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The Translation and Interpreting Industry in the United States

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Topic: The Translation and Interpreting Industry in the United States: Growth, Causes, Implications, Spanish Language

Abstract: This report provides a general overview of the Translation and Interpreting industry in the United States, with an emphasis on the Spanish-English language combination. It illustrates its steady growth over the past twenty years, and identifies three causes for the expansion of this industry, namely (i) a more diverse demographical landscape, (ii) a changing economy and (iii) the enforcement of language access legislation.

Keywords: Translation and Interpreting, Spanish language, Language Access Legislation, Limited English Proficient (LEP), Certification, Training

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Introduction

Over the past ten years, there has been a steady growth of the Translation and Interpreting industry in the U.S., and this growing trend will continue, at least, within the next ten years. According to the Department of Labor, for the 2014-2024 period the industry will grow by approximately a 29%, that is far beyond the 9% average growth predicted for all other occupations (Bureau of Labor Statistics s.a. a).

The demand will remain high for Translators and Interpreters of frequently translated languages, as well as for sign language interpreters and for translators of emerging markets (ibid.) In addition, growth prospects for interpreters and Translators of Spanish will remain particularly strong because of the increased growth of Hispanics[1], the enforcement of Language Access legislation, and the appeal of the Hispanic consumer base to U.S. companies, who are constantly searching for opportunities to expand their businesses.

The Hispanic population is currently the largest minority in the United States, and a well-established immigrant group. As of 2013, according to the U.S. Census Bureau (s.a. a), there were about 54 million Hispanics in the U.S., accounting for a 17% of the total population. Furthermore, Hispanics rank the highest among

[1] Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race. (U.S. Census Bureau s.a. a).

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the Limited English Proficient (LEP) speakers, and have become the main recipients of the translation and interpreting services implemented as result of the enforcement of Language Access legislation, namely (i) the Title VI of the Civil Rights Act of 1964, (ii) the LEP Executive Order and (iii) the LEP Guidances 2002. These legal instruments control the meaningful access of the LEP population to information on programs and activities that have been federally funded, and their dispositions are mandatory for governmental and private institutions, such as courts, immigration agencies, police offices, health care facilities and so forth. This helps to explain the increasing and steady demand of Spanish Translators and Interpreters in areas affected by Title VI and other Language Access Policies.

U.S. Hispanics' disposable income has sextupled between 1990 and 2014, reaching an estimated $1.25 trillion in 2014. This makes up approximately a 10% of total U.S. buying power. Companies are taking notice of this growth, and are investing large sums of money in advertisement campaigns targeted to U.S. Hispanics. If in 2003, companies such as Procter&Gamble or AT&T spent $3.4 billion on Hispanic campaigns, by 2013 that figure had almost tripled to $8.3 billion, far outpacing the general market's increase. The appeal of Hispanic consumers to private companies has resulted in a flourishing market for Spanish Translators, especially those who work in marketing and are familiar with cultural adaptation, the localization of products and market research.

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In light of the current demand for qualified professionals, translation and interpreting organizations and other institutions are currently working towards the creation and implementation of certifications and accreditation systems. The underlying objective is to establish quality control mechanisms and to enhance professionalism in this industry. As a result, Translators and Interpreters with some sort of certification, degree and or/recognized field of specialization are more likely to have more favorable employment prospects. This means better job opportunities and better conditions, higher salaries and access to jobs in areas such as the federal government, international organizations, federal or state courts, private companies and so forth.

In response to the growing need of trained professionals, foreign language departments are creating academic programs specific to Translation and Interpreting. These programs are highly heterogeneous, and differ in the course offering, the amount of hours, even the type of degree (for instance, graduate, undergraduate or certificate degree) or areas of specialization. In fact, while some programs may focus on Translation almost exclusively, others may include other fields of expertise, such as Special Language Purposes (Law, Medicine, Business, and so forth). These programs are gaining in popularity among the student population, and they are being used by foreign language departments as an attractive tool to recruit students with different backgrounds who wish improve their language skills and apply them in specific fields of expertise.

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The goal of this report is to provide a general description of the Translation and Interpreting industry in the United States, with an emphasis on the Spanish language. It will review the steady growth of this industry since 2002, illustrate the causes for this growth, and identify its implications in academia and in the professionalization of this industry. The report will build upon data obtained from sources such as the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, the Pew Research Center, the Selig Center for Economic Growth, the Department of Justice and the Instituto Cervantes Observatory at Harvard University.

This report is organized as follows: section one reports on the expansion of the industry, and on wage and geographical distribution data. Section two addresses the growth of the LEP population and highlights the use of Spanish as the most widely spoken language among these speakers. Section three focuses on the increase in the buying power of U.S. Hispanics, addresses the causes and explains the connection between these factors and the expansion of the Translation and Interpreting Industry. Section four describes key legislation involving Language Access, and illustrates one of the reasons behind the growing need of Translators and Interpreters in areas such as Health Care, Law and Immigration. Section five introduces professional certifications and training opportunities. Finally, section six lists some conclusions that can be drawn from this report, and identifies areas for future development.

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1. An Overview of this Industry

- The final decades of the 19th century would see the rise of the United States as an economic Over the last ten years, employment opportunities for Translators and Interpreters have increased steadily, leading to the expansion of this industry. As per the latest version of the *Occupational Outlook Handbook* (OOH) this trend will continue, at least for ten more years.

- The Department of Labor suggests that this growth is linked to a more diverse U.S. population.

- The salaries of Translators and Interpreters are very heterogeneous, and depend on factors such as the language combination, the field of specialization, the years of experience, even the geographical location. In spite of the growth of this industry, wages remain slightly below the national average. The highest salaries are found in Washington D.C. and nearby areas.

- Since 2008, large urban areas such as Washington D.C., New York, San Francisco and Los Angeles rank at the top of the list of job creation. The Midwest and the East Coast rank high in the list of job creation in non-metropolitan areas.

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Translation and Interpreting are different occupations that nevertheless share a common goal, which is facilitating multilingual, cross-cultural communication among different sectors of society (i.e. individuals, institutions, agencies, corporations, and others) by relaying concepts and ideas, and by breaking the language and cultural barrier. Professionals working on these fields are known as Translators and Interpreters. Although they are often discussed together, each occupation is different, and each demands their professionals a distinct set of skills and aptitudes.

Interpreting involves the transfer of oral material[2] from one language to another. Interpreters work with oral texts, and beyond mastering their working languages, they need to develop strong oral communication skills, acquire wide cultural and/or specific knowledge, and become familiar with different registers and language variants. In addition, interpreters need to learn how to master the different modes of interpreting (simultaneous, consecutive), and the techniques accompanying each mode (note-taking, split attention and so forth.) They must be able to work under time pressure, in stressful circumstances, and in different settings (i.e. international institutions, courts, hospitals, schools and so forth), and have good social skills. Finally, interpreters should become familiar with the codes of ethics surrounding this profession, so to be guided by them in their daily practice.

[2] An exception to this definition is sign language interpreters, who convey information in oral or signed form into oral or signed form.

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Translation involves the transfer of written material from one language into another language. Translators work with written texts, and beyond mastering their working languages, they must have excellent writing and analytical abilities, and good editing and computer skills. Literary Translators in particular are well versed in the genre and author being translated, have a rich vocabulary, solid knowledge of different registers and variants of the same language, and vast cultural knowledge. Technical Translators know how to work with translation software and are able to use a wide range of electronic tools (i.e. word processors, design programs, and so forth). They are familiar with terminological repositories, thesaurus, and know how to compile and use parallel corpora to conduct terminological searches. Translators work at home or in an office, and unlike interpreters, they do not need to have a final version of what they translate almost immediately. Instead, they can review a translation several times before coming up with the final, flawless version. In addition, Translators may already have some background in the field of specialization. Because oftentimes Translators need to handle many different deadlines, they tend to be very organized, and know how to manage times well to ensure that the deadlines are met. Finally, Translators should also familiar with the codes of ethics surrounding this profession, so to be guided by them in their daily practice.

The services of Translators and Interpreters are needed in a number of subject areas. Therefore, they do not usually work exclusively in a particular field or industry. Instead, they tend to focus on one or two broad areas of expertise, such

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as Medicine, Law, Engineering, Finances, Literature, and so forth, and gain specialized knowledge as they advance in their careers.

Growth

The *Occupational Outlook Handbook* (OOH) is a career resource published regularly by the U.S. Department of Labor that is specifically designed to provide career information to all individuals entering or returning to the workforce. It includes hundreds of occupations that provide the overwhelming majority of jobs in the United States, and it describes the duties required by each occupation, the work environment, the typical education and training needs, the median pay and, since 2006, the job outlook into the next 10 years. *Table 1* summarizes information relative to the number of jobs and the job outlook between 2002 and 2014 as published in the OOH[3]. The information has been taken from the 2004-2005, 2006-2007, 2008-2009, 2012-2013, 2014-2015 and 2016-2017 OOH editions. In 2002 Translators and Interpreters held 24,000 jobs. In contrast, in 2014 they held over twice that figure (61,000 jobs). An aspect to notice is the lack of statistical information in the 2002 and 2004 editions. This suggests that the first information statistically relevant goes back to 2006. *Table 1* also shows the job outlook over the next ten years, period in which the industry is expected to grow a 29%; that is far above the 9% average forecasted for all other

[3] Statistical data in the OOH is drawn from the Occupational Employment Statistics (OES) survey; a semiannual mail survey measuring occupational employment and wage rates for wage and salary workers in the U.S. The OES survey includes cross-industry occupational employment and wage estimates for the nation. Data on this table are rounded.

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occupations. This observation is consistent with the results from a report published in 2011 by EMSI, a leading statistics company in the U.S. According to this report, the turning point for the growth of this industry can be traced back to 2006- 2007. The EMSI report listed different industries that experienced more than 40% employment growth during the Economic crisis, and identified Translation and Interpreting as one of the fastest growing and emerging industries for the years to come (Amadeo 2011).

Table 1. Job creation and Job outlook (2002-2004)[4]. Source: U.S. Department of Labor.

Year	2002	2004	2006	2008	2010	2012	2014
Total number of jobs	24,000	Not available	41,000	50,900	58,400	63,600	61,000
Job outlook	Not available	Not available	51,000	11,300	24,600	29,300	17,500
Job Outlook (porcentaje)	Much faster than average	18-26%	24%	22%	42%	46%	29%

Definition under NAICS

The North American Industry Classification System (NAICS) is the institution that classifies the different industries in the United States. This classification system registers Translation and Interpreting as the same occupation under code number 27-3091[5]. *Table 2* summarizes the main categories and subcategories involving the code 27-0000- Art, Design, Entertainment, Sports and Mass Media and 27-3000 Mass Media and Others. Translators and Interpreters are listed at

[4] The data included in this chart has been taken from the 2004-2005, 2006-2007, 2008-2009, 2012 2013, 2014-2015, and 2016-2017 editions of the *Occupational Outlook Handbook*.
[5] See also U.S. Small Business Administration (s.a. a).

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the same level as Media and Communication Workers, all others (27-3099), and are conceptually associated to the Writers and Authors, Technical Writers, Editors and Announcers (Bureau of Labor Statistics s.a. a). This classification suggests that there may be likely connections among these professions, although it fails to provide specific information as to such connections.

Table 2. Classification of Translators and Interpreters. Source: Bureau of Labor Statistics (s.a.b).

Code	Occupation title	Employment	Employment per 1,000 jobs	Mean hourly wage	Annual mean wage
27-0000	**Arts, Design, Entertainment, Sports, and Media Occupations**	1,843,600	13.369	$27.39	$56,980
27-3000	Media and CommunicationWorkers	564,800	4.096	$29.76	$61,910
27-3010	Announcers	38,380	0.278	$21.72	$45,170
27-3011	Radio and TelevisionAnnouncers	30,390	0.220	$22.31	$46,410
27-3012	Public Address System and Other Announcers	8,000	0.058	$19.44	$40,440
27-3020	News Analysts, Reporters and Correspondents	45,790	0.332	$24.50	$50,970
27-3021	Broadcast News Analysts	4,730	0.034	$42.90	$89,240
27-3022	Reporters and Correspondents	41,050	0.298	$22.38	$46,560
27-3031	PublicRelationsSpecialists	218,910	1.587	$31.65	$65,830
27-3040	Writers and Editors	189,840	1.377	$32.74	$68,090
27-3041	Editors	96,690	0.701	$31.21	$64,910
27-3042	TechnicalWriters	49,770	0.361	$35.26	$73,350
27-3043	Writers and Authors	43,380	0.315	$33.24	$69,130
27-3090	Miscellaneous Media and Communication Workers	71,890	0.521	$23.82	$49,550
27-3091	Interpreters and Translators	49,650	0.360	$23.25	$48,360
27-3099	Media and Communication Workers, All Other	22,240	0.161	$25.10	$52,200

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Wages

According to the Bureau of Labor Statistics (s.a. c) as of May 2015 the median annual wage of a Translator or Interpreter was slightly over $44,000. The average mean salary for these occupations is comparatively lower than the salary for similar occupations, currently estimated at $56,980 (*Table 2*).

Translators and Interpreters' salaries are highly variable, and depend on a number of factors, top of which is the language combination. For instance, professionals with language skills for which there is a greater demand, or for which there are relatively few people with the skills, often have higher earnings. According to a 2007 salary survey by the American Translators Association (ATA), Chinese Translators and Interpreters earned the highest median hourly rates, ranging from $65.79 to $74.92 an hour (Shawn 2008: 3.) This also applies to other languages such as Arabic, Farsi and Pashto, which are highly valued by the government, or for Scandinavian languages, for which there is a high demand on the part of multinational companies (Parris 2013).

Other factors that influence the salaries of these professionals are the type of employer, the certification, the subject matter or domain of expertise, the skill, the experience, or even the setting. In fact, according to the same survey, full-time, freelance Translators and Interpreters based in the U.S. earned an average gross of over $60,000, compared to slightly over $56,000 for other professionals outside the U.S. Furthermore, Translators and Interpreters with a professional certification earned 35% more than their non-certified counterparts. Professionals with expertise in a specialized technical or scientific domain, or those working on software localization, also generally commanded higher rates. Individuals classified as language specialists for the federal government earned an average of almost $60,000 per year, that is much higher than the average mean salary for this industry in 2006, the year the survey was conducted (ibid.).

Table 3 shows information about the average mean salary between 2006 and 2015. The highest average salaries on record were in 2012 and 2015. In contrast, the lowest salary was in 2008, coinciding with the economic crisis.

Table 3. Translators and Interpreters Median Annual Wages in dollars (2006-2015)[6].

Year	2006	2008	2010	2012	2014	2015
Median wage	38,850	38,000	43,300	45,430	43,590	44,190
Highest 10%	69,190	69,000	86,410	91,800	80,650	78,520
Lowest 10%	22,170	22,000	22,950	23,570	22,240	23,160

Table 4 shows the top-paying industries for Translators and Interpreters in 2015, as well as salary differences. The federal government was and (still is) an attractive target for aspiring Translators and Interpreters both in terms of salary and stability. Opportunities in jobs related to technical and scientific domains such as Architecture, Engineering and related services, Research and Development, Computer Science, and Software Development are also appealing,

[6] The data included in this chart has been taken from the 2008-2009, 2012-2013, 2014-2015, and 2016-2017 editions of the *Occupational Outlook Handbook*.

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especially in what salaries are concerned. On the downside, the job creation in these areas is notoriously low.

Table 4. Top Paying Industries for Translation and Interpreting (2015). Source: Bureau of Labor Statistics (s.a. c).

Industry	Employment	Hourly mean wage (dollars)	Annual mean wage (dollars)
Architectural, Engineering, and related services	8	55.48	115,390
Federal Executive Branch (OES Designation)	440	36.02	74,930
Office Administrative Services	8	29.06	60,440
Scientific Research and Development Services	70	27.60	57,400
Software Publishers	140	27.43	57,060

As shown in *Table 5*, none of the areas that offer the highest salaries rank high in the list of the top employers. For instance, although the average mean salary in Architecture, Engineering and Related Services almost duplicates the average salary for this industry ($115,390), the job opportunities are extremely low. In fact, in 2015 there were less than ten jobs for Translators and Interpreters in this field. In contrast, other industries such as Professional, Scientific and Technical Services also offer salaries beyond the national average, and more job opportunities (over 16,000 jobs). Higher education institutions are also another attractive target for future Translators and Interpreters. In fact, they offer an average mean salary beyond the average, stability and increased work opportunities linked to education. *Table 5* shows the industries with the highest employment rate for this industry.

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Table 5. Industries with the highest levels of employment in Translation and Interpreting. Source: Bureau of Labor Statistics (s.a. c).

Industry	Employment	Hourly mean wage (dollars)	Annual mean wage (dollars)
Other Professional, Scientific and Technical Services	16,700	26.00	54,070
Elementary and Secondary Schools	11,050	19.99	41,590
General Medical and Surgical Hospitals	5,070	22.70	47,210
Colleges, Universities and Professional Schools	2,080	26.89	55,940
Junior Colleges	1,970	27.30	56,780

Geographical distribution[7]

For over ten years in a row, large urban areas located in traditional immigrant-destination states such as California, Texas, New York, Florida, or Washington D.C. and nearby states offer the highest employment levels for this occupation (*Figure 1*).

[7]The Occupational Employment Statistics (OES) program produces employment and wage estimates annually for over 800 occupations.

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Figure 1. Employment of interpreters and translators by state (May 2015). Source: Bureau of Labor Statistics (s.a. c).

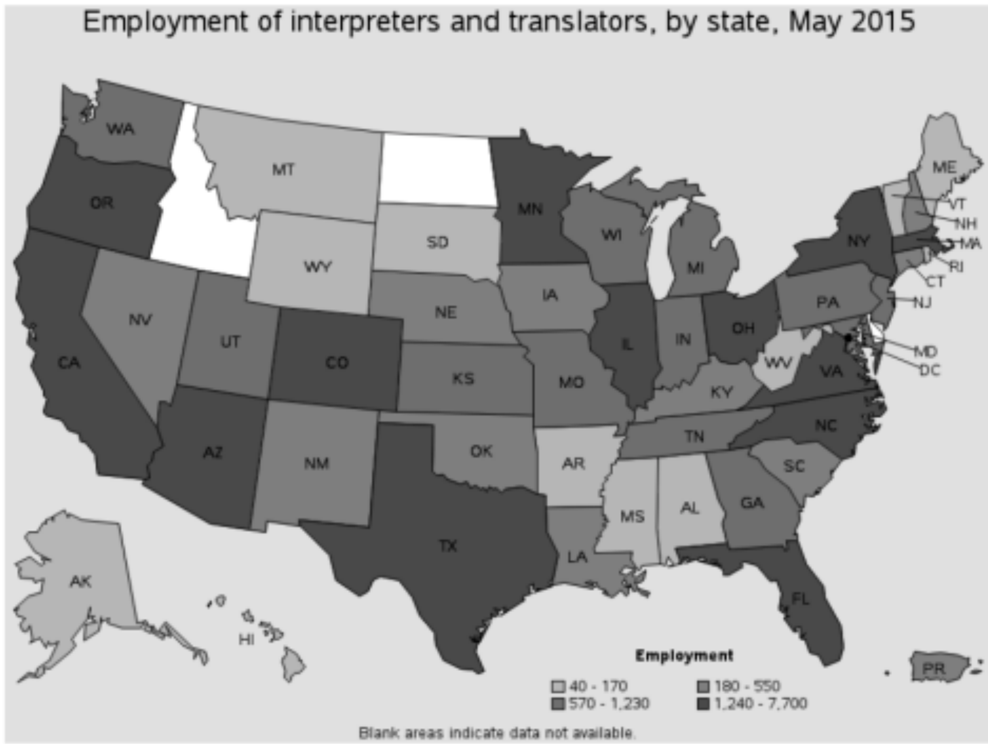

Table 6. Translators and Interpreters Wages in States with the Highest Employment Level. Source: Bureau of Labor Statistics (s.a. c).

State	Employment (nº)	Hourly mean wage	Annual mean wage
California	7.700	22.44	46,670
Texas	4.040	24.51	50,980
Nueva York	2.790	24.51	50,980
Florida	2.350	18.85	39,210
Virginia	2.190	33.09	68,820

There has also been an increase in employment opportunities for Translators and Interpreters in areas and states that traditionally have not received a high influx of immigrants. This is the case, for instance, in Kentucky and Kansas in the

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Midwest, as well as in North Carolina on the East Coast. *Table 7* shows the non-metropolitan areas with the highest employment level for this industry.

Table 7. Non-Metropolitan Areas with the Highest Employment in Translation and Interpreting. Source: Bureau of Labor Statistics (s.a. c).

Non-metropolitan area	Employment (Nº)	Hourly mean wage (dollars)	Annual mean wage (dollars)
Central Kentucky	90	$32.93	$68,500
Southeast Coastal North Carolina	90	$13.62	$28,340
Southwest Kansas	80	$13.19	$27,440
Northeast Kansas	80	$11.68	$24,300
Piedmont North Carolina	70	$13.35	$27,770

As far as high salaries are concerned, the U.S. capital ranks the highest among the metropolitan areas, with an annual mean wage of over 70,000 dollars. This is to a large extent connected to the many work opportunities offered by the federal government and the numerous international institutions with offices in D.C. (i.e. the World Bank or the World Health Organization). Silver Spring in Maryland ranks second on the list and so does the north of Virginia. New Jersey, California, Massachusetts, Colorado, Maryland, New York and Georgia. With the exception of California, the states on this list are located on the East Coast. Kentucky, Northeast Wisconsin, South of Ohio, the Eastern part of Oregon and the North of Alabama rank high on the list of top paying non-metropolitan areas, with salaries above the national average for this industry (Tables 8 and 9).

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Table 8. Top-paying Metropolitan Areas for Translation and Interpreting. Source: Bureau of Labor Statistics (s.a.c.).

Metropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division	1,470	0.61	1.69	$36.03	$74,940
Silver Spring-Frederick-Rockville, MD Metropolitan Division	250	0.44	1.23	$33.92	$70,550
Virginia Beach-Norfolk-Newport News, VA-NC	260	0.36	1.00	$33.33	$69,330
Trenton, NJ	(8)	(8)	(8)	$32.70	$68,010
San Jose-Sunnyvale-Santa Clara, CA	150	0.15	0.43	$31.96	$66,480
Boston-Cambridge-Newton, MA NECTA Division	1,350	0.77	2.13	$31.55	$65,620
Denver-Aurora-Lakewood, CO	690	0.50	1.39	$31.07	$64,630
Baltimore-Columbia-Towson, MD	330	0.25	0.69	$30.91	$64,300
Nassau County-Suffolk County, NY Metropolitan Division	390	0.31	0.85	$30.51	$63,460
Columbus, GA-AL	310	2.70	7.51	$29.61	$61,590

Table 9. Top-Paying Non-Metropolitan Areas for Translation and Interpreting. Source: Bureau of Labor Statistics (s.a.c.).

Nonmetropolitan area	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Central Kentucky nonmetropolitan area	90	0.52	1.44	$32.93	$68,500
Eastern Oregon nonmetropolitan area	60	0.87	2.40	$26.96	$56,080
Northeast Alabama nonmetropolitan area	40	0.25	0.68	$26.62	$55,380
Northeastern Wisconsin nonmetropolitan area	40	0.20	0.57	$25.14	$52,290
Southern Ohio non-metropolitan area	30	0.21	0.60	$23.20	$48,250

2. A More Diverse Demographical Landscape

- The Department of Labor suggests that employment trends for this industry reflect a more diverse demographic and linguistic landscape in this country.

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- U.S. Census data reports that the number of self-identified Limited English Proficient (LEP) population has grown from approximately 11.6 million adults in 1990 to more than 22 million today. The increase of the Hispanic population is connected to this growth.

- Hispanics are the nation's largest minority group and the fastest growing population in the U.S.

- With more than 41 million native speakers plus 11 million who are bilingual, Spanish is by far the most spoken non-English language in this country.

- Hispanics rank the highest among the LEP population. As of 2013, 16.2 million LEP people spoke Spanish, out of 25.1 million total approx.

LEP Population

The U.S. attracts immigrants from all over the world, and these immigrants speak a diverse array of languages other than English. When they do, and arrive in the United States, they are identified as Limited English Proficient (LEP). This term refers to any person above the age of 5 who reported speaking English less than ·very well, as classified by the Census Bureau.

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A report by the Migration Policy Institute[8] titled *The Limited English Proficient Population in the United States* shows that between 1990 and 2013, the LEP population grew by 80% from nearly 14 million to 25.1 million (Zong and Batalova 2015). The most noticeable increase occurred during the 1990s, with a 52% growth. From 2000 on, the growth rate has slowed down and the size of the LEP population has since stabilized.

Figures 2 and 3 show the ten most spoken languages by the LEP population as of 2013[9]. It includes LEP population born in the U.S. and abroad. Spanish is by far the most spoken language, with 16.2 million speakers. Spanish is followed by Chinese (1.6 millions, 6%), Vietnamese (847,000, 3%), Korean (599,000, 2%), and Tagalog (509,000, 2%).

[8] The Migration Policy Institute is an independent, nonpartisan, nonprofit think tank in Washington, D.C. dedicated to the analysis of the movement of people worldwide. It provides analysis, development, and evaluation of migration and refugee policies at local, national, and international levels.

[9] For data on the 2011 American Community Survey Report see Ryan (2013).

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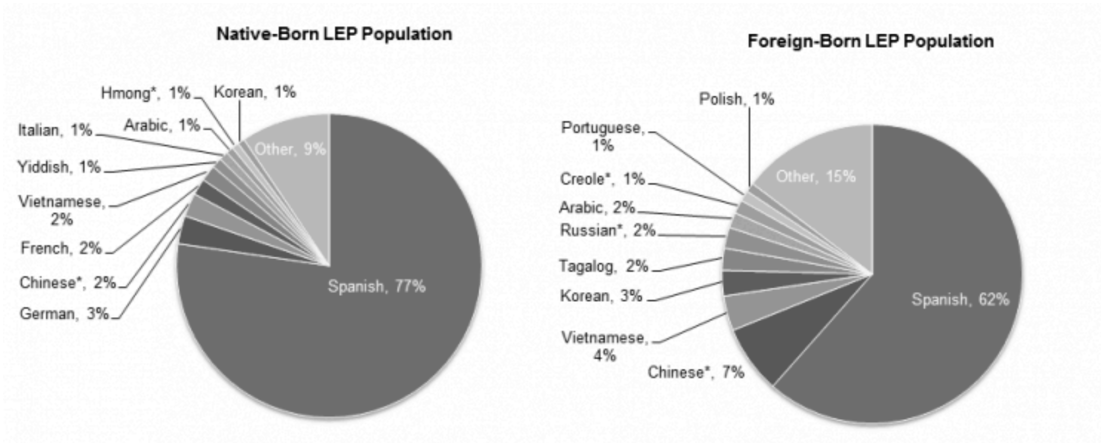
Figures 2 and 3. The ten most spoken languages by the LEP population (native-born and foreign-born). Source: Zong and Batalova (2015).



Geographical distribution

As of 2013 the highest concentrations of LEP populations were in California (6.8 million), Texas (3.4 million), New York (2.5 million), Florida (2.1 million), Illinois (1.1 million), and New Jersey (1 million.) Together, these states accounted for approximately two-thirds of the LEP population (ibid.) (*Figure 4*).

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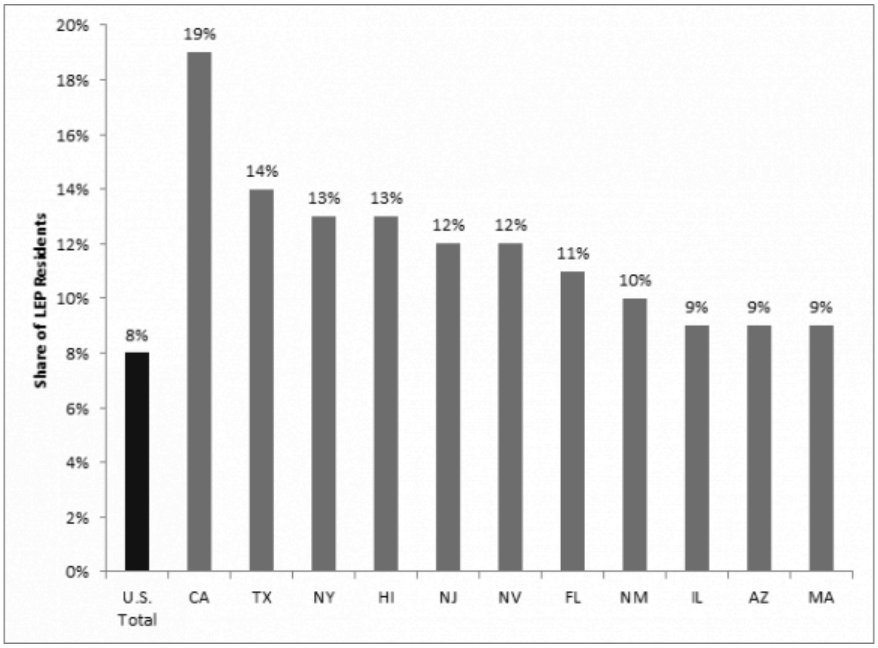
Figure 4. States with Highest Share of LEP Residents 2013. Source: Zong and Batalova (2015).



The biggest settlements of LEP population are located across the West Coast, in the Northern states of the East Coast, and in the states of Arizona, New Mexico, Texas and Illinois (*Figure 5*). This information suggests that the LEP population seem to have a tendency to settle in Border States, that is in close proximity to the coast, or to the borders with Mexico and Canada.

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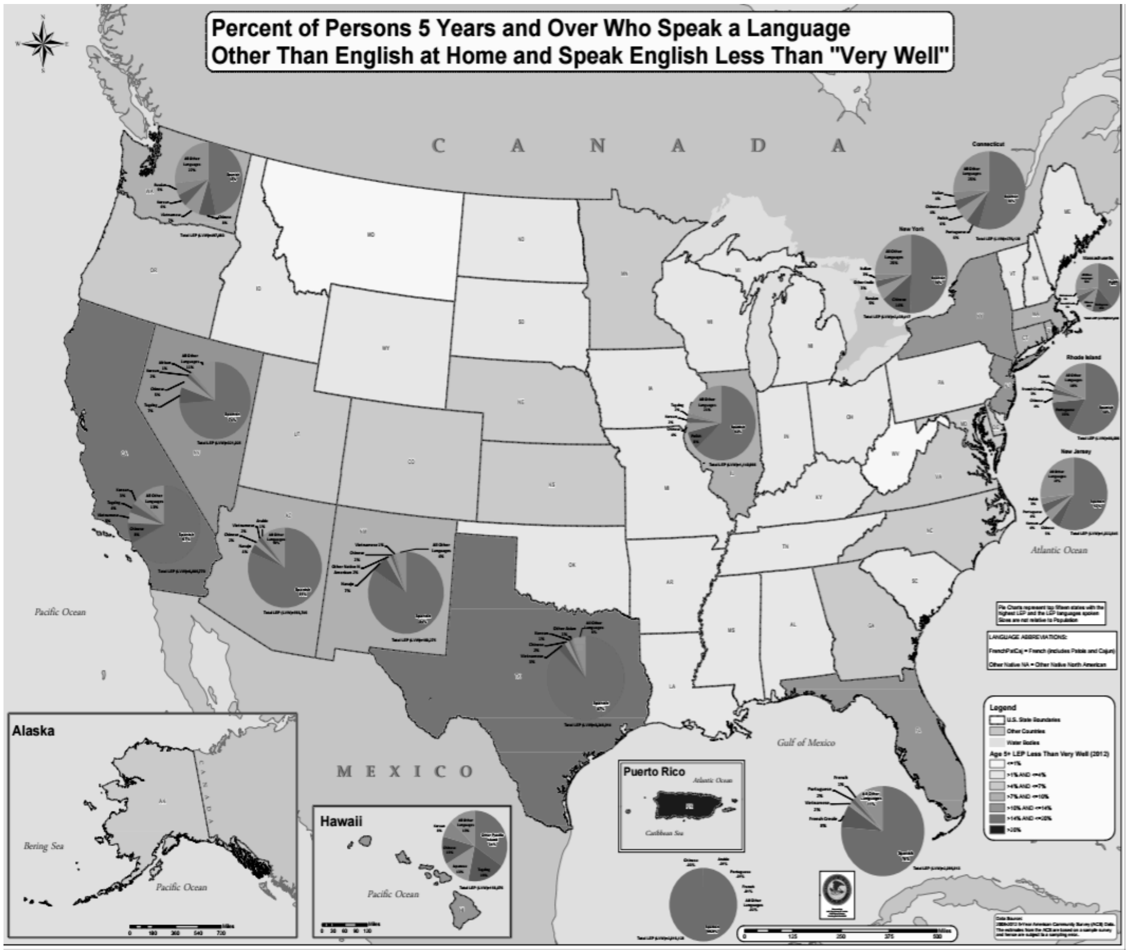
Figure 5. Percent of LEP population as of 2012. Source: Limited English Proficiency (s.a. a).



U.S. Hispanics

Currently, there are over 50 million Hispanics living in the U.S. representing approximately 17% of the U.S. population (Hoag 2015: 2). Hispanics are the largest minority, outnumbering African-Americans (45 million). According to Nielsen, a global information and measurement company: “If U.S. Hispanics were a country, (…) they would be the 24th largest nation in the world after Italy –

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larger than Spain and more than twice the size of Australia" (Pardo and Dreas 2011: 1).

According to *The Economist*, the growth of U.S. Hispanics has been connected to changes in the migration laws in the U.S., and to the socioeconomic landscape of this country. In 1953 the number of U.S. Hispanics was barely 3 million. Between 1953 and 1970, and following changes in immigration laws under President Lyndon Johnson, the Hispanic population reached 9 million (*The Economist* 2015:1). These laws favored immigration and allowed thousands of immigrants to come and work in the United States. Another factor is the specific set of circumstances that drove individuals to migrate to the U.S. The highest number of Hispanic immigrants come from Mexico, followed by Puerto Rico, Cuba and Countries in Central and South America, and to a lesser extent, Spain[10]. The countries of origin of U.S. Hispanics are therefore highly heterogeneous, and so are the causes that have led thousands to migrate.

Mexican migration dates back to 1942, when the US government instituted the "bracer" program to bring Mexican laborers to fill jobs vacated by servicemen. The program is seen as the start of modern Mexican immigration, both legal and illegal, as jobs pushed thousands to migrate (Hoag 2015: 10). Currently, people

[10] See also López (2013) and López, González-Barrera and Cuddington (2013).

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of Mexican origin account for about two-thirds (35.3 million) of U.S. Hispanics, and is by far the largest source of immigrants in 33 states (Krogstad 2016).

The second-largest Hispanic group comes from Puerto Rico. In 1917, Puerto Ricans were granted U.S. citizenship and started migrating to the mainland, mainly New York. Immigration continued moderately until after World War II, when it mushroomed due to the island's worsening economy (Hoag 2015: 10).

Political upheaval propelled the emigration of Cubans, the third largest Hispanic group. The largest migratory wave happened between 1960 and 1970, driven by the Communist revolution. The number of Cuban immigrants rose from 163,000 to 638,000, and they settled mostly in Florida and New York (ibid.).

In the 70's and 80's, a fourth group arrived en masse from Central America, as civil wars drove hundreds of thousands of Salvadorans, Guatemalans, Nicaraguans and Hondurans North, many undocumented. By 1990, the U.S. Central American population totaled 1.3 million, and this number has not changed much since.

In the 80's and 90's South Americans started migrating due to political and economic factors. These groups of Colombians, Venezuelans, Argentines and

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others have tended to be more educated and affluent than other Latino immigrants[11] (ibid.). Many have settled in South Florida and New York.

A significant wave of Spanish immigration to America in the twentieth century occurred when dictator Francisco Franco came to power in 1939, ending the Spanish Republic, driving thousands of Spanish intellectuals and political refugees into exile in the United States. The last significant wave of Spanish immigration started in 1965 with the passing of the immigration and nationality act, also known as the Hart-Celler Act, which abolished nation-of-origin restrictions, and the number of immigrants from Spain rose dramatically. Between 1961 and 1990 over 100,000 Spanish immigrants entered the United States (U.S. Immigration s.a. a). According to a Pew Research Center analysis of the Census Bureau's American Community Survey, between 2007 and 2013, the Spanish-origin population has more than doubled, growing from 353,000 to 746,000 over the period. At the same time, the foreign-born population of Spanish origin living in the U.S. almost doubled, from 60,000 in 2007 to 106,000. This migration wave coincides with the recent economic crisis in Spain.

As a result of these migration flows, The Pew Hispanic Research Center reports that between 1970 and 2014 the Hispanic population grew 592%, expanding from 9.1 million to 53 million (Krogstad 2014.) According to the most recent US

[11] Latino refers to geography. Specifically, to Latin America, to people from the Caribbean (Puerto Rico, Cuba, Dominican Republic), South America (Ecuador, Bolivia, Colombia, Peru, etc.) and Central America (Honduras, Costa Rica, etc.) In contrast, Hispanic refers to language. Hispanic if you and/or your ancestry come from a country where they speak Spanish (U. S. Census Bureau s.a. b, s.a. c).

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Census data, by April 2015, there were 57 million U.S. Hispanics out of a total population of 321 million Americans (Krogstad 2016.)

Currently, U.S. Hispanics represent a 17% of the total US population. The Pew Research Center forecasts that the Hispanic population will grow to 106 million out of 398 million, and to 119 million by 2060 (Passel and Cohn 2008.) This projected shift would raise the number of Hispanics from 17.8% to over a quarter of the total U.S. population by 2020, then up to 26.6% by 2050 and then up to 31% by 2060 (Krogstad and López 2014).

Geographical distribution of US Hispanics

As of 2012, the five U.S. states with the largest Hispanic population were California (14.5 million), Texas (10 million), Florida (4.5 million), New York (3.6 million) and Illinois (2.1 million.) With the exception of Illinois, these states have the highest employment levels for translators and interpreters as of 2015.

The states where Hispanics made up the largest share in 2012 were New Mexico (47%), California (38%), Texas (38%), Arizona (30%) and Nevada (27%) (Krogstad and López 2014.) This geographical distribution suggests that, even though Hispanics spread across the U.S. in a similar manner as the LEP population, they also tend to be concentrated in the Western states, in closer proximity to the border with Mexico.

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Figures 6 and 7 show the states with the highest Hispanic population, both in terms of overall numbers of U.S. Hispanics and in terms of proportion of population.

Figure 6. The Hispanic Population by U.S. state as of 2011. Source: Brown and López (2013).

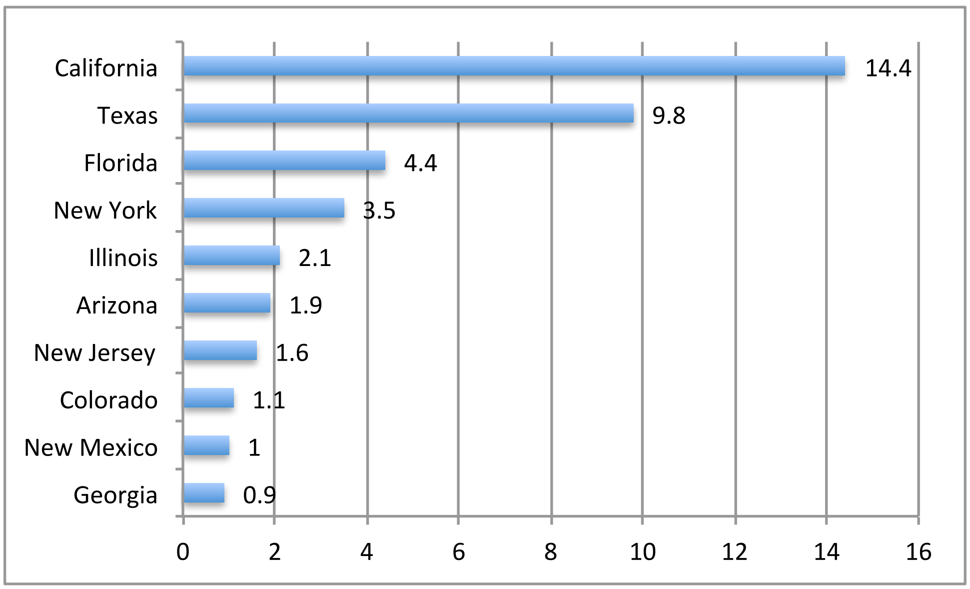

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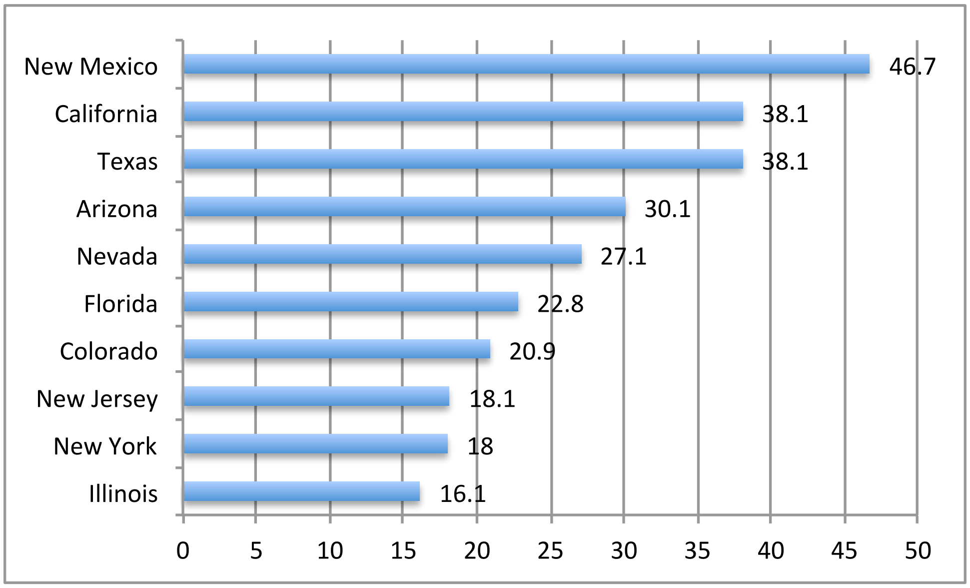
Figure 7. Hispanic as a percentage of population by U.S. state. Source: Brown and López (2013).



With more than 41 million native speakers plus 11.6 million who are bilingual, Spanish is by far the most spoken non-English language in the U.S. today (López and González-Barrera 2013). The U.S. is now the world's second largest Spanish-speaking country (ibid.; Fernández Vítores 2016). As shown in Table 10, this puts the US ahead of Colombia (48 million) and Spain (46 million) and second only to Mexico (121 million).

Table 10. Spanish-speaking countries. Source: Fernández Vitores (2016: 5-6).

País	*Población*[1]	*Porcentaje de hablantes nativos*[2]	*Grupo de dominio nativo (GDN)*[3]	***Grupo de competencia limitada (GCL)***[4]
México	122.273.473[5]	96,80	118.360.722	3.912.751[6]
Colombia	48.483.138[7]	99,20	48.095.451	387.867
España	46.600.949[8]	92,09[9]	42.916.976[10]	3.683.973[11]
Argentina	43.590.638[12]	98,10	42.762.151	828.217
Perú	31.488.625[13]	86,60	27.269.149	4.219.476
Venezuela	31.028.637[14]	97,30	30.190.864	8.237.773
Chile	18.191.884[15]	95,90	17.446.017	745.867
Guatemala	16.176.133[16]	78,30	12.665.912	3.510.221

País	*Población*	*Porcentaje de hablantes nativos*	*Grupo de dominio nativo (GDN*	*Grupo de competencia limitada (GCL)*
Ecuador	15.904.052[17]	95,70	15.220.178	683.874
Cuba	11.220.354[18]	99,70	11.186.693	33.661
Bolivia	10.985.059[19]	83,00	9.117.599	1.867.460
República Dominicana	10.075.045[20]	97,60	9.833.244	241.801
Honduras	8.721.014[21]	98,70	8.607.641	113.373
Paraguay	6.854.536[22]	67,90	4.654.230	2.200.306
El Salvador	6.324.253	99,70	6.305.280	18.973
Nicaragua	6.152.298	97,10	5.973.881	178.417
Costa Rica	4.890.379[23]	99,30	4.856.146	34.233
Panamá	4.037.043[24]	91,90	3.710.043	327.000
Puerto Rico	3.474.182[25]	99,00	3.439.440	34.742
Uruguay	3.442.746	98,40	3.387.662	55.084
Guinea Ecuatorial	778.061[26]	74,00	575.765	202.296
Total	447.335.015	—	423.252.042	24.082.973

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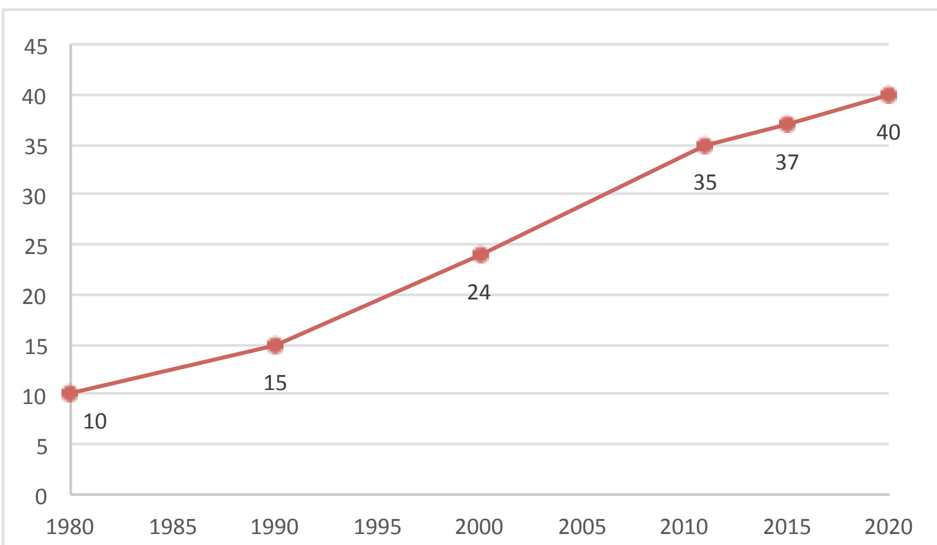
According to the Pew Hispanic Research Center, between 1980 and 2013 the number of Spanish speakers in the U.S. has increased by 233% (López and González-Barrera 2013). The U.S. Census Office estimates that by 2020 the number of Spanish speakers is projected to rise to anywhere between 39 million and 43 million. It also forecasts that by 2050 there will be 138 million Spanish speakers. If these forecasts hold true, within thirty years the U.S. could become the biggest Spanish-speaking nation worldwide (*Figure 8*).

Figure 8. Number of Hispanic Spanish Speakers in the U.S. Pew Research Center and U.S. Census Bureau.



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The demographic growth of US Hispanics and the high retention rate of Spanish in households have contributed to the growth of the Spanish Language in the US. Unlike other immigrant groups, Hispanics believe it is highly important to preserve the language and the culture. As a result, they tend to preserve the language and the culture far beyond other groups, such as European migrants. A study developed in 2013 found that by third generation, only a small number of Europeans maintains bilingualism (Steinmetz et al. 2015: 17.) The study used U.S. Census data from 2000 and it looked back to European arrivals since 1960s. Results showed that from 1980 to 2010 the number of Italian, German and Polish households that spoke their native languages dropped by 55%, 33% and 26% respectively. In contrast, the percentage of Hispanic households that spoke Spanish remained consistently at about 75% over the same period (Hugo López and González-Barrera 2013). The report concluded that the children and grandchildren of European immigrants adopt English almost universally (ibid.) However, among Hispanics, the bilingual minority seems to be larger than it was in the past with European immigrant groups. The report agrees as immigration slows and immigrants move into second and third generations, the percentage of Spanish-speaking households will very likely drop considerably (ibid). This may have implications for the sustained growth of the industry[12].

[12] This hypothesis is also supported by the fact that, while between 1970 and 1990 the growth of U.S. Hispanics was the result of increased migration flows, at present this is no longer the case. According to *The Economist*, since 2000 Hispanic births in America have overtaken immigration as the main cause for growth. In fact, of the 17 million Hispanic children in the country, some 93% are native-born citizens (*The Economist* 2015: 3). For further information see also Passel et al. (2012), The Wall Street Journal (2013), Krogstad (2014), Krogstad and González-Barrera (2015.)

OBSERVATORIO de la lengua española y las culturas hispánicas en los Estados Unidos

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3. A Changing Economy

- U.S. Hispanics are transforming the demographic landscape of this country, and are having an impact in the American Economy. In fact Hispanics, are making the U.S. much younger, and are replenishing the supply of future workers. Furthermore, they are the most entrepreneurship minority group.

- U.S. Hispanics are becoming the target of aggressive advertisement campaigns, and this has resulted in a massive Translation and Interpreting market sector. While Hispanics do consume English-language media, but Spanish-language media holds the key to connect with the greatest number of Hispanic consumers in a more effective way.

According to the Selig Center for Economic Growth at the University of Georgia, the buying power of Hispanics has grown into a formidable consumer market in the past couple of decades. Hispanic's economic power rose from $210 billion in 1990, to $491 billion in 2000, to $1 trillion in 2010, to $1.2 trillion in 2013 to $1.3 trillion in 2014 (Humphreys 2013: 9; López *et al*. 2016: 4). As of 2014, the buying power of U.S. Hispanics was 1.3 trillion dollars higher than that of other minorities (blacks, $1.1 trillion and Asians $770 billion) (López et al. ibid.). As suggested by Pardo and Dreas (2011: 1): "If U.S. Hispanics were a country, they would rank as the 12th largest economy in the world."

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Of the many forces supporting this substantial and continued growth, the Selig Center identifies (i) the relatively young Hispanic population, with proportionally more and more Hispanics either entering the workforce for the first time or advancing in their careers, and (ii) significant increases in entrepreneurial activity (Humphreys ibid: 9-10). According to *The Economist* (2015: 2) Hispanics are making America much younger. In fact, the median age of whites is 42, blacks 32, Hispanics 28, and American-born Hispanics 18:

"as other parts of the rich world face a future of ageing, shrinking populations, Hispanics are keeping American schoolyards full of children, and are replenishing the supply of future workers. Since about 2011, white and non-white babies have born in roughly equal numbers. White women already have fewer children that needed to replace their parents. Hispanic women's fertility rate has dropped a lot, but an average of 2.4 children it is still above replacement level."

U.S. Hispanics are characterized by not just favorable demographics, but also by their high rate of entrepreneurial spirit. In fact, the number of Hispanic-owned companies has been steadily growing since 2002. Estimates from the 2007 Survey of Business Owners conducted by Geoscape, a leading business intelligence firm that operates within the framework of the U.S. Hispanic Chamber of Commerce, shows that from 2002 to 2007 the number of Hispanic-owned firms increased by 44%. This figure is more than double the 15% increase in the number of non-Hispanic companies. Between 2007 and 2015, the growth rate

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has increased to a 57% as a result of the increased activity in entrepreneurship among Hispanics, a gain of over 407 million dollars (Melgoza and Palomares 2015: 3).

Table 11 summarizes key dates and figures, and illustrates the growth of Hispanic businesses between 2002 and 2015. While all race and ethnic groups experienced an increase in new entrepreneurship, the most recent data shows that the growth of entrepreneurial activity among Hispanics rose to 22% compared to a 16% in 2003 (ibid.).

Table 11. Number of Hispanic-Owned Businesses in the U.S. Source: Melgoza and Palomares (2015: 1).

2002	1,6 million
2007	2,6 million
2012	3,32 million
2015	4,07 million (projected)

Geographical distribution

The fastest growing regions for Hispanic-owned businesses from 2012 to 2015 were located in West North Central and East North Central parts of the U.S. (ibid: 4) As shown in Figure 9, these regions are not traditional migration destinations. Instead, some are non-metropolitan areas where the employment opportunities for Translators and Interpreters seem to be flourishing (i.e. North East and South East of Kansas, *Table 7*). The report identifies migration flows within the U.S. in

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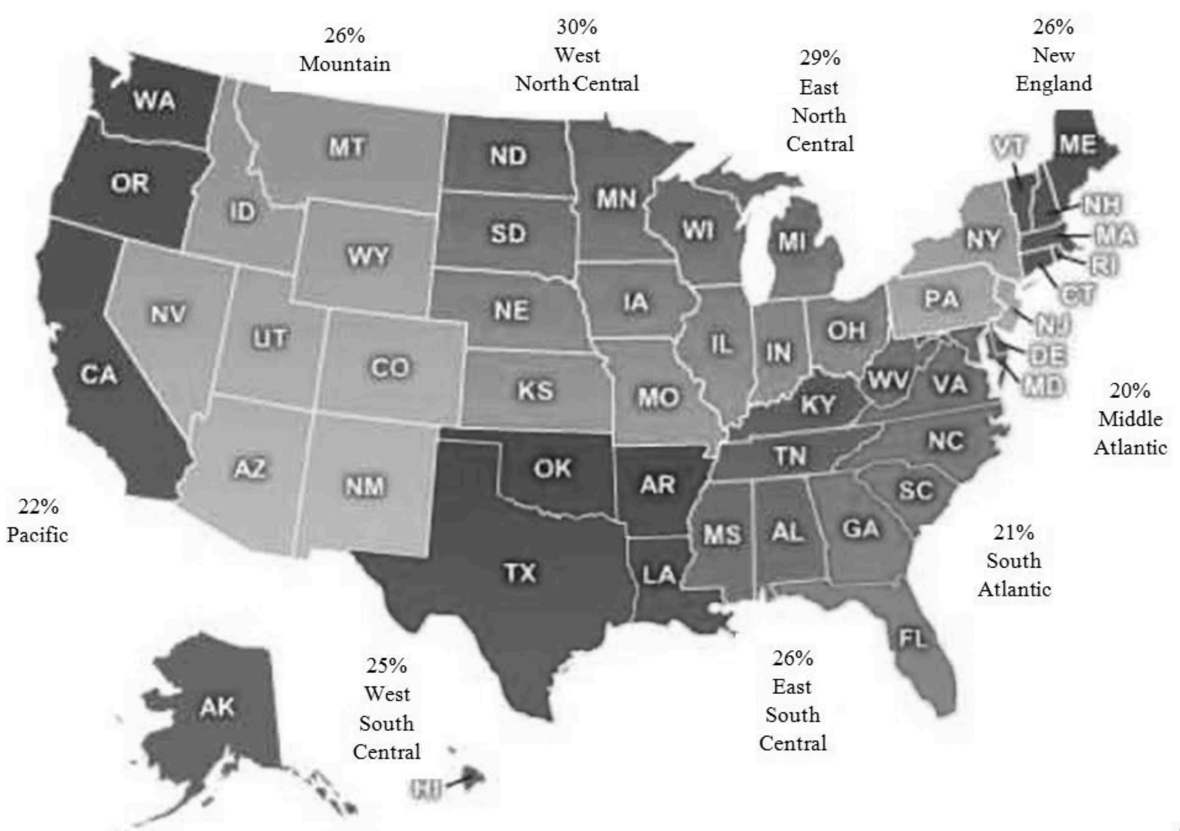
search for better opportunities, and lower cost of living as key causes for these localized settlements.

Figure 9. Percent Increase in Hispanic-Owned businesses by U.S. Census Division 2012 to 2015. Source: Melgoza and Palomares (2015: 4).



The Appeal of the Hispanic Market

The Hispanic buying power alone makes the Hispanic market within the U.S. one of the most important World Economies. Because language is key in reaching out to this large minority group, U.S. companies are spending money researching effective techniques to tap on this market (Hoag 2015). This has given rise to an increase in the demand of translations and cultural adaptations of products, manuals, advertisements and media. Through extensive advertisement in the foreign language, U.S. companies are working hard to reach this growing audience, and are creating numerous work opportunities for Translators who specialize in localization, marketing and cultural adaptation.

According to the second-quarter 2012 Nielsen Report titled State of the Hispanic Consumer: The Hispanic Market Imperative (Nielsen 2012), Hispanic consumers are 30% more likely to recall an ad if it was presented in Spanish. Furthermore, 71% of Hispanics are more likely to buy a product if it is advertised in Spanish. Suggested reasons for this effect are that Spanish ads create a deeper personal connection to Hispanic consumers, and Hispanics are less likely to time shift Spanish-language programming (Taylor et al. 2012). This explains why U.S. companies are increasingly interested in adapting their products to the Hispanic consumer, both linguistically and culturally.

In 2013, companies spent $6.1 billion on Hispanic television advertising and nearly $1.2 billion on print ads. Ad spending on Internet media rose by nearly 32% to $580 million, the largest increase for any category (Hoag 2015). Altogether, ad spending in Hispanic media totaled $8.3 billion in 2013, an 8% increase from 2012. Table 12 shows the top 10 investors in Hispanic Media in 2013. U.S. company Procter & Gamble, the biggest advertising spender in the world, was the biggest advertiser to Hispanic viewers, spending $335 million

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overall. According to Bookman (s.a. a), from Pew Research Center, This figure was 36% more than what this company spent in advertising to the same demographic group a year earlier. According to another report by Nielsen titled *Three Things You Thought You Kew about US Hispanic's Engagement with Media… and Why You May Have Been Wrong*, Hispanics are 44% more likely to have a phone connected to the internet than other groups (35%). Likewise, Hispanics are among the top spenders in telephone services. In fact, they spend over 14% more than other groups. This is why companies such as AT&T or T-Mobile are directing their ad campaigns towards this population group. Hispanics are also changing American's food choices. In fact, they demand fresh products, and do shopping more frequently. Physical appearance is another important aspect to U.S. Hispanics, and this translates into more spending on products such as cosmetics, soaps, hair products and electric appliances (Hoag 2015: 5; Nielsen 2015). This increases the appeal of this group for companies such as L'Oreal or Wal-Mart (Nielsen s.a. a).

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Table 12. Top 10 spenders in Hispanic media, 2013. Source: Crain Communications (2015).

Company	Amount (in $U.S. millions)
Procter & Gamble	$334.8
AT&T	$124.7
Guthy-Renker	$122.9
L'Oréal	$122.5
McDonald's	$111.4
St. Jude's Children's Research Hospital	$107.6
Deutsche Telekom (T-Mobile)	$98.7
Dish Network	$96.9
State Farm Mutual Auto Insurance	$93.0
Wal-Mart Stores	$92.1

Because to a greater or lesser extent, the strategies to tap on this market involve the use of the Spanish language, or content translation, or cultural adaptation, or a mix of everything, this has given rise to a blossoming business translation market in the U.S. That is exactly why we can expect to see a correlation between the demographic and economic changes, and the booming of translation services within the marketing sector.

4. Anti-Discriminatory and Language Access Legislation

- As the number of LEP population has risen in recent decades, settlement in states and cities beyond the historic gateways has also expanded: schools, hospitals, courts, police forces, and other local and federal government

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agencies and institutions have undertaken efforts to bridge communication barriers with LEP populations and residents.

- State and local governments and agencies are facing numerous challenges in connection with the design and implementation of Language Access services involving translation and interpreting in due application of Language Access legislation.

The legal basis for Language Access in the U.S. is the Civil Rights Act of 1964. The Civil Rights Act, also known as the "bill of the century," outlawed discrimination in public places and facilities under the Jim Crow laws, and banned discrimination based on race, gender, religion or national origin by employers and government agencies. The Act helped finishing the work of the Civil War 100 years after the war had ended, and had many repercussions all over the country (Stewart and Escobedo 2014). It also served as a model for other anti-discrimination measures by virtue of title VI of the Civil Rights Act (ibid). Title VI states that: “no person in the U.S. shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance” (U.S. Department of Justice, s.a. a). In other words, Title VI prohibits recipients of federal financial assistance from discriminating against or excluding individuals on the basis of race, color, or national origin. As President John F. Kennedy said in 1963: “Simple justice requires that public funds, to

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which all taxpayers of all races [colors, and national origins] contribute, not be spent in any fashion which encourages, entrenches, subsidizes or results in racial [color or national origin] discrimination" (ibid.).

The precedent used for applying Title VI to LEP minority is based on Lau v. Nichols, 414 U.S. 5631974. In Lau v. Nichols, the parents of Chinese public school students sued the San Francisco School District under Title VI of the Civil Rights Act. They argued that the school was not meeting its obligation to provide equal educational opportunities to all students. They said the school district needed to offer special help for students unable to speak English, so they could have meaningful access to an education. The U.S Supreme court decided that the lack of special educational services for the Chinese students meant that the Chinese students could not understand what they were being taught, and therefore, were unable to participate in school. In other words, the U.S. Supreme Court interpreted Title VI's prohibition on national origin discrimination to include discrimination based on inability to speak English and agreed that the school district had discriminated against the Chinese students based on their national origin (U.S. Department of Justice s.a. a).

In August 11, 2000, former President Bill Clinton passed the Executive Order 13166 Improving Access to Services for Persons with Limited English Proficiency, which goal was "to improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency."

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The enactment of the LEP Executive Order required all federal agencies that provide federal financial assistance to issue guidelines on how recipients of federal assistance could take reasonable steps in providing meaningful access to populations who cannot speak, understand, read, or write English fluently in agreement with Title VI regulations. Therefore, the primary goal of the Executive Order was to ensure that LEP populations were able to receive information and services in a meaningful and accessible way.

To assist federal agencies in carrying out these responsibilities, the U.S. Department of Justice issued a Policy Guidance Document titled Enforcement of Title VI of the Civil Rights Act of 1964 - National Origin Discrimination Against Persons With Limited English Proficiency in 2002, also known as the 2002 LEP Guidance[13].

The guidance document provided information to help recipients to determine the extent of their obligation to provide access to LEP individuals in order to comply with Title VI and its implementing regulations. In addition, it set forth the compliance standards that recipients of federal financial assistance had to follow to ensure that their programs and activities normally provided in English were

[13] Under the 2002 LEP Guidance, the requirement to provide meaningful access for LEP persons is not limited to the specific program or activity at the court that is receiving federal funding. Rather, coverage extends to all court programs and activities. And, it applies to all court functions that are conducted outside the courtroom as well as proceedings inside the courtroom.

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accessible to LEP individuals, and to guarantee that their programs and activities did not discriminate any individual on the basis of national origin.

Since the passing of Executive Order 13166 and the 2002 LEP Guidance, federal agencies have made great progress to improve in-language standards across the government (Thor and Ceja 2015). For example, the U.S. Citizenship and Immigration Services agency (USCIS) has broadened its reach to LEP customers by increasing the number of in-language materials and tools. In addition, the U.S. Department of Justice's Civil Rights Division developed and maintains *LEP.gov*, a hub for agencies to share resources and houses a variety of tips and updates (ibid.).

Several agencies have also provided technical assistance trainings to federal recipients of financial assistance to ensure service and program providers are better able to engage with LEP populations. For instance, The Migration Policy Institute National Center on Immigrant Integration Policy, in recognition of the capacity challenges many state and local agencies face in implementing Language Access services, has sought to provide a variety of supports. These include the compilation of tools that provide statistics on LEP populations by state and nationwide, and the implementation of efforts to connect managers of these services with one another so to share strategies and resources (Migration Policy Institute s.a. a).

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The existence of these laws has obviously influenced the growth of the Translation and Interpreting Industry, especially in governmental agencies and other federal and state institutions.

Because Hispanics are the largest immigrant population group in the U.S., they are also one of the main recipients of language services by virtue of Title VI. Likewise, federal and governmental agencies and institutions rank among the top employers for Translators and Interpreters of Spanish.

5. Certification and Training

- The requirements to enter the profession are changing. While in the past, the requirements to become a Translator and/or Interpreter were to be fluent in English and at least one more language; currently Translators and Interpreters with a Bachelor degree and/or a professional certification have more opportunities, and better conditions.

- Training programs are available at colleges and universities across the U.S. and through non-university training programs, conferences, and courses.

Professional Certifications

As put forth by the U.S. Department of Labor, the core requirement to enter this profession is to be fluent in English and at least one other language, and

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preferably having at least a professional certification and/or a Bachelor's degree. While some years ago not having a professional certification or a Bachelor's degree did not technically impede an individual from entering this profession, now the conditions to seem to be changing, and the individuals who meet these challenges are the ones who have more opportunities to succeed in this industry (Bureau of Labor Statistics s.a. a).

The instauration of professional certifications is connected to an attempt to increase the professionalization this industry while preserving the quality of the services provided. One of the most popular professional certifications is the ATA Certification. ATA is the largest professional organization devoted to the Translation and Interpreting industry in the U.S. and worldwide (ATA s.a. b). and provides certification in 29 language combinations involving English. Translators and Interpreters who whish to become ATA certified need to pass a written examination in a specific language pair and language direction (from or into English). If the candidate successfully passes the exam, then he/she becomes ATA certified for such pair and direction, and they can add as many language pairs and directions as they wish, as long as they successfully pass the exams. For instance, a candidate may have passed the Spanish exam and become a certified Translator for the English-Spanish language combination. In the future, this candidate may pass the English exam and become certified for the Spanish-English language combination as well.

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The U.S. Department of State has a three-test series for prospective Interpreters that functions almost as a certification. As described by Kelly (2007), although these tests are not considered a credential, their completion indicates that a person meets the core requirements that are necessary to successfully complete an assignment. One test is in simple consecutive interpreting and is mostly intended for escort work. This test involves the listening of a speech, or fragments of a speech, and the reproduction of said speech in the target language with the help of notes taken during the listening phase. Another test is in simultaneous interpreting, and is intended for court work. This involves the quasi-simultaneous rendering of a speech in the target language as it is being heard in the source language. A third test is in conference-level interpreting for international conferences. The test includes a mix of consecutive and simultaneous interpreting activities (U.S. Department of State s.a. a). There is also a test for prospective Translators, consisting of a written text (ibid s.a. b).

In the legal domain, the federal courts provide federal certification for Spanish interpreters (U.S. Courts s.a. a), and many states offer their own certifications or licenses for these languages (i.e. The North Carolina Court System s.a. a). Likewise, The National Center for State Court's Consortium offers a state court certification exam available in nine languages (Arabic, Cantonese, Haitian-Creole, Hmong, Korean, Laotian, Russian, Spanish and Vietnamese), with others being added as tests are developed and graders trained (National Center for State Courts s.a. a). However, not all the U.S states are part of this Consortium.

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In the health care domain, several efforts are currently underway by the National Council for Interpreting in Health Care (NCIHC). The NCIHC is a multidisciplinary organization whose mission is to promote and enhance Language Access in Health Care in the U.S. (NCIHC s.a. a). In July 2004, NCIHC published the *National Code of Ethics for Interpreters in Health Care* (NCIHC s.a. b). A year later, it published the *National Standards of Practice for Interpreters in Health Care (ibid), which have currently been* endorsed by a myriad of health care organizations, private companies, and associations (ibid.). Both the Code of Ethics and the Standards of Practice are available for download at *www.ncihc.org*. The NCIHC is involved in research concerning the process of certification in the health care field in the U.S., but it does not currently offer any certification for medical interpreters (NCIHC s.a. c). Instead, there are two certifying agencies, namely the Certification Commission of Healthcare Interpreters (CCHI) (s.a. a, s.a. b) and the National Board of Certification for Medical Interpreters (s.a. a, s.a. b), both of which offer certification for medical interpreters of Spanish. Likewise, some state governments, such as California and Washington, have created certifications that are related to specific areas of health care interpreting, but as argued by Kelly (2007) they do not necessarily cover the broad scope of knowledge and skills that make up the entire field. For example, The State of California has a state certification exam titled Administrative Hearing and Medical Interpreter (California Courts s.a. a, s.a. b). Interpreters with this certification can provide interpreting services during state agency hearings that take place with administrative law judges and during

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medical exams conducted for civil cases in order to determine monetary awards or compensation. The State of Washington's program is run by the Department of Social and Health Services, and serves as a basic screening for mental health and social services interpreters (Washington State Department of Social and Health Services s.a. a).

While a national effort toward general certification of interpreters of spoken language in the U.S. is still in its infancy, programs of this nature for U.S. sign language interpreters are nearing adulthood. The National Association of the Deaf (s.a. a) and the Registry of Interpreters for the Deaf (s.a. a) jointly offer a general certification for sign language interpreters. In addition, the registry offers specialty tests in legal interpreting, speech reading, and deaf-to-deaf interpreting—which includes interpreting among deaf speakers of different native languages and from ASL to tactile signing.

Training Opportunities

Educational institutions and private companies offer programs around the country to prepare Translators and Interpreters for a range of interpreting settings. Academic programs vary widely, from a 40-hour certificate to a graduate or an undergraduate degree program.

As of October of 2016, there are 64 academic programs approved by ATA (ATA s.a. c). Although having an academic degree does not necessarily mean that the individuals are certified to work in the profession, it does prove that they have

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some background on the theoretical and practical aspects surrounding this profession, and that individuals have passed the requirements of the institution's program.

Some private, for-profit companies have also begun to develop training programs specifically designed for Translators and Interpreters. These programs usually devote less time focus on theoretical aspects of Translation and Interpreting, and more on practicing techniques and role-play scenarios (Kelly 2007).

Some state and federal government programs have begun to acknowledge the need for trained Translators and Interpreters, and have implemented their own training programs. For instance, the Consortium for State Court Interpreter Certification is providing training opportunities and a list of resources where interpreters can obtain more training (The University of Arizona s.a. a).

Training opportunities other than traditional academic programs usually offer a basic introduction to translation or interpreting skills, and knowledge of industry-specific terminology along with a minimal amount of practice. Their goal is to provide aspiring Translators and Interpreters with a general orientation to obtain initial practice and to gain an understanding of the profession.

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6. A look into the Future

The conclusions that can be drawn from this report are two mostly. Firstly, there is a connection between the growth of this industry, the laws that favor immigration, and an increasingly diverse demographic, linguistic and economic landscape in the United States. Secondly, the demographic and economic growth of U.S. Hispanics has played an active role in the growth and expansion of the Translation and Interpreting Industry in this country.

Hispanics are the largest, youngest and fastest-growing minority. They are also deeply attached to their language and their culture, and preserve the use of Spanish as the main language in the household beyond the first generation. Furthermore, Spanish is the most widely spoken language among the LEP population. As such, it is also the language for which there is the highest demand of Translators and Interpreters. Favorable demographics, a strong use of the Spanish language, and a high number of Spanish LEP speakers have played a crucial role in the expansion of this industry in those areas linked to Title VI. Also in advertisement and in the cultural adaptation of products.

While the growth prospects for this sector remain strong, attention should be paid to the some aspects. First, changes in immigration reform and language access could affect the growth of this industry. Immigration has been, in the 2016 electoral campaign, a deciding factor. Within the next four years there could be significant changes in the legislation affecting the entry of immigrants in the U.S.

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and impacting the progress achieved on Language Access. Because the growth of this sector could easily be affected by any changes made to these legislations, the first recommendation is to closely monitor legislative changes, and their impact on the growth of this industry.

Likewise, less immigration and a Hispanic population that becomes increasingly settled and is more likely to communicate mostly in English may jeopardize the prevalence of Spanish as the most-widely spoken language among LEPs, and limit the demand of Translators and Interpreters of Spanish. Hispanic immigration is relatively young, and to date there is not enough data that consolidates the use of Spanish beyond the third generation. The little data available suggests coexistence between English and Spanish. As a result, many translation and interpreting jobs could be lost. Therefore, a second recommendation put forth by this report is to monitor the uses of the Spanish language beyond the first generation, along with the development of this industry.

Finally, another aspect to be explored in-depth is the connection between the market, the professional associations and the Translation and Interpreting programs offered by language departments across the U.S. Translation and Interpreting programs are mushrooming, and more and more students are receiving training in these highly specific occupations. However, there is a lack of studies that validate the effectiveness of this training with regards to market demands. In addition, there is little information as to the connection between

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academic training and the requirements that professional organizations demand in the certification exams. Are these students ready to meet the market needs and take certification exams? Therefore, a third recommendation of this report is to develop specific studies measuring the success of current academic programs with views to meeting market demands and professional certification requirements.

In any case, an aspect that remains clear is that the demographic, economic and linguistic change introduced by U.S. Hispanics have have triggered the demand of Spanish Translators and Interpreters. In turn, the high demand of Translators and Interpreters of Spanish has driven the exponential growth of this industry, at least in part. Translators and Interpreters emerge as key figures in facilitating cultural exchanges and in connecting an increasingly diverse american society.

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