, these associations represent the four Canadian provinces which see the largest volumes of immigrant intake.

This gap in understanding of the activities occurring in the professional sector that I am working to address is in part a result of the divide between the academic and vocational spheres of the T&I sector, which had developed during the development and expansion of Translation Studies as an academic field (Gouadec 366; Hu 201; Orlando, *Training 21st Century Translators and Interpreters* 13, 40-42; Sayahen 200). Academics and professional translators and interpreters have largely worked in separate spaces in separate ways, with distinct perceptions of which topics should be focused on and developed within the field. In particular, professional translators and interpreters tend to consider theory and abstract conceptualizations of the field and of translation and interpreting as not particularly relevant to the practical concerns they encounter in their daily work (Orlando, *Training 21st Century Translators and Interpreters* 44). As a result, there has been a distinct lack of collaboration between the academic and vocational spheres within the T&I field. Recently, however, there has been increased interest from both sides to bridge this gap and encourage collaboration between academics and professionals, particularly in training environments, where both academics and professionals tend to hold positions and be valued as instructors (Gouadec 364; Orlando, “Training of Professional Translators in Australia” 197-200). Through providing an overview of training activities occurring at professional associations, I hope to contribute to bridging this gap between the two spheres by illuminating an aspect of the professional world that has received little to no attention to date and demonstrating the value that training activities at professional associations offer translators and interpreters. Additionally, through consolidating data about training activities at multiple professional associations in Canada, I hope to provide information to professional associations about approaches taken by other associations that may be useful in the development

of future training programs and events and in order to foster potential collaboration between associations themselves and between associations and postsecondary institutions.

My thesis begins with a literature review that will establish the existing socioeconomic and sociopolitical context that has affected the translation and interpreting sector, including the development of training programs throughout the latter half of the twentieth century, and has shaped the sector's contemporary context. This review is presented in two sections, with the first discussing the history and development of translator and interpreter training in Canada as well as federal bilingual policy, and the second discussing the historical and contemporary context of immigration and immigration policy in Canada, as well as translator and interpreter competence. The next section focuses on methodology and includes details about the process used to gather data as well as details about the participants involved in the study. The following section provides detailed descriptions of the training activities occurring at each individual association. It is separated into four sub-sections, each focusing on one of the professional associations included in the study. Each sub-section includes details about the sources used to gather data as well as descriptive information and statistics gathered from those sources. This is followed by a section focused on overarching trends and issues present across association training in Canada as a whole. It includes a comparison of the training carried out at the four professional associations, identifying points of commonality and divergence, a discussion of the effect that economic factors have on the facilitation and attendance of training opportunities, an examination of the differences between the concepts of training and education as they relate to the data collected and the co-existence of postsecondary and professional training and education, and a consideration of the way that associations currently collaborate with various organizations, including postsecondary institutions. The conclusion section of this thesis provides a set of

recommendations that have been developed from the collected data, which may be used in the development of future programs.

Overall, I demonstrate that professional associations provide training opportunities that are valuable both for professional translators and interpreters with significant experience and for those individuals who are newcomers to the field. In particular, the training provided by associations responds to the economic conditions and restrictions faced by translators and interpreters today by providing affordable and accessible options. In addition, the typical lack of language combination specificity in professional association training opportunities, which tends to be strongly present in postsecondary offerings, allows the content of the training to be relevant and useful for translators and interpreters working with a large diversity of languages, thus responding to the needs of immigrant language translators. In this way, the training offered by provincial associations fills a need which is distinct from that addressed by postsecondary programs. Thus, professional association training exists alongside postsecondary programs in order to ensure a variety of relevant training opportunities within the Canadian T&I sector. However, professional associations face challenges in providing or expanding their training options largely due to limitations of resources, which is also becoming a common occurrence in postsecondary institutions. In order to potentially address these challenges and encourage a continuation and expansion of association training, the recommendations included in the conclusion largely focus on interorganizational collaboration in the hopes that both professional associations and postsecondary institutions might benefit from a sharing of resources.

The Historical Development of Translator and Interpreter Training and Education in Canada

This section discusses the development of the Canadian translation and interpreting (T&I) sector as it relates to T&I training and education over the past several decades, beginning in the mid-1930s. The first part of this section focuses specifically on the establishment and growth of courses and programs up until the present day in order to demonstrate the particular focus on official language instruction and the resulting gaps in currently available programs and courses. This is followed by a discussion about official bilingualism in order to explain the key factors which have impacted the development of the T&I sector as a whole, led to the existence of contemporary training and education programs and shaped the sector's overarching role within Canada.

Translator and Interpreter Training and Education in Canada

Research on translator training or education in Canada is highly focused on offerings in postsecondary institutions. The first major study or overview of all translator training and education offered was included in the sectoral *Survey of the Canadian Translation Industry* which was conducted in the late 1990s with a final report being published in 1999. The *Survey* was carried out by the Canadian Translation Industry Sectoral Committee, led by the federal Translation Bureau in partnership with the federal Ministries of Industries and Human Resources and key representatives within education and the market, including individuals from professional associations, universities, and members of private companies (Mossop 16). The *Survey* states that universities were the primary institutions of translator, interpreter, and terminologist education, with only two colleges (Vancouver Community College and Algonquin College) providing

instruction in community interpreting (30). There were eleven university members of the Canadian Association of Schools of Translation (CAST), as can be seen in Table 1.1.1, which all offered various levels of degrees. CAST had been founded in 1973 in response to the development of translation programs during that time by representatives from the Universities of Ottawa, Montréal, and Laval as a way of facilitating communication between universities and ensuring that programs would be relatively comparable (Delisle, *La Traduction au Canada* 91; Mareschal 253). In 1999, as described in the *Survey*, the majority of these institutions (75%) were located in Québec and Ontario, particularly in the Québec City-Montréal-Ottawa corridor (31). The institutions in these provinces were the only ones at the time to offer graduate degree programs, and accounted for 87% of all translation students in Canada. The *Survey* also found that, although the overall number of new students remained stable, there was a decrease of students registering in full degree programs and an increase in students registering in shorter programs such as certificates (31-32). Finally, the *Survey* briefly mentions that most Canadian professional associations offered some form of professional development courses to their association members, however, it does not provide any specific details about these courses, only that the associations in Québec and Ontario were the most active in this regard due to their size (85).

Following this industry-focused study, there have since been several published academic research studies that have worked to provide a cohesive history and analysis of translator training and education in Canada. In particular, Geneviève Mareschal and Álvaro Echeverri's articles and Kornebari Baritore Kumbe's PhD dissertation provide detailed insights into the development of translator training and education in Canada. As described in these three publications, translation and training in translation in French and English started gaining ground in the mid-1930s to early

1940s, with the training being strongly vocational in nature. The federal Translation Bureau was founded in 1934,¹ and the first translation course was offered in 1936 by Pierre Daviault, a Parliamentary translator, at the University of Ottawa (Durieux 42; Echeverri 155-56; Kumbe 68). This course was focused on translation from English into French, was developed for public servants, and culminated in a certificate upon completion. In 1940, professional development courses began to be offered by the Association des traducteurs du Québec and the Société de traducteurs de Montréal. The Association began offering their courses in particular as a response to worries about the quality of French translations being published in newspapers and other public forums (Echeverri 151-52). The Société, on the other hand, through organization by Jeanne Grégoire and Georges Panneton, began offering their evening courses due to requests from an association of bilingual secretaries, many of whom worked for the federal government (Echeverri 154-56; Kumbe 75). These courses were aimed towards training translators who would go on to work for the federal government and eventually became integrated into, and offered by, McGill University. Additionally in 1940, Grégoire and Panneton founded the Institut de traduction de Montréal, which offered translation courses (Echeverri 156; Kumbe 76-77). The Institut was annexed by the Université de Montréal in 1944, and became fully integrated into its Extension de l'enseignement in 1965 (Delisle, *La Traduction au Canada* 77; Kumbe 82). Translation training began to transition from certificate programs to full degree programs in 1951, when the first full degree program dedicated to translation, the Master of Arts, Translation Specialization, was created in 1951 by Jean-Paul Vinay at the Université de Montréal (Kumbe

¹ The Translation Bureau was founded in order to respond to translation and interpreting needs existing between English and French, especially in order to ensure that Francophones were able to communicate and participate in federal government spaces. Due to Canada's particular colonial history involving both France and England, there have historically been significant populations of both Anglophones and Francophones across Canada, which have had especially significant contact in the Central and Eastern provinces.

84). Overall, this first stage of T&I training and education development was characterized by the involvement of both professional and academic institutions and individuals in courses and programs which aimed to produce qualified professionals.

The training activities carried out by the Association des traducteurs du Québec and the Société de traducteurs de Montréal especially demonstrate how professional associations were highly influential in the establishment of training practices for translators. The founding of translators' associations began with the formation of the first association in Canada, the Cercle des Traducteurs des Livres Bleus, being founded in Ottawa in 1919 (Delisle, *La Traduction au Canada* 35, 63). The Association of Translators and Interpreters of Ontario (ATIO) traces its history back to the Cercle des Traducteurs des Livres Bleus, being founded in its current form in 1962, and first began offering professional development courses in 1975 (75, 96, 122). The Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ) traces its organizational lineage back to the Société de traducteurs de Montréal, being expanded provincially as the Société des traducteurs du Québec (STQ) in 1965 and its contemporary iteration including the terminologist profession being established in 2000 (Delisle, *La Traduction au Canada* 77, 122; "L'Ordre"). Professional associations in other parts of Canada were founded later in the 1970s and 1980s, with the Association of Translators and Interpreters of Alberta (ATIA) being founded under the name Alberta Association of Translators and Interpreters in 1979 and the Society of Translators and Interpreters of British Columbia (STIBC) being founded in 1981 (Delisle, *La Traduction au Canada* 105, 110). Although the first translators' associations were founded on a local municipal basis, bringing together translators working in the same urban centre, associations today are organized on a provincial basis.

Current translators' and interpreters' professional associations in Canada are considered to be under provincial jurisdiction, which provides the advantage of these associations being able to understand and respond to particular traits of their regional market (Delisle, *La Traduction au Canada* 35). These associations function as professional regulatory bodies and are referred to in French by the term "ordres professionnels." These organizations serve the public interest by regulating the use of professional titles, regulating their members' activities, engaging in disciplinary action if and when necessary, and advancing the development of the profession (Balthazard; "Ordres professionnels"). They should not be confused with the French "associations," which are primarily focused on protecting their members' interests. Provincial associations except for OTTIAQ are part of the Canadian Translators, Terminologists and Interpreters Council (CTTIC), which coordinates certification exams in order to ensure national standardization of T&I certification. CTTIC was founded in 1970 as the Canadian Translators and Interpreters Council (CTIC), taking the place of the Society of Translators and Interpreters of Canada (STIC), which had been founded in 1956 (Delisle, *La Traduction au Canada* 72, 86). The Council conducted the first certification exam in 1975 with the cooperation of STQ, ATIO, and the Corporation of Translators and Interpreters of New Brunswick (CTINB) (95). Overall, the foundation of these associations and their continued presence in the realms of T&I training and certification highlights the sector's focus on maintaining a high quality of professional practice, which is ensured through established postsecondary programs as well as training and continuing education activities carried out by provincial associations themselves.

The development of university translation education programs began to pick up steam in the late 1960s, resulting in the creation of nine different undergraduate programs by the end of

the 1970s (Mareschal 250). In 1968,² the Master's in Translation at the Université de Montréal was replaced by a Licence³ in Translation which began running in September of that year, which was converted into an Honours Bachelor's in Translation the following year (Kumbe 90-94). This program was of particular interest to the federal government and was used in order to recruit translators for the Translation Bureau, thus solidifying the B.A. as the national standard for professional education. In 1971, the School of Translation and Interpretation was founded at the University of Ottawa and began to offer an Honours Bachelor's in Translation (Delisle, *La Traduction au Canada* 88; Kumbe 72). The School was a department within the Faculty of Arts and was allowed to function independently, a factor which the director of the Department of Linguistics and Modern Languages at that time, Guy Rondeau, considered necessary. According to Rondeau, the provision of translator education programs required a different approach from that of other academic disciplines due to the need for the programs to evolve autonomously in response to key market changes and adapt to the needs of future translators and interpreters. In this way, university education became strongly enmeshed within the professional sector through being the primary pathway through which new professionals developed necessary skills and knowledge before entering the professional field.

According to Mareschal, by 2005 there were thirteen university members of CAST (see Table 1.1.1) who were offering various translation and interpreting programs, as well as one additional institution, Vancouver Community College (VCC), which was offering instruction in

² Additionally in 1968, Laurentian University began offering a Bachelor's in Language Sciences through its Schools of Translators and Interpreters (Kumbe 97-98). This program was the first translation education program in Canada that was not focused exclusively on translation between the two official languages, with students required to select a third language from Spanish, Russian, German, or Italian. This program was unique due to its multilingual orientation and international vision, with fourth-year students being given the opportunity to visit industry members or institutions, including the United Nations offices in New York. Unfortunately, Laurentian University no longer offers translation programs and was no longer part of CAST as of 2018.

³ The term "licence" refers to an undergraduate degree typically three years in length.

community interpreting (253). As had been established in the late 1960s and early 1970s, bachelor's degrees were now the heart of professional translator education, being specifically designed to respond to the needs of the T&I market (254). That being said, there was a large variety of different programs that was being offered, including Master's degrees and doctorates, as well as certificates, minors, or concentrations within Bachelor's degree programs which were not themselves specialized in translation (254-55). Mareschal explains that the majority of these translator training and education programs were in official language combinations, primarily in an English to French translation direction with primarily Francophone students being enrolled in the programs of that translation direction (252). This can be understood as a result of the particular qualities of the Canadian translation market, of which a significant portion involves translation between the official languages, particularly for use by the federal government, civil service, and judiciary system, and for both administrative and commercial uses (Desjardins and Florentin 213; Echeverri 153, Forsyth 4; Mareschal 250-52). In particular, a significant amount of written material tends to be originally written in English and must then be translated into French. Overall, postsecondary programs in the early 2000s, especially degree programs, continued to primarily cater to T&I needs involving the official languages.

As of 2018, there were fourteen university members of CAST (see Table 1.1.1) and the programs available for official language translation and interpreting have remained relatively stable. This stability includes the geographical location of the institutions offering full degree programs: similarly to the description in the *Survey*, most programs are found in Ontario and Québec, with no options at all located west of Manitoba. As explained by Mareschal, this demonstrates that T&I training and education is prioritized in areas with significant interaction between the two official languages: the Canadian federal centre and provinces with historically

significant Francophone populations (251). As it is these areas that have the highest translation and interpreting needs due to the interactions between individuals and groups with different official languages, more trained professionals are required in these areas in order to keep up with T&I needs.

However, since the early 2000s, there has been an increase in the number of programs that are currently being offered with language combinations including a non-official language. Mareschal found that programs dealing with non-official languages were typically short in nature, and specifically mentions translation certificates in Spanish-French and German-French offered at the Université de Montréal as well as the program in community interpreting at Vancouver Community College which focused on Asian languages most commonly used by immigrants in the area (253, 255). Spanish in particular was a common addition due to the growing demand of Spanish translation being caused in part by an increase in trade from Latin American countries that had resulted from the establishment of free trade agreements (Mareschal 252; *Survey* 33). This still applies to currently available programs, which are summarized in Figure 1.⁴ Although the Master of Conference Interpreting at Glendon College at York University is offered in eight different language combinations, the other two full degree programs only offer Spanish as an additional optional language. Shorter programs offer a wider diversity of language combinations, with the University of Toronto's School of Continuing Education offering the largest variety with eleven different combinations. Spanish is overall a commonly offered choice, able to be pursued through six of the eight non-degree program options. Arabic, Chinese⁵

⁴ Please note that the information presented is accurate as of June 22, 2024 and may be subject to change in the near future.

⁵ Although there are many different Chinese languages (Statistics Canada differentiates between the following categories: "Hakka," "Mandarin," "Min Dong," "Min Nan (Chaochow, Teochow, Fukien, Taiwanese)," "Wu (Shanghainese)," "Yue (Cantonese)," "Chinese, n.o.s.," and "Chinese languages, n.i.e."), some courses or programs do not specify which language(s) in particular they focus on and only include the term "Chinese". For this reason, I will be using this term when no specification is provided.

(Mandarin in particular), and Japanese also show up in multiple different programs, demonstrating that these languages in particular seem to have a high demand for translation and interpreting. Programs including non-official languages have a wider geographic spread across Canada, notably including the University of Alberta and Simon Fraser University; however, these two universities only account for three of the eleven total offerings, with no full degree programs at all. The rest of the offerings, including the three full degree programs, are all offered at universities in Ontario and Québec (five options offered by universities in Ontario and three offered by universities in Québec). In this way, the training and education options for translators and interpreters of immigrant languages through postsecondary means are still primarily located in Central Canada, following the trend of official language training and education. All three of the full degree programs are offered at universities who are members of CAST, with the two translation programs being developed from programs initially only focused on translation between the official languages. That being said, six of the total options (slightly more than half) are offered at universities who are not members of CAST, which demonstrates that other institutions have identified the existence of a need for T&I training and education in a larger diversity of languages. In fact, in the offerings from CAST institutions, the MCI at York is the only offering including non-official languages other than Spanish, and with that program being one focused on interpreting, none of the CAST institutions therefore offer any translation training or education for non-official languages other than Spanish. This demonstrates that established T&I institutions and programs have in general remained reluctant to include additional languages within their programs, with the expansion of non-official language training through short programs being led by non-CAST universities which do not have an established history of official language T&I training or education. In this way, the expansion of T&I

instruction in immigrant languages is largely taking place outside of historically-established institutional programs.

Although the variety of language offerings has increased significantly, it still remains very limited, especially when it is compared to the number of non-official source/target languages offered by provincial professional associations: about 30 in ATIA's directory, 35 in STIBC's and well over 100 in both ATIO's and OTTIAQ's directories. Additionally, some programs and offerings in Spanish have been suspended starting in 2020: classes in English-Spanish translation at McGill, and the Honours B.A.s in Spanish-English-French Translation at the School of Translation and Interpretation at the University of Ottawa. As well, although Simon Fraser University's offerings were open during the majority of the duration of this study (which is why they have been included in the list of current offerings), those programs and courses are currently not accepting new students. Whether these programs will re-open to new students in the near future is not specified. Similarly, the individual translation courses offered at the University of Waterloo are not all offered every year, which may cause them to be inaccessible to students. Although the institutionalization of translator and interpreter training and education has led to the majority of practitioners, especially those working with official languages (81% in the *Survey's* count (17)) to be formally trained and hold at least an undergraduate degree, due to the relative lack of postsecondary programs in non-official language combinations, it is likely that a fair number of translators and interpreters working with non-official languages will continue to enter the field being either self-taught or informally trained (Kelly and Martin 592). As well, an increased institutionalization of training or education in non-official languages would likely result in a significant cost increase of translation and interpreting services, which may make those necessary services less accessible, thus indicating that increased institutionalized training

or education may not necessarily be the ideal solution (Kearns 13). Therefore, current courses and programs at postsecondary institutions do not offer a complete solution to contemporary T&I instructional needs.

Year (Attribution) Province	1999 (<i>Survey</i>)	2005 (Mareschal)	2018 (“Universités membres”)
Manitoba	Université de Saint-Boniface	Université de Saint-Boniface	Université de Saint-Boniface
			University of Manitoba
Ontario	Laurentian University	Carleton University	Ryerson University
	University of Ottawa	Laurentian University	University of Ottawa
	York University	University of Ottawa	York University
		York University	
Québec	Concordia University	Concordia University	Concordia University
	McGill University	McGill University	McGill University
	Université de Montréal	Université de Montréal	Université de Montréal
	Université du Québec à Hull (now en Outaouais)	Université de Sherbrooke	Université de Sherbrooke
	Université du Québec à Trois-Rivières	Université du Québec à Trois-Rivières	Université du Québec à Trois-Rivières
	Université Laval	Université du Québec en Outaouais	Université du Québec en Outaouais
		Université Laval	Université Laval
New Brunswick	Université de Moncton	Université de Moncton	Université de Moncton
Nova Scotia			Dalhousie University

Fig. 2.1.1. University Members of CAST

	Name of Institution	Program/ Training Offered	Prerequisites	Language Combination(s)
Degree Programs	Glendon College at York University	Master of Conference Interpreting	Undergraduate degree	English and Arabic, English and French, English and Mandarin, English and Spanish, English and Portuguese, English and Russian, English and German (resources permitting), English and Turkish (resources permitting)
	Université du Québec à Trois-Rivières	Translation B.A.	Québec applicants: completion of Diploma of College Studies (DCS/DEC) or previous experience; non-Québec applicants: thirteen years of pre-university education, one year of postsecondary studies, or a B.A. in French secondary education	Spanish and English to French
	Université Laval	Translation B.A.	Québec applicants: completion of Diploma of College Studies (DCS/DEC); non-Québec applicants: Secondary School Diploma and one year of university studies	French, English, and Spanish
Short Programs with Significant Prerequisites	University of Alberta	Certificate in Translation Studies	Enrollment in B.A.	English and French, English and Spanish, English and German, English and Ukrainian, English and Japanese
	Glendon College at York University	Certificate in English-Spanish/Spanish-English Translation	Enrollment in or completion of B.A.	English and Spanish
	Simon Fraser University	Legal Interpretation and Translation Certificate; Medical Translation and Interpretation Certificate	Completion of B.A.	English and Mandarin
	Université du Québec à Trois-Rivières	Certificate in Spanish Translation	Québec applicants: completion of Diploma of College Studies (DCS/DEC) or previous experience; non-Québec applicants: thirteen years of pre-university education, one year of postsecondary studies, or a B.A. in French secondary education	French and Spanish
Short Programs with Minimal Prerequisites	University of Toronto's School of Continuing Education	Certificates in Translation	Language proficiency	English and Arabic, English and Chinese, English and French, English and Japanese, English and Korean, English and Portuguese, English and Spanish
	Niagara College	Language Interpreter Program (culminates in Statement of Completion)	Secondary School Diploma or equivalent	English and any other language
Individual Courses	University of Waterloo	Individual courses	Enrollment in degree program	English and Arabic, English to Chinese, English and French, English and Spanish
	Simon Fraser University's School of Continuing Education	Individual courses	Language proficiency	Mandarin to English, Japanese to English

Fig. 2.1.2. Current Postsecondary Programs and Courses Involving Non-Official Languages

Bilingualism in Canada

The overwhelming presence of English and French translation both in the translation market as well as postsecondary training and education programs can be attributed to Canada's official policy of bilingualism, which establishes English and French as the country's official languages. The history of official bilingual policy in Canada dates back to the British North America Act (BNA Act) of 1867, in which Section 133 stipulated that English and French were both official languages of the Canadian legislature and that either language could be used by members of the Senate and House of Commons, and also that individuals could use either language in federal courts as well as the provincial courts of Québec (Abu-Laban and Couture 441; Cardinal et al. 580; Charbonneau 495; Delisle, *La Traduction au Canada* 60; Mossop 3-4).⁶ However, the predominant Anglo-conformist ideology of the time resulted in the exclusion of Francophones and the French language through assimilative measures and policies, both federal and provincial, which created animosity between Francophone communities and majority Anglophone governments (Abu-Laban and Couture 441; Fraser; Gagnon and Montcalm 141; Martel and Pâquet 62).⁷

⁶ Those provisions were however not reflected in the practice of the time, with translation services beginning to be made available only in the early to mid-1900s, with the Translation Bureau being founded in 1934 and simultaneous interpretation services being introduced to the Chamber of Commons in 1959 (Delisle, "Cinquante ans d'interprétation parlementaire" 26; Delisle, *La Traduction au Canada* 65; Mossop 3-4). During this time, the language of communication between the government and public services to the general population was English (Charbonneau 495), and parliamentary debates ran primarily in English, resulting in monolingual Francophones rarely participating in debates (Delisle, "Cinquante ans d'interprétation parlementaire" 27).

⁷ The education system in particular was used as a tool to homogenize non-Anglophone groups within Canada, including Indigenous peoples and citizens of historically French origin, into the majority culture and communal organization of historically British origin. The late 1800s and early 1900s also saw the eradication and suppression of French language rights, including the running of French-language schools and the use of French in provincial government in the provinces of Manitoba, Ontario, and New Brunswick, which aimed to assimilate the local Francophone communities into the majority Anglophone population (Fraser; Gagnon and Montcalm 141).

In between the ending of World War II to the beginning of the 1960s, Québec experienced significant economic peripheralization due to the establishment of free trade agreements between Canada and the United States, which shifted Canada's economic centre from Montréal to Toronto and other areas of Southern Ontario (Gagnon and Montcalm 6). During this time, the industrial sector in Québec was owned mostly by Anglophone Canadians or foreign companies, which created a class divide between the majority Francophone working class and the majority Anglophone owner class (Cardinal 144; Gagnon and Montcalm 22-23). With the processes of modernization and urbanization, the consolidation of Francophone working class individuals in cities clearly exposed this division between the two classes, especially as knowledge of English was vital for improved job opportunities (Caldwell and Fournier 18; Martel and Pâquet 101-02). This caused significant economic frustration in the Francophone working class which ultimately led to the election of the Liberal party's Jean Lesage as premier in 1960,⁸ whose expansion of the public sector as a method of stimulating Québec's economy led to the creation of a new technocratic middle class composed primarily of young educated public servants eager to make change (Fraser 6, 22; Gagnon and Montcalm 8-10, 18, 43-44, 197; Driedger 104).

The development of this new middle class, in conjunction with a decrease in the Church's influence as a primary community affiliation and advancements in communication technologies allowed Francophone Québécois residents to develop a strong sense of inter-community cohesion based around a shared language and ultimately fostered linguistic nationalism, which led to a widely popular language rights social movement (Fraser 289; Gagnon and Montcalm

⁸ The preceding conservative Union Nationale government of Maurice Duplessis which was in power during the '40s and '50s was characterized by a lack of intervention and fiscal conservatism, and thus was unable to adequately respond to the economic frustrations of the working class (Gagnon and Montcalm 42). This factor also highly contributed to the election of the Liberal party in 1960.

179; Martel and Pâquet 131-34).⁹ This movement aimed to reassert the value of French in both public and private spaces as a way of promoting the social and economic development of Québécois Francophones, and combat anglophone linguistic hegemony. On a provincial level, this led to the adoption of the Charte de la langue française, also known as Bill 101, by a nationalist Parti Québécois government headed by René Lévesque in August 1977 which made French the single official language of Québec, including in commerce, business, and the workplace as well as the provincial government and the courts, introducing a need for translation and interpreting from English into French (Delisle, *La Traduction au Canada* 101; Driedger 122; Gagnon and Montcalm 89-90, 183; Martel and Pâquet 195).¹⁰ On a federal level, already by 1963, it was clear to the federal government that the existence of this strongly nationalist movement was a crisis that needed to be dealt with, particularly due to the presence of separatism within the movement, and the Royal Commission on Bilingualism and Biculturalism (RCBB) was formed in order to investigate and develop recommendations (Abu-Laban and Couture 441; Driedger 106).

Throughout the commission's work, the issue of other linguistic groups in Canada, including immigrant ethnic groups such as the Ukrainian community in the prairie provinces, and Indigenous groups, was brought up, especially by RCBB Commissioner Jaroslav Rudnycky and Senator Paul Yuzuk, which led to a shift from biculturalism to multiculturalism in federal policy beginning in 1971, with a state minister being appointed the responsibility of overseeing multiculturalism since 1972, a recognition of multiculturalism being included in the Charter of

⁹ Although most Francophone nationalist demonstrations including public rallies and takeovers of government sessions were peaceful, the Front de libération du Québec introduced violence through a series of bombings in March and April of 1963, which ultimately led to the October Crisis in 1970 (Fraser 33; Gagnon and Montcalm 86).

¹⁰ Additionally, children of immigrants became required to attend Francophone schools, and as a result of this legislation, French has since become the common public language in Québec (Caldwell and Fournier 27; Fraser 82).

Rights and Freedoms in 1982, and the official adoption of the Canadian Multiculturalism Act occurring in 1988 (Driedger 107-08; Martel and Pâquet 147, 175; Shabani 215). Although this official policy aims to validate the contributions of a larger variety of ethnic groups in Canadian society and help preserve cultural heritage, it is distinct from language policies which have remained bilingual, leading to the existence of “multiculturalism within a bilingual framework,” which effectively separates linguistic rights, issues, and legislation from those related to ethnic descent and cultural identity (Driedger 292; Burnet 46; Shabani 209). As well, as described by the Canadian government itself, the primary objectives of the Canadian Multiculturalism Act include “promoting the full and equitable participation of individuals and communities of all origins in the continuing evolution and shaping of all aspects of Canadian society” and “assisting individuals and communities of all origins to eliminate barriers to their participation in Canadian society” (About the *Canadian Multiculturalism Act*). In this way, the Act also serves to perform an integrative function, working towards helping ethnic and linguistic minorities become active members of Canadian society, which by necessity includes enabling them to become part of existing official language communities. Thus, “there is a kind of schizophrenic vision where multiculturalism is promoted, but not multilingualism, as though culture consists of the kinds of events that can be enjoyed by the majority of Canadians, like celebrations and food and music” (Kearns 14). Therefore, the Canadian Multiculturalism Act does not have any impact on language policies or rights in Canada.

Bilingual linguistic rights in Canada have been enshrined through the adoption of the Official Languages Act in 1969 and the Charter of Rights and Freedoms in 1982. Although bilingual policy acknowledges and works to preserve the existence of two distinct linguistic communities within Canada, it also has a primary objective of maintaining national unity

between Anglophone and Francophone populations and defusing nationalist Francophone sentiment (Fraser 88-89; Haque and Patrick 27; Martel and Pâquet 146). The limited inclusion of English and French as official language communities with particular language rights as opposed to other ethnic and linguistic groups was justified through the “two-nations” perspective, which identifies the British and French as the founding groups of Canada, and ultimately excludes other ethnic and racial groups, most notably the Indigenous peoples of Canada and other European ethnic groups with an extended history in Canada (Cardinal et al. 580; Gagnon and Montcalm 141-42; Haque and Patrick 31; Martel and Pâquet 146). In this way, the official language needs which are catered to by Canada’s T&I sector are the result of socioeconomic and political pressures which have pushed the federal government to ensure the language rights of select groups. Overall, the T&I sector therefore fulfills a primarily sociopolitical role, ensuring communication between the two majority linguistic groups in Canada and allowing residents to access information and communicate with the government in the majority language of their preference in order to maintain the nation’s cohesiveness.

Current Translator and Interpreter Training and Education Needs

This section focuses on discussing contemporary translator and interpreter training and education needs which are not sufficiently fulfilled by postsecondary programs or courses. First, I describe the presence of immigration in Canada today in order to establish and explain related translation and interpreting (T&I) needs which currently form part of Canada's T&I sector. Then, I discuss translator and interpreter competence in order to explain why training and education are absolutely necessary for all professionals in the T&I field, including those currently underrepresented in postsecondary programs. This establishes the need to investigate currently available alternative options for T&I training.

Immigration in Canada

Immigration is a second key socioeconomic and political factor which has introduced unique needs to the Canadian T&I sector. However, this factor tends to be overlooked perhaps due to the significant impact of official language policies and the inconsistent and sporadic nature of immigration related T&I needs. The specific nature of T&I needs introduced by immigration is the result of the historical development of federal immigration policy which has shaped the way that immigration functions today. In order to illustrate how immigration has introduced particular T&I needs, I will move through first explaining Canadian immigration policies or goals and certain attributes of the immigrant population and then discussing associated T&I needs.

Overall, Canada has been seeing increased diversity in its immigrant population since the 1960s due to the adoption of inclusive immigration policies (P. Li 141). In the decades leading up to this point, an immigrant's ethnicity and country of origin were key point of consideration, due

to the attachment of very specific ethnic goals that were associated with past policies (Burnet 44; Green and Green 427-29). Immigrants were selected primarily based on their potential to successfully integrate into white Anglophone or Francophone communities, and policies were both direct and indirect in their exclusion of racial or ethnic groups, with one well-known direct example being the Chinese Immigration Act, enacted in 1923. In 1967, the points system was introduced (operating currently as the Comprehensive Ranking System Criteria), which eliminated country of origin as a key element of an immigration application (Driedger 55-59; Farmer 124-25; Green and Green 431-32; Jedwab 7; Quell 9). Instead, the points system worked to select immigrants with certain levels of education and knowledge of official languages, as well as experience in certain fields experiencing labour shortages. In this way, immigrant selection shifted from being based on ethnically based to being socio-economically based.

The primary goals associated with Canada's immigration policy since the implementation of the point system have been economic development, demographic growth, and humanitarian contribution. With respect to economic development, the selection of immigrants based on education, knowledge of the official languages, and designated occupations was enacted in order to ensure that immigrants were able to effectively integrate into and contribute to the Canadian economy (*Roadmap* 9-10; Cardinal et al. 593-94; Green and Green 426, 432; Jedwab 3-7; Quell 3). The business immigrant class, including individuals who were expected to be self-employed or start their own business, and those planning to invest into existing Canadian businesses, was also understood as presenting an opportunity to allow capital to flow into Canada (Green and Green 434). Demographically, Canada has an aging population and a low birth rate, and like many Western countries, has come to rely on immigration inflows to maintain a stable level of population growth (Bourbeau 15; Jedwab 1, 63; Quell 3), leading to significant change in the

ethnic origins of Canadians, a phenomenon which demographer David Coleman refers to as a third demographic transition (Coleman, “Divergent Patterns”; Coleman, “Immigration and Ethnic Change”; Dion et al. 109; Sabourin and Bélanger 727). Although demographic growth is supported throughout all of Canada as a whole, there is also a specific demographic focus on using immigration as a tool to revitalize minority Francophone communities in different provinces, aiming to place French-speaking immigrants within minority Francophone communities (Cardinal et al. 593; Farmer 121; Jedwab 10-11, 26). Finally, in addition to utilizing immigration to pursue economic and demographic goals, Canada has worked to develop an international identity that is defined by generosity and compassion, which it maintains in part through the welcoming of refugees, a practice that dates back to the World Wars and which continues to the present day (Driedger 53-55; Green and Green 426, 423). As a result of these three factors, the number of immigrants accepted into Canada has been gradually and steadily increasing in the course of the last two decades, resulting in the immigrant population to currently make up 23% of Canada’s total population (“Immigrant status”).

The increased diversity of countries of origin of the immigrants coming into Canada has subsequently led to an increase in diversity of the languages being spoken and used by the Canadian population. According to the federal government’s 2013 *Roadmap for Official Languages*, at the time of publication, there were at least 200 different languages spoken in Canada. This breadth of linguistic diversity is corroborated by the amount of source languages that are listed in the directories of provincial translation associations, as mentioned in the preceding section. According to census data from 2021, 9,003,185 individuals or roughly one quarter of all Canadians report having a mother tongue that is a non-official language (this number includes individuals who report mother tongue combinations of both official and non-

official languages) (“Mother tongue by age”), and 5,968,940 or 16% of all Canadians reportedly speak a non-official language at home (“Language spoken”). The mother tongues with the highest number of speakers include, in order from most to least speakers, Mandarin (678,245), Punjabi (667,795), Cantonese (553,085), Spanish (536,460), Arabic (509,105), and Tagalog (463,190) (“Mother tongue by generation status”). This language diversity is primarily present within first-generation and second-generation immigrants (Sabourin and Bélanger 473-74). Language shift is very high in the first two generations, so that by the third generation, the majority of individuals of immigrant heritage completely lose their ethnic mother tongues. Individual language shift from the use of immigrant languages at home to the eventual use of an official language at home is more common the younger that someone immigrates; children who immigrate are less likely to continue using their mother tongue in adulthood, and adults are more likely to continue using their mother tongue. This is a result especially of schooling, which for children plays a key role in socialization and linguistic and cultural integration. In this way, language diversity can be primarily attributed to new immigration.

The overwhelming majority of immigrants either speak one of Canada’s official languages upon their arrival, or are able to learn one shortly after their arrival. According to the 2021 census, there are 689,730 individuals or less than 2% of the entire population who cannot speak one of the official languages (“Knowledge of official languages”). Within the context of this fact and the prevalence of significant language shift mentioned above, the majority of T&I services for immigrants are required for integration purposes, relatively soon after their initial arrival. Although this relatively narrow focus (both in terms of translation type and time period) may create the impression that immigration presents very little T&I needs, it is vital that these needs are met as they play a key role in ensuring successful integration. Economic integration is

considered particularly important by both immigrants and non-immigrants (*Roadmap*; Jedwab 31). From the perspective of non-immigrants and the federal government, the successful integration of immigrants is necessary for their contribution to the Canadian economy. From the perspective of immigrants themselves, integration is necessary for their economic, social, and emotional wellbeing. In relation to the specific demographic goal of the revitalization of minority Francophone communities, French-speaking immigrants must have access to settlement services that facilitate their integration into the Francophone community in their specific area in order for them to become active contributing members of that linguistic minority community (Quell 33-35). A lack of adequate settlement services may push immigrants in minority Francophone communities to choose to integrate into the majority Anglophone community of the area or leave the area altogether. Overall, in the time span between 2016 and 2021, 1,328,240 immigrants entered Canada (“Immigrant status”), and 437,539 permanent residents were welcomed in 2022 alone (Miller 3). Given the fact that Canada relies heavily on immigration to support its demographic growth, the number of immigrants welcomed each year will likely continue to grow. In this way, although the T&I needs presented through immigration are quite sporadic as compared to official language needs due to the fact that they are primarily present during the settlement period, they are still fairly numerous and have considerable significance.

Although not representative of the majority of immigrants, a lack of sufficient official language proficiency still remains a primary difficulty which may complicate settlement and economic integration, especially for individuals who are part of the family and refugee immigrant classes, who generally tend to have lower official language proficiency rates than those in the economic class (*A Study of the Need* 14). Community translation and interpreting, typically facilitated through non-profit community organizations, play a key role in responding to

these needs (Cisneros and De León 96-97; 99-101). Interpreting services allow newcomers to access a variety of different programs and services, including settlement services offered by provincial and federal governments as well as various local organizations. Other than settlement services, interpreting may also be needed to access various social, medical, and legal services. When it comes to translation, newcomers with limited official language proficiency require access to a variety of documents and publications from public service providers, most importantly federal, provincial, and municipal governments. Having access to public informational content is necessary for the successful inclusion, socioeconomic growth, and meaningful social participation of immigrants, as it allows them access to knowledge about local programs, practices, and expectations in a variety of domains, including those relating to health and safety (Taibi and Ozolins 10-11). According to Harold M. Lesch, this type of translation functions as a form of empowerment for minority communities, as it establishes, encourages, and ensures a form of communication between a majority group in power and an underprivileged minority group (93-95). With the translation of public documents, immigrants become included as part of the target audience, which reinforces their presence in local communities and through sharing knowledge about the local community, including community groups and events, works to reduce the isolation of those community members with limited official language competence. A local example of the translation of a public document into immigrant languages is the *Newcomer's Guide to Edmonton*, which was translated from English into seven different languages (Amharic, Arabic, Chinese, French, Punjabi, Somali, and Spanish), and provides information about a large variety of topics, ranging from transit to education to medical services to recreation and leisure (Cisneros and De León 97). In this way, translation and interpreting play a role in the sociopolitical integration of immigrants, similar to the way that official language

translation functions to ensure communication between governing bodies and the Canadian population.

A primary need in relation to settlement and integration of all classes of immigrants is that of official document translation, which refers to the translation of documents that have a legal or administrative purpose and are used to demonstrate facts relating to an individual's identity, legal status, or qualifications (Asensio 1, 9). This is considered to be a high stakes form of translation due to its legal or administrative value which may result in changes to an individual's legal status or recognition of particular rights or privileges (Taibi and Ozolins 78). Documents relating to education, qualifications, or credentials are particularly important for economic integration, as they allow immigrants to find employment which is relevant to their existing field knowledge and experience (Jedwab 31). The process of translating relevant documents and establishing equivalencies within Canadian parameters is referred to as credential assessment and final decisions are typically made by professional associations or boards (Quell 30). Credential assessment is beneficial to individual socioeconomic development, as it allows immigrants to access employment and establish careers in more highly remunerated fields. Credential assessment is also necessary in order to accomplish overarching policy economic goals, most specifically with respect to the closing of employment gaps in particular fields, and more generally with respect to the integration and contribution of immigrants to the Canadian economy. This role that translation plays in economic integration, although still in a way working to establish cohesion between diverse members of the Canadian population through the integration of immigrants into the local workforce, is unique to T&I needs associated with immigration.

The T&I needs of immigrants are carried out both by members of provincial associations as well as other non-professional community translators and interpreters either working or volunteering for local non-profit organizations working with the public sector, with the Edmonton Immigrant Services Association (EISA) being a local example.¹¹ Overall, and especially when it comes to comprehensive postsecondary education, there are limited options for those working with immigrant languages, and even less or none at all for those working with less frequently taught immigrant languages. This is likely in part a result of the relatively low social and economic status of immigrant groups, who have not been able to significantly advocate for the mandatory training of community translators and interpreters (Stern 497), as well as the limited projected profitability of programs for uncommon languages in the postsecondary sphere (Cronin 153). Translators and interpreters working with immigrant languages, and especially community translators, tend to be immigrants themselves (Cisneros and De León 100-101), and thus work with the linguistic knowledge that they have acquired during their schooling in their home countries as well as their lived experiences with using their mother tongue. As a result of the fact that they are working from a knowledge base which may be highly variable among different people due to the impact of variable life experiences, the strategies used and decisions made during the translation process may also be highly variable. As Michael Cronin and John Kearns explain, this may result in the work of these “well-meaning amateurs” being variable in terms of the quality of the translation or interpretation being produced due to the lack of standardized instruction (Cronin 153; Kearns 204). In order to ensure that the work being produced by community translators and interpreters is consistent and of a

¹¹ EISA offer official document translation as well as interpreting services which help newcomers access their settlement services. The official document translation service is carried out by community translators who work on a volunteer basis.

high quality, which is especially important given the high stakes associated with official document translation and certain forms of interpreting such as medical or legal interpreting, some form of training or education is necessary in order to ensure that community translators and interpreters have a consistently-developed translator or interpreter competence.

Translator and Interpreter Competence

It is a common assumption among the general public that the only necessary components for successful translation or interpreting are a basic knowledge of the source and target languages and basic tools such as a bilingual dictionary (Williams 1). This understanding is based on the underlying belief that all languages consist of entirely equal terms, and therefore it is possible to directly replace any term in the source language with its counterpart in the target language, which is an inaccurate representation that does not consider the complex differences between languages. Within this understanding, translation is viewed as an entirely mechanical task, with translators functioning as direct conduits of meaning from one language to another (Williams 18-19). Jean-René Ladamiral and Marie Mériaud posit that this simplified view of the translation process has been paradoxically exacerbated by an increased presence of foreign languages within our society (31). A superficial knowledge and exposure to foreign languages creates the false assumption that mediation between two languages may be done by any individual with linguistic knowledge. In this way, the task of a translator is denied complexity and expertise; the expertise of a translator is understood as being limited to linguistic knowledge.

These assumptions, however, are questioned by scholarship on translation competence. In a general sense, translation is understood to not solely be a direct mediation between languages, but instead is understood as mediating *meaning* between languages (Ladamiral and Mériaud 32).

Although it is true that linguistic knowledge, also termed bilingual competence, is a key component of translation competence, it is one sub-competence among many which are all required to effectively translate (Kościałkowska-Okońska 98; PACTE, “Building a Translation Competence Model” 47). According to the Process in the Acquisition of Translation Competence and Evaluation (PACTE) research group from the Universitat Autònoma de Barcelona, translation competence overall is considered as being expert knowledge which is not inherently available to bilinguals by virtue of their bilingual competence, as being procedural in nature, and as consisting of a number of interconnected sub-competences, of which bilingual competence is one (“Investigating Translation Competence” 610).

There are a large variety of models and descriptions of translation competence which contain various numbers and classifications of sub-competences (Cao 114; Gouadec 338; Hu 73; Kościałkowska-Okońska 96; Lui 79; Malenova 113-15; Mareschal 255-57; Massardier-Kenney 34; Schäffner “Preparing Students of Translation” 241, 243). The PACTE group have created a model which consists of five separate sub-competences (bilingual, extra-linguistic, instrumental, knowledge about translation, and strategic) as well as psycho-physiological components (“Building a Translation Competence Model” 58-60; “Investigating Translation Competence” 610-11). Bilingual sub-competence, which encompasses a variety of linguistic knowledge, and the extra-linguistic sub-competence which includes declarative encyclopedic knowledge are not unique to translation and are commonly already present in many individuals. In contrast, the instrumental, knowledge about translation, and strategic sub-competences are those that set apart translation competence from other related competences. Translation knowledge, also referred to as the knowledge about translation sub-competence, includes knowledge relating to the translation process and the translation profession, and the instrumental sub-competence refers to

the knowledge of documentation sources and tools, including digital software. The strategic sub-competence occupies a central position in PACTE's model due to its role in controlling the entire translation process and deploying the other sub-competences throughout the entire process.

Finally, PACTE mentions that psycho-physiological components, including cognitive aspects like memory and attention, attitudinal aspects like curiosity and perseverance, and other abilities including creativity and analytical reasoning are necessary components of translation competence.

The European Master's in Translation (EMT) expert group has created its own competence framework in an effort to create a standardized set of curricular objectives which respond to needs identified in the translation labour market (*EMT Competence Framework 2022*; Mrochen 150-55; Schäffner "Translation Competence" 31-33). The most recent iteration of the framework identifies five different "areas of competence": language and culture, translation, technology, personal and interpersonal, and service provision (*EMT Competence Framework 2022*). Language and culture competence refers to "general or language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills" (6). Translation competence is the core of the EMT model and refers to the ability to transfer meaning both interlingually and intralingually through employing strategic, methodological, and thematic skills and knowledge (7). Technological competence involves the ability to use and apply currently-available software and tools, work with a variety of different file types, and quickly adapt to and assess new software and tools (9). The personal and interpersonal competence refers to "soft skills" such as time management, handling stress, and communication which are relevant to a large range of industries and job roles (10). Finally, service provision competence refers to knowledge and skills specific to providing professional services in the language services sector such as

recruiting and negotiating with clients, staying updated on industry demands and expectations, implementing appropriate quality and ethical standards and practices, networking with other individuals and companies, and working to continue improving and updating practices and knowledge within the sector (11).

The differences between the PACTE model and the EMT model are emblematic of the differences between the conceptualizations of translation competence and translator competence, as described by Don Kiraly (10-14). Translation competence is defined as the ability to create a linguistically acceptable target text. The PACTE model is primarily focused on translation competence, as it is focused on enumerating the sub-competences that are involved in the process of translation itself. Translator competence includes translation competence; however, it also includes external aspects which enable the translator to function as a professional within a particular community and ensure that their produced translations are socially accepted. The EMT model focuses on translator competence due to its role in identifying objectives that will ensure a graduate's successful integration into the translation market. This is reflected in the inclusion of personal and interpersonal competence and service provision competence, which are not involved in the process of translation itself but are instead relevant to the professional setting within which the practice of translation occurs.

Within the Canadian context, the *Translation services* standard defined by the Canadian General Standards Board identifies four distinct competences that translators are expected to have: linguistic and textual competence, research competence, cultural competence, and technical competence (3-4). Linguistic and textual competence includes comprehension of the source language and “mastery of the target language,” as well as knowledge of text types and genres (3). Research competence includes the ability to obtain information, whether linguistic,

specialized, or otherwise that is necessary for the translation process, as well as the ability to use technical resources for that research (3). Cultural competence involves “knowledge of the locale” as it relates to the specific translation task (3), and technical competence includes the knowledge of and ability to use a variety of technical resources (4). This enumeration of competences is focused on translation competence, and other components of translator competence that focus on professional knowledge and abilities, client relations, and production management are included under the role of the translation service provider or TSP (5-7). TSPs typically refer to translation companies, however, when it comes to freelance translators, may also refer to the individual translator. In this way, the Canadian standard includes a distinction between translation and translator competence.

Ethics also constitutes an important aspect of translator competence. In order to effectively function as professionals, translators must be aware of their social role within society and their responsibilities to other parties, which can include their clients, the profession, or particular social groups (Colina and Venuti 209-11; Schäffner “Preparing Students of Translation” 243). Translators must have knowledge of the variety of factors that may govern or influence their actions, which can include guidelines set out by professional associations, legal obligations in certain scenarios, expectations of specific clients, and the translators’ own interests and alliances in the context of social issues. It is important to understand the role and impact of these factors in order to effectively evaluate a possible course of action and make appropriate translational and professional choices.

Interpreting also requires a complex and interrelated set of competences. However, there are currently not any comprehensive competence models which have been developed to specifically focus on interpreting in the same way that the PACTE and EMT models focus on

translation. In general, interpreting requires similar declarative competences as translation does in relation to linguistic and extralinguistic knowledge (Gile 130; Mahmoodzadeh 233).

Interpreters must possess a sufficient knowledge of linguistic elements such as lexical structures and grammar of both source and target languages, cultural aspects relevant to both source and target languages and cultures, as well as general encyclopedic knowledge and specific thematic subject knowledge. In addition, interpreters must have additional knowledge relating to the verbal production of language which differs from written language. Interpreters must be aware of and comfortable working with and in a variety of different dialects and accents that may vary from client to client, and that may have specific cultural connotations (Mahmoodzadeh 233; Padilla and Martin 197). In addition, they must be aware of non-linguistic forms of messaging that may convey meaning, including body language, facial expressions, and tone of voice, and which may vary by culture (Padilla and Martin 198). There are also several key differences in the procedural knowledge required for interpreting in comparison to translation. Beginning with information mining and research competence, although translators and interpreters may use similar tools such as dictionaries, parallel corpora, or terminological databases, terminological research for translation tasks often takes place throughout the entire translation process, whereas it is necessary for interpreters to complete all terminological research before the interpreting task begins (Gile 130-31). Interpreters must also possess processing and cognitive competence, which involves processing capacity management, good short-term memory, active listening, rapid decision-making, crisis management, and note-taking in order to modulate an interpreter's attention between listening, analysis, reformulation, and speaking (Gile 190; Padilla and Martin 197; Renfer 174). This competence is necessary due to the narrow time and space constraints and resource limitations within which interpreters must work (Renfer 174). Similarly to the psycho-

physiological components present in the PACTE translation competence model, interpreters are also expected to have certain traits and characteristics including flexibility, calmness, and empathy due to the volatility of the interpreting context and the direct interpersonal contact that interpreters have with clients and other individuals (Mahmoodzadeh 233; Renfer 184). In this way, although translation and interpreting have some overlap between the competences they require, they do differ from each other and in this way, each require separate instruction in order to develop separate particular competences.

Ultimately, the work of translators and interpreters is highly complex and requires a variety of related competences, which are not inherently known by all bilinguals. Translator and interpreter training and education most often offers instruction in all, or at least several, of the sub-competences that have been identified in the various competence models to ensure that learners are able to develop the skills and knowledge that is required for the successful completion of T&I tasks. For example, language-specific courses may be offered in order to develop knowledge and vocabulary within a particular field, such as medicine, thus supporting the development of both the bilingual sub-competence through the language specificity and the extra-linguistic sub-competence through the field specificity. Overall, translator and interpreter training or education programs aim to develop the translator and interpreter competences of the program participants in a way which is relevant to the contemporary T&I field. In this way, these programs offer bilinguals wishing to enter the T&I field an opportunity to develop relevant knowledge and skills which will facilitate their participation in the professional T&I community.

Summary

Overall, official language policies in Canada have created a significant need for translation and interpreting between English and French, which has been the primary factor shaping the T&I sector as a whole and T&I training and education specifically. Given the fact that federal policies were enacted due to sociopolitical pressures and function to unify the country, the Canadian T&I sector may be understood as functioning primarily in a sociopolitical role, working to facilitate communication between governing bodies and citizens and ensuring that citizens have the opportunity to effectively participate in Canadian society. However, immigration is a secondary factor affecting the Canadian T&I sector which often tends to be overlooked, likely due to a smaller volume of associated needs as compared to the needs produced by official bilingualism. Although immigration-related T&I needs are relatively smaller in volume and sporadic in nature, they are still vital, as they are needed to fulfill socioeconomic needs through enabling immigrants to integrate into and thus effectively participate in Canadian society and enable communication between governing bodies and immigrants.

In order to successfully work in the T&I sector, professionals are required to have a developed translator or interpreter competence. Both translation and interpreting are highly complex cognitive activities which require the use of expert knowledge developed through structured instruction. This is necessary in order to ensure that professionals have comparable sets of knowledge and skills which they may use in their work in accordance with industry expectations and standards. Due to the prevalence of official language translation and interpreting (even before the enactment of official bilingual policies), a strong base of university programs and courses has been developed in Canada in order to meet the instructional needs of official language translators and interpreters. In this way, new professionals entering the field of

official language translation and interpreting are able to be sufficiently prepared to meet industry needs and standards. However, official language combinations tend to be largely predominant in programs and courses and there is an overall lack of language diversity. In this way, translators and interpreters working with immigrant languages seem to have very limited options for adequate instruction. As with official language T&I professionals, those working with immigrant languages also require some form of instruction in order to develop the necessary competences required for effectively work in the professional field. Being aware of standard industry practices and developing relevant knowledge and skills is especially important given the high stakes nature of many immigrant-related needs, especially official document translation, medical interpreting, and legal interpreting, as these may have a direct impact on an individual's legal status, socioeconomic status, or quality of life. In order to better understand and develop recommendations for the training and education options which are currently available to T&I professionals working with immigrant languages in Canada, the next several sections present the data I have collected regarding the training being undertaken by Canadian professional translator and interpreter associations, a topic which has to date received little to no academic attention. This exploration will allow for a more detailed understanding of translator and interpreter training and education in Canada and the T&I professional sector as a whole, and will hopefully lead to more linguistic diversification of T&I training and education programs and courses in order to ensure that all T&I professionals are able to develop necessary knowledge and skills.

Methodology

The methodology chosen for this study was a blend of qualitative and quantitative methods that would allow me to gather descriptive statistics and qualitative information. As this study is exploratory in nature, a mixed quantitative-qualitative methodology was selected in order to allow for the collection and analysis of a variety of data in order to build a more comprehensive understanding of professional association T&I training (Mackey and Bryfonski 106). The structure that these methods were organized by was strongly informed by the methodology described and used by Wan Hu in her book *Education, Translation, and Global Market Pressures*. Hu works within the field of Applied Translation Studies, focusing especially on education. Her book examines the impact that the global market has had on university translation programs in China and the United Kingdom, and “explore[s] the relationship between educational content and professional needs” through a curricular lens (ix). This is done through employing a case study methodology which collected data through published materials such as online course information and flyers and in-depth individual interviews (26-28). Hu explains that her work falls under the category of collective case study, which is “used to investigate specific phenomena by studying a number of cases” (26). This present thesis falls under that category as well, as it focuses on the specific case of translator and interpreter training at Canadian T&I professional associations and aims to create a situated and contextual understanding without necessarily forming generalizable conclusions. As the overall aim is therefore similar to that of Hu’s, a similarly-structured methodology is appropriate in this case.

In order to recruit participants to the study, all eight provincial translator and interpreter associations across Canada were contacted. These associations regulate the profession through certification, which involves professionals being registered as members of an association, and

offer training opportunities to current members, aspiring professionals, or the general public. Participation was accepted and carried out by three associations: the Association of Translators and Interpreters of Alberta (ATIA), the Association of Translators and Interpreters of Ontario (ATIO), and the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ). Although the Society of Translators and Interpreters of British Columbia (STIBC) was not directly able to participate in the study due to staffing limitations, there was sufficient information about training activities published online to conduct an analysis of published materials. In regard to the other four associations, the Association of Translators, Terminologists and Interpreters of Manitoba (ATIM), the Association of Translators and Interpreters of Nova Scotia (ATINS), the Association of Translators and Interpreters of Saskatchewan (ATIS), and the Corporation of Translators, Terminologists and Interpreters of New Brunswick (CTINB), they respectively declined participation due to limited staffing, did not respond to the introductory email, declined participation due to privacy concerns, and declined participation due to the fact that they do not offer significant training opportunities. Individual participants were selected based on their role within their respective associations in overseeing the planning and execution of training activities. This was done either through email communication with the associations' general information email addresses who forwarded study information to relevant parties or directly through individual emails which were publicly available on association websites. There were three participants who partook in the study, one individual per association, which mirrors Hu's structure of having one interviewee per university programme analysed (28): the Presidents of ATIA and ATIO, and the Director of Professional Affairs from OTTIAQ. As in Hu's work, these individuals are "not considered to be private individuals, but rather public role holders" (28), as they have public-facing roles within their profession as leading members of professional

associations. Therefore, it is appropriate to mention their specific roles, as their leadership positions within the T&I sector, which have come about after significant personal experience working in that sector, are relevant to the experiences and opinions that are expressed in the questionnaires and during the interviews.

I used a triangulation design, as the various forms of data were collected at roughly the same time and I considered both the qualitative and quantitative data to be of equal weight in my analysis, comparing all the data collected in order to form a cohesive understanding (Mackey and Bryfonski 107). The quantitative portion included the gathering of descriptive statistics from published materials containing information about training activities at each provincial association, similar to the process described by Hu. These published materials were found on the associations' websites with the specific nature of these materials varying among associations, including both newsletters and individual session listings. Published materials were able to be obtained from ATIA, OTTIAQ, and STIBC. Due to the fact that this research is primarily interested in current and recent training offerings in order to allow for a current evaluation of the Canadian T&I training and education environment, as well as the limited availability of past online published information (associations do not leave published information about training sessions on the websites for more than a couple of years), collection of online information was restricted to publications from 2021 onwards. Data from websites was collected on June 4, 2023, January 24, 2024, and April 17, 2024. More precise details about the materials consulted may be found in the introductory portion of each individual case study in the "Training at Individual Associations" section. These materials were used to record data about training offerings offered by the respective association.

Eight categories of nominal data were collected: the title of the training offering, the date, the duration of the offering in hours, the occupation of the instructor, the format of the offering, the kind of topic that the training offering was focused on, the language of instruction, and the cost to attend. Information about the occupation of the instructors came from biographical data published on the association website, and occupations recorded included certified translator, university professor, and field expert, among others. The format of the offering was determined by the offering description, with training offerings being classified as having either a workshop style or a lecture style. Offerings containing descriptions such as “will learn” or “will be explained” or mentioning presentations were coded as lecture-style offerings, and offerings being described as workshops or interactive offerings or including information about practice activities to be completed beforehand or activities planned to be completed during the training were coded as workshop-style offerings. The topic of the offering was determined from both the title and the description. Coding options for topics included editing, grammar, language specific, tools and technology, professional development, field specific, text type specific, exam preparation, social issues, history and theory, general translation, and general interpreting. With respect to the text type specific coding option, text type here refers to both written and spoken “genres” of translation and interpreting. This coding option is used to identify training offerings which focus on a particular written or spoken format, and may include examples such as literary translation, official document translation, consecutive interpreting, or court interpreting. Specific topics addressed within various exemplars of each text type may vary significantly. The information for all other data categories was overtly stated in the publication describing the offering. The data categories pertaining to topic and instructor occupation were able to be coded with multiple options, and thus the numerical data for these categories presented in the Results section may

exceed the total number of data points collected. While most training offerings were individual sessions, some included a series of multiple sessions. If a series of training sessions was only available to be purchased as a whole, it was recorded as one individual entry; otherwise, sessions that were part of a series but able to be purchased and attended separately were each recorded as a separate individual entry. In preparation for analysis alongside qualitative findings, data from each of these categories was coded numerically, both in whole numbers and in percentages in order to facilitate comparison across associations.

Data was also gathered directly from participants, which was carried out in two ways. Firstly, a questionnaire relating to information about their respective association's training activities was administered through Google Forms. The questionnaire was used to gather descriptive data relating to training activities, including information about format, frequency, and content of training, information and statistics relating to training participants, and information relating to the planning of training. Additionally, the questionnaire asked about translation requests in order to gather information relating to T&I needs of immigrant languages. The questionnaire was formulated to function as a supplement to the collection of published data in order to enable triangulation and verify that conclusions drawn from published content matched up to associations' internal information relating to the organization of their training programs and sessions. Overall, data from the questionnaire in conjunction with the data collected from published content aimed to answer the following research question: What training is available to translators through professional associations? Although there is an element of interpretation in the process of coding data from online published information, both the questionnaire and the collected quantitative data aimed to provide a relatively unbiased description of the training activities carried out at each individual provincial association in order to create an overall

description of provincial association training activities across Canada and enable a comparative analysis of training across different associations. An exemplar of the questionnaire may be found in Appendix A.

Following the completion of the questionnaire, optional individual semi-structured follow-up interviews were conducted of about half an hour each, which gathered information about participants' individual experiences and opinions in relation to the training offered by their association, as well as in relation to postsecondary education and training and the connections between postsecondary programs and courses and training provided by their association. Two out of the three study participants, the presidents of ATIA and ATIO, were able to complete these interviews. The interviews were primarily formulated to respond to the following three research questions: What role do professional associations play in the training of professional translators? Overall, how is this training perceived by those that oversee and facilitate it? How does this training compare to that offered by postsecondary institutions? Planned questions used in the interviews may be found in Appendix B. In particular, the questions relating to the potential benefits provided by training, the development of association training over time, and potential changes that could be implemented aimed to inquire about the role that association training currently fulfills within the sector. The final question about postsecondary education and training aimed to determine how professionals may perceive the differences between postsecondary and association training. In addition to the planned questions, additional questions based on the information that the interviewee was sharing were asked throughout the interview in order to request clarification or additional detail. In general, the questions encouraged the sharing of personal opinions and experiences, and the interview as a whole aimed to collect information about the overall perception of association training by those in administrative positions.

In contrast to the collection of published content and the questionnaire, the interviews aimed to collect personal opinions in order to develop a more nuanced understanding of association training from both an administrator and professional perspective, given the fact that the interviewees function simultaneously as sector professionals and programming administrators. As well, the interviews were used in order to gather additional information relating to the questionnaire whenever answers submitted through the questionnaire were lacking in detail or were unclear. This clarification was carried out at the beginning of the interview in order to ease in to the more open-ended questions. The recorded interviews were conducted online through Zoom, and the automatic captioning feature in the application was enabled in order to aid in transcription. After the interviews were completed, I downloaded the automatic captions and reviewed them alongside the interview recording in order to create a final accurate transcription. After the transcriptions were complete, data from the interviews was coded thematically using categories identified through open coding (Mackey and Gass 137-138).

Training at Individual Associations

Translator and interpreter certification in Canada is carried out on a provincial basis through provincial professional associations. Although the Canadian Translators, Terminologists and Interpreters Council (CTTIC) administers national certifying exams, these exams are facilitated through provincial associations, and provincial associations may also have additional certification requirements or offer alternative certification processes. Additionally, not all provincial associations are members of CTTIC and participate in the national certifying exams; the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ) carries out its own certification process. Associations typically have two membership tiers – one for uncertified members working towards certification and one for certified members. The uncertified member tier allows aspiring professionals the opportunity to work in the sector, attend association events, and access association resources in order to develop their knowledge and skills, prepare for certification exams, accumulate working hours, or develop a portfolio. The Association of Translators and Interpreters of Alberta (ATIA) and the Society of Translators and Interpreters of British Columbia (STIBC) refer to uncertified members as Associate Members, the Association of Translators and Interpreters of Ontario (ATIO) refers to uncertified members as Candidates for Certification, and OTTIAQ offers memberships to students pursuing translation, terminology, or interpreting degrees. As provincial associations function independently of one another, their training activities, much like their certification processes, certification requirements, and membership types, vary from one association to another. This section presents an overview of the training activities being carried out by individual associations. Each sub-section presents information about one particular association, which has been compiled through the collection of data from online published materials, the questionnaire,

or the follow-up interview. Each sub-section begins with a more detailed explanation of the data collection processes used for that particular association, followed by a description of the training options offered by that organization. This is followed by the quantitative data collected from the online published materials and will conclude with a brief summary of the association's training activities and some general implications of those particular training activities.

Association of Translators and Interpreters of Alberta (ATIA)

ATIA was founded in 1979 (Delisle, *La Traduction au Canada* 105), and since then has worked to ensure high professional standards in Alberta's T&I sector through the implementation of the certification process and strong ethical norms, and through offering opportunities for professional development. Data about training activities at ATIA was collected through the questionnaire, a follow-up interview with the association's president, Tania Therien, and online records and information published on the "Training/Tutoring" and "Events/Exams" pages on the ATIA website. ATIA offers a variety of different formats of training, including mentorships as well as seminars and workshops. Since the beginning of the Covid-19 pandemic, the majority of the training offerings have moved to an online format, which allows for the trainings to be more accessible to association members, particularly those who are part of rural communities, or who otherwise would have to travel a significant distance to the Edmonton city centre.

The mentorship options are offered in the form of tutoring, and include a preparation tutorial for the associate-level translation exam and language proficiency tutoring sessions aimed at supporting candidates planning to take the English language proficiency examination. The preparation tutorial is available year-round at the request of the tutee, is between six and eight

weeks in duration, and involves practical translation work where tutors provide feedback on three different translated texts. The tutorial is offered at a cost of CAD \$180, and tutors and tutees are paired up through the association administration. For the language proficiency tutoring sessions, there are five different tutors available, with tutees being able to register for a session with a tutor of their preference. All five tutors have extensive experience (at least ten years) with teaching English in academic and English as a Second Language contexts. These one-on-one tutorial sessions are offered at a cost of CAD \$60 per hour.

The association also presents a yearly translation symposium around the time of International Translation Day on September 30 that takes place online and is freely accessible to the general public. This conference-style event includes presentations by keynote speakers and as of 2021 has included a panel of graduate students from the Department of Modern Languages and Cultural Studies at the University Alberta. The topics discussed during the conference vary as the conference is centered around the yearly International Translation Day theme that is chosen by the International Federation of Translators (FIT).

When it comes to group training sessions, the data collected spanned from May 24, 2021 to April 25, 2024 and included 37 individual entries. Exam preparation sessions, which include the code of ethics, editing, and reading comprehension exam preparation sessions, are offered on a regular yearly basis, and are scheduled in the days or weeks leading up to the prerequisite associate exams, which include the code of ethics, editing, and reading comprehension exams. While the code of ethics exam preparation is offered as an individual two-hour session, the editing exam preparation series is spread across four individual two-hour sessions over the course of one week, with total instruction time being eight hours, and the reading comprehension exam preparation series is spread over two individual two-hour sessions on consecutive days,

with total instruction time being four hours. ATIA also offers an Introduction to Translation series on a yearly basis. This series includes four two-hour sessions, with a total instruction time of eight hours, with each session being focused on a different topic relating to translation practice and the translation sector. The first session deals with concepts and issues of the source text and target text, the second session deals with translation processes and includes a practical aspect, the third session focuses on revision techniques, and the fourth sessions discusses translation as a business. Sessions in this series may either be purchased and attended separately, or as a whole series. Lastly, ATIA used to run mandatory information sessions for individuals interested in taking the prerequisite exams and becoming members which included information relating to various translation and interpreting professions which are certified by ATIA, an overview of the certification process, and an explanation of the exams offered by ATIA, including the prerequisite and certification exams; however, as of 2024, a recording of the information presentation is available to be watched independently, replacing the need for a live event.

As shown in Table 5.1.1, training offerings most often focus on exam preparation, general translation topics, professional development, and editing, with these topics accounting for 35%, 24%, 24%, and 22% of all offerings respectively. Sessions focusing on ethics account for 8% of the total offerings, field specific sessions account for 5%, and text type specific sessions account for 3% of the offerings.

Table 5.1.1

Topics of Training Offerings from ATIA

Topic	Number of offerings	Percentage of total offerings ^a
Editing	8	22%

Ethics	3	8%
Exam prep	13	35%
Field specific (including immigration, and legal translation)	2	5%
General interpreting	1	3%
General translation	9	24%
Professional development	9	24%
Text type specific (including subtitling)	1	3%

a. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

As demonstrated in Table 5.1.2, training offerings are evenly split in regards to the format of the sessions, with lecture-style and workshop-style sessions each making up forty-three percent of the total offerings. Format was not able to be clearly determined for fourteen percent of the offerings.

Table 5.1.2

Format of Training Offerings from ATIA

Format	Number of offerings	Percentage of total offerings
Lecture	16	43%
Workshop	16	43%

Not specified on association website	5	14%
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Association members are invited to propose and present individual webinars on a volunteer basis on a topic relating to the translation and interpreting professions. The presentation of a webinar is counted towards professional development points¹² within the association, and these webinars are typically an hour in length. The vast majority of the sessions (92 %) are instructed by certified members of the association, with the instructors of many of the sessions (78%) also having experience as university instructors, as shown in Table 5.1.3. When it comes to the exam preparation and Introduction to Translation sessions, the two regular instructors who facilitate those sessions are both certified translators with experience as university instructors at New York University and the University of Alberta. Some sessions also included instruction by a field expert, which accounted for 5% of the total offerings, and the occupational identity of the instructor was unable to be determined for 5% of the total offerings.

Table 5.1.3

Occupations of the Instructors of Training Sessions at ATIA

Instructor occupation	Number of offerings	Percentage of total offerings ^b
Certified translator/interpreter	34	92%
Field expert	2	5%

¹² In order to maintain good standing, certified members at ATIA are required to participate in professional development activities, the completion of which provides professional development point to the member. As per ATIA's Bylaws published on their website, certified members must document their professional development activities every two years ("Bylaws and Code of Ethics"). STIBC also requires certified members to complete continuing education activities in order to maintain good standing ("Certification Process").

Not specified on association website	2	5%
University instructor	29	78%

b. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

ATIA's scheduling is unique from other associations in that trainings scheduled over multiple days may have variable start times depending on the days of the week during which the separate sessions are organized. As demonstrated in Table 5.1.4, sessions are typically scheduled to begin at 6:00 pm on weekdays, accounting for 46% of the total offerings, and 10:00 am on weekends, accounting for 14% of the total offerings. Session series with variable start times due to consecutive scheduling on both weekdays and weekends account for 14% of all offerings. Additionally, one session was scheduled at 1:00 pm on a statutory holiday, accounting for 2% of the total. It was not possible to determine the start time of 24% of the recorded training offerings.

Table 5.1.4

Start Times of Sessions at ATIA

Start time of session	Number of offerings	Percentage of total offerings
10:00 a.m.	5	14%
1:00 p.m.	1	2%
6:00 p.m.	17	46%

Session series with sessions starting at 6:00 p.m. on weekdays and sessions starting at 10:00 a.m. on the weekend	5	14%
Not specified on association website	9	24%

As shown in Table 5.1.5, the majority of offerings had an individual session duration of two hours, accounting for 94% of the total offerings recorded. Only 3% had a duration of one hour, and the duration was unable to be determined for 3% of the offerings.

Table 5.1.5		
Duration of Individual Sessions at ATIA		
Duration of individual session in hours	Number of offerings	Percentage of total offerings
1	1	3%
2	35	94%
Not specified on association website	1	3%

Many of the training sessions are open to the general public, with the exception of exam preparation sessions, which are only open to individuals who have registered to take exams. The base pricing is CAD \$40 per individual two-hour session, with the “Introduction to Translation” series offering a discount when all four sessions are bundled together, and members being eligible for a discount on other sessions as well.

Although the language of instruction for all offering entries collected throughout the course of this study was English, the questionnaire indicated that the association advertises training sessions organized by other translation associations both nationally and internationally, including OTTIAQ and associations in Mexico, which provide ATIA members with access to training sessions in French and Spanish.

Overall, the training provided by ATIA allows incoming professionals to develop an understanding of the skills and knowledge which are required to function successfully within the sector. ATIA demonstrates an interest in providing training to newcomers to the profession through its offering of tutorials, which encourage the development of linguistic and translation competences, the exam preparation sessions, which serve to instruct participants on skills needed to become members of the association, and the “Introduction to Translation” series, which includes an explanation of key translation skills as well as an overview of navigating the business side of the industry. In this way, ATIA provides a baseline of training which serves as an introduction for new professionals which is accessible to anyone working with any language combination, as the training sessions are all held fully in English, and are therefore language-neutral.¹³ Due to this fact, the training offered by the association is available to individuals working with immigrant language combinations which may not be represented in available postsecondary programs, and therefore allows professionals working with less frequently taught

¹³ The term “language-neutral” refers to instruction which does not focus on one particular language combination or translation direction. Language-neutral sessions are typically taught in the official language and/or a commonly used language in a particular region. For example, language-neutral sessions in Québec would most likely be taught in French and elsewhere in Canada, they would most likely be taught in English. Sessions focusing on topics such as professional development, tools and technology, particular fields of knowledge, or theory and history typically tend to be language-neutral. When discussing translation or interpreting examples, instructors of language-neutral sessions may use examples from a variety of different language combinations to illustrate particular concepts or ideas being taught in the session.

languages to be trained in specific skills and knowledge in order to develop their translator competence.

Association of Translators and Interpreters of Ontario (ATIO)

ATIO traces its organizational lineage back to the first Canadian professional translators' association, the Cercle des Traducteurs des Livres Bleus, which was founded in Ottawa in 1919 (Delisle, *La Traduction au Canada* 35, 63). The association as it exists today was formed in 1962 and has a decades-long history of providing professional development sessions for its members, which first began in 1975 (75, 96, 122). Data about training activities at ATIO was collected through the "News & Events & Exams" page on the association's website, the questionnaire, and a follow-up interview with the association's president. The bulk of ATIO's training sessions are only available to ATIO members, and therefore information about most past and upcoming sessions is not made available on ATIO's public website. Unfortunately, I was not able to obtain a detailed list of past or upcoming sessions, and therefore this sub-section will not include quantitative data about the training offered by ATIO. Training activities take place in a variety of formats, including workshops, seminars, conferences, and mentorships. In the mentorship program, which is currently being updated, certified members are paired up with other members who are working with the same language pairings and in the same area of the profession who are interested in gaining a deeper understanding of their area of work. In this way, mentees are able to personalize their training through one-on-one sessions with an experienced professional working in the same niche. Group training sessions take place both in-person and online and are made available to association members, who are professional or certified translators. Training sessions are funded through participant fees, which are determined

on the basis of administration costs and the rates of individual trainers, and the timing of the training session offerings varies.

Regularly recurring sessions include the exam preparation sessions which are offered on a yearly basis and the mandatory information sessions for prerequisite exams which are offered twice a year. The exam preparation sessions are targeted at members planning to attend a CTTIC certification exam, and provide participants with instruction on exam expectations and recommendations on how aspects of the exam should be approached. The mandatory information sessions are targeted towards individuals intending to apply to become ATIO members and so are an exception to the fact that all other sessions are only available to members. They include a brief introduction to the association's Bylaws and Code of Ethics, an overview of the profession, and a description of the prerequisite exams. These sessions therefore serve as a brief introduction to the professional sector as a whole through introducing individuals to the expectations and practices associated with being a member of the association.

On average, individual sessions have a duration of one to two hours, and each individual session is attended by an average of fifteen participants. Sessions are all conducted in English, and the topics and content presented in the session are determined through association board discussions as well as member requests. Specific topics revolve around field specific knowledge and skills, text type specific knowledge and skills, and general professional development topics. There are no established prerequisites, or expected levels of prior knowledge, so training sessions are open to any members who might be interested in the topic being presented. Session instructors tend to be either certified members or other individuals who have been referred to the association through a member. Certified members are chosen to present on topics related to their particular areas of expertise and share insights and information that they have accumulated

through their professional experience. Instructors from outside of the association, who are selected through internal recommendations, are valued for their ability to bring in a fresh perspective and present a new and diverse set of experiences and ideas that may help association members expand their knowledge.

Overall, the training provided by ATIO aims to encourage professionals to continue to pursue continued learning throughout their career. The topics chosen to be presented in training sessions are highly practical in nature, focusing on knowledge and skills that are directly applicable to tasks associated with T&I professions. As well, the selection of topics chosen to be included in the training offerings being determined through board discussions and member requests demonstrates that the training intends to respond to relevant contemporary needs in the T&I sector. In this way, the training aims to keep professionals updated on their skills and knowledge so that they are able to adapt to contemporary changes in the sector and continue to effectively contribute to the profession.

ATIO also keeps records pertaining to translation requests, and according to the response to the questionnaire, with respect to official document translation, the languages most commonly requested to be translated into English include Arabic, Bengali, Cantonese, French, German, Hindi, Hungarian, Italian, Korean, Mandarin, Persian, Polish, Portuguese, Punjabi, Spanish, Tagalog, Turkish, Urdu, and Vietnamese. As shown in Table 5.2.1, the native speakers of the eighteen non-official languages which are the most highly requested to translate make up 71% of the total Ontario population that speaks a non-official non-indigenous language (“Mother tongue by generation status”). With the exception of Hungarian and Turkish, these languages account for most of the largest non-official language speaker groups in Ontario (except for Gujarati, Russian, and Tamil, which each make up 3% of the Ontario population with non-official

language mother tongues). In this way, there is a rough correlation with the presence of a large mother tongue speaker group and a significant amount of translation requests for that mother tongue language, which establishes a connection between the volume of translation requests and the size of a mother tongue speaker group, thus demonstrating a relationship between immigrant populations and T&I needs.

Table 5.2.1

Populations Corresponding to Non-Official Languages with the Highest Rates of Translation Requests in Ontario

Mother tongue	Number of speakers in Ontario	Percentage of Ontario population with non-official language mother tongue
Arabic	215,360	6%
Bengali	53,875	1%
Cantonese	266,890	7%
German	88,235	2%
Hindi	84,715	2%
Hungarian	30,450	1%
Italian	191,975	5%
Korean	75,235	2%
Mandarin	327,220	9%
Persian ^c	147,600	4%
Polish	106,470	3%

Portuguese	152,340	4%
Punjabi	259,050	7%
Spanish	218,520	6%
Tagalog	170,080	5%
Turkish	26,780	1%
Urdu	169,180	4%
Vietnamese	77,620	2%
Total	2,613,695	71%

Data adapted from: “Mother tongue by generation status and number of languages known:

Canada, provinces and territories, census metropolitan areas and census agglomerations with parts.” Statistics Canada, 21 June 2023,

www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810036401.

c. This includes the entire “Persian languages” category as defined by Statistics Canada and includes the sub-categories of “Dari,” “Iranian Persian,” and “Persian (Farsi), n.o.s.”

Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ)

OTTIAQ traces its organizational lineage back to the Société de traducteurs de Montréal, one of the first influential professional associations which began offering translator training courses in 1940 (Echeverri 154-56; Delisle 122, Kumbe 75). It was established under its current name in 2000 and continues to offer a variety of different types of training (“L’Ordre”). Data about training activities at OTTIAQ was collected through the questionnaire and the “Nos formations” and “Mentorat universitaire” pages on the OTTIAQ website, as well as past

published issues of *L'antenne*, the association's monthly newsletter, which are archived on the "Publications" page. OTTIAQ offers training in a variety of formats, including mentorships, workshop and lecture-style training events, which are offered both in-person and online, and conferences. In terms of mentorships, university students studying in a recognized program at one of six universities (Concordia, Laval, Montréal, McGill, Québec en Outaouais, Québec à Trois-Rivières, and Sherbrooke) are able to access these mentorships at no charge, with mentorships being completed after graduation being subject to a fee. Both coursework mentorships, which are offered as a credit option at those six recognized universities, and co-op mentorships, completed alongside a co-op student's internship placement, are available. Mentors and mentees participating in the coursework stream are paired up by OTTIAQ, and in co-op mentorships, students may be mentored by their supervisor, as long as that supervisor fulfills the mentor requirements. These requirements, which are also mandatory for members wishing to become mentors in the coursework stream, include a minimum of five years of experience in one profession, a minimum of five years of being registered with the Order, and the completion of an online training module that is available through the OTTIAQ online portal. Translation mentorships take place over a span of six months with mentors and mentees meeting monthly and include a minimum translation amount of 12,000 words. The mentorships help prepare students to enter the workforce, allowing them to develop a personalized understanding of the T&I sector, become informed about the expectations and requirements associated with professional practice, and receive feedback on sample work.

Additional training offered by OTTIAQ includes mandatory ethics training and conferences. Mandatory training focused on ethics, professional conduct, and professional practice must be completed by students participating in the mentorship program and those

wishing to become certified members (“Formation sur l’éthique”). This training includes information on regulated professions and professional orders in Québec as well as the code of ethics and requirements established and maintained by OTTIAQ. This training is available as a module on OTTIAQ’s online portal and culminates in a test which participants are required to pass in order to successfully complete the training module. The Ordre also regularly holds conference events. A large yearly conference is held each fall which hosts a variety of guest speakers presenting on various T&I related topics. Smaller conferences are also hosted two to three times per year which center on the role and status of translation in contemporary society.

During data collection of training sessions offered by the Order, 106 events were recorded, with event dates ranging from June 29, 2021 to June 20, 2024. On average, training events are attended by about fifteen participants. While most offerings include one individual session, some are split into two individual sessions, which are scheduled on the same weekday one or two weeks apart. Since September 2021, OTTIAQ has divided their training offerings into four distinct categories: Professional practices and management, Linguistic development and translation, Tools and expertise, and Areas of expertise. From the perspective of translator competence models discussed in the “Current Translation and Interpreting Training and Education Needs” section, Professional practices and management sessions focus primarily on service provision competence (*EMT Competence Framework 2022 11*). Linguistic development and translation sessions focus especially on linguistic competence (*EMT Competence Framework 2022 6; Translation services 3*), and Tools and expertise sessions focus especially on technical and research competences (*Translation services 3-4*). Lastly, Areas of expertise sessions focus particularly on extra-linguistic, cultural, and to an extent linguistic and textual competence (PACTE “Building a Translation Competence Model” 58-60; PACTE “Investigating

Translation Competence” 610-11; *Translation services* 3-4), as sessions in that category focus on field specific and text type specific topics. There a variety of recurring sessions, which are scheduled on about a yearly basis. Some of these regular sessions focus on grammar and editing, including sessions on comparative punctuation. Regular sessions relating to professional development topics include sessions on using LinkedIn, project and business management, and information security practices. Recurring sessions focusing on tools and technology include tutorials on translation software, especially MultiTerm, LogiTerm, and Trados Studio. Recurring field-specific sessions demonstrate a particular focus on legal, administrative, and financial translation and include sessions relating to investment funds, insurance, contracts, administrative decisions, and official document translations. Training sessions are run online, and the majority are recorded and able to be accessed through OTTIAQ’s online portal for two months following the live session.

Overall, as demonstrated in Table 5.3.1, training sessions organized by OTTIAQ tend to focus on topics relating to specific fields of knowledge, tools and technology, and language specific topics, accounting respectively for 34%, 22%, and 15% of the total number of offerings. Sessions relating to editing, professional development, and specific text types each account for 12% of the total offerings, and those relating to grammar account for 11% Sessions focusing on general translation topics and social issues are the least common among the offerings, accounting for 6% and 1% of the total respectively.

Table 5.3.1

Topics of Training Offerings from OTTIAQ

Topic	Number of offerings	Percentage of total offerings ^d
Editing	13	12%
Field specific (including biomedical sciences, economics and finance, IT, insurance, legal translation, marketing, and technical translation)	36	34%
General translation	6	6%
Grammar	12	11%
Language specific (including English, French, and Spanish)	16	15%
Professional development	13	12%
Social issues	1	1%
Text type specific (including administrative decisions, advertisements, contracts, government documents, official documents, videoconference interpreting, and videogames)	13	12%
Tools and technology	23	22%

d. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

As demonstrated in Table 5.3.2, there are more workshop-style sessions offered than lecture-style sessions, with workshop-style offerings accounting for 48% of the total and lecture-style sessions accounting for 46%. The format of 6% of the offerings recorded during the data collection process was not able to be determined.

Table 5.3.2

Format of Training Offerings from OTTIAQ

Format	Number of offerings	Percentage of total offerings
Lecture	49	46%
Workshop	51	48%
Not specified on association website	6	6%

As OTTIAQ is located in Québec, the majority of the offerings (71%) are conducted in a monolingual French setting, as shown in Table 5.3.3. 15% of the sessions are offered in a monolingual English setting in order to respond to the needs of translators working from French into English. 13% of the offerings are specifically focused on translation between the official languages, and therefore both French and English is used in the sessions, and 1% of the offerings recorded was focused on Spanish translation, with both French and Spanish being used in that session.

Table 5.3.3

Language of Instruction of Training Offerings from OTTIAQ

Language of instruction	Number of offerings	Percentage of total offerings
English	16	15%
French	75	71%
English/French	14	13%
French/Spanish	1	1%

As can be seen in Table 5.3.4, the majority of the sessions are instructed by certified professionals, including certified translators who are members of the Order accounting for 64% of the total offerings, certified editors accounting for 3% of the total offerings, and a certified terminologist accounting for 1% of the total offerings. New training sessions may be requested by members interested in instructing a session through giving a presentation of their proposed content to the Order's continuing studies committee for approval. Backgrounds as professors or instructors at a university (including among others the Université de Montréal, Concordia University, New York University, McGill University, and the University of Ottawa) are fairly common for instructors and account for 47% of the offerings, with field experts accounting for 17%, and translators accounting for 4%. Occupational identity of the instructors was not able to be determined for 8% of the training offerings recorded.

Table 5.3.4

Occupations of the Instructors of Training Sessions at OTTIAQ

Instructor occupation	Number of offerings	Percentage of total offerings ^e
Certified editor	3	3%
Certified translator	68	64%
Certified terminologist	1	1%
Field expert	18	17%
Not specified on association website	9	8%
Translator	4	4%
University instructor/professor	50	47%

e. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

As shown in Table 5.3.5, training sessions are scheduled in the mornings and afternoons on weekdays. Most sessions are scheduled to begin at either 9:00 am, which accounts for 40% of total offerings, 1:00 pm, which accounts for 29%, or 2:00 pm, which accounts for 11%. All other scheduled start times, including 8:00 am, 8:30 am, 9:30 am, 10:00 am, 10:30 am, 4:00 pm, and 6:00 pm, each account for less than ten percent of the total offerings. Start times were not able to be found for 4% of the recorded offerings.

Table 5.3.5

Start Times of Sessions at OTTIAQ

Start time	Number of offerings	Percentage of total offerings
8:00 a.m.	3	3%
8:30 a.m.	2	2%
9:00 a.m.	43	40%
9:30 a.m.	3	3%
10:00 a.m.	3	3%
10:30 a.m.	1	1%
1:00 p.m.	31	29%
2:00 p.m.	12	11%
4:00 p.m.	2	2%
6:00 p.m.	2	2%
Not specified on association website	4	4%

As demonstrated in Table 5.3.6, the majority of training offerings include individual sessions which have a duration of three hours, accounting for 48% of those recorded, or two hours, accounting for 34% of the total offerings. Less common are sessions of one and a half or four hours, each accounting for 6% of the total offerings, one hour-long sessions, accounting for 1%, and day-long sessions of seven hours, one instance of which accounts for 1% of the total offerings recorded. Session duration was unable to be determined for 4% of the total offerings recorded.

Table 5.3.6

Duration of individual sessions at OTTIAQ

Duration of individual session in hours	Number of offerings	Percentage of total offerings
1	1	1%
1.5	6	6%
2	36	34%
3	51	48%
4	7	6%
7	1	1%
Not specified on association website	4	4%

Training sessions organized by OTTIAQ are able to be accessed by all, with pricing depending on the category that an individual fits into. Pricing categories include members, certification candidates, and members of partner organizations, which collectively tend to form one pricing tier, student members, university mentees, senior members above the age of 65, and honour members, which tend to form a second pricing tier, and non-members, which form the last pricing tier. Generally speaking, the second-tier price tends to be half that of the first-tier price, and the non-member price is about 1.75 times that of the first-tier price.

Overall, the training offered by OTTIAQ tends to align with provincial official language T&I needs. This is demonstrated through the presence of training sessions focusing on and being

taught in official language combinations and a particular focus on legal, administrative, and economic topics, which correspond with the strong presence of official language translation in those particular sectors due in significant part to the implementation of provincial and federal official language legislation. In fact, there is a recurring session that focuses specifically on Bill 101¹⁴ and other factors and issues relevant to English translators in the province. The focus on official language translation is also demonstrated through the mentorship programs, which aim to provide students from university translation programs an introduction to the professional world. That being said, the presence of sessions dedicated to official document translation (offered in both French and English) demonstrates that there is an awareness of immigration-related T&I needs to some extent. In general, though, the topics covered in the training sessions are not always relevant to translators and interpreters working with immigrant languages and responding to immigrant needs as they generally tend to be field-specific and favour fields which are most relevant to official language translation.

OTTIAQ's training options offer both new professionals entering the sector and experienced professionals the opportunity to expand their knowledge and update their skills as the sector experiences growth and change. Given the fact that students and mentees are offered the most significant discount for training sessions and that the mentoring program is offered for free to university translation students, it is clear that one of the main aims of OTTIAQ's training programs is to facilitate the entry of new translators into the sector. The highly field-specific training sessions offer both incoming and experienced translators the opportunity to develop

¹⁴ Bill 101, also known as the Charte de la langue française, was adopted by a nationalist Parti Québécois government headed by René Lévesque in August 1977 and made French the single official language of Québec, including in commerce, business, and the workplace as well as the provincial government and the courts (Delisle, *La Traduction au Canada* 101; Driedger 122; Gagnon and Montcalm 89-90, 183; Martel and Pâquet 195). Additionally, children of immigrants became required to attend Francophone schools, and as a result of this legislation, French has since become the common public language in Québec (Caldwell and Fournier 27; Fraser 82).

knowledge relating to a particular translation niche in which they are interested in working. As well, a significant amount of training relating to tools and technology works to ensure that all professionals are able to stay updated on technological developments in the sector. Through offering training sessions with these focused topics, OTTIAQ therefore works to support the learning both of upcoming professionals in order to facilitate their integration into professional practice, and the continuing learning of experienced professionals in order to ensure their continued success in the sector.

Society of Translators and Interpreters of British Columbia (STIBC)

Since its founding in 1981 (Delisle, *La Traduction au Canada* 110), STIBC has worked to advance the interests of the province's T&I professionals and through the implementation of the certification process and strong ethical standards, ensure that clients have access to trusted professionals. In order to prepare aspiring professionals for certification exams and allow existing professionals to expand or develop their practices, the association offers a variety of training sessions. Data relating to training activities at STIBC was collected from two pages on the organization's website: the "Webinars, Workshops & Exams" page, which includes a monthly calendar where events are able to be clicked on in order to access further information and the registration portal, and "The Voice" page, which archives past published issues of *The Voice*, a quarterly newsletter which includes a section dedicated to advertising upcoming training events. Recorded data included 61 separate training offerings spanning a time period from January 21, 2021 to May 2, 2024. It is however possible that this data is incomplete, as the February 2023 issue of *The Voice* is currently unable to be accessed, and a Spring 2023 issue has not currently been published on the website.

There are several training offerings that are available on a recurring basis. The first of these is the “Preparation for Certification Exams” series. This offering is unique among the rest in that it is not an individual session, but rather a series of sessions that take place over the span of a few weeks. It is a multilingual workshop which aims to assist associate members in their preparation for the Canadian Translators, Terminologists, and Interpreters Council (CTTIC) certification exam. Individual recurring sessions include topics relating to the translation of specific text types, namely literary translation, official document translation, and court interpreting within the particular context of immigration cases. While the official document translation and court interpreting sessions were expected due to the need presented by immigration, the recurrence of a training session on literary translation was fairly surprising to me, as the Canadian T&I sector as a whole tends to be more focused on practical forms of translation. Another recurring session was focused on plain language in writing within the category of editing. Since this session focuses on the production of English target texts, it is applicable to a wide range of translators working with different languages and text genres. Some language specific workshops are offered on a recurring basis as well, namely the Arabic to English, English to Farsi, and English to Chinese¹⁵ workshops. The orientation session for new associate and certified members is also offered on a yearly basis, and aims to cover important information relating to the profession, including ethical practices and standards, and searching for work. Finally, there are two recurring professional development sessions: one on ergonomics and posture which aims to educate participants on a health and wellness topic in a professional

¹⁵ Although there are many different Chinese languages (Statistics Canada differentiates between the following categories: “Hakka,” “Mandarin,” “Min Dong,” “Min Nan (Chaochow, Teochow, Fukien, Taiwanese),” “Wu (Shanghainese),” “Yue (Cantonese),” “Chinese, n.o.s.,” and “Chinese languages, n.i.e.”), online information did not include a specific language and included only “Chinese” in the titles of training offerings and descriptions. For this reason, the term “Chinese” will be used when describing results from STIBC.

context, and one on working with translation agencies which aims to assist participants in navigating the professional sector.

As shown in Table 5.4.1, the most common topics explored in the training offerings include language specific topics, which accounts for 31% of the total offerings, exam preparation, which accounts for 20%, text type specific topics, which account for 20%, and professional development, which accounts for 16%. Sessions relating to ethics, social issues, and general interpreting topics occur fairly regularly, accounting for 13%, 10%, and 13% of the total offerings respectively. Topics relating to editing, field specific knowledge, general language knowledge, grammar, history or theory, and tools and technology are less common, with each of these topics individually making up less than 10% of the offerings.

Table 5.4.1

Topics of STIBC Training Offerings

Topic	Number of offerings	Percentage of total offerings ^f
Editing	4	7%
Ethics	8	13%
Exam prep	12	20%
Field specific (includes driver licensing and auto insurance, immigration, and medical)	5	8%
General language	1	2%
General interpreting	8	13%
General translation	5	8%

Grammar	1	2%
History and theory	2	3%
Language specific (includes Arabic, Chinese, Farsi, French, Japanese, and Spanish)	19	31%
Professional development	10	16%
Social issues	6	10%
Text type specific (includes audiovisual subtitling, bureaucratic documents, consecutive interpreting, court interpreting, literary translation, and official documents)	12	20%
Tools and technology	3	5%

f. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

When it comes to language specific training offerings, which are demonstrated in Table 5.4.2, sessions relating to French make up the largest percentage, 37% of this grouping. In this way, official language translation remains strongly present, although relatively much less so than its presence in postsecondary training. The rest of the sessions focus on non-official languages, including Arabic, Chinese, Farsi, Japanese, and Spanish. Of these, Chinese and Arabic are the most numerous, with Chinese making up 26% of the language specific offerings, and Arabic making up 21%.

Table 5.4.2

Language Specific Offerings from STIBC

Non-English language	Number of offerings	Percentage of total offerings	Percentage of language specific offerings
Arabic	4	7%	19%
Chinese	5	8%	24%
Farsi	2	3%	10%
French	7	11%	33%
Japanese	1	2%	4%
Spanish	2	3%	10%

With respect to the format of the training sessions, as shown in Table 5.4.3, the vast majority of offerings (74%) were of a collaborative and interactive workshop format, with only 18% being offered in a lecture style. 8% of the training offerings collected as data did not contain enough information to determine a format.

Table 5.4.3

Format of Training Offerings from STIBC

Format	Number of offerings	Percentage of total offerings
Lecture	11	18%
Workshop	45	74%

Not specified on association website	5	8%
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As shown in Table 5.4.4, the majority of training sessions were facilitated by certified members of STIBC, who were responsible for the instruction of 72% of the offerings. Current and past occupations in postsecondary education were also fairly common (accounting for 23% of offerings), including professors and instructors currently teaching or having taught in the past at a university or another postsecondary institution, with some examples including the University of British Columbia, Simon Fraser University, the University of Ottawa, and Vancouver Community College. Other session facilitator occupations included an editor, accounting for 2% of the sessions, a certified editor, accounting for 7% of the offerings, office staff, accounting for 7%, and a public educator, accounting for 7%. Information about instructor occupation was unable to be determined for 2% of the offerings recorded.

Table 5.4.4

Occupations of the Instructors of Training Sessions at STIBC

Instructor occupation	Number of offerings	Percentage of total offerings ^g
Certified editor	4	7%
Certified translator/interpreter	44	72%
Editor	1	2%
Field expert	7	11%
Not specified on association website	1	2%

Office staff	4	7%
Public educator	4	7%
University/postsecondary instructor/professor	14	23%

g. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

As demonstrated in Table 5.4.5, the majority of the sessions are scheduled in the evenings, with 36% of the total offerings scheduled to begin at 5:00 pm, 26% being scheduled to begin at 6:30 pm, eight percent being scheduled at 5:30 pm, 5% at 6:00 pm, and 3% at 7:00 pm. Sessions scheduled in the mornings most commonly begin at 10:00 am, accounting for 8% of the total offerings, but are also scheduled at 11:00 am, accounting for 2% of the offerings. Session start times in the afternoons include 1:00 pm, accounting for 3% of the offerings, 2:00 pm, accounting for 2%, 4:00 pm, accounting for 5%, and 4:30 pm, accounting for 2%.

Table 5.4.5

Start Times of Sessions at STIBC

Start time of session	Number of offerings	Percentage of total offerings
10:00 a.m.	5	8%
11:00 a.m.	1	2%
1:00 p.m.	2	3%
2:00 p.m.	1	2%
4:00 p.m.	3	5%
4:30 p.m.	1	2%

5:00 p.m.	22	36%
5:30 p.m.	5	8%
6:00 p.m.	3	5%
6:30 p.m.	16	26%
7:00 p.m.	2	3%

From the training offerings that included information about the duration, it can be ascertained that the sessions offered by STIBC last between one and three hours, as per Table 5.4.6. The most common session duration was one and a half hours, which includes 31% of all offerings, followed by a duration of one hour, accounting for 28%, and two hours, accounting for 23%. Durations of one and a quarter hours and three hours were less commonly present, accounting for 3% and 2% of offerings respectively. The duration was not able to be determined for 13% of the offerings.

Table 5.4.6

Duration of Individual Sessions at STIBC

Duration of individual session in hours	Number of offerings	Percentage of total offerings
1	17	28%
1.25	2	3%
1.5	19	31%
2	14	23%
3	1	2%

Not specified on association website	8	13%
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Based on collected data on pricing, training sessions offered by STIBC have been accessible to the general non-member public since 2022; previously, sessions had been accessible only to members of professional associations, including those from other provinces. STIBC members are able to access the training sessions at a reduced rate, which is generally two-thirds that of the rate for non-members or previously, the rate for members of other associations. In 2021 and 2022, the typical rate was CAD \$40 per session for STIBC members and CAD \$60 for members of other associations or non-members. In 2023, this typical rate was raised to CAD \$50 for STIBC members and CAD \$75 for non-members. Some offerings, including all of the orientation sessions, are free for members. Non-orientation sessions which were offered free to members included one of the Chinese-English workshops, one of the sessions on working with translation agencies, a session on interpreting pitfalls, one exam preparation session, and a session on the Canadian Style Guide.

Overall, the training provided by STIBC is mostly vocational and highly practical, which is demonstrated through the high proportion of workshop-style sessions. Interactive and hands-on instruction allows participants to gain an understanding of how to directly apply the knowledge and skills explained in the session to a professional practice. The inclusion of non-official languages in the language specific sessions in combination with the recurrence of the official document translation and court interpreting in immigration cases sessions and one individual session on identity, immigration, and second language acquisition demonstrates that immigration-related T&I needs in particular are being considered in the planning and creation of

training sessions. In this way, the training being offered demonstrates that the association is invested in providing both new and experienced professionals the knowledge and skills that are needed to function effectively in a variety of different niches within the sector.

Summary

In this way, each association's training activities are developed in response to the primary translation and interpreting concerns within an association's provincial jurisdiction. OTTIAQ's training is primarily focused on official language needs due to the prevalence of official language translation in the province. Although OTTIAQ does provide strong supports to university students, similarly to ATIO's training, they do not provide much training focused on basic introductory concepts and knowledge, likely due to the fact that the majority of postsecondary T&I programs in Canada can be found in those two provinces. Training at OTTIAQ and ATIO is therefore primarily focused on professional development or more focused, niche T&I topics. ATIA and STIBC, on the other hand, do offer more basic introductory sessions, with ATIA offering an introductory series, and STIBC offering a variety of language combination specific workshops, which both aim to develop a strong base of translation knowledge and practice. Therefore, association training activities also respond to their respective province's T&I postsecondary training landscape in order to provide relevant and necessary training opportunities for existing and aspiring professionals.

Overarching Trends and Implications

This section focuses on discussing larger trends which are found in the training activities of the Association of Translators and Interpreters of Alberta (ATIA), the Association of Translators and Interpreters of Ontario (ATIO), the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ), and the Society of Translators and Interpreters of British Columbia (STIBC), as well as larger trends within the translation and interpreting (T&I) sector which impact association training activities. The first part of this section discusses the content, format, and instructor backgrounds of association training events. This is followed by discussions about economic concerns and considerations, the dichotomy between the concepts of training and education, and interorganizational collaboration. Overall, this section aims to develop an overarching description of association training activities within the Canadian T&I sector, both in terms of their content and organization and in terms of their engagement with external factors and parties including the economy, postsecondary education, and other sectoral organizations.

Training Across Canadian Associations

Although, as mentioned in the preceding section, provincial association training varies from association to association based on provincial T&I sector characteristics and concerns, there are also several similarities that can be found across associations. As I discuss here, these similarities are present in the content presented in training sessions, as associations commonly offer training relating to topics in editing, ethics, general translation, professional development, and tools and technology, and typically do not offer training related to topics in theory and history. Similarities can also be found in the format of training sessions, with an overall

preference towards workshop-style sessions, and the occupational backgrounds of instructors, with a preference towards individuals who are certified professionals and/or postsecondary instructors. These commonalities therefore create a cohesive description which ties together the training activities from multiple associations.

With respect to training content, the major trend in contemporary postsecondary translation curriculum development is to have individual modules or courses which are organized “according to language skills, translation skills, interpreting skills, cultural or civilization, subject area, and instrumental skills” (Sawyer et al., “The evolving curriculum” 1). Another common strategy involves organizing courses or modules according to specific language pairs, text types, and fields of study (Venuti, Introduction 1). Provincial association training sessions tend to follow both of these organizational strategies, with training sessions organized by STIBC and OTTIAQ in particular being organized according to language pairs, text types, and fields of study. As can be seen in Table 6.1.1, individual session topics which are offered across all three associations for which data about individual training sessions was available include editing, general translation, professional development, and tools and technology. Although OTTIAQ does not offer scheduled training events relating to ethics as the other two organizations do, the order still provides mandatory ethics training through an online module. The presence of these topics across all three associations reflects the contemporary need for T&I professionals to develop translator competence, editing skills, proficiency in contemporary tools and technology, and knowledge relating to professional practice and behaviour.

Table 6.1.1

Topics of Training Sessions across Provincial Associations

Topic	Percentage of total offerings at STIBC ^h	Percentage of total offerings at ATIA ^h	Percentage of total offerings at OTTIAQ ^h
Editing	7%	22%	12%
Ethics	13%	8%	0%
Exam prep	20%	35%	0%
Field specific (including biomedical sciences, driver licensing and auto insurance, economics and finance, immigration, IT, insurance, legal translation, marketing, medical, and technical translation)	7%	0%	34%
General language	2%	0%	0%
General interpreting	13%	3%	0%
General translation	8%	24%	6%
Grammar	2%	0%	11%
History and theory	3%	0%	0%
Language specific (including English, Arabic, Chinese, Farsi, French, Japanese, and Spanish)	31%	0%	15%
Professional development	16%	24%	12%

Social issues	10%	0%	1%
Text type specific (including audiovisual subtitling, administrative decisions, advertisements, contracts, bureaucratic and government documents, consecutive interpreting, court interpreting, literary translation, official documents, videoconference interpreting, and videogames)	20%	0%	12%
Tools and technology	5%	3%	22%

h. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

Technologies and technological tools have become strongly embedded into T&I professions and are commonly used worldwide across translation agencies and organizations, which has made them an expected contemporary component of T&I training and education (Marshman and Bowker 90; Orlando, “Training of Professional Translators in Australia” 197). Professionals are expected to be aware of and be comfortable using a wide range of tools, including online research tools such as dictionaries, grammars, forums, and corpora, as well as various software, including translation memory and terminology management systems, concordances, and computer-assisted translation (CAT) tools (Massardier-Kenney 35; Schäffner, “Preparing Students of Translation” 246; Van Wyke 21). Outside of translation-specific tools and software, translators are also typically expected to be effectively able to use general tools and

software such as search engines and desktop publishing programs (Hubert 57; von Flotow 49).

As such, undergraduate T&I programs across Canada all include “at least one course” which focuses on introducing students to translation technologies (Marshman and Bowker 69). This need for training relating to technologies was echoed by the president of ATIO during her follow-up interview, who in particular emphasized the need for training relating to newly-developed artificial intelligence (AI) technologies such as ChatGPT in order to ensure that professionals are aware of technological advances and the potential impacts or benefits those technologies may have on professional practice:

... we all kind of challenged [...] the credibility of [...] ChatGPT. But you do need to know what's going on with that. So, in order to win the battle, you have to understand, you have to know your [...] enemies. I don't want to call it an enemy yet, but you have to kind of know the person or know the machine, get to know the software, get to know the tool so that you get to manipulate it or you get to control it instead of being controlled or being manipulated. (President of ATIO)

With respect to the translator competence models which were discussed in the “Current Translation and Interpreting Needs” section, knowledge of tools and technology corresponds to the instrumental sub-competence in the PACTE model, the technology area of competence identified in the European Master’s in Translation (EMT) model, and technical competence identified in the Canadian *Translation services* standard, making training sessions focused on tools and technology therefore a key component in the development of translator competence (EMT Competence Framework 2022 9; PACTE “Building a Translation Competence Model” 58-60; PACTE “Investigating Translation Competence” 610-11; *Translation services* 4).

Editing, ethics, and professional development are also essential components of T&I training and education. Editing relates to processes undertaken in a traditional translation format, where an individual translator creates an entire target text on their own, in proofreading tasks, where a senior translator verifies and makes adjustments to the work of a junior translator, and in post-editing tasks, where a translator verifies and makes adjustments to a preliminary target text that has been composed by a machine translation software (Massardier-Kenney 36). These processes exist within the scope of the bilingual sub-competency in the PACTE model and the language and culture competence area in the EMT model, as knowledge of both source and target languages is necessary in order to compare texts and make adjustments (*EMT Competence Framework 2022* 6; PACTE “Building a Translation Competence Model” 58-60; PACTE “Investigating Translation Competence” 610-11). Ethics training is also considered to be vital due to geopolitical and social concerns, as well the relevance of ethical questions to practical considerations (Colina and Venuti 209-11; Schäffner “Preparing Students of Translation” 243). Ethics training allows aspiring translators and interpreters to understand the value and impact of the profession and develop an understanding of professional practices, responsibilities, and expectations so that they may be prepared to behave appropriately when entering into a professional role. This topic may therefore be understood as falling within the knowledge about translation sub-competency in the PACTE model and to the translation service provision competence area in the EMT model (*EMT Competence Framework 2022* 11; PACTE “Building a Translation Competence Model” 58-60; PACTE “Investigating Translation Competence” 610-11). The professional development topic also addresses requirements established in the knowledge about translation sub-competency in the PACTE model and the translation service provision competence area of the EMT (*EMT Competence Framework 2022* 11; PACTE

“Building a Translation Competence Model” 58-60; PACTE “Investigating Translation Competence” 610-11). Additionally, the professional development topic addresses the personal and interpersonal competence area of the EMT model (*EMT Competence Framework 2022* 10), a training need which was corroborated by ATIO’s president, who explained that it is vital for professionals to learn “...how to deal with your clients, how to handle angry customers [...] all these kinds of people skills...” (President of ATIO). General translation sessions, which focus on translation techniques, strategies, and other associated components of translation practice, address both the translation knowledge and strategic sub-competencies in the PACTE model (PACTE “Building a Translation Competence Model” 58-60; PACTE “Investigating Translation Competence” 610-11). The inclusion of tools and technology, editing, ethics, professional development, and general translation topics in the training provided by all three associations therefore demonstrates a focus on developing aspects of translator competence that are unique to the translation profession.

However, relatively absent from the training sessions offered by the associations are theory and history. Learning theory and history is considered to be important for T&I professionals so that they can develop a more complex understanding of professional practice and become more informed and effective in their approaches within particular contexts (Gouadec 368; Kearns 194; Mackenzie 33; Lui 130). However, many students and professionals are sceptical of the potential usefulness of theory as it is often presented in abstract formulations and language which may seem to come from external observers and therefore be distant from the practical considerations of professional practice (Gile 246; Kearns 190; Orlando 44, *Training 21st Century Translators and Interpreters*; Sager 113). As a result, practical training tends to be preferred by students and professionals due to its direct applicability to professional practice (D.

Li 520; Orlando, *Training 21st Century Translators and Interpreters* 45). That being said, as expressed by the president of ATIA in her follow-up interview, this does not necessarily mean that professional translators and interpreters are entirely opposed to learning about theory: “Would it help me in translation? Maybe. I couldn't really say because I haven't received the training, so I don't know what I don't know” (Therien). In order to accommodate for students’ and professionals’ dislike of the abstract and distant nature of theory, theory should not be presented as an independent topic, but rather in tandem with practical examples, allowing learners to understand how theory may inform practical choices (Hörmann 61; Kizeweter 85; Orlando, *Training 21st Century Translators and Interpreters* 43; Van Wyke 17). In this way, theory may be presented in a practical context, thus demonstrating its relevancy to professional practice. As a result, it is possible that elements of theory are presented within the context of practical topics at provincial association training sessions; however, as data relating to training sessions was not gathered through attendance of those sessions, I cannot make a definite determination regarding that possibility.

Although language specific training is offered at STIBC and OTTIAQ, the variety of non-official language combinations is quite limited, with STIBC offering sessions relating to Arabic, Chinese, Farsi, Japanese, and Spanish, and OTTIAQ only rarely offering sessions relating to Spanish. As demonstrated in Table 6.1.2, the non-official language offerings at STIBC correspond to languages which account for 42% of the total non-official language mother tongue population. In this way, the language-specific training does address a significant portion of the immigrant languages in British Columbia, although not a majority. Other languages with significant mother tongue speaker populations such as German, Hindi, Korean, Portuguese, Punjabi, Russian, Tagalog, and Vietnamese therefore do not have any language-specific T&I

training options in the province. This limitation is present in other provinces as well, with language-specific instruction of non-official languages being largely limited to the options provided by postsecondary institutions. That being said, it is important to note that a significant mother tongue speaker population does not necessarily translate to high T&I need, as some countries, such as India and the Philippines, may have a Canadian official language, in these two cases English, as an official and/or commonly used/known language. Overall, however, due especially to the large variety of mother tongues in the immigrant population and the modest number and diversity of language-specific offerings, many translators and interpreters working with non-official languages are limited to pursuing training which is language-neutral,¹⁶ both in terms of postsecondary and association options.

Table 6.1.2

Populations Corresponding to Non-Official Language Training Offerings at STIBC

Language	Number of mother tongue speakers in British Columbia	Percentage of British Columbia population with non-official language mother tongue
Arabic	22,320	2%
Chinese	416,430	30%

¹⁶ The term “language-neutral” refers to instruction which does not focus on one particular language combination or language direction. Language-neutral sessions are typically taught in the official language and/or a commonly used language in a particular region. For example, language-neutral sessions in Québec would most likely be taught in French and elsewhere in Canada, they would most likely be taught in English. Sessions focusing on topics such as professional development, tools and technology, or particular fields of knowledge typically tend to be language-neutral. When discussing translation or interpreting examples, instructors of language-neutral sessions may use examples from a variety of different language combinations to illustrate particular concepts or ideas being taught in the session.

Farsi ^j	57,445	4%
Japanese	22,140	2%
Spanish	60,645	4%
Total	578,980	42%

Data adapted from: “Mother tongue by generation status and number of languages known:

Canada, provinces and territories, census metropolitan areas and census agglomerations with parts.” Statistics Canada, 21 June 2023,

www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810036401.

i. As online information did not specify which Chinese language(s) were included in language-specific training sessions, the entire “Chinese languages” category population from Statistics Canada is included in this number, which includes the sub-categories of “Hakka,” “Mandarin,” “Min Dong,” “Min Nan (Chaochow, Teochow, Fukien, Taiwanese),” “Wu (Shanghainese),” “Yue (Cantonese),” “Chinese, n.o.s.,” and “Chinese languages, n.i.e.”

j. This includes the entire “Persian languages” category as defined by Statistics Canada and includes the sub-categories of “Dari,” “Iranian Persian,” and “Persian (Farsi), n.o.s.”

When it comes to the format of the training sessions, there is an overall preference for a workshop style involving interaction and discussion between the facilitator and participants, as demonstrated in Table 6.1.3. This mirrors the pedagogical structure of courses in postsecondary programs, which have undergone a shift since the 1990s from a primarily transmissionist philosophy towards the social constructivist orientation described in Don Kiraly’s work (Kearns xiv; Orlando, *Training 21st Century Translators and Interpreters* 32-34; Pym 483; Washbourne 597-98). Transmissionism views learners as passive and empty vessels that absorb knowledge

which is transmitted by the instructor, who exists as an authority in the classroom. As a result, interactions in the classroom are unidirectional and course sessions are structured as lectures. In a social constructivist perspective, learning and knowledge are understood as being socially constructed, with learners being capable of actively contributing to the construction of knowledge within the classroom. Interactions are multi-directional and multi-faceted, and occur both between the instructor and the students and among the students themselves. Instructors are not viewed as being ultimate authorities, but rather as facilitators who perform tasks such as “initiating discussion, managing interaction among the group members, [and] summarizing and rephrasing arguments” (Kiraly 63). The primary goal of a social constructivist setting is to empower students to develop practices of self-reflection, community engagement, and a continued interest in learning, habits which are also considered to be key aspects of expert behaviour exhibited by T&I professionals (Colina and Venuti 206; Defeng 121; González-Davies 71-73; Kiraly 26, 32-33). Workshops in which participants are encouraged to discuss completed target texts, share ideas, ask questions, and critically analyse their own work and practice create a reciprocal learning environment which encourages participants to practice and develop professional habits and join a professional community of practice.¹⁷

¹⁷ A community of practice is formed by a group of people sharing a particular interest or competence distinguishing them from others who interact with one another in order to share information and assets, problem-solve, discuss developments in their field, etc. (Wenger-Trayner and Wenger-Trayner). This allows practitioners to collectively participate in managing knowledge and resources and continuing to learn throughout engaging in their practice. In this way, their organization is social constructivist in nature.

Table 6.1.3

Format of Training Sessions at Professional Associations

Format	Percentage of total offerings at STIBC	Percentage of total offerings at ATIA	Percentage of total offerings at OTTIAQ
Lecture	18%	43%	46%
Workshop	74%	43%	48%
Not specified on association website	8%	14%	6%

ATIA, ATIO, and OTTIAQ all also offer mentorships, where learners are paired up with professionals and are able to engage with them one-on-one. Learning in this context is highly tailored to the particular needs, preferences, and experience of the learner, allowing for in-depth exploration of specialized topics or otherwise an overall focus on one type of translation or interpreting. Mentees can have a direct role in deciding which topics or issues to focus on with their mentors, thus allowing them the opportunity to direct their own training in order to ensure that it aligns with their learning goals. Meeting with an experienced professional also allows them to learn about the sector and professional practice through a personalized lens. OTTIAQ's mentorship program is also available to university students completing internships, which allows learners to have first-hand experience in a professional environment, including with its organizational structure, standard industry practices and technological tools, and realistic turnaround times. Christiane Nord's research on a functionalist approach to translation education and curriculum design, which has led to the development and popularization of profession-based, learner-centered approaches, emphasizes the simulation of professional practice, explaining that

the presence of authentic or simulated professional environments in the training process helps prepare learners to function effectively in a professional environment (Greere 63; Kelly 46-48; Khoshsaligheh et al. 192; Orlando, “Training of Professional Translators in Australia” 201; Orlando, *Training 21st Century Translators and Interpreters* 29; Washbourne 597-600). While this may be accomplished by structuring class projects according to realistic professional models, involving role-play and the establishment of specific roles in a small project group, internship placements and apprenticeships offer an option within an actual professional environment (Kelly 157-58). Through offering mentorships, including as a way of supporting student interns, ATIA, ATIO, and OTTIAQ thus offer incoming professionals the opportunity to pursue individualized training in order to support their specific needs and interests and facilitate their integration into the professional environment.

Given the fact that T&I professionals are able to effectively understand the needs of students through their own experiences in the sector, it is ideal for professionals or other individuals with significant experience in the sector to be the ones instructing T&I training or education programs or sessions (Greere 62; Kiraly 70; Orlando, *Training 21st Century Translators and Interpreters* 51). This experience and in-depth understanding of the T&I sector is useful in ensuring that the instruction is relevant to the market realities that students will experience once they complete the program or session and enter the field. However, this focus on ensuring the appropriate professional experience of instructors often overshadows pedagogical concerns, with the assumption being that professionals will be able to easily transition into an instructional role solely by virtue of their professional knowledge and experience (Kearns 202). The coexistence of these two major considerations means that in an ideal situation, instruction of programs or sessions would be conducted by individuals, or a combination of individuals, who

have both professional and pedagogical knowledge and experience. Many existing programs do in fact include instruction both from professionals and academics in order to ensure a well-rounded curriculum (Gouadec 364; Orlando, “Training of Professional Translators in Australia” 197-200).

The provincial associations tend to pull instructors of training sessions from their member ranks, thus fulfilling the requirement for training instructors to have professional knowledge and experience. As shown in Table 6.1.4, the majority of the instructors at all provincial associations are certified association members. This emphasis on professional experience among the instructors highlights the fact that the sessions are primarily focused on dealing with specifically profession-related issues and topics. Many of the instructors also have a background in academic instruction, either as instructors or professors at postsecondary institutions, mainly universities. Their significant experience as academic instructors implies a certain level of pedagogical knowledge and experience, however this may vary depending on the specific training or professional development programs that instructors may or may not have completed in the postsecondary setting. In any case, these instructors, particularly those who have professional experience and a background in academic instruction, fulfill the ideal of having instruction carried out by both professionals and academics. Other session instructors work as certified editors, field experts, association staff, or public educators, and instruct sessions which are directly related to their areas of work. For example, at OTTIAQ, sessions on information security best practices are taught by a field expert in information technology. Overall, the instructors chosen to conduct training sessions at provincial associations are highly qualified to instruct the particular sessions which they are responsible for.

Table 6.1.4

Occupations of Instructors at Provincial Associations

Instructor occupation	Percentage of offerings at STIBC ^k	Percentage of offerings at ATIA ^k	Percentage of offerings at OTTIAQ ^k
Certified editor	7%	0%	3%
Certified translator/interpreter	72%	98%	64%
Certified terminologist	0%	0%	1%
Editor	2%	0%	0%
Field expert	11%	5%	17%
Not specified on association website	2%	5%	8%
Office staff	7%	0%	0%
Public educator	7%	0%	0%
Translator	0%	0%	4%
University/postsecondary instructor/professor	23%	78%	47%

k. As individual sessions may have more than one coding option assigned to them, the total of these percentages exceeds 100%.

Altogether, the training conducted by provincial associations follows trends and developments occurring within the postsecondary sphere. The lean towards a workshop delivery of content mirrors the shift towards social constructivism which has occurred in contemporary postsecondary classrooms. The instructors of association training sessions represent both significant professional experience and academic backgrounds, which is described by scholars as being ideal for T&I instruction. Finally, the division of session topics generally follows organizational strategies used in postsecondary programs and courses. Overall, the associations commonly provide training in topics relating to editing, ethics, general translation, professional development, tools and technology, demonstrating that association training is highly vocational and aims primarily to allow experienced and incoming professionals to develop relevant knowledge and skills for work in the sector.

Economic Considerations

Similarly to other Western economies, the Canadian economy has undergone a transformation since the 1970s in which neoliberalism and globalisation have been major driving factors of economic development and structure, which has had an inevitable impact on the T&I sector (Cronin 10; Hu vii). Globalised neoliberalism has caused an increase in international migration, a deregulation of markets and industries on both national and international levels, and large-scale privatisation, which have resulted in a significant restructuring of industries (Hu 158; P. Li 135; Orlando, *Training 21st Century Translators and Interpreters* 18). The services of the Canadian federal government's Translation Bureau which make up part of the Canadian T&I sector have shifted to a privatised model, with an increase in private contracting throughout the 80s and 90s and with the Translation Bureau itself being transformed into a Special Operating

Agency (SOA) in 1995 (Mossop 5). As federal SOAs “operate on a cost-recovery basis,” the translation and interpreting services provided by the Bureau have shifted from primarily focusing on socio-cultural concerns and goals towards aims centered around productivity and economic growth (18, 26). Additionally, the federal government has encouraged “the consolidation of the translation industry into large businesses” in order to ensure minimized outsourcing costs as well as a reliable supply of contract translators (Kearns 13). In this way, economic productivity and growth have become the primary driving factors behind the development of the Canadian T&I sector as a whole.

On an individual level, the understanding of career trajectories of translators within the sector has shifted from a linear model to what Hayley King, whose article explores the relationship between translator education programs and the contemporary labour market, terms a chaotic model, due to the fact that the effects of globalisation and neoliberalism have caused instability in career development options (138). Globalisation and the development and adoption of new technologies have resulted in diversification in the job opportunities available to translators and interpreters, expanding the translation and interpreting sector to become the contemporary language service sector (Orlando, *Training 21st Century Translators and Interpreters* 17). New skills and positions that are now available and required by the market include post-editing, which has become more common as a result of the development of machine translation software, localization, which is used in order to enable effective marketing and distribution of products on an international scale, and various multimedia roles, including dubbing and subtitling, which have expanded as a result of increased cultural product exchange (Hu 11). In combination with the commonality of freelancing due to the increased prevalence of

gig economies,¹⁸ adaptability across a variety of positions and specializations has become a vital attribute for professional translators, interpreters, and other language service specialists (Orlando, *Training 21st Century Translators and Interpreters* 20).

Increased global migration, the diversification of the language service job market, and an increase in short-term and temporary employment across all sectors have resulted in a preference for short-term flexible training opportunities. As established in the *Survey of the Canadian Translation Industry*, which was conducted and published in the mid- to late-1990s, although the total number of students enrolled in translation programs and courses at that time had remained consistent, there had been a decline in students pursuing full Bachelor's and Master's degree programs and an increase in students pursuing shorter certificate programs (31-32). The preference towards certificate programs was explained in the *Survey* as being the result of the relative flexibility and accessibility of the programs in comparison to full degree programs, which appealed to individuals already involved in the language service sector who wished to expand or improve existing skills. Although the *Survey's* results demonstrate effects of globalisation and neoliberalism which were occurring 25-30 years ago, the increasing migration and explosion of technological development since then has most likely resulted in the continued preference for short, flexible, and accessible programs aimed at supporting individuals with existing linguistic knowledge in entering the language service sector or in assisting experienced professionals in updating their knowledge and skills.

Although the development and institutionalization of translator training and education programs has resulted in an overall decrease in self-taught professionals entering the language service sector, individuals without formal instruction still do and will continue to enter the

¹⁸ Gig economies are markets where short-term contracts or freelancing have become the norm, as opposed to long-term, full-time positions ("Gig Economy, N.").

Canadian professional sphere (Kelly and Martin 592), especially in the case of individuals working with less frequently taught immigrant languages. Both the ATIA and ATIO presidents confirmed in their interviews that formal instruction focusing on their working languages (Danish, and Mandarin and Taiwanese respectively) is still largely lacking and difficult to access if not entirely non-existent (President of ATIO, Therien). The influx of immigrant language translators has resulted in the creation of a “secondary market” of T&I training, which focuses on the development or certification of skills that individuals already working in a professional capacity have developed independently (Torres-Simón and Pym 79). Association T&I training forms part of this market, especially as provincial associations in Canada are responsible for establishing individuals’ status as certified members of the profession.

Additionally, professionals who have completed full degree programs may be interested in updating their skills in order to ensure that their knowledge of tools, practices, and standards remains current, or in order to enable them to shift into a different professional niche (Gile 11-12; Pym 475). In fact, continuing education is understood to be a requirement in order to maintain one’s professional standards of practice, and may even be a requirement for maintaining good standing within professional associations, as is the case with ATIA and STIBC. As explained by the president of ATIO in her interview, professionals who have gotten certified several years (or even decades) ago must continue to update their skills in order to ensure that their knowledge base and aspects of their professional practice remain current and relevant to contemporary circumstances. As a result of this interest in and subsequent prevalence of continuing education, training groups have become increasingly heterogenous in their make-up, with both experienced professionals and newcomers to the profession attending sessions together (Kelly 108). In this manner, training sessions at provincial associations respond to a variety of

learning needs across different experience levels and language combinations through their relevance to everyone from experienced translators with postsecondary education working in official language translation to incoming language sector workers with no previous formal instruction working with immigrant language combinations.

Albeit the interest in attending training and continuing education programs, program expenses remain a significant barrier to access, including to training opportunities offered by provincial associations, as explained by the ATIO president:

Me: What challenges have you come across during the implementation of training programs?

P: Cost. Cost, cost, cost. Unfortunately, there are quite a lot of members that are not happy about spending money on training, getting themselves trained. And then, also finding a trainer and the trainer [...] we can't undermine the time they put in into the training. So, the cost for having a trainer. And then, the pricing that we're going to set up for charging the cost to our certified members and also non certified members. How do you exactly find that balance? And people tend to say, 'Okay, it's too expensive.'

(President of ATIO)

Financial barriers are especially significant for individuals working in more marginalized sub-fields which have less visibility, such as community interpreting, who often tend to be underpaid. According to the president of ATIO, “mostly community interpreters, they've been saying they are not making a lot” (President of ATIO). As a result, individuals may be hesitant to participate in training opportunities due to the financial strain of paying for that training. That being said, training offered by professional associations currently remains the least expensive option on the market. Based on the cost-related data that I collected, the most expensive training cost at STIBC

was CAD \$75, the most expensive training cost at ATIA was CAD \$180, and the most expensive training cost at OTTIAQ was CAD \$475. In comparison, individual continuing education courses in translation studies at Simon Fraser University and the University of Toronto tend to cost CAD \$795 per individual course, with certificate programs costing thousands of dollars. Although these university courses and programs are significantly longer and more in-depth than the training that is offered by provincial associations, whose training offerings typically include only one singular session, the upfront costs associated with postsecondary courses and programs result in association training offerings being relatively more economically accessible.

Scheduling of training sessions is an additional consideration which especially affects individuals who are currently working, including certified professionals wishing to pursue continuing education, language service sector workers working towards certification, and individuals interested in entering the language service sector who are employed in a different sector. As can be seen in Tables 6.2.1 and 6.2.2, sessions at STIBC and ATIA tend to match up with preferences associated with working professionals as was described in the *Survey*: sessions primarily take place in the evenings on weekdays, at or after 5:00 pm, and are no longer than three hours in duration, allowing them to be accessible to individuals who work throughout the day. Although the start times of OTTIAQ's training sessions are scheduled throughout the time period of a typical work day, between 8:00 am and 4:00 pm, online access to recorded sessions, which is available for most of the sessions they offer, allows individuals who are unable to attend the sessions live to still have access to the training. In this way, the training offered by all three associations is accessible to a large variety of learners, including aspiring language professionals as well as professionals with significant experience in the field who wish to expand or update their knowledge.

Table 6.2.1

Duration of Individual Training Sessions at Provincial Associations

Duration of individual session in hours	Percentage of offerings at STIBC	Percentage of offerings at ATIA	Percentage of offerings at OTTIAQ
1	28%	3%	1%
1.25	3%	0%	0%
1.5	31%	0%	6%
2	23%	95%	34%
3	2%	0%	48%
4	0%	0%	6%
7	0%	0%	1%
Not specified on association website	13%	3%	4%

Table 6.2.2

Start Times of Sessions at Provincial Associations

Start time of session	Percentage of offerings at STIBC	Percentage of offerings at ATIA	Percentage of offerings at OTTIAQ
8:00 a.m.	0%	0%	3%
8:30 a.m.	0%	0%	2%

9:00 a.m.	0%	0%	40%
9:30 a.m.	0%	0%	3%
10:00 a.m.	8%	27%	3%
10:30 a.m.	0%	0%	1%
11:00 a.m.	2%	0%	0%
1:00 p.m.	3%	3%	29%
2:00 p.m.	2%	0%	11%
4:00 p.m.	5%	0%	2%
4:30 p.m.	2%	0%	0%
5:00 p.m.	36%	0%	0%
5:30 p.m.	3%	0%	0%
6:00 p.m.	5%	59%	2%
6:30 p.m.	26%	0%	0%
7:00 p.m.	3%	0%	0%
Not specified on association website	0%	0%	4%

Overall, provincial associations provide a form of instruction which responds to contemporary economic realities and concerns. Individual short-form sessions ensure that individuals wishing to enter the sector have a training option which is more easily accessible than postsecondary programs in terms of financial and time investment. Additionally, the training sessions function as a form of continuing education for language professionals to update their existing skills and knowledge or develop new relevant skills and knowledge and for new

language professionals with a lack of formal instruction to ensure that their practice is well-informed and adheres to established standards. This training therefore simultaneously responds to the needs and preferences of a large variety of individuals within the current Canadian T&I market and the Canadian economy as a whole.

Training vs. Education

Conceptually, there is a distinct division between training and education in the Translation Studies field (Bernardini; Cao 106; Hu 175; Kelly and Martin 591-92; J. Liu 127; Pym 482-83; Washbourne 597). Training is associated with a vocational approach which aims to instruct learners on specific processes and develop narrowly-focused competences. Typically, this involves short courses, including seminars or workshops, which take place over a limited amount of time. Training is a cumulative process in which learners amass a certain amount of knowledge within a particular field, for a particular aim, or in relation to dealing with particular problems. As training is vocational in nature, its contents are determined primarily through market needs and career-related requirements in order to prepare learners to enter the workforce and utilize the knowledge they have gained immediately upon completion of instruction.

Education, on the other hand, is associated with an academic approach which aims to foster an individual's personal growth beyond the instruction of relevant field knowledge and processes. This involves long-form degree programs which include a wide variety of content, including instruction in theory, in order to additionally learn about the field of study and the occupation itself. This is a function of the generative learning process associated with education, in which learners develop the ability to adaptively respond to new situations by leveraging their existing knowledge and seeking out new relevant knowledge in order to successfully resolve emerging

issues. Education therefore aims to prepare learners to enter a wide range of potential professional situations while training focuses on preparing learners to enter a particular niche of the professional sector or to deal with specific issues that may arise in a professional environment. Education aims to develop well-rounded adaptable individuals, while training aims to produce individuals with highly-developed technical skills.

As indicated by the language used throughout the previous sections of this thesis, the instructive activities being carried out by Canadian professional translator and interpreter associations fall under the classification of training. The options provided by the associations are all short-term in nature, and primarily including sessions of a few hours, which typically tend to be stand-alone, but in cases of a series of sessions, include up to a maximum of eight sessions within the series. Mentorships and tutorships are also offered on a short-term basis, with the longest available option being the mentorships offered by OTTIAQ, which take place over a time span of six months. Training session offerings include sessions specifically focused on preparing candidates for certification exams, which indicates that a primary goal of the training is to prepare learners to work as certified professionals. Although the specific organization of the training varies by association, the content covered in other sessions tends to be practical and vocational in nature, focusing on specific issues that may be encountered during professional work or specific skills and knowledge that are required for professional work. ATIA's introductory series focuses on practical considerations such as the relationship between the source and target texts, specific translation processes and revision techniques, and the business aspect of translation in order to provide an overview of standard processes and industry considerations to new incoming professionals. STIBC's sessions tend to focus on specific language combinations or text types and OTTIAQ's sessions tend to focus on particular fields in

order to allow professionals to develop knowledge and skills related to the specific niche they are working in. This vocational lean that tends to provide instruction in very specific topics was echoed in the two interviews, with ATIO's president qualifying the training offered as "really something more like a career investment" and ATIA's president explaining: "It's a very, very, very specific kind of topic that maybe would be covered in a discussion, one lecture at university. So, if anything, I think they probably complement what's being taught at university without a heavy focus on theory, more of a focus on the practical side of it" (President of ATIO; Therien). In this way, association training functions differently and has different particular aims than postsecondary education which is offered in the form of degree programs.

Silvia Bernardini, whose chapter "The theory behind the practice: Translator training or translator education?" explores the differences between the characteristics and value of training and education, explains that in her view, education is essential to the formation of professional translators due to the necessity for professionals to develop "awareness, reflectiveness and resourcefulness," which requires an extended period of instruction (20-21). Although conceding that training has a place in the formation of professionals, she asserts that ultimately, one can go without training but not without education (27). This is due to the differences that the two approaches have in their content and qualitative characteristics which impacts the learner's development, as well as the assumptions relating to translation that the two approaches are founded upon. She explains that the idea that "one can be 'trained' to translate as one is trained to drive a car, through a short introduction to the tools of the trade, plus some practice...perpetuates a view of translation as a mechanical activity of substitution of words" (22), which is detrimental to the advancement of translation both as a profession and as a field of academic study.

The negative impacts of this assumption that translation is a mechanical process was corroborated by ATIO's president in her interview. She explained that she thought that clients should be educated on the processes of translation and interpreting in order to better understand the services available to them and to assert the value of translators and interpreters and the work that they do. In particular, many clients assume that translators and interpreters directly transmit the message from one language to another and are unaware of the necessity to adapt the text or speech which comes about as a result of the complex differences between languages.

Additionally, the relegation of translation and interpreting to a purely vocational component and the related sidelining of the complex nature of translation and interpreting practice would eliminate the opportunity to engage with the field through the lens of academic research, which might validate or advance contemporary professional practice (M. Liu 316). Therefore, in order to help maintain the status of translation and interpreting and validate the complex processes that professionals engage with, the existence of an educational paradigm is required.

That being the case, training fulfills an important function alongside education, as degree programs may not respond to all contemporary professional needs. Undergraduate courses which are not reserved solely for students completing a degree program in translation or interpreting tend to be more general in nature, as it is difficult to offer specialized training in courses which may include students from a variety of different disciplines (Kelly 135, 160). Specialized courses that offer a more technical and vocational focus are therefore typically more commonly found in graduate and professional degree programs (136), and as explained previously, in Canada these tend to favour the official languages with limited options for immigrant language combinations. It is important to note here that postsecondary institutions may offer training options as well as education options in the form of short certificate programs or individual courses, and it is these

training options which include a wider diversity of language combinations. However, creating, implementing, or significantly altering any new program in a postsecondary setting requires a significant investment in terms of time, personnel, and financial resources, as program curriculums must be thoroughly analysed and move through multiple levels of approval before they can start being implemented. In this way, postsecondary programs are not able to rapidly respond to changes in the professional sector in the same way that association training is able to do. Therefore, postsecondary programs are not able to fully account for all existing instructional needs in the sector, and association training plays an important role in addressing the instructional needs which may not be covered by postsecondary institutions.

Overall, both the presidents from ATIA and ATIO confirmed in their interviews that the majority of the professionals that they interact with have gone through some form of related education. While the ATIO president explained that many professionals in her association have completed programs specifically in translation or interpreting, the ATIA president explained that some professionals may not have completed programs specifically dedicated to translation or interpreting, but rather in other related fields: “And usually something related to languages. Like, I've got a degree in linguistics [...] which isn't specific to translation, but it is specific to languages, and other people have degrees in French or Spanish, etc.” (Therien). This is likely due to the fact that there are several T&I degree programs available in Ontario, but to date only certificate programs are available in Alberta (and those only at the University of Alberta). The existence of professionals who have not completed education programs in translation and interpreters was explained by the two interviewees as being the result of limitations in available offerings as well as personal limitations relating to financial resources and available time. In this way, education as a requirement for professionals may be understood as existing as an ideal, as it

is not always available in the way that it needs to be. Given the fact that the training provided by provincial associations tends to focus on sub-competencies specific to T&I competence, it therefore allows individuals who did not receive education specific to the T&I sector (but who may potentially be educated in a related field) to develop the technical skills and knowledge that is required for professionals in the sector.

Overall, both training and education respond to related but separate contemporary T&I needs. The continued provision of education programs ensures that the complex intellectual nature of the field will be represented in order to validate the contributions of professionals and assert the value of their work and that individuals working or wanting to work with language combinations which have available degree programs have access to well-rounded instruction. The continued provision of training programs ensures that professionals develop and maintain technical skills and knowledge which are needed for the completion of vocational tasks, and that individuals for whom postsecondary training does not offer any available relevant programs or courses have access to some form of relevant and accessible instruction. In fact, the mentorships provided by OTTIAQ, which are able to be completed alongside a degree program, demonstrate that education and training may coexist and benefit one another. Given the fact that education and training differ in both their aims and their content, a combination of both is ideal for professionals, as that would allow them to develop a deep understanding of the field they are working in along with relevant practical knowledge and skills.

In this way, the training that is offered by Canadian professional associations does not function in opposition to postsecondary education nor does it exist in isolation from postsecondary education programs. Rather, professional association training and postsecondary education function in tandem to provide a comprehensive set of learning opportunities for

learners. In some ways, association training may be understood as being supplemental to postsecondary education programs, providing instruction on specific vocational topics that may not be covered in postsecondary courses, or allowing professionals to stay updated on their skills and knowledge. In another sense, association training may be understood as an alternative to postsecondary programs, allowing especially for individuals working with less frequently taught languages to develop needed professional skills and knowledge in order to enter a professional role which is socially and economically necessary for community members. Although it would be ideal for all translators and interpreters to have received T&I education, the reality is that education programs are not available in all languages which require translation and interpreting in Canada and it would be impractical and impossible to provide education programs for all languages that have ever required or will continue to require translation or interpreting in the country. Considering the necessity to compromise in this situation, training, especially including the training offered by provincial associations but also including the training options provided by postsecondary institutions, therefore provides a viable alternative to postsecondary education programs for incoming T&I professionals working with immigrant languages.

Collaboration Among Organizations

Historically, a divide exists between the academic and vocational sides of translation and interpreting, in that academics and professionals approach the subject matter in different ways and do not often collaborate on projects or initiatives (Gouadec 366; Hu 201; Orlando, *Training 21st Century Translators and Interpreters* 13, 40-42; Sayaheen 200). In general terms, professionals are concerned primarily with practical matters, while academics tend to deal more with the theoretical and abstract. It is this difference in approach towards the same field that has

caused the reluctance to collaborate, especially due to a hesitancy on the part of professionals to participate in research projects which is primarily caused by their reticence to the theoretical and abstract, as discussed above (Orlando, *Training 21st Century Translators and Interpreters* 44). However, in recent years, both the academic and vocational sides have increased efforts to bridge this gap, collaborate more often, and intertwine the vocational and academic aspects of the subject matter.

This interest in bringing together the academic and the vocational is particularly visible in the realm of training and education, including the training activities carried out by professional associations. Although relating to a separate issue of less frequently taught languages in Canada, ATIA is currently collaborating with three instructors at Blue Quills University in order to develop training and certification materials for Nehiyawewin (Cree) translators. ATIA has also recently begun collaborating with the University of Alberta's Department of Modern Languages and Cultural Studies on their annual Translation Day conference, inviting students from the department to present on a panel. This event allows translation students and scholars to hear speakers discuss industry-related issues, and allows association members to engage with emerging academic topics. The event therefore allows for a meeting of the vocational and academic halves of the translation field, helping disrupt the divide between the two spheres. In a similar way, the mentorship program at OTTIAQ also demonstrates a collaboration between the two spheres, allowing university students a hands-on introduction into the industry as a complement to their academic training. During my interview with the ATIO president, she expressed that as the association recognizes interpreters who have completed the Master's in Conference Interpreting at York University, she sees a future possibility in collaborating with York's School of Continuing Studies to provide additional training opportunities. Additionally,

according to an ethnographic workplace study conducted by Matthieu LeBlanc, professional Canadian translators overall consider university programs to effectively prepare students to enter the market, which is most likely due to the vocational history of university programs in the country. In this way, a symbiosis does already exist between postsecondary institutions and the professional world in Canada's T&I sector.

That being said, this collaboration between postsecondary institutions and professional associations remains fairly limited, especially in terms of language diversity. As ATIA's yearly conference is conducted in English, and tends to include topics or issues which may apply to various language combinations, T&I professionals working in a variety of languages may find the presentations and discussions relevant to their work. However, given the fact that the only non-official language option included in the programs of the postsecondary institutions associated with OTTIAQ's mentorship program is Spanish and that the ATIA conference occurs only once a year, the collaboration between the vocational and academic spheres in terms of developing training opportunities for non-official immigrant language combinations is still largely limited. As mentioned by ATIO's president in her interview, continuing education programs in particular present an opportunity for increased collaboration.

In addition to collaborating with universities to provide training opportunities, the professional associations also encourage their members to pursue training through other venues. In their April 2021 quarterly newsletter, STIBC advertised two organizations which, through partnerships with CTTIC, offer discounted access to training opportunities to certified translators and interpreters: Editors Canada, a national professional association for editors which offers professional certification and runs a yearly conference as well as offering individual online training sessions relating to editing topics, and Magistrad, a translation professional development

school founded by a certified translator in 2006, which offers in-person and online professional development courses relating to English and French translation. OTTIAQ partners with five different organizations which provide discounted rates to OTTIAQ members: Editors Canada, the Forum des langagiers professionnels (previously known as the Carrefour des langagiers entrepreneurs francophones (CLEF)), a collective of language professionals of various occupations, the Société québécoise de la rédaction professionnelle (SQRP), a provincial professional association for editors which provides certification and a variety of editing-related training sessions, the Network of Translators in Education (NTE), an organization bringing together individuals of various language occupations interested in or working in the field of education, and the federal government's Translation Bureau ("Ententes de partenariat"). Additionally, OTTIAQ's newsletter regularly advertises training offerings from a large variety of additional sources, including universities such as Université de Montréal and T&I associations outside of Canada such as the International Federation of Translators (FIT) and the American Translators Association (ATA). The two interviewees also discussed that their association members are encouraged to pursue training from associations outside of Canada. In particular, both interviewees discussed the opportunities presented by the ATA, which include the annual conference as well as individual online sessions, and ATIA's president also mentioned the International Federation of Translators (FIT) as another option for pursuing training:

I'm also the Secretary of the International Federation of Translators, the North American Chapter, and they have started offering a fair number of webinars. So, I'm hoping to be able to post more of those kind of webinars on ATIA's social media, so that more members are aware of that kind of thing and just put them in touch with other associations who we are affiliated with through the International Federation, who are also

offering webinars. Like ATA offers a number of really good webinars. They have a huge membership base, so [...] they have more people generating material. (Therien)

However, she pointed out the time needed to search out available external training options and create posts on social media in order to advertise them is a considerable hurdle to presenting members the opportunity to pursue training through external venues was the time required.

In relation to this, she explained that she would “like to see better cross advertising” from sister associations, which would allow members to more easily be made aware of external training opportunities (Therien). Increased cross advertising among the professional associations would be especially helpful to members due to the variety among the training opportunities offered by each association. Although each association functions independently, may have unique requirements or options for certification, and offers different forms of training, the topics discussed in individual sessions offerings are typically applicable across Canada.¹⁹ For example, STIBC tends to offer more sessions focusing on specific language combinations and specific text types, ATIA tends to offer more sessions focusing on professional development topics and general translation topics, especially due to their four-part introductory series, and OTTIAQ tends to more sessions focused on specific fields and tools and technology. The sessions focusing of those topics are usually relevant to the entire Canadian T&I sector, and therefore T&I professionals from all provinces might benefit from having access to those training sessions. Increasing the cross advertising between the associations would therefore allow members to access a greater diversity of training material.

¹⁹ Some exceptions to this include training sessions from STIBC focusing on translating for the Insurance Corporation of British Columbia (ICBC), and training sessions from OTTIAQ focusing on Bill 101, a provincial piece of official language legislation, and other provincial considerations.

Online training opportunities, which are available from all of the four Canadian associations, are offered either synchronously through videoconferencing software, or asynchronously through recorded material, which may include recordings of previously-held synchronous events. As mentioned previously, OTTIAQ offers individual training sessions which are carried out synchronously online and then recorded and made available as asynchronous presentations for two months following the live event. This allows individuals to access the training at any time, which allows the trainings to be accessible by a larger number of people. This model is similar to that used by the ATA, which offers live sessions as well as access to recorded sessions past the date of the live session. In both these contexts, individuals wanting to access the recordings are subject to the same fees as those attending the live events. Online training opportunities are also offered by many other organizations, including universities, and thus present an excellent opportunity for professionals to access training, even from organizations which are not located in their near vicinity, and the availability of recorded sessions allows professionals to even access training from organizations located in a distant time zone. In this way, the online space is an effective tool that can be used to access relevant training through provincial and national borders.

Overall, collaboration and partnerships between various organizations, including between provincial associations and postsecondary institutions, and between provincial T&I associations and other professional associations, allows for a diversified training environment. Professionals are able to access training on a variety of different topics from a variety of different experts from a variety of different perspectives, whether professional, provincial, or even international. In this way, they are able to have access to training which might help them develop a variety of

knowledge and skills based on their own particular interests, their working niches, and current market developments.

Summary

Canadian professional T&I associations provide a selection of training options which aim to support the development and continued expansion of translation and interpreting competence, although this is limited by its short format, with most training offerings including only one individual session. The formulation of this training, including the pedagogical format and selection of instructors, corresponds to contemporary advancements and changes in the domain of T&I pedagogy, including the growth of social constructivist pedagogy and the appreciation of both academics and professionals as valuable instructors. Additionally, the selection of training topics and the scheduling of training sessions corresponds to contemporary advances and changes within the T&I sector, especially as related to the impacts of globalisation, neoliberalism, and technological advancement. In these ways, association training is informed by recent sectoral changes and developments and presents an opportunity to pursue training which is highly relevant to contemporary issues. However, it still remains fairly limited in terms of language diversity, as do existing postsecondary options, and is faced by significant financial limitations, as are many postsecondary programs and institutions. Collaborative efforts, however, including joint ventures and cross-advertising, present an opportunity to deal with these issues through allowing for a diversification of the available training.

Conclusion

Throughout the process of completing this research, I have discovered that the training offered to translators and interpreters at professional associations is impacted by the particular socioeconomic and historical context that the T&I sector finds itself in today. The past several decades in Canada have resulted in an expansion of linguistic diversity and related translation and interpreting needs due to the diversification of immigration inflow since the 1960s.²⁰ The concurrent establishment of official bilingualism through federal policies such as the Official Languages Act of 1969 in the country and provincial language legislation in Québec has resulted in the development of a strong base of postsecondary programs dedicated to the education of translators and interpreters working with the official languages in order to respond to the high volume of translation and interpreting needs, especially in administrative, judicial, and commercial contexts, which has been brought about by the enactment of those policies. These postsecondary programs have historical roots in shorter vocational trainings offered by various professional associations in response to the training needs experienced and voiced by their members and individuals working in related professions. Training provided by professional associations in Canada therefore has a decades-long history within the T&I sector, especially when it comes to identifying and responding to training needs that are not yet fulfilled by postsecondary institutions. Considering this history, this survey of the current training activities carried out by professional associations, especially in relation to immigrant languages, identifies contemporary training needs which are not being sufficiently met through postsecondary programs.

²⁰ There are at least 200 different languages spoken in Canada, with roughly one quarter of Canadians speaking a non-official language mother tongue (*Roadmap*; “Mother tongue by age”). Immigration over the past two decades has also been steadily increasing, and the immigrant population currently makes up 23% of the total Canadian population (“Immigrant status”).

Overall, this research found that the training provided by professional associations plays an important role in the current economic climate. In particular, the associations provide training which is more accessible to individuals than postsecondary programs typically are. This is a result of the pricing of the training, as well as their scheduling, which is more accessible to employed individuals due to the preference of evening times or through allowing learners to access recorded sessions on their own time. As well, the specific focus of training sessions provided by associations allows already-practicing professionals to expand their knowledge and skills in order to move into different niches within the sector, especially in order to adapt to contemporary changes, such as the growth in volume of post-editing and other language expert roles which exist outside the traditional translator or interpreter job description. Through catering to the economic needs of professionals, this training allows them continuous opportunities for education, which is especially helpful in navigating the non-linear career development that has become common in the twenty-first century. In this way, professional association training responds to some contemporary training needs more readily than full postsecondary degree programs. Still, in the last couple of years, postsecondary institutions have been adapting to the need for shorter vocational programs through the introduction of certificate programs as an alternative to full degree programs, which have historically made up the core of translator and interpreter instructive opportunities at postsecondary institutions.

As a summary of what this research has found, I go back to the research questions identified in the introduction. I then move on to discussing some of the practical recommendations that may be extracted from the data that I have collected, both in relation to training offered by professional associations and in relation to postsecondary programs. Next, I discuss some of the limitations of this study and suggest avenues for further research that have

come up over the course of this research, and finally, I provide a brief explanation of the value that I believe this research might bring to the academic field of Translation Studies as well as to the vocational T&I sector.

Responses to Research Questions

- *What training is available to translators through professional associations?*

Overall, the training that provincial professional associations make available to translators and interpreters is short in length and has a strong vocational lean. Topics for which training is commonly available throughout the associations studied include editing, ethics, general translation and interpreting knowledge, professional development, and tools and technology. The prevalence of these topics demonstrates an interest in providing training in order to ensure that professionals can function effectively in the contemporary T&I sector. Tools and technology topics allow for participants to gain knowledge on industry-standard software such as CAT tools, and also present information in relation to helpful resources, including those compiled by the federal Translation Bureau. The presence of ethics and professional development topics demonstrates the associations' interest in ensuring that professionals develop a clear sense of professional identity and that they are able to represent their profession through high standards of behaviour and practice. The presence of editing demonstrates that the associations have a vested interest in allowing professionals to develop and hone skills according to recent shifts in the field, which in particular demonstrate a lean towards the expansion of roles outside the traditional constraints and conceptualizations of translation and interpreting. This includes general language professional roles, as well as roles in post-editing, which are becoming more numerous in the contemporary market. Lastly, the presence of general translation and

interpreting topics demonstrates that the associations are aware of the fact that translation and interpreting are forms of expert knowledge which are separate from bilingual competence and therefore require specific training which focuses on those expert competences. Depending on the particular association, additional topics of instruction may also be available, including field specific, language specific, and text type specific sessions which allow participants to dive deeper into a particular sectoral niche. Mentorship programs are also available at three of the four associations studied (the Association of Translators and Interpreters of Alberta (ATIA), the Association of Translators and Interpreters of Ontario (ATIO), and the the Ordre des traducteurs, terminologues et interprètes agréés du Québec (OTTIAQ)), which allow participants to engage in a more personalized form of training. In this way, the associations focus on providing training which is directly relevant to the contemporary T&I sector.

The training sessions offered by the associations also respond to the particular realities and needs in each province. When it comes to language specific training offerings, OTTIAQ primarily focuses on the two official languages, rarely offering Spanish-focused training, most likely due to the prevalence of official language T&I needs in the province. ATIO does not offer language specific training sessions, although mentorships are paired up according to working language combinations. Given the amount of non-official source/target languages listed in the association's directory (over 100), offering language-neutral²¹ training sessions is most practical. ATIA and the Society of Translators and Interpreters of British Columbia (STIBC), although

²¹ The term "language-neutral" refers to instruction which does not focus on one particular language combination or translation direction. Language-neutral sessions are typically taught in the official language and/or a commonly used language in a particular region. For example, language-neutral sessions in Québec would most likely be taught in French and elsewhere in Canada, they would most likely be taught in English. Sessions focusing on topics such as professional development, tools and technology, particular fields of knowledge, or theory and history typically tend to be language-neutral. When discussing translation or interpreting examples, instructors of language-neutral sessions may use examples from a variety of different language combinations to illustrate particular concepts or ideas being taught in the session.

having a similar smaller number of source/target immigrant languages in their directories (30-35), present different strategies to addressing the training of immigrant language T&I professionals. ATIA follows the language-neutral route, whereas STIBC offers the largest diversity of language-specific training among all four associations, including five different non-official languages in its language-specific training options (Arabic, Chinese, Farsi, Japanese, and Spanish). Given the fact that STIBC's directory includes significantly less languages than ATIO's, offering language-specific trainings is more practical. In comparison to ATIA's language-neutral offerings, it is possible that STIBC's language-specific training has been in part motivated by the significant amount of Asian immigration into the province, which had also resulted in the development of postsecondary community translation and interpreting programs (Mareschal 253). In this way, the training at each association is locally relevant in order to respond to the province's particular needs.

- *What role do professional associations play in the training of professional translators?*

The associations play a role as facilitators and providers of T&I training which in particular targets vocational development. In relation to official language combinations, this role is supplementary to postsecondary degree programs; however, for immigrant language combinations, this role may be more considerable, especially when it comes to languages which do not have any available postsecondary courses or programs. Training opportunities, including individual sessions and mentorships, are self-selected by participants, allowing for individualization according to particular needs or constraints. In particular, the training sessions present an opportunity for practicing or aspiring translators and interpreters who may have considerable time-related and financial limitations which restrict their ability to pursue postsecondary education to have access to training that is conducted by quality instructors. Even

at associations that offer language-specific training, many of the training sessions are language-neutral, which presents the opportunity for translators and interpreters of less commonly taught languages to gain relevant knowledge and skills that can be applied to their professional practice, thus ensuring that T&I professionals from all professional backgrounds and language combinations have the ability to develop and hone the expert competences which are required for their jobs. Through providing accessible training which responds to a wide variety of training needs, they are working to ensure that the Canadian T&I sector is staffed by highly competent individuals who complete work at high professional standards, as defined by the federal *Translation services* standard, and by the associations themselves. Given that their role as professional associations is to monitor T&I professions, providing training allows them to directly ensure that professionals have the ability to develop, update, and improve the knowledge and skills that the sector demands of them. Overall, the associations provide training in order to ensure two major aims: that newcomers to the profession are able to enter the field in a competent manner, and that experienced and certified professionals continue to update their professional practice in order to keep up with the field's contemporary developments and changes so that their practice remains relevant.

- *Overall, how is this training perceived by those that oversee and facilitate it?*

Through the interviews that I was able to conduct for this study, I was able to determine that the individuals who hold leadership administrative positions at professional associations perceive this training as a valuable opportunity for T&I professionals to develop and hone their skills and knowledge. In particular, this training is understood as presenting an opportunity outside of postsecondary programs, which are unable to offer programs for all possible language combinations, for translators working with languages of lesser diffusion to access relevant

training. This training allows incoming translators and interpreters, even those who have graduated from T&I degree programs, to develop the competences necessary to function effectively as professionals and become certified members of their respective profession. Additionally, the training is valued for its ability to provide targeted training relating to contemporary developments in the field, such as technological advancements like artificial intelligence, which allows seasoned professionals to stay updated on their knowledge and professional practice. Thus, the training provided by professional organizations is understood by the leadership of those organizations to respond to the needs of various types of professionals: both those new to the profession and those who have been in the profession for an extended period of time, aligning with the role of association training that I have described above.

Overall, there is an understanding that the training provided by the associations is distinct from that offered by postsecondary programs. The training provided by the associations tends to directly focus on practical concerns, and therefore the topics chosen to be featured in those trainings are directly linked to professional practice. There is an understanding that training provided by associations is not considered to be an equal replacement to postsecondary programs, especially in relation to theory, which is largely absent from association offerings. In one way, the training is understood as being complementary to that offered in postsecondary programs, providing a highly vocational focus, as well as offering supplementary instruction to experienced and certified professionals in order to update their knowledge and skills to align with contemporary changes in the sector. Additionally, association training is understood as having aims that are distinct from those of postsecondary programs, notably preparing new translators and interpreters for professional work and for certification exams. In this way,

association training is perceived as primarily having vocational aims which are more limited and focused than those of postsecondary education.

- *Finally, how does this training compare to that offered by postsecondary institutions?*

Overall, the comparison between the instruction offered at association opportunities and postsecondary programs can be understood through the dichotomy of training and education. Instructive opportunities offered by associations tend to follow the training model: they are vocational, typically very short in nature, and tend to focus on a limited amount of cumulative knowledge acquisition within a certain sub-field or in relation to particular aims or problems. In relation to the topics included in the association training offerings, they are directly related to market needs and career requirements. Broadly speaking, postsecondary programs, most especially full degree programs, tend to follow the education model: they are much longer in nature and tend to have a broader focus, preparing students for a larger diversity of professional situations, as well as providing instruction in a wider range of topics, including theory, research, and additional information about the field of study and related occupations. However, the recent increase in shorter postsecondary programs, especially certificate programs, demonstrates that certain offerings at postsecondary institutions fall under the training paradigm as well, due to the fact that they aim to provide technical instruction with a specific focus in order to prepare learners to enter a professional field. Although these shorter programs are still much longer than the opportunities offered by professional associations, this demonstrates that the distinction between associational and postsecondary instruction is not clearly binary.

The training offered at professional associations works in combination with postsecondary programs in order to create a diverse, comprehensive, and life-long learning environment in which all professionals in the field are encouraged to upkeep their knowledge

and skills in order to adapt to contemporary change and uphold professional practices to a high standard. This includes translators and interpreters of the two official languages, who through training sessions are able to access information relating to language use, professional skills, and technology, among other topics. As well, both the language-specific sessions including immigrant language combinations and sessions that are language-neutral provide relevant opportunities for translators and interpreters working with immigrant languages to learn about various topics, thus ensuring that adequate training is available to professionals who are needed to respond to a diverse variety of T&I needs. In this way, association training is a valuable contribution to the professional field due to its particular aims and focus.

Recommendations

Overall, the recommendations that I have developed based on the data collected in this study focus on expanding the training opportunities or their availability for translators and interpreters working with non-official immigrant languages.

- *Postsecondary Recommendations*
 - Continuing Education: Perhaps it might be possible for more postsecondary institutions to develop continuing education courses or certificate programs similar to those offered by the University of Toronto and Simon Fraser University, especially universities that already have established official language translation and interpreting programs. The choice of language combinations could be determined by the particular linguistic demographics of the area the university is located in in order to cater to local needs, and instructors might be drawn both

from the university's existing faculty or staff and certified members of their respective provincial association. Providing courses or certificates through universities' continuing education departments would make those opportunities more accessible to individuals not able or willing to pursue a full degree program in order to gain access to relevant training. However, creating entirely new courses or certificate programs may prove to be too expensive, especially as many humanities departments across universities are facing funding cutbacks.

- **Adapting Undergraduate Courses:** Instead of creating entirely new programs or courses, perhaps existing T&I undergraduate courses could be adapted in order to be cross-listed as continuing education courses and scheduled accordingly to allow professionals the opportunity to attend them. Inviting experienced or aspiring professionals into the classroom as students (and possibly experienced professionals as instructors for some of the class sessions as well) would enable interactions with university students, which would allow university students to develop a closer understanding of the professional sector and would possibly encourage more vocational-academic collaboration in the future. Additionally, consultation and feedback from professionals could help ensure that curriculums remain up-to-date with respect to advancements and changes in the professional sector. In this way, professionals and academics could collaborate more closely in a postsecondary learning environment.
- **Language-Neutral Courses:** The inclusion or expansion of language-neutral translation and interpreting courses, which are common in association training may be used to expand postsecondary programs as well. As noted by Ester Torres-

Simón and Anthony Pym in their analysis of European Master's in Translation programs, including language-neutral courses in postsecondary programs may be used to lower the costs associated with providing programs for a large number of language combinations (84). In particular, they explain that this would be beneficial in ensuring that a larger diversity of immigrant languages be included in programs in order to ensure that translators and interpreters of those languages obtain necessary instruction (95). Within the context of decreased funding for language programs and the humanities as a whole, providing an increased number of language-neutral courses (or even potentially entire programs, such as that offered at Niagara College), might encourage more translators and interpreters working with immigrant languages to pursue postsecondary programs as those programs become more relevant to their particular needs. This recommendation comes with the drawback of not providing language-specific instruction, which is typically considered vital. That being said, many topics, especially those relating to theory and the industry as a whole are language-neutral by nature.

- **Language-Neutral Courses or Programs for Professionals:** Bringing together the idea of creating new programs or courses and offering language-neutral courses, it might be possible for universities to offer within their department of continuing education a language-neutral certificate program or individual course aimed towards practicing professionals working with immigrant languages that centers around theory, history of the field, and various kinds of translation approaches and strategies, and for interpreters, techniques such as note-taking and memory optimization. This would ensure that translators and interpreters of all language

combinations have a venue to pursue training in an academic context. A course like this was offered during August 2017 at the University of Alberta's Faculty of Extension (now the University of Alberta Continuing Education) by Odile Cisneros. The course provided an "introduction to the practice of community translation," including strategies, best practices, and tools (Syllabus for EXGEN 3997). It included four sessions scheduled for three hours in the evening, scheduled over the span of two weeks. In this way, it was similar in length and scheduling to longer association session series. It presented an approachable and accessible introduction to translation theory and the community translation field and allowed for productive interaction between the academic and professional spheres.²² The course was created to address a need expressed by local T&I professionals, who wanted to learn about community translation from an academic source in order to learn about best practices and ensure a high level of translation quality, and in this way, presents an example of collaboration between the professional and the academic for training purposes. Although creating and implementing new programs or courses like this would be quite time-, labour-, and finance-intensive, if the necessary resources were available to be invested, it would allow a wide variety of professionals to be exposed to an academic approach, knowledge, and skills in an accessible manner and would encourage the

²² The course fostered a connection between the instructor, Odile Cisneros, and Charlene Ball, who was the project organizer for the *Newcomer's Guide to Edmonton* translation into seven languages in 2016, which led to a collaborative research project, "Empowering Communities through Translation: The Case of the *Newcomer's Guide to Edmonton*," which received federal funding in 2018 through a Partnership Engage Grant from the Canadian Social Science and Humanities Research Council (SSHRC) (Cisneros and De León 98).

development of relationships and potential future collaborations between the academic and professional spheres.

- *Association Recommendations*

- **Cross-advertising Through a Shared Calendar:** One way that cross-advertising between associations might be improved could be through the use of shared calendar. This could be achieved through the use of an app like Google Calendar or Microsoft Outlook, where training sessions might be entered as part of an individual calendar by one association and then those events might be shared with other associations. As STIBC and ATIA already have a calendar-style layout on their websites in order to advertise their training sessions to members, the shared calendar could be embedded into the website and replace the existing calendar tool, allowing members to easily view the selection of training sessions being offered by other associations. Depending on the calendar app chosen to be used, this solution can be a relatively low to no cost solution. Although some upfront work will be needed in order to switch the existing systems in place and coordinate between associations, once the new system would be implemented, the upkeep would not be expected to be more laborious than current upkeep of the online calendars. Although this would still require some work to maintain, as well as a fair amount of work invested into starting up the initiative, it could overall provide an easier way to cross-advertise, especially compared to the process of individually researching available training opportunities.
 - **Recorded Sessions:** With respect to training being made available through recorded online sessions, ATIO's president explained in her interview that the

option of offering recordings of sessions to association members is of interest to the association. Providing recordings, especially of non-recurring sessions, would ensure that members who are unable to attend live sessions due to their existing occupations or other responsibilities would still be able to access sessions they are interested in and might also allow members from other associations to have access to a wider selection of training content. Even providing recordings for a limited period of time as OTTIAQ does would increase the accessibility of those recorded sessions. As well, providing live attendees with a recording of the session would allow them to revisit it in order to ensure that they have retained the information and are able to apply it to their professional practice. However, as explained by the ATIO president, the recording of sessions may not be a viable option in all instances, as certain session instructors may not wish to be recorded, and so their sessions would only be available as live events. Additionally, sessions that are held in person, or that have a significant interactive component may not be ideal candidates for recorded sessions due to their interactive pedagogical design which would not be possible to effectively recreate in a recorded asynchronous context, and would thus likely hold little pedagogical value for an asynchronous audience. This would in particular include sessions that focus on specific language pairs or sessions focusing on exam preparation, which often include completion of sample exercises and group discussions. The presence of group discussions might also present audio difficulties for a recording. Overall, though, offering recordings of at least some sessions at an equal price to that of live sessions, similarly to OTTIAQ's and ATA's model, would likely be beneficial to all provincial

associations, as it would allow training sessions to be accessible by a larger number of people, and could make up an additional form of income for the associations.

- *Translation Bureau Recommendations*

- **Expanding Training Offerings Beyond the Official Languages:** While expanding the training options offered by professional associations and postsecondary institutions would certainly allow a larger number of T&I professionals to access training, it would also perhaps be beneficial for the Canadian federal government's Translation Bureau to expand its training opportunities to include non-official immigrant languages. Although the Bureau's mission as stated on its online homepage is to "[support] the Government of Canada in its efforts to serve you [residents] and communicate with you [residents] in both official languages, Indigenous languages, foreign languages as well as sign languages," T&I training courses are only aimed at professionals working with official language combinations ("Translation Bureau"; "Translation Bureau's course directory and calendar"). Especially considering the fact that the Canadian government regularly interacts with immigrant language translation through official document translation, and the fact that TERMIUM Plus, the federal government's terminology data bank, has expanded its entries to include terms in Spanish and Portuguese (although this is still fairly limited in comparison to English and French entries), which demonstrates an understanding that non-official language translation is prevalent in the country, the lack of Bureau training available for T&I professionals working with immigrant languages stands out. Perhaps as the

federal government is a major consumer of official document translations, it would be beneficial for the Bureau to offer a language-neutral course on document translation, although ideally, they might also offer language-specific courses for language combinations with high T&I needs, including, for example, Mandarin, Arabic, or Spanish. These courses could provide translators with clear guidelines that they could use to guide their professional practice which would be based on the expectations that the federal government has for submitted translations. Courses focused on legal interpreting might also be beneficial, as they would allow interpreters to be familiarized with federal procedures and expectations. In this way, the federal government could be directly involved in providing training for translators and interpreters doing work which is used in federal settings and by federal authorities.

Overall, inter-organizational collaboration presents an excellent opportunity for the expansion of training options, as it might allow for a sharing of resources which might help lower the financial burden of creating new training programs or sessions. Collaboration between professional associations and postsecondary institutions could allow for the development of options which might be accessible to both postsecondary students and experienced and incoming professionals. Increased cross-advertising and availability of recorded online sessions might allow for training sessions to be accessed by larger numbers of learners. Expanding training beyond traditional established formats in these ways would ensure that translators and interpreters working with non-official languages have the opportunity to pursue more robust training in order to support a strong development of translator or interpreter competence and

would allow for a continued expansion and evolution of the training and education environment as the sector continues to experience change.

Limitations and Opportunities for Future Study

Although the purpose of this work was to develop an understanding of the training that is carried out at professional associations, it is important to note that this work was explorative in nature, is not able to be generalized to other professional associations, time periods, or locations, and has several limitations. Firstly, the descriptive data that has been collected was done through indirect means as I did not attend any of the training sessions in person. This limits the amount of detail and accuracy that I have been able to collect, especially as it relates to the format of training sessions and their content. Future research may therefore be interested in conducting an observational study of professional association training opportunities or conducting interviews or focus groups with instructors in order to allow for an in-depth analysis of the pedagogic methodology and specific teaching objectives of the training offered at professional associations. Additionally, as I was primarily interested in broader organizational issues relating to training, my interviews were limited to individuals in leadership positions. Unfortunately, due to time and work constraints on the part of other potential participants, I ended up only interviewing two individuals, which greatly limited the amount of data I was able to collect. Interviewing a larger number of individuals would in future projects would allow for increased detail and accuracy. As well, although these individuals have attended the training offered by their associations in some capacity, interviewing a larger number of current training participants would allow for a more detailed understanding of the learner perspective, especially in relation to what is considered to be helpful for professional practice, and the reasons individuals choose to pursue training outside

of a postsecondary environment. Exploring the perspective of learners would therefore allow for a more detailed understanding of the value that professional association training offers, as well as offering additional details about the content included in those training opportunities. In this way, the internal limitations of this thesis present many opportunities for future study.

An external consideration to note is the fact that this research was completed shortly after the lifting of Covid-19 restrictions, and the data collected includes data about training carried out during the height of these restrictions. The results I have gathered have therefore most likely been impacted by these restrictions, and future training done by professional associations may differ from these results as Covid-19 related restrictions no longer play a role in the planning and facilitation of group events. Therefore, continued research into the training done by professional associations would overall be ideal, as it would allow for the collection of data that is less impacted by this particular global event, and thus allow for the development of more generalizable findings. Additionally, as mentioned in the “Historical Development” section, postsecondary programs are likely to change in the future, as demonstrated by the recent suspension of some classes at McGill University and degree programs at the University of Ottawa. As the postsecondary sector changes, it is likely that training at provincial associations will change as well, as will the relationship between postsecondary programs and association training. Continued research in the field of translator and interpreter training and education will therefore be necessary in order to maintain accuracy and relevance.

Final Remarks

Through the completion of this thesis, I hope to have contributed to the work being done to close the gap between the academic and vocational spheres of the translation and interpreting

field. I have provided descriptive information relating to training conducted by professional associations, which has been a previously unstudied niche of the Canadian T&I sector. I hope that this work will encourage further investigation into this aspect of the field in order to gain a better understanding of it, as well as to develop relationships between professionals and academics as individuals and between the professional and academic spheres overall. Due to the mutual vested interest and existing experience that professionals and academics have relating to the training and education of translators and interpreters, the sub-field of translator and interpreter training and education presents an excellent opportunity for future collaboration. I hope that the information that I have been able to collect and the suggestions that I have made might prove useful in the planning and facilitation of future training opportunities. This collection of data provides an overview of the formats, content, and aims that are involved in the facilitation of training across four different professional associations across Canada. In general, the associations all offer vocationally-oriented training with a high quality of instruction that often includes an interactive practical component and commonly offer training on topics relating to editing, ethics, general translation, professional development, and tools and technology. Notably, however, the language-specific offerings vary among associations, with STIBC offering the largest (although still fairly limited) diversity of languages in their language-specific training sessions. I hope that the data collected here will be useful to professional associations by providing ideas and inspiration for future sessions or programs. I also hope that this data will possibly help encourage postsecondary institutions and the Translation Bureau to continue to widen their offerings to include more language combinations, include language-neutral courses, or engage with the professional sphere to collaborate on training opportunities. Overall, I believe that my work has demonstrated the value that professional associations and the training they

offer provide to the Canadian T&I sector through providing vocationally-oriented training to translators and interpreters. Given the expanding translation and interpreting needs of our continually-diversifying population, we require capable language professionals who are able to respond to a variety of translation and interpreting needs. The training that professional associations provide forms a vital part of the instructional environment that works to ensure that translators and interpreters develop the competences required to respond to the needs at hand. In this way, this training will continue to remain an important contribution to the Canadian translation and interpreting sector for years to come.

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Appendix A: Google Forms Questionnaire

Format and Location

1. What format of training does your professional association offer? (Check all that apply.)
 - ☐ Workshops
 - ☐ Seminars
 - ☐ Conferences
 - ☐ Mentorships
 - ☐ Other: _____

2. Where does training take place? (Check all that apply.)
 - ☐ Online
 - ☐ In-person
 - ☐ At the association offices
 - ☐ Other: _____

3. How and why are these training formats and locations chosen?

Timing and Languages of Instruction

4. When and how often is training offered?

5. How long are training sessions on average?

- ☐ 1 hour
- ☐ 2 hours
- ☐ 3 hours
- ☐ Other: _____

6. What is/are the language(s) of instruction? (Check all that apply.)

- ☐ English
- ☐ French
- ☐ Spanish
- ☐ Arabic

- Mandarin
- Other: _____

7. How or why are these languages chosen?

Training Content

8. What are the topics of instruction? (Check all that apply.)

- Translation theory
- Basic translation knowledge/skills
- Field-specific knowledge/skills (for example, legal translation, medical translation, etc.)
- Text-type specific knowledge/skills (for example, official document translation, literary translation, website translation, etc.)
- Specific language pairs
- General professional development
- Other: _____

9. How are the topics and contents of training chosen and determined?

10. Are there regularly re-occurring topics of instruction and contents of training?

- Yes
- No

11. Which topics are regularly re-occurring? (Check all that apply.)

- Translation theory
- Basic translation knowledge/skills
- Field-specific knowledge/skills (for example, legal translation, medical translation, etc.)
- Text-type specific knowledge/skills (for example, official document translation, literary translation, website translation, etc.)
- Specific language pairs
- General professional development
- Other: _____

12. Do these topics and the content of training get regularly updated?

- ☐ Yes
- ☐ No

13. How often do they get updated?

- ☐ Twice a year
- ☐ Once a year
- ☐ Every two years
- ☐ Every three years
- ☐ Every four years
- ☐ Every five years
- ☐ Other: _____

Access and Prerequisites

14. Who has access to training? (Check all that apply.)

- ☐ Members of your association
- ☐ Professional/certified translators
- ☐ Students
- ☐ The general public
- ☐ Other: _____

15. Are there any prerequisites to attend training or expected levels of prior knowledge?

- ☐ Yes
- ☐ No

Prerequisites

16. Please select all that apply:

- ☐ Expected basic knowledge of translation and/or language skills
- ☐ Expected advanced knowledge of translation and/or language skills
- ☐ Prerequisite level of education (for example, enrollment in postsecondary)
- ☐ Completion of prerequisite training/orientation offered by your association
- ☐ Other: _____

17. Do these prerequisites apply to all training, or only some?

Fees

18. Are there any fees for attending training session?

- ☐ Yes
- ☐ No

19. Please provide more details about training fees:

Assessment and Feedback

20. Does training include some form of assessment or feedback for participants?

- ☐ Yes
- ☐ No

21. Please select all that apply:

- ☐ Grading
- ☐ Ongoing verbal feedback throughout training sessions
- ☐ Written feedback on produced translations
- ☐ Final comments or feedback after completion of session
- ☐ Other: _____

Funding, Instruction, and Participation

22. How are training programs funded? (Check all that apply.)

- ☐ Program fees
- ☐ External funding (for example, grants)
- ☐ Membership dues
- ☐ Other: _____

23. Who instructs/directs the training? Are the translators themselves? How are they recruited? Are there regular trainers?

24. On average, how many people attend the training programs?

Records

25. Does your association archive/keep a record (physical or online) of past training events (including posters, promotional materials, or any other related materials or documents)?

- ☐ Yes
- ☐ No

26. Would it be possible for me access this information and/or materials?

Statistics

27. Does your association keep statistics relating to translation requests?

- ☐ Yes
- ☐ No

28. With respect to official document translations (birth certificates, driver's licenses, degree certificates, etc.), what are the most commonly requested languages to be translated into English?

- ☐ Arabic
- ☐ Bengali
- ☐ Cantonese
- ☐ Dutch
- ☐ French
- ☐ German
- ☐ Hindi
- ☐ Hungarian
- ☐ Italian
- ☐ Korean
- ☐ Mandarin
- ☐ Persian
- ☐ Polish
- ☐ Portuguese
- ☐ Punjabi
- ☐ Russian
- ☐ Somali
- ☐ Spanish

- Tagalog
- Turkish
- Ukrainian
- Urdu
- Vietnamese
- Other: _____

Final Comments

29. Are there any additional comments, details, or clarifications that you would like to add?

Appendix B: Planned Follow-Up Interview Questions

1. In your opinion, what are some of the benefits that your training programs provide for participants, translation clients, the translation sector as a whole, etc.?
2. What challenges have you come across during the implementation of training programs?
3. What feedback have you received from participants, instructors, etc. in relation to your training programs? Are there any comments in particular that show up often? How has your organization responded to this feedback?
4. How has the translator training offered by your organization changed/grown over the course of your time with the organization? Over the course of the organization's history?
5. Are there any changes that you hope to see implemented in the future with respect to the translator training that your organization provides? If so, what are the reasons for these changes? Do you foresee any particular challenges to implementing these changes?
6. What do you know about postsecondary translator training? Where have you learned this information? Overall, are there any connections/relationships/conflicts that you see between the training your organization offers and training provided by postsecondary institutions? How is your organization's translator training program different or similar to those offered by post-secondary institutions? Has or does your organization collaborate/d with post-secondary institutions translation training courses/programs?