



Error Analysis of Translation from Urdu into English

Kainat Khan¹, Sundus Jabbar Khattak² & Dr. Rafiq Nawab³

¹Lecturer, Department of English, Abdul Wali Khan University Mardan, Khyber Pakhtunkhwa, Pakistan,
Email: Kainat71098@gmail.com

²Lecturer, Department of English, National University of Modern Languages Islamabad (Peshawar Campus),
Pakistan, Email: khattak_sundas26@yahoo.com

³Assistant Professor, Department of English, Abdul Wali Khan University Mardan, Khyber Pakhtunkhwa, Pakistan,
Email: rafiqnawab@awkum.edu.pk

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Corresponding Author:

Kainat Khan

Email:

Kainat71098@gmail.com

ABSTRACT

Grammar is a fundamental aspect of language that plays a crucial role in the quality of translation. Beyond lexical choices, the grammatical structure of sentences significantly influences the clarity and accuracy of a translated text. This study investigates the grammatical errors made by 9th-grade students of Dar-e-Arqam School, Kernal Sher Kali, Swabi, while translating 23 sentences from their first language (Urdu) into English. Data were collected through a translation test administered to a sample of 30 students and analysed using Corder's (1974) four-step error analysis framework: data collection, error identification, error description, and error explanation. The analysis revealed a total of 317 grammatical errors, including issues with parts of speech, tenses, subject-verb agreement, and collocation, as identified through linguistic taxonomy, and 104 errors, including addition, omission, misordering, and misformation, based on Duley's surface taxonomy. A mixed-method approach further identified several factors contributing to these errors, such as L1 interference through word-for-word translation, overgeneralization, insufficient application of rules, carelessness, and teacher-centred instructional methodology. The study highlights the importance of recognising students' difficulties in translation, evaluating the effectiveness of teaching materials and methodologies, and adopting strategies to minimise grammatical errors, thereby enhancing overall translation proficiency.

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Introduction

The importance of language in our lives cannot be overstated because the development and growth of language coincide with the development and growth of people's lives; language and people have a strong link. People communicate their thoughts, ideas, feelings, attitudes, and experiences through language. It indicates that people communicate with each other through language. Language helps people to communicate things and express their communicative requirements as a tool of communication. Language, according to Catford (1964), is a sort of patterned human behaviour. It is one of, if not the most essential, ways in which humans interact in social circumstances.

People must master the language as a tool of communication because it is so crucial. As humanity and technology advance, it will be impossible to meet all human requirements without engaging with people from other social backgrounds, cultures, and, of course, languages. People must study not only their mother tongue, which is a language that is exclusively used in their family or the area where they live, but also an international language, English, which is used in the entire world. English has a crucial significance in the world due to its function as an international language. English has been regarded as an international language that is widely spoken in many countries throughout the world. It is even the national language of several countries around the world. In Pakistan, English is a second language that is essential in the globalisation period. English is even more crucial in our country, Pakistan, which is a developing country.

Translation knowledge typically includes some linguistic features, one of which is grammar. Grammar is a set of principles that control the traditional arrangement and relationship of words in a sentence. It explains how to form a sentence and covers topics like word order, verb and noun systems, modifiers, phrases, clauses, and so on (Brown, 1994). Furthermore, Haegeman and Gueron (1999) define grammar as "a system of rules and principles that is at the heart of all sentences in a language, allowing speakers to construct well-formed sentences. As a result, analysing students' grammatical errors is a very effective technique for revealing students' translation weaknesses. According to Abbasi and Karimnia (2011), the study of faults in students' translations revealed substantial grammatical deficiencies in English. It's also a chance for the teacher to learn about some of the students' challenges and what he or she still has to teach to enhance students' skills, particularly grammar in translation. Furthermore, the teacher would be able to recognise students' errors and develop teaching strategies and methods to help students improve their level and avoid the majority of interference errors.

Based on the observations, students do commit errors in their translation. The majority of errors are connected to lexical adjustments, grammar, and cultural words in general. The situation deteriorates as a result of the students' lack of motivation to practise translation.

Error analysis is defined as a set of processes for identifying, describing, and explaining errors made by students (Ellis and Barkhuizen, 2005). Error analysis is concerned with not just discovering and detecting errors, but also with explaining why they occur. According to Ellis and Barkhuizen (2005), the optimal technique for studying second language acquisition is to take samples of the learners' productive English. This research is concerned with the error analysis in the works of 9th-grade students. It aims to investigate the grammatical errors that students commit in translating sentences from Urdu into English.

Research Question

1. What types of grammatical errors are made by students of grade 9 while translating from Urdu into English?
2. What is the frequency distribution of grammatical errors made by the students?
3. What are the factors or sources of the grammatical errors made by students in translating sentences from Urdu into English?

Literature Review

According to J. Richard et al. (2002), in linguistics, define an error as the usage of a word, speech act, or grammatical item in such a way that it appears inadequate and reflective of incomplete learning. Norrish (1983) defines it as a systematic deviation that occurs when a student has not learned something and continuously gets it wrong. Attempts to contextual errors, on the other hand, have always gone hand in hand with language learning and second-language acquisition procedures. Errors, as per Hendrickson (1987), are "signals" indicating a learning process is taking place and that the learner has not yet acquired or established a well-structured competence in the target language. All of the definitions seemed to focus on either the systematic deviations that occur during the language learning process or the indicators of the language learner's current situation, which will later assist the monitor, whether an applied linguist or a language teacher, in resolving the problem using one of the approaches argued in the Error Analysis (Anefnaf 2017). Errors not only show that the learner has not yet learned something, but they also give the linguist insight into whether the teaching strategy used was effective or should be revised.

Brown (1994) highlights the fact that learners make errors and that these errors may be observed, examined, and classed to reveal something about the system functioning within the learner. This led to a boom in the study of learners called error analysis. Whereas according to Ellis (1985), error analysis is a technique that entails gathering a sample of the learner's language, finding the errors in the sample, characterising the errors, classifying them according to their theorised causes, and assessing their significance. According to Harmer(1989), "errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually re-shaped as he or she aims towards full mastery.

Error analysis is carried out from a linguistic standpoint to investigate errors that arise in second language teaching and learning (Amara, 2015). Language errors are a major concern, particularly in language classes that include both teaching and learning activities (Odlin, 1989). Error analysis was primarily utilised by educators and researchers to uncover issues in Language learning. An expert learner will almost certainly make fewer mistakes than a novice learner, or an expert learner may make mistakes in ways that other types of learners do not. Spelling errors, for example, are influenced by word spelling standards, according to Odlin (1989). He believes that a word's pronunciation affects its spelling in the form of errors. The easier it is to spell a word, when the pronunciation and writing conventions between languages are similar. As a result, children will face more difficulty in spelling words from languages that differ in pronunciation and writing from their own. This also applies to the borrowing of words into the target language, when the spelling is changed to the sound of the target language.

Errors in word meaning have been discussed by scholars such as Tan (1990) and Sager (1983). According to Tan (1990), two causes lead to errors. To begin with, the translator does not comprehend the speaker's original intent. As a result, the translation is incorrect. Second, the translator comprehended the speaker's meaning but was unable to convey it to the target text. This second issue emerges as a result of the translator's inexperience with language and interpreting the

speaker's meaning. Furthermore, a translator must ensure that the speaker's intended meaning is preserved. Sager (1983) explores the linguistic and semantic aspects of language. Furthermore, a translator must ensure that the speaker's intended meaning is preserved. The linguistic, semantic, and pragmatic repercussions of errors in translation produced by deletion, addition, deviation, and modification methods, as well as errors in comprehending the meaning of the source text, are discussed by Sager (1983).

According to Kussmaul (1992), the more basic the inaccuracy, the greater the influence on readers' comprehension of the text. Cultural adequacy, situational adequacy, speech act, word meaning, and linguistic error are five kinds of mistakes he proposes for analysing and evaluating a translated text. Because translation is not the same as language acquisition, translators must consider the influence of language errors on each assessment. As a result, translators must examine whether flaws in the translation text, such as sentence structure or misspelling, which have a higher weight in language acquisition, may result in a loss of meaning.

According to S.P. Corder (1981), errors are the result of first-language tendencies interfering with the learning of a second language. 2 It signifies that an error in the writing can be detected in a phoneme, a word, a phrase, a clause, a sentence, or a discourse. Similarly, Al-Khasawneh (2014) examined Jordanian undergraduate students' written English paragraphs to determine the most frequent errors they make and the causes of these errors. According to the study, children usually had trouble with word order, spelling, subject-verb agreement, and article usage. The primary causes of these errors were a lack of exposure to English outside of the classroom and interference from the student's native Arabic language. By drawing attention to these trends, the study offers EFL teachers insightful information that highlights the necessity of focused teaching methods to raise students' writing proficiency.

A mistake, according to H. Douglas Brown(1987), is a performance fault that is either a random guess or a "slip" in that it is a failure to correctly use a known system. It reveals the learner's temporal hindrance or imperfection while using the language, while an error is a visible variation from the native speaker's adult grammar that shows the learner's competency. It indicates that the error reveals the learner's target language understanding. According to Jack Richards, et al (1985), a learner makes a mistake when writing or speaking as a result of a lack of concentration, exhaustion, carelessness, or other characteristics of the performance. However, mistakes can be self-corrected because students understand the rules of the language when they concentrate, while errors cannot be self-corrected.

Corder in Larsen-Freeman and Long gives more explanation about *Error* and *Mistake*. Corder made a distinction between a mistake and an error, i.e., whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-correct an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, errors were signs that learners were actively engaged in hypothesis testing, which would ultimately in the acquisition of TL rules.

This class corresponds to inter-lingual or translation appropriate, which is the use of language to interpret verbal signs into a different language (Munday 2001). According to Nida and Taber (1982), translating comprises recreation of a source language's closest natural equivalence in the receptor language, both in terms of meaning and style. According to Newmark (1988), translation is the ability to convert written messages from one language into written messages in another.

Newmark limits the definition to written language alone in this case. According to Catford (1965), translation is an operation done on language. Language, the process of exchanging one language's text for another's text. Catford (1965) further said that translation can be defined as the replacement of equivalent textual material in one language (source language) by equivalent textual material in another language (target language).

Brislin (1976) defines translation as a generalised term referring to the thoughts and ideas that are transferred from one language (source) to another (target), whether the languages are written or spoken. Bell (1991) defines translation as the expression of what has been articulated in one language (or source language) in another language (or target language) while maintaining semantic and stylistic equivalence.

McGuire (1980) views that translation entails rendering a source language (SL) text into a target language (TL) text in such a way that the two languages' surface meanings are roughly similar and the SL structure is preserved as closely as possible, but not so close that the TL structure is seriously distorted.

According to Basnett (1991), translation entails the transfer of meaning from one set of language signs to another through the skilful use of a dictionary, as well as several additional linguistic criteria. In terms of meaning, good translations should be accurate, natural, and communicative. Another remark comes from Seguinot (1989), who claims that errors are the result of translators' inability to produce target text (as cited in Kapour & Jahanshahi, 2015). The translators' errors in translation are caused not only by a lack of knowledge of the target language, but also by a lack of knowledge of the structure, vocabulary, and punctuation in both the source and target languages (You 2014).

Research Methodology

This study was conducted with 9th-grade students of Dar-e-Arqam School, Swabi, during the 2021 academic year, specifically on the 7th and 8th of July 2021, within the classroom setting. An explanatory mixed-method design (Creswell, 2007) was employed to investigate students' Urdu-to-English translation errors. In this approach, quantitative data were collected first, followed by qualitative analysis to gain deeper contextual insights. To identify and classify translation errors, two taxonomies proposed by Dulay (1982)—linguistic and surface taxonomies were utilised.

A specific sampling technique was applied, as recommended by Ellis (1994), due to its practicality and manageability. The study population consisted of 50 students (25 girls and 25 boys) from two sections of the 9th grade at Dar-e-Arqam School, Kernal Sher Kali, Swabi. From this population, a random sample of 30 students (15 girls and 15 boys) was selected, giving each student an equal chance of participation. Data were collected using a test in which students were asked to translate 23 Urdu sentences into English. For the collection of data, the documentation method was used in a test form in which 23 sentences written in the Urdu language were given to the students on a sheet of paper in grade 9th and were told to translate them into English.

Technique for Data Analysis

For the analysis of data, the steps of error analysis specified by Corder(1974) are used, which are as follows:

- a) Collection of data
- b) Identification of error
- c) Description of error
- d) Explanation of error

In analysing the data, the percentage correction technique will be used by using the formula as follows:

The Number of Errors of Each Category

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Errors of Each Category}}{\text{The Total Number of Errors}} \times 100\%$$

The Total Number of Errors

Besides this, when the data was collected, the students were asked about the difficulties they face while translating the sentences, for the reason to know in-depth details about the sources of the errors committed.

Data Analysis and Discussion

Description of Errors

This stage categorises and organises the errors that have been collected. Unfortunately, describing learners' translational errors is a tough undertaking because the learner's language system is unstable and cannot be examined directly (Brown, 2000). The identified error is classified into two categories first is based on the linguistic category of Duley (table 1), and the other is in the surface taxonomies category (table 2).

After examining all of the students' answer papers, it was found that there were 317 translational errors related to the grammar of linguistic taxonomy and 104 translational errors of surface taxonomy.

First Category (linguistic taxonomy):

The calculated percentage of grammatical errors found in students' translation of sentences using the linguistic taxonomy of Duley is as follows:

Table 1: Frequency distribution of Grammatical Errors(linguistic taxonomy)

S.No.	Types of error	No of error	Percentage
1	Tense	83	26.18%
2	Sub-verb-agreement	64	20.18%
3	Verb	49	15.45%
4	Preposition	29	9.14%
5	Article	20	6.30%
6	Adverb	18	5.67%
7	Noun	16	5.04%
8	Collocation	15	4.73%
9	Conjunction	14	4.41%
10	Pronoun	9	2.83%
	Total	317	100%

Error in the Tense

As presented in Table 1, the most common grammatical error in the collected data was found to be errors in tense (26.18%).

Table 2: Classification of Grammatical Errors in the Tense

No	Correct use of the tense	Student errors	Given sentences
1	Ali has played cricket.	Ali <u>had</u> played cricket.	علی نے کرکٹ کھیلی ہے
2	He jumped into the well.	He <u>jumps</u> into the well.	وہ کنویں میں کود گیا
3	Ali reads a book.	Ali <u>read</u> a book. Ali <u>reading</u> a book.	علی ایک کتاب پڑھتا ہے۔
4	Tiger runs very fast.	Tiger <u>ran/run</u> very fast.	چیتا بہت تیز چلتا ہے
5	Ali likes mango.	Ali <u>like</u> mango.	علی کو آم پسند ہے
6	We bought fruit and vegetables from the market.	We <u>buy</u> fruit and vegetables from the market.	ہم نے بازار سے پھل اور سبزیاں خریدیں
7	The teacher and his student have come.	The teacher and his students <u>was</u> came. The teacher and his student <u>have</u> come. Teacher and his student <u>had comed</u> .	استاد اور اس کا طالب علم آیا ہے
8	Akram does not like mango.	Akram doesnot <u>likes</u> mango.	اکرم کو آم پسند نہیں کرتا ہے

Error in Subject-verb agreement

After the error in the tense, the second common error identified is that of subject-verb agreement (20.18%),

Table 3: Classification of Grammatical Errors in Subject-verb-Agreement

No	Correct form	Students error	Given sentence
1	Police are coming.	Police is coming.	پولیس آرہی ہے
2	The teacher and his student has come.	The teacher and his student have come.	استاد اور اس کا طالب علم آیا ہے
3	Akram does not like mango.	Akram do not like mango.	اکرم کو پسند نہیں کرتا ہے
4	Ali is one of those boys who go to school daily.	Ali is one of those boys who goes to school daily.	علی ان لڑکوں میں سے ایک ہے جو روزانہ اسکول جاتے ہیں
5	My hair is black.	My hair are black.	میرے بال سیاہ ہیں
6	Each child has a book.	Each child havea book.	ہر بچے کے پاس ایک کتاب ہے
7	Amjad has a cat.	Amjad have a cat.	امجد کے پاس ایک بلی ہے
8	Aisha goes to school.	Aisha go to school.	عائشہ اسکول جاتی ہے

Error in the Verb

The next error made by the students is in the wrong use of forms of the verb in a sentence. Its percentage is (15.4 5 %) of the total.

Table 4: Classification of Grammatical Errors in the Verb

No	The correct form of the verb	Students' errors in verbs
1	The second form of the verb (past form) Jumped کود گیا	The first form of the verb (base form) jump
2	The first form of the verb (base) Come آیا ہے	Second form of the verb (past) Came
3	The first form of the verb (base) Go جاتے ہیں	The second form of the verb (past) Went
4	The second form of the verb (past) Bought خریدیں	The first form of the verb (base) Buy
5	The second form of the verb (past) Played کھیلی	The first form of the verb (base) Play
6	The second form of the verb (past) Finished کر لیا	The first form of the verb (base) Finish

Errors in the Preposition

The calculated prepositional error found is about 9.14% of the total.

Table 5: Classification of Grammatical Errors in the preposition

No	Correct use of the preposition	Students errors	Given sentence
1	Neither Ali nor his students are at home.	Neither Ali nor his students are in home.	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
2	He jumped into the well.	He jumped <u>in</u> the well.	وہ کنویں میں کود گیا
3	Don't make noise in the class.	Don't make noise <u>at</u> class	کلاس میں شور نہ کریں
4	Ali is one of those boys who go to school daily.	Ali is one <u>in</u> those... Ali is <u>in</u> those... Ali is <u>from</u> those...	علی ان لڑکوں میں سے ایک ہے جو روزانہ اسکول جاتے ہیں

Errors in Articles

Errors in the use of articles are also a common type of grammatical error made by students in translation. The calculated percentage is (6.30%).

Table 6: Classification of Grammatical Errors in the Articles

No	Correct use of the article	Students errors	Given sentence
1	Ali reads a book.	Ali reads <u>the</u> book. Ali reads <u>one</u> book.	علی ایک کتاب پڑھتا ہے۔
2	Amjad has a cat.	Amjad has <u>one</u> cat. Amjad has <u>only one</u> cat.	امجد کے پاس ایک بلی ہے
3	He jumped into the well.	He jumped into <u>a</u> well.	وہ کنویں میں کود گیا
4	Don't make noise in the class.	Don't make noise <u>at</u> class.	کلاس میں شور نہ کریں
5	Ali played cricket.	Ali played <u>the</u> cricket.	علی نے کرکٹ کھیلی

Error in adverbs

The percentage of error in adverbs is about 5.67% of the total

Table 7: Classification of Grammatical Errors in the Adverb

No	Correct translation	Students errors	Given sentence
1	Cheetah runs <u>very</u> fast.	Cheetah runs <u>?fast</u> .	چیتا بہت تیز بھاگتا ہے
2	Amjad talks <u>loudly</u> .	Amjad talk in a <u>loud</u> voice Amjad talking with a <u>loud</u> sound. Amjad speaking in a <u>loud</u> sound.	امجد اونچی آواز میں بات کرتا ہے

Errors in nouns

Error in nouns(5.04%) was found in the singular and plural forms. The common errors found in students' translations are as follows:

Table 8: Classification of Grammatical Errors in the Noun

No	Correct	Students errors
1	Fruit and vegetables.	Fruits and <u>vegetable</u>
2	Mango.	Mangoes
3	Each child.	Each child <u>ren</u>
4	Children.	Childre <u>n</u> s
5	Hair.	Hair <u>s</u>

Errors in collocation

The total percentage of students' errors in the collocation is 4.73% of the total.

Table 9: Classification of Grammatical Errors in the collocation

No	Correct	Students error	Given collocation
	Heavy rain.	Rain cats and dogs. Fast rain.	تیز بارش

Errors in Conjunction

An error in conjunction was found in about 4.41% of the total.

Table 10: Classification of Grammatical Errors in the conjunction

No	Correct use of the conjunction	Student error	Given sentence
1	Ali is a boy, <u>while</u> Aisha is a girl.	Ali is a boy, <u>which</u> Aisha is a girl.	عالی لڑکا ہے جبکہ عائشہ ایک لڑکی ہے
2	<u>Neither</u> Ali <u>nor</u> his children are at home.	<u>Neither</u> Ali <u>and</u> nor his children are at home. Nor Ali <u>neither</u> his children are at home.	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں

Pronoun errors

Students made errors in the use of pronouns about 2.83% of the total; some are as follows:

Table 11: Classification of Grammatical Errors in the Pronouns

No	Correct use of the pronoun	Students error	Given sentences
1	Neither Ali nor his children...	Neither Ali nor It children...	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
2	Sapna bought the herself.	Sapna bought the book itself.	سپنا نے کتاب خود خریدی

Second category (surface taxonomy)

The calculated percentage of errors in students' translation of sentences using the surface taxonomy of Duley is as follows:

Table 12: Frequency distribution of Grammatical Errors(surface taxonomy)

Item	Types of error	No of error	Percentage
1	Omission	44	42.3%
2	Addition	27	25.9%
3	Misformation	18	17.3%
4	Misordering	15	14.4%
	Total	104	100%

Omission

According to Ellis (1997), omission occurs when a learner leaves a required item for an utterance out of a sentence produced. The participant made maximum omission errors in the translation of

sentences (42.3%). The omission error contains sub-categories, namely omission of a content morpheme (the omission of nouns, verbs, adjectives, and adverbs) and omission of a grammatical morpheme (the omission of inflexions, articles, prepositions, verb auxiliaries, and conjunctions).

Omission of a grammatical morpheme (Inflexions):

Inflexion is a word construction process in which components are added to a word's base form to convey grammatical meanings. Inflexion derives from the Latin word *inflectere*, which means "to bend." Based on the students' works, the most omission errors are the omission of grammatical morphemes, such as the omission of noun and verb inflexions. Students omitted -s, -es, -ed, and -ing. For example, as taken from one student's work,

Table 13: Classification of Grammatical Errors in the omission of inflexion

No	Correct	Students Error	Given sentence
1	Cheetah <u>runs</u> very fast.	Cheetah <u>run</u> very fast.	چیتا بہت تیز بھاگتا ہے
2	Ali <u>likes</u> mango.	Ali <u>like</u> mango.	علی کو آم پسند ہے
3	Amjad <u>talks</u> loudly.	Amjad <u>talk</u> loudly.	امجد اونچی آواز میں بات کرتا ہے
4	Ali <u>reads</u> a book.	Ali <u>read</u> a book.	علی ایک کتاب پڑھتا ہے۔
5	Ali <u>played</u> cricket.	Ali <u>play</u> cricket.	علی نے کرکٹ کھیلی ہے

Other examples of omission are the omission of the article. Students omit the use of articles while translating a sentence, for example, as taken from students' work, "don't make noise in class" Here, students omit the article 'the' before the noun class. Similarly, the omission of "a" in the sentence "Ali is a boy while Aisha is a girl".

Errors in Omission of prepositions were also found in the collected data from the participants, for example, omission of "to" in "he jumped into the well", omission of the preposition "at" in "neither Ali nor his students are at home".

Omission of the possessive pronoun "his" and the reflexive pronoun "herself" in the sentences "neither Ali nor his students are at home and "she bought the book herself"

Omission of the adverb "very" in the sentence "cheetah runs very fast"

Addition

The presence of an element or item that should not appear in a well-formed utterance is referred to as an addition. It is the opposite of omission. The calculated percentage of addition error is 25.9% of the total.

Addition of inflexion

Grammatical inflexion is the process of changing or altering the shape of a word to obtain a new, specific meaning. The most addition errors are the addition of grammatical morphemes, such as

the addition of nouns and verb inflexions. Students add -s, -es, -ed, and -ing. As taken from students' work, some examples are as follows:

Table 14: Classification of Grammatical Errors in the Addition of Inflexion

No	Correct	Students error	Given sentence
1	Ali likes mango.	Ali likes mangoes .	علی کو آم پسند ہے
2	We bought fruit and vegetables from the market.	We bought fruits and vegetables from the market.	ہم نے بازار سے پھل اور سبزیاں خریدیں
3	My hair is black.	My hairs is black.	میرے بال سیاہ ہیں
4	Ali reads a book.	Ali reading a book.	علی ایک کتاب پڑھتا ہے
5	Neither Ali nor his children are at home.	Neither Ali nor his childrens are at home.	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
6	Ali likes mango.	Ali liked mango.	علی کو آم پسند ہے
7	The teacher and his student has come.	The teacher and his student has comed .	استاد اور اس کا طالب علم آیا ہے
8	Each child has a book.	Each children has a book.	ہر بچے کے پاس ایک کتاب ہے

Other examples include the addition of auxiliary verbs have, has had, been, etc, as in sentences from students' data, "Ali **had** played cricket" and "Ali **had** jumped into the well" There is an additional error of "had"

Similarly, the addition of 'have and is' in a sentence "we **have** bought some fruit and vegetables from the market and Aisha **is** go to school"

Errors in addition of the conjunction 'and' in a sentence "neither Ali **and** nor his children are at home".

Errors in addition of adverb 'very' in a sentence "Amjad talks **very** loudly"

Error in the addition of the article 'the' in a sentence " Ali is **the** one of those boys who go to school daily"

Misformation

In writing, misformation refers to the usage of the incorrect morpheme or structure. The calculated errors of misordering are (17.3%) of the total. As taken from students' works, some of the misforming errors are as follows:

Table 15: Classification of Grammatical Errors in Misformation

No	Correct	Students errors	Given sentence
1	Neither Ali nor his children are at home.	<u>Not even Ali</u> and his... <u>Ali and his children are not present at home.</u>	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
2	Ali is one of those boys who go to school daily.	Ali is one of <u>the boys in them</u> who... Ali is one of those boys <u>which...</u>	علی ان لڑکوں میں سے ایک ہے جو روزانہ اسکول جاتے ہیں
3	Don't make noise in the class.	<u>Keep silent</u> in the class. <u>Don't shout</u> in the class	کلاس میں شور نہ کریں
4	Each child has a book.	<u>Every</u> child...	ہر بچے کے پاس ایک کتاب ہے
5	Amjad has a cat.	<u>There is a cat with Amjad.</u> Amjad has <u>one</u> cat.	امجد کے پاس ایک بلی ہے
6	Ali likes mango.	Ali <u>favourite</u> mango.	علی کو آم پسند ہے
7	Sapna bought a book herself.	Sapna bought a book <u>itself.</u>	سپنا نے کتاب خود خریدی
8	Tiger runs very fast.	Tiger <u>very high speed running.</u>	چیتا بہت تیز بھاگتا ہے
9	Amjad talks loudly.	Amjad talks <u>in a loud voice.</u>	امجد اونچی آواز میں بات کرتا ہے
10	Police are coming.	Police are <u>arriving.</u>	پولیس آرہی ہیں
11	He jumped into the well.	He falls into the well.	وہ کنویں میں کود گیا

Misordering

Misordering is an error produced by a morpheme or a set of morphemes being placed wrongly. The calculated errors of misordering are (14.4%) of the total. As taken from students' works, some of the misordering errors are as follows:

Table 16: Classification of Grammatical Errors in Misordering

No	Correct	Students errors	Given sentence
1	Neither Ali nor his children are at home.	<u>Nor</u> <u>neither</u> ... (misordering of conjunction neither nor)	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
2	Sapna bought the book herself.	Sapna <u>herself</u> bought the book.	سپنا نے کتاب خود خریدی
3	Ali is one of those boys who go to school daily.	Ali is one of those boys who <u>daily</u> go to school.	علی ان لڑکوں میں سے ایک ہے جو روزانہ اسکول جاتے ہیں
4	I have done my homework.	I have done my <u>work of home.</u>	میں نے گھر کا کام کر لیا ہے
5	Amjad talks loudly.	Amjad <u>loudly</u> talk.	امجد اونچی آواز میں بات

			کرتا ہے
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Explanation of Errors

According to the steps of error analysis by Corder (1974), this section explains the sources of the grammatical errors, and in this way, it answers the third research question. The most important goal of EA theory is to explain errors. As a result, this stage is regarded as the most crucial in EA research. Sanal (2007) says that to arrive at any efficient remedial solutions, the analyst must first understand the mechanism that causes each type of error. In SLA, explaining the nature of errors is a critical topic. Ellis and Barkhuizen (2005). Say that "Explaining errors entails discovering their sources to account for why they were created,". The sources of errors found in this research are explained as follows.

L1 Interference in Word-by-Word Translation

L1 plays an important role in the process of L2 learning or acquisition. Its use might be positive or negative. The EFL/ESL learners use their L1 as a tool to learn their L2. This might help in some cases, but when it can be proved negative and students may commit errors when they use it by transferring some structures from their L1 to produce their L2 or do word-to-word translation because the structure of both languages (Urdu and English) is quite different. For example, the following sentences were taken from students' work.

Table 17: Explanation of L1 Interference in Word-to-Word Translation Errors

	Correct	Errors	Explanation	Given
1	Neither Ali nor...	Neither Ali <u>and</u> nor... <u>Nor</u> Ali <u>nor</u> ...	Word-to-word translation, which results in repetition of nor two times, also the student translated the conjunction and (اور) in the sentence, which is not accepted in such English sentence structure.	نہ علی اور نہ ہی...
2	Amjad has a cat.	Amjad has <u>one</u> cat.	In English grammar, the word one(ایک) means an article (a), but due to word-to-word translation, students translate it as one.	امجد کے پاس ایک بلی ہے
3	Heavy rain.	<u>Fast</u> rain.	Students find it very difficult to translate collocations, due to which they commit errors.	تیز بارش
4	Ali is one of those boys who go to school daily.	Ali is one of those boys <u>which</u> ...	Incorrect use of a conjunction. The participant did not consider the use of conjunction (who)for the personal subject because in Urdu a word (جو) can b used for both who and which.	علی ان لڑکوں میں سے ایک ہے جو روزانہ اسکول جاتے ہیں
5	Amjad talks loudly.	Amjad talks <u>in a loud voice/sound</u> .	Instead of using a proverb students do word to word translation.	امجد اونچی آواز میں بات کرتا ہے

Overgeneralization

Another source of error was found to be overgeneralization. According to Ellis (1994), overgeneralization errors are those that "arise when the learner creates a deviant structure based on other structures in the target language" or when a student goes beyond the standard use of a grammatical norm, which is known as overgeneralization. In overgeneralization, students had a new strategy in writing that made errors in sentence structure while translating sentences from Urdu into English. Some examples taken from students' work are as follows:

Table 18: Explanation of Overgeneralization Errors

No	Correct	Errors	Explanation	Given
1	The teacher and his student has come.	The teacher and his student has comed.	There is an overgeneralize form of a structure verb come become comed.	استاد اور اس کا طالب علم آیا ہے
2	His children are at home.	His childrens are at home.	There is an overgeneralized form of noun with extra plural 's', children become childrens.	نہ علی اور نہ ہی اس کے بچے گھر پر ہیں
3	Sapna bought the book herself.	Sapna bought the book her own self.	There is an overgeneralized form of the reflexive pronoun 'herself' become her own self.	سپنا نے کتاب خود خریدی

Insufficient application of rules

Incomplete application of rules is another source of errors it can be also named as failure to achieve complete knowledge of the L2/FL. It occurs when a learner fails to master more complicated sorts of structure because he discovers that he can express himself more effectively using basic rules rather than more complex ones. According to Richards (1974), FL/L2 learners tend to apply some of the principles and continue to generate aberrant forms to make learning easier. Such as question creation, notably misordering of some items, are an excellent illustration of these forms of intralingual errors. An example of such of error is when the learner omits verb inflexions 's'. Students made errors in not adding (-s) to form the third person singular, as in the following sentences.

1. Cheetah **run** very fast.
2. Ali **like** mango.
3. Amjad **talk** loudly.
4. Ali **read** a book.

Misordering of the item can also be caused due to insufficient knowledge of the rules of sentence formation, for example.

1. **Nor** Ali **neither**... (misordering of conjunction neither-nor)
2. Sapna**herself** bought the book(Misordering of reflexive pronoun herself)
3. Ali is one of those boys who **daily** go to school (Misordering of word 'daily' due to direct translation without noticing the rules of English)
4. I have done my **work of home** (Incomplete knowledge of rules in sentence structure formation that leads to misordering)

5. Amjad **loudly talk** (Misordering of adverb loudly.)

Also, error in the use of tense, subject-verb agreement and all other grammatical errors (parts of speech) discussed in the description step is caused due to insufficient application of rules.

Carelessness

Carelessness was another cause of errors. This study identified two types of careless mistakes that students often commit: misreading and interference of background knowledge. Misreading often occurs when students did not pay attention to the time or tense form of the sentences given for example a sentence given in present tense must be translated to present tense but due to carelessness they often commit errors by translating the wrong form of the content verb and auxiliary verb which also change the tense time for example from students work “the teacher and his students **had** come” instead of “the teacher and his student **has** come”(the sentence was given in present tense simple tense but the student translate it into past simple tense by using the wrong form of the auxiliary verb ‘had’) also “he **jumps** into the well” instead of he **jumped** into the well” similarly another example “ Ali **play** cricket” instead of “Ali **played** cricket” (wrong translational use of the content verb ‘jumps’ and ‘play’) other examples include Carelessness in the omission or addition of inflexion. Interference of background knowledge refers to a student's understanding that influences how they interpret or choose words. Many students, for example, translated the phrase (تیز بارش) as “Fast rain” when the reason was asked, we found that the students were not likely familiar with the collocation translation or the word “heavy” for rain, so they chose the word “fast” for it without even thinking about it as it was present in their background knowledge

Teachers' teaching methodology

Another critical factor influencing students’ grammatical errors is the teaching materials and methodology. Some students reported that the teacher presented translation materials too quickly during English translation classes, limiting their ability to fully comprehend the content. This lack of understanding often resulted in writing products with numerous errors. Furthermore, students acknowledged their incomplete command of grammar, particularly in the area of tenses, which is reflected in the high proportion of tense-related errors (26.18%). These findings suggest that the teaching methodology is predominantly teacher-centred, with the teacher directing most classroom activities and students rarely engaging in interactive or collaborative learning. While occasional group work occurs, the majority of class time is devoted to teacher-led instruction and individual tasks, leaving students’ questions and doubts unresolved. This passive learning environment limits practical engagement, which is essential for mastering grammar and translation skills. Observations indicate that a deductive approach is primarily employed, where grammatical rules are presented at the beginning of the lesson, followed by examples. Although this method is widely used in schools to teach grammar, research suggests that students benefit more from an inductive approach, where learners actively discover grammatical rules through practical exercises. Integrating inductive, practice-oriented methods could enhance students’ grammatical accuracy and translation proficiency.

Conclusion

The findings of this study indicate that students frequently make grammatical errors when translating sentences from their first language (Urdu) into the target language (English). This is

largely due to inherent differences in the grammatical structures of the two languages, which makes complete equivalence impossible. Such errors are particularly common in productive skills like writing, where learners actively construct language rather than merely recognize it. In this study, grammatical errors were analyzed from two perspectives: according to Duley's linguistic taxonomy, a total of 317 errors were identified, while the surface taxonomy revealed 104 errors. Several factors were found to contribute to these errors, including L1 interference through word-for-word translation, overgeneralization of rules, insufficient application of grammatical principles, carelessness, and limitations in teaching methodology. To mitigate these errors, it is recommended that both the source and target language grammatical systems be explicitly taught and practiced in a comparative and practical manner, emphasizing contextual usage and active application in writing tasks.

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