

A Case Study on Translation Policy: Bill 96 (now Law 14) and its impact on an
anglophone college in Montreal

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Abstract

A Case Study on Translation Policy: Bill 96 (now Law 14) and its impact on an anglophone college in Montreal by Arielle Champetier

This thesis examines and analyzes the implications of Quebec's Bill 96, *An Act respecting French, the official and common language of Quebec*, for minority-language higher education institutions, with a specific focus on Dawson College, the largest English-language CEGEP in Quebec. Bill 96 (2022) amends the *Charter of the French Language* and imposes new obligations regarding admission, instruction and graduation requirements, as well as display, communications and translation practices. These obligations have a significant impact on anglophone institutions, which must adapt to stricter rules governing internal and external communications, translation, and overall, the use of French as a common language in all spheres of public life.

Drawing on perspectives from language policy and translation studies, this thesis situates translation not only as a language transfer activity but as a form of policy implementation that regulates access to public services and education. It employs a qualitative case study approach, relying on interviews with key employees of Dawson College's communications and administrative departments to explore how their work dynamics, mainly in regard to communication and translation activities, have evolved in response to the new legislation.

The findings support the idea that translation is essential to institutional compliance with Bill 96 (now Law 14) and that it plays a major role in mediating between policy requirements, institutional functioning, and inclusivity for the needs of students and staff. More broadly, the thesis shows how translation policies are part of institutional practices shaped by legal frameworks, ideological pressures, and time and resource constraints.

Key words: language policy, language policy in Quebec, institutional translation, minority-language institutions, Bill 96/Law 14

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Introduction

In order to accommodate the historical anglophone minority community in Quebec, there are public institutions, including colleges and universities, that operate in English. In Quebec, 82% of the population speaks French as their first official language, 13% speaks English, and the remaining 5% speaks other languages (Statistics Canada, 2021). At the same time, Quebec has long had policies to protect the French language, the most recent being “An Act respecting French, the official and common language of Québec,” initially known as Bill 96 (SQ c 14 2022) and now Law 14. This Act consists of a series of amendments to the Charter of the French language of 1977 (CQLR c C-11 2023) regarding the use of French (the official language of Quebec) in the workplace, educational institutions, civil administration, and French learning services, among other categories. It also introduces new fundamental language rights and proposes various measures to promote and improve the use of French in many aspects of everyday life. Bill 96 has had an impact on the operations of anglophone CEGEPs (Collèges d’enseignement général et professionnel) by introducing admission, course and graduation requirements for new students. As a result of these amendments, institutions have had to adapt their internal and external communications to comply with the provincial language policies. Compliance includes translation from English to French as part of the institutions’ communication activities, including internal communications with the student body and the administration as well as external communications with Quebec government bodies, the media and other stakeholders.

Language policy in Quebec has long been a defining feature of the province’s identity and social structure. While the Charter of the French Language of 1977 established French as the official

language in Quebec, consecutive amendments—like Bill 96—have shaped the operations of minority language institutions. Anglophone higher education institutions are in a complex situation: they are constitutionally recognized as protected minority language institutions as per the Canadian Charter of Rights and Freedoms (Section 23), yet they must also comply with provincial regulations regarding language, meaning that they must prioritize French in communications and administration. This complexity illustrates the challenge of balancing accessibility and providing high-quality education in English while engaging in the promotion of French learning, offering services in French and complying with French language regulations. The diversity of the student population adds to the challenge, making language a major operational concern for these institutions.

Dawson College, being the largest English-speaking college in Quebec, illustrates the implications of the previously mentioned challenges. Dawson provides education in English but also fosters bilingual development and community integration. By studying the college's translation and communication processes, particularly in the context of Bill 96, this thesis provides insight into how legal requirements, institutional values and operational realities intersect. Moreover, it addresses the gap in literature regarding how minority-language institutions adapt their communications and translation activities in response to language legislation. The study of these dynamics contributes to discussions beyond translation studies, for instance, discussions on language policy, institutional planning, and access to education for diverse communities.

In terms of methodology, this research relies on semi-structured interviews, institutional documents and observation of communication practices at a specific institution, providing an analysis with both a technical and human point of view in regard to language policy

implementation. This approach supports the idea that translation is not only a tool for compliance, but also a mechanism for inclusion and accessibility in a multilingual society.

Within this context, the thesis focuses on Dawson College, as a key institution in English-language higher education in Quebec, examining translation requirements before and after the passage of Bill 96. It will explore language usage in communication services, evaluating whether communications were produced in French at any point or if the institution relied solely on translation. It utilizes an empirical approach, which will involve interviews with administrative and communications personnel at Dawson College.

The resulting data will provide tangible evidence of how language policy regulates communication and translation processes within the institution, demonstrating how essential the role of translation can be for successful compliance with language policy.

This thesis is structured in three chapters with sections and subsections offering detailed discussions on the main concepts as they apply to the research and the outcomes of compliance with the law for different institutions in the province. The first chapter describes the methodology and provides general information about the participants and their role within the institution; however, their identity remains confidential. Additionally, it provides a literature review with a summary of key concepts relating to ideas and beliefs in translation studies. It also highlights the historical events that brought the matter of language policy in Quebec to the attention of scholars and the general public. The chapter ends with background information of the institution in question: Dawson College, one of the largest anglophone higher education institutions in Quebec. The second chapter outlines the legal context of the project by addressing specific amendments and relevant provisions. It starts with a brief description of the processes of admission and graduation before the passage of the Act in 2022 and then proceeds to explore the implications of

the Act, touching upon topics such as display and internal and external communications. It then addresses the impact of the provisions in higher education, civil administration and workplaces, and also describes briefly other legislation that works in harmony with Bill 96 so that the reader has an idea of why and how compliance requirements are met, and also what can happen if institutions fail to comply with the regulations. The chapter concludes with examples of institutions in the health and social services sectors to provide a comparison by examining how institutions outside the field of education are also constrained by language policy and how these institutions must also comply with language requirements. The third chapter presents summaries of the interviews and describes official policy documentation provided by the institution. The data gathered shows how the institution's requirements for translation have been impacted by provincial language policy, and analysis of the interviews describes the role of translation in helping the institution to adapt and accommodate students, staff, and the public and at the same time comply with the new obligations. Lastly, the conclusion discusses the central question, which is the role of translation within institutions to achieve compliance with language policy and foster inclusion, and finally proposes directions for further research.

Chapter I: Research Design, Conceptual Framework and Background.

1. Methodology Overview

This chapter outlines the research framework of the project by drawing on Saldanha and O'Brien's (2014) model of research in Translation Studies (TS). Their model provides a structured approach to analyze translation's role and practice that can be applied to the particular language situation in Quebec and its minority anglophone institutions, specifically in the context of the current language policy: Bill 96 (A more detailed discussion of Bill 96's amendments will be developed in chapter II).

1.1 Type of Research

This is a case study on language policy that intends to analyze how translation may or may not play an essential role in an institution's successful compliance with provincial language policy. The study is based on a TS point of view; however, the institution selected for this case study is not primarily devoted to translation or language services in general. Nonetheless, being a higher education institution, naturally communication processes are essential to the institution's functioning (internal and external), and just like civil administration, educational institutions are subject to language laws. To be more specific, the research explores the implications of provincial language policy in Quebec, Canada, where the majority of the population speaks French, but some institutions like Dawson College operate in a minority language (English) to serve the anglophone minority. The language policy in question is Bill 96, now known as Law 14, which was passed in June 2022. It seeks to protect the French language and touches upon all spheres of public life and services.

The following provides an explanation of why I chose to carry out a case study over other research methods. The first reason is the topic's political nature. It goes without saying that case studies' subjects are influenced by the political, economic, ideological and social contexts in which they occur (Saldanha and O'Brien 2014, 209). This project, although mainly descriptive, inevitably establishes links between different factors of a political and ideological nature. The second reason is the appropriateness of this method, which requires some sort of structured approach to study contemporary events (210). Lastly, case study research serves to study specific elements to a particular case which prevents us from making assumptions or generalizations; in a few words it allows us to create hypotheses rather than just testing them (210).

1.2 Data Gathering and Analysis

The approach of this study is mainly empirical and pragmatic. The study combines context and participant-oriented methods to gather data and uses a qualitative approach to analyze the results. Data is gathered through semi-structured interviews and policy document analysis. Such steps are necessary to understand the process, agenda and timeline of language policy in Quebec.

The main method used for collecting data was conducting semi-directed interviews with employees of Dawson College. Interviews are useful for studies focused on public domain matters such as education (Saldanha and O'Brien 2014, 168). Interviews, although time consuming for all parties of the research (investigator and participants) and not yielding generalized results or representative samples, allow us to have "privileged access to a person's thoughts and opinions on a particular subject" (169). The data collected from participants is independent of the investigator's ideology.

The interviews are semi-structured, which works best for this study, as not all participants will have to answer the exact same questions. Interviews are individual and participants' responses vary

depending on their role within Dawson. This semi-structured model allows for what Saldanha and O'Brien describe as the "co-construction of knowledge," which involves an interactive process where the collaboration between participants and investigators through the exchange of ideas contributes to the creation and expansion of knowledge (173). Research across educational settings shows that peer collaboration, interaction, discussion, and even negotiation enable learners to develop critical thinking, share experiences and collectively bring up new ideas (Lehtinen et al. 2023, 1-13). To achieve good collaboration, it is necessary to include open-ended questions that allow the participants to express their thoughts and also share personal experiences. For this particular study, it was expected that participants share work-related experiences, especially as they had been in the institution for many years before the passage of Bill 96.

Qualitative method's data analysis, as described by Saldanha and O'Brien, starts at the early stages of data collection (basically both occur simultaneously) and there is back and forth over data between the participants and the interviewer. This process is necessary as data provided varies from participant to participant and it can slightly modify the original design of the interview. This process will ultimately confirm or contradict the hypotheses. Although "some degree of subjectivity is inherent to any type of research" (170), the researcher must listen actively, avoid prejudgments and overall keep an open mind. Lastly, it is necessary to remain as close to the data as possible to avoid jumping into conclusions (230).

Gathering data was a challenging task for the following reasons: the topic of Bill 96 is very recent and not much scholarly work has been published on it. My academic background did not include much experience with policy documentation, which lengthened the reading and note taking processes. Lastly, the political nature of the topic hindered participation.

Data retrieved from these interviews did not require translation.

1.3 The Participants

Initially, the idea was to interview about 10 to 15 participants from administrative, communications, marketing and translation teams as well as representatives of the student body and college associations. This approach was intended to provide a more diverse sample that would show the changes in many aspects of the institution's functioning and student life services and activities, and not only the administrative and professional side. A total of 24 people received an invitation by email to participate. However, many of those invitations were rejected or never answered.

For this project three people were interviewed. Although it is a very small sample, these participants occupy key positions from the administrative and communications teams. There were no exclusion or inclusion criteria other than having experience related to the translation activities of the institution and participation was voluntary. However, some people declined to participate because they thought they did not have anything useful to say.

The reason for interviewing these specific participants is not to give a random sample or generalized results, but rather to provide "rich and diverse information from key participants" (Saldanha and O'Brien 2014, 180). This "purposive sample" covered the key aspects of the research questions, and if someone attempted to carry out a similar case study, their conclusions would be similar.

The interview process was challenging at first, mostly due to institutional ethics approval delays, time constraints, and low participation rates. Nonetheless, once proper documentation was obtained, participants cooperated and the interviews ran smoothly. Participants received and signed a waiver form to allow the researcher to record the interviews and to acknowledge that their identity would remain confidential. One interview happened in person and the other two via Teams.

The interview questions ranged from participants' background information to questions regarding the communication processes and translation activities of the institution (both internal and external), and lastly, self-reflection questions to allow the participants to express their thoughts on the role of minority language institutions such as Dawson College within Quebec's society, and their very own role within the institution. The interviews took from 30 minutes to one hour each. As mentioned previously, some participants had more to say about certain topics than others, or simply some of the questions did not apply to their specific role at all.

1.4 The Invitation Email

The invitation email was the only method of recruitment used for this study. The first contact by the researcher with the participants was the invitation sent by email (see Appendix E). The email addresses were retrieved from Dawson's directory, available to the general public through Dawson's website. The email took into consideration tone, language choice, and transparency to ensure that the invitation conveyed the legitimacy of the study and, at the same time, encouraged participation (additionally, a waiver form with more details about the study was attached). The email was drafted in English with simple language; it had no technical vocabulary and was appropriate to the target audience. The email was submitted, reviewed and approved by the Office of Research of Concordia University before being sent to participants. The invitation was designed to make the purpose of the study clear to participants and to inform them of important deadlines of participation, and that the ethics requirements were met. Because Dawson College also required institutional ethics approval, the researcher had to undertake another ethics approval process. As a result, the initial invitation email and the waiver form (developed in the next subsection) were revised and modified. The next invitation email sent to participants included the proper ethics approval documentation and the revised waiver form. Unfortunately, the participation targeted rate

was not reached, but the revisions to these documents increased trust and incited some participants to accept.

1.5 The Waiver Form Sent to Participants

The information and consent form template, provided by the Office of Research of Concordia University, was edited by the researcher to include pertinent information (See Appendix C). The waiver form was also drafted in English and thoroughly revised by the ethics approval departments in both institutions (Concordia University and Dawson College). This form was essential to inform participants of all procedures, risks, benefits, and conditions of participation in detail. The form was divided in the following six sections:

- a) Purpose of the study
- b) Procedures
- c) Risks and benefits
- d) Confidentiality
- e) Conditions of participation
- f) Participant's declaration and signature

The consent form emphasized that participation was completely voluntary, no compensation was offered and it reminded participants that they had the right to withdraw from the study at any point during the interview with no consequences. Withdrawal after participation was also possible but with a deadline of 48 hours after the interview had taken place.

The researcher chose to submit both the invitation email and waiver form in English, under the assumption that all participants, as staff members of an anglophone institution, have sufficient knowledge of English to participate in the study without being misled by the questions or the researcher. The researcher also took into consideration that translating the interview guide or the

participants' answers could possibly add some level of bias to the results, as "translation imposes another layer of interpretation on the data" (Saldanha and O'Brien 2014, 177).

1.6 The Interview Guide

The interview guide (see Appendix D) also underwent the ethics revision and approval processes. It was of extreme importance to consider the potential risks to participants, given the political nature of the topic, and the questions needed to be as clear and neutral as possible. The semi-structured interview consisted of 23 open-ended questions designed to provide a somewhat flexible framework to engage participants in an exchange of ideas that fulfilled the research expectations. The guide was developed according to a preliminary review of relevant literature in TS, taking into account the current context of the institution amid language debate considerations. The researcher acknowledges that topics such as the provincial language-related debates, and language policy in general, may trigger participants' negative emotions, and that the nature of the topic might have possibly hindered participation. However, the questions were designed in a way that allowed participants to express their responses, and explore emergent topics without deviating from the study's focus, which was the impact of the policy on the operations and communications of the institution rather than the sociological impact on people's daily lives, ideology and identity. As some participants were hesitant to partake in the study, the researcher offered to send them the interview guide in advance to reassure them that the study was safe to participate in; however, the participants opted to see it only after sending the signed consent form, or simply declined to participate.

To conclude this section, I just want to reiterate that the participants' input is of critical relevance for the completion of this study and I cannot thank them enough for their helpful insight.

2. Literature Review and Conceptual Elements

The literature review is a systematic method to identify, evaluate and summarize existing information about the main concepts applied to this research project. This review is structured by common themes and is not in any way organized chronologically. To ensure a comprehensive foundation of the subject a range of academic articles, case studies, eBooks, and official government websites have been consulted. These sources primarily focus on multilingual or bilingual societies, such as those in the European Union as well as the United Kingdom and Canada, within the fields of translation studies and language policy. They provide extensive coverage of topics related to language rights, language policy, its connection to translation policy, and specifically the practice of institutional translation, all of which are central to this research. These concepts inform the inquiry into the types of data expected and are crucial for understanding if the role of translation is essential or not in how official minority language institutions adhere to language laws in Quebec.

2.1 Language Rights

First and foremost, “language rights are fundamental human rights” (Gruben 2008, 94). Nevertheless, the concept of “language rights,” although central to the project, cannot be defined without falling into controversy. The issue is that there is a very thin line that divides individual and collective rights in a way that satisfies everyone. However, one way to approach the concept is to say that generally we understand human rights as “universal norms that establish basic standards of treatment enjoyed by all people [and] are meant to protect fundamental interests” (94). That being the case, instead of giving a definition that could be problematic, Translation Studies scholars like Gabriel González Núñez and Vanessa Gruben propose a list of human rights that can

be considered as language rights. They also provide an explanation of who grants such rights, to whom, why and how.

According to González Núñez, language issues have become politically important since the 19th century and are mainly a current and relevant topic in modern states (2016, 2-3). Inevitably, translation policies are created and modified in consequence. Gruben, on her end, raises the question of how fundamental language is to people and to society for language to be considered as a human right that needs protection. Gruben answers her own question by explaining that language is fundamental because communication is necessary to function and interact with others and within society, not to mention that language is essential to express culture and identity (2008, 95).

Since a single definition seems problematic, it is more convenient to give examples of language rights. One right that is very pertinent to this project is the right of choosing the language of instruction. Another example of a language right is to have a translator or an interpreter during court procedures and hearings. These examples bring us to the question of who grants these language rights. The answer is the state. “It is the state that administers and structures the legal framework that allows for citizens to enjoy certain rights, including language rights” (Freeland and Patrick, 2004 quoted by González Núñez 2016, 2).

The next question is to whom the state grants language rights. Before answering that question, there is a concept that needs to be understood. González Núñez defines minority language as “[...] a language that is spoken in a state and that is in a subordinate position to the majority language” (2013, 48). This concept is helpful to understand the hierarchy between majority and minority languages in a society. The question to whom the state grants language rights can be complex, because it involves two parts: the majority and minority language speakers in the territory in

question. Hence, the answer will vary depending on whom you ask. According to González Núñez ideally, the correct answer should be to “minority language speakers.” However, that answer is somewhat ambiguous, and it brings out more questions and the need for more important distinctions, such as the impact of rights individually and collectively. The reason for such complexity is that language is not the only aspect of identity; some people may speak the same language but have different identities or ideas of belonging (2013, 23).

Why should the state grant language rights to minority language speakers? There are a few aspects to consider, but for this project the main assumptions are that language is a part of nationality and having a “national language” contributes to a sense of belonging (González Núñez 2013, 3-4). In addition, both total unilingualism and total multilingualism are impossible (31). In the current context of modern states and dynamic societies, no individual can be fully isolated from the influence of other languages, nor can anyone master the diversity of all languages (Lüdi et al. 2009, 159). Language evolves daily due to social, economic and political interactions and diversity is inherent to humans (Cenoz and Gorter, 2017, n.p.). Although there is a fine line where the two assumptions above can collide and undermine social cohesion, the states should aim to grant language rights to minority language speakers to avoid raising inequalities and marginalization.

Gruben’s theoretical approach also highlights that states must protect minority languages in order to protect linguistic human rights, for the purposes of nation building and, last but not least, for preserving linguistic diversity (2008, 93). The idea is to promote “peaceful coexistence of minority and majority communities” (99). To achieve this end, the state has to grant certain rights to minorities that allow them to protect and promote their communities. Language plays a role in nation building by defining “bonds of common identity,” meaning that language should unify citizens rather than separating them (99). Gruben explains that some states initially adopted

language policies that designated the dominant language as the language of the state with the idea that in the long run the situation would create a solid, well-functioning and united state. “These states believe[d] that peace and stability will be better promoted [...] by creating greater commonality” (100). However, the result was the opposite of peace and stability as these policies of “homogenization” fuelled nationalist conflicts and caused segregation and resentment mainly by denying linguistic minorities access to public services (100).

On the one hand, in an attempt to better explain the linguistic dilemma, González Núñez highlights that having a national language was understood as a pragmatic tool for the state to interact with its vast number of citizens effectively (2013, 4). On the other hand, unilingualism is utopic and unfortunately increases marginalization (20-23). In the quest to find solutions to these conflicts, more and more states consider language diversity to promote peace and nation unity (Gruben 2008, 100). Also, one aspect minorities and majority language speakers agree upon is that language is part of a sense of identity and belonging (103). In order to satisfy every speaker, a possible solution would be to find a middle ground where territoriality and personality co-exist (Arraiza 2011, quoted by González Núñez 2013, 31). It is necessary to accommodate and recognize both national and diverse languages to a certain degree (Gruben 2008, 100-101). Therefore, González Núñez affirms that “[a]ccommodation seems, in fact, to be the only viable solution” (2013, 31). Which brings us to the last question of how the state grants language rights. It does so through laws and regulations (2013, 32). States adopt laws and policies to regulate language and such policies vary depending on the objectives and the demographic context (Gruben 2008, 104-105). Ultimately, the ideal is to promote and protect diversity while trying to find balance between functioning as a society and avoiding discrimination by trying to accommodate everyone.

2.2 Language Policy

Language policy is a key conceptual element to this TS research project. According to Reine Meylaerts, language policy can be defined as a “‘linguistic territoriality regime’: a set of legal rules that regulate language use for purposes of education and communication, the latter covering the language of legal affairs, of political institutions, of the media, and of administration” (2011b, 744).

The distinction must be made that “language policy is not about translation alone. However, the opposite could also be expected; after all, policy choices about translation are an important part of language policies in multilingual societies” (González Núñez 2013, 35). For this reason, although there are many overlaps within both language and translation policy, a separate section will be dedicated to translation policy.

Language policies determine who may use which language and for what purposes. In the context of this project, we can note that language policy influences the language of instruction, admission criteria, hiring processes and overall functioning of educational institutions. In Quebec, language policy extends to matters of cultural preservation and collective identity. Nonetheless, in more general terms, language policies have a broader purpose that includes establishing political regulations, shaping social interactions and regulating access to different resources. In this regard, translation is merely a tool and not the essence of language policy. Meylaerts claims that in any multilingual society, the adoption of language policy implies the adoption of translation policy (2011b, 744), and González Núñez complements that claim by adding that it is not just the existence of language policy that results in translation policy, but rather the interaction of that language policy with other policies, including policies that aim for integration, inclusion and participation (2013, 225-226).

Beyond the institutional context, scholars also highlight the social and ethical aspects of language policy and its relation to translation. Language is fundamental to societal participation, encompassing legal, electoral, and official documentation contexts. However, immigration and multilingualism challenge language policies aimed at societal integration (Van Gerwen 2018, 8), leading to questions about the possibility of translation justice—the possibility of choosing between translation policies to accommodate identity interests (sense of belonging and self in relation to their culture and background) or non-identity interests (functional benefits, access to services and education, job opportunities) (McDonough Dolmaya 2020, 557)—within multilingual societies. To complement this idea of translation justice, Isabel Gomez adds that as an act of hospitality, states must grant “the right for every person to speak in the language in which they are most comfortable and expect to be heard and understood” (2020, 64). This idea suggests that there should be translators and interpreters available to assist minority language speakers, at least to access public services and administration, healthcare, among other basic needs. Hofer and Pluecker add that translation justice would be possible if translation and interpretation were valued as critical tools for opening communication and if “social structures would not be based on the dominance of one language over all others” (2013, n.p.). Meylaerts, alternatively, suggests that immigrants’ rights should be secured through language learning rather than relying solely on translation (2011b, n.p.).

These different views show that language policy is tied to broader questions of integration and inclusion, and that it often sets the principles for the adoption of translation policies. In short, language policies regulate the use of language in every aspect of public life and services in multilingual societies. Translation policies can emerge to facilitate compliance with language policies. Recognizing both the distinction and the relationship between language and translation

policies is essential for understanding how institutions like Dawson College function within Quebec's evolving linguistic environment.

2.3 Translation Policy

In contrast to language policy, translation policies and institutional translation are more internal to institutions and determine their functioning within greater society. "Translation policies [are] tailored to each group of speakers depending on contextual factors unique to each group" (González Núñez 2013, 224). A separate section below will be dedicated to institutional translation. Meylaerts writes: "a translation policy is to be defined as a set of legal rules that regulate translation in the public domain: in education, in legal affairs, in political institutions, in administration, in the media. By means of its translation policy, a government thus regulates people's access to or exclusion from public life and services" (2011c, n.p.). Meylaerts adds, however, that translation policy is not limited to official settings, and she notes that even lack of translation policy constitutes a policy in itself.

The significance of translation policy and its role within institutions is underscored in the work of Kaisa Koskinen, which discusses the sociological constructs of institutions governed by norms, values, and governance systems designed to serve societal needs. Translation adapts to these institutional requirements and values, ultimately affecting the translator and the quality of translations (Koskinen 2011, n.p.). Also, "monitoring compliance is easier and less costly if rules are supported by norms and values" (Koskinen 2008, 18).

The challenges of achieving institutional monolingualism are discussed, with an emphasis on the importance of translation for the functioning of multilingual societies. Koskinen notes that translations occur within an institutional framework, influencing translators through various constraints such as budget allowances and ideology (2011, n.p.). Translation policy is far from

neutral, particularly in public domains like education, where governments regulate access to public life and services. Meylaerts describes translation processes as inherently multilingual, reflecting the diverse linguistic landscapes of institutions and societies worldwide. (2011a, n.p.)

To summarize, translation policy governs how translation is practised, regulated, constrained, or even neglected within public and institutional frameworks. Such policies set the translator's boundaries and work ethics. Additionally, these policies determine how multilingual populations gain or lose access to services and participation.

2.4 Institutional Translation

Before defining institutional translation, the concept of an institution must be briefly discussed. An “institution” can be abstract or concrete (for example religion and the actual church building). However, for this project the most appropriate approach is to consider the institution as a formal organization with its own goals, structures, norms and procedures, for example government bodies, school boards, etc. (Plassard et al. 2020, 66-68; my translation). Koskinen writes that “institutions are embedded in the society that endows them with legitimacy and authority” (2008, 17). Both the definition above and the statement by Koskinen allow for a wider concept of the norms and values as well as the rules and regulations that can impact not only the institution itself but the translator's role within it (35). A subsection further down will be dedicated to translation's role within the context of institutional translation.

With the idea of the institution above in mind, the following definition of institutional translation by Kaisa Koskinen is appropriate to this project. “[W]e are dealing with *institutional translation* in those cases when an official body (government agency, multinational organization or a private company, etc.; also, an individual person acting in an official status) uses translation as a means of ‘speaking’ to a particular audience” (2011, n.p; italics in original). The definition and

implementation of institutional translation vary from one institution to another, whether private or public.

2.4.1 Translation's Role Within the Context of Institutional Translation

Translation goes beyond “semantic equivalence” (Grin 2017, 157), more so within an institutional context. Ji-Hae Kang expresses that “because institutions are associated with the mechanisms of social order governing the behaviour of its members and are social constructions constituted through discourse, there is a powerful tendency for translation carried out on behalf of institutions to fulfill a gatekeeping role” (2014, 469). Institutions share their values, agendas and goals with the public through translation (470). Examples of such delivery are the promotion of linguistic equality and diversity, the creation and dissemination of “global information and media content” as well as the reception of the public (470).

Just like translation policy, institutional translation is far from neutral. Kang develops a “practice-oriented approach” to explain the relationship between “actors and the cultures,” and the issues of “ethical ambiguity and conflicting situations” that can arise from the translators having to choose between “behaving professionally under the legal obligation to serve the interests of their institutions [although such choices] may be inconsistent with behaving as ethically responsible citizens” (2019, n.p.). For example, a translator working for a public institution may be required to translate official communications following a specific style guide and vocabulary that could mislead the public. If this was the case, the translator would faithfully convey the institution’s message, but this would conflict with their ethical responsibility as a citizen due to the lack of transparency.

To wrap up this literature review, I will discuss some beliefs about translation and its mediating role which overlap with language policy, translation policy and institutional translation. One of the

major questions is how translation plays a role in the integration of linguistic minorities and perhaps this question can never be satisfactorily answered. Nevertheless, here are some beliefs about translation from the perspective of Translation Studies scholars: Translation can help or hinder integration in multilingual societies (González Núñez 2013, 38). Translation is a tool for fostering good relations and accommodating the language of “the others,” for example by including the people who don’t speak the native language with the intention of “overcom[ing] segregation and conflict,” and ultimately building a “more united society” free of discrimination (González Núñez 2016, 218). Although there is a good intention behind offering translation services to minority language speakers, translation can unfortunately hinder the learning of the majority’s language (González Núñez 2013, 219).

Another big question is if cohesion and diversity can truly “be reconciled.” Translation tries to allow “effective participation in public life without having to sacrifice one’s identity” (2013, 223). In theory, translation supports inclusivity by making institutional discourse accessible to diverse communities. However, in practice there appears to be a “disconnect between theory and application” (Gruben 2008, 122) due to the fact that translation is heavily constrained by a wide range of “institutional conditions and pressures” (Kang 2014, 471). For example, institutional translation can be shaped by legal requirements, time constraints, institutional priorities, and such factors can limit the translators’ agency to a tool for spreading dominant institutional narratives rather than fostering linguistic diversity and participation.

3. Background on Language Policy in Quebec

This section includes historical events in chronological order for a better understanding of Quebec’s unique language situation. It does so by describing some of the main language reforms prior to Bill 96.

In Quebec, multiple language policies, such as Bill 63, Bill 22, and Bill 101, have aimed to consolidate the use of French in all fields of the public sphere, particularly in education, impacting language dynamics and societal cohesion. Any discussion of Quebec language policy must highlight the province's unique linguistic situation within Canada where the French language is a majority (within the province of Quebec) and a minority at the same time (within North America) (Vaillancourt 2012, 57).

Nonetheless, linguistic tensions were not the only reason behind these policies; there was also a social justice aspect, as historically French-speaking Quebecers, although a majority—demographically speaking—were inferior in terms of economical and political power (Boberg 2010, 14). Just like with any minority population, there was a constant fear or threat, especially in Quebec where elites were mainly composed of anglophone people. However, the rapid social and political changes during the government of Premier Jean Lesage (also known as the Quiet Revolution) and subsequent language policies have changed the power dynamics, shifting power to the French-speaking Quebecers in the province. Yet, nationalist discourse observes that French is still in danger, as “English is now a global lingua franca” (Ballinger et al. 2022, 617).

“English is granted official minority language status in Quebec by the Canadian federal government and, as such, receives certain protections, including provisions of English language schools to certain populations” (Ballinger et al. 2022, 615). Also, since 1971, the Canadian government has officially committed to promote respect for multiculturalism (equality and support for all languages and cultures) at the same time as it promotes English and French bilingualism. However, the situation in Quebec is different. “Multiculturalism” is not a Quebec value according to Louise Beaudoin, a Canadian politician and former member of the Parti Québécois. Beaudoin affirms that: “[Multiculturalism] may be a Canadian [value], but it is not a Quebec [value]”

(Quoted in Kay 2011, n.p.). Although federal legislation has encouraged official bilingualism, provincial language policies aim to protect, enhance and consolidate French not only as the official language, but also as the common language of Quebec's residents "while officially supporting diversity as an essential characteristic of the province and condemning cultural discrimination" (Ballinger et al. 2022, 616).

In Quebec, language-related issues were considered of minor importance before the Quiet Revolution, which took place in the 1960s. However, with the election of Premier Jean Lesage in June 1960, the topic of protecting the French language started to gain traction (Vaillancourt 2012, 58). The Quiet Revolution also impacted education by diminishing the role and influence of the Catholic church in schools. Among other reforms, Lesage's administration established a public hospital network, created a cultural affairs ministry (1961) and founded the Société générale de financement (1962) (Durocher 2015, n.p.).

Among the reasons that raised concerns about needing to protect the French language were the quality of French, the preference of a majority of immigrants to integrate within anglophone communities, and the English language being considered the language of business and prestige (in a word: success), not to mention that English remained the language of a majority of speakers in Canada and the United States (Vaillancourt 2012, 58).

In 1969, the government attempted to adopt The Act to Promote the French Language in Quebec (Bill 63) which "required children receiving instruction in English to acquire a working knowledge of French" (Vaillancourt 2012, 58). Bill 63 also required the government to implement "measures to ensure that new immigrants in Quebec learn French" (58). The intention of immersing children of immigrants into French schools was so that they would integrate well into French culture and society from the earliest stages possible (Paillé 2019, n.p.); and one of the advantages of enrolling

in French schools “earlier” would be learning the grammar well. Therefore, having a good level of French would help people function better in Quebec. Nonetheless, the Bill allowed parents to choose the language of instruction for their children. Bill 63 was however “repealed by the Liberal government of Robert Bourassa in the Official Language Act of 1974” (58).

Bill 22, which was passed by the Bourassa government in 1974, removed “parental freedom of choice of the [...] language of instruction” (Vaillancourt 2012, 58). It also implemented testing for English language skills of francophones and other immigrants in order to enrol in English-speaking schools. Failing such tests would leave no other option to students than to enrol in French schools. The testing initiative however faced major resistance by both anglophone and francophone communities because its implementation was judged impractical and unfair (59).

Historical legislation, such as Bill 63 and Bill 22, aimed to protect the French language but faced challenges and criticisms and both bills have since been replaced. They were not comprehensive enough and overall raised social unrest by challenging the balance between the French and English-speaking communities. Bill 63 (1969) allowed continued access to English language schools for immigrants, which made francophones feel that French was threatened. Bill 22 (1974) angered both anglophones (who felt their rights threatened) and francophones (who considered this law rather incomplete) (Dufour et al. 2020, 658-675). As a result, both bills were rejected by nationalists and labour groups because they raised nationalist sentiment and imposed unfair language testing, intensifying language and identity debates (Hudon 2006, n.p).

In August 1977, the government of René Lévesque, leader of the Parti Québécois, introduced the Charter of the French Language (CFL) also known as Bill 101. The CFL played a critical role in Quebec’s evolution and emancipation, especially for French speakers. Bill 101 can be summarized in four principles: First, the French language is more than a communication tool, it is a “living

environment.” Second, minorities’ culture and languages must be respected. Third, learning other languages is beneficial for all Quebec residents. Fourth, the status of French in Quebec is a matter of social justice, especially in the workplace and the economy (Corbeil 2007, 231-234). In order to ensure that these principles are respected, the plan of action that was developed included these five main objectives: First, that French becomes the common language of Quebec residents. Second, that immigrants are integrated into all aspects of Quebec society. Third, that the French language dominates the workplace. Fourth, that everyone must respect the French majority. The Fifth and last objective was to create institutions that promote and implement CFL amendments (Rocher et al. 2007, quoted by Ballinger et al. 2022, 616).

Fuelled by the sentiment of inequality, the CFL aimed to reduce access to public education in English, and it completely abolished previous Bill 22’s language skills testing (Vaillancourt 2012, 59). It had a major impact in public education covering kindergarten to high school, where all residents and newcomers to Quebec had to study in French with the exception of those eligible to study in English. Quebec had French and English school boards, but only a specific group of people met the criteria to enrol in English schools and, although second language learning options were available, fully bilingual education only existed in the English system (Ballinger et al. 2022, 617).

Section 73 of Bill 101, also known as the “Quebec Clause,” mandated that “only children whose parents had received their elementary instruction in English in Quebec or whose parents then residing in Quebec had received their elementary instruction elsewhere in Canada on the date of coming into force of the CFL could receive public instruction in English” (Vaillancourt 2012, 59). The so-called Quebec Clause was considered unacceptable by federal authorities as it was conflicting with the “Canada Clause” included in section 23 of the Constitution which proclaimed that “citizens whose first language learned and still understood is that of the official minority

population of the province they reside in [...] have the right to have their children receive primary and secondary instruction in that language in that province” (59). However, until 1982, nothing concretely forbade that type of legislation. In 1984, the Supreme Court invalidated the Quebec Clause; nonetheless, as a consequence of the language policy children of immigrants as well as children of citizens—whether anglophones or francophones—all have to attend French schools. In a few words, children required special authorization to attend English schools (60).

The CFL has been a controversial topic since the beginning and has been readjusted a few times, especially because some of the amendments contradicted the Canadian constitution and the Charter of human rights and freedoms of Quebec. Nonetheless, it remains to this day the most important provincial language policy in the history of Quebec. Among the main criticisms of Bill 101, some observers find that the amendments are not comprehensive enough, and that the process of “Francization” is inadequate and incomplete. At the same time, there is a concern that indeed the amendments “go too far,” as times have changed and the necessity of the policy back in the 1970s is no longer the same. Also, the CFL is largely criticized by “popular and academic circles” (Boberg 2010, 6) for its failure to improve the quality of French, which was supposed to be a priority, but has not been. Among the reasons to support this claim is the high influence of borrowed words and *anglicismes* in everyday language. Despite the multiple criticisms of the CFL, experts in the fields of language and social studies mention the positive impacts of this language policy, stressing the importance of protecting French and integrating newcomers into Quebec society. Back in the 1970s, after several decades of linguistic conflicts and social injustice, a language policy was truly necessary. Bill 101 marked a before and after for Quebec’s society, culture and identity. Bill 101 pushed French-speaking Quebecers forward in terms of social

justice, but also promoted bilingualism by encouraging anglophones to learn French. Bill 101 achieved, in a way, social cohesion after decades of conflict (Bernard Barbeau 2018, 59-64).

Although language policies affect various sectors of public life, this project focuses primarily on public education. Bill 101 significantly impacted education by mandating French-language instruction, sparking discussions about language rights and the integration of newcomers into Quebec's French-speaking culture. Gérin-Lajoie underscores the importance of English and French bilingualism in Canadian society and education, particularly in relation to matters of social integration and active citizen participation (2021, 314-315).

Based on McDonough Dolmaya's definition of "translation justice," language policies can be designed in such a way as to prioritize communication efficiency or to give space for identity interests. In both cases, assimilation is not the ultimate goal. Translation plays a critical role in institutions' compliance with language policies, facilitating participation and integration while promoting linguistic rights and access to services. Translation policies are essential for ensuring accessibility and promoting language learning initiatives within minority language institutions, contributing to social cohesion in multilingual and bilingual societies.

4. Subject and Background Information

4.1 Creation of CEGEPs in the Quebec Educational System (QES)

Education in Quebec has undergone significant transformations over the decades, particularly during the 1960s, during a period known as the Quiet Revolution, when the government prioritized educational reforms. These reforms aimed to modernize and democratize the QES, while also promoting the French language and Québécois culture. One notable outcome was the establishment of CEGEPs in 1967, influenced by the recommendations of the Commission Parent in 1965, which emphasized the importance of preparing students for the transition from high school to university. The QES can be characterized as "complete, open, and democratic" (Proulx and Charland 2009, 78; my translation), with CEGEPs offering a broad range of general education courses (philosophy, language and literature, second language and physical education) alongside specialized programs in various fields like natural and applied sciences. The goal of CEGEPs is to guide students towards further education or the job market, thereby reducing dropout rates (93).

The foundation of the QES rests on collective efforts from various stakeholders, including the National Assembly, the Ministère de l'éducation, public and private organizations, and the general public. The main values of the education system are the following: accessibility to education without discrimination, underpinned by values promoting respect, tolerance, and contributing to world peace. Also, parents have the autonomy to choose the type of education they want for their children, with elementary education mandated to be free and mandatory (150).

Although officially secular since 2008, the QES acknowledges the religious heritage that influenced its development. While French is the primary language of instruction, the QES respects the right of linguistic minorities, such as English speakers, to receive education in their language.

For instance, the Quebec English School Boards Association (QESBA / ACSAQ) was established in 1929 to ensure quality education services for anglophone schools (QESBA / ACSAQ 2014, n.p.).

Bill 101 (CFL) designates French as the language of instruction but allows exceptions for the English minority under certain conditions. Passed in 1977, Bill 101 aimed to facilitate immigrants' integration into Quebec society, mandating French instruction in elementary and secondary schools while not affecting higher education institutions (CQLR c C-11 2023, c5 s 72).

4.2 Dawson College

Dawson College, named after Sir William Dawson, a prominent geologist and former principal of McGill University, is Quebec's largest and oldest English-language CEGEP. Originally dispersed across multiple locations in Montreal, Dawson College consolidated into a single campus in downtown Montreal in 1982 under the leadership of Sarah Paltiel, its Director General (Convington 2009, 8). The campus, housed in a building designed by architects Jean-Omer Marchand and Samuel Stevens Haskell, was previously a "Mother house" of the sisters of the Congrégation de Notre Dame, designated a historic site by the Ministère des affaires culturelles of the Quebec government in 1977 (Evans 1992, n.p). Today, Dawson College remains the largest English-language college in Quebec. According to the last update in January 2023 on Dawson's official website, the college boasts a diverse student body of approximately 10,000 students from various backgrounds. Reflecting Montreal's multicultural character, Dawson annually admits national and international students who primarily study in English. However, with the enactment of Bill 96 in 2022, changes in the student body demographics may occur.

4.2.1 Why Dawson College?

My motivation to use the institution Dawson College as the main focus of my project comes from both personal experience and academic interest. Dawson College is a pertinent example of how official minority language institutions function in Quebec, as it is the largest English-speaking college of the province, and how important such institutions are for the English-language minority community and for Quebec society. Additionally, Dawson has always had a deep connection to Quebec's French culture. As an alumna of Dawson College, I have a firsthand understanding of the institution's functioning, challenges, values and culture. During my student years at Dawson, I had the opportunity to participate in multiple research projects, event planning, community projects, internships, sustainability initiatives. It is thanks to those opportunities that I could observe the evolution of the institution's governance, pedagogical approach and involvement with the community. This personal connection also allows me to describe the experience of what language requirements for classes and graduation were in place before the passage of Bill 96. However, back then these language policies were not targeting higher education institutions, as they are now.

From an academic perspective, Dawson College is an appropriate case for research in translation studies. Its linguistic context and diverse student body make it a good example of how institutions operate in multilingual environments. The introduction of Bill 96 brought new requirements for anglophone colleges. It challenged not only the work practices, but also the student dynamics of the institution. The current situation involving Dawson College and Quebec's recent language policy serves to illustrate how other similar minority language institutions are also constrained by Bill 96. In addition, Dawson College is responsible for overseeing translation activities for all five anglophone colleges in Quebec, making it the most appropriate college to examine in terms of translation practices.

Chapter II: Legal Context (Before and After the Passage of Bill 96)

As mentioned in the introduction, Bill 96 introduced new admission, course, and graduation requirements for new students wishing to enrol in English-language college-level studies. Although not all admission criteria were changed, undeniably, English-language institutions have undergone changes. This chapter aims to describe briefly the four main aspects of the admission and graduation processes before the passage of the Act in 2022. Next, it contextualizes the legal angle after the passage of Bill 96 by giving concrete examples about the amendments made to higher education institutions and compares how other institutions outside the field of education must also work towards the goal of complying with language regulations while promoting and protecting the French language and culture.

1. Requirements for CEGEPs Before Bill 96

CEGEPs, whether francophone or anglophone, only exist in the province of Quebec. These educational institutions serve as a transition from secondary school to higher education or to the workforce. CEGEPs' purpose is to provide general and vocational training at the college level. CEGEPs are essential to Quebec society for their contribution to applied research, development and innovation of technologies, promotion of sports and healthy lifestyles, and overall labour training. According to the mandate of the Ministère de l'enseignement supérieur and the General and Vocational Colleges Act (CQLR c C-29 2023) “a college is a legal person” (c C-29 s 6) that “shall be administered by a board of governors [...] appointed by the Minister [of education]” (c C-29 s 8) and “shall not be [under] the operation of commercial enterprise[s]” (c C-29 s 6.0.1). The General and Vocational College Act focuses on academic and administrative requirements and not necessarily on language-related restrictions. For these issues, the reader must refer to the

amendments made to the Charter of the French Language that will be discussed in more detail in the section 2 below.

Information about admission criteria is available on the official website of every CEGEP. For the sake of this thesis, special attention is given to the requirements on the Dawson College website. The following is a description of the four aspects that shaped the admission and graduation processes prior to Bill 96:

1.1 Eligibility Criteria

General admission to CEGEPs, regardless of the language of instruction, requires applicants to have successfully completed a DES (Diplôme d'études secondaires) or equivalent. However, some programs also require specific prerequisites (especially science and mathematics). Additionally, performance and overall academic records play a major role in the admission of students to specific and more demanding programs in technical fields, such as health science and engineering. Grades also are a deciding factor for programs that are restrained by quotas.

1.2 Language of Instruction

Based on the Education Act (CQLR I-13.3 2024) “a French-language school service centre shall provide educational services in French; an English language school service centre shall provide educational services in English. However, vocational training and adult education services shall be provided in French or in English according to law [...]” (I-13.3 2024, s 210) Prior to Bill 96, Bill 101 only regulated mandatory French-language schooling for children in elementary and secondary schools. Students could choose English or French as the language of instruction for higher education levels, which also meant that language was not a rule for eligibility as long as the students met all other academic requirements.

1.3 Quotas

Before Bill 96, only elementary and secondary schools were subject to eligibility rights regarding the language of instruction. Generally speaking, these eligibility rights were determined by the government of Quebec and applied to cases where the applicants in question and their immediate family members (parents and siblings) had received a major part of their elementary or secondary education in English in Canada, and that those family members are Canadian citizens. Special authorizations or certain conditions could apply to temporary residents and other potential students. Quotas would only apply to specific programs where spots were limited, which means that there were no restrictions on the number of people that were eligible and admitted, regardless of their high school's language of instruction and overall previous education background. Instead, these programs with limited spaces could impose additional criteria, such as prerequisite courses or minimum grades in specific subjects.

1.4 Language Requirements for Graduation

All students, regardless of the language of instruction, must pass a ministerial French proficiency exit exam. English-language CEGEPs also require an English exit exam. These exams assess proficiency in aspects of grammar, comprehension, writing and critical thinking in their respective languages. Also, international students or Canadian students who attended high school outside of Quebec are required to attend French courses that are equivalent to French classes at the level of Secondary 5 in Quebec high school. These regulations apply to all students, regardless of the student's background, and serve to maintain the integration of French language learning in the province. Failure to successfully complete such requirements would prevent students from obtaining a diploma. The Education Act also establishes that “the school service centre may organize and provide, in that school, special welcoming services and French language-learning

support services or educational services in specialized classes or groups [...]” (CQLR I-13.3 2024, s 240).

Dawson College, for example, offers the service of French tutoring CLÉO (Centre de langue écrite et orale), which gives the students a network of professors specialized in French-language teaching to help them develop oral and written skills in French. All the students have to do is make an appointment and the professors will develop a program according to the students’ needs and goals. CLÉO also offers online services. The goal is to provide services to assist students and to prepare them to thrive in Quebec society with better written and spoken skills in French.

2. Current Legal Context of the Project

Bill 96 is language-related legislation that aims to preserve and protect the French language in Quebec. This Act, spanning approximately 110 pages, amends the Charter of the French Language, among other legislation, and introduces new language rights, affirming French as the sole official and common language in Quebec. It extends its provisions to various spheres of public life, including legislation, justice, civil administration, education, and workplaces (SQ c 14 2022).

The Act is structured in key chapters with the following major topics: Fundamental language rights, legislation and justice, civil administration, language of work, commerce and business, education, cultural affairs, place names, Francization, sanctions and recourse, amending provisions, and final provisions. Some sections of the CFL are amended and others completely repealed. Ideally, the reader should be previously familiarized with the Charter of the French Language as there is a lot of back and forth within many sections and subsections of the Charter; otherwise, it is hard to understand and follow the structure of the Act.

“The Act provides for the development of a language policy of the State.” (SQ c 14 2022)

Therefore, every aspect of public life and services are impacted, but for the sake of this thesis I will focus on the impact on higher education, civil administration, and workplaces, as there is an overlap between the rights and obligations of the institutions as well as the citizens’. Next, I will provide a summary of how the implementation of the policy and how Francization must be done according to the provisions of the Act, and finally a brief summary of the existing sanctions.

2.1 Higher Education

The following section summarizes some key points of Bill 96’s amendments in section 60 for higher education English-language institutions in Quebec in Section 88 of the Charter of the French Language:

An institution that gives college instruction in English shall nevertheless ensure that every student registered in a program of studies leading to a Diploma of College Studies successfully completes, before such a diploma is issued to the student, at least three courses given in French, excluding language of instruction courses, second language courses and physical education courses. (SQ c 14 2022, s 88.0.2)

The three French courses are required to comprise at least 45 hours of instruction (SQ c 14 2022, s 88.0.3), and these amendments apply specifically to students considered full time by the Minister of Higher Education, Research, Science and Technology¹ (SQ c 14 2022, s 88.0.5). Some students can be declared eligible to replace the three French courses by three additional second language French courses (SQ c 14 2022, s 88.0.2). To obtain a Diploma of College Studies students must

¹ This Ministry no longer exists. It is now the Ministère de l’enseignement supérieur.

“[have] the writing knowledge of French required by the curricula of the Minister of Higher Education, Research, Science and Technology, and [...] [have] successfully completed the three [French] courses required in section 88.0.2” (SQ c 14 2022, s 88.0.17). Additionally, students must have “sufficient knowledge of French to be able to interact, thrive within Quebec society and participate in its development” (SQ c 14 2022, s 88.0.18).

The Minister of Higher Education, Research, Science and Technology also has the task of regulating the student body and quota for all English-language institutions within the province of Quebec and ensuring that the percentages do not increase for each school year. The total number of students per school year for all Quebec’s English-Language institutions cannot exceed 17.5% of all students (SQ c 14 2022, s 88.0.5). The Minister of Higher Education, Research, Science and Technology shall also ensure that “the combined defined quota for all English-language institutions does not increase and does not exceed 11.7%” (SQ c 14 2022, s 88.0.10).

Other sections of the Act relate to communications with regard to small businesses, other institutions in public life, and services. The Act proposes multiple amendments that apply to employers, employees and consumers.

This thesis examines how Bill 96 influences the communication requirements of an English-language teaching establishment, particularly in interactions with the public and the government. Additionally, it emphasizes the role of translation in these communication processes, rather than analyzing the law's broader societal impact. However, given the nature of the topic, a brief description of the broader societal impact is necessary to understand why and how the Act implements the provisions of the language policy of the State. The next section intends to explain how the Act’s implementation shall happen, and what the societal impact expected is.

2.2 Civil Administration

Starting from section six of Bill 96, we can read the general provisions and amendments regarding civil administration from section 13 of the Charter of the French language. Here is a summary of the main amendments that relate to this thesis:

“The civil administration shall, in an exemplary manner, use the French language, promote its quality, ensure its development in Québec and protect it” (SQ c 14 2022). This applies to all communications, both oral and written. Section 21 affirms that contracts and agreements shall be drawn up in French, with some exceptions where a translation in another language or in French may be attached. An example of such exceptions would be a contract or agreement with a legal person or enterprise from outside of Quebec (SQ c 14 2022). Another language can also be used in written documents for the following exceptions: public safety and health issues, principles of natural justice, for persons declared eligible to receive instruction in English, Aboriginal persons, tourists, and newly arrived immigrants during the first six months residing in Quebec (SQ c 14 2022).

The language policy of the State shall guide the agencies of civil administration to fulfill their obligations towards citizens. The policy contains provisions that allow agencies to establish rules permitting the use of languages other than French when such options are granted, but also implementing tools to control the quality of the French language when used (SQ c 14 2022). In addition, “[t]he language policy of the State should be reviewed at least every 10 years” (SQ c 14 2022). Also, the Minister of the French Language must be notified if no amendments are made (SQ c 14 2022). The Act introduces measures to extend Francization to all services and workplaces so that all bodies and agencies have to promote the usage of French, disseminate the contents of the policy and implement a French-language environment (SQ c 14 2022).

2.3 Workplaces

Professional Orders and their members are required to maintain a knowledge of French that is appropriate to the practice of their profession. “French shall be the language of work.” Knowledge of any language other than French should not affect obtaining or keeping a position (SQ c 14 2022). There are some exceptions where knowledge of another language may be required; however, the employer must legally demonstrate that it is indeed the case. Nevertheless, employers are highly encouraged to avoid such requirements unless it is essential for the functioning of the company, and to always promote Francization when the opportunity is given (SQ c 14 2022).

French shall be used particularly for purposes of commerce and business. This amendment concerns mainly signs, posters and the drafting of certain documents and contracts. “On public signs and posters visible from outside premises, French must be predominant where such a trademark appears in a language other than French, [and that there is no French equivalent]” (SQ c 14 2022). The same applies to enterprises’ names.

A body in the health and social services network or a school body shall, not later than 180 days after the beginning of its activities, send the Office an analysis of its language situation. The analysis shall focus on the compliance with the provisions of this Act of the use of French within the body and on the body’s capacity to meet the other obligations incumbent on it under those provisions. (SQ c 14 2022)

After the bodies submit their analysis, the Office québécois de la langue française (OQLF) will evaluate the language situation and either issue a certificate of compliance or order the body to “develop and implement a compliance program” (SQ c 14 2022) that must be approved by the OQLF. A complete compliance program must contain the measures intended to implement the use

of French as well as the timeframe expected to accomplish the implementation. The program should include

- 1) internal communications;
- 2) recruitment, hiring, transfers and promotion of staff;
- 3) documents and work tools;
- 4) terminology;
- 5) information technologies; and
- 6) oral and written communications with persons. (SQ c 14 2022)

The Act also provides amendments for work settings of educational institutions. Section 64 states the following: “An educational institution must disseminate its language policy among its staff members and students, and publish it on its website” (SQ c 14 2022). The Act impacts not only the staff and the employers, but also the parents, legal tutors and students. This brings us to the next section on higher education institutions.

2.4 Implementation

The Act establishes that French is the common language of the State.

As the common language of the Québec nation, French is, among other things,

- 1) the host language and the language of integration that enables immigrants to interact, thrive within Québec society and participate in its development;
- 2) the language of intercultural communication that enables all Quebecers to participate in public life in Québec society; and
- 3) the language that makes it possible to embrace and contribute to the Québec nation’s distinct culture. (SQ c 14 2022)

To accomplish the above, the Act establishes the Ministère de la langue française and sets out the functions of the Minister of the French Language. The Act makes clarifications and adjustments to the functions and powers of the Office québécois de la langue française and grants it the power to issue orders to put an end to certain failures to comply with the Charter of the French Language. The Act provides for the appointment of a French Language Commissioner whose functions includes monitoring the progression of the language situation in Québec (SQ c 14 2022).

“The Minister of the French Language shall develop the language policy of the State and submit it to the Government for approval. The policy applies to government departments, government bodies and municipal bodies” (SQ c 14 2022).

At this point, it has been clearly established that French is the only, common, and official language of Quebec. However, the reality is that there will always be a percentage of the population who is new to the province or to the French language. Hence, in order to better accommodate and integrate those people, the Act establishes Francisation Québec as “the sole government point of access for such persons wishing to receive French language learning services” (SQ c 14 2022). Some of the duties of Francisation Québec involve:

- 1) coordinating and offering French language learning services in class, in the workplace and online;
- 2) establishing the terms and rules for registration, classification and evaluation, as well as accountability of the services rendered by Francisation Québec.
- 3) in collaboration with the Office, develop French language learning services for enterprises;

- 4) developing and providing French language learning programs and material for persons domiciled in Quebec that cannot attend school under the Education Act (chapter I-13.3);
- 5) facilitate activities to foster French language learning for children; and
- 6) create programs that provide opportunities to participate in Québec society. (SQ c 14 2022)

The Act not only determines Francisation Québec's functions, which are essential for citizens to integrate and participate, but also encourages citizens to seek help to facilitate the process of integration.

Any person domiciled in Québec who is unable to communicate in French is invited, as far as he is able, to learn French in order to use it as the common language to be able to interact, thrive within Québec society and participate in its development. [Additionally,] Francisation Québec shall provide French language learning services to persons domiciled in Québec who are not subject to compulsory school attendance under the Education Act (chapter I-13.3). (SQ c14 2022)

Ideally, those services must enable such persons to acquire sufficient skills to use French as the common language and to understand the connection between the French language and Québec culture (SQ c 14 2022).

Institutions providing primary, secondary or college instruction in English, as well as the Minister of Education, Recreation and Sports, and the Minister of Higher Education, Research, Science and Technology, must, according to their respective responsibilities, take reasonable means to ensure that persons domiciled in Québec, while they receive such instruction, are provided with French language instruction [and that] French language

instruction must enable a person who received it during all elementary, secondary and college instruction to have acquired sufficient skills to use French as the common language in order to be able to interact, thrive in Québec society and participate in its development. (SQ c 14 2022)

2.5 Sanctions, Penalties and Disciplinary Measures

Bill 96 makes amendments to the Civil Code of Québec (SQ c 14 2022), more specifically to the Civil Code's chapters focusing on language requirements for legal proceedings, commercial leases and the Registry Office, including the chapter on civil sanctions of the Charter of the French Language. Such amendments aim to show citizens how to properly follow the structure of the Act and understand the rights and responsibilities and why a "violation" would be considered as such, and therefore, penalized. Sanctions can be committed by citizens or enterprises. Additionally, administrative penalties and disciplinary measures may result from any form of violation. The following is an example of an amendment that touches upon both the Civil Code and the Charter of the French Language regarding fundamental language rights and what Bill 96 reaffirms:

The Charter of the French Language establishes fundamental language rights such as

Every person has a right to justice and legislation in French" (CQLR c C-11 2023, s 6.2). [and] [e]very person has a right to have the civil administration, the health services and social services, the other providers of a service governed by the Act respecting health services and social services (chapter S-4.2), the public utility enterprises, the professional orders, their members holding a permit issued in accordance with section 35, college-level and university-level educational institutions, the associations of workers and all enterprises doing business in Québec communicate with him in French. (CQLR c C-11 2023, s 2)

Bill 96 reaffirms that “[w]here a right recognized by sections 2 to 6.2 of [the Charter] has been violated, the victim is entitled to obtain the cessation of the violation” (SQ c 14 2022). Failure to do otherwise will result in the Minister suspending or revoking any permits and authorizations to the body committing the violation (SQ c 14 2022). Anyone committing an offence is also liable to fines that can go from \$700 to \$7 000 for a natural person and \$3 000 to \$30 000 in all other cases (SQ c 14 2022). Additionally, “The minimum and maximum fines prescribed by this Act are doubled for a second offence and tripled for a subsequent offence” (SQ c 14 2022).

3. Comparison to Other Institutions

The next subsection provides a point of comparison and a brief description of how other institutions are also constrained by language policy in the province of Quebec.

3.1 Health and Social Services

To illustrate such comparison, this section focuses on institutions providing health and social services by exploring topics such as the rights of the users and the obligations of the agencies and their workers, more specifically in what concerns the communication processes between them. To wrap up this section a brief description of the challenges these institutions face is given, and adaptation strategies for compliance will be provided.

3.2 Rights

For this subsection, there are two relevant statutes: the Act Respecting Health Services and Social Services for the Inuit and Naskapi (CQLR c S-4.2) and the Act Respecting the Governance of the Health and Social Services System (CQLR c G-1.021). Bill 96’s amendments are linked to CQLR c S-4.2 and not CQLR c G1.021 because the latter was only enacted in 2023 after Bill 15 (An Act to make the health and social services system more effective) was repealed. Both acts have similar

general provisions; however, CQLR c G1.021 is more general and applicable to all of Quebec with the exception of the territories of the Inuit and Naskapi, and the Cree Native persons. These Nations have their own statutes. The researcher refers to both acts with the intention of providing a more general list of rights. Here is a non-exhaustive list of the rights of users that are relevant to the project:

1- “Every person is entitled to be informed of the existence of the health and social services and resources available in his community and of the conditions governing access to such services and resources” (CQLR c S-4.2 2023, s 4).

2- “Every person is entitled to receive, with continuity and in a personalized and safe manner, health services and social services which are scientifically, humanly and socially appropriate” (CQLR c G1.021 2023, c34 s8).

3- “Every person is entitled to choose the professional or the institution from whom or which he wishes to receive health services or social services. The person is also entitled to have those services provided to him in person. [...]” (CQLR c S-4.2 2023, s 6).

4- “English-speaking persons are entitled to receive health services and social services in the English language, in keeping with the organizational structure and human, material and financial resources of the institutions providing such services and to the extent provided by an access program referred to in section 348” (CQLR c S-4.2 2023, s 15)

3.3 Obligations/Functions of the Agencies

Here is also a non-exhaustive list of the functions of the agencies according to the Act Respecting Health Services and Social Services for the Inuit and Naskapi (CQLR c S-4.2 2023) that are relevant to this project:

1-Each agency, in collaboration with institutions, must develop a program of access to health services and social services in the English language for the English-speaking population of its area in the centres operated by the institutions of its region that it indicates or, as the case may be, develop jointly, with other agencies, such a program in centres operated by the institutions of another region.

Such an access program must take into account the human, financial and material resources of institutions and include any institution in the region designated under section 508. (CQLR c S-4.2 2023, s 348)

2-The Government shall designate from among the institutions recognized under section 29.1 of the Charter of the French language (chapter C-11) [municipalities, and health and social services institutions] those which are required to make health services and social services accessible in the English language to English-speaking persons. (CQLR c S-4.2 2023, s 508)

This statute allows the reader to better understand why health and social services institutions in Quebec are organized the way they are. It also demonstrates that there is a commitment to serve minority language speakers and protect their right to receive such services in their language when required. However, under Bill 96 provisions, these institutions must prioritize the use of French in their communications and daily operations. Even though topics like public health and safety and social services are often among the exceptions that allow for using a language other than French, the amendments made to the Charter of the French language narrowed the exceptions.

3.4 Amendments

For instance, many aspects within health and social services institutions are impacted including language of service, staffing requirements, signage and documentation. These institutions are also

subject to disciplinary measures for non-compliance. These amendments impact not only users, but also healthcare and social services providers. Among the major changes these institutions face are the following:

3.4.1 Language of Service

Before Bill 96, health and social services institutions were already required to provide services primarily in French, but often they provided services in English and other languages when necessary, depending on the patient's needs. However, now that Bill 96 has passed these institutions face stricter regulations to prioritize and promote the use of French. External communication with the general public is also encouraged to be mainly in French with minimal exceptions: Aboriginal people, tourists, immigrants newly arrived within the first six months, and people eligible to receive English-language instruction.

3.4.2 Staffing Requirements

Employees in the health sector, including nurses, physicians, and administrative personnel, must have sufficient knowledge of French to fulfill their positions. Professional orders in the field of health must ensure that their members meet French-language requirements. For example, a pharmacist licensed in Quebec must be able to provide services and counsel patients in French. French is required in workplace communications, recruitment, and official documents, even if the institution mainly serves an English-speaking population. Ideally, French shall be used internally among employees as the common language.

3.4.3 Signage and Documentation

All signs and information addressed to the public must be in French, and, if a different language is used, French must be predominant. Medical forms, brochures, and any printed material must also be predominantly in French, or at least a translation must be available. All communications

for employees must be predominantly in French and internal meetings ideally should be conducted in French and, overall, the flow of information should prioritize and promote the French language.

4. Challenges and Adaptation Strategies

In general, the main challenges of language policies are their implications in terms of inclusivity and integration, but specifically in Quebec the challenge minority language public institutions face is finding the balance between promoting and preserving Quebec's linguistic identity while accommodating diverse populations, and also fulfilling the role of providing equitable access to services while complying with the law (specifically enforcing language policy).

In conclusion, Bill 96 is a significant landmark in Quebec's ongoing efforts to preserve, promote and protect the French language and culture in all aspects of public life. By amending existing legislation such as the Civil Code of Quebec and the Charter of the French Language and introducing new provisions, it reinforces French as the common and official language in civil administration, workplaces, education, and more. Besides strengthening the cultural and linguistic identity of the Quebec nation, the Act also implements programs to secure minorities' rights through French language learning services and opportunities, demonstrating the province's commitment to foster social cohesion. Ideally, newcomers should aim to integrate to Quebec society through language learning and not rely solely on translation. The role of translation is to ensure accessibility and inclusivity for non-French speakers while also supporting institutions and businesses in meeting compliance requirements from the government. Translation facilitates communications internally and externally within institutions, government bodies and citizens, and plays an essential role in immigrants' integration, especially in the earliest stages of immigration.

Chapter III: Results

1. Data Collected

In the first chapter, I explained the methods of data collection: mostly through semidirected interviews. In the following sections, the data gathered will be presented. The participants shared official documents with the guidelines they received from the Government of Quebec and the Ministère de la langue française, and also, they provided answers to the question in the interview guide.

2. Institutional Policy Documentation

In addition to all the public policy documentation required to develop this project, the researcher also consulted the following institutional policy documentation.

2.1. Les politiques linguistiques des établissements d'enseignement collégial et universitaire: Guide d'accompagnement destiné aux établissements d'enseignement supérieur

This official policy document was given to all colleges and universities (whether anglophone or francophone) by the Ministère de la langue française. This 30-page document is only available in French at the moment. It is guided by the amendments to the language law from October 2002 An Act to amend the Charter of the French language (SQ c 28 2002). This document summarizes the following: In October 2002, the Office de la langue française imposed a rule that stated, “every institution that provides college instruction, other than a private institution not accredited for the purposes of subsidies, must adopt a policy applicable to college-level instruction regarding the use and quality of French” (SQ c 28 2002, s 88.1). Under the provisions of this Act, no institution is granted official bilingual status. Every institution must create an institutional language policy and submit it to the Minister of higher education. In order to comply with the Charter’s provisions, such policy must include, among other details, the following information:

- a) The person responsible for implementing the language policy. The person occupying this position must be the highest authority in the hierarchy of the institution; hence, for colleges it would be the Director General and for universities, the President.
- b) The institution must also designate the means for students and staff members to consult and participate in the processes of creating, revising and establishing the institution's language policy.
- c) The institution's policy must include a service for the general public to receive complaints and provide solutions.

Additionally, the document establishes that every three years each institution must send a report to the Ministère de la langue française to explain how the policy is applied and to evaluate if the institution is complying with the law. Institutional policies are to be revised every ten years, and reports must be submitted whether the policy remains unchanged or not.

Lastly, the document highlights that these institutions must provide administrative, pedagogical, psychological, and community services, as well as tutoring and learning support services in French. The Charter establishes that there are only 11 higher education institutions that are officially anglophone: John Abbott College, Champlain College, Centennial Academy, Dawson College, Heritage College, Marianopolis, TAV College, Vanier College, McGill University, Bishop's University and Concordia University.

2.2 Policy on the French Language

This is the official institutional language policy document that Dawson College adopted in June 2023. The document is available on Dawson's website. The template of the policy was drafted by the government of Quebec; hence, it is similar to the policies of other institutions, except for the Dawson-specific admission criteria. This six-page document consists of 11 articles where Dawson

College understands and acknowledges the importance of learning the French language and the role of colleges as contributors to the economic, intellectual and social development of Quebec society. The first article defines who is eligible to receive an English language instruction certificate and what is considered an English language institution, according to the Charter. The second article establishes the requirements, concerning the learning and mastering of the French language for students who are considered eligible to study in English and for those who are not eligible as well. The list of classes that each student will have to take, as well as the exit exams in order to graduate, will vary according to the students' eligibility. The third article highlights the priority given to students with the right to receive English language instruction over those who don't have the certificate. The different anglophone colleges will also cooperate among themselves to offer admission to all certificate holders because, realistically, the number of students that apply to Dawson may be higher than the established quota, meaning that not all can be admitted to the programs. The fourth article lists all the services and activities offered in French for all students, staff and general public. The fifth article establishes that all official written communications between the institution and the civil administration shall be in French. The communication with other institutions that have anglophone, special or bilingual status as per the Charter will be in English. The sixth article describes the responsibilities of the Director general as the higher authority who must ensure that the policy is followed and complied with properly. The seventh article designates the members of the permanent committee of the institutional French language policy. The committee has the task of drafting, evaluating and amending the policy as needed. It is composed of staff, professors, students, and other members of the institution. The eighth article explains the process of consultation by enabling a space for students and staff to consult and evaluate the policy through surveys and meetings, among other means, with the goal of revising

the policy as needed. The ninth article describes the procedure for complaints, the time limit after the reception of the complaint and how the issues are solved. The tenth article is a reminder that the policy must be reviewed, and that every three years a report must be submitted to the Ministère de la langue française. Every ten years the institutional policy must be updated if needed and submitted to the Ministère, whether there are changes or not. Lastly, the eleventh article marks the approval of the policy and the effective entry date which is June 1, 2023.

3. Answers from Interviews with Participants

3.1 Participant's Background

Job titles, or any information that could allow readers to identify participants, cannot be disclosed due to a confidentiality agreement between Dawson College and the main investigator. Nonetheless, a short description of the participant's background is provided in the following table:

Table 1

<u>Participant</u>	<u>Number of Years Employed at Dawson College</u>	<u>Education/Professional Background</u>
1	25-30 years	Participants have occupied different positions at Dawson College and communications departments in other institutions such as Concordia University. Participants have studied in fields such as: -International Business and Strategic Management. -Journalism -English Literature
2	5-10 years	
3	20-25 years (with some periods of absence)	

3.2 Description of Participants' Responsibilities

Since the identity of participants must be protected, a non-exhaustive list of the responsibilities of the participants will be presented in general terms in such a manner as to not be linked directly to the specific participant. Such responsibilities include daily activities and tasks that any communications and administrative staff members at colleges in Quebec, whether anglophone or francophone, must perform:

- Receive reports from all departments in the college, including the communications department.
- Report to the board of governors (act as a link between the institution and the Government of Quebec).
- Write and publish all communications within the institution and for the general public. This includes information about the college, such as programs, admissions, policies, mission, and values.
- Maintain a positive and active social media presence through posts and other publications.
- Keep the official website updated.
- Keep the Dawson community updated in all areas. For example, class cancellations and exam schedules.
- Communicate with corporate and legal affairs.
- Write, edit and translate Dawson's newsletter, press releases and public statements.
- Write and send emails and memos to professors, administration departments, and all staff members in general.
- Manage public relations.

- Promote the college’s programs through events like open houses and “students for a day” visits.
- Run advertising campaigns, fundraisers and other events.
- Notify and update staff and students about safety protocols during crises and emergencies.

3.3 Communications and Translation Activities at Dawson College

In Quebec there are 48 CEGEPs, and only five of them are anglophone. The formal “Entente Canada-Québec” established in 1970 manages and distributes the funds from the Federal Government to support minority language institutions and second language learning (this includes colleges in Quebec). Dawson College is in charge of overseeing all translation matters—also referred to as the “translation dossier” by participants—on behalf of itself and the other four anglophone colleges in Quebec (Participant 1). Dawson manages and coordinates translation priorities and ensures that translations comply with language legislation. Most communications and translation processes have been impacted by the passage of the recent language law, but a few regulations and requirements remain unchanged. The following section will describe the type of communications that the institution is involved in and compare how the processes have or have not changed over time (before vs. after the passage of Bill 96).

Dawson College, as the largest English-speaking college, is actively involved in communications on a daily basis. As a part of daily operations, it engages in continuously communicating internally with the staff, faculty and students, as well as externally with other higher education institutions, the general public and the government of Quebec. It produces brochures, newsletters, press releases, policies, memos, emails, posters, and advertisements, and has an active presence on social media. Dawson is also involved in different initiatives and community projects, for example

Sustainable Dawson (Living Campus), which has its own publications and respective translations, among other community projects.

The brochures aim to inform prospective students and parents about programs and profiles offered by the college, as well as admission requirements, the chart progression they must follow in order to graduate, and general information about the courses they can expect to take. Dawson also has what it calls a “viewbook” where it posts job openings, recruitment requisites and other promotional materials targeting prospective employees. Dawson often communicates with the media; therefore, it produces press releases regularly. It also has automatic “All-Dawson” communications that are sent to all staff and faculty when needed. Dawson also produces legal documents (policies, bylaws, etc.). Additionally, it has a large website that is under constant revision and updating. Last but not least, it has an Omni vox (MIO) email-like system for students to communicate with each other and teachers.

One thing all participants agreed upon is that Dawson’s website is not only the largest and most important means of communication, but also the institution’s most public and visible presence. Participants emphasized the importance of the website as both a promotional and an informative hub for the whole community, making it essential to Dawson’s communications strategy. Any person with access to the internet can browse the website (Participant 3). Naturally, the website is also the biggest target for Bill 96’s regulations. The participants explained that most concerns and complaints related to Bill 96’s regulations are about the translation of Dawson’s website. The participants also agreed that the website has been the top priority for the translation activities of the institution, and since everyone can access it, most complaints about non-compliance with the language law have to do with the website somehow. However, major budget cuts and unrealistic deadlines set by the Office québécois de la langue française challenge the completion of the

translation of the website. The participants described it as a “work in progress” and confirmed that the institution has every intention to comply with the law and is making all the necessary efforts to do so. Although classes are taught in English, the college acknowledges its responsibility and is highly involved in contributing to the intellectual, social and economic development of Quebec’s culture and society. Dawson is also a “Quebec institution”; therefore, it is highly committed to promoting the learning and proper usage of standard French language to meet Quebec’s linguistic standards (Participant 1).

Dawson College produces most of its communications (oral and written) in English. There are a few situations in which, exceptionally, materials are produced in French. This would mainly involve communications between the institution and the Government of Quebec. For the rest of its communications that do not involve civil administration or government entities, it relies on translation from English to French. It does not produce or translate official materials in any language other than English and French (Participant 2).

Dawson has hired an independent translation company. The participants cannot disclose the name of the company nor the person in charge. Nonetheless, they confirmed that the main person in this translation company is a fully qualified and OTTIAQ-certified translator in Quebec and has worked with Dawson extensively enough to know, understand and reflect its culture and values through the translations. Given the increase in demand from Dawson, after the passage of the Act and a major shift in the institution’s needs for translation services, the company had to adjust by hiring more translators. The team is now composed of about ten professional translators. These other translators are hired by the translation company independently from Dawson and the participants do not know if they are required to be fully certified or not; it is at the discretion of the translation company. Dawson provides the translator with a style guide and lexicon. The

vocabulary needs to convey clear, formal and academic language, but also has to be adapted to reflect Quebec's French standards. Language needs to be as inclusive as possible, which can be sometimes challenging in French. Besides this translation team, Dawson also works with a lawyer and a specialized legal translator for all corporate and legal affairs (Participant 3).

Before the passage of the language law in 2022, Dawson College already had to communicate in French with all of the provincial government entities such as the Ministère de l'enseignement supérieur and the Office québécois de la langue française. It offered learning support and other services in French to staff and students, and also gave students the right to request course materials in French (for example course outlines). However, a deliberate and conscious decision was made to not translate "everything" into French, because if prospective students could not understand the information on the website or promotional materials, most likely their proficiency in English was not sufficient to follow a course or a whole program and succeed. The college must maintain expectations about the skill level of its potential students, in that the applicants ideally should not have a language barrier that would make it extremely difficult to follow during class, write academic level papers and pass courses. The participants also mentioned that, for many francophones, improving English skills was the major motivation for them to choose Dawson, sometimes even outweighing the choice of the program itself. Hence, the institution limited French translation, preferring to provide material to students in English, the language of instruction. Dawson's philosophy and commitment to students' success align with supporting bilingual growth for all students. It does so by offering services in French for anglophones and allophones who wish to improve their French written and oral skills. As mentioned in section 2.1 Higher Education in Chapter II, students holding a certificate for English-language instruction are now required to take three more French courses other than second language courses in order to graduate. As for

applicants who are native French speakers, Dawson offers immersive English education which gives the students the chance to improve and learn their second language (in this case English). Learning a second language, whether English or French, eventually will open more study, jobs and career opportunities to thrive in Quebec or elsewhere. The participants highlight that just because students want to improve their English does not mean they will not learn or improve their French at the same time. Actually, given the current context of Quebec, more and more people seek to be at least bilingual in French and English. Many industries require a bilingual workforce. According to the Institut de la statistique du Québec, 94.4% of companies require knowledge of French, 72.8% of companies require knowledge of English and 68.3% require English and French bilingualism (Dermers 2020, 25).

Now that the Act has passed, the regulations have been extended and translation from English to French is in many cases mandatory. Communications with staff and faculty for educational institutions that employ 25 or more people must be in French, even if the employees prefer English over French. For this matter, Dawson sends bilingual All-Dawson communications that serve two purposes: accommodating its employees and meeting the legal requirements. The meaning and practical application of the law remain open to varying readings by both the institution and regulatory bodies. The participants specified that, although not everything is required to be translated, the institution decided that the best strategy is to “play it safe” by translating everything that is available to the public. Different interpretations of the amendments have often put Dawson on the spot. According to the participants, this decision was made after multiple exchanges between the institution and the authorities regarding non-compliance. The institution pointed out that some articles in the Charter are ambiguous or contradictory. First off, some provisions apply to all institutions, whether anglophone or francophone. Second, some provisions apply specifically

to only francophone or only anglophone institutions and contradict the general provisions previously mentioned. The Charter then provides some explanatory lines describing the exceptions that may apply to specific aspects of communications within the institution. However, such explanations sometimes add to the confusion rather than clarifying matters. To illustrate, the participants referred to the notes on the document *Les politiques linguistiques des établissements d'enseignement collégial et universitaire*, on page 23, attached to article 88.3 of the amendments made to the Charter in 2002 (SQ c 28 2002): This provision states that if an institution provides college or university instruction in French to the majority of its students, its language policy must ensure that the institution provides all instructional tools, communications with the administration, work and other services in French. Conversely, if an institution teaches in English to the majority of its students, its policy must provide high quality services for learning French as a second language, and communications with the administration must be in French (SQ c 28 2002, 88.3). Here, “administration” refers to the government institutions in Quebec in higher education sectors.

Dawson College received three official complaints. The first complaint was submitted to the OQLF in August 2023, stating that none of the services offered by Dawson on its website were available in French. The second complaint was submitted in October 2023, expressing that all communications on different social media platforms, such as Facebook, Twitter and Instagram were only posted in English. The third complaint was submitted in December 2023, and at this point the College had already started translating some sections of its website; however, according to the complainant, the French versions were considered not up to the standard. Additionally, important sections such as admissions, program information, electronic brochures and promotional videos were still only available in English. The complainant wrote:

Le Dawson College c'était (*sic*) engagé sur son site à l'offrir en français pour l'automne 2023. En cette première journée d'hiver, j'ai constaté que c'est uniquement du français de façade, même s'ils ont retiré l'indicatif comme quoi que le site est encore en mutation. Les vidéos, produits par l'établissement, sont unilingues anglophone pour la majorité des pages de leurs programmes. Tout comme pour celui de la section des demandes d'admission. Les brochures électroniques présentant les programmes sont aussi disponibles seulement en anglais. [...] Il y a probablement d'autres zones du site qui ont pas passer à travers le processus de production par contre c'est ce qui m'a sauté aux yeux après une exploration rapide de leur plate-forme.²

The OQLF accepted these complaints, and Dawson had consequences, such as stricter deadlines for completing the translations, for not complying with the provision of the Charter and the Act. However, in the explanatory notes from the article described above, the document states that such language obligations do not concern anglophone institutions' internal communications, their campus signage or their websites. Nonetheless, in most communications with the administration and legal persons in Quebec, the French language should be prioritized (Gouvernement du Québec 2023, 23).

The committee in charge of applying and complying with language policy brought the point up to the government bodies involved in the confusion. According to this explanation, in theory, as Dawson has been granted official anglophone status by the authorities, it should not be obliged to translate the official website or its signs, for instance. However, in practice, the authorities responded that it had to translate everything that is open to the public, with the exception of one-

² Complaint to the Office québécois de la langue française, dated December 21, 2023. Received on October 30, 2025 via Access to Information Request.

on-one communications with students. Ever since, the institution has been working on translating everything, especially the website, regardless of whether the government requires it or not, out of caution so as to avoid future complaints and fines. Nonetheless, time and budget resources are highly limited, given the amount of sorting that has to be done in order to prioritize translating what is mandatory first.

In an effort to provide translation of all the information on the website, and given the current constraints, the institution has mainly used machine translation (MT) and then all the information is post-edited by human translators as needed. Given the volume of information available to the public and the unrealistic deadlines set by the OQLF, without MT the translation tasks would be nearly impossible. This information was confirmed by the participants. The institution uses mainly two web apps, Weglot and DeepL. The MT output, however, is not always adapted to the institution's established lexicon or to Quebec French. For instance, the participants noted that translating titles and terms such as "Academic Dean" or "Board of Directors" is often challenging for MT. Also, when adapting the name of institutional events such as the annual Artist in Bloom Fundraiser, the machine translation was inaccurate or too literal; in fact, in some cases it did not make sense in French. That means it is essential that a human translator reviews, corrects and adapts the translation afterwards.

The translation workflow, as described by the participants, starts with MT, with the above-mentioned apps scanning the website pages one by one and producing a translation. The translators then review the output and make corrections as needed. The decision-making process of the translators is directly influenced by the institution's guidelines. The communications team also sometimes double checks with faculty members from the French department, where many of the staff are native French speakers. They are sometimes asked to have a look at the translation and

give feedback on how readable and understandable it is. Evaluation of the translation is a team effort, and once the translation is polished, the communications team proceeds to publish the final result. Ultimately, the authorities will determine if the institution's translation practices comply with the regulations or not.

The decision on whether the institution's translated materials comply or not is influenced by the complaints received and how the situation is modified in response. Complaints are also open to interpretation, which means that they can either be accepted or declined by the institution and ultimately by the authorities. The institution's language policy informs the general public on how to submit and treat complaints, and depending on whether the complaints hold or not, the issues are transferred to the institution's assigned committee. After receiving a complaint, the institution has five business days to inform its reception. The institution has its own process to define whether the complaint is accepted or not. If accepted, the institution has about 30 days to inform the complainant about the action plan taken to fix the issue. Most of these issues are fixed by translating the information from English to French. Although the website was mainly unilingual before the passage of the Act, which made translation mandatory, it has always been part of the Dawson culture and values to provide services in French to the students (Participant 2), whether the government requires it or not. As Participant 3 explained, "Dawson would never refuse to provide information or services in French." In a few words, based on the participants' responses, French culture has always been part of the institution and, most importantly, French services have always been available. Nonetheless, anglophone institutions having information and services available in French is currently not just an option offered to the population, but an obligation with set deadlines. For all this, all participants reiterated multiple times that Dawson College took on the approach of translating everything that is available to the general public, whether it is explicitly

written in the Charter or not. This action plan and these examples also support the idea that translation is essential to compliance with language-related laws in bilingual and multilingual societies.

3.4 Participants' Reflection on the Role of Minority Language Institutions

The last few questions in the interview guide opened the field for the participants to reflect on what they believe their own role to be within communications and how their work contributes to the community. These questions also invited the participants to share their thoughts on how they think minority language institutions contribute to Quebec's society, and why it is important to have information available in more than one language (in this context English and French).

As employees of a higher education institution, the participants believe in, understand and support the mission of the institution they work for. Collectively, the network of CEGEPs prepares students to become productive and responsible citizens, meaning that education is key not only for fostering the development and improvement of the economy, but also for promoting civic engagement in any modern society. These jobs in the education sector require not only education and experience, but also vocation and passion. Specifically, the participants mentioned that positions in communications in the private sector would be more advantageous if what the person is looking for is recognition and a better salary. The participants also mentioned that they feel an emotional connection to their work and expressed a social commitment. Students may spend two or three years in college, whereas staff may spend their whole careers there. They consider themselves to be ambassadors and supporters of higher education, and therefore, their work contributes to delivering educated and capable people who will carry out research, pay taxes, and contribute to the workforce. The participants felt that their work with students would create an optimistic future for Quebec society. Generally speaking, these employees, although working in different

departments, are involved in communications on a daily basis and their collective goal is to inform, update and promote Dawson's operations, ethics and information to the community and the general public with accuracy, trying to the best of the institution's ability to translate accurately while complying with provincial language regulations.

As for the role of minority language institutions, the participants agreed on the following:

The English-speaking minority in Quebec is a historical community, recognized and protected by the Government of Canada. This recognition is not only symbolic but also legal. Section 23 of the Canadian Charter of Rights and Freedoms guarantees constitutional rights, such as the right to have access to education in a minority language—for Quebec that means English and for the rest of Canada, French. Dawson College incorporates this principle by offering education in English, which allows students who might not succeed in a French-only environment the opportunity to access higher education opportunities. In that sense, its mission demonstrates the challenge of balancing federal guarantees for minority rights with Quebec's policies that promote the protection of the French language.

Dawson College, however, serves a diverse clientele, that is not only anglophone. It is in its culture to be open, inclusive and welcoming to all. For many years, it has given a second chance to students who failed elsewhere (Participant 3). This "second chance" role is not casual but central to Dawson's philosophy and role as a minority language institution. The students who take advantage of this role include francophones who struggle with French grammar, newcomers to Quebec, and others who, for one reason or another, found obstacles in traditional education pathways. The ultimate goal is to train professionals who will contribute positively to society. By offering flexible programs and supporting students to succeed in the different programs, Dawson not only fulfills its mandate as a minority language institution but also promotes equity by creating opportunities.

The participants also mentioned the impact of the institution on reducing the marginalization of Indigenous communities. Historically, Indigenous communities—which have their own languages and dialects, neither English nor French—have been less privileged and have had limited access to study and equitable employment opportunities. Additionally, due to colonial history, these communities have been more exposed to English than French, which means that French-language requirements add barriers that make it harder for some Indigenous Peoples to access higher education. Unfortunately, the reality is that Quebec’s new French-language requirements for CEGEP students, introduced under Bill 96, have added to the existing barriers and the inequity for some Indigenous students (Hanes 2024, n.p.). Under the provisions of the Act, students in English CEGEP must complete additional French courses and pass language proficiency examinations in order to graduate; however, such measures disproportionately affect Indigenous students from some communities where French is not spoken or taught whatsoever. For some Indigenous communities French is their third or even their fourth language, which means that these new linguistic obligations impose a significant academic and psychological load. As a consequence, their ability to successfully complete their college studies and continue to university is highly jeopardized. Hanes highlights not only the linguistic imposition, but also the systemic inequity. The evaluation of Indigenous students by the same French-language standards as non-Indigenous students does not take into consideration Indigenous linguistic and cultural circumstances. According to Hanes applying this “equal treatment” ironically produces an unequal outcome in practice, since some Indigenous students start from a different position in terms of language access and exposure. These reforms were introduced without much consultation with Indigenous communities. The fact that these decisions about the education of Indigenous Peoples were made without involving them perpetuates colonial patterns of imposing policies without considering

their communities' interests. As a result, students feel marginalized and have to reconsider whether they can pursue higher education in Quebec's system at all (2024, n.p.). For Indigenous communities, cultural identity and linguistic preservation is a major topic. One of the many consequences of colonialism, is that their cultures have often been displaced and endangered despite their efforts to preserve and revitalise their languages, traditions and culture. The Act overlooks their reality and some of their rights, and also conflicts with the principles of reconciliation. Although the government has introduced minor exceptions, such as removing the uniform French exit exam for some students, there are still some major inequities that need revision. Hanes concludes that the Act fails to acknowledge the complexity of the different Indigenous students' educational experiences.

That being the case, Dawson and other anglophone higher education institutions can provide accessible alternatives for post-secondary education. The participants explained that by facilitating opportunities to study in English, Dawson contributes to an improvement not only to the individual quality of their lives, but overall for the collective well-being of their communities. The participants clarified that this does not mean that learning and using standard French is any less important. On the contrary, they recognized that properly using the French language remains essential to thrive in Quebec society. However, they noted that for members of Indigenous communities and other underprivileged groups, it is essential to have initial access to an education in a language that is more familiar to them in order to understand and succeed in the classroom. Nothing impedes these students from acquiring more advanced French-language skills during or after their college studies.

Another point shared by the participants is the status of English as a *lingua franca*. From their point of view, denying this reality is not only impractical but potentially harmful to students'

success. A lot of prominent industries, such as healthcare, applied sciences, engineering and technology, require at least a basic knowledge of English. This is the case not only in Quebec and Canada, but globally. In research, professional development and practice alike, English dominates publications, conferences and international collaborations (Sofyan 2021, n.p.). Therefore, providing education in English is more than a political choice; it is a pedagogical strategy and a necessity. The participants stressed that the ultimate goal has never been English unilingualism. On the contrary, as professionals in the field of education and in communications, they recognize the importance and the richness of knowing more than one language. Furthermore, unilingualism prevents people from having experiences that help humans evolve through the exchange of knowledge and culture, including different languages. Cultural exchange opens many doors. Multilingualism is not about replacing nor erasing one's identity but about expanding horizons and enriching culture.

The participants also highlighted the role of translation as a means of inclusion and empowerment. Dawson promotes translation not simply as a tool for compliance with the law, but as a way to ensure that its diverse student body and staff are equally well informed and protected. For instance, documents and policies concerning the prevention of sexual harassment and sexual violence must be available in both French and English in the most clear, accessible, and inclusive language as possible. For Dawson, this is not only a bureaucratic obligation, but a moral responsibility. Beyond this policy, translation is equally essential in areas such as mental health resources, disability accommodation, academic support, and academic regulations. Translation helps give a voice to all students and ensures that no member of the Dawson community is excluded from essential information. The distinction between offering English-to-French translations just for compliance purposes and translation as empowerment was a central topic for all participants. At the same time,

they pointed out that Dawson and other anglophone institutions face unfair demands. Despite being required to provide high-quality French translations and to comply with new language-related obligations, they are not given adequate funding or resources to do so. This creates a structural inequality, as francophone institutions are not required to carry the same workload in matters of translation and communications. It is extremely challenging for minority-language institutions to comply with the law without proper funding and additional grants. On top of the lack of funding, anglophone colleges now have imposed quotas, which means that fewer students can enrol. This leads to a reduction of income for the institutions. Consequently, they have to shift priorities and divert funds from other areas in order to invest in translation. In this context, MT combined with human professional translators have become indispensable. Otherwise, it would be nearly impossible to meet the new translation requirements.

To summarize, the participants reiterated that nearly everything the institution does is motivated by a concern for the greater good of the community. Keeping the students, staff and the public updated and informed is necessary for the proper functioning of the institution; nonetheless, the process is challenging. Translation becomes a symbolic bridge between the different communities, the institution and the government. Ultimately, Dawson's condition as a minority language institution illustrates the paradox of linguistic diversity in Quebec. While English-speaking communities are constitutionally recognized, their institutions remain politically constrained and are currently under-resourced. In this context, the role of translation is more than a means of complying with a legal obligation; it is also an essential practice for inclusion, equity and exchange.

Conclusion

1. Summary and Personal Reflection

Language policy in Quebec has been a subject of political debate, social negotiation, and scholarly analysis for a long time. Provincial authorities and language activists have consistently sought to establish French as the official and common language, while simultaneously navigating the presence of English and many other minority languages. Given this historical and legal framework, translation becomes a critical, yet under-examined, mediator between policy and practice. This research project examined the specific role of translation at Dawson College, the largest English-language CEGEP in Quebec, in the context of the new obligations introduced by Bill 96. The project highlights how translation works not only as a tool for compliance but also as a major mechanism for maintaining accessibility, inclusion, and institutional identity in a multilingual society. It does so by focusing on institutional translation and communication practices prior and after the adoption of this language legislation.

One major motivation for the thesis was the intention to explore the interface between language policy and translation policy within an institutional setting. While considerable literature exists on Quebec's history and language legislation, including the Charter of the French Language and subsequent amendments, relatively little has been developed on how these policies impact the operations of the different minority-language institutions from a translation studies perspective. Dawson College was selected as a case study because of its size, visibility, and central role within the anglophone higher education system in Quebec. As a minority-language institution, Dawson has long been situated in the middle of language politics and educational policy, making it an ideal example for investigating how translation is impacted and adapted in relation to Bill 96.

The aim of the thesis was to determine how translation practices at the institution reflect and respond to the requirements of Bill 96, particularly with respect to communication with students, faculty, the administration and external stakeholders. The project focused not only on whether materials were produced in French or translated from English to French, but also on the general significance of translation as a tool for compliance and as a reflection of institutional values such as inclusion. The thesis sought to ground theoretical discussions of translation policy in the daily lived realities of institutional staff who work with evolving legal frameworks by employing an empirical approach based on interviews with administrative and communications personnel.

Within the field of translation studies, this research also embraces the opportunity to study more than just literary translation and individual translator practices, but also to examine institutional translation as a sociological phenomenon based on the criteria described by Koskinen and Meylaerts. Translation policies, as the literature emphasizes, are not neutral: these policies embody ideologies, regulate access to services, and influence the way in which institutions function within a society. By examining Dawson College through this lens, the study contributes to translation studies by demonstrating how institutional translation operates in the specific political and legal setting of Quebec, where the tension between majority and minority language is undeniable.

The first chapter established the methodological foundation of the research, which takes a case study approach with qualitative interviews. This methodology allowed for a detailed and context-sensitive exploration of how translation practices are part of institutional structure and functioning. The literature review highlighted key theoretical contributions from scholars like Meylaerts, who defines translation policy as a set of rules regulating translation in public life, and Koskinen, who explores the sociological dimensions of translation in institutional settings. Together, these

definitions provided the conceptual tools to analyze translation practices at Dawson College not simply as a technical task, but also as a social, political and culturally necessary practice.

The second chapter examined the legal aspects of Bill 96 and its amendments to the Charter of the French Language. It detailed how the legislation introduces new obligations for English-language CEGEPs, including requirements concerning admission, graduation, and course offerings. Beyond academic structures, the law also extends to internal and external communications, requiring institutions to promote and increase the use of high-quality French language among employees. This results in the need for quite a lot of translation, as anglophone institutions must ensure that communications and services are available in French while continuing to serve their anglophone student population and staff. Translation, then, becomes both an essential tool for institutional compliance with the law, and a means of sustaining the institution's accessibility and legitimacy in the eyes of the general public.

The third chapter presented the findings of the empirical investigation into Dawson's practices. The interviews unveiled the multifaceted role of translation in daily operations. Participants emphasized that translation was not only a compliance requirement but also a practical necessity for ensuring that communications reached a diverse audience. The data highlighted tensions between limited resources and the growing demand for translation, pointing to budgetary and ideological constraints that shape the institution's ability and struggle to comply effectively with the law.

The interviews also described the adaptation and strategies employed by Dawson College. For example, translation was often carried out selectively, with priority given to documents deemed mandatory for compliance or for communication with external bodies. This selective approach reflects on both the pragmatic limitations of the institution and the broader dynamics of translation

policy, where not translating is itself a policy decision. In Dawson's case, not translating means that certain texts, such as specific English-language course materials, will only be translated if the budget becomes available and if the priority translations have already been completed. The findings thus reinforce the theoretical insights that show that translation policies, whether explicit or implicit, shape institutional practices and services.

The findings from Dawson College help in understanding the relationship between translation and language policy in multilingual societies. First, they demonstrate that translation is not necessarily a secondary activity that follows from language policy, but it is instead a central mechanism by which policy is made useful. Without translation, compliance with Bill 96 would be impossible for anglophone institutions, as they would lack the means to meet language law requirements while continuing to operate in English. Translation thus works as a bridge between policy and practice.

Second, the research shows how translation contributes to matters of equity and inclusion. For students and staff who rely on French, translation ensures and facilitates access to institutional services, as for stakeholders, translation serves as the means necessary to produce and provide French-language information. This being the case, translation serves both legal compliance and social justice functions, allowing minority-language institutions to handle competing demands of accessibility and regulation.

Third, the research reiterates the non-neutrality of translation, by reminding the reader that all translation is shaped by institutional norms, values and constraints. At Dawson College, translation decisions are shaped by budget allocations, staffing limitations, and ideological considerations about the role of French and English in Quebec society. These decisions inevitably privilege certain audiences and forms of communication over others, reflecting the political nature of translation policy.

Last, the findings suggest that translation is essential to the functioning of multilingual societies in general. While the thesis focuses on the context of Quebec, similar dynamics can be observed in other contexts where minority-language institutions must co-exist and comply with majority-language policies. Translation, as both a practical activity and a policy domain, enables institutions to accommodate competing linguistic demands despite the challenges.

Beyond its institutional and societal relevance, the thesis offers contributions to the academic study of translation policy and language legislation. While research in TS has often emphasized either theoretical dimensions of multilingualism or the practical challenges of professional translation, relatively few studies have situated translation practices explicitly within the legal and institutional regulations of Quebec. By combining a detailed analysis of Bill 96 and a case study of Dawson College, this project fills a gap between translation policy theory and institutional practice.

Additionally, the thesis demonstrates how interviews with key staff members of an institution can serve as a valuable source for understanding translation policy from within—given that much literature relies on either textual analysis or top-down policy evaluations.

Finally, this thesis contributes to the interdisciplinary study of language policy and the centrality of translation in sustaining minority institutions within a majority-language context.

2. Directions for Further Research

The limitations of this project point towards promising avenues for further research. While the focus on Dawson College has allowed for a detailed case study, future work could extend the analysis to other anglophone CEGEPs, universities, or institutions in different sectors like healthcare or social services, where the effects of Bill 96 may have similar or different impacts.

Comparative studies across institutions could better illustrate how translation requirements are defined by variations in size, resources, and community composition and needs.

In addition, continued research over time would be valuable for assessing the long-term effects of Bill 96. Since the law is relatively recent, many of its provisions are still in the process of being implemented, meaning that the full impact on institutions and work practices may become more visible later on. It is also possible that future governments could propose and implement amendments to the current provisions of Bill 96. Tracking these changes could provide a deeper analysis of how translation practices evolve in response to legal and political shifts.

Finally, there is a gap in understanding translation policy as a distinct but interrelated dimension of language policy. As González Núñez puts it, the creation of translation policies goes beyond language policies. Further research could refine conceptual frameworks that support the interdependence of language policy to other policies, especially on other domains related to sociology and political science, for instance.

This thesis has shown that translation is both a practical necessity and a political act within minority-language institutions operating under majority-language policy regimes. At Dawson, the requirements of Bill 96 have transformed translation into an essential tool for compliance, institutional adaptation, and community engagement. More broadly, the case of Dawson illustrates the tensions between protection and exclusion inherent to language governance. For example, giving priority to holders of anglophone instruction certifications over other potential applicants, promotes segregation rather than unifying them to the rest of Quebec's residents. By situating translation within these debates, the study has demonstrated that translation policy cannot be understood in isolation, since it is interconnected to broader struggles of linguistic justice, minority rights and the role of public institutions in multilingual societies.

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Appendices

Appendix A: Dawson's Ethics Certificate

Research Ethics Board

3040 Sherbrooke Street West, Room 4B.01-10 Westmount, QC H3Z 1A4
(514) 931-8731 x1416
rebapply@dawsoncollege.qc.ca

Certificate of Ethical Acceptability of Research Involving Humans

Certificate Details	
Study ID: CHAMA24254356	Application ID: 250219
Study Title: A Case Study on Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal	
Type of Application: New Multijurisdictional	Review Level: Delegated Review

Research Team	
Principal Investigator: Arielle Champetier (Concordia University)	Status: Master's Student
Supervisor (s): Christine York (Concordia University)	

Provisions
If completed, this section contains any administrative and/or ethical provisions that are applicable to the study. Following revisions to the protocol, participants' names, job titles and any personal information will not be published to ensure confidentiality and minimize the risk of participant identification.

Comments
Research supervisor and REB of reference should be informed of the amendments to the research protocol.

Ethics Approval Period
April 25, 2025 to September 3, 2025

IMPORTANT INFORMATION – Please read carefully
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The Research Ethics Board at Dawson College examined the aforementioned research project. This application was approved in accordance with the requirements of the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans \(2022\)](#) and the [Dawson College Policy on the Ethical Conduct of Research Involving Humans \(2014\)](#).

CONTINUING REVIEW: All research involving human participants requires review on an annual basis. A [Continuing Review Form](#) should be submitted at least one month before the above expiry date. It is the **responsibility of the researcher to maintain ethics approval throughout the life of the study**. Consequences of not maintaining ethics approval may result in the termination of ethical oversight. Consequences pertaining to the termination of ethical oversight include (but are not limited to) the suspension of research funds, and/or the suspension of research activities. (TCPS2 2022, Article 6.14)

STUDY CLOSURE: When a study has been completed or terminated, a [Continuing Review Form](#) for the final report must be submitted within one month of the study's completion date. (TCPS2 2022, Article 6.14)

REPORTING UNANTICIPATED ISSUES: Should any unanticipated developments or events occur during the course of the study, the REB Office must be notified within a reasonable timeframe. (TCPS2 2022, Article 6.15)

CHANGES TO APPROVED RESEARCH: An [Amendment Request Form](#) must be submitted and the proposed amendments approved by the REB prior to implementation. (TCPS2 2022, Article 6.16)

Lyndon Entwistle

Interim Chair, Research Ethics
Board Dawson College

Appendix B: Concordia's Ethics Certificate



CERTIFICATION OF ETHICAL ACCEPTABILITY FOR RESEARCH INVOLVING HUMAN SUBJECTS

Name of Applicant: Arielle Champetier

Department: Faculty of Arts and Science\Études Françaises

Agency: N/A

Title of Project: A Case Study on Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal

Certification Number: 30020474

Valid From: September 04, 2024

To: September 03, 2025

The members of the University Human Research Ethics Committee have examined the application for a grant to support the above-named project, and consider the experimental procedures, as outlined by the applicant, to be acceptable on ethical grounds for research involving human subjects.

A handwritten signature in black ink, reading "Richard DeMont".

Dr. Richard DeMont, Chair, University Human Research Ethics Committee

Appendix C: Consent Form



INFORMATION AND CONSENT FORM

Study Title: A Case Study on Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal.

Researcher: Arielle Champetier

Researcher's Contact Information: champetier.ari@gmail.com 438 874 4230

Faculty Supervisor: Christine York

Faculty Supervisor's Contact Information: christine.york@concordia.ca 514 848 2424 ext. 7526

Source of funding for the study: self-funding

You are being invited to participate in the research study mentioned above. This form provides information about what participating would mean. Please read it carefully before deciding if you want to participate or not. If there is anything you do not understand, or if you want more information, please do not hesitate to ask the researcher.

A. PURPOSE

The purpose of the research is to investigate how translation policy within the institution Dawson College (an anglophone cegep within a French-speaking majority population) is affected by provincial language policy Bill 96. The study is looking for data related on how the institution is constrained by the law and still manages to successfully adapt the communications and services to its members.

B. PROCEDURES

If you participate, you will be asked to answer questions related to the changes of translation policy from the previous five years until the present day after the passing of Bill 96 in 2022 in regards to the functioning of the communication processes (external and internal) within the institution. You will also be encouraged to reflect on the importance of your role in the communication processes of the institution and how the processes contribute to cohesion of the institution within greater society. Participation is completely voluntary. Interviews will take place in person or via Zoom/Teams, according to participant's choice. Interviews will be recorded to facilitate the transcription. The names of participants will remain confidential; however a general description of the participant's role will be mentioned. Participant's exact words may be quoted, unless the participant disagrees.

In total, participating in this study will take about 45 mins to 1 hour. Depending on participant's role within the institution. Participants may request a copy of the interview guide and questions beforehand.

C. RISKS AND BENEFITS

You might face certain risks by participating in this research. These risks include: the questions may be a bit long and have some overlap, which could result in fatigue or confusion.

This research is not intended to benefit you personally. However, the data collected will be of use to contribute to knowledge on language policy from a point of view that is different from political or sociological studies, which may trigger some negative feelings among participants.

D. CONFIDENTIALITY

We will gather the following information as part of this research: General description of your role and responsibilities within the institution.

We will not allow anyone to access the information, except people directly involved in conducting the research. We will only use the information for the purposes of the research described in this form.

The information gathered will be confidential. That means that it will not be possible to make a link between you and the information you provide by anyone other than the main investigator.

We will protect the information by not mentioning your name, job title or any kind of personal information.

We intend to publish the results of the research in the form of a master's thesis. Participants will not be identified in the published results. Although unlikely, published research may mention participants' generic job titles; for example, referring to them as an "administrative personnel member" or "professor."

We will keep the information until the end of the study.

F. CONDITIONS OF PARTICIPATION

You are encouraged to participate in this research as your input is highly valuable; however, participation is purely voluntary. If you do participate, you can stop at any time with no consequences. You can also ask that the information you provided not be used, and your choice will be respected. If you decide that you do not want us to use your information, you must tell the researcher by the latest 48h after the interview and the information will be deleted immediately.

There is no compensation or incentive offered.

There are no negative consequences for not participating, stopping in the middle, or asking us not to use your information.

G. PARTICIPANT'S DECLARATION

I have read and understood this form. I have had the chance to ask questions and any questions have been answered. I agree to participate in this research under the conditions described.

NAME (please print) _____

SIGNATURE _____

DATE _____

If you have questions about the scientific or scholarly aspects of this research, please contact the researcher. Their contact information is on page 1. You may also contact their faculty supervisor.

If you have concerns about ethical issues in this research, please contact the Manager, Research Ethics, Concordia University, 514.848.2424 ex. 7481 or oor.ethics@concordia.ca.

Appendix D: Interview Guide

Interview Guide

Project: A Case Study on Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal

Investigator: Arielle Champetier

Description: This is a case study on Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal. The project intends to gather information on how the institution's requirements for translation have been impacted by provincial language policy and how the institution successfully adapts to accommodate students, staff, and general public and at the same time comply with the law.

Important: This is a semi-directed interview guide, therefore some questions may not apply to all participants, depending on their role/responsibilities within the institution.

Part I: Participant's Background

1-Job title (just for main investigator's knowledge, job titles won't be disclosed nor published)

2- Short description of the responsibilities

3- how long has the participant occupied the position within the institution.

4- Participant's professional and/or education background

Part II: Translation Activities of the Institution

1-Can you describe the type of communications the institution produces and for what audience?

2- Is there any information produced in French or does the institution rely mainly on English-to-French translation? Is any material produced in other languages?

3- How many people are involved in translating the communications of the institution?

4- Does Dawson hire professional (eg. OTTIAQ-certified) translators?

5- What were the requirements of translation before Bill96/Law14?

6-How much have these requirements changed after the passing of the law?

7-Did you have to hire more translators?

8- How much of the translation work is done by machine translation? Do translators post-edit the machine output? How are decisions made regarding the type of translation?

9-Can you describe the translation workflow from start to finish?

10-Are there any communications that do not need translation?

11-Does the institution provide translation even if the law does not require it? If so, why?

12-What are the guidelines given by the provincial government for translation?

13-Does Dawson follow a style guide? Does it have a specific style, vocabulary, etc? Who decides what style and vocabulary should be used?

14-How are the current guidelines different from the guidelines prior to the passing of the law?

15-Who evaluates the translation to make sure it complies with the law? Who evaluates it to ensure it is accurate and meets communication needs?

Part III: Reflection

1-What do you believe your role is within the communication and translation activities of the institution?

2-How does your work contribute to cohesion with greater society?

3-Why do you think it is so important to have information available in other languages?

4-What do you think is the role of minority language institutions, such as Dawson College, within the province?

Appendix E: Invitation Email

Hello,

My name is Arielle Champetier, I am an alumnus of Dawson College and a current student at Concordia University. I have been granted Dawson's Ethics and Research Approval to carry out this study (certificate attached). For my master's thesis I am carrying out a case study entitled "Translation Policy: Bill 96/Law 14 and its impact on an anglophone college in Montreal." The project intends to gather information on how the institution's requirements for translation have been impacted by provincial language policy and how the institution aims to successfully adapt to accommodate students, staff, and the general public and at the same time comply with the law. Participation is completely voluntary; however, your input is highly valuable and will contribute to knowledge; no incentive is offered, and it should take approximately 30 mins to 1 hour. Participants can withdraw at any moment with no consequences. To participate in this project, participants have the option of meeting in person with the main investigator or meeting via Zoom/Teams (preferred). There will be questions about participant's background and role within the institution, followed by some questions to obtain factual information on how Bill 96's amendments impact the institution's communication and translation practices, and finally some self-reflection questions where participants can express their beliefs and overall contribution to society. It is possible that some participants will have different questions, depending on their role within the institution's communication processes. The answers will be recorded in audio and video format as needed. Audio and video recordings will be stored on a secure, password-protected computer in my home, my personal cellphone that is also password protected and on an external storage device until the completion of my thesis. Refer to consent form attached to this email for more details about participating in this study. If you agree to participate in this study, please reply to this email with your availability, sign the consent form, and I will contact you to set a time and place for our interview. Please, answer the invitation email before May 12, 2025.

Please feel free to contact me directly (champetier.ari@gmail.com) should you have any further questions or concerns.

Thanks in advance,

Arielle C.