

## **Travelling between languages and regulation: linguistic and interdisciplinary translation practices in Women's Study**

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### **ABSTRACT:**

In this paper I address issues related to translation from a disciplinary (linguistic) and an interdisciplinary perspective. I theorize translation as a process of travelling between a) languages and b) disciplines. In my discussion of translation as a travelling between languages, I address questions about language as a medium of constituting social reality and shaping experience. Here, I examine how words are related to different conceptualizations across different languages and argue that this linguistic and social context of concepts must be made visible and problematized in processes of translation. To illustrate the need for a reflexive engagement with this issue, I explore two case studies: the different conceptualizations related to various translations of 'gender; and the sexism embedded in, and reproduced through the use of grammatical gender in Greek. In addition, I claim that the metaphor of translation can be productively used to problematize the travelling of concepts between disciplines. I demonstrate this through a focus on processes of reception, integration and expansion of meanings between linguistics and feminist philosophy and I examine the ways in which the concept of performativity has undergone a process of conceptual translation. Finally, I raise issues of politics and power associated with translation practices.

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### **1. INTRODUCTION**

As a co-teacher in an MA course on 'Practising Interdisciplinarity in European Gender Studies',<sup>1</sup> I had the opportunity to participate in a process of ongoing translation that took place within a heterogeneous community of Gender Studies teachers and students. The course aimed at increasing knowledge of interdisciplinary work in Gender Studies on a European level, taking into consideration the regional, ethnic and national differences within Europe (Grenz & Pereira 2009: 41-42). The participants in this course were 10 teachers and 18 students from different European institutional locations who had to negotiate their disciplinary and linguistic differences in order to engage in an open dialogue with each.

The kinesthetics sense, unlike the other five senses which require external impulses, is dependent upon internal stimulation. For effective coordination of a motor act to take place there must be constant sensory stimuli set up by the act itself which "feedback" the result of movement and produce

correction in the nervous system. The "feedback" of sensory information about movement and body position is called proprioception. Receptors for proprioception which are widely distributed throughout the body and also may be classified as vestibular and kinesthetics sense. Both are important and perform essential roles in the accomplishment of skillfull performance. (James C. Bryant, May, 1969) [25].

Emotional and behavioural problem in student and adolescence is an important public health issues. However, there is currently limited epidemiological evidence in terms of its prevalence or stability over time in India, and limited evidence about the role of parenting programmes in supporting parents and student experiencing such problems.

## 2. TRAVELLING BETWEEN LANGUAGES: THE POWER OF WORDS

Subjects were randomly selected from large numbers of population of Purulia district under the state of West Bengal. Total 60 male samples were selected on three equal groups. Groups were divided according to age i.e. under 12 years (G1=20), under 14 years (G2=20) and under 16 years (G3=20) group.

Variables were regarded under psycho motor component and psychological problems i.e. kinesthetic perception, coordinating ability and emotional and behavioural problems.

Kinesthetic perception was assessed by “Distance perception jump” test. It measured the ability to perceive distance by concentrating on the effort involved in a jumping. The jumping distance to the nearest 1/4 inch from the target line to the farthest heel was measured and recorded in inches.

Coordinating ability was measured through the “Eye hand coordination test (Ball transfer)”. This test, as evident from its name, is used to test the coordination between eyes and hands. This test measures simultaneously agility and speed. The subjects were given two trails after a slow practice trial. Best ball transferring time was recorded from left box to right box (up to 10 balls) and time was recorded in nearest seconds. Emotional and behavioural problems were measured by the Adult Self Report (ASR), a 126-item checklist, developed by Achenbach & Rescorla (2003) [26]. The ASR gives scores on eight syndrome scales, namely- anxious/depressed, withdrawn, somatic problems, thought problems, attention problems, aggressive behaviour, rule-breaking behaviour and

intrusive behaviours. Test-retest reliability of the syndrome scales ranges from .83 to .94 and the internal consistency reliability co-efficient ranges from .51 to .97. For the present study, Telugu version of the Adult Self Report was used (Gopal, 2010) [27]. Statistical techniques of mean, standard deviation, standard error, correlation of coefficient and further one way analysis of variance (ANOVA) were done on the four variables among the three different age groups and the LSD (equivalent to no adjustment) post-hoc test was done on those dimensions in which “F” ratios were found to be significant, in order to verify whether the difference really exist or not for which the level of significance was set at 0.05 level of confidence.

## 3. WHOSE LANGUAGE? WHOSE MEANINGS?

Translation as travelling between languages and disciplines inevitably raises questions of power and representation. Whose linguistic, cultural and disciplinary differences are represented through translation processes? How are we, feminist European Women’s/Gender Studies scholars, to be held accountable for our translation practices? To quote Spivak:

My first obligation in understanding solidarity is to learn her mother-tongue. If you are interested in talking about the other or and/in making a claim to be the other, it is crucial to learn other languages. There are countless languages in which women all over the world have grown up being female or feminist and yet the languages we keep on learning by rote are the powerful European ones, sometimes the powerful Asian ones, least often the chief African ones. (1992: 190)

Language matters and language differences do matter. I have shown in the previous sections that language is not a neutral medium which refers to the external world; it is rather linked with the speakers’ worldview, constituting a tool of action which shapes speakers’ experience. If we re-read Spivak’s call for learning other languages from such a linguistic perspective, we can better understand why the act of learning other languages becomes an act of solidarity. Learning ‘her language’ means desiring or attempting to learn ‘her world’ and hear ‘her voice’. In this sense, translation practices involve our collective practices of learning how to speak with each other and hear each other when we speak English with our different linguistic/cultural/disciplinary ‘accents’.

From the above table-4 it is observed that significant mean differences exist between the means scores of under 12 & under 16 years in respect of thought problems (MD=2.785), attention problems (2.953), rule breaking behaviour (2.205), and aggressive behaviour (5.046). Insignificant mean

differences exist between the means scores of under 12 & under 14 years in case of thought problems (MD=1.625), rule breaking behaviour (0.475), and aggressive behaviour (1.851).

It is seen from table- 5 that 'r' value of anxious/depressed, withdrawn/depressed, somatic complaints, thought problems attention problems rule breaking behaviour, intrusive behaviour with coordinative ability and kinesthetic perception insignificantly and negatively correlate among under 12yrs, under 14yrs and under 16yrs age groups.

#### **4. DISCUSSION OF FINDINGS**

The result of the present study shows that significant differences are found in kinesthetic perception and coordinating ability among under growing age groups of kodagu students. Because the age is gradually acquired higher physical fitness and their neuro-physiological demands are more. In the age of sixteen years the neuro physiological factors develop and continue still puberty. Coordinating ability is increased may be due to effect of aging on the myelination of neurons. The factors affecting the psycho motor ability are experiences, fitness, and tolerance to fatigue, illness, distraction, mood, poor vision and poor hearing. Kinesthetic perception and coordinating ability are basically psychomotor ability which is controlled by psychic sensory and neuromuscular coordination. Psycho motor factors are related by golgi tendon organs which are proprioceptors encapsulated in tendon fibers and are located near junction of the muscle and tendon fibers.

The result indicates that significant differences are found in emotional and behavioural problems among under growing age groups of kodagu students. This may be because of the maturity in respect to age, their involvement in physical and cultural activities as it is a way to anticipate the happenings which is because of every child is eager to participate in physical and sporting activities. Research now tells us that a definite relationship exists between cognitive function and childhood emotional or behavioural disorders. Aggressive behaviour is learned by observing parents, siblings, friends, and characters on television and in the movies. School phobia may be accompanied by physical illness associated with tension and extreme emotion. Goins (2012) [28] reported that cognitive ability negatively correlates to the emotional and behavioural problems. W.H.O defines adolescence as the period of life between the ages of 10-to 19 years when the adolescent struggles to develop his individuality while still conforming to societal norms.

Our results show that negative correlations are found between emotional problems with two psycho motor components. Because psycho motor ability is controlled by neuro physiological and psychological factors and its demands are increased. Emotional and behavioural problem is a psychological problem and it is increased to the certain level accordingly chronological age upto still puberty. For this with the increasing growth emotional and behavioral problems negatively correlate the psycho motor ability to develop. In another study on school-going adolescents of Delhi, 50% of the students were found to have problems of emotional maladjustment. Baba H (2015) [2, 29] experienced that student academic success is a significant relationship between emotional and kinesthetic intelligence. Elsley S (2008) [7, 30] motor ability was positively related to a child's emotion comprehension. Findings also supported the study conducted by Sarkar (2013) [19, 31].

#### **5. GUIDANCE FOR IMPLEMENTATION**

Implementation is associated that if emotional and behavioural problems increasing contributing factors are minimized then kinesthetic perception and coordinating ability may be developed and healthful kodagu culture may be created.

#### **6. CONCLUSIONS**

Significant increments are observed on coordinative ability and kinesthetic perception in respect of chronological growth of students.

The increasing growth of the emotional and behavioural problems of kodagu students negatively correlates (not significantly) the psycho motor ability to develop.

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