

## ERROR ANALYSIS OF URDU TO ENGLISH PASSAGES OF SECONDARY SCHOOL LEVEL: REASONS AND REMEDIES

**Zareen Shad**

MS Scholar, Department of English, University of Sialkot, Pakistan

[zareen.shad1@gmail.com](mailto:zareen.shad1@gmail.com)

**Muhammad Sabboor Hussain, PhD**

Professor, Department of English, University of Sialkot, Punjab, Pakistan

[dr.muhammadssabboorhussain@uskt.edu.pk](mailto:dr.muhammadssabboorhussain@uskt.edu.pk)

**Muhammad Irfan Irshad**

Primary School Teacher, GPS Ratto Chak, Shakargarh, Pakistan

[irfan.skg@gmail.com](mailto:irfan.skg@gmail.com)

### Abstract

*This study examines the errors made by Pakistani secondary school students translating Urdu passages into English. This study has used qualitative methods including the selected translation passages and semi-structured interviews with English teachers. The analysis is underpinned by the cognitive, social, and cultural factors that result in the common grammatical, lexical, and semantic errors in the translation of Urdu passages into English. This study has a sample of seven English teachers and 150 diverse 10th graders to collect the data. According to the survey, Urdu-English translation is especially difficult for students. The findings have shown errors in sentence structure, word choice, and the idiomatic translation of sets. These errors make students almost completely dependent on vocabulary. The findings also indicate cultural/language awareness training is necessary for students. This result indicates that cognitive training, interactive learning and vocabulary broadening all improve translation abilities. The analysis further shows that only teacher training adapted to the times can make translation education truly effective. This study concludes by listing tenth-grade students' translation errors and their cognitive, instructional, sociocultural, and linguistic causes. These results may improve language education and curriculum design for student translations and language training in the Pakistani second language context.*

**Keywords:** *Bilingualism, Language Transfer, Instructional Deficiencies, Qualitative Methodology, Syntactic Complexities, Translation.*

### INTRODUCTION

Secondary schools in Pakistan suffer from unique problems as regards the study of English as a second language. Getting someone to translate from one's language into a second language is a crucial piece of proficiency in that language, be it Chinese or English language. Since Pakistani schools use Urdu as the main medium of instruction, it is important to recognize the errors students make in translating from Urdu to English. This study is helpful for EFL instructors to develop better techniques and materials. This study attempts to find out just how Pakistani students of English as a Second Language (ESL) go about error analysis in translating from Urdu to English.

Selinker's (1972) concept of interlanguage, a comprehensive guide to the teaching of language by Richards (2010), and an examination of code-mixing by Sridhar and Sridhar (1980) all make significant contributions to the field of translation. This research is based on a pedagogical framework that may apply to the ESL setting under scrutiny and is consistent with Ur (1996) on language teaching strategies. On these theoretical grounds, it is hoped that the study could contribute something substantial to the ongoing discussion of how to improve the translation of target language education in Pakistan. The study seeks to suggest some feasible strategies to cope with this problem in secondary Urdu-English translation with tangible policy implications. Translation exercises in language classes have been much discussed over many years. The idea that translation practice holds back second language acquisition was not universally accepted, with champions arguing that this approach can help students become more conscientious about

the differences between languages and thus build bridges. Pakistan ESL teachers could serve their students better by identifying typical translations, which also illuminate the unique barriers learners encounter. These days, fluent English has become even more crucial in our interlinked world: for people living in countries like Pakistan where it isn't their first language. After the research "Error Analysis of English Language in Pakistan Middle School Students' Urdu-English Passages" (unpublished MA thesis which was accompanied by Chaudhry and Malik 2017-led investigations) the particular difficulties associated with teaching English in Pakistan has become a satisfactory explanation that fits all situations. Ellis (97:28) emphasizes the necessity of knowing how to make errors while learning a new language and how hard it is to do the same thing in another. According to Khan (14), the language planning and policy woes of Pakistan's education system not only killed its learners' mother tongue but also impeded learning efforts in many ways still far from fully understood by those scholars working there today. Richard and Schmidt (13:15-6) argue that it is very difficult to finish, complete, and perfect language teaching until scholars have a clear idea about how language is acquired in educational contexts. This must be combined with a clear operational definition of what constitutes success in language learning.

In addition, Warschauer (2004) offers the discussion of how language teaching has altered with advances in ICT (Information Communication and Technology). It is for this reason that learners help to explain why Pakistani high school students make errors when learners translate from Urdu into English and why error analysis should be considered in this context. Language learning and acquisition has its theoretical basis in Richards and Schmidt (2013). The notion of error analysis provides a framework for looking at how language is learned. The results of the study are better understood with this framework and connected to general theories of language learning. The ability to properly translate into English from one's language (eg., Urdu) is an essential area of language competence for secondary school pupils. Not being able to use their first languages for that translation, however, has led to kids making a lot of errors. The reason for this research is to investigate the errors secondary school students make in translating from Urdu to English language and propose solutions to them. Does this help instructors to comprehend common missteps in translation that learners can try? The institutional ramifications of Pakistan's language policy environment are discussed in Khan (2014). The language-in-education policy; students' linguistic competence and then the quality of language teaching are inter-related. Through error patterns, one may identify gaps in language training policy. When language is acquired as a second language in areas of major linguistic variation like Pakistan's, it has attracted particular interest amongst the language educationalist community. Urdu is the country's official language, but English is widely taught as a second language. Secondary school students in Pakistan pass through a critical period of language transition when learners switch from Urdu to English. By its very nature, the transition from one way of using language to another is bound to bring on a train of complications. There are plenty of reasons to study why Pakistani secondary school students make errors when learners translate from Urdu to English, and then take steps to improve their language education and communication skills. Quite crucially, Ellis (1997) says in second language learning one should analyze errors. Identification of the types and origins of errors helps us to understand the process of language acquisition and gives us guidance for teaching tactics. Mistake analysis' usefulness in this piece of research has been to throw some light on the specific cognitive and linguistic problems faced by Pakistani students as learners switch from Urdu to English.

Making errors in learning a new language is normal and also helps teachers to assess the learner's linguistic progress. Students' errors in translating Urdu to English may also reveal something about the cognitive, social, and linguistic factors that enter into language learning. This kind of analysis helps provide instructors with valuable new ideas that can be put to practical use in shaping personalized lesson plans, curricula, and educational materials

appropriate for these children. Because of the students' linguistic and socio-cultural diversity, Chaudhry and Malik (2017) discuss the problems faced by English language teachers in Pakistani schools. Error patterns in student writing need to be studied closely due to the possibility that there might be both linguistic interference as well as errors resulting from diversity. Warschauer (2004) discusses the topic of how technology can affect language learning. This study aims to assess the potential effects on Pakistani learners' language learning outcomes and error patterns that may result therefrom as technology becomes more and more widely used in teaching. All these things argue for an approach that examines error analysis as regards school students' errors in translating from Urdu into English. This line of research makes considerable demands on both pedagogy and teaching because, unlike Urdu, English is a sociolinguistically quite different language and the two languages happen to have potential teaching gaps between them involving this requires specialist knowledge.

### **Statement of the Problem**

This study aims to identify and analyze the mistakes Pakistani students in secondary school classes 10 to 12 have made when translating Urdu texts into English. This study aims to bridge a gap in the literature and examine both what causes as well as consequences of individuals are subject to common errors made by Pakistani secondary school students in translating Urdu texts into English. Although Pakistan's education system calls for English as a second language, students are often unable to produce Urdu-to-English translations that are correct and appropriate for the setting. Several factors contribute to this difficulty, including linguistic barriers, social pressures, and inadequacies in the pedagogic approach. Unfortunately, there is a dearth of research on the reasons why Pakistani second-less students make these mistakes. To fill this gap in our knowledge, the present research systematically analyzes the errors that Pakistani secondary school pupils make when translating from Urdu into English. Being a human error, Urdu seeps into English. This is a linguistic phenomenon that takes time to treat, often requires individualized research into specific contexts, will soon be spotted by language-in-education policies, and is indispensable for language teaching. Research reported here was done by Siddiqui & Shah (2019), Hussain & Mahmood (2015), Khan (2014), Waris & Zaidi (2019). Unfortunately, research on the causes and effects of such errors by Pakistani secondary school students is few and far between.

### **Research Objectives**

- To Identify and Classify High School students' Wrong Practices in Translating Urdu Passages into English
- To explore the factors affecting translation made by high school students

### **Research Questions**

- 1) What are the most frequent types of errors made by high school students when translating Urdu into English?
- 2) What are the socio-linguistic, socio-cultural, cognitive and instructional factors which lead to such?

### **Significance the Study**

The research contributes useful pointers to the research fields of second language acquisition and linguistics. This makes it important and timely. This research fills a major gap in our knowledge of the specific difficulties found in translating from Urdu to English among Pakistani secondary school pupils who have studied the program of English as a Second Language within their own country. The results of such surveys can give valuable information to teachers and curriculum developers hoping to avoid that kind of error with their students. Their translation from Urdu. to English, therefore, gives a new perspective to the general problem of many ELLs 'making errors at certain schools Transactions conducted in English may mislead Pakistan's young minds to over-apply their dictionaries, leading to inefficient study methods down the line.

With the research's comprehensive error analysis, the most frequent types of errors would be discovered. This would give teachers and curriculum developers valuable information about how their students' minds and language capabilities are navigating the tricky landscape. This study may offer guidelines in terms of treatments, resources, and activities to aim at the specific patterns of mistakes found in this line of work, thereby improving language learning outcomes. By directing attention to the effects of linguistic variations, socio-cultural variables, instructional gaps, and cognitive processing difficulties on language transfer and acquisition, the results of this study may help advance current theories of language learning. It might also shed some light on culturally responsive, language-tailored pedagogical techniques. A deeper understanding of the particular problems that secondary school pupils in Pakistan have translated from Urdu to English is a prerequisite for improving the students' command of that language--such an essential skill in college and then beyond. With Pakistan entering worldwide academic and professional networks, the skill to read and communicate in good English is also becoming increasingly important. The results of this study reach beyond the classroom, as recommendations drawn from this research could influence policy choices for Pakistan, to improve language instruction at secondary schools. This project aims to improve the English language and communication skills of secondary school students by solving the problems found in Translation from Urdu to English.

## LITERATURE REVIEW

Error analysis is a field that has long been established within second language acquisition (SLA). Second language learning has led to a large amount of research into the mechanics of History in common language exponents and listeners for linguists, which is still broadly active now, originated with error analysis. Next work and Teacher 1 In the intervening years, Researchers have seen educators tracking the causes, consequences, and patterns of errors in language education. Research on what causes students to make errors in language, and what types and patterns of errors learners make, has led to the development of an important field modern language is used. Research reports of the investigations have helped in developing more efficient pedagogical methods and have also pointed out typical kinds of problems learners may face. Section III will cover the results and implications of several major research projects undertaken in an international context. In their survey, Dulay and Burt looked through ESL learners' efforts to check for errors.

Learners found that language transfer is a common element in learners' errors, which are often associated with the structure of the learner's mother tongue (Dulay& Burt, 1974). It is exceedingly important to differentiate between —regular deviations from target-language norms—and errors—which are casual, according to Corder. As an expert in error analysis, he said that errors are a true reflection of students' level of language proficiency and called our attention to the importance of interlanguage (Corder, 1981). After reviewing the literature on error analysis, Ellis compiled a system for classifying errors: omission, addition, misformation, and misordering. Scholars have been able to methodically dissect using this structure (Ellis, 1994). For making errors, James investigated just what role cognitive processing played. His study focused on the processes whereby declarative information and procedural know-how interact when learning languages, and particularly how this relationship leads to making errors (James, 1998).

In his work on second-language learning, Rod Ellis emphasized the importance of considering both surface-level errors and underlying systems in error analysis. He suggested that it is through errors that a student learns (Ellis 2008). Chen looked at learners of the Chinese language in their use of error analyses as tools in written English. As found by Chen (2016), the research concluded that the home language often bore the brunt of the blame for learners', whether in sentence structure or word order. Combined, this research serves to demonstrate how error analysis helps us understand the obstacles that students encounter in learning a language.

Learners cast doubt on whether cognitive processes, language transfer, and lingua interference can give rise to errors in some way or other. The findings of these researches imply that curriculum construction, pedagogic method, and mode of assessment in language learning may all benefit from the conclusions drawn. Language acquisition in Pakistan is a special case pretty much unique to itself, as previous research on error analysis in this field has shown. At least scholars have this sort of error analysis research, for it lets us look directly into particular situations where students from Pakistan who study English make their own errors. Several important case studies were done in the setting of Pakistan and here learners are along with the findings and their implications. Rahman in 2002 carried out an error analysis of Pakistani University students doing programmes in English as their second language. The research indicated that the learners' first language, Urdu, had an effect on their errors with tense misuse, prepositions, and word order (Rahman, 2002). Ali and Ahmed inquired into the problem made by secondary school students when learners speak English. Learners found that grammar, spelling, and pronunciation were common. According to Ali and Ahmed (2010), the way language is taught needs to be changed to a more conversational form to overcome these problems. Errors made by Pakistani university students were the main focus of Khan's study. The results showed that in articles, verb tenses and word order were widespread. Khan (2014) thinks that targeted teaching in these areas could improve students' writing skills substantially. Scholars Mahmood and Tariq looked at how cultural variables affect the rate of errors made by Pakistani ESL students. Learners found that social behavior and cultural norms could produce different types of errors. Mahmood and Tariq (2018) point out social and cultural considerations for foreign language teachers teaching in this article. Rather recently Ahmed et al. (2020) conducted research on spoken English made by college students in Pakistan. Learners cruised for longer exposure to authentic spoken English to deal with the problem. Learners pocketed errors such as verb number, sentence structure, and pronunciation.

However, no one has studied the errors made when translating from Pakistan. In this case, our object is a group of undergraduate Pakistani students, drawn from three different schools (University of Lahore, Lahore College for Women, and Punjab University). This study drew attention to wrong idiomatic phrases, word-order problems, and tense confusion. Nevertheless there is little research on Pakistani secondary school students' Urdu-to-English translation. Many studies have been done on the translation of Pakistani students into Urdu. Research of this kind shows that cultural influences, grammar, and transfer language all play a role in errors. There is research which is useful that has been conducted in Pakistan. The following are a few studies, their results, and what learners can mean. The errors that Pakistani students make when translating from Urdu into English were the subject of Siddiqui's work. The result was that poor word order, misuse, or lack of prepositions and collocations formed a large source of error. The research pointed out the differences between the two languages and the need for explicit instruction of syntax (Siddiqui, 2012). University students in Pakistan were the discipline for Khalid and Ashraf's study of errors in translating.

The results that the translating students often made in their vocabulary and when constructing their sentences were very similar indeed. Those errors can be reduced as this research suggests by translation practice and through exposure to real English textbooks (Khalid & Ashraf, 2015). In his study on the translation of idiomatic phrases from Urdu into English by people in Pakistan, Zafar found that many learners made. The English language can be strained, weird at times, or twisted into downright wrong meanings if scholars insist upon the literal translation of idioms. The importance of understanding local meanings behind everyday terms was the main result (Zafar, 2018). Translating materials from Urdu into English which are technical in nature was Hussain's research object. However, the experts have often not followed these patterns correctly causing problems in the sentence structure, punctuation, and special vocabulary. The research proposed that these learners must especially focus on certain scientific words such as

(Hussain, 2020). As per the authors, it is of paramount importance that pupils irrespective of their strengths and weaknesses be treated differently (Ahmed et al, 2021). Lack of semantic, syntactic, and grammatical nuances was the focal part of the study done by Ahmed et al. (2021), which explored the errors committed by Pakistanis of different language proficiency levels. As it turned out, if top performers stumbled on the more intricate phrases, beginner students, on the other hand, fell on the very simple ones like grammar and word choice quite often.

Gass and Selinker (2008) discovered that students whose native languages were different could make the same errors at the same points in their learning processes. Nothing appears to have a significant effect on the first language in the development of interlanguage. The patterns of error found in learners as learners acquire a new language provide an excellent illustration of the Interlanguage Theory in action. Students frequently make errors that reflect fixed patterns or regularities in their interlanguage instead of making errors haphazardly. Specifically, someone writing sentences in another language may consistently leave out a grammatical feature that does not exist in his home tongue. The effects of Selinker's Interlanguage Theory on language instruction have been enormous. Teachers can determine from students where students stand in terms of interlanguage acquisition with this method. When learners know about the systematic nature of the, learners can produce more effective activities and exercises that will help learners get past their unique language barriers as learners try for regular lessons on how to improve their interlanguage competence.

To understand how one's native language might influence the process of learning a new language, scholars have probed deep into what language transfer is. On phonological, morphological, syntactic, and semantic etc. levels, various permutations can occur (Cook, 2001). For example, learners may make errors when constructing sentences if the word order of the target language is different from their native one. In the Transfer Theory, the first assumption is that depending on the extent to which one's native and target languages are similar or different in structure, it rests. As the level of similarity between the two languages rises, so positive transfer between them will become greater. On the contrary side, more obvious differences in structure can lead to negative transfer and errors. While the Transfer Theory shows that one's native language plays a part in second language acquisition, other factors such as input exposure, interaction, and cognitive ability are also important. Models of second language learning which take into consideration many cognitive, social, and linguistic environments gradually include this idea.

The idea of error hierarchies comes from James (1998). This theory tends to account for the fact that learners 'certain errors accumulate in one another and become more serious in nature. Mr. James suggests that students are prone to make errors in predictable chassis as learners grow more adept at a language, which resembles the idea of Ghani (2020). When scholars are at formalistic problems and try to understand both blasphemy development, this notion is very relevant to what is going on indeed. In the James error hierarchy, students frequently start by constructing over-generalized, namely trying to apply principles where learners aren't meant to go. In some cases, students make the error of applying an incorrect syntactic structure or grammatical rule to real-life situations. Such reflects learners ' more advanced engagement with the language's structures and meaning as learners mature with lexical ordering, collocations, or tense and aspects that may occur later during acquisition if the complexities of language systems take over (Ellis, 2008). As a tool to understand learner language development, an error hierarchy can be helpful. By watching what types of errors happen at what stage, teachers are better able to meet students ' requirements for every level of development (Brown, 2007). According to the theory, errors are not just made at random but also at systematic points in time as the learner comes increasingly to know and use his mother tongue's structures.

Using theories such as overgeneralization suggests that students make errors because learners are trying to apply the rules of their language to the target language. However, fossilization

acknowledges that even the most proficient learner may make errors. This clarifies purely and wholly the difficulties of correcting incorrect linguistic habits (Selinker, 1972 Corder, 1967). Factors from cognitive processing are also important features of error analysis. Cognitive factors such as attention and working memory tend to handily order translation errors. Looking at translation skills through this cognitive lens allows us to see how students 'mental tools affect their translational accuracy (Skehan, 1998). This recognition emphasizes the need to take language (Kramsch, 1998) into account with cultural subtleties. Error analysis in language learning provides an overall perspective that teaches scholars how to proceed both locally and globally. By combining diverse language theories and concepts, scholars can glean deep insights into the learning process and thus influence successful teaching strategies.

### Research Methodology

This study employs a qualitative research methodology to investigate the translation errors made by secondary-level students in Pakistan when translating Urdu passages into English. Qualitative research is particularly suited for exploring complex phenomena such as language acquisition and error analysis, as it allows for an in-depth understanding of the participants' experiences and contextual factors influencing their language development (Flick, 2018). The research is grounded in the frameworks established by Creswell (2013) and Merriam (2009), who emphasize the importance of context and participant perspectives in qualitative inquiry. By utilizing focus groups and in-depth interviews, the study aims to capture the lived experiences of learners, thereby providing insights into the challenges they face during translation tasks. The data collection process includes a systematic approach involving 150 female students from various secondary schools in Sialkot, who were tasked with translating selected passages from Urdu to English, simulating real-world language use, and revealing common difficulties encountered in this process.

### Theoretical Framework

The theoretical framework guiding this research is rooted in phenomenology, which seeks to understand the essence of participants' experiences regarding translation difficulties. This approach aligns with Creswell's guidelines for qualitative research, allowing researchers to delve into participants' subjective experiences (Creswell, 2013). Data analysis techniques include thematic analysis to identify patterns and insights from qualitative interviews while categorizing errors based on established classifications such as grammatical, lexical, and semantic mistakes (Brown, 1980). Additionally, triangulation is employed to enhance the validity of findings by integrating multiple data sources and methods, thereby providing a comprehensive understanding of the translation errors faced by ESL learners in Pakistan (Patton, 2015). Ethical considerations are also paramount; informed consent is obtained from participants to ensure their rights are protected throughout the research process. This study aims to contribute to existing literature on translation errors by linking findings with relevant theoretical frameworks (Ellis, 1994; Richards & Schmidt, 2010).

### Data Analysis

The analysis was started by categorizing the errors into Lexical, Grammatical, and Semantic areas. The following paragraph provides the details of the Urdu passages given for English translation to the students and the table below then categorized their errors and analyzed.

### Urdu Paragraph 1

رہا ہے ایک مرٹ ہے۔ اس سے طلباء میں اعتماد پیدا نہیں ہوتا۔ وہ خود انحرافی نہیں سمجھے پاتے۔ جب ایک مرتبہ اس کی لٹ پڑ جائے تو اس سے بچپنا چھڑانا مشکل ہو جاتا ہے۔ اس انتہا کا فرض ہے کہ وہ ابتدائی سلسلہ پر ہی طلباء میں اعتماد پیدا کریں اور ایسے طلباء کی حوصلہ افزائی کریں جو خود تبرہ کرنے کی الیت پیدا کریں۔ ایسے طلباء پر ہو کر ابھی تکرار بن جاتے ہیں۔ وہ دوسروں کی انحرافات میں تجدید نہیں کرتے۔

Table  
1:

*Sentence, Identified Errors, Types, Explanation and Possible Source*

Type	Sentence	Identified error	Explanation	Possible Source
Grammatical	Cramming be illness	Incorrect verb form	Incorrect verb form( “be” instead of “is”)	Linguistic Differences
Grammatical	They no learn self-reliance	Incorrect negation	Incorrect negation( “no”instead of “do not”)	Linguistic Differences
Grammatical	I becomes hard to remove from	Subject-verb agreement	Subject-verb agreement( “I becomes” should be “I become”)	Linguistic Differences
Lexical	They not follow anyone blindly.	Incorrect word choice	Incorrect word choice ( not instead of do not)	Lexical Differences
Lexical	It are teacher’s duty to instill confidences in..	Incorrect word choice	Incorrect word choice ( are instead of is and Confidences instead of confidence)	Lexical Differences
Lexical	Using them students who...	Incorrect word choice	Incorrect word choice ( Using instead of encouraging and “them instead of “those”)	Lexical Differences
Semantic	Such student become good writer	Incorrect noun form	Incorrect noun form (“writer” instead of “writers”)	Linguistic Differences

**Urdu Passage 2**

موجودہ حالات میں سب سے اہم ضرورت پیداوار پڑھانے اور قیتوں کو کم کرنے کی ہے۔ عام آدمی معاشی طور پر بہت پڑھانے ہے۔ اس کی آمدنی اس کے روزمرہ کے اخراجات سے کم ہے۔ کم آمدنی کے پیش نظر روزمرہ استعمال کی چیزوں مثلاً آٹا، چینی، بزیاں، کپڑے اور جلوں کی قیمتیں کم ہوئی چاہئیں۔ یہ اسی صورت میں ممکن ہے کہ زرعی اور صنعتی پیداوار میں زبردست اضافہ ہو اور لوگ دن رات مخت کریں۔

**Table2:** Sentence, Identified Errors, Types, Explanation and Possible Source

Type	Sentence	Identified error	Explanation	Possible Source
Grammatical	It be needing of hours...	Incorrect verb form	Incorrect verb form ( be instead of is and needing instead of need)	Linguistic Differences
Grammatical	His earings is lesser than him expenses.	Incorrect plural form	Incorrect plural form ( is instead of are and him instead of his expenses.)	Linguistic Differences
Grammatical	Keeping in viewing the low incomes	Subject-verb agreement	Subject-verb agreement (in viewing instead in view of)	Linguistic Differences
Grammatical		Incorrect Preposition	Incorrect Preposition Usage	Linguistic Differences

		Usage		
Lexical	Pricings of grocery should be lows.	Incorrect word choice	Incorrect word choice (Pricings instead of prices and Lows instead of low)	Lexical Differences
Lexical	It is possibility only when...	Incorrect word choice	Incorrect word choice (possibility instead of Possible)	Lexical Differences
Semantic	Peoples works day and nights	Incorrect noun form	Incorrect noun form (Peoples instead of people and Nights instead of night)	Linguistic Differences

### Urdu Passage 3

رفیہ سلطانہ شمس الدین اتش کی بڑی بیٹی تھیں۔ اتش اسے بہت پیار کرتا تھا۔ وہ اتش کی ساری اولاد میں سب سے زیادہ دیکھنے کے سب بھائی کندوہن، کلے اور کھلنکرے تھے۔ وہ پڑھنے کے لئے سے بہترے اور ساہانہ مظہلوں سے ملی چاہتے تھے۔ مگر رفیہ خوب تھی اور ہر کام توجہ اور خون سے کرتی تھی۔ اتش نے اپنی دور نظر میں پوری دیکھی تو کلی محالات میں بھی اس سے مسحورے لئے تھا۔

Table 3: Sentence, Identified Errors, Types, Explanation and Possible Source

Type	Sentence	Identified error	Explanation	Possible Source
Grammatical	Razia Sultana was ealder daughter of Shams-ud-din Altmash.	Incorrect adjective form	Incorrect adjective form ("elder" instead of "eldest")	Linguistic Differences
Grammatical	Altumash loveth her extremely.	Incorrect verb form	Incorrect verb form ("loveth" instead of "loved")	Linguistic Differences
Grammatical	She was utmost intelligent, wise and most competently....	Incorrect Adjective form	Incorrect Adjective form ("utmost" instead of "the most", "competently" instead of "competent")	Linguistic Differences
Grammatical	Her every brother was dim, worthless and playful.	Incorrect noun form	Incorrect noun form ("every brother" should be "all brothers", "playfully" instead of "playful")	Linguistic Differences
Grammatical	They avoided studying and shirking was games but Razia....	Incorrect verb form	Incorrect verb forms ("avoided studying" should be "avoided study", "did every task careful" should be "did every task carefully")	Linguistic Differences
Lexical	Altumash start	Incorrect	Incorrect word choice ("start")	Lexical

	taking her advices in the country affairs.	word choice	instead of “started”, “advices” instead of “advice”).	Differences
Semantic	Her all brothers were dull, worthless and playful.	Incorrect determiner	Incorrect determiner (“Her all brothers” should be “All her brothers”)	Linguistic Differences

#### Urdu Passage 4

تویی کردار کا پہلا جزو حب الوطنی ہے۔ حب الوطنی ایک ایسا جذبہ ہے جو ذاتی مفادات کو تویی مفادات پر قربان کر دہتا ہے۔  
ازاد ملک کے شہری کو ہر کام سے پہلے سوچنا چاہئے کہ ایسا کتنا قوم کے لئے فائدہ مند ہے یا نہیں۔ تویی کردار کا دوسرا جنم جزو زندگی  
کے ہر شبے میں ریانداری اور انصاف برداشت ہے۔

**Table 4: Sentence, Identified Errors, Types, Explanation and Possible Source**

Type	Sentence	Identified error	Explanation	Possible Source
Grammatical	The first part of rational character am patriotism.	Incorrect verb form	Incorrect verb form (“am” instead of “is”)	Linguistic Differences
Grammatical	It am passion that sacrificeth personal interest....	Incorrect verb form	Incorrect verb form (“am” instead of “is”, “sacrificeth” instead of “sacrifices”)	Linguistic Differences
Grammatical	The citizens of independent country should thinks....	Incorrect verb form	Incorrect verb form (“thinks” instead of “think”, “am” instead of “are”, “no” instead of “not”)	Linguistic Differences
Grammatical	Whether it am beneficial for nation or no.	Incorrect verb form	Incorrect verb form (“am” instead of “are”, “no” instead of “not”)	Linguistic Differences
Grammatical	The second important part of national character am....	Incorrect verb form	Incorrect verb form (“am” instead of “is”)	Linguistic Differences
Lexical	Whether it am beneficial for nation or no.	Incorrect word choices	Incorrect verb form (“am” instead of “are”, “no” instead of “not”)	Lexical Differences
Semantic	The second important part of national character am....	Incorrect verb form	Incorrect verb form (“am” instead of “is”, and “dealings” is not the right context)	Linguistic Differences

پنجابی ایک قدیم زبان ہے لیکن یہ صرف پنجاب ہی میں نہیں بولی جاتی۔ پاکستان کے دوسرے صوبوں میں بھی بولی اور بھی جاتی ہے۔ اس کے ملاوہ دنیا کا شاید ہی کوئی ملک ایسا ہو جہاں پنجابی بولنے والے نہ رہتے ہوں۔ پنجابی بہت مدتیکار دوسرے ملکی جاتی ہے۔ دنیوں زبانیاں ایک ہی رسم الخط میں لکھی جاتی ہیں۔ پنجابی لوگ کہانیاں ساری دنیا میں مشہور ہیں۔

**Table 5: Sentence, Identified Errors, Types, Explanation and Possible Source**

Type	Sentence	Identified error	Explanation	Possible Source
Grammatical	Punjabi am an aged languages...	Incorrect verb form	Incorrect verb form due to language interference	Linguistic Differences
Grammatical	But this am not only speaking in Punjab....	Incorrect verb form	Incorrect verb form ("am" instead of "is", "speaking" instead of "spoken")	Linguistic Differences
Grammatical	But also speak and understand in other province....	Incorrect verb form	Incorrect verb form ("speak" should be "speaking")	Linguistic Differences
Lexical	Punjabi am an aged languages...	Incorrect word choice	Incorrect word choice ("aged" instead of "old")	Lexical Differences
Lexical	Punjabi resemblances Urdu to great extents.	Incorrect word choices	Incorrect word choice ("resemblances" instead of "resemble", "extents" instead of "extent")	Lexical Differences
Lexical	Punjabi folks takes am famous all around the worlds.	Incorrect word choice	Incorrect word choice ("folks" instead of "folk", "am" should be "are")	Lexical Differences
Semantic	Punjabi folks takes am famous all around the worlds.	Incorrect word choice	Incorrect word choice ("worlds" instead of "world")	Linguistic Differences

### Research Objective and Question One (based on Translation passages errors)

Error analysis was an important part of this study, for example it sought to identify all problems involving subjects and verbs in Urdu. Scholar detailed how one develop an error taxonomy and then finds, categorizes, analyzes errors. Grammatical, lexical, and semantic. This is in terms of language proficiency and understanding through the normative eyes of an English-speaking country ordinarily, poor errors students make when translating Urdu into English include those which Dulay and Burt (1973) listed. The breaking of normative sentence construction according

to mode, verb tense, word order, articles, and prepositions are all examples. For example, grammatical are those involving subject-verb agreement, or the improper use of articles. Inappropriate word choice: for example if the wrong word altogether is used. Improper word use: for example words which are correct in meaning but ones that do not neatly fit in with their surroundings. Students made semantic errors when learners distorted or mistranslated the original text due to a failure in understanding its meaning. These occur because these two languages have completely different cultural subtleties and conceptual frameworks (Brown, 1980). To organize and analyze error data properly, a systematic error categorization must be developed. Particular kinds of errors each have their own taxonomy, including subgroups for precise analysis and descriptive words revealing the unique symptoms constituted by each type of error. Subcategories of grammatical, such as tense errors, problems with subject-verb agreement, and misuse of articles. In the table, one may take the summary from 4.1 to 4.10. For each type of mistake, the following steps were made in research process: Scholar examined texts that have been translated in order to find examples of the different kind of errors. According to the error taxonomy, Scholar put all discovered into correct subcategories and reported their error type. In order to discover what pedigree of was typical of people's work, Scholar counted how many occurred for each error type and subcategory. To find out what causes these types of mistake, Scholar must investigate their particular circumstances. At this juncture Scholar would examine participant-provided contextual remarks alongside the translated text and the original Urdu paragraph. Scholar went through every single error to see if it might have been caused by a language barrier, poor instructions, or lack of understanding of the original material for example. In the investigation, the potential sources of, such as differences in cultural background, lack of teaching, cognitive processing problems or language discrepancies between Urdu and English were sought out and analyzed.

### Teachers Responses Semi-Structured Interviews Analysis Research

The following are some of the typical errors most commonly made by pupils in secondary school when translating Urdu texts into English as reported by instructors at various levels of language training ability. Both the language barrier and the cognitive load on the pupils are responsible for these errors. Common errors include sentence structures, subject-verb in essence, as has been recalled in this section more than once, there are those errors in the way sentences function. The wrong tense or failure to agree subject and verb are two examples of very common errors. Often students have translated inaccurately because learners use the wrong language. This means getting terms which sound almost right but don't suit the case. Problems of English syntax, literature, idiom disagreements of harshness about how words descend into marks on computer screens--all these can lead to incorrect translations. When translating idiomatic statements from Urdu into English word by word, it's possible to get absurd results, or wrong ones. Articles and prepositions are used differently since between Urdu and English, language can be different. Sometimes, students may not completely understand cultural allusions or settings that belong to one particular environment, which in turn leads to translations which are not correct. Due to both spelling and punctuation, the parts of translations to which students have kindly contributed may not be as accurate or clear as desired. By reason of their low cognitive processing capability, students encounter problems with longer passages and more complex behaviors or ideas. When your vocabulary is short, it is easy to invent terms, which do not connote what you mean. Student translations sometimes leave out idiomatic idioms and phrasal verbs altogether. Students should know, however, that these mistake categories may vary as a consequence of not only their linguistic situation but also their ones of skill. The translation must be as soon as possible accurate and elegant, and depends on the effective use of certain instructional methods and tactics--so-called "telling-the-truth" literally-oriented teaching.

**Table 6: Types of Errors in Translating Urdu Passages into English**

Error Types	Description
<b>Linguistic Factors</b>	
Linguistic Differences	Errors due to disparities in verb forms, articles and sentence structures between Urdu and English.
Idiomatic Expressions	Errors from translating Urdu idiomatic expressions literally into English, leading to nonsensical outcomes.
Vocabulary Usage	Errors caused by limited English Vocabulary and improper word choices in translation.
<b>Socio Cultural Factors</b>	
Cultural References	Errors due to unfamiliarity with cultural references and context-specific terms in English text.
Socio-cultural influences	Errors arising from differences in cultural norms and practices between Urdu and English contexts.
Cultural Influences	Errors resulting from the impact of socio-cultural backgrounds on the interpretation of phrases or expressions.
<b>Instructional Factors</b>	
Teaching methods	Errors stemming from ineffective teaching methods that don't emphasize linguistic nuances, idiomatic expressions, and vocabulary.
Instructional gaps	Errors due to the lack of explicit instruction on grammar, syntax, and translation strategies.
Limited resources	Errors resulting from the insufficient availability of appropriate resources for translation practice and understanding linguistic differences
<b>Cognitive Factors</b>	
Cognitive load	Errors caused by complex sentence structures and unfamiliar vocabulary overwhelming students cognitive capacity .
Working memory	Errors due to limited working memory, hindering accurate processing and translation of longer passages.
Cognitive processing challenges	Errors arising from difficulty in analyzing and restructuring sentences during translation , leading to syntactic and grammatical errors.

**Table 7: Errors, description and Contributing Factors**

Error Types	Description	Contributing Factors
Grammatical errors	Errors in verb forms, subject-verb agreement, and sentence structures.	Linguistic differences, Cognitive processing challenges
Vocabulary Usage	Errors due to incorrect vocabulary choices, leading to inaccuracies.	Linguistic differences, vocabulary limitations
Syntax and sentences structure	Errors in arranging words and construing sentences.	Linguistic differences, Cognitive processing challenges
Idiomatic expressions	Errors from literal translation of idiomatic expressions.	Linguistic differences
Linguistic nuances	Errors due to differences in articles, prepositions, and linguistic nuance.	Linguistic differences

Cultural references	Errors stemming from unfamiliarity with cultural references and context-specific terms	Socio-cultural factors
Spelling and punctuation	Errors in spelling and punctuation affecting overall accuracy.	
Cognitive load	Errors due to complex sentences structures and unfamiliar vocabulary overwhelming cognition.	Cognitive factors
Literal translation	Errors resulting from translating word-for-word without considering idiomatic expressions.	Linguistic differences Cognitive processing challenges
Socio-cultural norms	Errors due to differences in cultural norms affecting translation.	Socio-cultural factors
Cultural influences	Errors from socio-cultural background impacting interpretation of phrases or expression.	Socio-cultural factors
Instructional gaps	Errors resulting from lack of explicit instructions on grammar and translation strategies.	Instructional factors
Limited resources	Errors due to insufficient availability of appropriate resources for translation practice.	Instructional factors
Working memory	Errors due to limited working memory hindering accurate processing of longer passages.	Cognitive factors

### Research Objective and Question Two (based on Translation passages errors)

The linguistic, sociocultural, educational and cognitive aspects are contributing to this type of error. Of the identified, one involves verb tense and another, subject-verb agreement. Errors in word choice and inappropriate use of terms with comparable meanings are the main factors of vocabulary use error. An incorrect translation is the result of difficulty with English grammar and sentence formations or poor translation skills. In idiomatic Urdu phrases might lead to literally translatable, illogical English translations that are not. Some linguistic subtleties, such as the placing of articles and prepositions permits to be made in translation. Unsound translations may result from misunderstanding cultural and contextual references. Lack of familiarity with the cultural allusions and context-specific vocabulary of English exercises is a part of the sociocultural component. Standards of this format may vary between populations which speak English and Urdu, and are probably determined by norms in S deal with a language. The cultural background may have a bearing on the interpretation of certain expressions.

Some of the instructional elements mentioned above include incorrect or skirting idiomatic phrases, as well as some nuances subtly not understood by machines. The misunderstanding and bred by a lack of translation methods instruction, syntax or grammar instruction are amplified. The lack of suitable translation materials and language distinction is a difficulty for the learner. Foreign language sentences, rather complex sentence patterns overwhelm students' thinking, and this makes them make translation. Limited working memory will make processing and properly translating long paragraphs difficult. Difficulties in cognitive processing which arise because of translation bring errors in syntax and grammar. In helping students become better translators and reduce their errors, the studies in this volume emphasize the need for a holistic approach that

takes all these factors into account. This research study which pinpoints causes of student translation errors is detailed here. In secondary school students' translation errors, there are linguistic factors to be reckoned with. There are grammatical and structural differences between Urdu and English that might bring about translation errors. The word order in Urdu is SOV (subject-object-verb) while in English it is SVO (subject-verb-object). As a result, students can make grammar errors when learners translate literally from the SOV form of speech into English (Dulay & Burt, 1973). When one's native language (L1) influences the way one learns a second language (L2), it is called "language interference," a category of linguistic factors. English translations of Urdu may contain because students keep some of that language's idiomatic phrases, grammatical structures, and vocabulary (Selinker, 1972).

In research when sociologists and anthropologists uncover root causes of perception and use of language, they are educating culturalists and translators. Specifically, the translation of a text should catch slight cultural specifics and local contextual theme. Literal translations may not catch the essence of idioms or metaphors from which the original phrases were drawn, thus causing mistranslations which may be inappropriate and lead to miscommunication (Ahmed, 2018). By way of illustration, a straightforward rendering of an Urdu figure of speech in English may lose the intended meaning or is simply a meaningless expression. Language specifics, as well as the social status of English, the attitudes of society toward bilingualism, etc. Influence the degree of validity of translations. Therefore, students may be pre-occupied with culturally authentic preservation of the text and less likely to get rigid with English grammar rules (Cook, 2010). Students' can be termed a function of effectiveness in the training and materials used. If teachers do not highlight the particularities of this language in the ordinary classroom lessons, students might be unable to get the skills for producing good translations. The adaptability of the students in terms of transcribing speech into writing because of lack of experience in dealing with various styles of writing may be an issue.

The amount of time students spend exposed to authentic and context-based language use is also influenced by the availability and quality of teaching resources. If resources are outdated or incomplete, students may not be prepared in the knowledge... The cognitive aspects of translating the process that students engage in while translating may be seen as cognitive. Things like focusing attention, using memory to recall information, solving problems, and making decisions are all part of the task. Students have to understand the original, look for appropriate words and put their translations into a syntactically reasoned form, all at the same time learners are translating. The mental labor of doing a job, or the cognitive burden, may influence how well and accurately a translation is done (Gass & Selinker, 2008). The ability to manipulate information and store it for later use--working memory capacity--also comes into play here. Because their working memory is restricted, students may have trouble concentrating on both the translation process and accuracy in target language (Ellis, 2003).

### **Teachers Responses Semi-Structured Interviews Research Objective Two**

Even at the secondary school level, students may make in translating Urdu texts into English for a number of reasons, according to instructors at different levels. The sources of the factors contributing to errors as undertaken can be classified: The verb tenses, placement of articles and sentence structures differ between Urdu and English, so very accurate translation is difficult. The different word-usage patterns in Urdu and English can cause literal translations of colloquial terms to lose their meaning and sound ridiculous. False translations may occur as a result of lack of a good English vocabulary and the use of wrong words. Misunderstandings may be caused when readers of English writing are unfamiliar with cultural allusions and terms unique to a certain setting. The accuracy of a translation can be affected by cultural differences between the English-speaking world and Urdu groups. The rights of people to understand a word's meaning is influenced by their sociocultural background. Inadequate ways to tell idiomatic idioms terminology and linguistic subtleties may lead to errors. Translation methods, syntax and

grammar are not often taught independently and this may lead to misunderstandings. As the tools for people to practice translation and understand language differences remain limited, so does the ability of them to learn. Students' native language cognitive ability may buckle under pressure from complex sentence patterns if it must process a foreign language as well, leading to translation errors. If students' working memory is limited, learners may have difficulty properly processing and translating long sentences. Syntax and grammatical may occur when translators struggle to reorder phrases and analyze how the parts work together. It is worth noting that students in English proficiency, cognitive capacity levels and cultural and linguistic exposure all have a role in these factors and trends interwoven. A training course that fully embodies these characteristics will improve students' ability to translate and accuracy.

## Findings

The study revealed several critical insights into the common translation errors made by Pakistani secondary school students when translating from Urdu to English.

**Table 8: Key Findings of the Research Questions 1 and 2**

RQ 1: Common Types of Translation Errors	RQ 2: Factors Contributing to Errors
Grammatical Errors	Linguistic Differences
Vocabulary Usage Errors	Socio-cultural Factors
Syntax and Structure errors	Instructional gaps
	Cognitive processing challenges

These findings underscore the complexities of translating between Urdu and English and highlight the need for targeted interventions to improve translation education. By addressing these key areas, educators can help students develop better translation skills and reduce the frequency of errors.

## Discussion

Error analysis is important when considering how language transfer in interference and transmission phenomena come about. Speaker when the language (L1) Scholar first acquired (L2) has an effect on our means of acquiring our subsequent languages (L3), Scholar speak of "Language transfer". Patterns of linguistic transfer might, Specifically, be uncovered by analyzing translation errors (Selinker 1972). When learners bring rules of their L1 grammar, syntax, or vocabulary with them into L2 outputs the result is transferred grammar, syntax and vocabulary from one language to another. This helps us see more accurately the particular trouble spots that students might encounter when learning language and thus provides useful information for the construction of pedagogically sound methods (Richards 1973). Scholar in studying Urdu to English translation errors, for example, may find direct translations of Urdu sentence structures into English, as shown by the influence of original language's syntactic patterns. Teachers might use the information to learn more about the process of language transmission and create interventions that work better to counter its negative effects (Cook 2010). From studies--both in translation errors and interlanguage interference--of the ways and effects of language transmission, Scholar may hope to acquire insights into complexities of multilingual learning. To study translation errors is to see how cultural shades and linguistic patterns of one language enter into the fruits which another yields to us. It is like that students use their mother tongue when acquiring a second language, as proposed by Language Transfer Theory (Odlin 1989). Thus, findings in the translation errors make tangible the evidence for language transfer. Origins of this covenant can be seen in research like Anderson's; this kind

which brought to light the phenomenon known as "language interference," that thing where one language gets in the way of properly using another (Lado 1957). Their errors in translation show how the rules that govern language acquisition in their native tongue can force the target language to be inappropriate or awkward. Rather than with general remedies for the problems of interference, teachers can effectively target treatments by finding which areas in language are most susceptible. And by discerning patterns that are common to many errors of type, learners do so in practical ways. Along these lines, results from the study could potentially serve as the basis for more refined language learning, requiring classes to address specific cultural expressions and differences that cannot otherwise be properly accommodated (Cook 2001). With the study's results, teachers may also enact more effective lesson plans to help students avoid common and maintain their accuracy of expression.

Analyzing in translation provides a good understanding of how this works between languages. This is really useful in Pakistan, where students often have problems with translation between Urdu and English. Khan's (2016) work on made by Pakistani students in translation, influenced as it is in terms of linguistic structures from a second language, demonstrates that having a native language significantly alters the effectiveness of students' English skills altogether. In supporting language transfer, the finding demonstrates by comparison how in English translations of standard Middle Eastern newspapers such as Al-Iraq Al-Jadid and Awraq Al-Luha, students are influenced by linguistic structures used for Urdu output. Mahmood's (2019) study on translation errors of Pakistani high school pupils' shows how the interference that Urdu's structures and norms cause can lead to inaccurate English translations. In settings with many languages, such as Pakistan, the need to understand different language is apparent. Teachers and curriculum developers will find these findings helpful. Teachers will also find this information useful. By taking the learning patterns particular to the Pakistani setting and developing targeted interventions accordingly, teachers can possibly allay areas of interference & transfer problems that are common there. In order to reduce interference and make translations more accurate, Ahmed et al. (2020) suggest teaching students about the cultural backgrounds and linguistic nuances of foreign works. The study's examination of errors made in translation effectively expands our understanding of language interference and transfer. The faults shown as being discovered arise from the interactions of the language students are learning with their own native languages, and those of others. The highlight that this knowledge can be highly beneficial for teachers when learners seek to help students achieve more accurate and natural use of target languages in such multi-language environments, what learner's term Specifically how instructive methods are applied, curricula are shaped and assessment methods decided. Looking at translating in Pakistan has shown that for language interference and transmission to be more fully understood, it must be studied. Teachers can use this information Customizable interventions can be helpful in shaping lessons to fit the needs of children in Pakistan's multilingual classrooms.

## Conclusion

The idea here is to evaluate and weigh up errors committed by the students of the 10th grade while translating Urdu test into English. Scholar have also applied the mixed methods approach that included combining qualitative and quantitative methods. They have also taken into consideration the translation deriving from the structure, vocabulary, and meaning aspects. The research examined the causes of these from different angles such as language and culture, educational background, and mental processes. The majority of due to grammatical errors, with verb tense differences and word order issues being most common. The correctness of the translation is greatly affected by socio-cultural elements as well, specifically with such things as cultural subtleties and idiomatic idioms. Other contributing factors include gaps in teaching and

the process of translating from Urdu to English. The results of this study reveal a few: how students advance from one language to another, what common in translation might be, and the extent of interference caused by cultural factors. This study's results also provide help to several aspects of language teaching. Scholar were enabled lights on students 'specific problems during second year translation by the error analysis. With this knowledge, teachers can better address the unique language and cultural needs of their students. For teachers, the results of this research offer valuable information to apply in the development of interesting English lessons. Cultural awareness and filling in instruction knowledge gaps can help teachers improve students' translation abilities. The research highlights the importance of mistake awareness and self-corrections in language training by showing this complex interaction of linguistic, cognitive, socio-cultural \$2 instructional factors in translation. Teachers should rethink how to teach language by learning from these findings and strengthening their own professional ranks. The study highlights the importance of incorporating error analysis exercises into language classes, because by practicing mistake recognition and self-correction pupils are given the tools necessary for continued growth.

### **Recommendations**

In this context, translation error analysis is also a useful target for future research. Besides its own value, it stands as an example of the complex interaction between different types of and their correction--which may contribute to our understanding of second language learning processes. This research suggests many possible new areas for investigation: Analyzing how students at various skill levels make translation errors could provide insights into both the stages in language acquisition and what particular obstacles learners face. Through long-term longitudinal studies tracking the development of students over years, students' ongoing problems and the types of error learners eventually give up might be thrown into relief. It would also be interesting to compare translations probably made in as many as six languages, not just English. This may well give rise to some cross-linguistic insights. To understand better the nature and origin of language interference, it is helpful to examine how learners' first language affects the type and frequency of translation errors learners make. To see how well technology-enhanced resources, including language learning applications and machine translations, help students understand translation concepts and cut down on definite types of . By using neurocognitive methods (including brain imaging), a holistic picture of the relationship between cognitive factors and linguistic processes behind translation tasks as well as errors may be obtained. As with any linguistic problem, a survey of translation must be international in scope. To follow the general situation, it is of considerable significance for scholar to conduct cross-cultural studies on groups of students drawn from different countries, languages, and educational environments. Researching the impact of different teaching strategies on students' error rates and final grades using such media as interactive platforms or multimedia resources and visual aids. Comprehensive appraisals of the effectiveness of focused educational intervention--that is interventions aimed specifically at improving translation skills and addressing well-defined of translation. Researching the effects of teacher training programmes oriented towards error analysis on teachers ' abilities to detect, correct and avoid ineradicably translation errors in the classroom.

By doing research in these fields, scholar can contribute to the improvement of traditional theories and research methods in second language acquisition and general knowledge respectively on how translation errors can mirror the complex nature of language learning and cognitive processing.

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