

Urdu-English Texts Translation Practices: Qualities And Hindrances At Intermediate Level In Pakistan

Muhammad Imran Afzal¹, Sadia Asif², Liaqat Ali Mohsin³

¹Senior Subject Specialist, Govt. Higher Secondary School, Kacha Khuh, Khanewal, Pakistan
[ORCID: 0000-0002-4734-1844](https://orcid.org/0000-0002-4734-1844)

²University of Management and Technology, Lahore, Pakistan [ORCID: 0000-0001-9288-3637](https://orcid.org/0000-0001-9288-3637)

³Assistant Professor, Govt. Post Graduate College Shakar Ghar, Narowal, Pakistan [ORCID: 0000-0001-5005-5825](https://orcid.org/0000-0001-5005-5825)

Abstract-At Intermediate level in Pakistani educational system, translation is not as a separate subject but it is included as part in English language teaching course. The present study is based on embedded research design which is aimed to find out and describe student translation quality emphasizing three key factors: accuracy, acceptability and readability and to analyze the Urdu-English text translation practices of Intermediate students with regard to hindrances that they encounter while translating. They are taught English as compulsory subject for 200 marks at Intermediate level which is further divided into 100 marks for each of the 1st and 2nd year. In the 2nd year 100 marks paper, the students are to attempt Urdu into English language translation question that carries 15 marks. The researcher used Translation Test and Interview as data collection tools. The translation test was comprised of a paragraph that was selected from annual examination papers of Board of Intermediate and Secondary Education (BISE), Multan (Punjab). The 28 students were given 30 minutes to complete translation test and 4 representative students' interviews were conducted after the completion of translation for knowing about their experiences and hindrances while completing this translation test. The students' translations were analyzed and scored quantitatively according to scoring rubric. The interviews data were analyzed qualitatively using thematic analysis technique. A few of the students translated the source text into target text with good scores but majority of them translated with fair scores which is neither good nor bad. Hence, students' translation quality in this study was at level two of accurateness, acceptability and readability.

Keywords: Translation qualities, translation hindrances, accurateness, acceptability, readability, Nababan (2010)

1. Introduction

The translation phenomenon has been utilized widely during whole human history but its value in modern changing world has been escalated. The translation activity has become important because of extensive exchanges of cultures, great expansion of knowledge and intensive international communication. English has gained lingua franca status. The students of a developing country like Pakistan can learn a lot from advanced countries because translation is a medium of information transfer and international communication. The activity of translation in Pakistan has been more involved during the last decade because there have been broad range of translation practices, study programs, associations, trainings, conferences and seminars. This changing trend indicates that translation has become an area of paramount importance for Pakistan.

The English language occupies a place of prestige and honour in Pakistan. Recently, owing to unmatched advancement of English-speaking nations in the fields of science, technology, industry and politics, the people, institutions and governments have focused and taken interest in this language. The case of Pakistan is the same. English has become symbol of educated class and it has elite status in Pakistani society by becoming language of science, technology, media and a medium of intra-national and inter-national communication. Ghani (2003) claims that English is “a gateway to success” in Pakistan. Akram and Mehmood (2007) claim that greater job opportunities, studies abroad, academic ends, better economic prospects, social or missionary aspirations are the motivational factors that make Pakistani students learn English language.

Teaching of English in Pakistan

In Pakistan, English is taught as compulsory subject up to the level of graduation. The student spent a lot of time in learning English but most of the college and school students are not able to write grammatically correct English. The English language teaching in Pakistan, particularly in government institutions, is ritualized. It has been observed that the students do not focus on learning English because they are mentally preoccupied to learn texts for reproduction. Consequently, listening, speaking and critical reading that are inevitable features of language competence are neglected in the process of English language teaching. Akram and Mehmood (2007) have explored and described some challenges and problems that are being faced in teaching of English as foreign language in Pakistan. They have raised the issue of medium (literature) for teaching of English and they believe that this medium of English language teaching is unable to impart the required competence to the learners. The teachers used grammar translation method which is another problem acting as hindrance for the learners to achieve competence in target language.

Urdu-English Translation in Pakistan

At Intermediate level in Pakistani educational system, translation is not a separate subject but it is included as part in English language teaching course. It is hoped that they will master basic concepts, translation principles and methods. They will have proficiency in translation practices and production of translation from English-Urdu and Urdu-English. Moreover, they are expected to develop translation skill that can be useful in their future career.

The question of translation from Urdu into English is the one that is challenging for majority of the ESL learners of every level. In a question paper set by school/college or board for examinations, this question is given a reasonable proportion. This question is used for testing different aspects language competence of English language learners.

The objectives of this study are:

- To find out and describe student translation quality emphasizing three key factors: accuracy, acceptability and readability.
- To analyze the Urdu-English text translation practices of Intermediate students with regard to qualities and hindrances that they encounter while translating.

The following research questions will be answered in this study:

1. To what extent do the qualities of accuracy, acceptability and readability exist in intermediate students' Urdu-English texts translation practices?
2. What are the hindrances that intermediate level students' face while translating Urdu-English texts?

Limitations of the Study

The current study is aimed at analyzing the Urdu-English text translation practices of Intermediate students with regard to qualities and hindrances that they encounter while translating and investigating students' translation quality emphasizing three key factors: accuracy, acceptability and readability. The participants of the present study comprises of Intermediate level (2nd Year) male and female students from districts Sahiwal and Khanewal in Punjab (Pakistan).

II. Literature Review

Wiersema (2004) stated in his essay "globalization and translation" that globalization is linked to English language status of lingua franca and it is an increasing tendency for using English as global language of international communication. Translation practices and globalization are closely connected. Yano (2001) has found a link between rise of English as global language and globalization. Joseph (2004) has also supported this viewpoint related to English language global recognition. Bozzini (2001) has also styled English international language of remarkable diversity and sweep. Crystal (2003) asserts that English is taught as foreign language in more than one hundred countries. Furthermore, it is used as semi-official or official language in most of the countries. People can become part of international community through translation. Translation is linking bridge among individuals of different communities. In Pakistan, English-Urdu and Urdu-

English translations are widely practiced because English has official language status in Pakistan. Furthermore, there are innumerable books that have substantial information and knowledge for Pakistani learners. It is also a fact that Pakistanis are not good in English despite learning English during their educational career.

Bell (1991) states that translation is an inter-lingual phenomenon because it is the process of transference and interpretation of one language verbal symbols to those of another language verbal symbols. According to Nida (1964) and Tytler (1907), an accepted and good translation requires a translator to have the abilities and skills to present the scheme of ideas, express style and manner, bring ease and render given text identical response. Translation is a process of replicating given text original situation (source language) through the use of different words. The current study aims to investigate the hindrances faced by Pakistani intermediate level students while translating Urdu-English texts. The related literature has been reviewed and discussed.

Baker (1992) contends that students face ‘grammatical equivalence’ problem as there is variation in grammatical from one language to another. The variations of grammatical structures cause hindrances which call for inevitable changes while transferring source language text to target language text. For this, addition or omission of some information in target language is required. Baker (1992) adds that translator must be competent in such grammatical devices that may be used to translate source language text in target language text. These devices are gender, number, person, voice, tense and aspect.

Alfaori (2017:86) argues that equivalence has paramount significance in the theory of translation. The theorist have exerted much effort for investigating the impact of this notion on the translator when he deals a text in translation process. Alfaori (2017) opines that translator must have comprehension of given source language text meanings, he must take care of meaning loss in the process of translation from SL to TL and should avoid poor substitutes and non-equivalence.

Buriro et al. (2016) have conducted a research study for investigating errors of Sindhi EFL learners in translating Sindh into English. They have managed a test containing 10 Sindhi sentences to 20 undergraduates for translating these sentences into English. “Rod Ellis (1994) modified model of error analysis” has been used by researchers to analyze these errors. This research study results elaborate that responsible factors for poor translation skills are learners’ assumptions interference of L1 and poor grammar knowledge. The researchers contend that these learners have done punctuation, spelling and morphological errors due to interference of their L1. Koshhal (2017) has investigated in a study errors of Iranian EFL learners while translating Persian language sentences into English. He has categorized for analysis these errors into three categories: word choice, grammar and spelling. The findings of this research study manifest that these errors were: wrong use of tenses and their sequence, voice, articles, parts of speech, change of narration, negative and imperative and word order. This research study also elaborates the sources of errors committed by the study participants. According to Khoshhal (2017), these three major sources of errors are: errors caused by EFL learners L1, poor techniques of teaching and certain grammatical rules over

generalization. The researcher suggests that teaching of verbs must be emphasized because this area poses tremendous challenge in process of translation from SL to TL for EFL learners. According to Khoshhal (2017), the teachers must give maximum instances and examples of verb use in translation process to the learners so that they may become familiar with correct use of verbs form in translation.

Tandikombong et al. (2016) have highlighted errors committed by Indonesian students in the process of translating Indonesian language text into English language text. They have identified the frequent errors that were verb errors (39.16%) followed by errors of nouns. This research study has also probed into those factors which lead to errors in translating text of Indonesian language into text of English language. These factors that cause problem for Indonesian students in translating Indonesian text into English text are: rules application, ignorance of rules restrictions and overgeneralization.

Jawaid and Zeman (2011) maintain that the process of translation becomes complex due to variations in source and target language. They opine that verbs in Urdu language inflect according to gender, head noun and number because Urdu is immensely inflectional and morphologically diverse in comparison with English. Shakur (2008) points out importance of translation by asserting that translation evolves EFL/ESL learners' communicative skills and strategies. It helps to enhance learners' fluency in oral and foreign language creative use. He adds that accuracy, clarity and flexibility which are essential language learning qualities can be ascertained through translation. The current study aims to analyze the Urdu-English texts translation practices of Intermediate students with regard to qualities and hindrances that they encounter while translating. The related literature has been reviewed and discussed below.

Three basic qualities in good translation are accuracy, acceptability and readability (Larson 1984 and Said 1994). Accuracy means meaning or information expressed in the source language text is stated appropriately in the target language text. There is not minor omission, addition and change with regard to information. Consequently, translator must comprehend carefully in order to develop quality of accuracy in translation. Acceptability means source language text has been translated in such a natural manner that target readers can accept the translation product. Moreover, acceptability depends upon accuracy and readability of translation. Readability means target readers can easily comprehend the information stated in the source language. The translator needs simply to express meaning or idea to install quality of readability in the translation product.

According to Savory (1968) and Budiman (2016), to produce accurate, acceptable and readable translation, a translator should focus on the following points: equivalent words for source language text, representation ideas of original author, easy understanding of translation by the readers, reflection of original text author style in translation and independent style of translator in translation. In his book *The Theory and Practice of Translation* Nida (1982) has said that a good translator should fulfill the criteria: source language mastering, target language proficiency, familiarity with translation materials and ability of comprehending underlying meaning.

Nida (1982) and Wang (2016) discussed these qualifications of a translator:

1. The translator must have proper knowledge of original language. The translator should be clear about minute variation of words, emotional shades of words and stylistic qualities that shape the particular styles of texts. It is not enough to comprehend the main idea of original text or understand text taking help from dictionaries.
2. The translator must have proficiency in target language. It is more important than the first one because he can understand original text using notes, dictionaries or particular technical literature. The translator's proficiency in target language cannot be replaced with any other thing. A translator commits most severe errors in translation when he does not have command over target language.
3. Language proficiency varies from proficiency in specific field profession knowledge proficiency. It is not enough to have general knowledge in languages for translation of technical text. It means that he must have well familiarity with related translation material.
4. The translator should have ability of understanding original writer's underlying meaning or intent and expressing this between the lines meaning in the target text.

Translation Quality

The notion of quality is closely linked to translation. The definition of translation quality has been one of the most discussed issues in this field. The idea what is "good" is extremely subjective in nature and relies on many aspects. It is practically impossible to develop universal criteria set for measuring translation quality in an object manner. To evaluate the translation quality presupposes the translation theory (House 1997: 1). Different views about translation precede various notions of translational quality and different ways of accessing the translation quality.

Shuttleworth and Cowie (1997: 3) have proposed criteria of accuracy, acceptability and readability for translation quality. In this study, the research will utilize the theory presented by Shuttleworth and Cowie (1997: 3) considering accuracy, acceptability and readability to assess the students' translation quality at intermediate level. For the sake of more objectivity, the researcher has decided to make use of Nababan's criteria. He devises three levels for each of the criterion which are accurate, less accurate and inaccurate; acceptable, less acceptable and unacceptable; readable, less readable and unreadable for accuracy, acceptability and readability respectively.

Nababan (2010) has suggested a few strategies to determine the translation quality. These are: performance test, close technique, back-translation, knowledge test, equivalence-based approach and reading-aloud technique. Moreover, he has proposed three tools to evaluate the translation. These instruments were constructed in holistic assessment model by classifying them into three parts: (i) rubric for assessment of accuracy in translation, (ii) rubric for assessment of acceptability in translation and (iii) rubric for assessment of readability in translation.

Table 1 Rubric for Assessment of Accuracy in Translation

Categories	Scores	Qualitative Parameters
Accurate	3	The meaning of words, technical terms, phrases, clauses or sentences from source language has been translated into the target language accurately, without distortions in the meaning.
Less Accurate	2	The meaning of words, technical terms, phrases, clauses, and sentences from source language text has been transferred accurately into target language text, but with some distorted meanings, or double translations, or omitted meaning can be founded that make the meaning cannot be transferred accurately.
Not Accurate	1	The meaning of words, technical terms, phrases, clauses or sentences from source language text has not been translated accurately into the target language text.

Table 2 Rubric for Assessment of Acceptability in Translation

Categories	Scores	Qualitative Parameters
Acceptable	3	The translation appears natural; technical terms; words, phrases, clauses, and sentences of source language text are appropriate with target language grammatical rules.
Less Acceptable	2	The translation appears natural; but there problems in the use of diction, technical terms, and grammar.
Not Acceptable	1	The translation appears unnatural; use of unfamiliar terms; words, phrases, clauses, and sentences of source language text are inappropriate with target language grammatical rules.

Table 3 Rubric for Assessment of Readability in Translation

Categories	Scores	Qualitative Parameters
Readable	3	The readers can well understand the words, phrases, clauses, sentences and technical terms.
Less Readable	2	The readers can easily understand the translation; the readers need to reread some parts in order to fully understand the translation.
Not Readable	1	The readers cannot understand the translation.

III. Research Methodology

The present research study is based on embedded research design which is aimed to find out and describe student translation quality emphasizing three key factors: accuracy, acceptability and readability and to analyze the Urdu-English text translation practices of Intermediate students with

regard to qualities and hindrances that they encounter while translating. Cresswell (2012) opines that embedded research design is utilized to provide both quantitative and qualitative data for developing better understanding of research problem. Furthermore, he adds that embedded method can be used when single method sounds insufficient for answering research questions of a specific study.

Population and Sample of the Study

The research population of the present study comprises of Intermediate level (2nd Year) male and female students from districts Sahiwal and Khanewal in Punjab (Pakistan). Probability sampling technique has been used in the present study. According to Dornyei (2012), the random sampling method is the main constituent of the probability sampling technique. Moreover, he adds that the impacts of any subjective or external components can be minimized through the use of this sampling technique. Hence, random sampling is more representative as compared to non-random sampling.

The sample for the present study comprises of 2nd year Intermediate level students. The participants of this study are from Government Higher Secondary schools and colleges situated in the province of Punjab (Pakistan). The participants belong to district Sahiwal and Khanewal. Two Higher secondary schools (one boys and one girls) and two colleges (one boys and one girls) from each district have been chosen as study setting for this project. Two students from each school and college of district Sahiwal have been included in the research population while two students from each college and one student from each school have been added as sample population. Consequently, total participants from district Sahiwal were 16 whereas from Khanewal 12. In totality, the number was 28. They are taught English as compulsory subject for 200 marks at Intermediate level which is further divided into 100 marks for each of the 1st and 2nd year. In the 2nd year 100 marks paper, the students are to attempt Urdu into English language translation question that carries 15 marks. The purpose of this question is to check the translation skill of the students.

Data Collection Instruments

The researcher decided to use two research instruments Translation Test and Interview for achieving the objectives of the present study. The translation test was comprised of a paragraph that was selected from the most recent annual examination papers of Board of Intermediate and Secondary Education (BISE), Multan (Punjab). The reason behind the selection of this paragraph from the BISE examination paper was that these BISE papers fulfill the standards of reliability and validity because they are developed considering about the average, good and excellent students. The 28 students were given 30 minutes to complete the translation test and 4 representative students' interviews were conducted after the completion of translation for knowing about their experiences and hindrances while completing this translation test. The paragraph given to students for translation is presented below:

باوجود اس حقیقت کے کہ انگریزی پاکستان میں بہت کم سمجھی اور بولی جاتی ہے یہ پاکستان کی دفتری زبان ہے اس سے انگریزی کی اہمیت بہت بڑھ گئی ہے۔ انگریزی اس لیے بھی اہم ہے کہ تمام اہم علوم کی کتابیں انگریزی میں لکھی گئی ہیں ہمارے ملک میں انگریزی بولنے والے کو سکالر سمجھا جاتا ہے۔ تعلیم کے حصول کے لیے بیرون ملک جانے کے لیے انگریزی کا جاننا بہت ضروری ہے کیونکہ انگریزی بین الاقوامی زبان ہے۔ تحقیق اور سائنس کے شعبوں میں ترقی کے لیے انگریزی جاننا نہایت ضروری سمجھا جاتا ہے۔

IV. Data Analysis and Discussion

The students' translations were analyzed and scored quantitatively according to scoring rubric of Nababan (2010). The interviews data were analyzed qualitatively using thematic analysis technique. The findings, after analyzing the translation of the students, have been discussed with regard to the accuracy, acceptability and readability.

Accurateness

Accurateness is an important characteristic of the translation product. It means that the meaning of words, technical terms, phrases, clauses or sentences from source language has been translated into the target language accurately, without distortions in the meaning.

Table 4 shows that translation of majority students 67.9 % (n=19) is 'Less Accurate'. 21.4 % students are (n=6) are 'Not Accurate' and 10.7 % (n=3) are 'Accurate'. There was inaccurate information in terms of omitted meaning, distorted meaning and double translation in the translation product of many participants.

Table 4 Accuracy of Translation

Category	Number	Percent
Accurate	3	10.7
Less Accurate	19	67.9
Not Accurate	6	21.4

A great majority of the students had used wrong words and phrases for translating ideas from source text to target text.

Table 5 Selection of wrong words

No.	Word	Analysis
1	Low understand	The word 'low' has been used to translate the word 'کم' of source text which is inappropriate with regard to its context.
2	English speakers is understood	The students have translated 'سمجھا جاتا ہے' with the word from target language 'understood' which is not appropriate and distorts original meaning.
3	Investigation	The source text word 'تحقیق' has been translated by choosing word 'investigation' from target language that is not correct in this context.

Moreover, the participants were not able to translate some phrases from the given source text and this resulted in the form of distorted meaning.

Table 6 Use of wrong Phrases

No	Phrases	Analysis
1	Without this fact	Use of wrong phrase 'without this fact' for the phrase from source text 'باوجود اس حقیقت کے'
2	Books of complete knowledges	Wrong words selection in the phrase 'books of complete knowledges' in place of source text phrase 'تمام اہم علوم کی کتابیں'
3	In science subjects	Inaccurate phrase 'in science subjects' for the source language phrase 'سائنس کے شعبوں میں'

The students expressed in the interviews that their limited vocabulary was one of the major hindrance in their way to produce accurate translation. One of them added that selection of the correct word and phrases from the target language keeping in view the connotation was the hindrance for them in translating the source text into target text accurately. Another interviewed participant told that translation of the phrases was more difficult because they could not get help from dictionaries as they could in case of individual words. As a result, they wrote the phrases which they thought appropriate.

Acceptability

Acceptability discusses that the translation appears natural; technical terms; words, phrases, clauses and sentences of source language text are appropriate with target language grammatical rules.

Table 7 indicates that translation of the 57.1 % (n=16) students is 'Less acceptable' that is the result of grammatical errors and unnaturalness in translation. 28.6 % (n=8) students' translation is 'Not Acceptable' and 14.3 % (n=4) is 'Acceptable'.

Table 7 Translation Acceptability

Category	Number	Percent
Acceptable	4	14.3
Less Acceptable	16	57.1
Not Acceptable	8	28.6

Issues of grammar affect the acceptability of the translation. Students' translation had some grammatical problems such as subject-verb agreement, plural nouns, tenses, voice, article use and tenses. The details of these grammatical issues have been given in the following table 8.

Table 8 Wrong Use of Voice, Tense, Subject-Verb Agreement, Plural Noun, Article

No	Wrong Tense	Problem	Analysis
1	English understands and speaks	low Voice and	Problem of grammar, the active voice has been used while passive voice is required here.
2	Importance of English increased	Tense	Grammatical issue, past tense has been used in translation while source text has present perfect tense.
3	English speakers is understood	Subject-verb agreement	Grammar issue of subject-verb agreement because plural subject is followed by singular verb
4	Importance of English have increased	Subject-verb agreement	Singular subject is followed by plural verb which causes subject-verb agreement problem
5	For progress in research and science department	Plural noun	Plurality related grammatical issue, the word 'department' requires plural form not singular.
6	English is a international language	Article use	The use of article 'a' is not appropriate before the word 'international'

The participants were of the view that grammatical rules of both languages differ to the great extent. This difference is one of the main hurdle for them in the production of acceptable translation. They also feel that limited time for translation also created confusion for them and they could not apply correct grammatical rules of target language. Another student opined that concept of 'voice' and 'subject-verb agreement' in English language caused them problem for producing acceptable translation.

Readability

Readability means that the readers can well understand the words, phrases, clauses, sentences and technical terms. Table 9 that translation of 57.1 % (n=16) students is 'Less Readable' and those of 25 % (n=7) and 17.9 % (n=5) translation is 'Readable' and 'Not Readable' respectively. Majority of the students had produced less readable translation.

Table 9 Translation Readability

Category	Number	Percent
Readable	7	25
Less Readable	16	57.1
Not Readable	5	17.9

The following includes a few parts of students' translation which are ambiguous and are not understandable for the reader. The lack of clarity in students' translation is due to the use of wrong sentence structure.

Table 10 Lack of Clarity

No	Problem	Analysis
1	English Without fact low understand and speak in Pakistan	There is lack of clarity in the translation because reader does not comprehend the real idea.
2	It is very important to go other country to know English	Vagueness is all around in this line because once again nothing can be understood from this chunk of the translation.

The students admitted that they were not able to produce readable translation due to wrong sentence structure. They choose words from target language which were not correct equivalent for the source language words. They considered it hindrance in readability of their translation.

V. Discussion, Conclusion and Recommendations

Jawaid and Zeman (2011) maintain that the process of translation becomes complex due to variations in source and target language. They opine that verbs in Urdu language inflect according to gender, head noun and number because Urdu is immensely inflectional and morphologically diverse in comparison with English. This study will help Pakistani Urdu-English text translators in understanding complex variations of source and target language. The findings will equip them to understand and handle inflectional and morphological diversity between Urdu and English. Shakur (2008) points out that accuracy, clarity and flexibility which are essential language learning qualities can be ascertained through translation. The current study shows that Pakistani students face hindrances while translating text of Urdu into English with regard to choice of words and phrases as far as quality of accuracy is concerned. Larson 1984 and Said 1994 opine that acceptability means source language text has been translated in such a natural manner that target readers can accept the translation product. Moreover, acceptability depends upon accuracy and readability of translation. The findings of this research study indicate that Pakistani Intermediate level students involved in translation practices from Urdu to English text produce less acceptable translation because of wrong use of voice, tenses, subject-verb agreements, plural nouns and articles. Readability means target readers can easily comprehend the information stated in the source language. Alfoari (2017) opines that translator must have comprehension of given source language text meanings, he must take care of meaning loss in the process of translation from SL to TL and should avoid poor substitutes and non-equivalence. In this study vagueness, lack of clarity and loss of meaning has been emerged as major hindrance during translation practices of Pakistani intermediate level students that reduces readability of produced translation. The results of this study can be useful in actual translation practices being employed by the students.

Accuracy, acceptability and readability are the characteristics of a good translation. For producing accurate, acceptable and readable translation, the translators must have mastery in source and target languages with cultural understanding of the both languages. The translation in terms of quality, with reference to current study, cannot be described 'good' or 'bad' translation because results show a state between these two extremes. A few of the students translated the source text into target text with good scores but majority of them translated with fair scores which is neither good nor bad. Hence, students' translation quality in this study was at level two of accurateness, acceptability and readability. It means that the student should improve their mastery of the target language by focusing the components such as vocabulary, grammar of the target language and natural expression for producing translation of best quality.

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