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A Linguistic Analysis of Translation Errors Made by ESL Engineering Students at the University of Larkano, Sindh

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ABSTRACT

The current study examined the translation errors that occurred in the translation of the sentences by ESL engineering students of the University of Larkano. The primary aims of the study were to find out the most frequent errors in translation by students, to categorize these errors linguistically and to recommend a translation approach for developing students' translation competence. The research method in this study was qualitative research design and the Error Analysis Framework was used by Corder. Data was collected by a translation task where 15 Urdu sentences were given to students and asked them to translate them into English. Collected translations were thoroughly studied to determine the grammatical, lexical, syntactic and semantic errors. The findings indicated that students frequently made errors in verb forms, subject-verb agreement, word choice, sentence structure and word meaning. The findings also showed high degree of mother-tongue influence and Urdu-to-English word for word translation. The researcher found that training in grammar and vocabulary, practice in writing sentences, translation based on background reading, and teacher feedback can help ESL engineering students improve their translation accuracy.

Keywords: Translation errors, ESL students, Engineering students, Error analysis, Urdu-English translation

1. INTRODUCTION

Translation is an important component of the English language learning process, because it can help students to understand the connection between two languages. Translation is not just the translation of words from one language to another; it also involves the right grammar, vocabulary, sentence structure, and meaning to a student of English as a second language. Errors made by students can reveal their knowledge of the target language and the source language when they translate a text. The complexity of the language, grammatical weakness, choice of words, sentences, and understanding meaning are common problems encountered by ESL students in translating texts (Jalalzai et al., 2023). Such issues are more problematic when students translate academic or technical texts.

The importance of English translation skills for engineering students is that they frequently read technical books, manuals, research papers, laboratory instructions and



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academic texts in English. The students may have difficulty in translating their ideas accurately as many engineering students in Pakistan study English as a second language. Riaz (2021) discovered that students in engineering frequently use incorrect tenses, words, spellings, punctuation, and sentence constructions. These mistakes may have an impact on their academic writing and communication skills. Likewise, students might have translation mistakes and hence be unable to communicate and comprehend technical concepts clearly.

Error analysis is a good technique for analyzing learners' language difficulties. It can assist researchers in identifying, describing, and categorize the students' errors. Errors in translation studies are generally divided into grammatical, lexical, syntactic, semantic, pragmatic and translation-specific errors. In a study of translation errors in undergraduate ESL students, Saeed et al. (2023) identified a number of different kinds of errors, such as syntactic errors, semantic errors, pragmatic errors, and translation-specific errors. This illustrates that errors in translation do not only occur in the field of grammar, but also in the field of meaning, word selection, sentence arrangement and language use in context. In the ESL context in Pakistan, students tend to translate in the word-for-word approach. This can occur due to the influence of the mother tongue, limited vocabulary, poor grammar skills and insufficient practice in translation. Malik et al. (2023) asserted that the teaching and learning practices of translation in many ESL classrooms are not effective as students are encouraged to learn the rules of translation rather than to acquire translation competence. This can lead to the students' producing artificial and inaccurate translations. Thus, it is important to study the real errors made by ESL learners in order to identify their inadequacies and find out ways to enhance their learning process.

This study is entitled "A Linguistic Analysis of Translation Errors Made by ESL Engineering Students at the University of Larkano" which is intended to find out the common translation errors of the ESL engineering students at the University of Larkano. It also categorizes these errors based on linguistic errors, that is grammatical, lexical, syntactic, and semantic errors. The students will be identified to be having the most difficulty by analyzing their translated texts. The study will also recommend some effective methods for enhancing the students' translation abilities, including grammar practice, vocabulary building, contextually based translation exercises, and feedback.

1.2 Research Objectives

1. To identify the common translation errors made by ESL engineering students at the University of Larkano.
2. To classify the translation errors into different linguistic categories, such as grammatical, lexical, syntactic, and semantic errors.
3. To suggest possible strategies for improving translation skills among ESL engineering students.

1.3 Research Questions

1. What common translation errors are made by ESL engineering students at the University of Larkano?
2. What types of linguistic errors occur in the translated texts of ESL engineering students?
3. What strategies can help ESL engineering students improve their translation skills?



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1.4 Problem Statement

As ESL engineering students, it is crucial to learn to translate between the student's native language and English to be able to understand and describe academic and technical information. But many students are challenged in their ability to translate texts accurately. They might have grammatical mistakes, incorrect word selection, sentence structure, and unclear meaning in their translations. Typically result from poor grammar, inadequate vocabulary, mother-tongue interference and inappropriate translation training. ESL engineering students may also encounter similar problems of translation at the University of Larkano, but such errors have not been studied sufficiently in a linguistic approach. If teachers do not recognize and categorize these mistakes, they cannot be certain of specific areas that need improvement. Hence, this study set to examine the common errors of engineering undergraduate students as learners of English as a second language and categorize them into the four types of errors: grammatical, lexical, syntactic and semantic. This will facilitate the understanding of students' weaknesses and provide appropriate strategies for improvement of the students' translation skills.

1.5 Significance of the Study

This study is important as this will help to determine the common errors that ESL engineering students at the University of Larkano make during their translation. The errors will be grouped into various language types, making it easier to identify students' problems in translating them. This may aid students to recognize their errors and correct their grammar, word usage, sentence construction and understanding of meaning in translation.

It will also help the English teachers, syllabus designers and future researchers. The results can be used by teachers to enhance their teaching techniques and provide targeted translation training for students. English syllabus designers can incorporate more translation exercise in engineering students' English course. This research can be used as a foundation for further research on errors in translation, ESL learning and technical education in Pakistan in the future.

2. LITERATURE REVIEW

Translation is a very significant language ability as it brings together two languages, the source language and the target language. This is not just translation, it also involves proper word order, grammar and words as well as correct meaning. Catford (1965) stated that in translation, the text in one language is replaced by equivalent text in another language. This suggests that there is equivalence involved in translation. A failure of students to identify the correct equivalent word structure, phrase, or sentence may result in translation errors.

According to Baker (1992), there are various levels of problems in translation that can occur at the word level, the grammatical level, the textual level and the pragmatic level. This is beneficial for the current research as ESL engineering students can make grammar errors, but also can experience difficulty selecting the proper technical words and expressing the correct meaning. In scientific and/or technical texts, a wrong translation may alter the meaning of an entire sentence. Thus, translation involves a knowledge of two languages and an understanding of context.

An error analysis is an important method in second language learning as it enables the researcher to know what is lacking in the learners. Errors are useful as they indicate how learners are using the target language and where they are having difficulty (James, 2013).



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In the field of translation studies, error analysis is used to categorize errors into various types, including grammatical, lexical, syntactic, and semantic errors. This is directly related to the present study since its purpose is to identify and classify the errors made by ESL engineering students in translation.

Mohammadi and Mustafa (2020) analyzed the errors of ESL and EFL students and concluded that students often made errors in the use of articles, prepositions, punctuation, spelling and word choice. Their study was on writing but it is also applicable to translation as the correct writing skill is also needed in the target language. If students are weak in grammar and their vocabulary is limited, their weaknesses will also be observed on their translated text. Another factor found to cause errors in their study was that mother-tongue influence and English non-practice were among the main factors.

Windari and Al Hafizh (2021) investigated students' translation errors in translating news item texts from English into Indonesian. They discovered errors in grammatical, lexical, textual and contextual meaning. Contextual meaning errors were second most common and lexical meaning errors were third most common errors. Students' difficulties were also found to be related to their poor English proficiency, lack of vocabulary, interference from the students' first language, grammatical structure, and poor understanding of context. The usefulness of this study lies in the fact that it indicates that errors in translation can be categorized according to the linguistic level.

In the study of Kamalia et al., (2022), linguistic competence and translation performance of the students were studied. They found that pupils had a large number of grammatical mistakes and were using unnatural words for the translation tasks. The present study also revealed that there was a correlation between linguistic competence and translation skill. This implies that students who have strong grammar skills, vocabulary and sentence structure will be more likely to create better translations. This further suggests that it is important for ESL engineering students to have a good understanding of their language in order to translate academic and technical texts accurately.

Iqbal and Ghani (2024) examined the translation error analysis of learners' translations in the exam board of BISE Multan. They studied it in a meaning-oriented way and found that the description and classification of translation errors can be made more meaningful in a meaning-oriented study. This is important because a number of students might write sentences that are grammatically correct, but semantically incorrect. For instance, a sentence may be grammatically correct and yet not express the true meaning of the original sentence. This will help the semantic orientation of the current study.

In Vietnam, university students make grammatical errors in their Vietnamese-English translation, as reported by Tran et al. (2025). Tran et al. (2025) investigated grammar errors in the Vietnamese-English translation of university students, and reported that common errors include passive voice and errors involving determiners. They also found lexical errors, such as wrong word choice and spelling mistakes. They recommended grammar teaching, cultural introduction, and frequent translation practice to enhance the translation ability. The following suggestions are closely related to the current study as those are the areas that ESL engineering students need to practice grammar, build vocabulary and provide contextual translation in order to enhance their translation skills.

2.1 Theoretical Framework

The most appropriate framework that can be used in this study is the Corder's Error Analysis Framework. This framework fits the present study, which aims to identify, classify, and analyze the errors in translation committed by ESL engineering students.



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Error Analysis is widely employed in the research of language learning due to its ability to reveal the nature of errors made by learners, to gain a deeper insight into the various causes of errors, and consequently, to suggest remedial strategies. Errors made by learners are important in the sense that they give us clues to the process of learning and the difficulties encountered by the learner, as Corder (1967) states. Hence, errors in the translation of ESL engineering students can be taken as evidence of their linguistic difficulties in grammar, vocabulary, sentence structure and meaning.

Corder's Error Analysis Framework will be used for the analysis of the translated texts of ESL engineering students at the University of Larkano in the present study. The first, the students will collect the translated texts. Then, the errors that they found in their translation will be carefully identified. The errors will then be categorized under the linguistic categories of grammatical errors, lexical errors, syntactic errors and semantic errors. Grammatical errors can include tense, article, preposition, and subject-verb agreement errors. Lexical errors can be the use of the wrong word and/or the wrong vocabulary. Wrong sentence structure or word order are some possible syntactic errors. Some of the semantic errors can consist of unclear or incorrect meaning in the translated text.

This framework can also be helpful for understanding the potential reasons behind errors made by students in their translations. The errors could be the result of mother-tongue interference, limited vocabulary, imperfect grammar, word for word translation, and lack of understanding of the source text. This approach will help the researcher to grasp not only the nature of students' errors, but also the reason for their occurrence. This will facilitate analysis systematically and meaningfully.

The Objectives and the research questions of this study are directly related to Corder's Error Analysis Framework. The first target is to recognize frequent errors in translation, that is related to the error identification phase. The second aim is to classify translation errors using linguistic categories, an important part of Error Analysis. The third objective is to suggest strategies for improving translation skills, which can be done after understanding the nature and causes of the errors. Thus, this framework offers a suitable foundation for analysing errors that ESL engineering students commit in translating.

3. RESEARCH METHODOLOGY

3.1 Research Design

For this study, the design adopted was a qualitative research. This design was appropriate because it involved identifying, classifying and explaining translation errors committed by the ESL engineering students. The students' Urdu to English translations were studied to get the idea of the linguistic errors occurring in the sentences of the students.

3.2 Participants of the Study

The students who participated in the present study were ESL engineering students in the University of Larkano. The students were chosen because they were studying English as a second language and needed to use English for their studies. The sentences translated by them, allowed the researcher to identify the frequent errors in translation made in grammar, vocabulary, sentence structure and meaning.

3.3 Sampling Technique

The researcher adopted purposive sampling method to select the sample. This sampling technique was appropriate because the researcher wanted to get ESL engineering



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students who can translate the Urdu sentences to English. The subjects were selected based on their relevance to the research topic and research objectives.

3.4 Data Collection Method

Data was collected by means of a translation task. The researcher showed the participants 15 sentences in Urdu and requested them to translate these sentences into English. It was done in written form by the students. They were translated into English and the bulk of their translation data was used in this study.

3.5 Research Instrument

The main research instruments used were translation task sheet. There were 15 Urdu sentences made by the researcher. The sentences were employed to detect the typical translation errors committed by the ESL engineering students. The task could assist the researcher to gather appropriate data to achieve the aim of the study.

3.6 Data Analysis Procedure

The data were analyzed using the Error Analysis Framework of Corder. The researcher read the students' sentences carefully, first. Then, the errors were identified from the translations. Then the errors were classified into four language groups namely, grammatical errors, lexical errors, syntactic errors and semantic errors.

3.7 Collected Data

Urdu Sentence	Student 1 Translation	Student 2 Translation	Student 3 Translation	Student 4 Translation	Student 5 Translation
طلب نے وقت اپنا اسائنمنٹ جمع کروایا۔	The students submitted his assignment on time.	Students submit their assignment on time.	The students submitted their assignments at time.	Students has submitted their assignment on time.	The students submitted own assignment on time.
استاد نے کلاس میں ترجمے کی اہمیت بیان کی۔	Teacher told 37mportance of translation in class.	The teacher explained importance of translation in the class.	Teacher described the translation importance in class.	The teacher explains the importance of translation in class.	The teacher told about translation important in class.
انجینئرنگ کے طلبہ کو تکنیکی الفاظ سمجھنے میں مشکل پیش آئی۔	Engineering students faced difficulty to understand technical words.	The engineering students got problem in understand technical words.	Engineering students were difficult to understand technical vocabulary.	The students of engineering faced problem for understanding technical words.	Engineering students faced difficulty in understanding technical words.
یونیورسٹی کی لائبریری میں بہت سی انگریزی	There are many English books in	In university library many English books are present.	The university library have many English	There is many English books in the university	Many English books available in university



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کتابیں موجود ہیں۔	university library.		books.	library.	library.
طالب علم نے جملے کا مطلب صحیح طور پر نہیں سمجھا۔	The student did not understand the meaning of sentence correctly.	Student did not understand meaning of the sentence correct.	The student did not understand the sentence meaning properly.	The student did not understand the meaning of the sentence properly.	Student has not understand the meaning of sentence.
ہمیں اپنی انگریزی بہتر بنانے کے لیے روزانہ مشق کرنی چاہیے۔	We should practice daily to improve our English.	We should do practice daily for improve English.	We must daily practice for improving our English.	We should make practice every day to better our English.	We should practice daily to make English improve.
کچھ طلبہ نے اردو جملوں کا لفظی ترجمہ کیا۔	Some students did word by word translation of Urdu sentences.	Some students translated Urdu sentences literally.	Some students made literal translate of Urdu sentences.	Some students did literal translation from Urdu sentences.	Some students translate Urdu sentences word to word.
کمزور گرامر کی وجہ سے ترجمے میں غلطیاں پیدا ہوئیں۔	Due to weak grammar, mistakes were created in translation.	Because of weak grammar errors occurred in translation.	Weak grammar caused mistakes in the translation.	Errors was made in translation because weak grammar.	Mistakes produced in translation due to weak grammar.
استاد نے طلبہ کو درست الفاظ استعمال کرنے کا مشورہ دیا۔	The teacher advised students to use correct words.	Teacher gave advice students to use right words.	The teacher suggested the students for using correct words.	The teacher advised to students use correct words.	Teacher told students that use correct words.
انجینئر نے مشین کے مسئلے کو تفصیل سے سمجھایا۔	The engineer explained the machine problem in detail.	Engineer explained problem of machine with detail.	The engineer described the issue of machine deeply.	The engineer explain the problem of the machine in detail.	The engineer told machine problem in details.
طلبہ نے تجربہ گاہ میں	Students followed safety rules in laboratory.	The students acted on safety rules in the lab.	Students obeyed the safety principles in laboratory.	The students follow safety rules in the laboratory.	Students worked on safety rules in lab.



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حفاظتی اصولوں پر عمل کیا۔					
اگر طلبہ زیادہ مطالعہ کریں تو وہ بہتر ترجمہ کر سکتے ہیں۔	If students study more, they can translate better.	If students will study more, they can do better translation.	If students study much, they can make better translation.	If students read more, they can translate good.	If the students more study, they can better translate.
کئی طلبہ نے انگریزی جملوں کی ساخت میں غلطی کی۔	Many students made mistake in structure of English sentences.	Several students did errors in English sentence structure.	Many students made errors in the structure of English sentences.	Several students made mistake in English sentences structure.	Many students wronged the structure of English sentences.
ترجمے کے دوران اصل معنی کو برقرار رکھنا ضروری ہے۔	It is necessary to maintain original meaning during translation.	During translation it is important to keep the real meaning.	It is necessary that original meaning should be remain in translation.	To keep original meaning during translation is necessary.	Original meaning is necessary to save during translation.
محنت مسل مشق سے زبان دانی بہتر ہوتی ہے۔	Language skill improves through hard work and continuous practice.	With hard work and regular practice language knowledge becomes better.	Hard work and continuous practice makes language ability better.	By hardworking and continue practice, language improves.	Language knowing becomes good from hard work and practice.



4. FINDINGS

4.1 Grammatical Errors

The results revealed that ESL engineering students' grammatical errors were extremely frequent in translations. The errors were related to tense, wrong form of verbs, subject-verb agreement, the omission of articles, use of prepositions. In the Urdu translation for example, “طلب نے وقت پر اپنا اسائنمنٹ جمع کروایا”, Student 4 submitted: “Students has submitted their assignment on time.” The error in this sentence is the subject-verb agreement, with the plural verb "have" used with the plural subject "students. The wording should be “Students have completed their homework assignments in a timely fashion.” Likewise, Student 1 translated “طالب علم نے جملے کا مطلب صحیح طور پر نہیں سمجھا” as “The student did not understand the meaning of sentence correctly”. The verb form error in this sentence is that the base form of the verb should follow the word “did not.” The correct sentence should be “The student did not understand the meaning of the sentence correctly.”

The auxiliary verbs and prepositions was another common grammatical mistake. Student 4 translated “کمزور گرامر کی وجہ سے ترجمے میں غلطیاں پیدا ہوئیں” as “Errors was made in translation because weak grammar.” There are two mistakes in this sentence. First, “errors” is a plural noun and so the auxiliary should be “were” rather than “was.” Finally, because weak grammar is wrong, as English needs because of weak grammar. The right answer is "The translation had errors due to bad grammar" or “The translation has errors because of weak grammar”. The examples demonstrate that students encountered problems in using proper English grammar in the process of translation from Urdu to English.



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4.2 Lexical Errors

Some students' translations also contained lexical errors. These errors were made when students chose words in English that were wrong or unnatural. Student 5 wrote: “استاد نے” (The teacher told about translation important in class.).

The word “important” is not appropriate as Urdu word “اہمیت” means “importance”. The sentence also is awkwardly constructed with the phrase “told about”. It would be better to say “In class, the teacher gave us an explanation about the significance of translation.” This indicates that the student was aware of the main meaning but was not able to select the appropriate word form in English.

Another lexical mistake was seen in the translation of “انجینئر نے مشین کے مسئلے کو تفصیل سے سمجھایا” “The engineer described the issue of machine deeply” in student 3's writing.

The transliteration of the Urdu phrase “تفصیل سے” doesn't qualify for the word “deeply”. The proper phrase in this case is “in detail.” The sentence should be “The engineer described the problem of the machine in detail”. Likewise, Student 5 interpreted “محنت” “اور مسلسل مشق سے زبان دانی بہتر ہوتی ہے” meaning “Language knowing is better from hard work and practice.” The word “language knowing” is an unnatural one for English. The correct term to use is “language skill” or “language proficiency.” The examples illustrate that students' vocabulary is limited and that they sometimes used words that were direct and/or inappropriate.

4.3 Syntactic Errors

Incorrect sentence structure and wrong word order were associated with syntactic errors. The findings of these errors revealed that the students' translations were affected by Urdu sentence patterns. For instance, “یونیورسٹی کی لائبریری میں بہت سی انگریزی کتابیں موجود ہیں۔” was translated as “In the university library there are a lot of English books” by student 2. This sentence follows Urdu word order, and does not sound natural in English. The closer and more natural translation would be “There are many English books in the library of the university.”

Another example of syntactic error was found in the translation of “اگر طلبہ زیادہ مطالعہ کریں تو وہ بہتر ترجمہ کر سکتے ہیں” Student 5 wrote: “If the students more study, they can better translate”. There is wrong word order in this sentence in English. In English the verb should follow the subject; “more study” should be “study more” and “better translate” should be translated as “translate better”. The correct translation should be “If the students study more, they can translate better.” From this, it is clear that there was a tendency among students to transfer the sentence structure of Urdu into English affecting the flow of the translation.

4.4 Semantic Errors

Semantic errors were the errors in which students have changed or confused the meaning of the original Urdu sentences while translating them into English. These errors were very serious since they involved the intended message. For instance, Student 5 conveyed, “طلبہ نے تجربہ گاہ میں حفاظتی اصولوں پر عمل کیا”, which translates to “Students worked on safety rules in lab.” The term “worked on safety rules” does not adequately



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express the meaning of “عمل کی”. The Urdu sentence is not saying the students practised the safety rules, but that they applied the safety rules. The correct translation is: “Students obeyed safety precautions in the laboratory.”

There was another semantic error in the translation of “کئی طلبہ نے انگریزی جملوں کی ساخت میں غلطی کی.” Student 5: “Many students wronged the structure of English sentences.”

The misspelling of the word ‘wronged’ alters the meaning of the sentence. Students’ sentences were incorrectly structured. Hence, the most appropriate translation would be “Many students were wrong in the structure of English sentences.” Likewise, Student 5 translated “ترجمے کے دوران اصل معنی کو برقرار رکھنا ضروری ہے” as “Original meaning is necessary to save during translation. The word “save” cannot be used with “برقرار رکھنا”. The more accurate, or better word is “maintain” or “preserve.” The right translation is “It is necessary to maintain the original meaning during translation.”

4.5 Word-for-Word Translation

It was also found that there were many students translating Urdu sentences into English word by word. This resulted in their translations being unnatural and sometimes grammatically wrong. For instance, Student 1 translated the “کچھ طلبہ نے اردو جملوں کا لفظی” as “Some students did word by word translation of Urdu sentences”. Although the meaning is understandable, the expression “did word by word translation” is not natural in English. It would be better to say, “Some students translated Urdu sentences literally.” This error indicates that the student translated the Urdu structure without using natural English expression.

In the same manner, Student 5 translated “استاد نے طلبہ کو درست الفاظ استعمال کرنے کا مشورہ دیا” as “Teacher told students that use correct words”. This sentence was translated from Urdu but not in correct English structure. The right way to translate this sentence would be “Teacher had advised students to use correct words.” The result reveals that Urdu sentence patterns were used very much by the students during translation. Consequently, their English translations were unnatural and awkward.

4.6 Mother-Tongue Influence

The influence of mother tongue could be clearly seen from the students’ translation. A lot of students had adopted Urdu sentence structure and Urdu type sentences in English. For instance, Student 2 stated: “In the university library there are a lot of English books”. This sentence follows the Urdu pattern “University library mein bohat si English books mojud hain.” The natural structure in English is “There are many English books in the university library.” From this one can see that the student translated the sentence in accordance to Urdu rules and not according to English rules.

Student 5’s translation, for instance, was “If the students more study, they can better translate.” This sentence also adheres to the Urdu word order. The correct sentence in English is “If the students’ study more, they can translate better”. The examples demonstrate the impact of the students’ L1 on their translation to English. This influence resulted in deviations in word order, sentence construction and natural form of expression.

5. DISCUSSION



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The results of the present study indicated that grammatical, lexical, syntactic and semantic errors were found by ESL engineering students while translating the Urdu sentences into English. The results of this research are consistent with Baker's (1992) opinion which states that there are three levels of translation problems: word level, grammatical level, and meaning level. In the present study, language errors of students were found, for example “translation important”, but not “importance of translation” and “language knowing”, but not “language skill”. It indicates the students' problems in translating the right English words.

The results also confirm the conclusions of James (2013) who said that errors made by learners can be used to determine their weaknesses in the target language. The errors like “Students has submitted their assignment on time” and “The student did not understood the meaning of sentence correctly” in this study revealed that students faced difficulties in subject-verb agreement and verb forms. The errors suggest that the students encountered some difficulties in translating from Urdu to English, possibly due to their application of the English grammar rules.

The results are also consistent with the results obtained and summarized by Windari and Al Hafizh (2021) who were able to conclude that grammatical, lexical, textual, and contextual meaning errors can be found in students' translations. In the present study, grammatical and lexical errors were also common. For instance, “Errors was made in translation because weak grammar” contained a grammatical error, and “The engineer described the issue of machine deeply” contained a lexical error as “deeply” was inappropriate for the meaning of “تفصیل سے”.

Furthermore, the results are in line with the Error Analysis Framework put forward by Corder (1967), as the errors made by the students could be used to gain insight into their translation difficulties. The errors revealed that the students were affected by Urdu sentence structure. Like in the university library many English books are present, if students more study they can better translate, etc. followed Urdu word order. The same is in line with the findings of Mohammadi and Mustafa (2020) who believe that the primary sources of errors made by ESL learners are due to mother-tongue influence and the less commonly-used language, English.

The present study, however, is distinct from those that have been conducted before as it had taken a specific focus of ESL engineering students at University of Larkano. Previous research concentrated on general ESL learners, undergraduate students or English major students. The present study revealed that engineering students also experienced serious translation problem particularly in grammar, vocabulary, sentence structure and meaning. This implies that the teaching and learning of translation need to be better integrated into the English learning process for engineering students.

6. CONCLUSION

The study determined that there were Urdu to English type of errors in the Urdu to English translation tasks committed by the ESL engineering students of University of Larkano. The grammatical errors, lexical errors, syntactic errors and semantic errors were the main errors. There was an occurrence of grammatical errors in the areas of subject-verb agreement, verb forms, articles, and prepositions. Lexical errors were observed when the words were used incorrectly and not in their natural context. Syntactic errors have been found when students followed the Urdu sentence structure and Semantic errors have been found, when students did not convey the exact meaning of the Urdu sentences.



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The study also found that the students' errors during the process of translation were mostly due to having insufficient grammar skills, word-for-word translation, limited vocabulary, and influence of the mother tongue. The results indicate the need for students' grammar practice, vocabulary development, sentence structure practice and contextual translation throughout the semester. Teachers need to clearly correct students' mistakes to help them to know what they are doing wrong and how to enhance their translation skills. From a broad perspective, the findings of the study indicate that targeted translation training may increase the accuracy and naturalness of ESL engineering students' translations of texts.

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