Lost (and Found) in Translation

Project Findings

1) PROJECT REFERENCE
PG/07/05

2) KEYWORDS
Translation, methodological challenges, graduate student-led teaching and learning initiative

Disciplines involved: The focus of the project was interdisciplinary throughout. Participating students’ disciplinary affiliations/backgrounds included Anthropology, Gender Studies, Politics, Social Science Research Methods, Social Policy, Social Psychology, and Sociology.

3) SUMMARY

Lost (and Found) in Translation (LAFT) was a postgraduate teaching and learning project funded by C-SAP, the Higher Education Academy’s Subject Centre for Sociology, Anthropology and Politics (www.c-sap.bham.ac.uk) and coordinated by PhD students at the Gender Institute, LSE (http://www.lse.ac.uk/collections/genderInstitute). The project took the form of a discussion group for graduate students to reflect on issues of language difference and translation, as they impact on research in the social sciences in general, and on students’ own research projects in particular. The project’s structure, content and methodology were designed according to three key principles: all activities were student-led and collaborative, and adopted a critical and interdisciplinary approach.

Student-led and collaborative
The project was not like a formal course with a pre-determined set of themes and readings that are defined by a lecturer and to which participating students must adhere. All members of the group were actively involved in all aspects of the project, including designing the sessions, putting together the reading lists, facilitating the group discussions, planning the public events, among other activities. The project coordinators were responsible for the overall logistic and financial
management of the project, but the planning, implementation and evaluation of all activities was a collaborative team effort.

Critical
The project did not approach questions related to language difference and translation just as methodological and/or technical problems, but also, and fundamentally, as theoretical, epistemological, ethical and political issues that one must engage with reflexively. This means that we did not simply cast language difference and translation issues as a ‘hiccup’ to overcome, or as a ‘problem’ to be ‘solved’, but as a starting point for knowledge production and as a resource for further learning and engagement.

Interdisciplinary
The project attempted to bring together, and go beyond, students’ individual disciplinary positions, in order to problematise a wide range of dimensions of the broad issue of language difference and translation in social research. The theme itself was a particularly useful platform for interdisciplinary engagement, because it is transversal enough to enable and encourage dialogue between PhD students from a variety of disciplinary backgrounds while still pertaining in distinctive ways to their own specific projects.

4) ACTIVITIES
We started this project after noticing that there were many occasions when issues related to language difference and translation arose in seminars, reading groups or conversation as problems with which postgraduate students were struggling or as questions they were curious about. For instance, students who were working in foreign languages expressed concerns, not so much about the technical dimensions of translation - how to do it correctly and ‘accurately’ (although this does of course have important implications for research and knowledge production) -, but rather what the effects and implications of language difference and translation might be, for example, in managing power relationships in the research process, and how to go about engaging with those issues reflexively and ethically. Furthermore, students who were working with texts in translation wondered what differences (linguistic, conceptual, theoretical) might exist between, for example, an English ‘version’ of Foucault and the French ‘original’. Finally, students whose native language was not English commented on how this both created obstacles for them, but also gave them particular kinds of advantages in the process of learning and carrying out research in a UK university.
In October 2007, we circulated a call for participants within LSE. 14 participants elected to join LAFT, although we had a core group of about 8 - 10 who regularly attended activities. Participants ranged from Masters level to 3rd year PhD (the majority being PhDs), and came from several disciplinary backgrounds and departments. They participated in discussion sessions which took place during the first year of the project. The second year of the project was concerned with the dissemination of findings. The next section will provide a detailed overview of the project’s activities.

4a) Discussion Sessions:

Students participating in the project met monthly for a 2.5 hour discussion session about a specific theme relating to language difference and translation. These sessions were designed by the students themselves, working in groups of two or three. The people responsible for each session planned activities for the session, set key readings and/or homework tasks, and facilitated the discussions. Participants were welcome to organise any activities they found relevant and useful, such as debates about set texts, films or other material, presentation of students’ own problems and dilemmas, or talks by outside speakers. Another student was asked to take notes during the session and then write a very short report about the main themes and questions arising from the discussions. These reports were put on our e-learning platform, the Moodle page (see below), so that all members could have a record of the debates which happened throughout the project.

The group met for a total of seven discussion sessions. In order to make it easier for participants to decide which sessions they would like to facilitate, the project coordinators had designed a project outline, indicating the theme of each session. These themes had been chosen with the aim of covering a wide range of issues and foregrounding a critical, reflexive and interdisciplinary approach to language difference and translation in research. The programme of discussion sessions was divided into two parts. It began with three sessions during which we discussed a range of general theoretical, methodological and political questions. In the following three sessions, we focused on particular sites or conditions of data collection and analysis, debating the specific challenges of working in those sites or conditions.

The first session was designed, and facilitated, by the project coordinators who assigned “homework” and discussion questions for the first meeting. The remaining sessions were facilitated by other participants, who chose and circulated in advance the key readings and any other relevant material. Session facilitators were free to interpret and implement the suggested broad themes as they liked, bearing in mind that discussions and readings must be accessible and relevant to all the students, who were from different disciplines and were dealing with issues of language difference and translation in distinct ways.
Programme of discussion sessions:

Session 1: *Language Difference and Translation in Social Sciences Research*
In this session, we identified the diverse dimensions of the very broad theme of language difference and translation in social sciences research, and illustrated some of the ways in which one can engage with, and be confronted by, issues of language difference and translation in one’s work. The aim of the session was to set the stage for our more thorough exploration of these issues throughout the rest of the programme.

Session 2: *The Politics of Language Difference and Translation*
In this session, we discussed language difference and translation as sets of processes, practices and relationships which are shaped by, and which shape, dynamics of power and hegemony, both in the fieldwork context itself and in our subsequent analysis (and re-signification) of data, as well as in the practices and structures of academic life.

Session 3: *Reflexivity and Ethics in Language Difference and Translation*
In this session, we problematised the ethical issues raised by research and representation across languages and discussed the role of the researcher as translator/producer of meaning in data collection, analysis and dissemination. We also debated the extent to which, and the ways in which, research across languages can be managed in more reflexive and ethical ways.

Session 4: *Collecting and Analysing Data in a Foreign Language*
In this session, we explored and debated the challenges of collecting and analysing data in a foreign language. Themes that were discussed included the process of learning a language before, during and after fieldwork, use of interpreters, translation of data into English, and linguistic barriers to access to, and dissemination of, data.

Session 5: *Collecting and Analysing Data in One’s Mother Tongue(s)*
In this session, we explored and debated the challenges of collecting and analysing data in one’s mother tongue(s). Themes that were discussed included the translation of data into English (and the difficulty and potential of this process), linguistic barriers to dissemination of data, and issues of accountability and authority.

Session 6: *Collecting, Analysing and Comparing Data in Different Languages*
In this session, we explored and debated the challenges of collecting, analysing and comparing data in different languages. Themes that were discussed included the translation of data into
English, linguistic barriers to dissemination of data, problems which may arise when the researcher has different levels of fluency for each language, and issues of comparability of languages and data.

Session 7: Insights and Conclusions

In this session, we revisited the diverse themes discussed during the year. We also analysed the process of working together in an interdisciplinary and multi-lingual group in this project, debating how that process was shaped by issues of translation and differences of (national and disciplinary) language.

4c) Moodle:

Collaboration between the participants also took place through an e-learning platform which we created specifically for this purpose, with the support of the Centre for Learning Technology at LSE. It is here that session reports, set readings and other materials were (and still are) stored, so that participants could access them whenever they wished to (for web address see Section 7, ‘Resources’).

4d) Social / Cultural Event:

We organised a social/cultural event, a trip to the Hayward Gallery’s exhibition on Laughing in a Foreign Language, which touches on issues relevant to our project. This activity not only raised a series of exciting and interesting questions for our ‘academic’ debate, but also created an opportunity for bonding and team-building which everyone greatly enjoyed.

4e) Challenges, difficulties and strategies used to address them:

We had no major problems or setbacks, but there were a few aspects of the project which were more difficult to deal with:

- Different levels of investment from participants - some of them were extremely (pro-)active and involved, attending and contributing often, while others missed sessions and invested less.

  How did we deal with this? In order to promote participation, we encouraged everyone to facilitate at least one session and organised the social event.

- Some students were unable to attend the sessions due to fieldwork and other commitments.

  How did we deal with this? We worked on tools that allowed people to participate from a distance (for example, by making available session reports and handouts, as well as an online
discussion forum in Moodle).

- Difficulty in booking sessions, taking into account everyone’s schedules.
  
  **How did we deal with this?** We began using Doodle (www.doodle.ch), which is an internet tool that helps scheduling meetings.

- The more interactive features of Moodle were not being used as much as we had hoped.
  
  **How did we deal with this?** We tried to add more resources to the page, had live demonstrations of Moodle at the end of discussion sessions, and generally encouraged people to use it more often.

**5) OUTCOMES**

The project had important outcomes at two levels: 1) the intellectual and personal development of the students who participated in the year-long discussion session programme; and 2) the increased provision of learning opportunities and available resources which resulted from our efforts to disseminate the project’s findings and materials at the departmental, institutional and national/international levels.

5a) Personal and intellectual development of project participants:

The project helped students **develop intellectually by enabling them to reflect** on the various dimensions - epistemological, methodological and political - of language difference and translation. Many of the participants were very willing to engage with these issues in a lot of breadth and depth; there was a **high level of reflection and debate** which was truly thought-provoking and inspiring. Participation in the LAFT project also helped members **develop their communication, argumentation and teamwork skills** as well as enabling them to **gain valuable teaching experience**. Since every student was asked to facilitate at least one session, participants learned how to prepare, design and chair individual sessions.

One strength of the project consisted in providing not only a **stimulating, but also a supportive space in which students could share difficulties and best practices** of dealing with language difference and translation. All participants were very willing to **support each other and to think constructively about each other’s projects and contributions**. They offered each other tips and suggestions, and sometimes strong connections and friendships emerged between various members of the group. Intellectual, but also personal involvement made the meetings and activities stimulating and enjoyable. One member for example stated that she liked the project because
nobody accused each other of using jargon. This statement reveals the high level of the intellectual debate that took place - jargon was indeed used - but also the supportive environment in which such debate was conducted. Another student appreciated the fact that she was able to openly voice anxieties that had emerged in relation to her research in an atmosphere of willingness to engage with insecurities and uncertainties.

Given the topic of the project, one outcome that was of particular relevance was the de-centring of the native speaker. Native speakers of English did not occupy a position of authority in the group due to their status as native speakers; rather, they occupied a role not dissimilar to that of the other members in the project. This de-centring of native speakers was evidence of the absence of hierarchy in the group, but also added to the supportive environment where nobody - regardless of their ability to express themselves eloquently in English - had to fear making contributions.

Also importantly, the project fostered contact and collaboration between students who were based at different departments, at various levels in their PhDs and from a range of disciplinary backgrounds. It enabled the participants to interact with students from other contexts which they would not have met otherwise due to the way in which postgraduate work is structured. Exchanging ideas and developing friendships with students from different departments allowed the participants to build networks around similar experiences and convergent interests.

Lastly, the interdisciplinary focus of the project was particularly compelling because it allowed students to adopt a different perspective on the way issues of language difference and translation pertained to their research. One student stated that the project enabled her to ask questions that she would not have been able to pose and discuss in her department, due to disciplinary limitations. Interdisciplinary discussions did not only take place in the classroom, but were also continued outside the project. The participants were very willing to give suggestions, exchange ideas and engage with each other’s research by, for example, reading and commenting on each other’s work. They appreciated the different, and frequently new insights that various disciplinary lenses can offer, and were thankful for the questions and opportunities an interdisciplinary perspective provides. The opportunity to make sense of one’s own pleasures, joys and struggles in working with issues of language difference and translation within in a supportive, and intellectually challenging environment, provided all project participants with the privilege of gaining an enhanced understanding of their experience of conducting research across different languages.

5b) Dissemination of Project Findings and Resources:
Throughout the first year of the project, we attempted to increase the profile of our project within LSE by publishing reports about it in the Department of Sociology annual newsletter (Sociology Research News, number 5, issue 3, June 2008) and Gender Institute annual newsletter (GI Voices, number 4, July 2008).

At the end of the first year, feedback from the participants who were actively involved in the year-long discussion session programme demonstrated that,

1) graduate students working in a range of social science disciplines feel the need for, and have an interest in, a critical engagement with issues of language difference and translation;

2) the methods and resources that we created collectively during the first year of the project were very effective in enabling, encouraging and deepening such an engagement.

Therefore, in the second year of the project we explored opportunities for extending the spaces of discussion about, and sensitisation to, issues of language difference and translation to other graduate students not involved in the initial round of activities. We also carried out extensive work in adapting the methods and resources we had already developed to other audiences, and to different forms and spaces of teaching, learning and research.

Levels of Dissemination

We focused in particular on three levels of dissemination - departmental, university-wide, and outside our university (national and international) - and three modes of intervention - short presentations for big groups; intensive, hands-on workshops for smaller groups; and textual discussions published in an open-access peer reviewed journal. The process of developing these different, but complementary, types of (supported and supportive) spaces for graduate students to discuss widely shared methodological and epistemological challenges were guided by a central concern. We wanted to guarantee that those spaces would be self-sufficient, sustainable and appropriately integrated into existing Higher Education and academic structures, so that they would be accessible or replicable even after the end of the project, when specific funding for our activities is no longer available. We will now review each of these spaces of dissemination.

Departmental level

Throughout the project, our department - the Gender Institute (GI) at LSE - was always extremely supportive of our work and very keen to integrate its insights and products into the existing departmental activities and teaching. When we requested an opportunity to introduce the project to the whole student community at the GI (over 70 MSc students and 15 PhD students), the staff proposed including a discussion of the project and its findings in the departmental induction, a day-
long presentation of the bases of the research and teaching carried out in the department. This is to guarantee that students understand issues of language difference and translation as a key, transversal theme of work and debates in gender studies, rather than a secondary or technical concern. This 30‐minute presentation will take place on October 2, 2009, when the 2009/10 cohort of MSc and PhD students begins its degrees, with an expected audience of approximately 80 graduate students. At this level, we aim to:

a) Draw attention to the epistemological, theoretical, methodological, ethical and political dimensions of issues of language difference and translation in social science research;

b) Encourage reflection about of the ways in which a critical engagement with language difference and translation can produce pertinent and useful analytical insights into broader social and cultural issues;

c) Increase awareness of the pervasive presence and influence of forms of language difference and translation in social science research (i.e., language difference is understood here as referring not just to differences between tongues, but also to differences between distinct disciplinary languages or theoretical frameworks, the translation of ethnographic data into academic writing, etc.).

In discussing these key insights, we hope to encourage students to think about issues of language and translation in different and creative ways throughout the degree they are starting - and beyond.

University-wide level

The intensive, in-depth and hands-on discussion of language and translation that we were able to develop with students who participated in the first year of the project was something that we also wanted to make available to other research students, and which was absent from LSE’s doctoral training programme. Therefore, we approached the LSE Teaching and Learning Centre, who manages this programme, to propose adding to the existing training provision one session on language difference and translation in research designed and facilitated by us (the three project coordinators), drawing directly on the methods used in the “original” sessions during the first year of the project. This was a two hour session which took place in June 10, 2009. It had the same objectives as the short presentation described above, and in addition it also aimed to:

d) Create a supportive and stimulating space in which students could share difficulties and best practices of dealing with language difference and translation in fieldwork and data analysis;
e) Provide students with tools and resources with which to identify, think through, and deal with the challenges and difficulties arising from their specific experiences of language difference and translation in the context of their research projects;

f) Foster contact and collaboration between students from different departments and at distinct stages of their PhDs.

The session combined different teaching methods: a short lecture, work in small groups (of 2 - 3 students), collective discussion/brainstorming and a panel of 3 academics and final year PhD students speaking about their experiences of dealing with language difference and translation. The students who took part in the workshop received handouts with useful resources, and a demonstration of, and full access to, the Moodle page developed during the first year of the project. 16 students and two senior staff registered to take part in the session but due to transport strikes in central London on the day of the course only 9 people were able to attend (including a senior lecturer who then disseminated session insights and materials to her own 8 PhD students). The 7 evaluation forms completed by participants show that they were very satisfied with the workshop (5 students described it as “excellent”, 2 as “very good” and 1 as “good”), and all plan to use the session insights and materials in their own research. According to the participants, the most useful aspects of the workshop were “the strategies to cope with problems and challenges in translation”; “the reading lists and Moodle page”; the “opportunity to meet and work with other people facing the same issues”, “discuss our concerns together” and “share experiences and solutions”; and the “focus on an epistemological approach to translation”.

**National and international levels**

Although the two activities above expanded the number of students who had access to the project’s resources, and allowed the integration of its findings and methods into the existing activities and training at LSE, they nevertheless still, 1) required people to be physically present, and 2) were limited to LSE students (and staff). We were, however, very keen to allow students from other institutions and countries to contribute to our discussions, to make our resources available to a broader range of students and scholars, and to increase the impact of our work on wider academic debates. Therefore, we contacted the editors of the *Graduate Journal of Social Science* (GJSS - [www.gjss.org](http://www.gjss.org)), an open-access, peer reviewed, online journal focusing on methodological debates of interdisciplinary relevance, to propose that we guest-edit a special issue of the journal on the themes of our project. This proposal was enthusiastically accepted by the editor and editorial team of the journal. The aim of the special issue is to contribute to debates on language and translation by bringing together a diverse range of articles and book reviews which discuss what may be *lost* in translation and also what insights can be *found* in the process of thinking critically about practices of translation in research. The focus is on the role and impact of language difference and translation...
in all the different stages of theoretical and empirical research: the literature search and review, the construction of an analytical framework, the collection and production of data, its analysis, and the dissemination of findings.

We began work on the editing of the issue in May 2008. A call for papers was sent out in September 2008 and we received over 20 abstracts from interested authors. Of these, 11 were invited to submit. All papers were reviewed by the editors, and 5 full length articles and 1 shorter article (in the format of “research notes”) were accepted for publication. Each article was then additionally reviewed by an external reviewer (a graduate student or early career researcher). In addition, a call for book reviews was sent out in March 2009, and 3 book reviews and 1 event review were accepted.

The special issue will also include a foreword by Professor Bogusia Temple, a leading UK expert on issues of language difference and translation in social science research, and an editorial written by us and presenting the project funded by C-SAP. The special issue will be published in December 2009 (as volume 6, issue 2 of the GJSS) on www.gjss.org.

The fact that the GJSS is an open online journal means that students, scholars and other interested readers from all over the world (and not just those based at wealthier institutions with easy access to journal subscriptions) will be able to consult and use the special issue freely and easily. The number of submissions that we received demonstrates the widespread interest in, and need for, spaces for debate around these themes, and contributing authors have commented on how useful it has been to have an opportunity to publish work on these issues.

These three levels and modes of dissemination have guaranteed that the positive impacts of our activities - in terms of placing issues of language and translation on the agenda and creating tools for engagement with them - are expanded well beyond the initial audience, scope and duration of our C-SAP funded activities. As a result of our project, there are now several more students and early scholars with an awareness of, interest for, and expertise in challenges of language difference and translation in social science research; there are more education and training opportunities on these issues at LSE, and there are high quality, widely accessible teaching and research resources for detailed individual and collective exploration of these issues at Masters, doctoral and postdoctoral level.
6) IMPLICATIONS

Both the activities that we carried out in the first year of the project and the 3-tier dissemination work which constituted the focus of the second year provided crucial insights into some of the needs felt, and difficulties faced, by social science graduate students at UK institutions. The feedback that we received and the levels of interest in the activities and material that we produced demonstrate that many students are looking for, and greatly benefit from, 1) critical training in the epistemological, theoretical, methodological, ethical and political dimensions of issues of language difference and translation in social science research, and 2) opportunities for collaboration and networking with students based in other disciplines and at different stages of their research, but grappling with similar or connected research challenges. It is clear that Higher Education institutions must increase and facilitate their students’ access to both these forms of work, currently often absent from the common structures of graduate training. We will now review each one of these two sets of implications.

A deeper and more reflexive engagement with issues of language difference and translation has important benefits, as our project has shown. It can increase students’ analytical skills, their capacity to identify and deal with methodological and epistemological problems, and their ability to think about their research projects in original and multidimensional ways. This engagement with issues of language difference and translation can be encouraged by integrating a discussion of these issues in existing research methodology courses and/or PhD training programmes, as a transversal theme and/or a stand-alone topic, both in a lecture format and/or as hands-on, small group workshops focused on students’ own experiences, problems and good practice. To maximise its benefits, this critical training on language difference and translation must be guided by three key principles:

a) Students must be encouraged to think about language difference and translation as more than just a technical problem to be resolved once and for all. Language difference and translation must be conceptualised as a multidimensional issue with epistemological, theoretical, methodological, political and ethical dimensions and implications, to be engaged with continuously, reflexively, and ethically.

b) Students must be encouraged to approach translation as more than just a process where things get lost. There must be a focus on showing how crucial insights (about language, and also about the cultures, practices, concepts, etc. under analysis) can be found when translation is examined from a critical perspective.
c) **Students must be encouraged to conceptualise translation as something that does not happen only when two or more different languages are included in a study.** Translation is a key dimension of research and is present in all its different stages - when one translates authors’ theories into workable analytical models for one’s own work, when ethnographic data is translated and represented in analytical narratives, when one’s work is translated into tones and registers appropriate to specific readers, audiences at conferences, communities or stakeholders, etc. Therefore, questions and insights about issues of translation and language difference can be expanded and used also as a way of engaging with these other instances of translation work in social science research.

Our project demonstrates that encouraging students to re-conceptualise and discuss issues of language difference and translation in these ways can provide much needed methodological and analytical support for students working across languages, and can open very important and effective routes for a creative and insightful re-thinking of students’ research and its findings. We attempted to disseminate this insight and discuss its implications with a range of UK Higher Education stakeholders through a paper presentation (entitled “Lost (and Found) in Translation”: **Addressing the Challenges of the Internationalisation of Doctoral Research**) at the annual C-SAP conference, “The Internationalising of UK Higher Education Learning and Teaching: Reflections on policy, practice and theory” (Edinburgh, November 2008).

The opportunity to work in an interdisciplinary, peer-led, collaborative, informal group has also proved to be very beneficial and thoroughly appreciated. The structuring of Higher Education institutions, and the degree programmes they offer, on the basis of conventional disciplinary divisions often creates significant logistical and intellectual barriers to sustained interdisciplinary collaboration, networking and information exchange. Therefore, the creation of spaces where students from different departments/disciplines can work together on overlapping themes is of great importance. Our project demonstrates that the creation of such spaces increases students’ familiarity with research and methods from other disciplines, and their confidence to use them in their own projects. It also opens new channels for peer teaching, learning, networking, circulation of information and knowledge, and academic, professional and personal support.

Departments and staff at Higher Education institutions can intervene at this level by encouraging students to form discussion groups and/or reading groups on relevant themes (theoretical, empirical or methodological), and by making appropriate funding and support (for example, access to space and e-learning platforms) available to students who want to take on the challenge of creating and coordinating these interdisciplinary groups. As our project has shown, a little financial and logistical support can go a long way in enabling students to work together across departments and disciplines, with numerous and very important benefits, and we encourage institutions to create mechanisms enabling these types of spaces to emerge and grow more easily and sustainably. We are planning to
disseminate this insight and discuss its implications with UK Higher Education stakeholders through a paper presentation (The Potential and Challenges of Collaborative, Interdisciplinary Teaching: Reflections on a Student-Led Initiative) at the annual C-SAP conference “Roles, Rights and Responsibilities: Negotiating Relationships” (Birmingham, November 2009).

7) RESOURCES PRODUCED

- **Course Outlines** (*these can be found in the accompanying Project File*)
  - Lost (and Found) in Translation project outline
  - Outline for TLC Course *Producing, collecting and analysing data in a foreign language*, worksheet and suggested reading list

- **Moodle Course Website**
  At: [http://moodle.lse.ac.uk/course/view.php?id=538](http://moodle.lse.ac.uk/course/view.php?id=538)
  Enrolment key: translation
  The Moodle site provides access to further resources produced during the project, including:
  - Session Handouts
  - PowerPoint Presentations
  - Session Reports
  - Suggested Reading Lists and Annotated Bibliographies

- **GJSS Special Issue** (*to be published December 2009*)
  At: [www.gjss.org](http://www.gjss.org)
  *(See Project File for the special issue’s calls for papers)*

- **Project Reports** (*See Project File*)
  Sociology Research News
  GI Voices
8) CONTACT DETAILS

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9) SELECTED RELEVANT REFERENCES

(More references can be found in the reading lists and annotated bibliographies included in the accompanying Project File)


# APPENDIX

## Project Implementation and Budget for *Lost (and Found) in Translation* - Final Overview (August 2009)

<table>
<thead>
<tr>
<th>ACTIVITY (AS PLANNED IN PROJECT APPLICATION)</th>
<th>CURRENT STATUS OF ACTIVITY</th>
<th>ORIGINAL BUDGET</th>
<th>ACTUAL EXPENSE</th>
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| Monthly student-led workshops with project participants | COMPLETED  
7 workshops organised during the academic year 2007/08 | £1500 | £806 |
| Editing and publishing book with articles by participating students and invited speakers | COMPLETED  
The project coordinators and participants decided that the coordinators would guest-edit a special issue of the *Graduate Journal of Social Science* instead. This guarantees easier and more effective dissemination of the publication, and also opens the dialogue to interested students in other UK and foreign institutions. The special issue will include one article written collectively by project participants, describing and reflecting on the project and its outcomes. It will be published in December 2009. | £750 | £670 |
| Designing a workshop on language difference and translation to be included in LSE's Academic and Professional Development Programme for PhD students | COMPLETED  
The workshop took place in 10th June 2009. | £0 | £150 |
| **NOT INCLUDED IN ORIGINAL APPLICATION**  
Present project at relevant conferences |  
C-SAP waived conference fees. Travel and food for C. Scharff and N. Marhia were paid from the project budget. | £0 | £125 |
| Miscellaneous (Phone calls, transport to meetings with C-SAP in Birmingham, etc.) | £0 | £128 |
| **TOTAL** |  | **£2,250** | **£1,879** |

Underspend (to be kept by C-SAP and deducted from costs related to our participation in the C-SAP Annual Conference, November 2009, Birmingham)  
£371