

The Competence and Effectiveness of Translation of Radio Gotel Yola, Adamawa State, Nigeria.

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Abstract. The study was on competence and effectiveness of radio gotel Yola, Adamawa state, Nigeria. The objective of the study was to examine the level of competence of language translators at Gotel Radio station Yola, Adamawa state, Nigeria. The target population was 134 participants while the sample size was computed to 100 respondents using sloven's formula. The participant included the staff of the Radio Gotel Yola, and listeners of Radio Gotel programs and the main research instrument was questionnaire. The study examined the level of competence of language translator at Gotel radio station Yola, Adamawa state, that majority of the respondents agreed that translation requires experience and good mastery of the subject matter, that socio-cultural and linguistic background is necessary for good translation. The study concluded that the level of competence of language translators is respondent agree and interpreted satisfactory, the competence of translators is very essential in ensuring that the translation does not alter the meaning and context of the message received by the audience from the original one sent. The following recommendations were made: There is need to emphasize proper training and effective training methods for language translators, the Gotel radio Yola, should maintain constant interaction and seeking feedback from its listeners in order to gauge whether its program

translations meets the expectations of the listeners, lastly the translator should be a native speaker of the language he/she is translating in order to deeply understand the grammar and vocabulary of the language etc.

Keywords: Competence, Effectiveness, Translation and Radio.

1. Introduction

The gearing of translation to language teaching and learning may partly explain why academia considered it to be of secondary status. Translation exercises were regarded as a means of learning, a new language of reading and a foreign language text until one had the linguistics ability to read the original text. The study of translation was generally frowned upon once the translator had acquired the necessary skills to read the original text. Grammar-translation therefore fell into increasing disrepute, particularly in many English-language countries, with the rise of alternative forms of language teaching (Cook, 2010).

The communicative approach stressed translators' natural capacity to learn language and attempts to replicate 'authentic' language-learning conditions in the classroom. It often

privileged spoken over written forms, at least initially, and generally avoided use of the students' mother tongue. This led to the abandoning of translation in language learning. As far as teaching was concerned, translation then tended to become restricted to higher-level university language courses and professional translators training course. It is only recently that there has been a move to restore translation to language teaching (Cook, 2010).ibid

In 1960s literary translation was promoted by the concept. This was based on the reading and practical criticism workshops of Cambridge critic (Richard, 1893). From the 1920s and on later creative writing workshops, the translation workshops were intended as a platform for the introduction of new translations into the target culture and for the discussion of the finer principles of the translation process and of understanding a text. Running parallel to this approach were literature is studied and compared transnationally and transculturally, necessitating the reading of some works in translation. Another area in which translation became the subject of research was, to study the two languages in contrast which an attempt to identify general and specific differences between them. It developed into a systematic area of research in USA from 1930s onwards and came up to 1960s and 1970s. Translations and translated examples provided much of the data in these studies (DiPietro, and Connor 1971).

The contrastive approach heavily influenced important linguistic research into translation, such as Vinay and Darbelnet (1958) and Catford (1965). Even if it did not incorporate sociocultural and pragmatic factors nor sufficiently the role of translation as a communicative act, the continued application of linguistics-based models have demonstrated their obvious and inherent link with translation. Among the specific models used are those related to generative grammar, functional linguistics and pragmatics?

The more systematic, linguistic-oriented, approach to the study of translation began to emerge in the 1950s and 1960s. Therefore, the translation is now becoming more than a minor subject matter studied in language and

linguistics; it has been mushrooming remarkably over the past decades as a major discipline and interest of different scholars as they realize the significance of the discipline bridging contacts between nations worldwide. Therefore, in general sense translation is not an easy task; it requires high level of proficiency in source language (SL) and target language (TL), and this must be based on several competences. As a result of two prominent trends of modeling translation competence have been identified. (Fraihat and Tengku, 2011)

In the mid (1960s), the concept of translation competence was, admittedly, first tackled by some formal linguists (Chomsky, 1965) whose main interest at that time was to define and classify linguistic competence. In the past two decades, research into translation and interpretation competence theories flourished manifestly. However, some features of this field are still thrust and questionable, for instance, the optimal requisite competence for professional translators and interpreters. Competence in the field of translation and interpretation is crucial, since it mirrors the summation of translators and interpreters' training, experience, as well as their aptitude to embark on this profession. Many theorists have developed various catalogues of translators and interpreters' competences paying attention to the requirement of professional translators and interpreters (Kermis, 2008).

This may raise two critical questions; is there a fixed catalogue of professional translators and interpreters' requisite competence? Is translators and interpreters' competence of a diachronic nature? There for, Translation is now becoming more than a minor subject matter studied in languages and linguistics; it has been mushrooming remarkably over the past decades as a major discipline and interest of different scholars as they realize the significance of this discipline in bridging contacts between nations worldwide. Translation in the general sense is not an easy task; it requires high level of proficiency in SL and TL. This proficiency must base on several types of competence. There is no precise definition of competence, since this issue has been approached in many different trends

whose main focus was to define and determine what the translation competences are.

Chomsky, (1965) reveals that linguistic competence is the perfect knowledge of an ideal user of the language in a homogeneous speech community. His eminent distinction between competence (the speaker-listener's knowledge of language) and performance (the actual use of language knowledge in real life situations) arouses the interests of many scholars to find out what are the parameters of this perfect knowledge (competence). Meetham and Hudson (1969) define translation as the process of converting information from one language or language variety into another. They assert that the aim of that is to produce as precisely as possible all grammatical and lexical features of the SL original by finding equivalents in the TL, while all factual information contained in the original text must be kept in the translation. During the 1970s and 1980s many applied linguists with a primary interest in the theory of language acquisition and the theory of language testing gave their valuable contribution to the further development of the concept of competence (Bagarić and Mihaljević Djigunović, 2007).

2. Theoretical Framework

Holmes (1972) gave in his tremendous contributions in the translation section of the Third International Congress of Applied Linguistics in Copenhagen. Holmes draws attention to the limitations imposed at the time because translation research, lacking a home of its own, was dispersed across older disciplines (languages, linguistics, etc.). He also stresses the need to forget other communication channels, cutting across the traditional disciplines to reach all scholars working in the field, from whatever background. Crucially, Holmes puts forward an overall framework, describing what translation studies covers. This framework was subsequently presented by the leading Israeli translation scholar Gideon Toury (Toury 1995). In Holmes's explanations of this framework, the objectives of the areas of research are:

The description of the phenomena of translation; and the establishment of general principles to

explain and predict such phenomena (translation theory)

The branch is divided into general and partial theories. By 'general', Holmes is referring to those writings that seek to describe or account for every type of translation and to make generalizations that will be relevant for translation as a whole (one example would be Toury's 'laws' of translation). Theoretical studies are restricted according to these parameters (medium, text-type, etc.). The descriptive branch of 'pure' research in Holmes's map is known as descriptive translation studies (DTS). It may examine: (1) the product; (2) the function; and (3) the process.

3. Statement of the Problem

The translator should be able to communicate ideas from one group to another in writing that is clear, accurate, and culturally relevant. Translators do this work by reading the source document to fully understand the messages and meaning and then rewriting the document in another language in a style that is best suited to the target audience. The translator should be familiar with the subject matter of the source document, including program names, common terms, definitions, and vocabulary. He/she must understand the author's intentions, so that the translation will convey the intended messages and ideas (Mildred 1984).

A good translator has intimate insight into the nuances of both cultures—that of the author and of the target audience. Ideally, a translator will at some point have lived among the people for whom he or she is translating and, therefore, know the language and culture well. A translator may work alone or as part of a team, with colleagues sharing the duties of translation, proofreading, editing, and project management (Kermis 2008).

Despite the fact that Fulfulde language is the dominant local language in Adamawa State, Nigeria, it is evidence that listeners of local Radio programs prefer those programs presented in Hausa language and more than any local languages. Beside most local programs are

presented in Hausa language while other local languages especially Fulfulde which is dominant language, and it's have few programs. Meanwhile it is also observed that majority of the translators of Radio Gotel Yola, do not have local cultural and socio-linguistic background of some local languages in Adamawa state. It is against this background that this study examined the competence and effectiveness of translation of Radio Gotel Yola, Adamawa State, Nigeria.

4. Purpose / Objective of the Study

The purpose of this study is to investigate the reason, why do some translators lack the ability to translate a given language effectively and to propose an approach/paradigm in tackling those deficiencies which surfaces among the translators and listeners in translation filed.

Objective of the study is to examine the level of competence of language translators at Gotel Radio station in Yola, Adamawa state, Nigeria.

5. Literature Review

5.1 Competence of Language Translators

Competence is defined in terms of the requirements of the tasks that constitute a certain job. This is indeed an important distinction, and in the following we will use the term competence to refer to the former meaning, and the term qualification to refer to the latter meaning. More specifically, the term competence will be used to refer to the capacity of an individual (or a collective) to successfully (according to certain formal or informal criteria, set by oneself or by somebody else) handle certain situations or complete a certain task or job (Ellström, 1997).

This capacity may be defined in terms of perceptual motor skills (e.g. dexterity); cognitive factors (different types of knowledge and intellectual skills); affective factors (e.g. attitudes, values, motivations); personality traits (e.g. self-confidence); and social skills (e.g. communicative and cooperative skills). Using this definition as a point of departure, the notion of qualification may now be defined as the competence that is actually required by the task,

and/or is implicitly or explicitly prescribed, for example, by the employer. As implied by this distinction, an individual (or a collective) may possess a range of competencies that are not qualifications, that is, that are not required by the task (-s) at hand or prescribed by, for example, the employer.

Conversely, a certain job may require qualifications that do not correspond to the actual competencies of the individual (or the collective). Thus, the concept of qualification focuses on competencies that for one reason or another are valued by an internal or external labor market, that is, competencies that have an exchange value. In addition, it is in many situations necessary to make the following distinctions (for an extend discussion, see Ellström, 1997). First, given the view that competence is an attribute of an individual, a distinction can be made between: (i) formal competence, measured, for example, in terms of the years of schooling completed or by the credentials received by an individual and (ii) actual competence, i.e. as defined above: the capacity of an individual to successfully handle a certain situation or to perform a certain task. Although actual competence differs, by definition, from formal competence and it is, indeed, often the case that one possesses formal competence without actual competence and vice versa, measures of formal competence are often used as an indicator of actual competence (War Hurst& Thompson, 2007).

Second, focusing on job requirements, it is important to distinguish between prescribed or actual requirements, that is, between the official demand for competence (e.g. as a basis for recruitment or for the setting of wages) and the competence actually required by the job. Of course, the official demand for competence ideally corresponds to the actual competence requirements of a certain job. However, this correspondence may be disturbed by different factors. For example, official demands for competence are often affected by the demand and supply of qualified people in the external or internal labor market, but also by forces (e.g. professional interests) trying to raise or lower the status of a job.

Thirdly, it might be argued that competence is neither Competence Development in the Workplace primarily an attribute of an individual (or a collective), nor primarily an attribute of the job. Rather, the focus is on the interaction between the individual and the job, and on the competence that is actually used by the individual in performing the job. Thus, we can talk about this view of competence as the competence-in-use (Ellström, 1997). This third view is influenced partly by the competence that the individual brings to the task or the job, and partly by the characteristics of the task/job. Thus, competence-in-use might be seen as a dynamic process of learning mediating between the capacity of the individual and the requirements of the job. This means, among other things, that both factors related to the individual and factors related to the job may facilitate or limit the extent to which the individual may use and develop his or her actual competence. Concerning individual factors, previous experiences and factors like self-confidence are likely to be of importance (Colquitt & LePine, 2000; Illeris, 2006).

6. Empirical Review

In the past few decades, empirical experimental research has been carried out to examine translation competence and process. This trend investigated empirically various fields in translation and interpretation at the same time, i.e., the unity of translation, the role of linguistic and non-linguistic knowledge, problem solving and decision making, creativity in translation, ear voice span and the temporal distance between speakers and interpreter, the speed of reformulation, pause analysis, memory span, segmentation of input, attention, etc. (HurtadoAlbir and Alves, 2009). They also maintain that the empirical research interest on written translation started before three decades based primarily on Think Aloud Protocol (TAP) which was adopted by some scholars, among others (Lorscher, 1991).

Fraser (1993), Atari (2005); however, TAPs remained the major and only source of process-oriented approach till the late 1990s. On the side of interpretation, alternatively, Gile (1995, 2009)

reveals that the first empirical studies in simultaneous interpretation were conducted in the past five decades; these studies were characterized interdisciplinary studies between language, interpretation, and psychology and focused on the following spots; temporal distance between speakers and interpreter, the speech of reformulation on the comparison between rhythmical patterns in speech and in spontaneous speech, the segmentation of input, the speed of speaker delivery, and anticipation. Empirical research, in the mid (1990s), paid more emphasis on the use of various data elicitation tools and multi-methodological perspectives which integrates other disciplines, as a result, research into written translation has dictated to investigate the followings, among others, (1) The use of TAPs (Jakobsen 2003), (2) Contrastive performance between novice and expert translators and bilinguals and other language professionals (PACET 2005), (3) The mapping of translators' cognitive rhythms i.e., pause analysis and of the different phases of the translation process (Hasen, 2006), (4) Analysis of the components of translation competence (PACET, 2003, 2005, 2007) (HurtadoAlbir and Alves, 2009).

7. Methodology

Research Design

The study used descriptive design to understand a research problem being studied.

Target Population

The Target Population of this study was 134 people, consisting 34 staff of the Radio Gotel Yola, who are mainly translators working in the radio station and 100 listeners of Radio Gotel programs.

Sample Size

The sample size is of the study was 100 respondents.

Sampling Technique

The simple random sampling technique was used to select the respondents of the study.

Research Instrument

The main instrument of the data collection was closed-ended questionnaire.

8. Data Analysis

Frequency and percentage table, mean and standard deviation were used to examine the level of competence of language translator.

Demographic Characteristics of Respondents

This section presents the background information about the respondents, including gender, age, education levels and years of experience.

Table 1: Showing Frequency and Percentages of Respondents

Category	Frequency	Percentage
Male	56	56
Female	44	44
Total	100	100%

The results in table 1 indicate that on the gender of respondents, 44 % of the respondents was female while 56 % were male. This implies that both genders were adequately represented in the study. Documenting the gender differences of the respondents was important in determining the gender distribution of opinions and ideas in the community.

Table 2: Showing frequency and percentages of respondent's age

Category	Frequency	Percentages
16 -24	20	20
25 -34	30	30
35 -44	22	22
45 – 54	10	10
55 – 64	14	14
65 - above	4	4
Total	100	100

Regarding the age categories of respondents, the results indicate that 20% of the respondents were aged 16 – 24 years old, 30% of the respondents were aged 25 – 34 years old, 22% of the respondents were aged 35 – 44 years old, 10% of the respondents were aged 45 – 54 years old, 14% of the respondents were aged 55 – 64 years old and 4% of the respondents were aged 65 years and above. This implies that respondents were sourced from various categories of people living and working within the study area of Adamawa state Nigeria

Table 3: Showing frequency and percentages of respondent's educational level

Category	Frequency	Percentages
Ph.D.	2	2
Master's degree	21	21
Bachelor degree	36	36
Diploma/ NCE	27	27
Certificates	8	8
O level	6	6
Total	100	100

Source: Field data, 2017

Information on the education levels of respondents indicate that 2% of the respondents were Ph. D holders, 21% of the respondents were Master's degree holders, 36% of the respondents were Bachelor's degree holders, 27% of the respondents were Diploma/NCE holders, 8% of the respondents were

Certificate holders and 6% of the respondents were categorized as others. These included junior secondary and primary school dropouts and those that do not have any formal education at all. This implied that respondents were from the various educational backgrounds, which helped to expand the pool of information collected, from the learned perspective to the layman’s perspective.

Table 4: Showing frequency and percentages of staff of Gotel Radio.

Category	Frequency	Percentages
1 – 3	3	3
3 – 5	10	10
5 – 8	36	36
8 – 10	32	32
10 & above	19	19
Total	100	100

The information about the staff of Gotel radio in the area of study indicates that 3% of the respondents had been working in the area for 1 – 3 years, while 10% of the respondents had been working in the area for 3 – 5 years. Also, 36% of the respondents had been working in the area for 5 – 8 years, 32% of them had been working in the area for over 8 – 10 years, and only 19% had been working in the area for more than 10 years. This implies that the majority of the respondents had spent an average 8 years and above working in Radio Gotel Yola, Adamawa state, Nigeria. So they are in position to comment authoritatively about the linguistics and language translation and how it affects Radio communication in local communities.

Level of Competence of Language Translators (Staff)

Table 5: Showing Responses on the Competence of Language Translators

Competence of language translators	Percentage responses (%)					Mean	Std.	Interpretation
	SA	A	N	D	SD			
Translators are clear, accurate and straight forward	33	40	16	7	4	3.88	1.096	Satisfactory
Translators are easily comprehended by the target audience	30	47	4	12	7	3.81	1.200	Satisfactory
Translators consider the linguistic background of the target audience	40	30	0	12	18	3.86	.934	Satisfactory
Translators take into consideration the level of awareness and education of the audience	40	30	12	12	6	3.84	1.271	Satisfactory
Translators take into account the socio-cultural background of the audience	32	44	14	5	5	3.95	1.045	Satisfactory
Level of awareness of target audience is important for effective translation	35	42	16	5	2	4.02	.963	Satisfactory
Translators consider the age of the target audience	39	45	7	7	2	4.12	.981	Satisfactory
Translators endeavor to improve the use of grammar and vocabulary	39	47	0	12	2	4.23	.751	Very satisfactory
Grand mean	36	41	17	9	6	3.96	1.030	Satisfactory

Source: Field data, 2017

KEY:

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

The specific objective of the study was to examine the level of competence of language translators at Gotel radio station Yola, Adamawa state Nigeria. To achieve this objective, respondents were asked for their opinion on a

number of aspects concerning language translators at Gotel radio. The findings on this as presented in table 5 above showed that on the assertion that translators are clear, accurate and straight forward when translating radio programs

were all respondent agree and interpreted satisfactory with mean = 3.88, std. = 1.096. 33% of the respondents strongly agreed, 40% of them were agree, 16% were neutral, and 7% of them disagreed and 4% were strongly disagree. On the assertion that translators are easily comprehended by the target audience, 30% of the respondents strongly agreed, 47% of them were agree, 4% were neutral, while 12% disagreed and 7% of them were also strongly disagree. This Signified that the responses were agree and interpreted satisfactory with the corresponding mean and standard (mean = 3.81, std. = 1.200). On the assertion that translators consider the linguistic background of the target audience were respondent agree and interpreted satisfactory because the mean=3.86, std. =0.934. 40% of the respondents were strongly agreed, while 30% of them agreed, 12% of the respondent were disagree, 18% were strongly disagree and none of them respondent on neutral they were all silence. On whether translators take into consideration the level of awareness and education of the audience, 40% of the respondents strongly agreed, 30% were agreed, 12% of them were neutral, while 12% of them disagreed and 6% were strongly disagree all these were accounted to mean = 3.84, std. = 1.271 interpreted satisfactory. Furthermore, translators take into account the socio-cultural background of the audience, 32% of the respondents strongly agreed, 44% were agreed, 14% of them were neutral, while 5% of them were all disagreed and strongly disagree. 3.95, 1.045 are mean and standard deviation, respond mode were agree and interpreted satisfactory. Also, on the assertion that the level of awareness of target audience is important for effective translation, 35% of the respondents' strongly agree, 42% were agreed, 16% of them were neutral, while 5% of them disagreed and 2% were strongly disagree upon all were interpreted satisfactory while the correspondent mean standard deviation were 4.02 and 0.963. On whether translators consider the age of the target audience, 39% of the respondents strongly agree, 45% of them were agree, 7% were neutral, while 2% of them disagreed and only 2% were strongly disagree and therefore, these account for mean and standard deviation of 4.12 and 0.981 were all agree and interpreted

satisfactory. Lastly, the translators endeavor to improve the use of grammar and vocabulary, 39 % of the respondents was strongly agreed, 47% were agreed, while 12% of them disagreed and 2% were strongly disagree and therefore, 4.23 and 0.751 are mean standard deviation which respondent strongly agree and interpreted very satisfactory. This implied that the grand mean and standard deviation was 3.96 and 1.630 all were respondent agree and interpreted satisfactory. There is agreement that the language translators at Gotel radio station Yola, in Adamawa state, Nigeria, are considered to be competent.

9. Summary of the Findings

9.1 Level of Competence of Language Translators

The study examined the level of competence of language translators at Gotel radio station in Yola, Adamawa state, Nigeria. The results on this showed that majority of the respondents agreed that translators are clear, accurate and straight forward when translating radio programs, that translators are easily comprehended by the target audience, that translators consider the linguistic background of the target audience, that translators take into consideration the level of awareness and education of the audience, that translators take into account the socio-cultural background of the audience, that the level of awareness of target audience is important for effective translation, that translators consider the age of the target audience, and that translators endeavor to improve the use of grammar and vocabulary. This implies that on the overall, there is agreement that the language translators at Gotel radio station Yola, Adamawa state, Nigeria, are considered to be competent.

These findings are supported by War, Hurst and Thompson (2007) who said that given the view that competence is an attribute of an individual, a distinction can be made between: formal competence, measured, for example, in terms of the years of schooling completed or by the credentials received by an individual; and actual competence, i.e. as defined above: the capacity

of an individual to successfully handle a certain situation or to perform a certain task. Although actual competence differs from formal competence and it is, indeed, often the case that one possesses formal competence without actual competence and vice versa, measures of formal competence are often used as an indicator of actual competence. They (War, Hurst and Thompson, 2007) *ibid.* added that focusing on job requirements, it is important to distinguish between prescribed or actual requirements, that is, between the official demand for competence (e.g. as a basis for recruitment or for the setting of wages) and the competence actually required by the job, emphasizing that the official demand for competence ideally corresponds to the actual competence requirements of a certain job. However, according to them, this correspondence may be disturbed by different factors, for example, official demands for competence are often affected by the demand and supply of qualified people in the external or internal labor market, but also by forces (e.g. professional interests) trying to raise or lower the status of a job. Ellström (1997) also stressed that competence is neither competence development in the workplace primarily an attribute of an individual (or a collective), nor primarily an attribute of the job, rather, it is the focus is on the interaction between the individual and the job, and on the competence that is actually used by the individual in performing the job, describing it as 'competence-in-use'.

10. Conclusion

From the above findings, the study concluded that the level of competence of language translators is satisfactory. The competence of translators is very essential in ensuring that the translation does not alter the meaning and context of the message received by the audience from the original one sent, meaning that translating from one language to another one is a complicated problem solving task which demands the translators to have considerable cognitive, social, and textual skills and sufficient ability to access to appropriate stores of linguistics, cultural and real-world knowledge,

plus using the modern information and communication digital technologies.

11. Recommendations

From the findings of the study and the conclusions presented above, the study made the following recommendations:

- They study recommends the importance of understanding of the key concepts of language translation, such as socio-cultural, linguistics and awareness of the audience. Language translators should be trained and regularly updated on their skills and knowledge of the changing attitudes and perceptions of society in order to ensure that the translation is and remains effective.
- There is need for proper training and effective methods for language translators. The organizations and other institutions should clearly and systematically teach and stress the importance of core competences in language translation.
- Indeed, the organization (Gotel radio) to maintain constant interaction and seeking feedback from its listeners in order to gauge whether its program translations meets the expectations of the listeners. Given the fact that radio is in the business of disseminating information, translation is important in reaching those sections of the population whose dialect differs from the indigenous. The study also recommends that the organization should ensure sensitivity among their translators, as a way of avoiding prejudices and misconceptions. More preferably, the translator should be a native speaker of the language he/she is translating in order to deeply understands the grammar and vocabulary of the language. This will help to avoid distortions in the translations which may alter the meaning and the message being communicated.

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