A Study of Translational Errors at Syntactic Level in Intermediate Classes of Government Colleges of Lahore

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ARTICLE INFO	ABSTRACT
	This present study is an analysis of the translational errors at syntactic level in intermediate classes of the government colleges of Lahore, Pakistan. Hundred samples were collected from the three different government colleges of Lahore. Researcher was able to find out the causes and reasons of the translation errors in both languages. Since the aim of this study to investigate the translational syntactic errors: Sentence structure, Conditionals, Subject verb agreement, Participle, Gerund, Double Subject, Pronoun, Number, Passive voice, Relative Clause, Modifier, Conjunction, Tense, Article and Infinitive are included in it. These areas were selected on the basis of the translation from Urdu to English and English to Urdu in text book and the grammar portions that were included in the paper pattern of the intermediate classes. Researcher went on to explain the translational errors and gives the detail as well as plausible interpretations of the both translations.

1.1 TRANSLATION

Translation is the core of linguistics activity; it destroys the boundaries and crosses the countries and it also becomes the widespread movement at all over the world. Translation involves the transfer of meanings, contain in one set of language signs through competent use of the dictionary and grammar. Translation is the production of a functional target text maintaining a relationship within a given source text that is specified according to the intended or demanded function of the target text. (**Nord, Cowie)**

First, Cat ford (1965) defined translation as the textual replacement of one language to another having same equivalence. So, the major thing in this definition is the equivalence of the source language text and the target language text. Hence, there is one thing that shows vagueness about the word equivalence; in what sense we should have to take the word equivalence.

Nida (1969) said something about the word translation that translation is a process of reproducing the source text to the closest equivalence to the target language text and the equivalence has two domains: first with reference to meaning and the second with reference to the style of the both language. Translation involves the changing expression of thought of the one language to another language appropriately. It requires the three procedure of culture like decoding, recoding and encoding.(Akbari, 2013)

Translation itself is a process of depiction of the one language text into another language text. It clearly shows that the upper gist of the both source language text and the target language text should be equivalent but the structure of the both source text and the target text might be co related, but not as close as source text (McGuire 1980).

Translation is the center of linguistics action, and it has been regarded as an eminently practical concern of its practitioners, whereas, until the mid of twentieth century translation theory, remained an obscure and barely explored domain or discipline positioned uncomfortably in academic institutions somewhere between literary studies and linguistics.Translation is a complicated task, during which the meaning of the source-language text should be conveyed to the target-language readers.

1.2 STATEMENT OF THE PROBLEM

Translation itself is a problem for the second language learners and the translational errors occur in Urdu to English and English to Urdu translation due to the cultural barriers, less information of the semantics and syntactic structure of the language.

1.3 TRANSLATIONAL ERRORS

Translation error is the violation of standard set in the translation pithy with respect to purposeful feature (Nord, 2009). Translation errors are occurred due to the involvement of the first language into the second language. Translation transcript just translates or estimates with respect to the specified translation aim. Translational errors may be classified into pragmatic errors, semantic errors and grammatical or syntactic errors, binary errors, non binary errors, covert errors, overt errors, linguistic, cultural, cognitive and textual errors. Pragmatic errors talk about the pragmatic rules, semantic errors talk about the meaning and grammatical or syntactic errors talk about the grammar.

1.4 OBJECTIVES OF THE STUDY

Objectives of the study describe what we expected to achieve by a project. Objectives of this study are;

- To investigate the common translation errors make by the second language learners.
- To examine the syntactic errors that occurs in Urdu to English or English to Urdu translation.
- To locate out the common kinds of errors in Urdu to English or English Urdu translation make by the intermediate students of government colleges of Lahore

1.5 RESEARCH QUESTIONS

A research question is an answerable inquiry into a specific concern or issue. In this study, the answers of the following research questions are to be looked for:

I. What is the obligation to investigate the translational errors conduct by the second language learners?
II. Why is the examination of the translational syntactic errors of the both Urdu and English language to be done?
III. How many common errors are found in translation make by the students of the intermediate class of the government colleges of Lahore?

2. RESEARCH METHODOLOGY

Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It covers conceptions such as paradigm, theoretical model, phases and quantitative or qualitative techniques, (Ranjit Kumar). This research is an analysis of the translational syntactic errors. The purpose of this research is to examine translational syntactic errors in Urdu to English and English to Urdu translation make by the intermediate students of the government colleges of Lahore. Specially, this study put a glance at the syntactic level of the both languages Urdu and English and it also provides the plausible explanation of these errors.

Two tests are conducted in order to collect the data. Tests are included the translation sentences from English to Urdu and Urdu to English. Each contains thirty, thirty sentences of the translation; test one is for the first year students which contains the translation sentences from English to Urdu and the test two is for the second year students which contains translation sentences from Urdu to English. The participants had one hour to fulfill the translation sentences from Urdu to English and English to Urdu. These tests are completed by the students at the end of their academic session 2016. Data collection contains its sub headings like population, sampling, and research instruments

The hundred (100) students of intermediate classes are selected from the three government colleges of Lahore; two colleges of boys and one college of the girls. Twenty five students of the intermediate classes from the each of the boys' colleges (Government College of Township for boys and Government Model Town Degree College for boys) are selected. Further on, twelve, twelve students of the first year class from the each college are selected, and thirteen, thirteen students of the second year class from the each college are selected simultaneously. So, overall fifty students are selected from the both Government Colleges for Boys as a sample of this study. The remaining fifty students are selected from the Government Degree College for Women Kahna Nau Lahore. Twenty five students from the each intermediate class are selected from the Government Degree College for Women. Fifty percent is the male students and the fifty percent is the female students are participated in this study.

Since they have English as a compulsory subject; First year students has the 15 marks of the translation from English to Urdu in its paper's pattern of Board of Intermediate and Secondary Education (Bise) Lahore Pakistan and the second year class has the 15 marks of the translation from Urdu to English respectively.

All the participants of this research are the students of the intermediate class of the government colleges of Lahore (GCT, GDCMT, and GDCW) Pakistan. All the participants are habitual in taking part in their respective classes. Two tests were taken and filled by all the participants during their classes timing at the end of the session 2016 (March 2016).

3. LITERATURE REVIEW
3.1 Translational Association
The trend, custom, or notion of translating the work of different languages is as old as the language itself. But in Urdu, Translation became the need of the hour of the community of Sub- continent under the rule of British Government in 18th century. At that time, different authors started translation just for the sake of knowledge.

Under the supervision of Sir Syed Ahmed Khan a series of book had been translated from English to Urdu, like 'The Cause from the Indian Revolt'. Sir Syed Ahmed took initiative to translate it into Urdu before any other native translation. He did so just to spread awareness among the Muslims of Sub-continent to make them realize the importance, necessity and scope of English language.

'Riyasat') (ریاست) is the Urdu translation of 'The Republic' book of Plato, which was translated by Dr. Zakir Husain. This book is the longest of his works with the exception of the Laws, and certainly, is the greatest of them.

آزادی ہند'Azadi e Hind Urdu' Authored by Maulana Abul Kalam Azad, 'Azadi e Hind' is the Urdu translation of the famous English book 'India Wins Freedom' Translated in to Urdu by Humayun Kabir. 'India Wins Freedom' is an autobiography of Maulana Abul Kalam Mohiuddin. (شہزادہ اور فقیر) Shehzada Aur Faqeer by Mark Twain (The Prince and the Pauper by Mark Twain) is a classic English novel in Urdu, firstly published in 1982.

'Pir e Kamil' (پیر کامل) is a Novel, its English version Authored by Umera Ahmed. Pir-e-Kamil PBUH, the Perfect Mentor, has been written for you, for those moments of your life, when you need to choose between light and darkness. You may tread the path that leads to light

Here comes very good English novel 'Harry Potter' and 'The Sorcerer's Stone' By J.K Rowling, 'Harry Potter Aur Paras Pathar Ka Raaz in Urdu'. These are the famous works that were translated in Urdu and English Languages.

3.2 Translation Errors
Translational errors occur due to the interference of the source and target language. It is a basic perception and evaluation about errors that translational error relies on theoretical access of translation and it depends on the ethical norms of the evaluator. Actually, the translation errors are emerged in the process of translation where there is no equivalence in the source text and the target text (Koller). Translation errors happen due to the insufficiency of equivalence in both languages target and source (Hansen, 2001).

The purpose of this study to investigate the translation errors make by the second language learners (students of intermediate class). Translation errors are included three different types of errors; grammatical errors, semantic errors and pragmatic errors which were classified on the bases of linguistic taxonomy of errors (Keshavarz, 1993). It was related to the study of taxonomy by Hendrickson in 1979. Pym in 1992 also made division of translation errors as binary and non-binary errors. He defined translation errors as; error is occurred due to the any fall down of the perfect.

3.3 Syntactic Errors

The purpose of this research is to illustrate the mainly major style of syntactic errors of Urdu language learners and the English language learners with the help of reviewing the available earlier works. These kinds of errors are divided into fifteen different categories; Sentence structure, Conditionals, Subject verb agreement, Participle, Gerund, Double Subject, Pronoun, Number, Passive voice, Relative Clause, Modifier, Conjunction, Tense, Article and Infinitive.

4. RELATED STUDY

There are some related research works that were submitted to the different countries of the world in the field of the translation errors. These works may be divided into different groups: First is the Semantics error of the translation and second is the Syntactic error of the translation. The first group comprises the study of Noojan and Lawan in (1999), and Yam-Im (2002). The second includes the study of Kerdool (1983), Songjiarapanit (1985), Abdulsata (2000), and Yodnil (2006). But all these works belong to different countries, no work is related to the territory of Pakistan which was written or published with the title of the translation errors.

All above research are done at different level but this study investigates the translational syntactic errors at intermediate level in government colleges of Lahore. It is expected that this study will help the English teachers in practicing better coaching to enhance the Pakistani's students' English.

5. DATA ANALYSIS

The purpose of this study is to explore and examine the translational errors at syntactic level in Urdu to English and English to Urdu translation in Intermediate classes of the government colleges of Lahore Pakistan, along with, it provides and gives the possible interpretation and explanation of the occurrence of these errors. The subjects of this research projects were the students of the Intermediate students of the three government college of Lahore Pakistan (Government College Township, Government model Degree College model town, and Government Degree college of Women Kahna Nau Lahore).

The researcher used some abbreviations by the ease of himself in this chapter. These abbreviations are under following; Government College Township Lahore (GCT), Government Model Degree College Model Town Lahore (GDMT), Government Degree College for Women Kahna Nau Lahore (GDCW), GDMT 1 for first year,GDMT2 for second year students, GCT 1 and GCT2 for first and second year simultaneously of these colleges. In last, he uses abbreviations for first year boys and girls (B1, G1), Second year boys and girls (B2, G2).

5.1 Gender Description of this Research Project

Two different gender boys and girls are selected just to maintain the accuracy of this study. Overall this study has the hundred samples to analysis its hypothesis; but fifty (50) samples are collected from the each type of gender. Following table 4.1 presents the description of the gender. Table 4.1
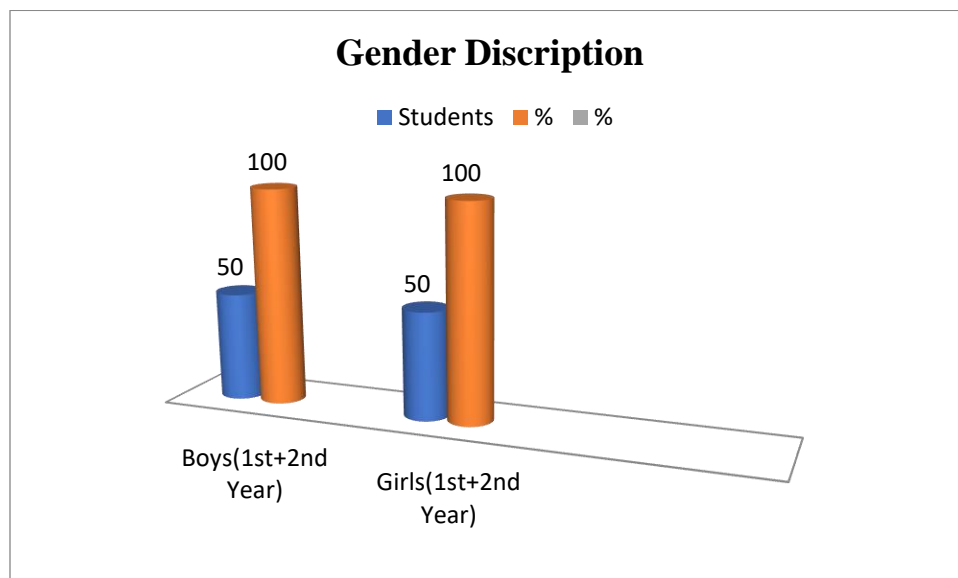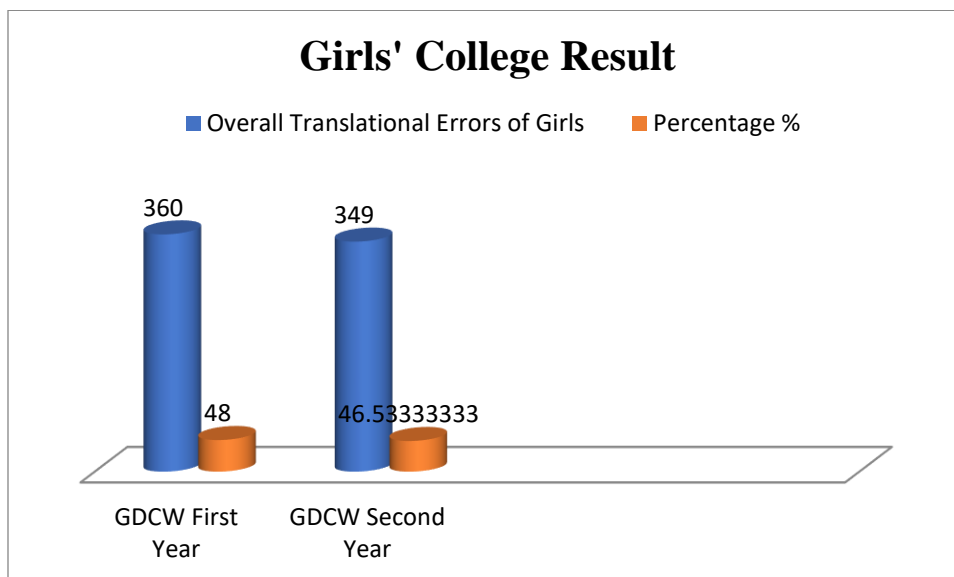
5.2 Results of the Translational Errors in Boys and Girls College

This study shows the results and findings of the translational syntactic errors of the three different government colleges of Lahore Pakistan. These colleges are: Government Degree College model Town (GDCMT), Government College Township (GCT), and Government Degree College for Women (GDCW). The total translation errors with reference to classes and colleges are GDCMT first year 160 errors, GDMCT second year 212 errors, GCT first year 213 errors, and GCT second year 148 errors are found in their translation. **Following graph shows their results.**
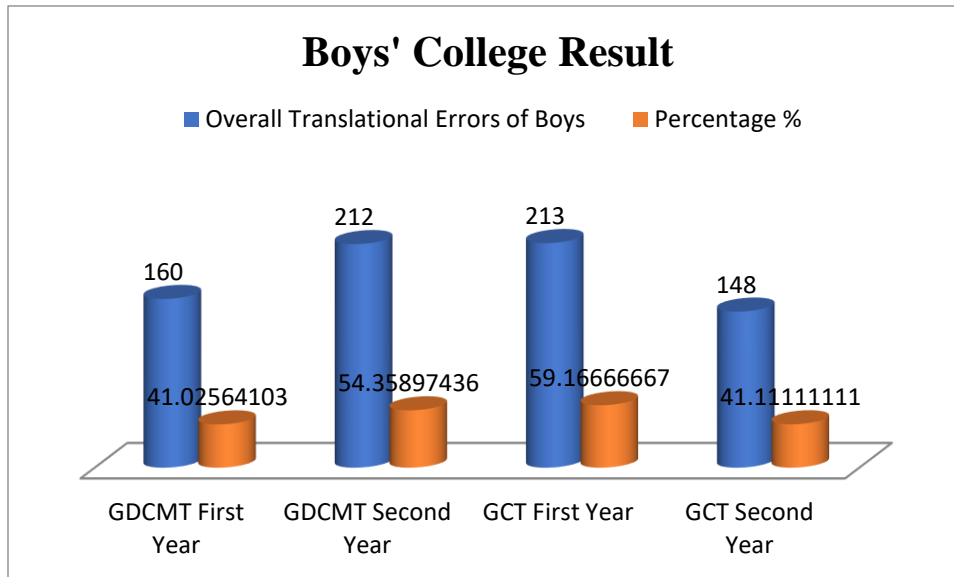
The researcher goes on to say about the result of the girls' college. Government Degree College for Women Kahna Nau Lahore (GDCW) was selected for the sample of this study. The researcher calculated the errors made by the girls' students of the Government Degree College for Women Kahna Nau Lahore. Errors were GDCW first year 360 errors, and GDCW second year 349 errors in translation. Following graph presents the results of the girls' college.

5.3 Overall Results of the Translational Syntactic Errors of this Study

This study has three thousand sentences of the both English to Urdu and Urdu to English translation to analysis it. Fifteen hundred sentences from the each side were arranged to find out its accuracy related to its hypothesis. 733 times errors are found in English to Urdu translation, and 709 times errors are found in Urdu to English translation. And finally overall, 1442 times errors are found in this research project. Table 4.2 indicates the overall results of this study.

Overall Research Findings

Overall Translational Errors of Boys +Girls	Translational Errors	Frequency Errors	Percentage
Overall Results of First Year Boys	373	373	49.73333333
Overall Results of First Year Girls	360	360	48
Overall Results of Second Year Boys	360	360	48
Overall Results of Second Year Girls	349	349	46.53333333
Overall Results	360.5	360.5	48.06666667
Total Errors in Number	1442		48.06666667

As exemplified earlier, table 4.2 indicates the overall results of the translational errors at syntactic level. This study has four different type of samples; first year boys, first year girls, second year boys and second year girls. First year boys made 373 mistakes while translating these sentences, first year girls made 360 mistakes during translation, second year boys committed 360 errors while answering their tests and lastly second year girls committed 349 errors in translation. The researcher calculated himself all these errors in order to find the ratio of per sample. So, overall, 360.5 errors are found in each type of sample. 1442 errors are found in English to Urdu or Urdu to English translation. Approximately 48.06 percent errors are found while collecting the answer of these sentences.

5.4 Overall Results and Findings of the Test One

Overall Translational Syntactic Errors in English to Urdu Translation by the Intermediate Students 1

With a view to probe the translational syntactic errors in English to Urdu language, the test one which was taken by the students of the first year class analyzed to point out the mistake of the individual error and its frequency as well. Table 4.3 indicates the results of the translational syntactic errors of the fifteen hundred (1500) sentences made by the first year students in terms of number, it also shows their percentage.

Table 4.3 Indicates Overall Translational Syntactic Errors in English to Urdu Translation

Translational Errors' Type	Overall E of B1	Overall E of G1	E in B1+G1	Percentage

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1. Sentence Structure	4	1	5	5
2. Conditionals	19	12	31	31
3. Subject, verb Agreement	17	18	35	35
4. Participle	30	25	55	55
5. Gerund	25	19	44	44
6. Double Subject	34	42	76	76
7. Pronoun	24	24	48	48
8. Number	12	16	28	28
9. Passive Voice	36	43	79	79
10. Relative Clause	21	26	47	47
11. Modifier	24	14	38	38
12. Conjunction	32	20	52	52
13. Tense	30	33	63	63
14.Article	37	26	63	63
15. Infinitive	35	41	76	76
Overall Results	25.33333333	24	49.33333333	49.33 %

It was shown in table 4.3, the results and findings of English to Urdu translation illustrated that a good number of frequent errors in 1500 sentences are under following; sentence structure (5%), conditionals (31%), subject and verb agreement (35%), participle (55%), gerund (44%), double subject (76%), pronoun (48%), number (28%) passive voice (79%), relative clause (47%), modifier (38%), conjunction (52%), tense (63%), article (63%), and infinitive (76%) simultaneously.

5.5 Overall Results and Findings of the Test Two

Overall Translational Syntactic Errors in Urdu to English by the Intermediate Students Part two

Test two was taken by the second year students of the intermediate classes of the three government colleges of Lahore. Fifteen hundred sentences were analyzed in test two. In order to investigate the translational syntactic errors in intermediate classes in Urdu to English translation, tests of the second year students have been analyzed to pin point the types of errors and their frequencies. Table 4.4 presents the findings of the translational syntactic errors and their results in percentage.

Translational Errors' Type	Errors of Boys2	Errors of Girls2	Boys2+Girls2	Percentage
1. Sentence Structure	0	0	0	0
2. Conditional	26	49	75	75
3. Subject, verb Agreement	19	15	34	34
4. Participle	21	22	43	43
5. Gerund	8	5	13	13
6. Double Subject	16	0	16	16
7. Pronoun	34	41	75	75

8. Number	38	32	70	70
9. Passive Voice	10	30	40	40
10. Relative Clause	29	34	63	63
11. Modifier	18	8	26	26
12. Conjunction	14	3	17	17
13. Tense	42	42	84	84
14.Article	29	22	51	51
15. Infinitive	46	46	92	92
Overall Results	23.33333333	23.26666667	46.6	46.6

As it was told in table 4.4, the findings indicated that fifteen 1500 sentences have been tested in Urdu to English translation, the foremost frequently found errors are as; sentence structure (0%), conditionals (75%), subject and verb agreement (34%), participle (43%), gerund (13%), double subject (16%), pronoun (75%), number (75%), passive voice (40%), relative clause (63%), modifier (26%), conjunction (17%), tense (84%), article (51%), and infinitive (92%).

5.6 Occurrences of the Errors in English to Urdu Translation

There is limitation of wording; researcher explained just some examples from those errors. To pin point to each type of translational syntactic errors in English to Urdu translation taking place in the test one took by the first year students of the intermediate classes of the three government colleges of Lahore, the number of errors, the pattern of the every type of error along with their taking places are presented in every separate table. The researcher went on to explain the occurrence of the each error.

5.6.1 Sentence Structure

 As we have little bit know how about the language that no languages have similar sentence structure. Sentence structure is varied from language to language. The sentence structure of English language is different from the structure of Urdu language. English language has S+V+O, while Urdu language has S+O+V. this different may be caused a little confusion for the students of the both language and due to it they made few errors in English to Urdu translation. These errors may be the affect of the influences of the one language to another. But mostly the students of the both language are familiar to the structures of them. They just did 5 times errors in translation. Results and findings of the sentence structure are shown in table 4.5.

Translation Errors	Errors in Number	Instances
Sentence Structure		**Source Text:**They went into the living room. (p2)
	5	**StudentsTranslation:**-وہ رہنے والے کمرے میں چلے گۓ
		CorrectTranslation:وہ رہاشی کمرے میں چلے گے۔
		Source Text: Out ran Margaret to join them. (p62)

Students Translation: مارگریٹ دوڑ کر ان کے ساتھ مل گے

Correct Translation: مارگریٹ ان میں شامل ہونے کے لیے باہر دوڑ کر گئ۔

Table 4.5 Error's Frequency on Sentence Structure in English to Urdu Translation

5.6.2 Conditionals

Both Urdu and English language have conditional sentences. But these conditional sentences are different to each other. English language has three conditional sentences and Urdu language also has three conditionals but the first type of conditional in Urdu language has future tense in its both parts of the sentence while English language has one future and one present indefinite tense in its illustration. Second and third conditional of the both language are also confused the students while translating the sentence. Third conditional of English that contains the Urdu translation ending with the words like تا، نی تے, but this sign of the words are also the sign of the English Present indefinite tense. So the students of the first year become confused while translating these sentences. Table 4.6 shows the results and the findings of the conditionals.

Translation Errors	Errors in Number	Instances
Conditionals	31	**Source Text:** 2. <u>If you push </u>the button, somewhere in the world, someone you don't know <u>will die.</u> (p2)
		Students Translation: اگر تم نے بٹن دبایا تو دنیا میں کہیں بھی کوئ بھی جسے تم نہیں جانتی مر جاۓ گا۔
		CorrectTranslation: اگر آپ بٹن دبائں گے تو دنیا میں کہیں بھی جسے آپ نہیں جانتے مر جاۓ گا۔
		Source Text:<u>If he had received </u>some extra money, this bonus <u>would have </u>usually been locked in a tin box. (p84)
		Students Translation: اگر ضرورت زیادہ پیسے مل جاۓ تو وہ انہیں ٹن کے ڈبے میں بند کر دیتی۔
		Correct Translation: اگر انیں کبھی زائد رقم مل جاتی تو وہ ان کو ٹین کے ڈبے میں بند کردیا جاتا۔

Table 4.6Error's Frequency on Conditionals in English to Urdu Translation

5.6.3 Subject and Verb Agreement

Agreement of the subject and verb is an important element of translation, in which the translator has to find out the correct agreement with subject and verb of the sentence. Both languages have their own use and the students of the both language could not help influencing by their language and did mistake during translation. Table 4.7 indicates that students of the first year class did not use the possessive pronoun during their translation which is the part of the subject. Table 4.7 shows the results and findings of the subject and verb agreement.

Translation Errors	Errors in Number	Instances

Subject and Verb agreement	35	**Source Text:**While she was on her coffee break, she took the cards halves from her purse.(p6)
		Students Translation: جب وہ کافی بریک پر گئ تھی تو اس نے کارڈ کے دو ٹکڑوں کو پرس میں رکھ لیا۔
		Correct Translation: جب اسے کافی کا وقفہ ہوا تو اس نے کارڈ کے ٹکڑوں کو پرس سے نکالا۔
		Source Text: Our talk at the club one day was opportunity and determination. (p38)
		Students Translation: ایک دن کلب میں ھماری گفتگو موقع اور عزم صمیم کے بارے میں ہوئ۔
		Correct Translation: ایک دن کلب میں ھماری گفتگو موقع اور پختہ ارادے پر تھی۔

Table 4.7 Error's Frequency on Subject and Verb Agreement in English to Urdu Translation

5.6.4 Participle

This error illustrated that the subject means the translator does not know the use of the participle that mostly describes a head noun in a sentence. Students do error because they have not enough knowledge about these participles and make mistake in translation. Some of the students translated them as a gerund. Some of the students took them as main verb of the sentence. Actually the context of the sentence interpreted the source text which became the cause of the translation. 55 times error of participle was found.

Translation Errors	Errors in Number	Instances
Participle	55	**Source Text:** Simply by <u>sticking</u> to it. (p39)
		Students Translation: 2. بس اس کے ساتھ جڑے رہنا۔ سانی سے چھڑی ماری۔أ
		Correct Translation: سادگی سے اس پہ ڈٹے رہنے سے۔
		Source Text: And struck the <u>swollen</u> part with so much force.(57)
		Students Translation: اور سوجے ہوئ حصے کو بہت طاقت سے مارا۔
		Correct Translation: اور سوجے ہوئ حصے کو پوری طاقت سے مارا۔

Table 4.8 Error's Frequency on Participle in English to Urdu Translation

6. FINDINGS OF THE STUDY

The purpose of this study was to investigate translational syntactic errors in Urdu to English and English to Urdu translation at intermediate level in three government colleges of Lahore (GDMT, GCT, and GDCW). To performing so, the percentage and the frequency of the each and every students as well as overall students were shaped out by the researcher. Furthermore, the researcher did struggle to give possible explanation for e every single mistake. Later than doing analysis, significantly the findings of this study showed under following.

The findings and the results of English to Urdu translation indicated that the frequently occur errors in 1500 translation sentences are sentence structure (5%), conditionals (31%), subject and verb agreement (35%), participle (55%), gerund (44%), double subject (76%), pronoun (48%), number (28%) passive voice (79%), relative clause (47%), modifier (38%), conjunction (52%), tense (63%), article (63%), and infinitive (76%) simultaneously.

In Urdu to English translation, the findings indicated that fifteen 1500 sentences have been tested in Urdu to English translation, the foremost frequently found errors are as; sentence structure (0%), conditionals (75%), subject and verb agreement (34%), participle (43%), gerund (13%), double subject (16%), pronoun (75%), number (75%), passive voice (40%), relative clause (63%), modifier (26%), conjunction (17%), tense (84%), article (51%), and infinitive (92%).

While we have a deep vision particularly next to two divergent assemblages of participants (Boys and Girls), it is noted that the Girls participants did fewer translational syntactic errors than the Boys participants did. It doesn't matter whether we talk about first year girls or second year girls that the girls showed better results than that of boys.

The possible interpretation as well as explanation of the translational syntactic errors is correlated to the number of the studies that have been done on translation error analysis like the study of Somboon. The first factor which was found in error analysis was the interference of the mother tongue. Secondly the learners of the language relocate their language's linguistic feature toward the second language. The same thing was also informed by O Grady in 1996. The researcher labels it as the factor of Urdu language influence. The third factor is known as developmental factor, it is said because the learners of the second language produce the object language without having its knowhow.

Forth factor occurred due to the lack of knowledge of the linguistic difference of the both Urdu and English language. Even though, all the participants deeply studied the grammatical structure and its variations of the both source text and the target text but these participants had been proved themselves incapable to put into the sentences of these tow language; Urdu and English. Finally, the researcher found the fifth reason of the occurrences of these errors is that the negligence, in reading carefully the source text, of the participants. Although it appeared to be bizarre, the researcher found it as the contribution of participants. Without these errors which were defined above, some other errors were also found like subject verb agreement, infinitive, conjunction, tense etc in this study.

7. DISCUSSION

The researcher passes on to the aim that no doubt translation is an effectual tool in guessing the performance of the learners of the English language or any other language of this universe. It also pins point weakness as well as the failure of the students of the language acquisition. Eventually, translation can point out the errors very well. Even though, there were the differences in the translational errors between the boys and girls. Girls' participants did fewer errors in translation than the Boys' participants did. But still both group boys and girls have less proficiency. These two groups still consider week according to this study. The researcher goes on to say that their weaknesses are the outcome of their input of their language, their learning style and their environments of the language learning places. Learners of the English means the intermediate students of the three government colleges of Lahore have more concern toward the grammatical structure of English language rather than meaning of the words. All the participants of this study did not be able to use English accurately due to the insufficient knowledge of the English language and its culture. These lacks of knowledge about the language are responsible in making errors while doing translation.

Researcher moved forward, in translational errors at syntactic level most of the participants did not comprehend the gist and basic idea of the concepts of the translation; it was one of the reasons of doing errors in translation. The researcher went on to say about the use of infinitive in Urdu to English translation that majority of the participants were unable to put translation of their sentences accurately, according to the hope of the researcher. Even the participants of the both test (test one and test two) were unable to put the translation of the major sentences of these

two language like, passive voice, pronoun, participle, relative clause, tense, article and infinitive. None of the participants participated and did translation of these categories of the sentences correctly. Even, participants had not enough knowledge about the words and their meanings in the given context; this is because they do not pay attention to their meaning and use while the teachers are in class. Teacher of these classes put their views about the translation that students must be encouraged to show their attention toward the translation process, and learn them accurately.

Researcher also declared that the participants of Urdu to English translation did not do well in translation than the participants of English to Urdu translation. It was occurred because the Urdu to English translation has needed to interpret the source text, know about the language structure and equivalency in meaning. With a view to improve the results of the both English to Urdu and Urdu to English translation, the researcher put the major and minor differences in the both translation in this study. Conditionals have 44 more errors in Urdu to English translation than English to Urdu translation, gerund have 31 more in English to Urdu translation than Urdu to English translation. There are 62 double subjects more errors in English to Urdu translation than Urdu to English translation. There are 42 more errors in numbers in Urdu to English translation than English to Urdu translation. In passive voice, there is the difference of 39 errors more in English to Urdu translation than Urdu to English translation. In conjunction, English to Urdu translation has 35 more errors in translation than Urdu to English translation. These are the major areas where the participants have needed to improve them.

8. CONCLUSION

In the last, researcher goes on to say that these errors may be the same errors that may be made by the graduate or university students. With reference to this perception, this study has some following implementations; if the errors and mistake of the intermediate students are corrected before they enter into the university or upper level, the outcome or results of the students and the performance about the translation of the students will be different surely. Secondly, it is exclaimed by Selinker that errors of the second language learner can never be undone (Selinker, 1972). Thirdly and lastly, translation errors are occurred due to the interference of Urdu language. It was also the results of the partial information about the English language. So researcher pointed out that these errors might be removed just to improve the knowledge or to enhance the vocabulary of the second language learners. But it demands more and solid logic to proof it.

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