

## Common Syntactical Errors in Translation of L1 Passages into L2: A Study of EFL University Level Learners

By

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### Abstract:

*This research study aims to investigate syntactical errors of second language learners in translation of Urdu passages into English in Quetta, Pakistan. The research scrutinizes errors related to Dulay, Burt and Krashen (1982) Surface Strategy Taxonomy which includes four kinds of errors, such as addition, omission, misformation and misordering. However, total 78 Pakistani EFL students enrolled in Department of English at University of Balochistan, took part in study. The four groups of errors which were committed by selected participants explored through quantitative research design. It was observed that EFL learners had issues in syntactical rules specially parts of speech, their correct usages in translation of Urdu passages into English. The findings of present study further revealed that learners made the most common errors in the area of addition errors which were occurred 2019 (34.24%) times. Onwards, in this category, addition of noun observed as the leading source of problem which was seen in 359 (17.78%) cases. The present paper too aims to catch the attention of university level foreign language learners' problems in the use of syntactical rules in order to gain the art of translation and produce error-free text. The research also highlights some practicable recommendations for resolving the mentioned problems in translation.*

**Keywords:** Translation, Error, Error vs Mistake, Addition error, Omission error, Misformation error, misordering error, Syntactical errors, Error analysis.

### Introduction:

Translation is significantly the most predominant skill in EFL context which has important role in transferring knowledge of one language into other. Translation is one of the finest strategies in learning second language; it helps EFL learners to advance fundamental knowledge

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of vocabulary, spelling and grammar (Zahro, Nargis, Firdaus, & Gunawan, 2020). Nevertheless, the art of interpretation is considered tricky among target language learners due to syntactic difference between Urdu and English and mother tongue interference. According to Aresta, Nababan and Djatmika (2018) that literary translator usually confronts the difficulty to protect the writing style and meaning, because of the unlikeness between two languages. On the other side, Sivakumaran (2021) stated that, “According to me translation means transferring the intended idea of the original author with the grammatical constrains and the culture of the target language” (pp. 100-101).

However, EFL learners require to have grasp the syntactical elements of foreign language which assist them in interpreting desired compositions into English which may be the rudimentary demand of gainful translation. A syntactical sentence indicates arrangement of words in proper positions and the parts of speech have their own place in language structure, without them sentence formation is impossible. Actually, syntactical strategies in translation studies are significant and productive because they develop the learners’ competence in distinguishing parts of speech (Abrar & Thamrin, 2020). Since translation is connected to syntactical structures L2 students may require complete control on the usages of parts of speech in English by means of transferring error-free passages in target language (TL). Majority of learners at any level all over the world may discover issues in accurate use of said fields. Thence, “Identifying the EFL learners’ errors in writing has no longer been important but essential” (Karim, et al., 2018, p. 122). Similarly, Sultana (2018), confirmed that L2 students commit various errors in acquisition of non-native language where syntactical structure too is one of same parts which make them helpless at times. The said errors destroy the proper concept of entire translated text.

In EFL context, syntactical elements are the most problematic element for learners and the present study scrutinize them in terms of hurdles confronted by EFL learners. Therefore, Pakistani learners who learn Urdu as second and English as third language may vary from the earlier studies in the same field and mirror those researches which are arranged in translation studies. In addition, the research is probably to guide EFL teachers organize their strategies for said area in order to help Pakistani learners in making their compositions desirable.

### **Research Objectives:**

The present research aims to investigate common syntactical errors in the translated Urdu passages into English of BS learners at University of Balochistan, Quetta, Pakistan. The university students regardless of their twelve years of learning still come across with the difficulties in the language rules which may raise the quality of their translation. Besides, the study too explores L2 learners’ problems in the noun, pronoun,

adjective, verb, adverb, preposition, conjunction, articles, determiner, connector, gerund and infinitive in the categories of addition error, omission error, misformation error and misordering error. The study also unveils the most troubling item in mentioned categories because it is noticed that the selected participants usually confront issues in the correct usage of syntactical components in converting L1 passages into English. Conversely, the causes of errors will be analyzed and the possible solutions may be recommended.

Verily, error analyses as a procedure which alerts students to notice their weaknesses and assists instructors discover a remedy for these issues. Corder (1967), the inventor of error analysis and renowned scholar, highlighted that error analysis had two aims, diagnostic (to investigate the errors) and prognostic (modify and guide to solve the problem). Error analysis helps learners as a research tool through which they learn the rules of English. Particularly, the present study may contain benefits based on the Corder's assertion, like the study will point out the difficulties of EFL learners in various syntactical structures at University of Balochistan, Quetta. Onwards, it will analyze the tricky elements in translated passages of selected L2 participants. In last, the research is probably to teach students about their issues in the usages of syntactical structures and its effects on the quality of their translation.

#### **Research Questions:**

The following research question is addressed by researcher regarding syntactical errors of learners in translation.

- What are the most common syntactical errors of EFL learners while translating L1 passages into L2 at University of Balochistan?

#### **Literature Review:**

This present research is based on syntactical errors that students need to know in EFL context and to make perfect their translation in target language. This area of study elaborates translation, errors, errors vs mistakes, addition error, omission error, misformation error and misordering error, error analysis, syntactical errors and literature review of before done studies on the same area of topics.

#### **Translation:**

The term translation refers to the replacement of textual material of one language to another. Besides, "Translation is the process of transferring written messages from native language to the target language" (Sari, 2019, p. 65). Translation is considered as a complex activity in EFL context because it is not only the transfer of words in one language into other, but also the convey of concept and meaning that the translator naturally transfers. In language learning, it plays crucial role because it is named as an art that is observed for those who desire to get complete command over foreign language. Moreover, interpretation is conceptual

activity which transfer meaning from L1 into L2 through adopting some cultural, contextual, grammatical, lexical, and syntactical limitations. Abdelkader and Yamine (2017) argued that “In this sense, translation competence is commonly perceived as an underlying knowledge or ability needed to carry out a translation task” (p. 23). Thus, the most indispensable requirements for interpretation are the first and second language competence; the perfect knowledge of the linguistic methods of L1 and L2, grammar rules and conventions and bilingual learning of interpreter.

**Error:**

Error is the divergence of syntactical forms in written and spoken language. The incompetence in language skills causes such phenomenon which can occur in both first and second language. After all, Brown (2000) described that in standard language the deviation of structure reflects an error. However, error remains always major problem for L2 learners in language acquisition goals. On the other hand, error provides better learning concepts in learning L2, it makes able them to recognize their weaknesses in written and spoken language. Thus, EFL learners may produce error-free translation if they develop language competency and recognize their errors and improve them. Accordingly, “Errors are inevitable in senior high students’ writing practice. However, it is worthwhile improving students writing through teaching intervention in English writing class. (Dan & Feng, 2015, p. 189)

**Addition Error:**

This kind of error indicates the extra, redundant and unwanted morpheme in an organized sentence which is not part of it. According to above definition, in a sentence, additional element is considered unnecessary and erroneous. However, “Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance” (Dulay, Burt, & Krashen, 1982, p. 156). Thus, addition errors affect the syntactical structure along with concept of a sentence.

**Omission Error:**

This type of error shows the absence of an important and compulsory item in a syntactic sentence without which it is considered erroneous. The investigators called the presence of skipped element as mandatory in writing and must appear in it. Similarly, “Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.” (Dulay et al., 1982, p. 154)

**Misformation Error:**

This category of error is marked by the wrong and faulty use of element in a syntactic sentence. This inaccurate structure of item not only affects the theme but it also creates error in a sentence. Likewise, “Misformation errors are characterized by the wrong form of the morpheme or structure.” (Dulay et al., 1982, p. 156)

**Misordering Errors:**

This type of error indicates the non-systematic arrangement of certain items in a sentence. E.g., ‘*He school goes to*’. In the same way, Dulay et al. (1982) discussed that, “Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance” (p. 162). As a matter of fact, in a sentence, the wrong sequence of an element affects a complete structure along with highlights it with an error in the arrangement components.

**Error vs. Mistake:**

Firstly, the word error refers to notable, systematic and detectable difference of a student from the rules of the language. The unawareness of students causes error and cannot be self-corrected. Errors need help from L2 instructors or researchers in second language in order to rectify them. Besides, Jabeen (2015) argued that “Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected” (p. 53).

Contrarily, a mistake refers to non-systematic and unnoticeable divergence of students from the rules of the language which can be corrected by them. Jabeen (2015) further stated that “Mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc.” (p. 53). Mistakes do not require assistance, explicit comments or feedback for help on regular basis. Mistakes occur due to learners’ carelessness and inattentiveness in language. Thus, “Error refers to lack of competence; in contrast, mistakes are lack of performance” (Febriyanti & Sundari, 2016, p. 72)

**Syntactical Errors:**

The grammatical rules with structural difference and errors are known as syntactical errors. In the same manner, in foreign language the composed ideas can be discerned if the English sentences are categorized according to forms of syntax which EFL students need to advance in acquisition of second language. Moreover, Chomsky (2002) defined that “syntax is the study of the principles and processes by which sentences are constructed in particular languages” (p. 1). Primarily, syntax is the system of understanding phrases and sentences which fully organizes words by means of communicating willfully. It is important in the art of

communication to convey thoughts and feelings to others in same way. Therefore, it makes able learners to be proficient in speaking and writing perfectly.

On the other side, Yusuf and Jumriana (2015) stated that “Syntactical error is a confusion in part of speech. It is any deviation from the rule system due to insufficient competence of the target language, particularly in syntax which involves phrase, clause and sentence.” (p. 21) Syntactical issues create difficulties in writing of EFL learners, especially in translating L1 passages into L2, these are the prime and rudimentary area in English learning department.

#### **Error Analysis:**

Error analysis is a significant area of research in English language learning and teaching process that acquire considerable attraction of researchers who strive to explore the troubles of EFL learners. In like manner, error analysis is the practice of assessing errors which are created by L2 students in target language learning. “Error analysis is a way to investigate errors in the second or foreign language acquisition.” (Fitria, 2018, p. 240) It strengthens the process of second language acquisition, at the same time assists other concerning teachers and people to be alert of impediments which learners face during advancing their foreign language abilities. Originally, Corder along with his other intellectuals had generated the concept of error analysis in 1970s; thence it developed as a rudimentary discipline of applied linguistics. However, error analysis plays role of a device for EFL students that helps to abstain learners from committing errors and improve their competence for L2 learning. It is productive for both teachers and students that assist in identifying and analyzing their weaknesses, hurdles, teaching and learning techniques. “In addition, through the language error analysis approach, the teacher can also determine the learning time in each material.” (R., et al., 2019, p 593)

#### **Previous Studies:**

During the last few decades, literature on syntactical issues in translation have been collected by researchers, and the discipline gains more significance when investigated through L2 learners’ syntactical problems because interpretation is arduous skill that can’t be easily mastered. A number of learners commit syntactical errors in shape of unsound sentences due to their misunderstanding of structure and rules of second language in translated passages which cause syntactically erroneous and illogical composition in (TL) target language (Silalahi, Rafli, & Rasyid, 2018). Nevertheless, “the syntactical interference is the syntactic of a language that is absorbed by other language. In Indonesian and English context, it is common to see the syntactical interference. For example, girl beautiful is the misplaced of beautiful girl” (Septiana, 2020, p. 47). Similarly, Din and Ghani (2019) explored in their study that

students make errors in translation in specific areas due to the occurrence of many factors, such as insufficient practice of grammar, source language interference and transfer, outmoded techniques, outdated and poor usages of teaching material and insufficient awareness in syntactical equivalence.

“Syntactic awareness means the ability to understand the grammatical structures of language within sentences. If students are unaware of these grammatical structures and their correct use within sentences, they are likely to have errors in the writings.” (Amin, 2019, p 199) In fact, Singh and Maniam (2020) elaborated that an exact comprehension of the area of first language in EFL learning is of considerable importance to recognize the syntax that have been conveyed positively along with negatively from source language to target language. “Thus, any language production, either written or spoken, that is in disagreement with the syntactic rules is said to have syntactic errors. In other words, it does not possess the structural sentence according to the rules of syntax.” (Yaseen, Ismail, & Yasin, 2018, p. 394)

Chandra and Wahyuni (2019) expressed that in translation syntactical errors concern with erroneous structure of interpreter when changing sense of rule and pattern in composing and combining clauses, words and phrases from first language into similar explanation to the pattern and rule in L2. However, “Having insufficient knowledge of grammatical rules and structures and a limited choice of vocabulary, ones could find it is difficult to create an effective written work without any type of error” (Phuket & Bidin, 2016, p. 32). Accordingly, Hafiz, Omar and Sher (2018) conducted their study in which the most frequent syntactical errors were made by learners in copula, subject-verb agreement, tense, to infinitive, articles, prepositions, conjunction and so on. Thus, “The central assumption underpinning syntactic analysis in traditional grammar is that phrases and sentences are built up of a series of constituents, each of which belongs to a specific grammatical category and serves a specific grammatical function” (Oktisa, 2018, p. 16).

The present research emphasis on syntactical issues of Pakistani EFL learners in translation because they confront such difficulties in each level of learning at various platforms, such as schools, colleges and universities.

### **Research Methodology:**

The present study aimed to investigate aforesaid syntactical errors of EFL learners in translated passages of Urdu into English language by applying quantitative research method.

“Quantitative research involves data collection procedures that results primarily in numerical data which is then analyzed primarily by statistical

methods.” (Dornyei, 2007, p. 24) As an alternative, Creswell (2009) stated that quantitative research with the aim of examining purpose by exploring the connection of variables which in a result can be evaluated generally on instruments in order to count and analyze data by adopting statistical methods. Students’ errors in translation will be underlined as a means to discover the most troublesome and the least difficult syntactical items among participants.

### **Research Participants:**

The present research includes 78 male and female BS EFL participants from University of Balochistan located in Quetta, Pakistan. Similarly, the chosen learners belonged to first, second and third semester of English. The respondents of study were from distinct academic backgrounds; along with they have been engaged in English translation activities in secondary and elementary school education. Therefore, they were randomly selected for data collection for the purpose of exploring their syntactical errors in translation of L1 passages into L2.

### **Data Collection Process and Instrumentation:**

Firstly, an approval letter was taken from the Chairperson of Department of English. Secondly, the students of same department were selected to fill the questionnaire, along with the researcher assured them secrecy of their data. Subsequently, partakers approval, the questionnaire distributed among them and they were fully guided about the process. The present study is quantitative research method, therefore, for data collection the researcher applied close ended questionnaire which contained selected passages of Urdu from various pre-university exams. Onwards, learners’ syntactical errors in translated passages were analyzed on selected sentences which provided by researcher in order to get data.

### **Data Analysis:**

The data of study analyzed through descriptive quantitative method. Students’ syntactical errors were coded and arranged with the intention to disclose their difficulties in English translation. The error analysis process included three steps as: discovering errors, coding errors and categorizing errors.

Besides, the study answers the question of most common syntactical errors of EFL learners while translating L1 passages into L2 at University of Balochistan in shape of four groups of errors, such as; Addition, Omission, Misformation and Misordering.

### **Findings:**

The present study results uncovered that partakers faced problems in various syntactical issues in English translation. Table 1, displayed below, shows statistical analysis of the learners’ errors in converting



various passages of Urdu into English. The following table presents the outcomes of the study.

**Table 1**

*Addition Errors in Different Parts of Speech*

*F\* indicates to Frequency and P\* indicates to Percentage*

Total Errors	Addition		Omission		Misformation		Misordering		
	F	P	F	P	F	P	F	P	
Noun	359	17.78%	187	11.01%	558	28.35%	210	36.59%	
Pronoun	317	15.70%	207	15.51%	199	10.11%	62	10.80%	
Adjective	109	5.40%	133	9.96%	169	8.59%	19	3.31%	
Verb	217	10.75%	110	8.24%	395	20.07%	30	5.23%	
Helping Verb	75	3.71%	90	6.74%	199	10.11%	14	2.44%	
Model Auxiliary	36	1.78%	27	2.02%	22	1.12%	0	0.00%	
Adverb	116	5.75%	131	9.81%	60	3.05%	44	7.67%	
Preposition	304	15.06%	184	13.78%	113	5.74%	117	20.38%	
Conjunction	156	7.73%	34	2.55%	62	3.15%	7	1.22%	
Indefinite Article	76	3.76%	34	2.55%	20	1.02%	13	2.26%	
Definite Article	96	4.75%	95	7.12%	18	0.91%	27	4.70%	
Determiner	79	3.91%	44	3.30%	40	2.03%	6	1.05%	
Connector	24	1.19%	6	0.45%	64	3.25%	5	0.87%	
Gerund	41	2.03%	14	1.05%	40	2.03%	6	1.05%	
Infinitive	14	0.69%	39	2.92%	9	0.46%	14	2.44%	
Total	2019	34.24%	1335	22.64%	1968	33.38%	574	9.74%	
<b>Grand Total</b>								<b>5896/100%</b>	

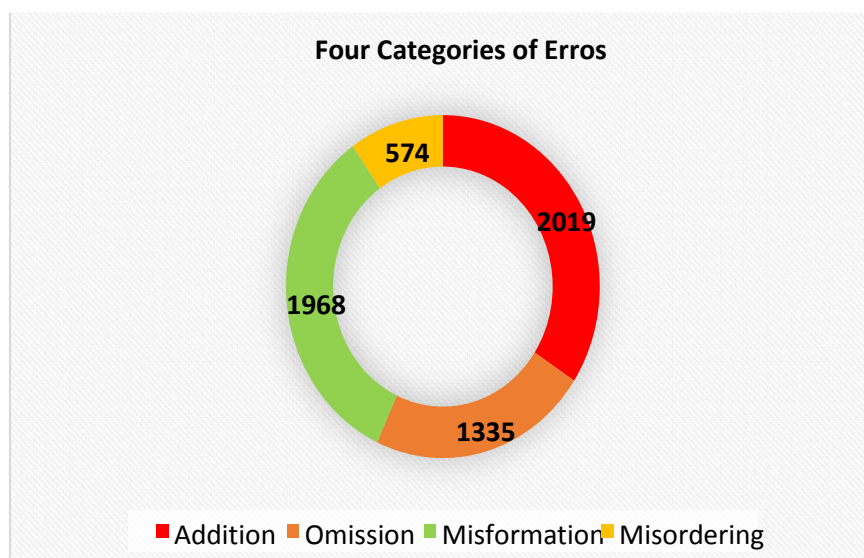
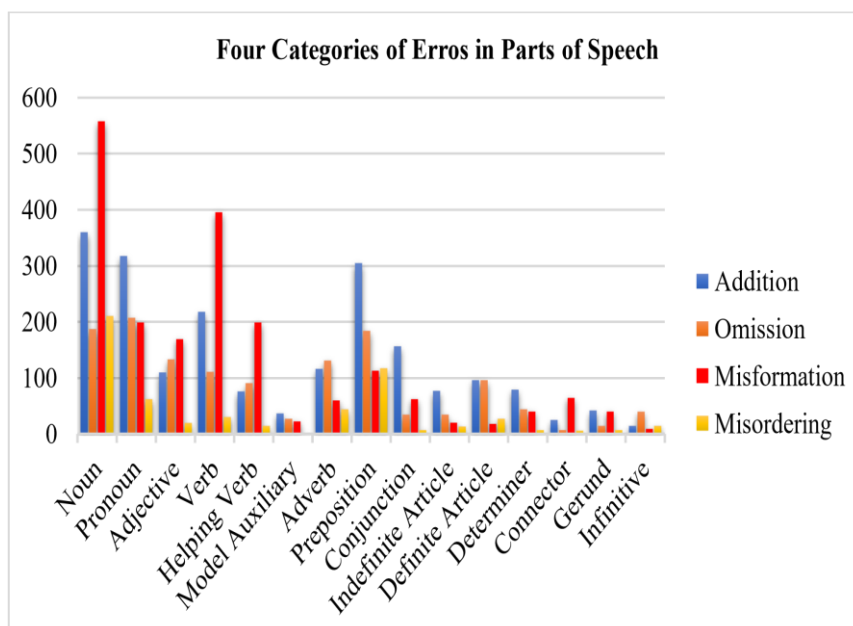


Table 1 exposes the most frequent errors in the category of addition as 2019 (34.24%) times. Secondly, misformation errors occurred in 1968 (33.38%) cases, onwards omission errors 1335 (22.64%) and misordering errors as the least committed errors in 574 (9.74%) items.

Furthermore, the data divulges, syntactical errors in above-named groups in which addition of noun noticed 359 (17.78%) times as the dominant source. The addition of pronoun is seen in 317 (15.70%) cases

as a second leading source of error which succeeded by addition of preposition as 304 (15.06%) times. The data further reveals that addition of verb which is noticed 217 (10.75%) times. The addition of conjunction is found in 156 (7.73%) items. The addition of adverb is occurred 116 (5.75%) times which followed by addition of adjective in 109 (5.40%) cases. The addition of definite article is seen 96 (4.75%) items. The addition of determiner is occurred 79 (3.91%) times. The addition of indefinite article is existed in 76 (3.76%) cases. However, the addition of helping verb is noticed 75 (3.71%) times and the addition of gerund is observed 41 (2.03%) times. The addition of modal auxiliary verb is reflected in 36 (1.78%) cases whereas addition of connector indicated 24 (1.19%) times among learners. The addition of infinitive is noticed in 14 (0.69%) elements.

The data further reveals omission of pronoun 207 (15.51%) times as dominant source of syntactical errors while omission of noun is seen 187 in (14.01%) elements as second leading source of errors among participants. The next most frequent type of omission error is seen in preposition which emerged 184 (13.78%) times. However, omission of adjective is found 133 (9.96%) times. The omission of adverb committed 131 (9.81%) times which is followed by omission of verb 110 (8.24%) times. The omission of definite article is observed in 95 (7.12%) cases. Besides, the translated passages of learners comprise omission of helping verb in 90 (6.74%) elements. The omission of determiner is occurred 44 (3.30%) times. The omission of infinitive observed 39 (2.92%) times whereas omission of conjunction and indefinite article is reported in 34 (2.55%) cases respectively. The omission of modal auxiliary is detected 27 (2.02%) times. The omission of gerund is seen 14 (1.05%) times in the translated text of students. Thus, omission of connector is reflected in 6 (0.45%) items.

The table 1 also uncloses syntactical errors in terms of misformation errors. Similarly, the data highlights misformation of noun as leading source of error which is made 558 (28.35%) times. On the other hand, misformation of adjective is seen 395 (20.07%) times which is observed as second leading source of error. The misformation of pronoun and helping verb are observed in 199 (10.11%) cases individually. Similarly, the misformation of adjective is committed 169 (8.59%) times while misformation of preposition occurred in 113 (5.74%) items. The misformation of connector in interpreted passages of respondents is seen 64 (3.25%) times. It is succeeded by misformation of conjunction which is observed 62 (3.15%) times. The misformation of adverb is detected in 60 (3.05%) elements. The misformation of determiner and

gerund are seen 40 (2.03%) times respectively. However, misformation of model auxiliary verb is discovered in 22 (1.12%) cases whereas misformation of indefinite article indicted 20 (1.02%) errors. The misformation of definite article is committed 18 (0.91%) times and misformation of infinitive is stood as the least source of error which is occurred in 9 (0.46%) elements.

The table 1 further presents the mentioned errors in terms of misordering error which highlights the most dominant source in noun as 210 (36.59%) times. The second dominant source of errors is seen in misordering of preposition as 117 (20.38%) times. Likewise, misordering of pronoun in converted sentences of participants is committed in 62 (10.80%) cases while misordering of adverb is found 44 (7.67%) times. It is followed by misordering of verb that is discovered in 30 (5.23%) items. The misordering of definite article in syntactical errors observed 27 (4.70%) times and misordering of adjective is existed 19 (3.31%) times. Nevertheless, the misordering of helping verb and infinitive are detected in 14 (2.44%) elements discretely while misordering of indefinite article is occurred 13 (2.26%) times. The misordering of conjunction is reflected in 7 (1.22%) items. On the other side, the misordering of determiner and gerund are seen 6 (1.05%) times individually. The misordering of connector is examined in 5 (0.87%) cases. It is scrutinized that no respondent committed misordering of error in model auxiliary verb.

#### **The Discussion of Findings:**

The study question aimed at examining the syntactical errors which were committed by L2 learners at University of Balochistan, Quetta, Pakistan. In the same manner, the results presented four type of errors, akin addition, omission, misformation and misordering in various parts of speech which are below discussed.

In present study, the investigator has explored that the majority of participants made mentioned errors in right usage of noun which is noticed in 359 (17.78%) cases. For instance, a student added extra noun in sentence; ‘We can serve *work* our country through education’. These kinds of errors caused addition errors. The skip of item resulted in omission of noun, the misform of morpheme caused misformation of noun and the mis arrangement of noun caused misordering errors. According to Khumphee and Yodkamlue (2017), the noun was the second most frequent error by students in their study and the cause behind such issue was considered as; the wrong rules and mis uses in sentences, the tough usage of noun rather than other kinds for learners, therefore they commit errors in specific area in every study. The lack of grammatical competence results in such errors.

The errors of English pronoun too examined in this study which respondents confronted with wide range during translation of passages into second language especially their interpreted text mirrored addition errors rather than other categories of errors, which reported 317 (15.70%) times. For example, a learner added a pronoun 'us' in a sentence, 'our real weapon *us* is education'. In essence, the correct usage of English pronouns requires learner's syntactical aptitude. In the same manner, the common errors of pronoun made by Indonesian learners during interpreting foreign language into First language which was existed due to the skip or omission of pronoun in L2 (Utary, 2019). The researcher of current study observes that learners may not accomplish its proper use without the complete command on English structures because the mentioned morpheme is tricky. The learners, due to insufficient syntactical knowledge, misordered the pronoun, omitted the main pronoun and mis-formed the pronoun.

Qamariah, Wahyuni and Meliana (2020), in their study, expressed view about adjective that, "The EFL students' problem in using adjectives is they cannot distinguish between the use of noun and adjectives. They even put nouns as adjectives and adjectives as nouns." (p. 68). The findings of present research too exposed that participants had difficulties in the right use of adjective in their converted passages into English. The students made various types of errors such as addition, omission, misformation and misordering. In the same manner, the misformation of adjective reported as the leading source which found in 169 (8.59%) cases. Likewise, a respondent mis-formed an adjective 'incomplete' with 'nothing' in English text; 'We are *nothing* without education'. Such examples were common in the passages of them. The lack of knowledge in syntactical rules causes such errors.

Based on table 1 numerous students faced issues in afore-named errors in verb. The leading frequency in misformation of verb has been detected that reported 395 (20.07%) times. Moreover, the interpreted text too displayed the mis- order of verbs, addition of verbs, misplace of verbs. Akin, a student mis-formed verb as; 'Education *gives* us between good and bad'. '*gives*' is used instead of 'teaches'. Such errors were frequently highlighted in learners' compositions and it is analysed by investigator that English syntactical rules may be complex activity for them. Accordingly, Tandikombong, Atmowardoyo and Weda (2016) conducted a study, in which selected participants committed the most frequent errors in verb 280 (39.16%) times while translating Indonesian passages into L2 passages, the researchers connected such errors with ignorance in forms of language rules which restricted learners to gain desired English rules. Thus, the important development may be possible with the improvement

of syntactical skills and the productive methods of L2 instructors to boost these difficulties in efficient manner.

English helping verb is also found, in current research, as a troublesome area for learners, the lack of syntactical competence caused their translated passages with addition errors, omission errors, misformation errors and misordering errors. In EFL context, linguists refer English helping verbs as tactful expressions which cannot be ignored by L2 student, for the reason that these verbs have great importance in grammar along with communication (Alagbe, 2009). Likewise, in present study, the misformation of helping verb is constantly seen 199 (10.11%) times. E.g., a partaker used ‘will’ instead of ‘is’; ‘If a child is brought up in right way, it *will* impossible that he does not respect others. Therefore, English helping verb’s problems can be resolved if the second language students focus on syntactical issues and advance their L2 skills.

Based on table 1 data, auxiliary verb issues were too noted in learners’ interpreted passages in L2. The text mirrored addition errors as the most common problem among omission errors, misformation errors and misordering errors which occurred 36 (1.78%) times. In particular, a participant added ‘*would*’ in translated sentence as; ‘before that, people *would* were waited for letters from their loved ones’. The above discussed problems may be the reason of learner’s lack of interest in grammatical rules. Likewise, “The students have to understand the function of each auxiliary verb in order to avoid the errors especially omission of primary auxiliary verbs in the future anymore” (Agustin, 2018, p. 72).

In present study, based on the table 1, the EFL students converted sentences in English mirrored four groups of errors in area of adverb that could be easily noticed. These issues observed as frequent challenge for learners, in most of examples; they added unneeded adverbs which resulted in addition errors. Other than, participants deleted stated element where they need to mention it, so, omission errors arose, whereas majority of interpreted sentences underlined the misplace along with misform of adverbs that changed in misordering and misformation errors. The omission error occurred as the leading source of error among above-stated kinds of errors that explored in 131 (9.81%) cases. Like, a partaker omitted ‘even’ while translating a text; ‘But ---- the vehicles in which the sick animals are carried to hospitals, the mark is blue’.

Consequently, such problems may be the students’ lack of interest in L2 structures. “Adverb use is a key aspect in the characterization of learners’ communicative competence, as evidenced by the inclusion of adverbs in

the rating of standardized texts such as the Test of Written English.” (Paredes & Tornel, 2014, p. 180)

The present study exposed the wrong use of English prepositions in interpreted passages of selected L2 students. “A preposition tells a reader when and where something occurred as well as how it occurred. A proposition introduces a prepositional phrase in a sentence.” (Ewie & Williams, 2017, p. 472) Moreover, the improper syntactical knowledge caused various kinds of errors in above-stated discipline. The participants frequently made 304 (15.06%) addition errors in the part of preposition. In fact, it is observed as an unfavorable category in their English sentences which destroyed their translation skill. Such as, a partaker added ‘*of*’; ‘Not long ago, letters *of* were very important in the communication’. Same issues repeatedly found in translated passages of learners which caused errors of addition, omission, misformation and misordering. In consequence, English preposition errors could have been stopped if learners had the desired knowledge of it.

Besides, the research too investigated conjunction error in translated text of foreign language learners that caused fore-named areas of issues and bother them to create error free passages in interpretation. “Not only does academic writing need the ability of university students to construct grammatical sentences, but it also requires the ability to construct a cohesive text by knowing how to using conjunctions” (Darweesh & Kadhim, 2016, p. 169). Like, in this study, a learner added ‘and’ while translating L1 text into L2: ‘these types of vehicles run in the big cities of the world when people see them, they immediately make *and* way so that some one’s life can be saved whether it is human or animal’. It resulted as the most frequent type in addition error which observed in 156 (7.73%) items. Hence, these troubles may be the reason of EFL students’ incompetency in perceiving the proper usage of English conjunctions.

The current study also explored the lack of syntactical competence among L2 learners in terms of English articles. Similarly, their converted sentences reflected addition errors, omission errors, misformation errors and misordering errors. The aforesaid items might be a common trouble for EFL learners. In many examples chosen respondents skipped articles which caused omission errors akin; a participant omitted definite article ‘*the*’ ‘Because child does what he learns from his parents’. Contrarily, the unnecessary use of articles in translation resulted in addition errors that were scrutinized as the most leading errors among participants, like 76 (3.76%) indefinite articles and 96 (4.75%) definite articles found in said parts. It is not easy for EFL learners to fully grasp the subtle usages of English articles. “The English articles, the, indefinite a/an, and zero can

often be troublesome for English language learners to master, especially in longer texts” (Barrett & Chen, 2011, p. 1). Number of interpreted passages pointed the usage of indefinite article in place of definite article which exists in misformation errors and the wrong arrangement of English articles in writing caused in misordering errors. Accordingly, it may be the effect of second language students’ improper competence in L2, tricky nature of English grammar and articles. The proper use of articles needs a complete knowledge in English syntactical rules.

Sun (2014) observed that inaccurate usage of determiners as the most dominant syntactical error in his study among L2 learners, as well as advanced level students repeatedly commit numerous errors in their exercise. The present research too noticed the issues of determiner which mirrored errors addition errors, omission errors, misformation errors and misordering errors. As a learner wrote in his translated sentence; ‘*when*’ as opposed to ‘*which*’, ‘but even the vehicles in *when* sick animals are taken to hospitals, the mark is blue. Besides, the additional apply of determiner created addition errors; the omission of element caused omission errors and the mis-sequence of determiner resulted misordering errors in L2 passages. The most repeated errors occurred in group of addition 79 (3.91%) times. The mentioned problems might be occurred through avoiding syntactical rules and the complex process of determiners in (TL) target language.

The chosen participants, in this study, committed multiple errors in correct use of connectors which ruined their English passages. However, the errors might be emerged because of the insufficiency in right usage of afore-stated part which was noted by investigator. The 64 (3.25%) errors were frequently detected in misformation error among other types. E.g., a learner wrote, ‘*normally*’, in place of ‘*commonly*’; ‘Normally, Ambulances carrying patients are marked with a red Crescent’. “Much less emphasis seems to be given to the more ‘textual’ aspects of English, such as the use of logical connectors to link different parts of a text” (Wong, 2018, p. 582). Thus, proper attention on syntactical rules can solve the EFL learners in acquiring language goal.

Apart from that, English gerund in present study was too viewed as complicated task for L2 learners wherefore their translated passages of English showed different groups of errors in addition, omission, misformation and misordering. Rahmadani, Tavriyanti and Refnita (2014) suggested that according to data analysis of L2 learners need to create average potential to utilize gerund in writing compositions, have to acquire extra skills in application of gerund by exploring certain information about it in internet or books. In the same way, 41 (2.03%) addition errors were repeatedly committed by participants in this research. EFL learners had



difficulties in the correct practice of gerund that in fact remained an irritating element in their English compositions. In particular, a partaker added 'writing' in converted passage; 'Some times before, letters *writing* were very significant in the communication'. For this reason, the issues of common errors in gerund can be prevented if learners have the needed knowledge of foreign language rules.

"The complexity of the deceptively simple-looking to-infinitive is well known. Most grammar books, as well as English textbooks, published in Korea distinguish three different uses of to-infinitives, i.e., nominal, adjectival, and adverbial uses." (Kim & Yoo, 2015, p. 38) The present study also uncovered the selected participants' weakness in syntactical structures with regard to English infinitives. The converted passages in L2 demonstrated four groups of errors which is believed as common troubles for target language acquisition. The current study indicated omission error as the most repeated area that discovered 39 (2.92%) times. As shown in the English text, a student skipped 'to'; 'Education teaches us ---- differentiate between good and bad'. Numerous instances displayed that learners avoided 'to infinitives' where they need to put because of similar difficulties omission errors occurred. By comparison with, misformation errors in mentioned morpheme were the causes of their erroneous application, the redundant application of elements generated addition errors and the disorganization of infinitive created misordering errors. The reason behind these issues may be learners' insufficiency of aptitude in grammar and L2 rules owing to the fact the accurate usage of infinitive needs a perfect understanding of particular discipline in English to yield error-free passages in translation.

### **Conclusion:**

The results of this research study disclosed that great number of syntactical errors was possibly occurred due the insufficiency of linguistic knowledge and translation skills among EFL students whose art of interpretation was even yet farther from the required level. Their translated passages revealed various categories of errors in addition, omission, misformation and misordering in English translation and distinct cases of syntactical structures. Based on the research outcomes, it can be deduced that syntactical issues created above said errors as selected participants showed linguistic proficiency of BS level in the target language. Besides, syntactical troubles were seen responsible in producing error-free translation in L2 among respondents. In majority of cases, the insufficient awareness in syntactical rules seemed to be the reason of particular errors. Such errors could have completely been improved if EFL learners had emphasized on regular practice in their daily routine. Further, certain issues might too be assigned to the students' deficiency of syntactical

structures in foreign language that was the key factor responsible for four groups of errors in interpretation.

The study divulged addition error, omission error, misformation error and misordering in translation of EFL learners by applying Dulay et al (1982) surface strategy taxonomy in syntactical items. In addition, the data presented that learners committed 5896 errors in above mentioned areas in which addition error occurred 2019 (34.24%) as the most frequent source. Secondly, misformation errors committed 1968 (33.38%), thirdly, omission errors found 1335 (22.64%) times. Lastly misordering error was noticed as the least source of error which observed 574 (9.74%) times.

Thus, the present research is probably to convince EFL learners to achieve syntactical competence in translation in order to produce desired English passages in language classes. It may further influence the L2 teachers to teach syntactical structures, especially noun, pronoun, adjective, verb, helping verb, modal auxiliary verb, preposition, conjunction, English articles connectors, determiners, gerund and infinitive, together with corrective feedback to learners so as to make them translate error-free text in target language. Ultimately, the study may encourage English students to practice translation activities while pursuing assistance from their EFL instructors and standard grammar books.

**Limitation of Study:**

The present study examined syntactical errors of second language students in converted text of L1 into L2, alongside addition errors, omission errors, misformation errors and misordering errors. However, despite of its diverse types, this research has included distinct limitations. One of the main limitations was study's sample, moreover, for data collection, it was thought to indulge numerous departments but merely one department randomly selected, along with, the research was restricted to the sole institute the University of Balochistan, Quetta and canceling further private and public universities of the province aside. Hence, 78 students were only chosen for ultimate process. The data gathered from more institutions and participants may likely provide different results. In fact, the study limited to explore EFL learners' syntactical issues only in interpretation while it avoids more troubles concerning to it, akin, the issues of punctuation marks, the coherence problems, cohesion issues, and so on.

**Suggestions:**

This study emphasizes particular valuable suggestions in relation with second language learners' syntactical errors in translation, as well as provides certain helpful recommendations that are likely to decrease such issues of them. Therefore, the following points are suggested:

- The target language students should focus on different skills of L2, such as; read worth stuffs in English, improve reading skill in L2, emphasize on speaking skills in L2, think in second language and watch different drama, documentaries, serials and movies with English subtitles. In this way, they may become proficient in the art of translation.
  
- The EFL instructors should set forth the dissimilarity between first and second language structures for learners. Particularly, syntactical rules along with their usages and the significance of translation should be elaborated to each L2 students.
  
- Corrective feedback, in foreign language classes, should be an important part in order to alert learners regarding their syntactical errors. EFL students should be made ready for acquiring the complete structure of English and further practicable solutions about syntactical troubles in translation.

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