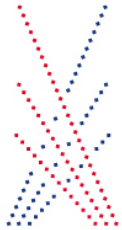

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This paper is from the BAM2019 Conference Proceedings

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Invisible Work: translation, language and research methods

Abstract

The increasing internationalization of Business Schools has been noted by numerous management writers and educators. As Business Schools become more global in reach, a growing number of faculty and students who work within them may be conducting their research in a second language. However, one area rarely discussed in the research methodology literature is translation. Here we present the findings from an empirical study about the experiences of translation of Business School Faculty for whom English is a second language. In drawing on the literature from the field of translation studies, we seek to problematize translation and highlight the variety of approaches taken to it by management researchers. Additionally, we provide some suggestions for ways in which research methodology teachers can support and guide students who may be working in more than one language.

Introduction

The area of business and management remains popular with student groups and many UK, European, US and Australasian Business School have seen a large influx of international students keen to consume the offerings of what is seen as high quality westernised education (Nyland, Forbes-Mewett and Härtel, 2013; Joy and Poonamallee, 2013). Such trends have led to the consideration of a number of interesting issues within the field of management education, for example the integration of international students with the home cohort and the shock of learning in a different cultural framework (Simpson, Sturges and Weight, 2009); the impact of cultural heterogeneity on the student body (Joy and Poonamalee, 2013); the lack of an internationalized or global focus in Business Schools (Doh, 2017); and the barriers faced by internationally mobile business and management researchers (Pudelko and Tenzer, 2018).

Apart from the increased number of international students, there is a higher employment of non-national staff in Business Schools than previously. These internationally mobile management educators and researchers may face a distinctive set of challenges, for example the impact of being able to negotiate both English and local language barriers (Horn, 2017; Pudelko and Tenzer, 2018).

As Business Schools become increasingly international and global in reach, it is apparent that many of the people who inhabit them will be working in their second language and having to read and write regularly in their non-native tongue. This in itself can offer particular challenges, especially in relation to language and cultural competence (Hardy and Tolhurst, 2014; Joy and Poonamalee, 2013). However, an issue rarely addressed and one which we explore here is that of what happens when these students and staff find themselves in situations when they need to translate from one language to another? We would expect that our colleagues and students working in a second language would sometimes be involved in conducting research that involves translation processes. Yet there has been little consideration of the impact of the need for translation on researchers and students.

The role and use of English as a lingua franca within Business schools has been identified and critiqued on a number of grounds (Horn, 2017; Nickerson, 2015; Tietze and Dick, 2009; Śliwa and Johannson, 2014). However here we are particularly interested in the conduct of business and management research. Through our own practice as teachers of research methods, we have noticed that our students working in a second language have often asked us for advice about the appropriate ways of translating data, within their research dissertations for example. We have found that there is little guidance for students in these circumstances. Moreover, apart from some discussion within the field of international business (e.g. Chidlow, Plakoyiannaki and Welch, 2014) there is little attention paid to translation within the research methods literature.

In the research reported here we asked non-English native speaking academic Faculty and doctoral students directly about their experiences of translation and the impact it had upon their own research and the development of their Business School careers. The research was initially inspired by our own frustrations about the lack of guidance about translation currently available for researchers working in this context. Although there are accounts within the qualitative research literature about some of the challenges that translation offers (e.g. Temple and Young, 2004) and comparisons about different language use in interviews (e.g. Welch and Piekkari, 2006; Cortazzi, Pilcher and Jin, 2011), there is little advice for management educators and students about how to deal with translation issues. Hence the aim of this paper is to explore the experiences of management researchers involved in translation, and identify what we, as teachers of research methods, can learn from these experiences to inform our practices.

The paper is structured in the following way. First, we explore how some of the literature from the field of translation studies may help us to characterise the key challenges that management researchers face in seeking to translate from one language to another. Second, we explore what is currently known about translation in the business and management field, highlighting that apart from some treatment within the field of International Business (IB), it has received little attention elsewhere. Third, we outline the methodology of our study and then present the results of our empirical research. Here we highlight the variety of different approaches that researchers take, and how they see translation as a rich and complex process. Fourth in our discussion section, we provide some suggestions for ways in which teachers of research methods and supervisors can support and guide students working in more than one language.

Problematising translation

A look at the literature on translation studies highlights that translation is not a straightforward subject. Moreover, the history of the development of translation studies and the techniques and processes that are now used are infused with political and ideological debates. Munday (2016) highlights how language and translation have long been the sites of power struggles within western society for over a thousand years, with issues of literal and free translation intimately tied up in debates about the translation of the Bible and other religious texts (Munday 2016: 38). In the pre-twentieth century the focus was very much upon word-for-word equivalence for translation where texts were expected to be literally translated. The twentieth century saw a move away from strict word-for-word equivalence. For example, Nida (1964) encouraged translators to think about different types of equivalence by identifying two forms of equivalence that were seen as important. These are formal equivalence where we are concerned that the message in the receptor language matches as closely as possible to that of the source language, and functional equivalence, where the relationship between the receptor and the message should be the same as that as originally existed (Nida, 1964). Here the intention is that the translation achieves 'one of the four basic requirements of a translation' (Nida 1964: 164) which are 'making sense; conveying the spirit and manner of the original; having a natural and easy form of expression; and producing a similar response' (Munday 2016: 68.) In this approach there is a recognition that strict word-for-word equivalence is not necessary.

The equivalence approach more generally has been challenged from a number of different perspectives. A consideration of culture had an impact on how translation was seen from the 1970's onwards with approaches such as discourse analysis; pragmatics and systems theory all examining how translation was dependent upon the relationships within a particular cultural system (Munday, 2016). Further developments began to see translation as an actual process of re-writing, for example postcolonial translation theory where authors such as

Spivak (1993) in critiquing western feminist approaches, argued that the politics of translation gives prominence to English and other hegemonic languages of those previously involved in colonization. Translation is seen here as playing an important role in the colonizing process and the imposition of a particular set of ideological values.

Other developments have seen the stance and positionality of the translator becoming central to translation studies (Xian; 2008; Munday, 2016). Venuti (2008) highlights the invisibility of the translator and the ethical consequences of this position. He focuses upon how translators are part of a cultural network where publishers and editors choose what is to be published and reviewers have to be satisfied. He suggests that the translator has ethical choices and two types of practices are part of those choices: domestication and foreignization. Venuti argues that domestication dominates British and American translation culture and is a way of minimizing the foreignness of the translated text, or "an ethnocentric reduction of the foreign text to receiving cultural values" (Venuti, 2008: 15). Foreignization as an alternative makes the foreign visible so that the reader can see the linguistic and cultural differences in the translated text (Munday 2016: 226).

Translation within business and management research

These debates within translation studies highlight some of the complexities of the process and the need to problematize translation in the business and management field. Writers within the field have noticed that there is a tendency throughout the westernised world to assume that the international shared language of research is English (e.g. Gobo, 2011; Chidlow et al., 2014). As Gobo (2011: 420) suggests, there is a "synecdochial phenomenon: a slow and tacit juxtaposition between one national language: (English) and the international context. In other words, local (Anglo-American culture) becomes international

and universal". Within international Business Schools we teach and expect others to learn in English.

Xian (2008: 232) suggests that within the business and management field "current understanding of data translation seems to be predominantly underpinned by positivist assumptions that there can be objective accounts existing between languages, and that a translator has nothing but technical rules". However, in discussing her own experience of translating from Mandarin to English, Xian argues that translation is rather more of a messy process, which involves a degree of analysis and interpretation. Indeed "translation is first a sense-making exercise" (Xian, 2008: 240), requiring a reflexive approach. Issues of translation bring to the fore the difficulties faced by those who do not have English as a first language (e.g Horn, 2017). Lincoln and González (2008) highlight how this process can lead to feelings of guilt for the researcher who through the translation process feels they are not being faithful to the original meanings the participants implied.

Within the field of international business (IB) it is evident that the equivalence paradigm has dominated existing literature on cross-language studies (Pym, 2007), despite the goal of close lexical fidelity not being common across all cultures (Tymoczko, 2007). Chidlow et al. (2014) explore this in some detail by asking the question of how IB scholars treat translation within their own research reports. Through an interpretive content analysis of cross-language articles published in selected IB journals they highlight that the majority of authors do not account for their translation decisions but where they do, there is a focus upon back translation. This has implications for the accounts provided in that: "The use of the passive voice, combined with the absence of human agency, evokes a mechanical and objective procedure" (Chidlow et al., 2014: 9). Furthermore, an emphasis on back translation can be seen to deny the active role and powers of interpretation of the translator. They suggest that in characterising language differences as a problem and adopting a foreignization

approach to translation, any understanding of translation as a situated process is lost. They conclude that IB researchers should learn from the field of cultural approaches in translation studies and no longer strive for equivalence as a goal. If this were to happen, then researchers would have the added value that comes from regarding language as a source of theoretical insight. Blenkinsopp and Pajoun (2010) also consider translation within IB but focus upon a particular issue of 'untranslatable' words and concepts. Taking a specific word in Farsi: "tarouf", they asked interpreters and managers how they would deal with it. From their findings it was apparent that the translators had clear strategies for handling untranslatable words: they either found the closest approximation or ignored it. They also suggested that there was a mutual lack of awareness of the cultural issues encapsulated in untranslatable words.

So far we have reviewed the limited literature that mentions translation processes within the business and management field. These studies have focused upon the experiences of individual researchers within particular contexts, and Chidlow et al.'s content analysis of cross-language publications in the IB field. What is missing from this literature are the accounts of business and management researchers who are non-native English speakers for whom translation is a necessary process. This is an important omission because we would expect that we have something to learn from those closest to this problem. Hence, our intention here is to explore how management researchers deal with translation issues within their own research. How do they make sense of their own translation processes in use and what difficulties do they encounter? In particular we are interested in the extent to which they do – as in Chidlow et al.'s research - aspire for equivalence in the translation process as reported in the IB field. Or are they working with some other model of translation? Moreover, what support do they have for their translation strategies? And what else could be done?

Given that there is little discussion of translation in the mainstream management literature we start with a very general research question which is how can translation be understood? This emerges from our interpretivist stance to the research where we are keen to understand the different sensemaking strategies around translation. Our second research question is more practical in terms of asking what approaches to translation are used by management researchers and what challenges do they face. We are also interested here in the factors that influence the choice of translation approach used and how translation is reported. Our third research question focuses upon what we as research methods teachers and supervisors can learn from the experiences of these researchers to inform our own pedagogic processes. We now outline the methodology of our study.

The study

In addressing our research questions we were interested in accessing researchers who were non-native English speakers and had used translation into English as part of at least one of their research projects. Given that translation is a linguistically based activity, we approached researchers whose research work was primarily qualitative. Our rationale was that the translation of textual data would be more complex potentially, than where people had translated limited discrete sentences for questionnaires. Our study is based on 25 in-depth qualitative interviews conducted with academic staff or doctoral students, all of whom were non-native fluent English speakers who worked in an English-speaking environment. Table One outlines the characteristics of the study participants and shows their native tongue and the languages they translated into during their research projects.

Insert Table One about here

Participants were conducting research within a number of different backgrounds within the business and management field, for example accounting, entrepreneurship, organisational psychology, organisational behaviour, HRM, finance and marketing.

Participants were recruited on a number of ways. As well as by word-of-mouth we also advertised for participants through the membership of the British Academy of Management's Special Interest Group in Research Methodology. This group has over 700 members from across the world. Hence the majority of the interviewees responded to our advert for study participants and were therefore self-selecting. Each of the authors conducted some of the interviews which lasted on average an hour and covered issues such as the interviewee's background and experience of working in different languages; their research projects that had involved an element of language translation; and their experiences of that language translation. We also asked them about the impact that they thought being a non-native speaker had on their career. In seeking to capture a holistic view of their sensemaking of the translation process we also asked participants to suggest a metaphor that captured their experiences of translation.

The data was analysed using a thematic approach. An analytic template was initially devised based on the processes recommended by King and Brookes (2016). Each interview was transcribed verbatim by a professional transcription service and then data from the interview transcripts was coded into the initial template using NVivo as an electronic data organisation system. King and Brookes (2016: 6) highlight how "Template analysis does not have a single fixed position in the induction-deduction balance; this will vary according to the kind of methodological approach within which it is being used". Here an initial template of themes was established by the first author inductively from the transcripts. As the data was coded the template developed in an inductive way with the creation of new sub-themes as appropriate. For example it became apparent as the coding process progressed that numerous

interviewees had given instances where they had been unable to translate a particular word or phrase. These instances were insightful critical incidents of some of the dilemmas experienced. Hence, we created a new sub-theme in the template entitled 'the untranslatable'. The final data analytic template had higher order themes of background of the interviewee; strategies for translation (for example translating yourself or using others to translate); experiences of translation (for example difficulties, advice-seeking, and the untranslatable); the role of others (for example colleagues, supervisors and other native speakers); metaphors of translation; impact upon careers and the writing-up process (for example mentioning translation and cultural context). In the findings that follow, we draw upon the content of the separate themes within the template to focus upon our first two research questions. We first consider how translation is understood, before turning to the practicalities of translation as experienced by our interviewees.

Findings

Our first research question asks about how people make sense of the translation process and in seeking to access this sensemaking we asked our participants to offer a metaphor that captured the process. A summary of the metaphors used by our participants, together with explanations of them can be found in Table Two.

Insert Table Two about here

An analysis of these metaphors highlights that translation is perceived by our interviewees to be far more than just a technical exercise. Indeed the metaphors that participants gave and the stories they told of their translation experiences bore little resemblance to what can be seen as a technical process using a mechanical procedure. There are two encompassing narratives that emerge from the analysis of the metaphors. One is that the process is performative. For example, translation can be seen like music, art or dressing

elegantly, a craft or a creation in that there is a performance to achieve. However the performative nature of the translation process can put pressure on the translator in that they need to do what they can see as a good job. The performance metaphors drew attention to the notion of striving for perfection in the performance which was also evidenced elsewhere in the interview data. For example Goran talks poignantly about how he knows what perfection is, but doubts that he will ever be able to achieve it, despite it being possible in his native language:

> "I was writing this paper with **** and ****. Now, **** writes beautifully in English and I almost started to cry when I have seen how he reverted what I have written because it became beautiful and I can see but I cannot write. So in that sense there is emotion. It is a little bit frustrating, because I was really, really good at writing in Hungarian" (Goran)

It is interesting to note here that perfection is not seen to be the same as equivalence in a positivist sense, but rather is based on an aesthetic appreciation of the language. Other interviewees described the emotions that could be associated with striving to do a good job and also felt similar pressures. These stemmed from a fear of something being lost in translation and arose from a sense of loyalty to the data and the people interviewed which was associated with a commitment to do the best job for research participants. As Alfonso describes it:

> "This experience is very, well, sometimes depressing…. Because it seems to me that the translation, I am not always secure and confident that this translation is good, but also I fear that my translation lost something, that in my translation there is something lost about the nuances of what I want to say but also what my interviewee, my participant, wants to say". (Alfonso)

Alma – like Goran - commented on the beauty of language but shared Alfonso's frustration that in her case she was not able to capture the beauty of the participant's comments which were offered in her native tongue:

> "I feel I am losing something. I'm feeling frustration, for sure; many times it's frustration. But I am not annoyed, it is not something that would stop me or that will make me consider that not worth doing or that will push me in any way to ... I feel

> frustration because there are some expressions, some sentences that are so beautiful and they really make sense of what they're writing. To quote in the original language would mean really give the idea of what I found as an observation and I cannot do that. So this is frustrating". (Alma).

The second narrative is transition. Transition can be seen in many of the metaphors, for example the chameleon, a bridge, travelling to a different country, the London Eye and chewing food. Drawing on these kinds of transition metaphors enabled interviews to highlight some of the personal and emotional challenges they encountered through translation, for example in relation to identity. Elisabeta highlights the identity challenges that she encounters:

> "It's forcing me to face up to things in my identity that I didn't so far as a researcher, to identify the Romanian, to identify the Romanian speaker and to operate as a Romanian speaker. It's really surfacing a part of my identity that I haven't seen as being related to my research identity so far, actually (Elisabeta)

Transition metaphors also enable participants to talk about the complexity of the process and how they continuously need to be shifting between one language and another and the challenges that are associated with having to move to a different stage. These metaphors all imply that translation needs to be seen as a process, indeed a process that involves a lot of creative thinking, rather than simply as an outcome.

The metaphors all help to illustrate the sensemaking of our participants in relation to how they understood translation. Translation is a process that can be infused with ambiguity and emotion, the experience of which led to both reflection and reflexivity in regard to concepts such as identity and performance.

Strategies for translation

Our second research question focused on the different strategies for translation used by our participants. When discussing translation processes, in nearly all cases interviewees

were talking about the translation of data from qualitative interviews that they had conducted with informants either in their own native language or in another language which they were fluent other than English. The first thing to note is that by far the majority of research participants preferred to do translation themselves rather than employ someone else to do it for them. Reasons for this included that it enabled the researcher to be closer to their data; facilitated a greater understanding, but also offered the opportunity for reflection upon the evidence. For example as Katerina said:

> "I think you get closer to your data. It makes you reflect more. I wouldn't want anyone to translate or do my transcripts. They say "use someone that can transcribe your tapes". No, I wouldn't do that because the more you sit with your data, the more you reflect, the more obvious some things get, or you get an "ah!" moment. "Ah! There it is!" Whereas if anyone else would do the job for me, what's the point of doing it? Personally, I want to get involved with the things that I do. So that's the advantage; I get closer to my data. The more I translate, the more I reflect, the more I understand. So this is the advantage, I think, of the translations". (Katerina)

There was also the issue of owning or maintaining control of the text. When asked about using professional translators to translate her work Maja suggested:

> "I have thought about that myself but it's like I don't want to lose the control of the text, I don't want that because then they will change perhaps a lot of things. I don't know… But also I think that I feel that that's my work. I feel also that perhaps that's the most important thing. I don't want to use the easy way out". (Maja)

There was recognition however that translation itself was a very demanding process and those more senior in their careers who had financial support would employ a professional to do it. However, this was not without a different set of concerns:

> "If I had the funding I would rather pay people, but you definitely have to double check, to read it. So you should go over it and have a look, hear it again if really everything comes out as you would expect. People make mistakes because they are tired, and sometimes they don't get the translation sense right if they are not from the subject area". (Markus)

Once the decision to translate oneself had been made, within the group there were a diverse range of approaches to translating and analysing the interview data. A summary of the different approaches used can be found in Table Three.

Insert Table Three about here

Table Three highlights that there are a variety of different strategies used. From the table we can see that some researchers transcribe and then translate the whole of their data whereas others do it partially. No-one claimed that what they were doing was the one best way. Given these various strategies in use, a key question is what influences the choice of translation strategy. A number of things impacted upon the decision, for example previous experience or their prior learning:

> "I think I have done that before. I have actually translated everything into English but I do not because it takes too long. It's so time consuming to translate everything so this is the reason why I don't do it anymore. It doesn't make sense, because if you don't use it why would you bother to take the time to translate everything?" (Maja)

It was evident that translation was a time-consuming process and that this could have a big influence on the strategy adopted:

> "I didn't translate everything, that was something that I found that could save me time and effort. So I transcribed everything but I didn't translate everything. So if I thought something was useful I would go back to the Greek transcription and then if I felt that okay, I need this for my PhD, I need this quote, only then I would translate it. So I found that this has helped me, saved me time, definitely. And in terms of the difficulties, I saw the development in me that the more you do it the more easier you will find it, translating it. So it became much easier for me". (Eliana)

Other interviewees noted that resource availability was the key factor that influenced decisions about how to translate. For example, the majority of our participants did not have access to institutional support to pay for professional translation.

Another important consideration that influenced the decision was the support that participants received from others such as their colleagues, supervisors or friends. The majority of participants had sought information within the research methodology literature that could offer support or advice about their approach, but had failed to find anything helpful. Advice therefore came from colleagues who had experience of translation and members of their academic community. It was noted that doctoral supervisors had often not experienced the translation process themselves and were therefore not always able to help. In summary, it was evident that there is no one agreed or consistent approach to translation. Rather participants had worked out what worked for them and what worked for their research projects in the context of the resources they had available to them and had translated accordingly.

Challenges in translation

The processes of translation created a variety of challenges for our participants. The first was that it was a lot of additional work, and at times it could be seen as both an emotionally demanding and frustrating process. Comments from the interviewees included "There's fatigue because it just requires extra effort" (Alfonso); "You really need to fully concentrate" (Elisabeta); and "It takes so long, you get angry, you get tired, you just don't want to do this anymore" (Eliana). There were also the issues of difficulties with the untranslatable. Some of the untranslatable concepts and words were more generic whereas others also related to the language of business and management and how it reflected cultural assumptions. For example:

> "In English American here they use a lot of the word 'deal', let's have a deal and this creates a whole way of thinking. …. For instance on negotiation I offer this price, you offer this price and then they negotiate a price. In Portuguese you do not have that. So in Portuguese if you say this is the price for the house, you don't negotiate the price, you accept as truth for instance". (Bento)

Other examples offered by the interviewees were examples of where English business language did not have a translatable equivalent, for example the word *marketing* does not translate into Swedish (Maja) and the words *accountability* and *exploitation* do not exist in Portuguese (Bento). There are also examples where the richness of metaphors and idioms in another language were difficult to capture in English, for example Eliana related the following story:

> "[An air stewardess] was explaining collegiality with her and the rest of the cabin crew. So she said something like that in English would be literally translated as "we're united like a punch". It doesn't make sense in English but in Greek, literally speaking the translation would we're so united like the fingers when they're ready to punch someone". So when you punch someone all the fingers are united and strong on the punch. But I thought "ok, how can I demonstrate that sense of collegiality and how bonded they are?" I couldn't translate it so I had to use another phrase to express the actual meaning". (Eliana)

A further point of interest is how translation is reported within the write-up of a piece of research. As noted earlier in the literature review in many studies translation isn't reported (Chidlow et al, 2014) or where it is it is presented as a mechanical process. The majority of our respondents reported that they didn't talk about translation when they wrote up their work for journal articles and that reviewers didn't ask them to. This was despite the fact that most had noted their approach to translation within their doctoral theses. This is interesting because as we can see from our participants' comments, translation involves a considerable amount of work. However there are clearly some differences across business and management research. For example:

> "So to give you an example, in international management people who conduct empirical or qualitative research in a language which is not English will see it as a requirement to make a comment and to explain how translation was done. Now, in other areas of management, I must say I haven't observed it. So I think that we have a mixture at the moment. I think that there is, at the moment, a diversity of approaches and conventions" (Joasia).

In summary, we can see that translation is a complex process that requires a considerable amount of work for our participants. We now turn to the implications of our research findings.

Discussion and conclusions

Our first research question is how can translation be understood? It is apparent from the responses of our participants and particularly in the metaphorical data that translation is not seen as a technical process but is rather more complex both as a process and as an outcome or product. The metaphors generated with a focus upon transition provide different characterisations of that process but the issue of movement from one text to another, and the complexities of that movement, is clearly highlighted. In terms of seeing translation as an outcome, the performance metaphors highlight the focus upon striving for a perfect outcome, though as noted previously, perfection is not associated with any positivist notion of equivalence, but rather with an aesthetic product that does justice to the contribution of the research participants. In answer to our second question of what approaches are taken to translation, it is clear that a variety of approaches are used, and that participants did not necessarily agree that there was one best way.

These understandings and every day workings of translation do not necessarily match the current positioning of translation within the business and management research process. We would suggest here that much of the current discussion of translation within the literature tends to focus upon the outcome of the process. For example Chidlow et al. (2014) note this with the focus upon equivalence in IB. It is the technical accuracy of the final text that is seen as important. However this pre-occupation has a number of consequences for those involved in translation in business and management research. One of the most important consequences is that it hides the considerable amount of creative and emotional work, together with hard

slog, that goes into a translation process. Our academic colleagues who work in this way are doing vast amounts of additional work that is often neither reported nor accounted for in journal write-ups. Chidlow et al. (2014) argue that an understanding of translation as a "situated process" is lost when the focus is upon equivalence. Here our interviewees have demonstrated the labour that goes into that "situated process". Translation therefore presents an interesting paradox because it is clear that extensive work is happening but it remains a relatively hidden part of the academic research labour process.

Earlier we noted how Venuti (2008) argues that that domestication processes dominate British and American translation culture where the foreignness of a text is minimised so it can be more assimilated into the receiving cultural values. We would argue that the invisibility of the translation process and the consequent neglect of the labour involved in its production both contribute to this domestication process. As Munday (2016) suggests, foreignization as an alternative would mean that the foreign becomes visible and the reader can see the cultural assumptions underpinning the text. This could instead produce useful cultural insight and background within which research data can be interpreted. However, because translation is outside of our traditional research processes and in practice the majority of business and management researchers don't need to do it, it is therefore positioned as foreign and rendered invisible.

Our third research question is about what we as management educators and supervisors can learn from the experiences of our participants to inform our own pedagogic practices. This is particularly pertinent to those of us – who like the authors of this paper – teach research methods but also for management educators in other fields as we highlight below. A number of suggestions are presented in Table 4.

Insert Table 4 about here

Our first suggestion is that we encourage the discussion of translation and its associated complexities within the management field. Our examples so far have been based on management education and development around research methods, but the increasing internationalisation of management education (Nyland, Forbes-Mewett and Härtel, 2013) means that issues such as cultural competences and globalization (Joy and Poonamallee, 2013) are often on the agenda. We would envisage that some of the metaphors of translation that our interviewees drew upon could be useful tools to discuss some of these concepts and managerial competences in the increasingly globalized Business School. Concepts such as language equivalence and foreignization for example, can have currency beyond research methods across an internationally focused curriculum. We can also encourage our students to make visible their experiences of translation both in what they discuss in the classroom and write outside. For example Chidlow et al. (2014) suggest that the translator should offer an outline of their approach, making the translator and the translation process visible in their accounts. It is important that this visibility is not seen as part of some accountability process, but rather that the challenges and conundrums they face are positioned as useful for the learning of both themselves and others.

Following on from this, our second suggestion is that we seek to both embrace and celebrate the foreignness of texts in our research methodology curriculum. One of the recent critiques of management education and development more generally has been that it privileges a particular approach to understanding management and business that focuses upon Anglophone thought and consequently lacks diverse perspectives (Parker, 2018). Here management educators can offer curriculum content about language and translation that is designed to enhance both student's understanding of cultural complexities and their skills of critique. In celebrating rather than downplaying foreignness we can encourage engagement with diverse perspectives, an important management competence (Author, 2018).

Throughout our data it is evident that our interviewees experienced a number of positive outcomes from doing their own translation of their data, for example the feeling of being closer to their research participant's experiences. Hence our third suggestion is that we highlight some of the added value that might emerge when researchers have to translate their research findings. For example, our interviewee accounts of the translation process highlight that the processes they encounter are quite reflexive process. There is an increased interest in reflexivity in the qualitative research process (Cunliffe, 2003; Johnson and Duberley, 2003; Hibbert, Sillince, Diefenbach and Cunliffe, 2014) and through our participant accounts we can see that they think carefully about the methodological choices they are making at different stages of the process. Hence one way of seeing translation is as a tool for researcher reflexivity. Researchers who have gone through this process have had to critique the findings of their research in a detailed and considered way, hence enhancing the potential for reflexivity. There are also likely to be numerous other types of added value through engagement in the translation process.

Our next suggestion is that we highlight the possibilities of institutional support for students who may need help with translation. Translation is an expensive business and as our interviewees noted, support is usually only available to those at senior levels of their careers. Such support does not necessarily have to be focused on funding external translation services, but could also address additional mentoring or proofreading requirements. Another suggestion is that as management educators we develop resources for advice and support. Examples may include workbooks that offer different examples of alternative approaches to translation. As noted earlier in the paper, although back translation may be seen as the one best way in some quarters (Chidlow et al., 2014), the history of translation studies has problematized this one best way approach (Munday, 2016). Moreover as our interviewees have demonstrated, translation is simply not that straightforward. Hence it is important that

any resources or codebooks developed do not fall in to the trap of suggesting a one best way approach, but rather seek to embrace a diversity of approaches.

Finally, we know that we can often learn a lot from how others have previously approached a problem. As part of our interview schedule we asked our participants what advice they would give their own students who were facing translation, maybe for the first time. Some of their suggestions are offered in Table 5.

Insert Table 5 about here

In conclusion, in highlighting the experiences of translation of those Business School faculty working in a second language we have drawn attention to a hidden aspect of the academic labour process which is rarely considered within the research methodology literature. In drawing attention to the different ways in which our research participants both understood and did translation, we have highlighted the complex nature of the process and the significance of positioning the researcher within that process. (Xian,2008; Venuti, 2008). In outlining some of the implications for research methods teachers and supervisors our contribution has been to highlight ways in which we can support Faculty who are doing this hidden work.

Finally, although our participants have challenged the nature of and possibilities for equivalence, there are further issues to be addressed that can be informed by different critiques from within the translation studies field. Hence we see this as a start to extending these debates beyond the field of international business, to explore more about how translation both represents and shapes our cultural worlds.

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Table One: Study Participants

Pseudonym	Country of Origin	Native language	Other Languages used	Current location	Career stage
Maja	Sweden	Swedish	English French	Sweden	Senior
Alfonso	Italy	Italian	English	Italy	Mid-career
Elisabeta	Romania	Romanian	English	UK	Early career
Szonja	Hungary	Hungarian	English	UK	Early career
Marie	German	German	English French	Luxemburg	Mid-career
Bento	Brazil	Portuguese	English	Canada	Mid-career
Pero	Italy	Italian	English	Italy	Mid-career
Cheng	China	Mandarin	English	UK	PhD student
Fen	China	Mandarin	English	UK	Early career
Achmed	Saudi Arabia	Arabic	English	UK	Early career
Intan	Indonesia	Indonesian / Japanese	English German	Austria	PhD student
Manfred	Switzerland	German	English	Switzerland	Early career
Katerina	Sweden / Greece	Swedish	Greek English	UK	Early career
Eliana	Cyprus	Greek	English	UK	PhD student
Joasia	Poland	Polish	English German	UK	Mid-career
Filippo	Italy	Italian	English	UK	Mid-career
Karim	Burkino Faso	Mòoré	English Arabic French	Canada	Mid-career
Navid	Iran	Farsi	English	UK	Early career
Markus	Germany	German	English	UK	Early career
Justina	Lithuania	Lithuanian	English Russian	Lithuania	Senior
Margit	Germany	German	English	UK	Early career
Pei-chun	Taiwan	Mandarin	English	Ireland	PhD student
Alma	Italy	Italian	English Dutch	UK	Early career
Petra	German	German	English Russian	UK	Mid-career
Goran	Serbia	Hungarian	English	UK	Mid-career

Table Two: Metaphors of translation

Metaphor	Narrative	Explanation
Music	Performance	"Because music, you have to listen to your translation, because that is what I am doing. I can write for example, half a page and then I print it out and I read, and when I read it I also listen to how it sounds and I see that if it doesn't sound good then I change. So to me, yeah absolutely, it's like music….When I write my text in Italian I think about the audience, the reader, and I would like the reader to read something that gives pleasure. It's not only the meaning but also I could say the music of the text".
A craft	Performance	"I'd say it's like a craft. It's like a craft and you can be a bit of an artisan. So you may have some imagination and you may have some vision, but more than anything else you need to really, really craft the material so that it does what it needs to do".
An act of creation	Performance	"It's a creation act, and that's a very important aspect. People who have got no experience of translation, they sort of assume that we actually look at the source language and sort of translate word by word. But it's not possible, the meanings are different so in a way you've got to rewrite. It's actually like copy writing, you know. I can tell you that because I have actually translated a number of brochures and that's where you see really the problem if you start to translate brochures. Brochures are a creative act. If you start to translate textually it won't be persuasive and so unfortunately you need to be a creator. It's an act of creation".
Riding a bicycle	Performance	"If you have not heard a term or are struggling to make sense of this and it is like how you learn to cycle the bicycle, that you need to train it and you cannot describe it, you have to try it and maybe look how others do it and then just to try to feel how to balance, how to stay, how to have enough speed to move forward and not to fall down, and this works mostly in terms of understanding what is meant".
Art	Performance	"So because there are so many directions you can put it into, because one word, for example, you can say in many ways in Chinese many ways in English, so you need to find the most suitable way to say it in this context. So in a way it involves some kind of creativity and sense making, so it's a piece of art".
Talking to your children	Performance	"It's like talking to your children. You have to use the language they can understand. Yeah. When you want to say something and you know what kind of terms you can use but they may not understand these terms so you have to use the language that your children can understand".
Dressing elegantly	Performance	"I saw somebody dressed very elegantly and I also want to dress myself very elegantly. I want to follow somebody who dresses very elegantly. Dress up, I mean make-up. I mean presence. Yeah, because I care about appearance. I mean it's not easy to catch the essence, the essence part, essential part, not just the appearance. So I don't just mean elegance, I mean the essence. If I just copy somebody, for example, if I just copy your dressing style it does not necessarily suit me. Yeah, that's it, because if I just translate word by word the elegance is not visible. I must catch the essence of the interview".
Cupping water in your hands	Performance	"So you're cupping your hands with water. Yes, so you are able to get good amounts but inevitably there is a lot of stuff that goes off."
An imperfect choice	Strive for perfection	"It is an imperfect choice. The best name that you could think of is actually the language in which you thought and you actually wrote it in that language. Now if you have to translate it, it is always an imperfect choice. So you have to use an

		approximate and at the end you just miss the meaning of it. So it is, yeah, translating is basically making choices and, at the end of the day, these are imperfect choices, I think".
Elephant: the whole and the sum of the parts	Strive for perfection	"In order to understand the whole, look into the parts and then infer from seeing the parts to the whole. It's this cartoon or this graphic about people looking on the elephant and certain parts of the elephant. Maybe in order to get the parts right you have to understand the whole. So in terms of translation, if you don't understand the sense which is conveyed by this you might get the single words wrong and then distort the sense which was giving the answer".
Driving a car or a train	Strive for perfection	**"**Driving a car and driving a train. The train is perfect, you go on the train, and the car you go like this, in car what is that? what is that? And on the train we go smoothly".
Chewing food	Transition	"The first thing that comes to mind, and probably not very pretty, but it's like you've had some food, you've chewed it and then you're like 'ah, I'm going to chew that again now differently.' Not a very nice metaphor. It's all worth it in the end and indeed you get a better digested result".
Thinking with two minds	Transition	"Like thinking with two minds. When I am translating something I am reconstructing all of it, the full context and so on, in my mind. I do not verbalise 90% of that but I need to imagine it. Having a great imagination is also part of this, obviously".
Travelling between different countries	Transition	"I could say it's like travelling between different countries and seeing different cultures and different people, and like sometimes wearing different glasses, you can see things in different colours".
Talking to yourself	Transition	"Translation is like talking to yourself and asking back a question to the paper where the transcript is. It is not a nice metaphor, it's not poetic enough, but it shows the process. It's a reflective process that always jumps back and forth. This is how I did it. So there was a direct translation but then it was really me questioning, because I am basically the medium who translates, and also translate the meaning, not only the words".
Journey	Transition	"It could be a journey where you develop and discover. You not only discover the world of your other people that you are translating but also yourself, because you see that you have ... you test your abilities, you test your patience and you discover that there are things that you can do. In the beginning I thought that I wouldn't be able to do it but now I see that I can, because you learn, you learn more, you get closer to your data, you discover more things. It's like a journey, the translation. It can be tedious sometimes but it's still a journey".
The London Eye	Transition	"The translation process is like the London Eye, like a wheel, it's like the London Eye, which is like the wheel that can take you throughout loads of different heights. So it starts from the bottom where you feel that uncertainty of you don't know what's going to follow, you don't know what's next, so you kind of slightly take some heights and you start doing the translation and then you look at the whole interview from above. So by the time you go to the highest point you have translated most of the things, you feel kind of proud for being able to do it and you feel proud of yourself for being able to translate difficult sentences and phrases. But then when other people look at your work and what you've translated it slightly impairs your confidence and then you just go back again to the bottom and then again when you see the outcomes of your work, getting published or getting your PhD or getting your work recognised, presenting it to conferences,

		then again, it can take you up and down again, up and down".
Jigsaw	Transition	"I think translation is like a jigsaw, in many respects. I'm not sure anyone's used it, or maybe building a mosaic, although I'm not sure it is because it's quite a linear process, at least the way in which I've approached it, because you start at the beginning of the transcript and you finish at the end. There's a lot of mixing and matching going on, going backwards and forwards with sort of third type resources, dictionaries and stuff, but I think the jigsaw or mosaic is more about the meaning it then creates. So is it about fitting the meaning together from the different pieces? Yes, I think piecing things together, that's why the jigsaw, the mosaic, has come into play".

Table Three: Different approaches to the translation of interview data

	Approach taken
1.	Transcribe all the data in the original language of interview, translate the transcripts into English, then analyse.
2.	Translate all the interview data directly into English, then analyse.
3.	Translate all the interview data directly into English with occasional use of transcription software, then analyse.
4.	Choose chunks of interview data (for example critical incidents) and translate those into English, then analyse.
5.	Analyse the data in the original language of the interview then translate some illustrative interview extracts into English.
6.	Have a translator in the interview, so recording is made of the translator's account in English. Transcribe then analyse.
7.	Transcribe all the data in the original language of interview, read the transcripts and then create a translated summary of the transcript.
8.	Transcribe all the data into the original language of the interview, then translate the sense" of it.
9.	Use a professional translation service.

Table 4: Advice for research methods teachers and supervisors about translation

Strategies	Examples
Make translation visible	• Encourage the discussion of translation and its complexities in the classroom • Ask for students to make translation visible in their research accounts.
Embrace and celebrate the foreignness of texts in our curriculum	• Provide curriculum content about language use to highlight and challenge assumptions that English is the one language of business and management
Highlight some of the added value of the experience of conducting translation	• Closer engagement with one's own research data • Development of reflexive skills and practices.
Advocate for institutional support	• Offer resources to off-set cost of external translation • Support for mentoring students
Develop resources to offer advice and support	• Use of codebooks to offer guidance on alternative approaches • Include non-native English speakers as deliverers of the curriculum so that they can share their experiences.

Table 5: Some advice offered by our participants

Advice	Participant
Have a list of technical terms ready at the beginning	Pei-chun
Provide a clear audit trail of your process	
Be prepared to in invest in English and appreciating the language	Alfonso
Find some friends to read it for you	Maja
Translate everything	Maja
Try to translate a couple of transcripts and then discuss with your supervisor	Elisabeta
Emphasize the positives of doing your own translation	Szonja
Be very well organised	Marie
Translate the data yourself	Fen
If you only speak a bit of the language then find a native speaker to translate it	Intan
Pay someone to translate for you	Markus
Be true to yourself and use a methodology that enables you to be able to go back and clarify if you need too	Manfred
Be well-prepared and be open	Eliana
Read the experiences of others who have done translation	Joasia
Always have robust documented evidence about the approach you have taken	Fillipo
Talk about the mistakes you have made yourself as a way of making your students feel less nervous and more confident	Karim
If someone else has done the translation for you then you need to carefully check it	Margit
Translate just the quotes you need but make sure you put the emotion and feeling in to them	Alma