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STRUCTURAL ERRORS MADE IN SPOKEN ENGLISH
BY PAKISTANI STUDENTS AT
THE AMERICAN UNIVERSITY OF BEIRUT

By

Rokeya Khatun

A THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut, Lebanon

August, 1958

PAKISTANI ERRORS IN ENGLISH

KHATUN

ACKNOWLEDGEMENTS

Grateful acknowledgement is due to many individuals. I wish to express my deep appreciation and gratitude to Professor Frederick R. Korf, Chairman of my thesis committee, for his interest, constant help and guidance. Professor Korf did invaluable work listening to the recorded tapes, checking the original transcript and correcting the errors.

I acknowledge my indebtedness to Dr. Habib A. Kurani, Chairman of the Education Department, for his valuable suggestions, and to Mr. Harold Masengill, Education Division, Technical Cooperation Service Office, Beirut, for his suggestions and for lending the tape recorder.

Acknowledgements are also due to Professor F.M. Antippa, Professor N. Atiyeh, Professor A.V. Barwood, Mr. H.H. Bliss, Professor L.A. Hanna, Professor R. Howling, Professor L. Leavitt, Miss S. Ohamessian and Mrs. Z. Zeine for their helpful suggestions.

Special thanks are due to forty Pakistani students who participated in the conversations.

R. Khatun

ABSTRACT

The purpose of this thesis is to detect the grammatical errors made in spoken English by Pakistani students studying at the American University of Beirut during the academic year 1957-58, and to help Pakistani teachers and students to identify and correct the common errors so as to enable the students to carry on efficient conversations in English.

English is growing as an international language because it has world-wide acceptance as the medium of intellectual exchange due to its commercial weight, its technical importance and its cultural content both in the original and in translation from other tongues. Apart from this international importance, English has a great importance in Pakistan. Before partition, the Indo-Pak subcontinent was under British rule and English was used both as the state language and as the medium of higher education. Even after partition English has continued in use for all official purposes and also as the medium of instruction in colleges and universities. According to the constitution of the Islamic Republic of Pakistan, English shall continue to be used for a period of twenty years from Constitution Day (February 29, 1956).

Moreover, the native language of West Pakistan is Urdu and that of East Pakistan is Bengali. The people of the two regions do not know one another's languages; the educated people, therefore, resort to communication through English. Hence it is necessary that the Pakistani pupil pursuing higher studies at home or abroad should not only understand

English when it is spoken or written, but also that he should be able to speak and write it. A practical command of the language is necessary. The chief value of English will be functional. The main emphasis will be on the use of the language as a medium of communication.

The present study is based on unstructured, free English conversations of the Pakistani students. In all, forty students participated in the conversations. The conversations were recorded on tapes which had a total duration of three hours. The recorded tapes were carefully transcribed for convenient study. Errors in the transcribed material were identified with the help of University teachers whose first language is English.

The errors were examined and classified as closely as possible in accordance with the rules of English grammar. The classification of the various types of errors is given below, together with the percentage of total errors each classification represents:

A. Errors in the use of articles	25
B. Errors in the use of prepositions	19
C. Errors in the use of verbs	17
D. Errors in tense usage	10
E. Errors in the use of pronouns	9
F. Misplacement of words	6
G. Omission of objects after transitives	6
H. Errors in the use of structural adverbs	5
I. Miscellaneous errors.	<u>4</u>
Total	101

A short study-guide and self-test are provided to help in the identification and correction of the most common errors.

TABLE OF CONTENTS

Chapter	Page
Acknowledgements.....	iv
Abstract	v
I. Introduction	1
The Problem	1
Need for this Study	2
Delimitations	3
Method of Study	4
II. The Place of English in Pakistan	6
Historical Background	6
The Present Status of English.....	12
III. Classification of Errors	16
A. Errors in the Use of Articles.....	21
B. Errors in the Use of Prepositions	22
C. Errors in the Use of Verbs	25
D. Errors in Tense Usage	26
E. Errors in the Use of Pronouns	27
F. Misplacement of Words	28
G. Omission of Objects After Transitives	29
H. Errors in the Use of Structural Adverbs	29
I. Miscellaneous Errors	30
IV. A Short Study-Guide to the Commonest Errors	32
A Self-Test for Pakistani Students and Teachers	61
Appendix: Complete Transcript of Recorded Conversations With Corrections.....	70
Bibliography	134

CHAPTER I
I N T R O D U C T I O N

The Problem

This study attempts to discover the most common structural errors which are made in spoken English by the Pakistani students who are studying at the American University of Beirut during the academic year 1957-58, and to provide some suggestions for the elimination of these errors.

At present there are sixty-five Pakistani students in the different schools of the American University of Beirut. Some of them are working toward degrees in education and engineering and others are attending non-degree courses in such fields as agriculture, public health and nursing. The medium of instruction in the classes is English. In class and outside, the main means of communication used by these Pakistani students is the English language. They often communicate among themselves through their mother tongues, but English is the only language with which they can communicate their ideas and thoughts to people who do not speak their own native languages. In fact, since the native language of West Pakistan is Urdu and that of East Pakistan is Bengali, the students of the two regions do not know one another's languages, and must therefore resort to communication through English.

Many of the Pakistani students fail to carry on efficient communication in English with their teachers and fellow students. Some-

times they fail to understand some parts of the English used by others, and they often fail to make themselves understandable to others in correct English. It is generally realized that the Pakistani students at the American University of Beirut find it difficult to communicate in spoken English, and that they make frequent errors in the pronunciation, accent, intonation and structure of spoken English.

It is felt that this state of affairs need not continue in its present condition. This study aims at the detection of the more common errors and suggests some means to overcome them.

Need for This Study

Lack of effective communication skills in English is a severe practical problem for Pakistani students who are sent to study in foreign countries. Moreover a good knowledge of spoken English is necessary for communication among the Pakistani students themselves. The people of the two wings of Pakistan speak two national languages basically different from each other. Thus the educated people use English as an instrument of communication with one another at the level of ordinary intercourse, and will probably continue to do so for some time to come.¹

¹The Central Government of Pakistan has declared both Urdu and Bengali as the state languages of Pakistan. To facilitate better understanding and communication between the two parts of Pakistan, the Government plans to introduce Urdu and Bengali as compulsory subjects in the secondary schools of both East and West Pakistan. This plan has been tried out in East Pakistan but not in West Pakistan. In East Pakistan, Urdu is compulsory from the sixth to the eight grades, and is offered as an optional subject in the ninth and tenth grades in the secondary schools.

English is taught as a compulsory second language in the secondary schools in Pakistan. It is the medium of instruction for university education and the medium used in all competitive examinations. English is used for all official purposes and it probably will continue to be used for another twenty years or more. A practical command of the English language is necessary for Pakistani students who want to pursue higher studies. Whether one takes up teaching, business, Government service or a scientific pursuit, a knowledge of English is a great asset. The abilities of students to carry on conversations and to understand spoken English are far less developed than their ability to understand written English. Improvement of their spoken English communication skills becomes one of the imperative tasks of such students.

An investigation such as this can help not only Pakistani students studying or expecting to study at foreign universities, but can also furnish Pakistani teachers of English with a guide to the most common structural errors resulting from the teaching of English as it has been conducted in Pakistan to date.

Delimitations

This study is limited to samples of English spoken by Pakistani students studying at the American University of Beirut during the academic year 1957-58. These students completed their secondary education through the medium of either Urdu or Bengali and at the same time they studied English as a compulsory second language for an average of about five years.

It is concerned with spoken English. The standard of comparison is the English spoken by the educated people of England and the United States of America as opposed to the numerous local variations of English.

It is intended to deal primarily with the structures of the English language that are most useful in carrying on such conversations as are normally required of a Pakistani student doing university work abroad.

Language is a means of communication. Every language has certain devices which form the structural machinery of the language. The devices of arrangement and form of words that constitute the grammatical materials of a language are as necessary to express meaning as are the words. To communicate efficiently in any language one should know the basic structure of that language.

METHOD OF STUDY

Recorded conversations of Pakistani students form the basic spoken English evidence on which the study is based. The participants were aware that their speech was being recorded. They were asked to carry on conversations on topics of their own choice so that they could face the situation easily and comfortably.

Conversations were recorded on tape to avoid introspection as a source of material. These tapes were carefully transcribed for convenient study.

Errors are classified in conformity with the rules and usages of grammar and are grouped according to convenience because the errors defy any kind of exact classification. Frequency of occurrence is the only criterion for considering the errors as common ones. The intention is not to prepare an exhaustive list of errors but to identify the most common ones. The correct usage is provided alongside each of the wrong sentences.

A short study-guide to the commonest errors is included in order to help students and teachers to understand and correct their mistakes.

In addition a self-test is provided to enable teachers and students to assess quickly and conveniently the kinds of errors which they may be particularly prone to make.

CHAPTER II

THE PLACE OF ENGLISH IN PAKISTAN

Pakistan achieved its independence in 1947 as the democratic aspiration of nearly 80 million people of the Indo-Pak subcontinent. Before its emergence, for about 200 years, undivided India was under British rule. English has, therefore, had a natural development in Pakistan. In order to understand the present status of English instruction in Pakistan it is necessary to know the origin and development of English education in the Indo-Pak subcontinent.

HISTORICAL BACKGROUND²

The British came to India as traders. They established the East India Company as early as 1600. It was a trading company which undertook no direct educational activities for nearly one hundred years of its existence. Its attention was first drawn to educational matters by the Charter Act of 1698 which required it to maintain priests and schools in its garrisons. These provisions were meant mainly for the children of the Company's European employees.

By the middle of the eighteenth century, circumstances were changed.

²The main ideas in this section are taken from the following books:

- (a) Syed Nurullah and J.P. Naik, A Student's History of Education in India.
- (b) Muhammed Shamsul Huq, Compulsory Education in Pakistan.

The English settled down in the country in 1757 after the battle of Plassy. In 1765, the East India Company became more powerful politically,³ and with the acquisition of political powers its educational policy also underwent a change. The policy that was followed by the new rulers was that of non-intervention. Their first step was to set up the Calcutta Madrasa in 1782 and the Sanskrit College at Benaras in 1791. The need for persons capable of interpreting the Muslim and Hindu law was the underlying factor that was responsible for the establishment of these two institutions on the religious lines of the Muslims and the Hindus respectively.

The Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indians. This was the beginning of the state system of education in India. Of course, prior to 1813, individual efforts on the part of Christian missionaries earned for the British rulers the credit of pioneer work in the spread of western education. The Charter simply stated the objects of the educational policy in India but gave no directions regarding the methods to be employed to secure these objects. As regards the method to spread education among the people, the Company adopted the "Downward Filtration" theory. It decided to educate the upper class of society as a means of ultimately educating the masses. But a violent controversy broke out on the subject of the medium of instruction. The controversy that raged for over twenty years was between the Anglicists (in favour of Western education) and Orientalists (in favour of oriental

³In 1765, the East India Company was granted 'Diwani' or tax-collecting authority, by Shah Alam, Mughal emperor of Delhi.

education). The controversy was ended in 1835 by a decision in favour of the Anglicists. Lord Macaulay⁴ strongly recommended that the object of educational policy in India should be the spread of Western learning through the medium of the English language. The arguments advanced by Macaulay were immediately accepted by Lord William Bentinck, the then Governor-General.

At the beginning, conservative Hindus and Mohammedans had vigorous prejudices against European learning. The Mohammedans first reaction to English was one of hostility. This was based mainly on a sense of bitterness against the people who had displaced them from the seat of power. Religion came to the support of popular feeling against innovation. The gap between the Muslims and the world outside widened with every decade. The unconscious opposition of the Muslims to the British and their institutions became so deep-seated that nearly a century later, when the new rulers introduced the first measures of educational reform, they remained aloof and indifferent. It took many more decades and needed strong and brave reformers like Sir Syed Ahmed to break down the mental defence that Muslims had built up against western education. But the non-Muslim population readily accepted the educational reforms. In the beginning, every person who was taught in English schools was cut off from his own people in sympathy and ideology, but public opinion gradually changed. Due to

⁴Lord Macaulay was the president of the General Committee of Public Instruction and Law Member of the Executive Council of the Governor-General of India.

several factors, public opinion was rapidly growing in favour of English Education. First, English was growing in political importance as the language of the rulers. Persons desirous of obtaining lucrative government posts found that a capacity to speak and write English materially helped them. Secondly, the work of the missionaries had greatly popularized English education. Thirdly, Indian leaders like Raja Rammohun Roy were urging their countrymen to study English language and literature so as to acquire a knowledge of the western sciences. In fact, the study of English was rapidly becoming the royal road to a black-coated profession carrying a decent income and an important status in society.

This growing demand for English could not be neglected by the General Committee of Public Instruction. By 1833, the Committee of Public Instruction attached English classes to the College at Agra and the Calcutta Madrasa, and several district English schools were established. But these half-measures could hardly be expected to satisfy the public need. The people desired English education, and being unable to get it from the Company, quenched their thirst in the missionary schools. With this background the controversy over the medium of instruction was ended in 1835. In 1837, English was made the court language. In 1844, a resolution was passed according to which high posts were thrown open to educated Indians. Naturally the movement for getting a western education in preference to the traditional learning began to gather strength in the country. By about 1852 India had 52 recognized English institutions.

The claims of mass education received official recognition for the

first time in Wood's Educational Despatch of 1854 which commended "to the special attention of the Government of India, the improvement and far wider extension of education, both English and vernacular."⁵ It imposed on the Government of India the duty of creating a properly articulated system from the primary school to the university, under the direction of provincial directors of education. The immediate effects were the creation of an Education Department in each province of British India and the establishment of universities at Calcutta, Madras and Bombay. The company ceased to be a political power in 1858 and the Government of India came directly under the Crown. Some of the most important recommendations of the Despatch were not carried out for a long time. The plans of mass education visualized by the Despatch were not realized, nor were high schools imparting education through the mother tongue established for more than seven decades. But, in general, it gave an impetus to secondary education and to some extent to primary education. Private enterprise was given a free charter, and this swelled the number of private schools. Thousands of children from the middle classes flocked to English schools, because a knowledge of English ensured them clerical jobs or administrative posts which were in great demand.

The dominance of English in the secondary curriculum continued to grow, and by 1902 the teaching of English came to be regarded as the prime object of secondary schooling. The study of the Indian languages was consequently neglected. The study of English was very frequently begun even before the pupil had obtained a good knowledge of his mother tongue.

⁵Muhammed Shamsul Huq, Compulsory Education in Pakistan, UNESCO, p.29

English was taught as a subject (in primary schools) before it was used as a medium of instruction, but the period of its study as a subject was too short to give the pupil sufficient mastery over the language so that he could use it successfully as a learning medium. English was used as a medium of instruction and examination so early in the secondary sequence that most of the time of the pupils had to be devoted to overcoming the difficulties created by it. After the establishment of the universities the main object of secondary education became the preparation of students for university education. As such, secondary education was dominated by the Entrance or Matriculation Examinations conducted by the universities.

In 1921, the Department of Education was transferred to the control of Indian Ministers. During this time there developed a strong National Movement in India. National education desired to remove the domination of English, particularly its use as a medium of instruction, and to give their proper place to the modern Indian languages. The National Movement caused a great awakening among the people and created a desire for the acquisition of higher education. Consequently, a large number of new secondary schools were opened in semi-urban and rural areas. Modern Indian languages were largely adopted as media of instruction. But complete abandonment of English as a medium of instruction was not possible. As far as orders on paper are concerned, the mother tongue could be said to have been exclusively adopted as the medium of instruction, but theory conflicted with practice. Parents as well as pupils desired a proficiency in English, because the medium of instruction at the university stage and the medium of examination

in government competitive examinations still continued to be English. A person with a good command of English generally had a greater chance of success in such examinations and in securing government employment. Moreover in multi-lingual areas English was often adopted as a medium of instruction on financial grounds. There were other difficulties such as the absence of a scientific terminology and the lack of suitable text books and competent teachers. But the most formidable obstacle to the use of the mother-tongue for instructional purposes was the use of English as the medium of instruction at the university stage.

Gradually the dominance of English as a medium of instruction in secondary schools was replaced by modern Indian languages. English took its place as a compulsory second language in the secondary school curriculum. The Government of India Act of 1935 practically put an end to the recruitment of Europeans in the Education Department. The rule of the British ended with the partition of India in 1947.

THE PRESENT STATUS OF ENGLISH

Pakistan inherited the traditional educational system installed a hundred years earlier by the British government and founded upon political, social, economic and cultural concepts totally different from those of an independent state. She also inherited English as the state language. Soon after independence it was felt that both the traditional educational system and English as the state language were inappropriate for the free people of the country.

With the end of British rule it was natural that national languages should be restored to their rightful positions in the country. There had been a great deal of agitation in favour of making Urdu the state language, but finally the Constituent Assembly decided to make both Urdu and Bengali the State languages. Even then it was obvious that a considerable preparatory period was needed before this decision could be enforced. It is written in the Constitution of the Islamic Republic of Pakistan:

The State Languages of Pakistan shall be Urdu and Bengali:

Provided that for the period of twenty years from the Constitution Day, English shall continue to be used for all official purposes for which it was used in Pakistan immediately before the Constitution Day, and Parliament may by Act provide for the use of English after the expiration of the said period of twenty years, for such purposes as may be specified in that Act.

On the expiration of ten years from the Constitution Day, the President shall appoint a Commission to make recommendations for the replacement of English.

Nothing in this Article shall prevent a Provincial Government from replacing English by either of the State languages for use in that Province before the expiration of the said period of twenty years.⁶

The Provincial Governments are gradually introducing the State languages along with English for official purposes in the respective provinces.

⁶The Constitution of the Islamic Republic of Pakistan; Government of Pakistan, Ministry of Law, p. 152.

There has been considerable confused thinking on the problem of the place of English at the secondary and university stages of education. This problem has resulted in various recommendations by the Pakistan Educational Conference, the Advisory Board of Education, etc. The following is a resume of recommendations made by the Advisory Board of Education:

"The Advisory Board of Education in its first meeting recommended that the question as to whether English should be one of the optional or compulsory subjects at the school stage, be decided by the Provincial and States' Governments concerned.

"The Inter-University Board and the Advisory Board of Education have recommended that English should cease to be medium of instruction at the university stage as early as possible. In the universities of West Pakistan in any case, Urdu should replace English within the next 4 to 5 years and in East Pakistan Bengali should replace English."⁷

As a result of these recommendations certain experiments are going on in the provinces so as to arrive at a final decision.

But the retention of English as the medium of instruction for higher education is an inescapable necessity until such time as the national languages have sufficiently developed in their vocabularies (specially with reference to technical and scientific terms) so that through their richness, variety and flexibility higher education may

⁷Proceedings of the Fifth Meeting of the Advisory Board of Education for Pakistan, (Held at Bahawalpur on 4th and 5th March, 1953), Appendix VI, p. 261.

continue to flourish. The actual status of English as the official and business language and as a medium of instruction in the universities, puts a tremendous burden on the secondary school system. It cannot escape retaining English as a compulsory second language. At the time of partition English was taught even in the lower primary classes, but now it is introduced in the sixth year of formal schooling. English is still considered to be one of the major subjects in the secondary schools.

In the future English may be introduced as an optional subject at the secondary and university stages. But as long as English continues to be used for official purposes, it will most probably be retained as a compulsory second language at the university stage.

English, being the dominant international language, has shaped Pakistan's cultural and political thoughts in modern times. It has served as the 'lingua franca' of the educated classes and has contributed to the unifying process that is apparent in the country today. The study of English is an instrument for the development of the modern outlook. It helps to give a cross-section of the mind of the modern world because it is a worldwide language. As an instrument in the maintenance of her new-found independence and nationhood, Pakistan will, therefore, almost certainly retain English as an important subject of study for many years to come.

CHAPTER III

CLASSIFICATION OF ERRORS

An attempt is made in this chapter to identify the common errors in the English language used by the Pakistani students studying at the American University of Beirut. The materials used in this study are free conversations of students who completed their secondary education through the medium of either Bengali or Urdu, and who studied English as a compulsory second language. The conversations of the students were recorded on tapes and the tapes were carefully transcribed for convenient study. In all, forty students participated in the taped conversations, which had a total duration of three hours. The appendix consists of the detailed transcription of the conversations in their entirety, together with corrections of the errors made.

The errors are examined and classified as closely as possible in conformity with the rules of grammar. The grammatical materials of any language are the devices of word-change and of word arrangement which are necessary in order to express meaning over and above the content meaning of the separate words. In English, there are three important devices for using words in sentences - (1) word order, (2) the use of structural particles, and (3) a few inflexions.

An English sentence contains a verb in one of its finite forms and one or more of the following four components — a subject, a direct object, an indirect object and a predicative or complement. These five components arrange themselves in different ways according to the logical and emotional

requirements of the communication they have to make, such as a statement, a question, a dependent question, a rough order, a polite request, an exclamation, an answer and so on.

Word-order is the first principle used in English for fitting words into sentences, and it lies at the base of all sentence-frames, e.g.:

Jean killed the tiger.	The tiger killed Jean.
He has not broken a window.	He has not a broken window.
He is still standing.	He is standing still.

The whole meaning of the sentences are changed merely by changing the order of the words. Two principles govern the word-order of modern English, (1) ideas are expressed in the order of their logical sequence; and (2) related ideas stand in close proximity to each other. According to the first principle, the natural order of a sentence is subject-verb-object or predicate complement. The verb together with its object or complement is the predicate of the sentence. Deviation from this order usually occurs in interrogative sentences and occasionally occurs, for the sake of brevity or emphasis, in declarative sentences. According to the second principle, all modifiers, whether words, phrases, or clauses, stand close to the words which they modify; pronouns stand near their antecedents; and verbs and their subjects are in as close proximity as possible.

Structural particles such as pronouns, prepositions, helping verbs, structural adjectives and adverbs are used more frequently than any other words. The use of structural particles is one of the most important characteristics of sentence structure. F.G. French says, "In 100 consecutive sentences of ordinary English there may be as many as 300 prepositions, 200 pronouns and 100 other structural words, a total of 600

structural particles for 100 finite verbs."⁸

Most of the structural particles bear a multitude of meanings and show an amazing adaptability in the formation of units of language. The meaning of a unit is not the sum of the root meaning of the words of which they are built, but lies in the framework in which they are embedded, e.g. to get on with, take care of, etc.

Inflection is a device by which various changes are made in the forms of words to denote changes in grammatical function. English uses a few word-changes to show various meanings when words are fitted into sentences, such as, changes for the plural, changes in verbs, changes for comparison, etc. e.g. book, books; call, called; quick, quicker, quickest.

Errors defy classification because one error merges into another. The grouping adopted here has no other defence than convenience. It is not intended to provide a complete and exhaustive list of errors; it is intended only to compile some of the most common errors. Hence frequency of occurrence is the criterion of commonness. Any error which everyday experience shows that many of these Pakistani students make and which was made by two or more participants in the conversations is also considered as a common one regardless of total frequency. The errors are classified in several groups. Under each group heading a few errors typical of the group are given as examples and these are followed by their corrected forms.

The following table shows the frequency and percentage of errors in the various groupings. In all, there are about 700 mistakes but the

⁸F.G. French, Common Errors in English, p. 39.

table shows only the frequency of the classified errors. The other errors, such as errors in number and conjunction, the use of unnecessary and superfluous expressions, repetition of words and awkward and stilted expressions are omitted from the list.

<u>Classification Groups</u>	<u>Frequency of Occurrence</u>	<u>Rounded Percentage</u>
A. Errors in the use of articles	125	25
B. Errors in the use of prepositions	95	19
C. Errors in the use of verbs	85	17
D. Errors in tense usage	48	10
E. Errors in the use of pronouns	45	9
F. Misplacement of words	52	6
G. Omission of objects after transitives	28	6
H. Errors in the use of structural adverbs	24	5
I. Miscellaneous errors	<u>20</u>	<u>4</u>
Totals	502	101

The students committed most of their mistakes in using articles, prepositions and verbs, including tense usage. The errors in these four groups cover more than two-thirds of the classified errors. The largest number of errors was made in the use of articles. The misuse of an article, however, does not easily destroy the meaning of the sentence even though it sounds awkward to English-speaking people. Moreover, it is a characteristic

of English that the article is used more sparingly than in any other language.

Leaving the article aside, the three other high-frequency groups still cover nearly half of the classified errors. The use of these three groups is very important in the English language. Inappropriate or wrong use of prepositions, verbs and tenses destroys the actual sense and meaning of the sentence, and often confuses the listener. The prepositions are by far the most important and most frequently used of all structural words. The function of prepositions is mainly to show the relationship between the parts of a sentence. Prepositions have many meanings and shades of meanings. The number of prepositions in English is so large that the English-speaking people have a wide range of choice in finding the one which will exactly express their meaning. The appropriate use of verbs and tenses is very important to convey the exact idea of action and its relation to time. Hence special attention should be given to the appropriate use of prepositions, verbs and tenses so as not to spoil the meaning of the sentence.

These common problems of English structure have to be overcome by all students. It is true that all students want to speak and write the normal accepted English of today. It is the teacher who can help the students to achieve this goal by constant practice of existing forms with some rational explanation of the grammatical devices employed, wherever it is possible.

The students who wish to speak and write correct English should not

only be concerned with grammatical correctness but also with being idiomatic, that is, with using English expressions and a style that will not strike the listener or reader as being artificial or stiff.

The remainder of this chapter is given over to examples of the kinds of errors made in each classification group, along with corrected forms:

A. Errors in the Use of Articles

Definite and Indefinite Articles Are Omitted and Wrongly Used

Inappropriate insertion of the and a:

Incorrect	Correct
When <u>the</u> death comes.	When death comes.
What is your opinion about <u>the</u> ultimate truth?	What is your opinion about ultimate truth?
... another thing which is very interesting about <u>the</u> Beirut life.	... another thing which is very interesting about Beirut life.
... this inclination for mixing with <u>the</u> boys or <u>the</u> boys with <u>the</u> girls.	... this inclination for mixing with boys or boys with girls.
One is <u>a</u> gyneecology that ...	One is gyneecology that ...
Yes, that's <u>a</u> very healthy.	Yes, that's very healthy

Inappropriate omission of the, a and an:

Incorrect	Correct
Yes, you will take part of a Hindu lady.	Yes, you will take <u>the</u> part of a Hindu lady.

Incorrect	Correct
Bay of Bengal	<u>The</u> Bay of Bengal
... how can I give you party?	... how can I give you <u>a</u> party?
They require mother's and father's companionship.	They require <u>a</u> mother's and <u>a</u> father's companionship.
... whenever we want to have some permanent records, we get a picture - of course X-Ray picture.	... whenever we want to have some permanent records, we take a picture - of course <u>an</u> X-Ray picture.
... my mother died when I was only two and half months.	... my mother died when I was only two and <u>a</u> half months old.
It is general opinion.	It is <u>a</u> general opinion.
... technical training of advanced type.	... technical training of <u>an</u> advanced type.

B. Errors in the Use of Prepositions

Prepositions are omitted, misapplied and wrongly inserted in every conceivable way:

Errors in the use of the preposition "to":

Incorrect	Correct
I went <u>to</u> down-town at 12:30...	I went down-town at 12:30 ...
What kind of training are they giving <u>to</u> you?	What kind of training are they giving you?
... then it may reach <u>to</u> the school.	... then it may reach the school.
... but <u>to</u> my opinion I think we cannot appreciate this <u>to</u> our own culture.	... but <u>in</u> my opinion I think we cannot appreciate this <u>in</u> our own culture.
... I think only because <u>to</u> that old lady I was - I started my studies	... I think it was only because <u>of</u> that old lady that I started my studies...

Errors in the use of the preposition in:

Incorrect

We have only one window in the south but the northern part is closed.

... it is only possible in colour photograph.

Not in the plain land?

... I don't believe in the problem of age is ever there...

Tell us, what respect it is very good?

Correct

We have only one window on (to) the south but the northern part is closed.

... it is only possible by means of a colour photograph.

Not on the plains (level land)?

... I don't believe the problem of age is ever there...

Tell us, in what respect it is very good?

Errors in the use of the preposition of:

Incorrect

Well, do they have enough of machines?

Do you support this dancing of A.U.B. which is very often held in our West Hall?

I could not get your point of carbohydrate.

I should be thankful of that old lady...

I find the Beirut -- the city Beirut...

Correct

Well, do they have enough machines?

Do you support this dancing in A.U.B. which is very often held in our West Hall?

I couldn't get your point about carbohydrates.

... I should be thankful to that old lady...

I find the city of Beirut...

Errors in the use of the preposition with:

Incorrect

Is your training wholly with X'Rays only, or with something else?

One is a gyneecology -- that relates with the diseases of the females.

... I used to be so much attached with my mother...

Do you think that this pragmatic philosophy can be reconciled Islamic philosophy?

Correct

Is your training in X'Rays only, or in something else too?

One is gyneecology -- that relates to the diseases of females.

... I used to be so very attached to my mother...

Do you think that this pragmatic philosophy can be reconciled with Islamic philosophy?

Errors in the use of the preposition on:

Incorrect

Your home is on the hills?

Usually they don't wear flowers on weddings.

... I think you should put some more weight.

Correct

Your home is in the hills?

Usually they don't wear flowers at weddings.

... I think you should put on some more weight.

Errors in the use of the preposition from:

Incorrect

Here the nurses difference from us from their dressing, from their food, from their nursing care -- all.

From a public health student you do think of that first.

Can you tell me the name of the vegetables or things from by eating...

Correct

The nurses here are different from us in their uniforms, in their food, in their nursing training, in all respects.

As a public health student you do think of that first.

Can you tell me the names of the vegetables or things by eating...

Errors in the use of the preposition about:

Incorrect

Did you discuss about your children?

... what I proposed to speak and...

... they can live better when they know these problems.

Correct

Did you discuss your children?

... what I proposed to speak about and...

... they can live better when they know about these problems.

Errors in the use of the prepositions upto, at and by.

Incorrect

I think upto the time when I will go to Pakistan I will gain something.

As soon as you will get at home it will be cured.

... by conversation they often use one word...

Correct

I think by the time I go back to Pakistan I will have gained something.

As soon as you get home it will be cured.

... in conversation they often use one word...

C. Errors in the Use of Verbs

This includes the errors caused by wrong use of

- (1) common principal verbs and
- (2) helping or auxiliary verbs

Common principal verbs are wrongly used as follows:

Incorrect

... you are speaking something other than what you feel.

Some educationists in Pakistan now-a-days say about the Islamic democracy.

Here the people they take bread and meat.

... how can pragmatists say that they will take something which are not determined beforehand?

A hotel given by Mr. Amir.

No, I adapt salt.

... protein does not give fat.

She should put on "garara" set

... I came to Lahore and I join my midwifery training.

Correct

... you are saying something other than what you feel.

Some educationists in Pakistan now-a-days talk about Islamic democracy.

Here the people eat bread and meat.

... how can the pragmatists say that they will accept something which is not determined beforehand?

A hotel managed (run) by Mr. Amir.

No, I add salt.

... protein does not produce fat.

She should wear a "garara" set.

... I came to Lahore and I enrolled in midwifery training.

The helping or auxiliary verbs are omitted, inserted where not required or misapplied:

Incorrect

Do you have ever minded to go to any other country ...?

Correct

Have you ever thought of going to any other country ...?

Incorrect

You find very hard to adapt to new situations?

Mr. _____ can I put another question?

May I ask you how could you learn all these techniques of cooking?

No, I would thank you very much for the talk...

All that we should need is to develop a philosophy of our own...

Correct

Do you find it very hard to adjust to new situations?

Mr. _____ may I ask another question?

May I ask you how you learned all these cooking techniques?

No, I thank you very much for the talk...

All we need is to develop a philosophy of our own...

D. Errors in Tense Usage

Errors in tense usage include the errors caused by wrong use of individual tenses as well as errors in the sequence of tenses:

Incorrect

I pass my Matriculation examination in 1951.

... I came to Lahore and I join my midwifery training...

I am getting their letters very frequently

Mr. _____ you are here for more than a year.

I have seen and I have met her many times when I used to go to inspect the --- her centers...

Did you ever consult any doctor?

Correct

I passed my Matriculation examination in 1951.

... I came to Lahore and I enrolled in midwifery training...

I get their letters very frequently

Mr. _____ you have been here for more than a year.

I saw and met her many times when I went to inspect the centers...

Have you ever consulted a doctor?

Incorrect

After that I was working three and half years there.

So I was working there --- and I have four lady health visitors.

Well, I had been working in Punjab schools for six years and they have sent me for the advanced course.

... all the historical places appear to be very interesting to every visitor who will come and visit those places.

I think upto the time when I will go to Pakistan I will gain something.

As soon as you will get at home it will be cured.

Correct

After that I worked three and a half years there.

So I was working there and I had four lady health visitors.

Well, I had been working in Punjab schools for six years and they sent me for the advanced course.

... all the historical places appear to be very interesting to every visitor who comes and visits those places.

I think by the time I go back to Pakistan I will have gained something.

As soon as you get home it will be cured.

E. Errors in the Use of Pronouns

The pronouns are omitted, misapplied and inserted where not required:

Incorrect

Here the people they take bread and meat.

... they are always inviting us to their homes and are very sympathetic

Picture is here but he is there.

Do you think that you can now express in Arabic?

... these Pathan boys know better than us.

Correct

Here the people eat bread and meat.

... they are always inviting us to their homes and they are very sympathetic.

His picture is here but he is there.

Do you think that you can now express yourself in Arabic?

... these Pathan boys know better than we do.

Incorrect

The children, who are more active, they go to, they attend too many movies and they walk about too much, they lose weight.

... to hear this conversation and these greetings that is quite peculiar to our nature...

Can be explained in some ways, but not always possible.

Correct

Children, who are more active, who attend too many movies and who walk about too much, lose weight.

... to hear this conversation and these greetings which are quite strange to our nature...

It can be explained in some ways, but it is not always possible.

F. Misplacement of Words

Incorrect

No ultimate truth exists; only we project values.

My father died only when I was four five years.

And I think also that girls who...

I am speaking you see generally.

I think Alam Malik has got one white "dopatta" very nice.

Do you feel at home first of all here?

No, about my children I simply asked how are they...

Do you know how many trained personnels are there in Pakistan in this line?

What kind of dances you don't like?

... they are very clean and tidy and everything their need they have.

Correct

No ultimate truth exists; we only project values.

My father died when I was only four or five years old.

And I also think that girls who...

I am speaking generally, you see.

I think Alam Malik has a very nice white "dopatta".

First of all, do you feel at home here?

No, about my children I simply asked how they are...

Do you know how many trained people there are in Pakistan in this line?

What kind of dances don't you like?

... they are very clean and tidy and they have everything they need.

G. Omission of Objects After Transitives

Incorrect

You find very hard to adapt to new situations?

Why don't you like?

Probably the doctor can't diagnose.

The other day Professor----- told me that Mr.----- will soon be completing.

O.K. then we will see to-morrow.

Do you enjoy?

They may oppose out of ignorance; but when ignorance will disappear they will accept.

I think it is better to give.

... I haven't discussed any other doctor.

Correct

Do you find it very hard to adjust yourself to new situations?

Why don't you like it?

Probably the doctor can't diagnose it.

The other day Professor----- told me that Mr.----- will soon be completing his work.

O.K. then we will see you to-morrow.

Do you enjoy it?

They may oppose it out of ignorance; but when ignorance disappears they will accept it.

I think it is better to give it to them.

... I haven't discussed it with any other doctor.

H. Errors in the Use of Structural Adverbs

Structural adverbs are misapplied or inserted where not required:

Incorrect

Yes, I am too tired to-day.

Yes, it is helping too much.

Correct

Yes, I am very tired to-day.

Yes, it is helping very much.

Incorrect

Is this too far from a sea...?

About the studies in A.U.B., I may say that, it is so well organized and it has so connection and link with our practical real life situations which are not found in our system of education.

But the mother was so strict but in the long run it was seen ...

... there are so many graduate nurses and so many post-graduate nurses.

The questioner has been very much interested in asking questions.

Do you think so that they are not curious about the sex at this stage?

Yes, it is a very good thing and it should be also introduced in our country.

Because I did not like the idea of studying altogether...

Correct

Is this far from a sea...?

About the studies in A.U.B., I may say that, they are very well organized and are very much connected and linked with our practical real life situations. This is not found in our system of education.

The mother was very strict but in the long run it was seen...

... there are very many graduate nurses and very many post-graduate nurses.

The questioner has been very interested in asking questions.

Do you think that they are not curious about sex at this stage?

Yes, it is a very good thing and it should be introduced in our country.

Because I didn't like the idea of studying at all...

I. Miscellaneous Errors

Incorrect

To breathe the sea wind.

Do you think that you will have enough of machineries for colour photography?

Then one day one fisherman came with some fishes.

Correct

To breathe the sea air, (breeze).

Do you think that you will have enough equipment for colour photography?

Then one day a fisherman came with some fish.

Incorrect

... we organized one Sunday club.

I don't think this tendency of
vomiting it will be cured.

Cod-liver oil is very good to put
on weight.

I got little bit, not very much.

Those people who are thin they
require lot of milk, cod-liver oil
and lot of vegetables.

Correct

... we organized a Sunday club.

I don't think this tendency to vomit
will be cured.

Cod-liver oil is very good for
putting on weight.

I have a little bit.

People who are thin require lots
of milk, cod-liver oil and lots
of vegetables.

CHAPTER IV

A SHORT STUDY-GUIDE TO THE COMMONEST ERRORS

The main purpose here is to help teachers and students to identify and correct the commonest mistakes. The correct forms are substituted for incorrect ones and simple explanations are given whenever necessary to justify particular usages. It is not possible to give rules for every occasion because the English language is not, in fact, based upon rules; the rules are based on the habits of language that have grown up in the course of centuries. An expression may be perfectly correct in one case and wrong in another, the deciding factors being the intention of the speaker and the context.

A. Errors in the Use of Articles

The definite article "the" is used before descriptive or significant names of places and the names of rivers, seas, gulfs, oceans, bays, mountain ranges or groups of islands:

1. Incorrect: Yes, I have a mind to go to U.K. ...
Correct: Yes, I have a mind to go to the U.K. ...
2. Incorrect: Bay of Bengal.
Correct: The Bay of Bengal.

The article "the" is not used with nouns used in a general sense:

3. Incorrect: When the death comes.
Correct: When death comes.

4. Incorrect: ... this inclination for mixing with the boys or
the boys with the girls.

Correct: ... this inclination for mixing with boys or boys
 with girls.

5. Incorrect: But when the electricity will develop it will do
 a very great job ...

Correct: But when electricity develops it will do a very
 great service ...

6. Incorrect: ... because it is the mental things, abstract
 things.

Correct: ... because it is about mental things, abstract
 things.

7. Incorrect: What is your opinion about the ultimate truth?

Correct: What is your opinion about ultimate truth?

The article "the" is used to denote a particular person or thing:

8. Incorrect: Because of absence of adaptation.

Correct: Because of the absence of adaptation.

9. Incorrect: Yes, you will take part of a Hindu lady.

Correct: Yes, you will take the part of a Hindu lady.

10. Incorrect: ... an art admitted by educated people in West.

Correct: ... an art admitted by educated people in the West.

11. Incorrect: I have not seen "Khattak" dance.

Correct: I haven't seen the "Khattak" dance.

The article "the" is used before the dates of a month when the date is placed before the month:

12. Incorrect: Right in the morning 9th October we reached in
A.U.B.

Correct: On the morning of the 9th of October we arrived
at (reached) A.U.B.

The article "a or an" is used before day, month, year, hour,
week, etc.:

13. Incorrect: ... my mother died when I was only two and
half months.

Correct: ... my mother died when I was only two and a
half months old.

14. Incorrect: And after that I was working three and half
years there.

Correct: And after that I worked three and a half
years there.

"A half month" means "half of a month"; "a half year means
"half of a year".

The article "a or an" is used with singular nouns to show that
no particular person or thing is intended or specified:

15. Incorrect: It is general opinion.

Correct: It is a general opinion.

16. Incorrect: You should have protein diet.
Correct: You should have a protein diet.
17. Incorrect: ... technical training of advanced type.
Correct: ... technical training of an advanced type.
18. Incorrect: I think this tendency is not bad thing.
Correct: I think this tendency is not a bad thing.
19. Incorrect: They require mother's and father's companionship.
Correct: They require a mother's and a father's companionship.
20. Incorrect: ... how can I give you party?
Correct: ... how can I give you a party?

B. Errors in the Use of Prepositions

21. Incorrect: Because I went to down town at 12:30 ...
Correct: Because I went down town at 12:30 ...
22. Incorrect: What kind of training are they giving to you?
Correct: What kind of training are they giving you?
23. Incorrect: As soon as you will get at home it will be cured.
Correct: As soon as you get home it will be cured.
24. Incorrect: We have only one window in the south but the northern part is closed.
Correct: We have only one window on (to) the south but the northern part is closed.
25. Incorrect: Well, do they have enough of machines?
Correct: Well, do they have enough machines?

26. Incorrect: But sometimes if we want to have a picture of a patient we must have it in camera.
- Correct: But sometimes if we want to have a picture of a patient we must take it with an ordinary camera.
27. Incorrect: So in that particular colour we have to take some photograph, and it is only possible in colour photograph.
- Correct: So we have to take a photograph in that particular colour and it is only possible by means of a colour photograph.
28. Incorrect: Is your training wholly with X'Rays only, or with something else?
- Correct: Is your training in X'Rays only, or in something else too?
29. Incorrect: Right in the morning 9th October we reached in AUB.
- Correct: On the morning of the 9th of October we arrived at AUB (reached AUB).
30. Incorrect: And another thing that is very interesting, by conversation they often use one word: 'malish'...
- Correct: And another thing that is very interesting, in conversation they often use one word: 'malish'...
31. Incorrect: It is said in way of ridicule.
- Correct: It is said by way of ridicule.

32. Incorrect: And if we faithfully serve to the nation, to our country I think that it will give an inner insight in our educational system.
- Correct: And if we faithfully serve the nation (our country) I think it will give an insight into our educational system.
33. Incorrect: ... if the radio authority or the broadcasting station allows you or a group of students and teachers to use this play or drama in their station ...
- Correct: ... if the radio broadcasting authority allows you or a group of students and teachers to use a certain play or drama over (on) their station ...
34. Incorrect: ... then it may reach to the school.
- Correct: ... then it may reach the school.
35. Incorrect: Here the nurses difference from us from their dressing, from their food, from their nursing care - all.
- Correct: The nurses here are different from us in their uniforms, in their food, in their (nursing) training and in all respects.
36. Incorrect: You mean that they take too much of spice or they do not take spice?
- Correct: Do they use too much spice or don't they use spice?
37. Incorrect: Is this too far from a sea or it is near to a sea?
- Correct: Is this far from a sea or is it near a sea?

38. Incorrect: Is it in a plain land or in a hill?
 Correct: Is it on the plains (level land) or in the hills?
39. Incorrect: When we came here in Beirut we ...
 Correct: When we came here to Beirut we ...
40. Incorrect: Do you support this dancing of A.U.B. which is very often held in our West Hall?
 Correct: Do you support this dancing in A.U.B. which is very often held in our West Hall?
41. Incorrect: The dance which is being held in A.U.B. is absolutely western cultural dance ... but to my opinion I think we cannot appreciate this to our culture.
 Correct: The dancing which they do at A.U.B. is absolutely western ... but in my opinion I think we cannot appreciate this in our culture.
42. Incorrect: Nowabsab in the middle and on the left hand side Begum Shaheba and in right hand side Shahebzadi...
 Correct: Nowabsab in the middle and on the left hand side Begum Shaheba and on the right hand side Shahebzadi...
43. Incorrect: What are your plans on going back?
 Correct: What are your plans for going back?
44. Incorrect: But since we cannot get of swords shall we use handkerchiefs?
 Correct: But since we cannot get swords shall we use handkerchiefs?

45. Incorrect: And your husband in his job, he will also come across of many girls, ...
 Correct: And your husband in his job will also come across many girls, ...
46. Incorrect: Did you discuss about your children ...
 Correct: Did you discuss your children ...
47. Incorrect: I could not get your point of carbohydrate.
 Correct: I could not get your point about carbohydrates.
48. Incorrect: I think up to the time when I will go to Pakistan I will gain something.
 Correct: I think by the time I go back to Pakistan I will have gained something.

Mistakes are also made by using a wrong preposition or omitting a preposition after certain words:

49. Incorrect: Do you think that this pragmatic philosophy can be reconciled Islamic philosophy?
 Correct: Do you think that this pragmatic philosophy can be reconciled with Islamic philosophy?
50. Incorrect: How would you like it to be shown in the public?
 Correct: How would you like it to be shown to the public?
51. Incorrect: And after that I was appointed in the Public Health Nursing School at Lahore ...
 Correct: And after that I was appointed to the Public Health Nursing School at Lahore ...

52. Incorrect: ... that relates with the diseases of the females.
 Correct: ... that relates to the diseases of females.
53. Incorrect: ... I used to be so much attached with my mother...
 Correct: ... I used to be so very attached to my mother...
54. Incorrect: ... only because to that old lady, ...
 Correct: ... only because of that old lady, ...
55. Incorrect: ... I should be thankful of that old lady...
 Correct: ... I should be thankful to that old lady...

C. Errors in the Use of Verbs

Inappropriate use of common principal verbs:

56. Incorrect: Are you moving this evening?
 Correct: Are you going out this evening?
Moving is not used in the sense of "going out". It means "to change one's residence".
57. Incorrect: ... You are speaking something other than what you feel.
 Correct: ... You are saying something other than what you feel.
58. Incorrect: Some educationists in Pakistan now-a-days say about the Islamic democracy.
 Correct: Some educationists in Pakistan now-a-days talk about Islamic democracy.

59. Incorrect: I don't understand what it means ~~but~~ often people say in this respect.

Correct: I don't understand what it means but people often talk about it.

To say is generally used to refer to a person's actual words.

60. Incorrect: I could not follow your word "transmigration".

Correct: I don't understand your word "transmigration".

61. Incorrect: Yes, I am taking fresh air even in my room...

Correct: Yes, I get fresh air even in my room...

62. Incorrect: Here the people they take bread and meat.

Correct: Here the people eat bread and meat.

63. Incorrect: No, they don't take spice. (in cooking)

Correct: No, they don't use spice.

64. Incorrect: ... how can pragmatists say that they will take something which are not determined beforehand?

Correct: ... how can pragmatists say that they will accept something which is not determined beforehand?

65. Incorrect: Do they give salt in the food?

Correct: Do they use (put) salt in the food?

66. Incorrect: A hotel given by Mr. Amir.

Correct: A hotel managed (run) by Mr. Amir.

67. Incorrect: ... protein does not give fat.

Correct: ... protein does not produce fat.

68. Incorrect: I think it is the Muslim community which gives up very many beggars rather than the Christian or Armenian communities.

Correct: I think it is the Muslim community which produces very many beggars rather than the Christian or Armenian communities.

69. Incorrect: ... whenever we want to have some permanent records, we get a picture - of course X-Ray picture.

Correct: ... whenever we want to have some permanent records we take a picture - of course an X-Ray picture.

70. Incorrect: If we want to have a picture of a patient we must have it in camera.

Correct: If we want to have a picture of a patient we must take it with an ordinary camera.

"To take a picture with a camera"; not to get or have a picture in camera".

71. Incorrect: She should put on "garara" set.

Correct: She should wear a "garara" set.

To put on denotes a simple act; to wear a continuous one. Wear means to have upon the body as a garment or as an ornament, e.g. Naseem puts on her dress in the morning and she wears it during the day.

72. Incorrect: Then I went to join Muslim University, Aligar.

Correct: Then I went to enroll in the Muslim University,
Aligar.

Incorrect: ... but after two or three years I joined fifth
class...

Correct: ... but after two or three years I entered the
fifth class...

The verb join is not used in the sense, "to be admitted".

73. Incorrect: Will you like to have a walk along the seashore
this afternoon?

Correct: Would you like to take a walk along the seashore
this afternoon?

"To take a walk or to go for a walk"; not "to have a walk"

74. Incorrect: Is the salt sufficient for your taste or you
adapt salt?

Correct: Is the salt sufficient for your taste or do you add
salt?

75. Incorrect: Now, let's leave the international evening.

Correct: Now, let's drop the subject of the international
evening.

76. Incorrect: You mean you have not fixed your mind?

Correct: You mean you haven't made up your mind?

"To make up one's mind"; not "to fix one's mind".

77. Incorrect: ... catching hold of the boys?

Correct: ... taking hold of the boys?

"To catch hold of" means "to seize" and cannot be used in the sense of merely "taking hold".

78. Incorrect: That is not the problem because the other one may also make.

Correct: That is not the problem because the other one may do the same thing.

To make primarily means to construct or manufacture something.

To do means to accomplish a thing.

79. (Do you find any difference between the cultures of Pakistan and the culture of Lebanon as you see it?)

Incorrect: Let us have some of the differences that you have marked.

Correct: Let us have some of the differences that you have noticed.

80. Incorrect: My name shows that I am from Europe, but I am not from Europe at all, ...

Correct: My name indicates (implies) that I am from Europe, but I am not from Europe at all, ...

81. Incorrect: ... I was rather, you know, entrapped by my parents that the school is a very good thing.

Correct: ... I was rather, you know, persuaded by my parents that the school is a very good thing.

Wrong use of helping or auxiliary verbs:

82. Incorrect: So, I think you will have a walk along the seashore this afternoon.

Correct: So, I think you should take a walk along the seashore this afternoon.

Should is used with the idea of advice and recommendation.

83. Incorrect: Why shall I give you a party?

Correct: Why should I give **you a party**?

Should is used to express an expectation specially in questions when the personal pronoun is stressed. This sentence expresses an expectation. It means - why do you expect me to give a party?

84. (... would you like your husband to go about with another young girl?)

Incorrect: No never, I will kill him.

Correct: No never, I would kill him.

Would is used to express a wish. This sentence expresses a wish and not simple futurity.

85. Incorrect: Do you like to question other things?

Correct: Would you like to ask any other questions?

86. Incorrect: Do you like to ask any question, Miss _____?

Correct: Would you like to ask a question, Miss _____?

87. Incorrect: Will you like to have a walk along the seashore
this afternoon?

Correct: Would you like to take a walk along the seashore
this afternoon?

Would is used in a polite request.

88. Incorrect: All that we should need is to develop a philosophy
of our own ...

Correct: All we need is to develop a philosophy of our own...

89. Incorrect: And these problems must be solved if we must live.

Correct: And these problems must be solved if we are going
to live (intend to live).

90. Incorrect: Mr. _____ can I put another question?

Correct: Mr. _____ may I ask another question?

91. Incorrect: Can I sing a song? (Asking permission)

Correct: May I sing a song?

Can means to be able; may means to have permission.

92. Incorrect: Will you ask me something about my history also?

Correct: Do you want to ask me something about my history
also?

93. Incorrect: I could not like till now.

Correct: I still don't like it.

94. Incorrect: I could not follow your word "transmigration".

Correct: I don't understand your word "transmigration".

95. Incorrect: How many beds are there and how could you handle them?

Correct: How many beds are there and how do you handle them?

96. Incorrect: What cannot be harmonized? Could you show me?

Correct: What cannot be harmonized? Can you show me?

D. Errors in tense Usage

Using the Simple Present instead of the Simple Past:

97. Incorrect: I pass my Matriculation examination in 1951.

Correct: I passed my Matriculation examination in 1951.

98. Incorrect: I complete my general nursing training including five subjects in 1954.

Correct: I completed my general nursing training with five subjects in 1954.

99. Incorrect: ... the same question as we are asked in the afternoon in the class.

Correct: ... the same question (that) we were asked this afternoon in class.

The Simple Past tense is used to describe an action which happened and which was completed at a definite time in the past.

Using the Present Continuous instead of the Simple Present:

100. Incorrect: I am getting their letters very frequently.

Correct: I get their letters very frequently.

101. Incorrect: ... first of all, boys and girls are mixing.
 Correct: ... first of all, boys and girls mix.
102. Incorrect: She is not taking regularly.
 Correct: She does not take it regularly.
103. Incorrect: ... here mostly we are not getting sufficient protein ... in our hostel meal.
 Correct: ... here mostly we do not get sufficient protein ... in our meals in the hostel.

The Simple Present tense is used to describe an action that goes on every day or an action that occurs generally. The present continuous tense is used to describe an action that is taking place at the present moment, something that is happening now.

104. Incorrect: Anyhow I am liking (because I am not finding other foods and that's why I am liking.)
 Correct: I like it (because it is the only food I can find).

As a rule, verbs denoting a state rather than an act have no continuous forms, like, "understand, know, like, believe, love, belong, prefer, see, hear, consist, mean, etc.

Using the Simple Present instead of the Present Perfect:

105. Incorrect: Mr. _____ you are here for more than a year.
 Correct: Mr. _____ you have been here for more than a year.
106. Incorrect: Well, the questioner is here for about five months.
 Correct: Well, the questioner has been here for about five months.

The Present Perfect tense is used to state an action begun in the past and continuing until the present time, but still incomplete. "The questioner has been here for about five months" means "the questioner is still here."

Using the Present Perfect instead of the Simple Past:

107. Incorrect: ... for that purpose I have been sent for some training abroad.

Correct: ... for that purpose I was sent for some training abroad.

108. Incorrect: I have not bought these shoes here.

Correct: I did not buy these shoes here.

109. Incorrect: I have seen and I have met her many times when I used to go to inspect the --- her centers...

Correct: I saw and met her many times when I went to inspect the centers...

The Simple Past tense is used to describe events in the past which are considered as complete in themselves. It is used whenever any given time in the past is stated or implied.

Using the Simple Past instead of the Present Perfect:

(I have no knowledge about the stage after death)

110. Incorrect: Because I did not die before.

Correct: Because I have never died before.

111. Incorrect: Did you ever consult any doctor?

Correct: Have you consulted a doctor?

Or, Have you ever consulted a doctor about it?

112. Incorrect: I did not think in that line whether anything is impossible because I don't know many things.

Correct: I have not thought about whether anything is impossible because I don't know many things.

The present perfect tense, generally, describes a past action which is connected in one way or another with the present time. This tense describes an action which happened, or did not happen, at an indefinite time in the past. The time of happening must neither be mentioned nor implied.

Using the Past Continuous instead of the Simple Past:

113. Incorrect: And after that I was working three and half years there.

Correct: And after that I worked three and a half years there.

The Simple Past tense is used to describe an action which was completed at some definite time in the past. The Past Continuous is used to describe an action which was taking place or was continuing at some particular time in the past.

114. Incorrect: Well, I had been working in Punjab schools for six years and they have sent me for the advanced course.

Correct: Well, I had been working in Punjab schools for six years and they sent me for the advanced course.

Using the future in a clause of time, instead of the Present tense:

115. Incorrect: As soon as you will get at home it will be cured.
 Correct: As soon as you get home it will be cured.
116. Incorrect: ... when ignorance will disappear they will accept.
 Correct: ... when ignorance disappears they will accept it.
117. Incorrect: But when the electricity will develop it will do a very great job...
 Correct: But when electricity develops it will do a very great service...

If the verb in the principal clause is in the future, the verb in the time clause must be in the present tense.

E. Errors in the Use of Pronouns

118. Incorrect: Here the people they take bread and meat.
 Correct: Here the people eat bread and meat.
119. Incorrect: And when most intimate friends they meet they make such peculiar sound as...
 Correct: And when most intimate friends meet they make such a peculiar sound as...
120. Incorrect: And your husband in his job he will also come across of many girls...
 Correct: And your husband in his job will also come across many girls...

The pronoun should not be used as a repeated subject after the noun.

121. Incorrect: The children, who are more active they go to, they attend too many movies and they walk about too much, they lose weight.

Correct: Children, who are more active, who attend too many movies and who walk about too much, lose weight.

The relative pronoun who is not followed by any other personal pronoun (referring to the same noun) in a sentence.

If the subordinate clause is an enlargement of the subject, the personal pronoun should not be used before the verb of the principal clause, e.g.

Incorrect: Children, who are more active..., they lose weight.

Correct: Children, who are more active..., lose weight.

122. Incorrect: Those people, who are thin, they require lots of milk...

Correct: People, who are thin, require lots of milk...

123. Incorrect: Can be explained in some ways, but not always possible.

Correct: It can be explained in some ways, but it is not always possible.

The pronoun, used as a subject, should not be omitted.

The impersonal pronoun it is used to anticipate the real subject of a sentence.

124. Incorrect: Specially the potatoes and all kinds of cereals we eat that contain lot of carbohydrate.

Correct: Specially the potatoes and all kinds of cereals we eat contain a lot of carbohydrate.

F. Mis-placement of Words

125. Incorrect: Only we are observing the patients and nurses and ...

Correct: We only observe the patients, nurses, ...

126. Incorrect: No ultimate truth exists; only we project values.

Correct: No ultimate truth exists; we only project values.

127. Incorrect: My father died only when I was four five years.

Correct: My father died when I was only four or five years old.

The word only must be placed as near as possible to the word which it qualifies, because its position in the sentence gives rise to much variety of meaning, e.g.

Only we observe (not anybody else)

We only observe (not anything else)

128. Incorrect: I am speaking, you see, generally.

Correct: I am speaking generally, you see.

Generally, meaning "on the whole", stands after the word to which it belongs.

129. Incorrect: You walked always, but what about this afternoon?
 Correct: You always do (walk), but what about this afternoon?
130. Incorrect: I do not understand what it means ... but often
people say in this respect.
 Correct: I don't understand what it means ... but people
often talk about it.

Adverbs of indefinite time as always, often, ever, never, etc. precede the principal verb, except to be, which they follow, e.g. He is often sad.

131. Incorrect: Do you feel at home first of all here?
 Correct: First of all, do you feel at home here?
132. Incorrect: And I think also that girls who...
 Correct: And I also think that girls who...
133. Incorrect: I think Alam Malik has got one white "dopatta"
very nice.
 Correct: I think Alam Malik has a very nice white "dopatta".
134. Incorrect: And then, what other suggestions you would like
 to give us for the international evening?
 Correct: And then, what other suggestions would you like
 to give us for the international evening?
135. Incorrect: What kind of dances you don't like?
 Correct: What kind of dances don't you like?

In questions beginning with an interrogative pronoun, adjective or adverb, the auxiliary verb is placed before the subject.

136. Incorrect: No, about my children I simply asked how are they ...

Correct: No, about my children I simply asked how they are ...

137. Incorrect: Do you know how many trained personnels are there in Pakistan this line?

Correct: Do you know how many trained people there are in Pakistan in this line?

In indirect and dependent questions the usual order of words is followed: subject first and then verb.

G. Omission of Objects After Transitives

138. Incorrect: ... She is enjoying you must be missing her.

Correct: ... She is enjoying herself; you must be missing her.

Enjoy is a transitive verb and must have an expressed object which may be either a reflexive pronoun or a noun. As a rule the transitive verb must have an expressed object. (Personal and demonstrative pronouns should not be omitted after transitive verbs), e.g.

139. Incorrect: Why don't you like?

Correct: Why don't you like it?

140. Incorrect: O.K. then we will see to-morrow.

Correct: O.K. then we will see you to-morrow.

141. Incorrect: The other day Professor _____ told me that
Mr. _____ will soon be completing.
- Correct: The other day Professor _____ told me that
Mr. _____ will soon be completing his work.
142. Incorrect: They may oppose out of ignorance; but when
ignorance will disappear they will accept.
- Correct: They may oppose it out of ignorance; but when
ignorance disappears they will accept it.
143. Incorrect: ... I have not discussed any other doctor.
- Correct: ... I haven't discussed it with anyother doctor.

H. Errors in the Use of Structural Adverbs

The following adverbs are often confused:

Too for very.

144. Incorrect: Yes, I am too tired to-day.

Correct: Yes, I am very tired to-day.

Very simply makes the adjective or adverb stronger. Too means more than enough, or so much that something undesirable happens as a result. Too conveys the idea that something is undesirable or impossible, e.g. it is too hot to play football.

Too much for very much.

145. Incorrect: Yes, it is helping too much.

Correct: Yes, it is helping very much.

Very much is used instead of much for greater emphasis.

Too much denotes an excessive quantity or degree, always implying that less would be better.

So for very

146. Incorrect: But here there are so many graduate nurses and so many post-graduate nurses.

Correct: But here there are very many graduate nurses and very many post-graduate nurses.

Very has the function of intensifying but so does not.

147. Incorrect: ... it means "never mind" and they speak so often that we the foreigners sometimes become so curious and so enthusiastic and so eager to hear the this word, and another thing...

Correct: ... it means "never mind" and they say it so often that we foreigners become very curious, very enthusiastic and very eager to hear this word, ...

So cannot be used in the sense of very. But when two sentences are joined to show one action as a result of the other, very changes into so or such a, e.g. He is very famous. Everybody knows his name. He is so famous that everybody knows his name.

Altogether for at all

148. Incorrect: Because I did not like the idea of studying
altogether...

Correct: Because I didn't like the idea of studying at all.
At all means "in no way".

I. Miscellaneous Errors

149. Incorrect: To breathe the sea wind.

Correct: To breathe the sea air.

Air is what one breathes; one cannot breathe wind.

150. Incorrect: Do you think that you will have enough of
machineries for colour photography?

Correct: Do you think that you will have enough equipment
for colour photography?

The word machinery has no plural. Machinery is generally used
for gears, shafts, oiled metal, etc.

151. Incorrect: ... poor fellow, she was forced to give me some
coaching in home.

Correct: ... poor woman, she was forced to give me some
coaching at home.

Fellow is used only for a man.

152. Incorrect: And you have no feeling for your daughter?

Correct: And you have no yearning for your daughter?

Feeling is not used in the sense of deep longing specially
when tinged with tenderness.

153. Incorrect: (Can you speak in Arabic now-a-days?) Little bit.

Correct: A little bit (a little).

154. Incorrect: (It means that you don't like them very much)

I got little bit, not very much.

Correct: I have a little bit.

Little is a negative adjective, and means "not much or not all."

A little is an affirmative adjective, and means "some at least";
a certain quantity, however little.

155. Incorrect: Of course, it will help me lot.

Correct: Of course, it will help me lots (a lot).

156. Incorrect: Those people, who are thin, they require lot of
milk, cod liver oil and lot of vegetables.

Correct: People, who are thin, require lots of milk, cod
liver oil and lots of vegetables.

157. Incorrect: ... all kind of cereals we eat that contain lot
of carbohydrate.

Correct: ... all kinds of cereals we eat contain a lot
of carbohydrate.

A lot and lots; a lot of and lots of are informal equivalents
of much, many and a great deal of. They are used before
singular or plural nouns in all types of sentences.

158. Incorrect: Then one day one fisherman came with some fishes.

Correct: Then one day a fisherman came with some fish.

159. Incorrect: ... we organized one Sunday club.

Correct: ... we organized a Sunday club.

The numeral one should not be used instead of the indefinite article a or an. One is used for emphasis or comparison, e.g.

She has one class in the morning and three in the afternoon.

One girl is tall but the other girl is short.

160. Incorrect: I don't think this tendency of vomiting it will be cured.

Correct: I don't think this tendency to vomit will be cured.

161. Incorrect: I think high school age is the most proper age for giving this instruction.

Correct: I think high school age is the most appropriate age to give this instruction.

162. Incorrect: Cod-liver oil is very good to put on weight.

Correct: Cod-liver oil is very good for putting on weight.

A gerund and not an infinitive is used after a preposition.

163. Incorrect: ... I say there is no need of giving this instruction in the school...

Correct: ... I say there is no need to give this instruction in school.

The word need takes an infinitive construction.

A SELF-TEST FOR PAKISTANI STUDENTS AND TEACHERS

The purpose of this self-test is to help students to detect their mistakes by themselves. It can, of course, also be useful to teachers. The test is taken verbatim from Chapter IV of this study, and the numbers following each example refer to the page where the incorrect and correct forms were first listed. Material in square brackets [] has been added to clarify the context in some cases. It is hoped that the test will be useful in identifying the kinds of errors teachers and students find most frequent in themselves, but it must be borne in mind that only repeated practice of correct forms can be depended upon to result in the thorough elimination of incorrect patterns once they have become established in an individual.

Part I

PRACTICE IN THE USE OF ARTICLE

Directions: Omit or insert the, a or an, if necessary:

1. Yes, I have a mind to go to U.K. (No.1, p. 32).
2. When the death comes. [i.e. - at the end of my life] (No.3, p. 32).
3. Yes, you will take part of a Hindu lady [in the play] (No.9, p. 33).
4. ... my mother died when I was only two and half months old. (No.13, p. 34).
5. It is a general opinion. (No.15, p. 34).
6. You should have protein diet. (No.16, p. 35).
7. ... technical training of advanced type. (No.17, p. 35).
8. They require mother's and father's companionship. (No.19, p. 35).

Part II

PRACTICE IN THE USE OF PREPOSITIONS

Directions: Write the correct preposition in the blank:

1. We have only one window (in, to, on) ___ the south but the northern part is closed. (No.24, p.35).
2. But sometimes if we want to have a picture of a patient we must take it (in, with) ___ an ordinary camera. (No.26, p.36).
3. Is your training (with, in) ___ X'Rays only, or (in, with) ___ something else too? (No.28, p.36).
4. Another thing that is very interesting: (in, by) ___ conversation they often use one word 'malish' ... (No.30, p.36).
5. It is said (in, by) ___ way of ridicule. (No.31, p.36).
6. ... if the radio broadcasting authority allows you or a group of students and teachers to use a certain play or drama (in, on, over) ___ their station ... (No.33, p.37).
7. ... then it may reach (in, to, at) ___ the school. (No.34, p.37).
8. Is it (In, on) ___ the plains or (in, on) ___ the hills? (No.38, p.38).
9. Do you support this dancing (of, in) ___ A.U.B. which is very often held in our West Hall? (No.40, p.38).
10. ... but (to, in) ___ my opinion I think we cannot appreciate this (to, in) ___ our culture. (No.41, p.38).
11. I could not get your point (of, about) ___ carbohydrates. (No.47, p.39).

12. I think (up to, by)___ the time I go back to Pakistan
I will have gained something. (No.48, p.39).
13. And after that I was appointed (in, to)___ the
Public Health Nursing School at Lahore. (No.51, p.39).
14. ... that relates (with, to)___ the diseases of
females. (No.52, p.40).
15. ... I used to be very attached (with, to)___ my
mother ... (No.53, p.40).
16. ... I should be thankful (of, to)___ that old
lady ... (No.55, p.40).

Part III

PRACTICE IN THE USE OF VERB

Directions: Fill in the blank with the correct verb:

1. ... you are (speaking, saying)___ something other than
what you feel. (No.57, p.40).
2. I don't understand what it means but people often
(talk, say)___ about it. (No.59, p.41).
3. I could not (follow, understand)___ your word
'transmigration*'. (No.60, p.41).
4. Yes, I (get, take)___ fresh air even in my room ... (No.61, p.41).
5. Here the people (take, eat)___ bread and meat. (No.62, p.41).

6. ... how can pragmatists say that they will (take, accept)___ something which is not determined beforehand? (No.64, p.41).
7. Do they (give, use, put)___ salt in the food? (No.65, p.41).
8. A hotel (given, managed, run)___ by Mr. Amir. (No.66, p.41).
9. ... protein does not (give, produce)___ fat. (No.67, p.41).
10. ... whenever we want to have some permanent records, we (get, take)___ a picture - of course an X-Ray picture. (No.69, p.42).
11. She should (put on, wear) a 'garara' set. (No.71, p.42).
12. Then I went to (join, enroll in)___ the Muslim University, Aligar. (No.72, p.43).
13. Let us have some of the differences that you have (noticed, marked)___ . (No.79, p.44).
14. So, I think you (will, should)___ take a walk along the seashore this afternoon. (No.82, p.45).
15. (Do, would)___ you like to ask a question, Miss _____. (No.86, p.45).
16. Mr. _____ (may, can)___ I ask another question? (No.90, p.46).
17. I still (couldn't, don't)___ like it, [at present] (No.93, p.46).

Part IV

PRACTICE IN THE USE OF TENSE

Directions: Fill in the blank with the correct form of verb:

1. I (pass, passed)___ my matriculation examination
in 1951. (No.97, p.47).
2. I (am getting, get)___ their letters very frequently. (No.100, p.47).
3. She (does not take, is not taking)_____ it regularly. (No.102, p.48).
4. I (am liking, like)___ it because it is the only food
I can find. (No.104, p.48).
5. Mr._____ you (are, have been)___ here for more than
a year. (No.105, p.48).
6. ... for that purpose I (was sent, have been sent)___
for some training abroad. (No.107, p.49).
7. I (did not think, have not thought)___ about whether
anything is impossible because I don't know many things.(No.112, p.50).
8. And after that I (worked, was working)___ three and a
half years there. (No.113, p.50).
9. As soon as you (will get, get)___ home it will be
cured. (No.115, p.51).
10. ... when ignorance (disappears, will disappear)___
they will accept it. (No.116, p.51).

Part V

PRACTICE IN THE USE OF PRONOUNS

Directions: Insert or omit the pronoun, wherever necessary:

1. Here the people they eat bread and meat. (No.118, p.51).
2. And your husband in his job he will also come across
many girls... (No.120, p.51).
3. People, who are thin, they require lots of milk... (No.122, p.52).
4. Can be explained in some ways, but not always possible. (No.123, p.52).

Part II

PRACTICE IN WORD ORDER

Directions: Correct the order of words in the following sentences:

1. My father died only when I was four or five years old. (No.127, p.53).
2. I don't understand what it means but often people talk
about it. (No.130, p.54).
3. Do you feel at home first of all here? (No.131, p.54).
4. I think Alam Malik has a white 'dopatta' very nice. (No.133, p.54).
5. What kind of dances you don't like? (No.135, p.54).
6. Do you know how many trained people are there in
Pakistan in this line? (No.137, p.55).
7. No, about my children I simply asked how are they... (No.136, p.55).

Part VII

PRACTICE IN THE USE OF OBJECTS AFTER TRANSITIVES

Directions: Correct the following sentences:

1. Maybe she is enjoying but you must be missing her. (No.138, p.55).
2. Why don't you like? (No.139, p.55).
3. The other day Professor _____ told me that Mr. _____ will soon be completing. (No.141, p.56).
4. [I have seen only one doctor about my trouble, and] I have not discussed any other doctor. (No.143, p.56).

Part VIII

PRACTICE IN THE USE OF STRUCTURAL ADVERBS

Directions: Choose the correct one of the words in parentheses:

1. Yes, I am (too)(very) tired to-day. (No.144, p.56).
2. Yes, it is helping (very much)(too much). (No.145, p.56).
3. [In Pakistan we have only a few,] But here there are (very)(so) many graduate nurses and (very)(so) many post-graduate nurses. (No.146, p.57).
4. Because I didn't like the idea of studying (altogether) (at all). (No.148, p.58).

Part IX

PRACTICE IN THE USE OF NOUNS, ADJECTIVES, GERUND, INFINITIVE, ETC.

Directions: Choose the correct one of the words in parentheses:

1. [I am going out] to breathe the sea (wind)(air). (No.149, p.58).
2. Do you think that you will have enough (equipment) (machinery) for colour photography? (No.150, p.58).
3. Can you speak in Arabic now-a-day? Yes, (little) (a little) bit. (No.154, p.59).
4. ... cereals ... contain (lot of)(a lot of)(lots of) carbohydrate. (No.157, p.59).
5. ... we organized (a)(one) Sunday club. (No.159, p.60).
6. I don't think this tendency (of vomiting)(to vomit) will be cured. (No.160, p.60).
7. Cod-liver oil is very good (for putting on)(to put on) weight. (No.162, p.60).

APPENDIX

The Appendix contains the word-for-word transcription of the original conversations in a two-column form so that correct usages may be examined alongside the recorded and transcribed material. The correct usages were provided with the help of University teachers whose first language is English. Grammatically correct but stilted sentences have also been changed to a more common and colloquial form.

The left-hand column indicates the original conversations of the students and the right-hand column indicates the correct usages. Where original sentences are correct no entry is made in the right-hand column.

COMPLETE TRANSCRIPT OF RECORDED CONVERSATIONS
WITH CORRECTIONS

<u>Original Conversations</u>	<u>Corrected to:</u>
Hello, are you moving this evening?	Hello, are you going out this evening?
Yes.	
Where to?	
Towards the sea.	To the sea; by the sea.
What for?	
To breathe the sea wind.	To breathe the sea air.
Oh you like the sea wind much, very much.	Oh, you like the sea air very much (you are very fond of the sea air).
Yes I like; not very much.	No, not very much (No, I don't like it very much).
Why don't you like?	Why don't you like it?
Because too much of any thing will be bad.	Because too much of anything is bad.
Oh too much air is bad.	
Not too much air, but too much of sea breeze will be bad.	Not too much air, but too much sea air is bad.
How do you like your food these days?	
Anyhow I am liking because I am not finding other foods. That's why I am liking.	I like it because it is the only food I can find.
I could not like till now. You are easy in adaptation.	I still don't like it. You adjust yourself easily.
You find very hard to adapt to new situations?	Do you find it very hard to adjust yourself to new situations?

Oh yes, it is difficult, terrible.

What is terrible?

This adaptation method. This adaptation method is terrible.

Why? People and even animals adapt to new situations and this is the law of nature.

But I and you find difficulty.

I think you have already adapted but you are speaking - something other than what you feel.

I think I will adapt.

Adapt to where?

To the environment.

What place is your environment?

All the world.

Oh how will you adapt?

When the death comes.

Oh I see; then you are longing for death?

Of course.

Why?

Because of absence of adaptation.

Oh I see, failing to adapt yourself to this world, you are longing for death.

Of course.

And it is really pity for you.

This adjustment business is terrible.

This is a law of nature.

But you and I find it difficult.

I think you have already adapted but you are saying - something other than what you feel.

Adapt to what?

When death comes (when I die).

Because of the absence of adaptation.

That's a pity.

No, I think we shall all go.

Of course, some people will die,
everybody will die - but what's death?

Death is transformation from one state
to another state of life.

Oh you believe in trans-migration
of souls also I think.

Oh I see, you also believe in trans-
migration of souls.

I could not follow your word
"transmigration".

I don't understand your word, "trans-
migration".

What do we do when we die?

I have no knowledge about the stage
after death. Because I did not
die before.

Because I have never died.

Can't we think about death before
we die?

Oh, this thinking will be imagin-
ary and speculative and groundless.
Without experience thinking is
like dreaming.

Oh, this thinking will be imaginary,
speculative and futile.

Then we must experience death to
know about death.

But it is not possible to return
after death - to return to this world
after death.

Is there anything humanly impossible?

I did not think in that line whether
anything is impossible because I
don't know many things. There may
be anything about from that many
things which may not be impossible.

I haven't thought about whether any-
thing is impossible because there
are many things that I don't know.
Many things may not be impossible.

I know many things but I don't know
about death.

And that's why you are very much curious to know it.

Yes, we should know about it.

Then probably you are interested in death.

Yes, many boys are interested in death.

But I think those who are disgusted with their life become interested in death.

That's nicest story.

And that's why you are very curious to know it.

But I think those who are disgusted with their lives are the ones who become interested in death.

That's a nice story.

II

Hello Mr.--- you are tired I think.

Yes, I am too tired to-day.

Why?

Because I went to down-town at 12:30 and I returned at 4:30. And I do not feel rather interested by going by this tram or taxi. It rather makes me troubled.

Whenever you get on a taxi or tram you feel disturubed. Is it not so?

Yes, yes.

Why?

I don't know why. May be it is some supernatural being which is working in me or may be something displeasing.

Yes, I am very tired to-day.

Because I went down-town at 12:30 and I returned at 4:30. And I don't like going by tram or taxi. It bothers me (upsets me).

Did you ever consult any doctor?

Yes I consulted. But he said there was no reason for it.

I think there must have been one reason or another. Probably the doctor can't diagnose.

May be, but I have not discussed any other doctor.

However, I may hope that whenever you will go back to Pakistan you will consult some doctor. Is it not so?

Yes, it is, but I do not think that this tendency of vomiting it will be cured.

As soon as you will get at home it will be cured.

That's may be. That may be.

All-right. Will you like to have a walk along the sea shore this afternoon?

Yes, I always walk by the sea side.

You walked always but what about this afternoon?

I will try it, if possible.

Why if possible? Are you working hard on your thesis?

Oh, extremely hard.

Have you consulted a doctor? (or, have you ever consulted a doctor about it?)

Yes, I consulted one, (or: Yes, I did.)

Probably the doctor can't diagnose it.

May be, but I haven't discussed it with any other doctor.

However, I hope that when you go back to Pakistan you will consult a doctor. You will, won't you?

Yes, I will but I don't think that this tendency to vomit will be cured.

As soon as you get home it will be cured.

That may be. (That may be).

Would you like to take a walk along the sea shore this afternoon?

You always do, but what about this afternoon?

Oh yes, I remember. The other day Professor--- told me that Mr.--- will soon be completing. Be encouraged and work hard but don't be forgetful of your health. A walk along the sea shore will make you healthy. Dont you think so?

Yes, exactly.

So you will work hard but at the same time you will also take fresh air in the afternoons.

Yes, I am taking fresh air even in my room because my room is well-ventilated and there is sufficient sunshine.

Your room and my room is the same room. But our room is not so well-ventilated. We have only one window in the south but the northern part is closed. So, I think you will have a walk along the seashore this afternoon.

However, as you are saying I will try.

All-right, let us now have an end to our talk.

Thank you very much.

The other day Professor --- told me that Mr.--- will soon be completing his work (his thesis or his thesis work).

Yes, I get fresh air even in my room because my room is well-ventilated and there is sufficient sunshine.

Your room is the same room as my room. But our room is not very well ventilated. We have only one window on(to)the south, and the northern part is closed. So, I think you should take a walk along the seashore this afternoon.

If you say so, I will try.

All-right, let us end our talk now.

III

How do you do Sir?

Well, I am doing alright now.

How about your hospital activities?

How do you do?

It is quite all-right. It is going on.

Do you find it quite ---

Yes, I find it interested.

Yes, I find it interesting.

Do you think that this practice or this knowledge in the hospital will help you in your later activities in Pakistan?

Of course, it will help me lot.

Of course, it will help me lots (a lot).

In what way? Well, let's think about the machineries in our Pakistan. I think you are coming from Tejgaon tuberculosis hospital. Well, do they have enough of machines?

Well let's think about the machinery in our hospital in Pakistan. I think you came from (are from) Tejgaon tuberculosis hospital. Do they have enough machines?

Yes, they have ultra-modern machines.

O.K. Do you find similar machines here also?

Yes, made by the same company too.

Yes, of the same company too.

What kind of training are they giving to you?

What kind of training are they giving you?

It is a some technical training of advanced type.

It is technical training of an advanced type.

Can you tell us something about the type of training?

It is some technical things. The type of training is: there are some branches of my training; first is diagnostic that is we place a patient before the screene; we see his internal parts, and whenever we want to have some permanent records, we get a picture--of course X'Ray picture. But in X'Ray pictures we only can see the opaque bodies, such as bones or other

It is technical. There are several branches of my training. The first is diagnostic; that is we place a patient before the screene; we see his internal parts, and whenever we want to have some permanent records, we take a picture--of course an X'Ray picture. But in X'Ray pictures we can only see opaque bodies, such as bones or other foreign bodies.

foreign bodies. But sometimes if we want to have a picture of a patient we must have it in camera. Because there are some diseases due to which the patient's colour changes. So in that particular colour we have to take some photograph, and it is only possible in colour photograph.

Is your training wholly with X'Rays only or with something else?

X'Ray and photography, including colour photography.

Do you think that you will have enough of machineries for colour photography?

We are---, the machineries are on the way. We are going to establish a department of medical photography in the Medical College Hospital, Dacca. So there should be some trained man to run the machines and for that purpose I have been sent for some training abroad.

Do you know how many trained person- nels are there in Pakistan this line?

In this line? I think there is none in Pakistan--trained; but there are some persons who have been trained by practice in the---within the country.

But not by foreign training?

Not by foreign training.

Do you have ever minded to go to any other country after you have completed this training here?

But sometimes if we want to have a picture of a patient we must take it with an ordinary camera. Because there are some diseases due to which the patient's colour changes. So we have to take a photograph, in that particular colour and it is only possible by means of a colour photograph.

Is your training in X'Rays only, or in something else too?

Do you think that you will have enough equipment for colour photography?

The equipment is on the way.

So, there should be some trained man to run the machines and for that purpose I was sent for some training abroad.

Do you know how many trained people there are in Pakistan in this line?

But there are some persons who have gained experience by practising within the country.

No, not by foreign training.

Have you ever thought of going to any other country after you complete this training here?

Yes, I have a mind to go to U.K. to have some further training which is the more advance type than this.

Yes, I have a mind to go to the U.K. for further training of a more advanced type.

Well, how is your cooking business now-a-days?

Cooking business? It has been stopped.

How are you feeling sir now-a-days?

Fine.

Fine? What sort of fine?

Fine? In what way (ways)?

It is mentally as well as physically.

Mentally as well as physically.

As for example?

As for example, wherever I go I find myself adjusted to the situation.

How?

It is difficult to answer you the how, it is because it is the mental things, abstract things.

It is difficult to say how, because it is about mental things, about abstract things.

Abstract thing cannot be explained?

Can be explained in some ways, but not always possible.

It can be explained in some ways, but it is not always possible.

All-right. Thank you.

Do you think that you are feeling happier here than in Pakistan?

That I cannot say exactly. Because Pakistan is my home land and there is some pleasure that I cannot have here.

Because Pakistan is my home land and there are some pleasures that I cannot have here.

Well, can you tell us something which is mostly attracted you--that is to this country?

Well, tell us something which has attracted you very much to this country.

This country? First it is the seashore, second I find the Beirut--the city Beirut that something cleaner than our. And I never found any beggar on the streets.

First the seashore, second I find the city of Beirut is somewhat cleaner than our cities. And I have found no beggars on the streets.

That is perhaps one of the striking characteristics here. But still there are some beggars.

Maybe.

What do you think of those beggars whom we see here? Where do they come from?

Come from? It may be from villages or some other countries.

Can you name a particular community which produces this type of beggar? I mean the Christian community or the Muslim community or the Armenian?

Sorry, I can't say it.

Sorry, I can't say.

You can't say it. As far as I believe, I think it is the Muslim community which gives up very many beggars rather than the Christian or Armenian communities. Anyhow thank you very much for the pleasant talk.

You can't say. I think it is the Muslim community that produces very many beggars rather than the Christian or Armenian communities.

Thank you.

IV

Mr.--- you are here for more than a year. Will you please tell us something about Beirut?

Mr.--- you have been here for more than a year.

All-right, let us begin from the beginning.

In 1956 in October we came here by P.A.A. Right in the morning 9th October we reached in A.U.B. We amazed to see the hillscape, seascape here. We often go to the sea side and to the hills which are abundant in Lebanon. And then again coming to A.U.B., we are so charmed to see the beautiful scenes, the sides of the A.U.B. that overwhelms us, charms us so much. About the studies here in A.U.B., I may say that, it is so well organized and it has so connection and link with our practical real life situations which are not found in our system of education. So I think this will give us an insight in moulding the educational system of our Pakistan. Then let us say again another thing which is very interesting about the Beirut life. Here the people they take bread and meat. They call it in Arabic 'laham and khubaj'. And another thing that is very interesting, by conversation they often use one word that is 'malish', it means 'never mind', and they speak so often that we the foreigners sometimes become so curious and so enthusiastic and so eager to hear the this word; and another thing which one of my Arab friends often uses here, that is 'telhas baadek' that means 'lick yourself'. It is said in way of ridicule.

May I ask you one question? When two Arabs meet what they greet? In how-in what method they greet each other?

Yah, when they meet each other they say 'Marhaba'. Another person they say 'Ahlan wa sahan'. And when most intimate friends they meet

In October 1956 we came here by P.A.A. On the morning of the 9th of October we arrived at A.U.B. We were amazed to see the hills (mountains) and the sea view here.

And then again coming to A.U.B., we were so charmed to see the beautiful scenes, and the slopes of the A.U.B. that overwhelmed us, charmed us very much. About the studies here in A.U.B., I may say that, they are very well organized and are very much connected and linked with our practical real life situations. This is not found in our system of education.

There is another thing which is very interesting about Beirut life. Here the people eat bread and meat.

And another thing that is very interesting, in conversation they often use one word 'malish', it means 'never mind', and they say it so often that we foreigners become very curious, very enthusiastic and very eager to hear this word. Another thing, which one of my Arab friends often uses here is 'telhas baadek' which means 'lick yourself'. It is said by way of ridicule.

When two Arabs meet how do they greet each other?

To another person they say 'Ahlan wa sahan'. When most intimate friends meet they make such a

that they make such peculiar sound as 'Ahla-n' 'Kif sah-a' and we the people we are so amused, so charmed to hear this conversation and these greetings that is quite peculiar to our nature and to our culture--to our Pakistani culture.

All-right. May I ask you another question?

O.K.

Do you think that this sort of training which you are receiving here will be of any use to our country in the present time? In the present context?

I think if we are sincere and if we can do something for the country I hope that it will sure come into practical situations in our life. And if we faithfully serve to the nation, to our country, I think that it will give an inner insight in our educational system. When we will try to mould our system it will give a context--an inner significance how we should mould our educational system. This I think from this A.U.B. we are gathering and we received this kind of knowledge which we can utilize in our country.

Do you like to question other things?

No, I would thank you very much for the talk and for the what you have told.

The questioner has been very much interested in asking questions. May I put a question to the questioner himself?

peculiar sound as 'Ahla-n' 'Kif sah-a' and we are very amused, very charmed to hear this conversation and these greetings which are quite strange to our nature and to our Pakistani culture.

Do you think that this sort of training which you are receiving here will be of any use to our country at the present time?

I think if we are sincere and if we want to do something for the country it will surely come into practical use in our lifetimes at least I hope so. And if we faithfully serve the nation (serve our country) I think that it will give an insight into our educational system. When we try to reshape our system it will give a context--an inner significance as to how we should reshape our educational system. This I think we are getting from A.U.B.

Would you like to (care to) ask any other questions?

No, I thank you very much for the talk and for what you have told us.

The questioner has been very interested in asking questions. May I ask a question to the questioner himself?

All-right.

Well, the questioner is here for about five months. Will you please tell us something about your own experiences?

Of Beirut?

Of Beirut.

Well, I think Mr.---- has explained to the fullest extent what I proposed to speak and I agree with him in many respects because all the things which he has mentioned in his talk also it is from my own experience. I can also say that all the beauties and sceneries and specially the cedars and the historical places appear to be very interesting to every visitor who will come here and visit all these historical places. And regarding Beirut University I think that fullest freedom of the students are there, and I think students can meet in a very good social atmosphere and they can enrich their knowledge through discussions and through the class lessons and through the library they can enrich their knowledge to a great extent.

What is your opinion regarding the present recording?

Yes, it is a very good thing and it should be also introduced in our country when we are facing many difficulties in displaying many things in the classes. Of course there is no electricity in many of the cities and towns. But when the electricity will develop it will do a very great job and great benefit to the students.

Well, the questioner has been here for about five months.

In Beirut?

In Beirut.

Well, I think Mr.---- has explained to the fullest extent what I proposed to speak about and I agree with him in many respects because all the things which he has mentioned in his talk are also true from my own experience. I can also say that all the beauties and the scenery and specially the cedars and all the historical places appear to be very interesting to every visitor who comes here and visits all these historical places. Regarding Beirut University I think that students have the fullest freedom there, and I think students can meet in a very good social atmosphere and they can enrich their knowledge to a great extent through discussions, through class lessons and through the library.

Yes, it is a very good thing and it should be introduced in our country where we are facing difficulties in displaying many things in the classes.

But when electricity develops it will do a very great service and be of much benefit to the students.

I believe you had a course in audio visual. Would you please tell us something about the audio-visual?

Yes, I had one course in my education, 231 I think. And what type of question do you want to put to me and hear from me?

With regard to the utility of audio-visual materials.

Yes, it is universally accepted that it can do immense service to the cause of education, if it is properly selected and effectively used.

As for example, how do you propose to use radio in your school system?

Where there is no electricity it can not be used and where it is it can be used in many ways relating to the lessons of the subjects teacher taught, now in our schools.

Say, even if you don't have electricity if you can provide radio with battery or dry cells, in what form will it be useful?

You must have to select the topic and if the radio authority or the broadcasting station allows you or a group of students and teachers to use this play or drama in their station. Then it may reach to the schools.

So you mean that from the radio broadcasting station, if you can arrange some teaching materials, the pupils and the teachers as well may be benefited.

Would you please tell us something about it.

Yes, I had one course, Education 231, I think. What type of question do you want me to respond to (to answer)?

Where there is no electricity it can not be used and where there is it can be used in many ways relating to the lessons of the subjects now taught in our schools.

Say, even if you don't have electricity if you can provide a radio with a battery or dry cells, in what form will it be useful?

You must select (you have to select) a topic and if the radio broadcasting authority allows you or a group of students and teachers to use a certain play or drama over (on) their station. Then it may reach the schools.

Yah.

Is this your idea?

Yah.

Thank you very much for the trouble that you have taken.

V

Please tell us something about your experiences in the hospital of the A.U.B. Do you like this hospital? In what extent? Is it very good? Tell us, what respect it is very good?

To what extent?

Tell us, in what respect it is very good?

It is a very good hospital. I like this hospital. But it is difference from our hospital.

But it is different from our hospital.

In what respect it is different from our hospital? In what way it is different from our hospital?

Here the nurses difference from us from their dressing, from their food, from their nursing care--all.

The nurses here are different from us in their uniforms, in their food, in their nursing training, in all respects.

How about the cleanliness?

They are very clean and tidy.

Can you speak to the patients here?

Here I cannot speak with the patients, because I don't know Arabic. They are all Arabic speaker.

They are all Arabic-speaking.

They all speak in Arabic. You cannot speak in Arabic. Are you taking any training in Arabic?

Yes, I am having one class in Arabic.

Yes, I am taking one class in Arabic.
(I take or I have one class in Arabic).

Do you think that you can now express
in Arabic?

Do you think that you can now
express yourself (your thoughts or
ideas) in Arabic?

Yes, it is helping too much.

Yes, it is helping very much (a
great deal).

How about you? Can you speak in
Arabic now-a-days?

Little bit.

A little bit (a little).

How about your food in the hospital?
Do you like the food?

No, it is difficult for me, because
the cook is different from us.

No, it is difficult for me, because
the cooking is different from ours.

The cooking is different from our
system. In what respect it is dif-
ferent? You mean that they take too
much of spice or they don't take
spice?

The cooking is different from ours.
Do they use too much spice, or don't
they use spice?

No, they don't take spice.

No, they don't use spice.

You are fond of spice?

Are you fond of spice?

Yes.

How about the salt? Do they give
salt in the food? Salt?

How about salt? Do they use (put)
salt in the food?

Salt? Yes yes, they give salt.

Yes, they use salt.

Is the salt sufficient for your taste
or you adapt salt?

Is the salt sufficient for your taste
or do you add salt?

No, I adapt salt.

No, I add salt.

How about your staying in the hostel?
Tell us something about the hostel.
How many students are there in the hostel?
How many rooms?

We are all post-graduate students.
We are eight from different
countries.

What are the countries?

Some came from Greece, some came
from Iran, Iraq, Ethiopia and we
are Pakistanis.

Some come from (are from) Greece,
some come from Iran, Iraq, Ethiopia
and we are Pakistanis.

How many Pakistanis are there?

We are three Pakistanis.

How many Ethiopians?

Only one.

Are you having friendly terms
with them?

Are you on friendly terms with them?
(Are you friendly with them?)

Yes.

Do they like you very much?

Yes, we like each other.

Yes, we like one another.

How do you like them?

I like them.

Have you made any special friend-
ship with any one of these girls?

No.

It means that you don't like them
very much.

I got little bit, not very much.

I have a little bit. [i.e., made
friends with some of them to a
limited extent].

Thank you. We will talk to you later.

VI

Please tell us something about the country where you come from, I mean Pakistan.

I came from East Pakistan and my country name is Chittagong hill tracts.

Is this too far from a sea or it is near to a sea?

Not very far.

What is the sea that is very near to that district?

Bay of Bengal.

Have you ever been to the Bay of Bengal?

No.

You did not see?

No.

All-right, tell us something about the hilly tracts, hilly paths in Chittagong.

What?

Is your home very far away from the hilly areas? Is it in a plain land or in a hill?

No, all countries on the hill.

Your home is on the hill?

Please tell us something about the country you come from, I mean Pakistan.

I come from East Pakistan and the name of my district is Chittagong hill tracts.

Is this far from a sea or is it near a sea?

What is the sea that is very near that district?

The Bay of Bengal.

You haven't seen it?

Is your home very far from the hilly areas? Is it on plains (flat land) or in the hills?

No, the whole district is in the hills.

Your home is in the hills?

Yes.

Not in the plain land?

Not on the plains (flat or level land)?

No.

Well, how do you get your water supply in the hills? Do you have tanks or do you have any extra arrangements or wells?

Do you have tanks or do you have some extra arrangements or wells?

No, we have tubewells.

You have tube wells. Is it possible to have tube wells in the hilly areas?

Down.

No, tubewells are down in the valleys.

How many? Do you have plenty of tubewells?

No, not many, very few.

How many brothers and sisters do you have?

I have only young sister.

I have only one young sister.

Only one young sister? No brothers? Are your parents still living?

Yes.

For how long did you serve in the nursing section?

For how long have you been (have you served) in the nursing section?

Eight years.

Eight years? How do you like this service?

I like.

I like it.

What new experiences do you have from this A.U.B. hospital? Tell us something that has interested you very much.

What new experiences have you had in the A.U.B. hospital?

In the A.U.B. hospital, they are very clean and tidy and everything their need they have.

When you cannot speak to a patient in Arabic, what do you do?

With movie.

You move your hands and make gestures. Do you think they can understand you--your movements?

Sometimes.

All-right, thank you very much. We will come to you again.

In the A.U.B. hospital, they are very clean and tidy and they have everything they need.

I use gestures.

VII

Well, Miss--- can you tell us something about your feeling the Beirut hospital and our Pakistani hospitals? As for example, how many operation theatres are there? How many grades are there? How many beds are there and how could you handle them?

In our hospital we have got 700 beds but here only 200 beds. And in Beirut hospital there are sufficient nurses, sufficient doctors, sufficient things, sufficient equipment--all. But in our hospital there is no sufficient nurses, no sufficient nurses aides and we are 200 students nurses and 15 trained nurses and 24 sisters, but here there are so many graduate nurses and so many post-graduate nurses.

Do you think that the nurses in our country they are inexperienced and unqualified to discharge their duties

Well, Miss--- can you tell us something about how you feel about the Beirut hospital and our Pakistani hospitals?

How many beds are there and how do you handle them?

In our hospital we have 700 beds but here there are only 200 beds. In Beirut hospital there are sufficient nurses, sufficient doctors, sufficient things, sufficient equipment--all. But in our hospital there are not sufficient nurses and sufficient nurses aides. We have 200 student nurses, 15 trained nurses and 24 sisters, but here there are very many graduate nurses and very many post-graduate nurses.

Do you think that the nurses in our country are inexperienced and unqualified to discharge their duties

in relation to and in comparison to this A.U.B. hospital?

I think it is different from our hospital because we are insufficient in number. So I cannot say that.

Well Mr.--- may I ask you one question?

Yes.

Before you came here I think you were not a good cook but I must praise because you served us with a very delicious food for days together. May I ask you how could you learn all these techniques of cooking?

Oh, that is a very interesting question you see. When we came here in Beirut we were compelled to take our meals in hotels but sincerely speaking we could not adjust ourselves to the food habits in this country. First of all we Pakistanis -- specially from East Pakistan -- we take our meals in the Green Hall -- a hotel given by Mr. Amir. He was very kind and generous man. He died last year. In the meantime Mr.--- and myself anyhow managed to cook our food because we could not yet adjust our food habits to this system. From 1957 in June we began to cook. When Mr.--- and Mrs.--- went to Pakistan we together managed to cook our food in Sedani Street. Then one day one fisherman came with some fishes. The name of the fish was very wonderful and curious to know, it was Sultan Ibrahim. When we heard the name we amazed and we charmed so much to hear and to see the fish that we thought that this should be very delicious food. But later on

in comparison with the nurses in the A.U.B. hospital?

Before you came here I think you were not a good cook but I must praise you because you served us with very delicious food for days together (on end). May I ask you how you learned all these cooking techniques (techniques of cooking)?

When we came here to Beirut we were compelled to take our meals in hotels but sincerely speaking we could not adjust ourselves to the food habits in this country. First of all we Pakistanis -- specially those from East Pakistan -- we took our meals in the Green Hall -- a hotel run by (managed by) Mr. Amir. He was a very kind and generous man. In the meantime Mr.--- and I managed to cook our own food because we could not adjust ourselves to the food provided here. We began to cook in June, 1957.

One day a fisherman came with some fish.

When we heard the name we were amazed and we were so charmed to hear it and to see the fish that we thought that it would be very delicious food. But later on when

when we cooked it and took our meal, we could not take it because it was not so tasteful as we thought before. Then after that Mr.--- and myself continued to cook in our own house. Then we shifted from Sidani Street to 137 Rue American, house belong to brother of Mrs.--- a teacher of ours in the A.U.B. Here we five Pakistanis live together with two Arabs from Jordan and one Catholic Christian from Greece. We live here very comfortably and occasionally we take food together. After the new batch came here we organized one Sunday Club and, we selected our most popular '---apa' the chairman of the club. Then it has so happened that we occasionally meet here in this house every Sunday; if not every Sunday we meet after 15 days and we organized a social gathering here, we take our meal here, have our conversations in Bengali language; enjoy our dances, singing, playing cards and gossiping and feel so at home that I cannot express it. We feel that we are in Pakistan, we are just in our own homes here. This is the story behind our.....

Mr.--- May I ask you one question? Do you support this dancing of A.U.B. which is very often held in our West Hall?

Well, dancing is a very good art as I definitely admit and it is a well deed an art admitted by educated people in West. But dances differ from country to country and culture to culture. The dance which is being held in A.U.B. is absolutely

we cooked it and took our meal, we could not eat it because it was not as tasteful as we had thought before.

Then we moved from Sidani Street to 137 Rue American, a house belonging to Mrs.---'s brother. She is a teacher of ours at A.U.B.

After the new batch came here we organized a Sunday Club.

We meet here in this house every Sunday; if not every Sunday we meet every alternate Sunday. We organize social gatherings here, take our meals together, have our conversations in Bengali and enjoy Pakistani dances and songs. We play cards, gossip and feel so at home that I cannot express it.

Do you support this dancing in A.U.B. which is very often held in our West Hall?

Well, dancing is a very good art as I definitely admit and it is an art admitted by educated people in the West.

The dancing which they do at A.U.B. is absolutely Western and I do not

western cultural dance and I do not know how these eastern people have appreciated it but to my opinion I think we cannot appreciate this to our own culture. And, well we have our own oriental dances. I do appreciate our dances, but not the western dances.

Well, Mr.--- can I put one question to you?

Yes.

What's your feeling about the Arabic songs here?

I think there is a universality in all music. When I hear Arabic songs, I find no difference between our music and this Arabic music. Though I cannot understand the language in which it is sung but when I hear those songs coming from Fairoze or some best singers of this country we can compare it or those songs just like our Bengali or Hindi songs. So I think there is not very great difference between this music and that of our country.

Do you like to ask any question, Miss--- ?

No.

All-right. Please tell us something as to the programme of your work. When you go to the hospital, when you come back, when you take your food and all things of this kind.

When we came here we had major orientation. Now we are having major orientation in each ward one week.

know how these eastern people have adopted it but in my opinion we cannot appreciate this in our (adopt this into our) culture.

Well, Mr.--- may I ask you another question?

I think there is a universal appeal in all music. When I hear Arabic songs, I find no difference between our music and Arabic music. Though I cannot understand the language in which it is sung yet when I hear those songs sung by Fairoze or some of the best singers of this country, I can easily compare those songs with Bengali or Hindi songs. So, I think there is not a very great difference between Arabic music and the music of our country.

Would you like to ask a question, Miss---?

Please tell us something about the programme of your work. What time you go to the hospital, what time you come back, what time you take your food and things of this kind.

Now we are having one week of major orientation in each ward.

What do you mean by major orientation? What kind of activity is this?

This is one kind of activity which is held one week in each ward: surgical, medical and pediatric obstetrics.

What do you do in that?

Only we are observing the patients and nurses and the doctors and the head nurses, supervisors, sisters.

You mean the other people demonstrate the work and you observe?

Yes.

We will be very glad to observe such kind of activities once.

Hello Mr.---, you are finishing your thesis by this time and I think the topic of your thesis is Philosophy of Education. What's your opinion about the pragmatist philosophy?

A pragmatist philosophy says there is nothing constant, nothing absolute, nothing static.

What is your opinion about the ultimate truth?

No ultimate truth exists, only we project values.

Do you believe in intrinsic value?

Of course.

Then what's your idea about the educational philosophy of Pakistan in brief? What should be the ideal?

This is an activity which is held one week in each ward: surgical, medical and pediatric obstetrics.

We only (simply) observe the patients, nurses, doctors, head nurses, supervisors and sisters.

We would be very glad to observe such activities some time.

What is your opinion about ultimate truth?

No ultimate truth exists, we only project values.

Education should lead to goals, the goals that we seek; and these goals must rise from our cultural society, cultural contacts with others.

Do you think that this pragmatic philosophy can be reconciled Islamic philosophy?

Yes, pragmatism can be reconciled after some modification if you think necessary.

Do you think that it is suited to our condition in East Pakistan?

I think it is suited. It ought to be suited.

Don't you consider that some of the 'Alems' in our society will oppose your opinion and view?

They may oppose out of ignorance; when ignorance will disappear they will accept.

Then how can you convince them?

I can convince them by showing the results of my work, the implications of what it means.

Then you propose to have some experiment in this respect?

of course.

And I think it will take much time.

Time, it will. But its fruits will be very very useful for the nation.

Mr.--- may I ask you one question?

Yes.

Do you think that this pragmatic philosophy can be reconciled with Islamic philosophy?

Yes, pragmatism can be reconciled with it after some modification if you think it is necessary.

I think it is suited to it. It ought to be suited to it.

Don't you think that some of the 'Alems' in our society will oppose your opinion and view?

They may oppose it out of ignorance; when ignorance disappears they will accept it.

I think majority population of Pakistan are Muslims and they have their own codes according to the Koran.

I think the majority of the population of Pakistan are Muslims and they have their own codes according to the Koran.

Yes.

And when their life is determined by the Koran then how can you say that your pragmatism will be applicable in our country?

And since their life is determined by the Koran, how can you say that your pragmatism will be applicable in our country?

The Koran does not enable us to solve the problem of life which we are facing these days. And these problems must be solved if we must live.

And these problems must be solved if we are going to live (intend to live).

But,--may I ask you one question?

Yes.

If we adopt your philosophy then shall we not go away from the Koran?

No, it is possible to harmonize.

No, it is possible to harmonize the two (them).

How?

What cannot be harmonized? Could you show me?

What cannot be harmonized? Can you show me?

Because everything is dictated and it is perennial to some extent, authority is there and how can pragmatists say that they will take something which are not determined beforehand?

Because everything is dictated and it is perennial to some extent, authority is there and how can pragmatists say that they will accept something which is not determined beforehand?

We say that all the solutions have not been given in the Koran, we say some solution and some suggestions are there but we need more suggestions and more solutions and these must come from our experience.

Alright, then how can pragmatism and to some extent supernaturalism or eternalism go together?

All that we should need is to develop a philosophy of our own which will be consistent with modern findings as well as with your Koran or with Gita or other religious books.

Is it possible?

It is.

How? Because when the religious scriptures will say that "do this" and "do that", and when it is fixed, our doings and not doings are fixed then how can we do any new thing according to your philosophy?

I think our doings are not all fixed, we can do what we have not done, and we should do so. No religion has ever fixed the doings of its adherents.

But when our actions are judged and we know; then our actions are already determined, and these actions should be done by the people.

No, I think what the Koran has emphasized is to use your intellect; and to use your intellect means to develop your own views which constitute your own philosophy. But there are some principles according to which we must go.

Yes, but--your philosophy says that it is always for the future.

No no, it does not say so.

Then it is something different from...

All we need is to develop a philosophy of our own which will be consistent with modern findings as well as with your Koran or with Gita or other religious books.

Because when the religious scriptures say "do this" and "do that", and when it is fixed, our doings and not doings are fixed then how can we do anything new according to your philosophy?

Maybe, if you think so.

Then it is your own philosophy I think.

Of course, of course.

I thank you very much for your philosophy.

Mr.--- can I put another question?

Yes, yes.

Some educationists in Pakistan now-a-days say about the Islamic democracy.

Yes.

What's your feeling about this new word 'Islamic democracy'? I do not understand what it means, but--often people say in this respect. Then what's your opinion about the word 'Islam'?

I know what is Islam, you also know what is Islam and I know what is democracy and you also know what is democracy. But we do not know how to connect these together or what it means when they are connected together.

Then do you consider that it is not possible to reconcile Islam with democracy?

Yes, parts of it can definitely be reconciled and parts of it, specially when used in the western sense cannot be reconciled.

Can you give some instances how it can be reconciled?

Mr.--- may I ask you another question?

Some educationists in Pakistan now-a-days talk about Islamic democracy.

I do not understand what it means, but people often talk about it.

I know what Islam is, you also know what Islam is and I know what democracy is and you also know what democracy is. But we do not know how to connect these or what it means when they are connected.

Then do you think that it is not possible to reconcile Islam with democracy?

Can you give some instances of how it can be reconciled?

Can you show me where it cannot be reconciled?

As for example, the present democratic system emphasized on the public liberty but Islam according to the Koran, the people say they don't have such liberty--the maximum liberty which is demanded by modern democracy. What's your opinion about this?

Your conception of liberty is not clear to me.

O.K. thank you very much.

As for example, the present democratic system emphasizes public liberty but the people say that, according to the Koran, in Islam, they don't have such liberty--the maximum liberty which is demanded by modern democracy.

VIII

Now, what have you decided to wear on your wedding?

I don't know, I think "garara" will be the best dress for me. But the thing is this that this girl, what's her name, Miss---. She has got white "garara" set. I don't know about others -- whether they have got one or not.

Have you tried Khawar's?

Yes, that -- I have seen Khawar's garara but it is not of a good colour and the dopatta is also very simple one.

Now, what colour would you like to wear? What's your favourite colour?

My favourite colour is pink or green.

Have you tried Shabnam's?

Now, what have you decided to wear at your wedding (on your wedding day.)?

She has a white "garara" set. I don't know about others -- whether they have one or not.

Yes, -- I have seen Khawar's garara but it is not of a good colour and also the dopatta is a very simple one.

I did not see that one.

No, I haven't.

I don't know whether she does have a dress?

She does have a "garara". Now, your, you prefer pink.

I prefer pink.

What else you like to wear?
"Garara" and...?

What else would you like to wear,
"garara" and...?

"Garara" set, completely, the whole set.

Have you got any really good "dopatta"?

Have you any really good "dopatta"?

"Dopatta"? I think Alam Malik has got one white "dopatta" very nice.

"Dopatta"? I think Alam Malik has a very nice white "dopatta".

No, not white.

But -- but yes white, it should be coloured.

But -- yes, it should be coloured.

It should be red in fact, red is nice, pink or.....

But if the garara set is red then we need to have a red dopatta but if it is of some other colour then we have to have a "dopatta" also of the same colour.

Yes, and jewellery? What kind of jewellery do you like to wear?

As you know.....

Do you have any special jewellery that you would like to wear?

I don't have jewellery with me but how can we arrange to get jewellery from here?

Could we arrange to with flowers?

Can we arrange to do it with flowers?

Usually they don't wear flowers on weddings.

Usually they don't wear flowers at weddings.

They don't wear?

No. Can we ask Begum Nasim Hussain to lend us her jewellery for one day if it is possible?

I think jewellery is -- it is a great risk to borrow jewellery from somebody else.

It is true, it is true.

That's true.

Yah, what do you say Salma?

Oh yes, I have six bangles.

Six bangles?

Oh yes and four this [showing the bangles] and nothing else.

Oh yes and four of these and nothing else.

Anything special that you can wear round your neck?

Yes there should be something round your neck and tika over here [showing her forehead] and.....

How do you manage to arrange the tika -- because none of us has a tika.

How will you arrange for a tika - - because none of us has a tika.

I think Alam Malik has got something, a necklace and that can be

I think Alam Malik has a necklace and that can be... [used as a tika].

Yes.

Alam Malik has one dopatta green colour.

Alam Malik has a green dopatta.

A green one.

She has got a green one but it depends upon the garara set, the colour of the garara.

That's right.

If Shabnam, is she living in this building?

No, Shabnam, she is not here but she will be here at 10 o'clock and I will come at 10 and find out.

O.K. then we will see to-morrow.

Yes and you don't have anything more? That's all?

What do you say Salma? What's your suggestion?

About her or myself?

About the wedding first. Let us discuss the wedding.

Are you taking part in this wedding?

Oh yes.

She will be bride.

And I will be a Hindu lady.

Yes, you will take part of a Hindu lady. Now, as I asked you, you do have a red blouse?

Yes, I have a red blouse.

I will lend you a white Sari and I will dress you just as a Bengali Hindu wife. Would you like it?

She has a green one but it depends upon the garara set -- the colour of the garara.

If Shabnam, -- does she live in this building?

No, Shabnam is not here but she will be here at 10 o'clock. I will come at 10 and find out.

O.K. then we will see you to-morrow.

You don't have anything more? That's all?

She is going to be the bride.

And I am going to be a Hindu lady.

Yes, you will take the part of a Hindu lady. Now, as I asked you, do you have a red blouse?

I will lend you a white Sari and I will dress you exactly like a Bengali Hindu wife.

Yes, why not?

When you go up on the stage what are you supposed to do?

Nothing, I will walk and come back.

What do you call that? You will walk and come back, what do we call that? What do you call that walking on the stage and showing the dress?

A model, no? Come on, say it is a model or a mannequin?

I don't know.

You don't know?

This is a bit difficult for her.

Anyway, so what other suggestions do you have about the international evening? Let's try to make it really successful. Yes we decided about a 'Khattak' dance. That will be something very nice and they are perhaps having it for the first time. Now what are your suggestions about the Khattak dance? What suggestions do you have, both of you? What suggestions do you have? Come on.

Did you see the boy -- that Anwar Khan?

Yes I did. I met him yesterday.

He has his own plans of course but I would like you to suggest some sort of suggestions because all of you are familiar with that 'Khattak' dance.

Did you see that boy Anwar Khan?

He has his own plans of course but I would like you to make some sort of suggestions because all of you are familiar with the 'Khattak' dance.

But he knows -- these pathan boys know better than us.

Yes he knows better but still we should give him some suggestions because we have seen so very well so many times that we also have some suggestions. So I was thinking, should we dress them all in white?

Yes, it is better if they are dressed in white. Usually they are dressed in white with salwar and frock, frock-like shirts.

Yes frock-like shirts. What do you say Miss---

I don't know. I have not seen 'Khattak' dance.

You have not seen? Never?

No.

I am sure you have seen police tattoo and there they perform the 'Khattak' dances.

Which is your home town in the Punjab? From where do you come? From which town?

From Lahore.

From Lahore? Then you must have been in those fairs -- those police fairs and all that...

I have seen but I mean

You mean that you do not know that this is called 'Khattak' dance.

Yes.

But he knows -- these pathan boys know better than we do.

Yes, he knows better but still we should give him some suggestions because we have seen the dance so very well so many times that we also have some suggestions. Let's think about the dress. Should we dress them all in white?

Usually they are dressed in white salwar and frock -- frock-like shirts.

I don't know. I have not seen the 'Khattak' dance.

You haven't seen it? Never?

Where do you come from? From which town?

I have seen them, but...

You mean that you don't know that this is called the 'Khattak' dance.

Anyway in Khattak dance they have hanki in their hands handkerchiefs.

Sometimes they have small swords. But since we cannot get of swords shall we use handkerchiefs?

I think I have seen swords in Blue Stores although they are not real swords but for the children they have plastic ones. If we can use them.

They do have?

They do have. Yes.

And then what other suggestions you would like to give us for the international evening? How could we make it successful?

What about Miss---?

Yes, let's talk about Miss---.

Has she decided to be a begum Nawab?

Yes.

What are your suggestions Miss---, come on. About Miss---. She is going to take the part of Nawab begum. And what do you think we should? What kind of background should be put, what type of dress?

She should put on "garara" set.

Garara? Preferably?

Preferably white and Salim Shahi... Let us have a picture of the whole nawab family as you would like to put it on the stage? Let's just imagine that there is a Nawab, there is a Begum, there is a Nawab Zadi, tell us something: how would you like it to be shown in the public?

Anyway in the Khattak dance they have hankies in their hands.

But since we cannot get swords shall we use handkerchiefs?

I think I have seen swords in Blue Stores although they are not real swords but plastic ones for children. Maybe we can use these.

They do have them?

Yes, they do.

And then what other suggestions would you like to give us for the international evening? How can we make it successful?

Has she decided to be a begum of a Nawab?

What do you think we should do? What kind of background should be used, what type of dress?

She should wear a "garara" set.

How would you like it to be shown to the public?

Nawab sab in the middle and on the left hand side Begum Saheba and in the right hand side Shahebzadi and -- is there will be any...

There will be a Nawab Zada also. Now let's leave international evening. Can you tell us something about your life just before coming here? I mean all about your education, about your family, and how did you come here, how you arrange and what are your plans on going back.

Well, this is the same question as we are asked in the afternoon in the class.

It will be a repetition but it will be a good one for us.

Well, I had been working in Punjab Health Schools for six years and they have sent me here for the advanced course. After going back from here I have to go to the same school and I don't know what will happen afterwards.

Well, I would like to hear something about you before going to the health schools -- something family...

Yes, I like this place very much specially the teachers are very kind and very generous, I must say. They are always inviting us to their homes and very sympathetic.

What about your parents and you have both the parents?

Nawab sab in the middle, and on the left hand side Begum Saheba, and on the right hand side Shahebzadi and -- will there be anyone else?

Now let's drop the subject of international evening. Can you tell us something about your life just before coming here? I mean all about your education, about your family and how you came here, what arrangements you made and what your plans are for going back.

Well, this is the same question that we were asked this afternoon in class.

Well, I had been working in a health school in the Punjab for six years and they sent me here for the advanced course.

Well I would like to hear something about your past, before you went to the health schools -- something about your family.

They are always inviting us to their homes and they are very sympathetic.

What about your parents? Have you both of your parents?

Yes, I have parents and I have sisters and brothers also and they want me to come back as soon as possible. I am getting their letters very frequently.

They want me to go back as soon as possible. I get their letters very frequently.

What are your future plans?

Future plans? I have already mentioned that I will have to go back to the same school.

Do you teach in the school?

Yes.

Have you thought of getting settled in life?

Not yet, I will go back and then I will think of about it.

Not yet, I will go back and then I will think about it.

You mean you have not fixed your mind.

You mean you haven't made up your mind?

Not yet, **not** yet.

I hope you do.

Surely.

You Miss--- you tell us something about your life in Lahore.

I don't have my father, no mother no sisters no brothers, only friends.

Only friends. What happened to these people, all died?

What happened to these people, did they all die?

Yes. They died. My father died only when I was four-five years and my mother died when I was only two and half months.

My father died when I was only four or five years old and my mother died when I was only two and a half months old.

And your brothers and sisters? You mean you had no brothers?

No.

No. That's very sad. Who brought you up?

My auntie and my uncle.

Now, how did you come on taking of health education?

My Government sent me here to take....

But you were working before coming here?

Yes, I was working in the health school at Lahore. And again I will go back to the same place.

You don't have any future plan?

Yes I have.

Have you made up your mind to settle down?

Yes.

Who is the lucky boy? He is not here?

Yes, he is not here. He is in Lahore. He is a very handsome man.

(Oh) He is a very handsome man.

Picture is here, but he is there.

Does he write you? No? You write him?

No, no, no writing business.

What about your brothers and sisters? You had no brothers?

Now, how did you happen to take up health education?

My Government sent me here to take it.

And I will go back to the same place again.

You don't have any future plans?

His picture is here, but he is there.

No writing business? Why?

In our culture we don't write letters unless we get married.

Now, do you find any difference between the culture of Pakistan and the culture of Lebanon as you see it?

Yes, of course, there is great difference.

Yes let us have some of the differences that you have marked. Yes Miss--- you tell us some of the cultures that you think are outstanding; something which you have never seen done in Pakistan. Do you feel at home first of all here?

Yes.

You do? Do you think the people are hospitable?

Yes, the people are very nice, very kind, very beautiful, I like them. I like this place very much. I like A.U.B., everything.

Why? Why do you like them?

I don't know.

Why do you like A.U.B.? Don't you find it in your country any university like this?

No, there is but ----

What is the difference between your university and the university here?

Yes of course, there is a great difference.

Yes let us have some of the differences that you have noticed. Yes Miss--- you tell us some of the things that you think are outstanding; some of the things that you have never seen done in Pakistan. First of all, do you feel at home here?

Isn't there a university like this in your country?

Yes, there is, but ----

There must be there are so many other differences I mean, the first of all boys and girls are mixing. (Come on let's talk).

First of all the boys and girls mix. We don't get.....

In Pakistan too, they study in co-education in the universities and colleges.

But do you find the same free mixing as we have here?

No, not like this.

This is one outstanding difference. Don't you think? There is something else about the social life of the university, tell us.

These people are very social but they ----

You have attended many dances here, do you like dances?

No.

Why? Why don't you like it?

It is a very good passtime, a good exercise.

What kind of dances you don't like? I mean you don't like all the dances or only special dances?

No, I don't like dance with the boys.

Why? There must be a reason why you don't like to dance with the boys. Can Miss--- tell us why?

There must be many other differences. I mean, first of all, boys and girls mix.

In Pakistan too, they have co-education in the universities and colleges.

This is one of the outstanding differences. Don't you think so? There are other differences also. Tell us about the social life of the university.

Why don't you like them?

What kind of dances don't you like? I mean do you dislike all the dances or only special dances?

No, I don't like to dance with the boys.

Well, first of all I don't like to be so close to a man whom I don't know.

Yes, that's right.

Then it is very unhygienic to be so close to somebody about whom you don't know whether he is perfectly healthy or have got some disease of lungs etc.

Then you will think of hygiene.

Yes of course.

She is a public health student. From public health student you do think of that first.

What Miss--- thinks about it?

I only ashamed of.....

Ashamed of what?

Boys.

Catching hold of the boys?

Yes.

Why do you feel ashamed of? After all it is nothing.

Because this is our culture. We are not used to it.

We are not used to it. I wanted you to say this -- that we are not used to it. But do you think that if we get used to it we will be able to do the same?

Never, never.

Then it is very unhygienic to be so close to somebody about whom you don't know whether he is healthy or whether he has some disease of the lungs etc.

As a public health student you do think of that first.

What does Miss--- think about it?

I am ashamed of.....

Taking hold of the boys?

Why do you feel ashamed of it?

Why?

It again comes to the culture. Because the culture of Pakistan is still the same and it will remain the same when we will go back from here.

That's a very nice point. Yes. So this is one reason that you cannot, but about the other things of the university, about the picnic, Sunday trips that we go on?

Yes, that's a very healthy.

In what sense that's very healthy?

Because mental recreation is needed during these periods. If we only go on studying and bother our heads about these all subjects, it is very tiresome -- we need recreation.

But dancing is also a mental recreation?

It is, but it is for us to watch, and we do attend all the parties just to watch them and we enjoy it very much.

Now this free mixing of the sexes, what is your opinion about it? Do you think that boys and girls should mix together or do you think they should be segregated and there should be a line drawn?

They should mix together to a certain extent. They must not go beyond the limit.

Well, how can you say that they are going beyond the limit? How can

It comes back to the culture. Because the culture of Pakistan will remain the same when we go back from here.

So this is one reason that you cannot dance. What about the other activities of the university -- the picnics, Sunday trips, that we go on.

Yes, that's very healthy.

In what sense it is very healthy?

If we go on only studying and bothering our heads about all these subjects, it is very tiresome -- we need recreation.

you say they are going? If the boy and girl go to picture or go out somewhere, do you think that they will ----.

No, no, it is not beyond the limit.

Let us discuss it, let us have a healthy discussion. Yes, since you are engaged and going to be married would you like your husband to go about with another young girl?

No, never. I will kill him.

You will kill him? You will kill him, he will die only once then what will you do? You have to be

I will choose another man.

That is not the problem because the other one may also make.

I will kill him too.

You mean to say that you will go on killing them?

And death comes at the end -- then she will have to die herself.

Well, since in your job as a health educationist you do come across many boys, don't you?

Yes.

And your husband in his job he will also come across of many girls how you account for that? If he mixes with girls you will kill him. Would you like him to have the same opinion about you? You also want to be killed if you mix with boys, then how can you go on? You can't do your job then?

How can you say they are? If the boy and girl go to a picture or go out somewhere, do you think that they are going beyond the limit?

No, that is not beyond the limit.

No, never. I would kill him.

You would kill him? If you kill him he will die only once then what will you do? You have to be

That is not the problem because the other one may do the same thing.

I would kill him too.

You mean to say that you would go on killing them?

Well, in your job as a health educationist you come across many boys, don't you?

And your husband in his job will also come across many girls, how will you account for that?

IX

Now come on, Mrs.--- what about your problem of adjustment in Beirut?

I am not at all adjusted yet. I am always thinking of my sons and my husband and my family affairs and I am not at all interested.

It means that the problem of adjustment is still pending.

Yes.

Would you like to tell me something -- the conversation between you and your husband when you went to meet him?

Only a few, few minutes conversation and it was only about the things he has brought from Pakistan to me and he has handed over those things to me and went away.

Did you discuss the your -- I mean did you discuss about your children, I mean their stay with their aunties or did you just discuss about your -- this period of separation?

No, about my children I simply asked how are they and he said, by giving his farewell, "they are O.K."

Miss---. By the way, when are you going to give us the party for your -- this honour distinction?

Why shall I give you a party? This is nothing new.

I am always thinking of my sons, my husband and my family affairs. I am not at all interested.

That means that the problem of adjustment is still pending.

Only a few minutes conversation and it was only about the things he brought me from Pakistan. He handed over those things to me and went away.

Did you discuss your children I mean their stay with their aunties or did you just discuss your -- this period of separation?

No, about my children I simply asked how they are and he said, by way of farewell, -- "they are O.K."

Why should I give you a party? This is nothing new.

Even if -- I mean it is not necessary that only for new things you have to give a party; because, you know, you celebrate your birth-day and every year.

Yes, but certainly I have no money; how can I give you party? I am short of money here.

My dear lady these shoes, saries and these golden ----

But I have not bought these shoes here. These are from Pakistan mostly.

What about your pay problem?

Pay? I am not getting my pay. Yes I am not.

Yes, what about your friends Miss---

They are O.K.?

Oh yes, you have many friends here?

Of course.

Do you enjoy?

Yes, very well.

Mrs.---- how do you like Beirut?

Oh, I like it very much. I want to stay up to February, 1959.

And you have no feeling for your daughter?

Yes, I have feeling for my daughter but I feel sure she is allright in Karachi. She is enjoying herself.

Because, you know, you celebrate your birth-day every year.

Yes, but I have no money; how can I give you a party?

But I did not buy these shoes here.

No, I am not.

Do you enjoy it here?

I want to stay until February, 1959.

You have no yearning for your daughter?

Yes, I have a yearning for my daughter but I feel sure she is all right in Karachi.

But she is enjoying you must be missing her.

I miss her but you see I have come to Beirut and I want to stay. Anytime I am not getting the chance to stay at Beirut.

And what about your husband?

Oh he is all right. He should, he is quite grown up, and he should tolerate my separation I think so.

Mr.--- I will advise you to comment on these twentieth century's mothers.

I am sorry, I am not Mr.--- but I am Miss--- because I am female.

And she is not a mother.

And I am not mother. What do you want to ask me? About your question I could not understand well.

I mean here is Mrs.--- She has left her daughter there and still they say that the love between a mother and daughter it is of such a extent that it is not possible for mother to leave their children but here she is interested in prolonging her stay.

I think she must be mentally matured that's why she is saying like this. Otherwise mother cannot say like this for her daughter.

In this connection I would like to say that the age of the children is quite considerable in this connection because when the children are small enough the mother should not leave the children, when

Maybe she is enjoying herself, but you must be missing her?

I won't always have the chance to stay in Beirut.

He should be, he is quite grown up and I think he should tolerate my separation.

Mr.--- I will ask you to comment on these twentieth century mothers.

And I am not a mother. I could not understand your question.

and yet they say that the love between a mother and daughter is so strong that it is not possible for a mother to leave her children but here she is interested in prolonging her stay.

I think she must be mentally matured that's why she says these things. Otherwise a mother could not talk this way about her daughter.

the children are big enough they should be able to live alone and to be responsible for themselves.

May I know her age?

Yes, I think she is twelve years now and she is quite big.

I think this is the most serious age for the girl or boy because they are coming more girl because they are putting their feet in maturity age and it is more critical age for the boys as well.

Oh I see.

I think she needs mother at this time.

Oh I see your point. You are talking about adolescent stage, but she is still quite... and she will take one or two years.

Mrs.--- I think you have taken that course in mental hygiene?

Yes.

What's your opinion about the adjustment of Mrs.---'s daughter there?

You see, we think that the children whether they are girls or boys they need more mother's presence and companion because this is the most critical age because in this age from 13 I mean in tropical countries, from the age of ten years to seventeen years they require mother's and father's

but when the children are big enough they should be able to live alone and to be responsible for themselves.

Yes, I think she is twelve years old now, and she is quite big.

I think this is the most serious age for girls because they are becoming more feminine, because they are approaching the age of maturity, and it is a more critical age for boys as well.

I think she needs her mother at this time.

You are talking about the adolescent stage, but she is still quite young and she will take one or two years more to be an adolescent.

You see, we think that children, whether they are boys or girls, need more of a mother's presence and companionship because this is the most critical age. At this age from 13 I mean in tropical countries, from the age of ten to seventeen, they require a mother's and a father's companionship because they

companionship and they are because they are growing. Girls are growing more girls and boys are growing more boys and there are so many problems they have to face. So I think, she is satisfied, she might be satisfied because she has some very good granny who can act as a mother, or more than mother. That's why I think she is not much worried. Unless, you see, if mother has no some good -- this ----.

Oh yes, I get your point. You are right. She has a granny and she is ----.

I mean she is well protected for.

Miss--- what's your idea about your -- this thin constitution? Are you going to have it like this or would you like to, you know, increase your weight, is not so?

About that the daughter of Mrs.---? About what?

About your constitution? About yourself? You are so thin I think you should put some more weight.

I am trying to improve. I am taking lot of vitamins and vegetables and fruits and mostly carbohydrates and I think up to the time when I will go to Pakistan I will gain something.

I could not get your point of carbohydrate.

You know, the carbohydrate is the one element of the diet which improve the weight and if we take in excess we can improve our weight.

are growing. Girls are growing more feminine and boys are growing more masculine and there are so many problems they have to face.

So I think she might be satisfied because she has a very good granny who can act as a mother, or more than a mother. That's why I think she is not worried much. Unless, you see, if a mother does not have a good granny ----

I mean she is well protected. (or: well provided for).

Are you going to keep it like this or would you like to increase your weight? (gain weight).

About the daughter of Mrs.---? About what?

you are so thin I think you should put on some more weight.

I take a lot of vitamins, vegetables and fruits and mostly carbohydrates. I think by the time I go back to Pakistan I will have gained something.

I could not get your point about carbohydrates.

You know carbohydrates are the elements of the diet which improve the weight and if we take in an excess of them we can improve our weight.

Can you tell me the name of the vegetables or things from by eating which we can get this carbohydrate?

Specially the potatoes and the bread we eat and all kind of cereals we eat that contain lot of carbohydrate. And here mostly we are not getting sufficient protein but usually carbohydrate in our hostel meals.

But I don't see any improvement. You see you are still the same.

I think I am feeling better than before, that's why I am satisfied.

I think she should take cod liver oil, two table spoons daily.

Daily? What's your idea Miss---

Yes, she will take, then it will be alright.

It will be what do you mean by alright? You mean she will improve.

She will improve and gain weight.

Cod liver is very good to put on weight. Those people, who are thin, they require lot of milk, cod liver oil and lot of vegetables. So she is taking and trying to take a cup of milk extra at night.

So it means she is caring for.

She is caring but she is not caring as she should. She is not regular in taking. What I mean

Can you tell me the name of the vegetables or things by eating which we can get this carbohydrate?

Specially the potatoes and the bread we eat and all kinds of cereals we eat contain a lot of carbohydrate. And here mostly we do not get sufficient protein but usually carbohydrate in our meals in the hostel.

Yes, if she takes it, then it will be all right.

Cod liver oil is very good for putting on weight. People, who are thin, require lots of milk, cod liver oil and lots of vegetables. So she is taking it and trying to take an extra cup of milk at night.

So that means she is taking care of it.

She is but not in the way she should. She is not regular about it. What I mean is: she would

she will like to put on some weight but she is not taking regularly.

Please give me some suggestions about putting on weight. Because I am very much worried about my health.

I was thinking the same point. Miss--- is thin. We should do something for her.

Come on Miss---.

She should have protein diet and vitamins, A specially and D.

Could you tell us, could you tell us I mean what things or vegetables contain protein and vitamins C?

Eggs and meat specially, and leafy vegetables.

No, I think she is wrong because protein does not give fat. She should take more carbohydrate because it goes under the muscles and gives fat and she should take more fat because fat also gives fat, but not protein.

And I think also that those girls who want to put on some weight they should not move about too much. The children, who are more active, they go to, they attend too many movies and they walk about too much, they lose weight.

But you see, I do not go to movies and I am not so active but I have to work hard because of my thesis and my **studies** I don't go out very often so how can you say this to me?

like to put on some weight but she does not take it regularly.

I was thinking the same thing.

She should have a protein diet and vitamins, specially, A and D.

Can you tell us what things or vegetables contain protein and vitamin C?

No, I think she is wrong because protein does not produce fat. She should take more carbohydrate because it goes under the muscles and produces fat and she should take more fat because fat produces fat, but protein does not.

I also think that girls who want to put on weight should not exercise too much. Children, who are more active, who attend too many movies and who walk about too much, lose weight.

I am speaking you see generally.
I am not taking the point of Miss---
or any person. It is general
opinion.

I am sorry, have you finished?
Now Mrs.--- please tell us some-
thing about the picture you saw
yesterday. We are all very
anxious to hear the story and I
believe it is one of the best
pictures in the world.

But I don't think it is the best
picture. The name of the picture
is 'Payton Place'. It is full of
sex; whether the theme is whether
the sexual instruction should be
given in high school. And Mrs.---
is saying that it should be given
and I say that there is no need of
giving this instruction in the
school because the result will be
the same.

What was the result of the story?
What happened? When one girl got
sex education and the other girl
did not get sex education, what
was the result?

They are not of the same. They
are not of the same.

Tell the story to the audience,
let them hear what happened.
Please let us hear.

There was a strict mother. She
did not allow her daughter to mix
with the boys but this girl has
got a inner tendency to mix with
the boys. But the mother was so
strict but in the long run it was

I am speaking generally, you see.
I am not taking sides with Miss---
or any person. It is (just) a
general opinion.

The theme is whether sexual instruc-
tion should be given in high school.
Mrs.--- says that it should be
given and I say that there is no
need to give this instruction in
school because the result will be
the same.

What was the outcome of the story?

They are not the same. They are
not the same.

She did not allow her daughter to
mix with boys but this girl had an
inner tendency to mix with boys.
The mother was very strict, but in
the long run it was seen that she

seen that by the, by some body this mother was entangled in sexual connection, I mean only not sexual.....

You mean love?

Yes, it was love.

She was trying to be sentimental in her old age?

Oh yes, she was trying to be sentimental and she was attacken by that fellow and at last she realized that there is a necessity of opposite.....

Anyhow, sexual instruction in schools -- I

I mean there should be some connection between opposite sex.

But what is your opinion in this connection?

I don't like that this thing should be given in schools -- I mean this instruction should be given in schools.

No?, Why don't you like?

Why?

The tendency will be the same: whether they will be instructed or not, the tendency will be the same.

What do you mean by this tendency?

I mean this inclination for mixing with the boys or the boys with the girls.

herself was sexually involved. I don't mean only sexual...

Was she trying to be sentimental in her old age?

Oh yes, she was trying to be sentimental and she was attacked by that fellow and at last she realized that there is a necessity for the opposite.....

I mean there should be some contact of the sexes with one another.

But what is your opinion about this?

I don't think that this thing should be given in schools -- I mean this instruction should be given in schools.

No? Why not?

whether they are instructed or not the tendency will be the same.

I mean this inclination for mixing with boys or boys with girls.

Do you think it is inherited or inborn? This tendency?

Generally, I mean mostly, in most cases, it is inherited.

Not the least. How can you say that it is inherited?

Sex is there always.

Sex is there, you know, the instinct we don't believe in the say instinct we cannot say that the urges are there. But you know they are learned things.

It is the environment they are brought up. Much depend on the environment much depend on...

But the point is here Mrs.--- that you did not tell the audience that it was said the boys, girls like sex, sex education or sex life as much as boys. So it is not the fault of the boy, it is also the fault of the girl.

No, I have said that everybody has got the tendency whether they are instructed or they are not instructed.

No, but.....

You see, sex tendency.

I mean this sex tendency.

What do you mean by tendency?

I mean, to mix with the boys or to mix with the girls.

But it is the question of giving sex education.

Not in the least.

Sex is always there (present).

Sex is there. If we don't believe in the instinct we cannot say that the urges are there.

It is by the environment that they are developed. Much depends on the environment.

But the point is here Mrs.--- you did not tell the audience that girls like sex, sex education or sex life as much as boys. So it is not entirely the fault of the boy it is also the fault of the girl.

No, I said that everybody has the tendency whether they are instructed or not.

You see, the sex tendency.

I mean, mixing with the boys or with the girls.

But the question is about giving sex education.

Yes.

Whether we should give sex education in the high school, at the high school stage or we should not give, this is the question.

Yes.

I think all the boys and girls have the tendency but the point is this; whether we are going to give sex education to boys or not. Do you agree?

Mrs.--- I mean in your opinion is this sex tendency a bad thing? Because you are saying that this tendency will remain as if it is a, it is some, you know, a bad thing which is imposed or which is thrown by God and it is there. I mean, I think this tendency is not bad thing.

No I don't think it is bad but what is the need of giving this education in school?

I think high school age is the most proper age for giving this instruction, because you see, they can act better, they can live better when they know these problems. Their life will be better and they will be able to adjust themselves in societies.

(Yes yes)

Do you think so that they are not curious about the sex at this stage?

... Yes...

Do not they get sex education? Sexual information I mean to say.

Whether we should give sex education in the high school (at the high school stage) or whether we shouldn't, this is the question:

I think all boys and girls have the tendency, but the point is this:

Because you say that this tendency will remain as if it is a bad thing which is imposed or which is ordained by God and it is just there. I think this tendency is not a bad thing.

No, I don't think it is bad but what need is there to give this education in school?

I think the high school age is the most appropriate age to give this instruction because they can act better, they can live better when they know about these problems. Their lives will be better and they will be able to adjust themselves in society.

Do you think that they are not curious about sex at this stage?

Don't they get sex education?

What is the need of giving the sexual information?

Somehow or other they are getting the sex information. I think it is better to give.

What is the benefit of it?

They will act accordingly, you see, and will not make any mistakes. When they don't know they make many many blunder mistakes, to avoid those mistakes, we need to give this education.

What kind of mistakes do you expect from them?

Practical or rather theoretical?

What need is there for giving sexual information?

Somehow or other they get sex information. I think it is better to give it to them.

When they don't know they make many many blunders; to avoid those mistakes, we need to give this education.

X

Would you like to give us something concerning your past history?

Yes, surely. I pass my Matriculation examination in 1951 and soon after that I came to Lahore and I join my midwifery training and after completion of that I join the public health course and that was the course of two years. And then after finishing that I wish to join the general nursing training because I like it very much specially the uniform that nurses wear I like that uniform, and due to that I join the general nursing training and I have completed my general nursing training including male nursing training in

Would you like to tell us something concerning your past history?

I passed my Matriculation examination in 1951. Soon after that I came to Lahore and I enrolled in midwifery training. After completion of that I enrolled in the public health course — that was a two-year course. After finishing that I wanted to join the general nursing training because I liked it very much specially the uniform of the nurses, so I enrolled in general nursing training. I completed my general nursing training including male nursing training in two years. After that I was appointed to the Public Health Nursing School at

two years. And after that I was appointed in the Public Health Nursing School at Lahore, which is the training institution for the new public health girls. So I was working there in charge of one such a big center, and I have four lady health visitors. And after two years I was selected to come here and to take another as a refresher course as a post-graduate study in public health. So, I came here and after completion this course, I think, I will return to my previous post.

May I ask you one question? I mean what do you mean by male nursing and general nursing? What is the difference?

You know, there are in -- when we are going to take nursing training -- there are sections and we have to know about every section. Supposing one is midwifery that we have to deal with the specially with the pregnant mother and delivery and that's all; and one is a gynecology -- that relates with the diseases of the females. And then one is a male training and in that we concern with the, we should also know about the disease of the male so we will have the better work to do.

Miss--?

Yes.

May I ask you the name of the institution from where you pass your Matric?

Lahore, which is the training institution for the new public health girls. So, I was working there in charge of a big center, and I had four lady health visitors. After two years I was selected to come here to take a refresher course as a post-graduate student in public health. So, I came here and after completion of this course, I think, I will return to my previous post.

Suppose, one is midwifery; in that we have to deal with pregnant mothers and delivery and that's all, one is gynecology -- that relates to (deals with) the diseases of females. And then one is male training, and in that we **learn about the diseases of the male so that we can do our work better.**

May I ask you the name of the institution from which you passed your Matric?

It was V.M. Girls' School, V.M. Girls' High School at Bogra. After my Matriculation examination I joined Public Health training course and there two years and three months I took my training. And after that I was working three and half years there. And last October I came here and I like so much Beirut and the University I cannot explain it. And I am learning here so many new things which were not included in our course Pakistan. There is one course we are learning here this is 'mental hygiene'. This is very new subject and it is I think Miss--- it is in 1944 I think it is included in this course. Is it?

I think so. I am not sure.

I mean, in this mental hygiene do you study the same adjustment problems?

Yes, yes.

I mean psychologically?

Yes, yes.

Miss--- may I ask you something concerning your qualifications and institutions where you studied?

First, I passed my Middle examination at Pindadan Khan and there was no high school so I left my school. Then I passed my dispensary course -- it was for one year then I left that after passing. I join nursing training in 1951. I complete my general nursing training including five subjects in 1954.

After my Matriculation examination I joined (enrolled in) the Public Health training course and I took my training there for two years and three months. After that I worked three and a half years there. Last October I came here and I like Beirut and the University so much that I can't express it. I am learning so many new things here which were not included in our course in Pakistan. There is one course we are taking here called 'mental hygiene'. This is a very new subject and I think, Miss---, it was in 1944 that it was first included in this course. Is that right? (Am I right?)

Miss--- may I ask you something concerning your qualifications and the institutions where you studied?

First, I passed my Middle examination at Pindadan Khan and as there was no high school there I couldn't continue my studies. Then I passed my dispensary course -- it was for one year. After that I enrolled in nursing training in 1951. I completed my general nursing training with five subjects in 1954.

From Lahore?

From Lahore. From Lady Aitchison Hospital, Lahore. Then I passed my Matriculation examination in 1955 and now I have come here for my public health course.

By the way, were you working in the Civil Hospital, Sargoda?

No.

But you were in Sargoda I think?

No.

But you are originally from Sargoda?

Yes.

Will you ask me something about my history also?

Come along, come along my dear lady.

My brilliant history I mean, you see, I passed my Matriculation examination in 1947 with first division and distinction in Mathematics from India. And then I passed my Intermediate examination from India in second division. Then I went to join Muslim University, Aligar; from there I passed my B.A. with English literature, education and Persian as my subjects.

Is there any education subject?

Yes, in Muslim University, Aligar, there is education and that is called education and not psychology.

I passed my Matriculation examination in 1955. Now, I am here for my public health course.

By the way, did you work in the Civil Hospital, Sargoda?

But you were in Sargoda, weren't you?

Do you want to ask me something about my history also?

Then I passed my Intermediate examination from India in the second division. Then I went to enrol in the Muslim University, Aligar; I passed my B.A. examinations there (I obtained my B.A. from there) with English literature, education and Persian as my subjects.

Is education offered as a subject?

Yes, in the Muslim University, Aligar, education is offered. It is called education, not psychology.

What do they teach there?

Education mostly.

All the sorts of education?

All sorts of education?

Yes.

Concerning which aspects of education?

It is psychology of education but it is called education. About the school problems and children and all -- the adjustment of the teachers.

You mean that it was one of the subjects for your B.A.?

Yes, of course it was. Education, it was called education.

Then you studied education in B.A. and then you took your B.T. training too?

No, then I join M.A. In psychology I did my M.A. and after passing my M.A. I did my B.T. in first division and then I came to Pakistan and served for two years in an elementary school and I was given the scholarship, and I came here and I am enjoying.

Only enjoy?

Thank you so much.

Now, we want to listen from you something.

Concerning my past history?

Yes, of course.

No, then I enrolled in an M.A. class. I obtained my M.A. in psychology. After that I finished my B.T. in the first division. Then I went to Pakistan and served for two years in an elementary school. I was given a scholarship, I came here and I am enjoying it.

Only enjoying it?

Thank you very much.

Now, we want to listen to something from you.

If you are interested in -- come on -- let's I mean, you mean, very past when I was born or should I just tell you something after?

From the day you born.

From the day? You know, when I was born my parents they used to live in Ludhiana district in East Punjab. After two or three years, my father was not at home by the way when I was born, because he was serving in Burma as a Farm Officer. After, when I was of five years age, my mother, she forced me to go to one of the elementary schools near by; but they say I did not like the idea altogether and I rather prefer to -- you know -- stick to my mother. And so, poor fellow, she was forced to give me some coaching in home, and I was supposed to be a child they thought "Yah, this child, she is going to spoil the reputation of the family, she won't get education." Because I did not like the idea of studying altogether. But after two or three years I joined fifth class and then after some time -- I think let's why to prolong this thing, come along Mrs.-----.

Yes, inspite of that you are proving yourself a brilliant student.

That's the idea. Because in the beginning I used to be so much attached with my mother, really, that I did not like the idea. But after some time when one of my cousin sisters she used to go to a

Do you mean long ago (the distant past) when I was born or should I just tell about things that happened afterwards?

From the day you were born.

From the day I was born? When I was born my parents lived in Ludhiana district in East Punjab. By the way, when I was born my father was not at home, because he was serving in Burma as a Farm Officer. When I was five years old, my mother forced me to go to one of the elementary schools nearby; but they say I didn't like the idea at all, I rather preferred to -- you know -- stick to my mother. So, poor woman, she was forced to give me some coaching at home. I was supposed to be a spoiled child and they often remarked, "Yah, this child, she is going to spoil the reputation of the family, she won't get any education." Because I didn't like the idea of studying at all. But after two or three years I entered the fifth class and then after some time -- what's the use of prolonging the story? Do you want to say something?

Because in the beginning I used to be so very attached to my mother, really, that I did not like the idea. But after some time when one of my cousin (sister) went to a school, my parents persuaded me that

school and I was rather, you know, entrapped by my parents that the school is a very good thing. And there was a teacher whom we used to call aunty because she was a friend of my mother and I think only because to that old lady, I was, I started my studies and I think I should be thankful of that old lady because she rather attracted me.

Can you tell me why I like you so much?

Of course.

Because, I think she is good.

Thank you so much good ladies because I am rather -- just ask my mother because she will comment on my eyes then you will come to know whether I am beautiful or not because she says that my eyes they are not only small but they are -- you know -- too deep in your eye-pits and the worst come to the worst and the eyesight is weak so it means the problem has worsen that I am not at all beautiful.

But, you see, I think your eyes are very beautiful.

Dear lady don't try to flatter me in my this old age.

No no, it is very attractive also.

And this is not only the beauty I mean physical beauty but intellectual beauty I perceive in you.

Thank you very much, my dear lady.

school is a very good place. And moreover, there was a teacher whom we used to call aunty because she was a friend of my mother. I think it was because of that old lady that I started my studies and I should be thankful to that old lady because she attracted me to school-work.

I think it is because she is good.

Thank you very much good ladies. Just ask my mother and she will comment on my eyes then you will know whether I am beautiful or not. She says that my eyes are not only small but too deep in my eye-sockets. The worst of all is that my eyesight is weak and it means that the problem has become worse and that I am not at all beautiful.

Dear lady don't try to flatter me in my old age.

And it is not only physical beauty but also intellectual beauty I perceive in you.

Miss--- come along, let's know something about your education.

My name shows that I am from Europe but I am not from Europe at all, but I am Pakistani. And another thing that I took my education in Amritshar, Lahore, it is in India. And after that my father died and then I took this training -- nursing training I mean in Ludhiana, now that is too in India. Then I worked in Peshawar and after that I did my midwifery. After that I did my Matric. After that I did my male training in Karachi and after that I did my public health course, again in Peshawar. And now I am in Beirut, so now you can imagine that whole of my life is spending in studying and studying till I die I think.

When you are going to marry?

Miss--- I would like to ask you one thing if you are a student of Miss Brown's Hospital.

Yes.

Do you remember that lady?

Yes.

Wonderful, Dr. Brown?

Yes.

She died now. You know, she was a missionary worker and she was very nice. They say that they have nationalized the college too.

Miss--- let's hear something about you.

My name indicates (implies) that I am from Europe but I am not from Europe at all; I am a Pakistani. I had my early education in Amritshar, Punjab which is in India now. After the death of my father I took nursing training in Ludhiana, now that, too, is in India.

After that I passed my Matric. After passing the Matriculation I took male nursing training in Karachi, and then I took a course in Public Health, again in Peshawar. Now, I am in Beirut. So you can imagine that the whole of my life has been spent in studying and studying till I think I will die.

When are you going to marry?

Miss--- I would like to ask you one thing: were you a student in Miss Brown's Hospital?

She is dead now.

I have seen and I have met her many times when I used to go to inspect the -- her centers working under her.

I have seen her with the vase and full of water and planting the trees herself in her age of eighties you know.

And I have seen her in clothes with patches --. So, she was earning a lot but she was devoting all the money for the sake of the hospital and the poor.

Yes, Mrs.---, what did you say?

I wanted to know, are you going to marry or not?

I think, I should not marry because now I am nearly forty and this is not the age for marriage.

What? Forty?

Not forty but I should say nearly forty.

Miss--- I mean, I don't believe in the problem of age is ever there if one wants to marry.

But in my mind, I think it is.

Can I sing a song?

I saw and met her many times when I went to inspect the centers under her supervision.

I saw her with a vase full of water, planting trees herself; and she was in her eighties, you know.

I saw her in clothes with patches. She earned a lot but she gave all the money to the hospital and the poor.

Miss--- I mean, I don't believe the problem of age is ever there if one wants to marry.

May I sing a song?

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