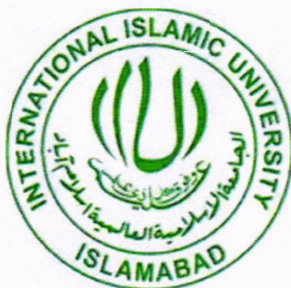


**ERRORS OF PREPOSITIONS: A CASE STUDY OF  
UNDERGRADUATES AT GOVERNMENT COLLEGE  
SATELLITE TOWN RAWALPINDI**



A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTERS OF PHILOSOPHY IN ENGLISH

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TAE

1 - Basic English

2 - English language - usage

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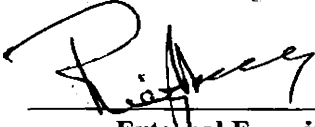
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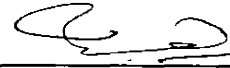
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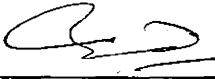
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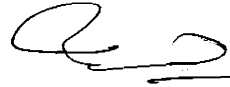
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## **ATTRIBUTION**

I ATTRIBUTE MY THIS HUMBLE RESEARCH WORK AND ANY OTHER  
ACHIEVEMENT IN MY LIFE TO THE MERCY OF

## **ALLAH ALMIGHTY**

WHO IS LORD OF ALL THE WORLDS, WITHOUT WHOSE WILL AND BLESSINGS,  
NOTHING IS POSSIBLE IN THIS WORLD, NOR, IN THE WORLD HEREAFTER.  
IN WHOSE BLESSINGS AND MERCY, I HAVE MY UTMOST BELIEF; WHO IS MY  
SUSTAINER AND SAVIOUR IN EVERY MATTER OF MY LIFE; FROM WHOM I  
REQUEST WHAT I NEED AND TO WHOM I BOW DOWN IN MY WORRIES; TO  
WHOM I PRAY FOR THIS BLESSINGS IN THIS WORLD AND TO WHOM I TURN  
TO ATTAIN MERCY IN THE WORLD HEREAFTER;

SO

I HUMBLY THANK MY LORD FOR EVERYTHING HE HAS GRANTED ME.

## ACKNOWLEDGEMENTS

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I express my utmost gratitude to my Supervisor Dr. Ayaz Afsar, who provided me guidance at each and every step with dedication and sincerity of heart, and who always encouraged me in completing the thesis in putting on the way guided toward genuine research work.

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Last but not least, I wish my particular thanks and recognition to my parents, my wife, my kids, who sacrificed a lot and all my close kin who have been a big source of encouragement, prayers and support to me during the completion of my study.

## DECLARATION

I, Tasaddug Hussain, registration No. 39- Fll/M.Phil English/ F-06, a student of M.Phil/ MS in English at International Islamic University Islamabad, do hereby solemnly declare that the thesis entitled, "Errors of Prepositions: A Case Study of Undergraduate at Government College Satellite Town Rawalpindi", submitted by me in partial fulfillment of the requirements for the degree of Masters of Philosophy in English, is my original work, except where otherwise acknowledged in the thesis, and has not been submitted or published earlier and shall not be submitted in future for obtaining any degree from this or any other university.

Dated. \_\_\_\_\_

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Tasaddug Hussain

## **ABSTRACT**

This study analyzes errors of prepositions of undergraduate students of Government Collage Satellite Town Rawalpindi. The study finds some important factors which are responsible for making errors. The study is divided into two parts. In the first part, data has been analyzed by applying Etherton's (1977) model of error analysis. The main reason of these prepositional errors seems to be the interference of Urdu language and there are also some other language problems which are the causes of prepositional errors. In the second part, the percentage regarding errors of prepositions has been shown through diagrams with reference to six selected prepositions in four samples of writings i.e. Essay Writing, Report Writing, Letter Writing and Translation. It was found that the percentage of errors of prepositions regarding substitution is far higher than errors of addition and omission.



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## Abbreviations Used in the Thesis

- |     |     |                                      |
|-----|-----|--------------------------------------|
| 1.  | EA  | Error Analysis                       |
| 2.  | ESL | English as a Second Language         |
| 3.  | FL  | Foreign Language                     |
| 4.  | GTM | Grammar Translation Method           |
| 5.  | L1  | First Language                       |
| 6.  | L2  | Second Language                      |
| 7.  | OLP | Other Language Problems              |
| 8.  | PEA | Prepositional Errors of Addition     |
| 9.  | PEO | Prepositional Errors of Omission     |
| 10. | PES | Prepositional Errors of Substitution |
| 11. | TL  | Target Language                      |

## CHAPTER 1

### INTRODUCTION

Errors are common features of a language learner's life. The important question is whether errors are made because of lack of attention or owing to some other reasons. What are the rules of error correction and can they be applied without hurting the feelings of the students? Pages covered with red ink are disheartening to the student who has put hours of effort into the exercise but the job of the teacher is to indicate the error and to correct it. In the process of foreign language learning, students make many errors but this study is restricted to the discussion of the errors of prepositions only. The researcher, while interacting with the students in classrooms found that they were often hesitant in learning English language and one of the most inhibiting factor in learning and using foreign language was the fear of looking stupid by making silly mistakes. Being an English language teacher, the researcher has observed that students have a lot of problems in using correct prepositions. To make the writing effective and to avoid making errors of prepositions, the undergraduate students have to know the correct use of prepositions that suits their writing.

Prepositions according to Lawal (2004) indicate various relationships between words or phrases in sentences. The relationship includes those of time, points, position, direction and various degrees of mental or emotional attitudes. Agoi (2003) also described preposition as a word or group of words used with a noun or noun equivalents to show the link between that noun which it governs and another word. The prepositions, however, are grouped into simple, participial and phrasal types. Prepositions like other parts of speech are frequently misused. This misuse is otherwise referred to as an error. It is an instance of deviation from the norm of the correct usage (Opara, 2001).

One major error observed in the student's writing and everyday speech is prepositional error. The notion of correctness as far as prepositional use depends on linguistic competence and performance of the learner or speaker. Analysis of these errors especially in second language learning situation is a learning device. This explains why Yankson (2000) stresses that the errors in language learning are significant.

It has been observed that majority of the students feels much difficulty in the proper use of prepositions and they make many errors. This study aims at providing a comprehensive analysis of errors of prepositions by

identifying their possible reasons. It is a fact that every language has its own rules of sentence structure. English and Urdu have some commonalities and some differences. In both languages, most of the parts of speech have more or less their possible equivalents except the prepositions. In this study, different samples of writings that are "essays", "reports", "letters" and "translations" of students have been analyzed according to the model of Error Analysis given by Etherton (1977) because this model is comprehensive as compared to other models which have been discussed in detail in the second chapter.

### **1.1 Statement of the Problem.**

During the process of analysing the scripts of undergraduate students, it was observed that the students make errors of prepositions regarding six one-word selected prepositions, those are **for, from, in, of, on** and **with**. These errors were made regarding the substitution, addition and omission of chosen prepositions. The study intends to find out the possible reasons for making such errors.

### **1.2 Significance of the Study**

The present study contributes to highlight the fact that undergraduate students make many errors in the use of prepositions. Students of English language find it

difficult to use appropriate prepositions and develop the right concept of their use. The study is also important as it will raise awareness among teachers regarding the effective way of teaching prepositions to their students about the correct use of prepositions. It will also help them to teach English prepositions in such a way that the students may avoid the interference of Urdu language and overcome other language problems (OLP). As a result, this study will be highly beneficial for the teachers in teaching the correct use of prepositions.

### **1.3 Research Questions**

1. What types of errors of prepositions are made by undergraduate students?
2. What are the causes of errors of prepositions?

### **1.4 Delimitation of the Study**

There are three types of prepositions, i.e. one-word prepositions like in, on, at, of etc, two-word prepositions such as within, into and three-word prepositions such as within from, in accordance with. The present study is restricted to only six one-word prepositions and the selected prepositions are **for, from, in, of, on, and with**. The reason for selecting these one-word prepositions for

analysis is that the chosen prepositions have been excessively used by the undergraduate students in the data and they are very common as far as their use among the students is concerned. This fact has been witnessed by the researcher while analysing the forty scripts of undergraduates after the process of data collection.

### **1.5 Overview of Research Methodology**

Forty scripts of undergraduates studying at Govt. College Satellite Town, Rawalpindi were selected for the process of data analysis. Twenty scripts were of science students and twenty were of arts students. The selected samples were essays, reports, letters and translation. The study has been divided into two parts. Part one is the main part of this study which deals with the detailed analysis of errors of prepositions through the application of Etherton's (1977) model of Error Analysis whereas part two describes the percentage of errors of selected prepositions in selected four forms of writings of students using quantitative approach. In this way, the study will describe what will be the percentage of errors in six selected prepositions as well as the percentage of errors with respect to substitution, addition and omission. For the analysis of errors of prepositions with regard to Etherton's Model, three tables have been drawn. The



original sentences of the students alongwith every error including the errors of six selected prepositions have been written with their possible Urdu translation. The different uses of the selected prepositions in English language have also been shown. Further, the reasons for these prepositional errors have been mentioned and the percentage of these errors has also been shown.

### **1.5.1 Analysis Through the Pre-Selected Category Approach (Part-I)**

In this part of the study, Etherton's model was applied for data analysis. On the contrary, other models of error analysis like the model of S.P. Corder (1967) and Hudson (1977) take more time for application in getting required results. Through Etherton's model, the scripts of the students were analyzed. Four groups were formed randomly and different samples of free writings were assigned to them. This model suggests the lists of headings for starting the work of classifying errors. The errors were found to fill into the categories and the investigation takes on certain categories and errors can be sorted out in terms of predetermined error type.

### **1.5.2 Analysis Through Percentage of Selected Prepositions in Samples of Writings (Part-II)**

In the second part, the collected samples regarding errors of prepositions will be analyzed through the percentage with regard to selected forms of writings. The data was collected from different samples of writings which have been mentioned before. The main purpose of this part is to identify the percentage of errors of selected prepositions. The analysis will be presented in tabular and diagrammatic form followed by a detailed explanation and discussion.

### **1.6 Organization of the Study**

The study has been divided into five chapters. Chapter One describes statement of the problem, significance of the study, research questions, overview of research methodology and organization of the study. Chapter Two is based on literature review. It gives details about error analysis and its relevance to language teaching. It offers different approaches for error analysis. In this chapter, different models have been discussed including the model proposed by Etherton. Chapter Three is about the process of data collection. It describes briefly the process of data

analysis. Chapter Four is based on the actual data analysis and it also explains in detail the major causes of errors of prepositions. It highlights the percentage among different categories of errors of prepositions by using tables and diagrams. Chapter Five sums up the whole thesis.

## CHAPTER 2

### LITERATURE REVIEW

English occupies the status of second language in Pakistani education system at both school and college level. However, learning English as L2 is not an easy task. According to Brown (2000), in order to master English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching in Pakistan is currently focusing mainly on the teaching and learning of two language skills, reading and writing. The researcher has analyzed by examining the scripts of the students that they make many errors of prepositions despite learning them for several years and this fact has been witnessed by the researcher while examining answer scripts of the students of Rawalpindi and Federal Boards of Examinations and University of The Punjab. The students are weak in English, especially in their writing skills. They make errors in all aspects of language. So the need is to analyze their errors and find out the reasons for their errors.

## 2.1 Error Analysis

Error analysis is a compulsory process in teaching-learning situations. Teachers have, since the time immemorial, been analyzing and correcting the errors of their pupils irrespective of the field of study. Some teachers view the errors of the students as positive signs of progress; many dislike them and take a strict stance that errors should not be made. From the very beginning, they lay stress on accuracy at each and every step of progress in teaching-learning process (John Norrish, 1982).

The field of Error Analysis in Second Language Acquisition (SLA) was established in 1970s by S.P. Corder (1967) and his colleagues, Henry Widdowson and Alan Davies. A widely available survey can be found in chapter eight of Brown (2000). A key finding of EA has been that many learners' errors were produced because of learners' misunderstanding of the rules of the new language. Error Analysis is a type of linguistic study that focuses on the errors which learners make. Errors used to be "flaws" that needed to be eradicated. Corder presented a completely different point of view. He was of the opinion that errors are important for teacher and learner. In his opinion, systematically analyzing errors made by language learners makes it possible to determine areas that need

reinforcement in teaching. EA emphasizes, "The significance of errors in learners' interlanguages system" (Brown, 1994, P. 204). The term *interlanguages* introduced by Selinker (1972), refers to the systematic knowledge of L2 which is independent on both the learner's L1 and TL.

According to Corder (1967), EA has two objectives: one theoretical and another applied. The theoretical objective is to understand what and how a learner learns when he studies an L2. The applied objective is to enable the learner to learn more efficiently by using the knowledge of his/her dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic (to point out the problem) and prognostic (to make plans to solve a problem). Corder is of the view that it is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems.

EA research has limitations of providing only a partial picture of learner's language, and having a substantive nature in that, it does not take into account avoidance strategy in SLA, since EA only investigates what learners do. Learners who avoided the sentence structures which they

found difficult due to the differences between their native language and TL may be viewed to have no difficulty. This was pointed out by Brown (1994) and Ellis (1996).

James (1988) is of the view that errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are made by learners. Since grammar is seen only as a means to an end, some learners tend to re-emphasize its importance and in the process, they make many errors. The learners usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. Such errors can be seen clearly in the learners' written performance (Nik Safiah, 1978). The problems that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentences etc.

It is a fact that there lies a strong relevance between EA and language teaching. Learning a FL is a step-by-step process, during which errors or mistakes are to be expected. Corder (1967) states that errors are the visible proof that learning is taking place. He has emphasized that errors, if studied systematically, can provide significant insights into how a language is actually learned by a

foreigner. He is of the view that for language teachers, the study of students' errors is of great importance.

Corder (1967) further says that errors provide feedback; they tell the teachers something about the effectiveness of his teaching. Another researcher of EA, J. C. Richards in his book, "Perspectives of Second Language Acquisition", argues that many of the learners' errors happen due to the strategies that they use in language acquisition, especially in their L2. The problem includes the reciprocal interference of the target language items; i.e negative effect of their prior knowledge of their L1 on their absorption of L2. In this situation, EA would allow teachers to figure out on what areas to be focused and what kind of attention is needed in L2 classroom.

Weireesh (1991) also considers learners' errors to be of particular importance because the making of errors is a device, the learners use in order to learn. According to him, EA is a valuable aid to identify and explain difficulties faced by learners. He goes on to say that EA serves as a reliable feedback to design a remedial teaching method. Sercombe (2000) explains that EA serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain



information about common difficulties in language learning and thirdly, to find out how people learn a language.

Stark (2001) is of the view that the teachers need to view students' errors positively and should not regard them as the learners' failure to grasp the rules and structures but view the errors as process of learning. He subscribes to the view that errors are normal and inevitable features of learning. He adds that errors are essential condition of learning.

Vahdatinejad (2008) is of the view that EA can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remedial, which is needed for errors. There are many causes of errors but before describing these causes of errors, it is essential to define preposition because this study is restricted to only errors of prepositions. According to the "Longman Dictionary of Language Teaching and Applied Linguistics" (Richards & Schmidt, 2002), a preposition is "a word used

with NOUNS, PRONOUNS and GERUNDS to link them grammatically to other words" (p. 414).

## **2.2 Causes of Errors**

Some teachers more or less would point out that the learners make errors because of the careless attitude and lack of interest in their studies. Others may point out the fact that first language interference is one of the major causes of these types of errors. Norrish in his book entitled "Language Learners and Their Errors" (1982, pp. 21-42) has discussed these causes in detail.

According to the opinion of behaviorists, the process of learning a language is related to habit formation. This fact is applicable not only with the learning of the mother tongue but also applicable in learning foreign or second language. A learner has to forget the habits of his mother tongue and adopt a new set of habits that suits to the target language if he is in the process of learning second language. B.F Skinner (1957) holds that if language is essentially a set of habits, then if we try to learn new habits, the old ones will interfere with the new ones. This is called mother tongue interference. In the classroom, the old habits must be drilled out and a new set of responses must be learnt. Greene (1975) believes that the learners do not simply become conditioned to making responses in a

learning process rather they form hypotheses about what language is and how it works. The rules are learnt and modified according to further data from the language to which the learners are exposed. He even claims on the basis of evidence that at certain times, if the grammar of a learner is not yet ready, he indeed cannot repeat what is said to him. Moreover, he advocates that there is a difference between a child learning his mother tongue and learning a foreign language in the classroom. The main differences are that in many classes, the teacher has to help as many learners as possible to develop sufficient competence in the language to pass an exam, whereas this does not occur in learning mother tongue.

Norrish (1982) is of the view that carelessness is one of the most important causes of errors on the part of learners. Because of carelessness, the learners may not attend to the lessons and they show only physical presence in the class, whereas they might be wandering somewhere else mentally like in the playground, in the theatre or may be absorbed in day dreaming. Resultantly, they cannot grasp what the teacher tells. They just pass their time and can not get anything during the course of their lessons. This carelessness is caused by lack of motivation for teaching learning process, but in this case, the students or

learners cannot be blamed wholly. There might be the case that the way of instruction is boring or the subject has no attraction for the learners. They consider it a waste of time sitting in the class and spending their time in listening to the lecture of the teacher on a useless topic and subject.

In his opinion, the errors caused by carelessness can be reduced in their written work if the learners are asked to check each other's work. This would involve them in an active search for errors and language can be used for a genuine communication while discussing these errors in the class. This kind of activity will also be equally helpful in reducing the errors of prepositions made by the learners of second language.

Another cause of learner's errors is word for word translation of idiomatic expressions from the learners' first language which creates funny situations. It is apt to make the clear distinction between interference and translation from the mother tongue or the first language. The term interference refers to what takes place is largely unconscious in the mind of the learner whereas translation is a conscious process of mind where a learner thinks in his first language and then translates these ideas word for word in target language. Errors due to this reason may

occur in two ways, one when a learner tries to translate a familiar expression in his first language into the target language. Even though he knows that there is some appropriate structure and expression; he cannot recollect and thus takes refuge in the language system he is familiar with and directly translates in the target language. The second language case may be where a learner has reached the stage of concentrating more on the message than on the structure, and he uses some kind of inter language as a half way stop over between his first language and the target language.

Norrish (1982) allows this type of inter language error on the ground that there is little evidence that making errors leads to the learning of erroneous forms. So this type of activity will not lead to erroneous forms.

Interference factor constitutes a problem of usage to most of the learners of English language especially in a second language learning situation. According to Yankson (2000), some errors are more serious than others. Both the native English Speaker and the Educated English Speaker and the Educated African Speaker of English can tolerate the second language learner's prepositional errors. He pointed out that even native speakers sometimes have problems with certain prepositional structures. Lawal (2004) also

stresses that the correct use of preposition often poses difficulties to the learners. According to them, there are not many rules guiding the use of prepositions. He added that the only potent weapon against the problems encountered in their usage is to learn them by rote, different expressions in which prepositions occur separately.

The study by Azeez (2005) reveals that misuse of prepositions is one of the observable errors in the students' use of English in the school. Out of the various uses of prepositions, the use of a preposition after an adjective is the most commonly misused preposition. This was followed by the misuse of a preposition after verb which was next in rank table correlation. The respondents were also found to frequently commit error or misuse preposition at the end of questions. The result of the study also shows that students were found to show and demonstrate good knowledge of preposition of place and avoid error of omission of definite articles in the use of preposition.

Pakistani students feel difficulties in the use of prepositions because their national language, Urdu is different from the target language which is English. Both languages differ in their script, alphabetical system,

grammatical rules and sociological backgrounds in the use of prepositions. Particularly, English enjoys its rich variety in the use of prepositions. Urdu and other regional languages of Pakistan have weak concept of using prepositions; rather they use postpositions in their sentence structure. This difference of concepts in grammatical items creates problems for the learners. Many students while translating their ideas take refuge in the literal translation of the word from L1 to L2. So they directly translate word for word and use wrong prepositions instead. Moreover, they also make these types of errors due to the interference of their first language. Intra-Language errors are those that are caused only because of target language difficulty. In English, there is difference between the use of literal use of prepositions and their idiomatic use. In idiomatic form, they convey entirely different meanings. So the learners are confused while dealing with them in this sense. The other area of difficulty for these learners is the difference between the use of prepositions in concrete sense of meaning and that of abstract sense of meaning. Abstract meanings are comparatively difficult to grasp. For example,

1. He went *through* the forest at night and did not feel scared.

2. He got *through* the exams.

In the first sentence, the preposition 'through' is used in concrete sense, hence easy to understand while in the second sentence; it is difficult to grasp the sense as it expresses some abstract meaning.

Lack of practice and environment is one of the reasons for learners' difficulty because they find less chances of communication in English. Only a small part of their school or college hours is devoted to this activity and the rest of the time, they remain cut off. If they have enough opportunity to use English in their daily communication, they may be able to avoid these errors.

### **2.3 Models for Error Analysis**

For analyzing these language errors, there are various models of error analysis given by different linguists. Corder (1967 & 1974) identified a model for error analysis which includes three stages:

1. Data collection: Recognition of idiosyncrasy
2. Description: Accounting for idiosyncratic dialect
3. Explanation: The ultimate object of error analysis

Brown (1994) and Ellis (1995) further revised this model. Ellis and Hubbard gave practical advice and provided clear examples of how to identify and analyze learners' errors. The initial step requires the selection of a corpus



of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors.

Moreover, Gass & Selinker (1994) identified six steps followed in conducting an error analysis: Collecting data, Identifying errors, Classifying errors, Quantifying errors, Analyzing source of error and Remediation for errors.

Another model of EA has been given by Hudson (1971) in which errors determined their categories.

In this approach, the errors are noted on separate cards by one error per card and then grouping these cards in boxes and gradually the sorting produces smaller and smaller groups. Afterward, these are discussed and corrected.

## **2.4 Etherton's Model of Error Analysis**

The researcher has selected model of error analysis proposed by Etherton (1977) who uses a list for classifying errors, which is quite a long one and covers a list of heading from abbreviations to the vocabulary in an alphabetical order, by classifying errors under these titles. The model of Etherton (1977) is popular among the classroom teachers who wish to check quickly whether or not and to what extent their teaching material has been learnt by their classes. Both writing and speech can be checked

through this method. It is also time saving and effective for large classes. The teacher points out the area of difficulty of the learner and corrects these types of errors easily. The model suggests that prepositional errors can be of three kinds (a) Errors of Substitution (b) Errors of Addition, and (c) Errors of Omission. The detailed discussion and presentation of this model of Error Analysis has been described in the next chapter.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The chapter deals with the research methodology of this study. The details regarding data collection, types of data, nature of sampling and data analysis have been discussed in this chapter. The chapter also elaborates the details of model selected for data analysis. First, the process of data collection is described in the following section.

#### **3.1 Data Collection**

Forty scripts of undergraduates studying at Govt. College Satellite Town, Rawalpindi were selected for the process of data analysis. The students who were chosen for this research were of two categories. Twenty of them were the students of science and the others of arts. Four groups of the students were selected for data collection as there were four sections of undergraduates studying in the college. Two selected groups were of B.Sc students and two were of B.A students and each group consisted of ten students. The students were of almost equal educational background because they had studied the same syllabus of intermediate whether they had passed F.A/F.Sc from the

Board of Intermediate and Secondary Education Rawalpindi or from any other board.

### **3.2 Types of Data**

Four samples of writings for data collection were selected which have already been discussed in Chapter 1. The reason for the selection of these samples was that these forms were part of the examination conducted by University of the Punjab for B.A/B.Sc classes. 'Report writing' and 'translation' are the part of B.Sc syllabus while 'essay writing' and 'letter writing' are the part of B.A syllabus. Ten scripts of each sample of writing were collected and then, these scripts were analyzed to find out the errors of prepositions and their possible causes.

### **3.3 Process of Data Collection**

The data was collected from four sections of B.A/ B.Sc. The first section of the students selected for writing was of B.A students and ten students were randomly selected from the present about forty students for writing in such a way that every fourth student was chosen for this purpose. The topics of each writing mode for every student were written on a paper and were given to each of them. The sample of writing which was assigned to them was, "Essay Writing". The topics of essay writing assigned to them

were," Mobile Phone, Effects of Smoking, Man and Moon, Terrorism, My Love for Rose, Unemployment, Advantages of Modern Science and God and Man". To avoid the risk of copying, different topics of essay were given to the students and they were directed to sit at a distance from one another so that they might not see the scripts of other students. They were encouraged to complete the assigned task in their own time without any fear of rushing to complete the task.

The second section was of B.Sc students and again, ten students were randomly selected in the same manner from the whole class of about forty present students out of almost seventy students for the process of data collection. Other students were given the reading task from the lesson which they all were studying. The selected students were directed to complete the task in exam conditions but without writing their roll numbers or names on the scripts provided to them by the researcher. The time to complete the assignment was thirty minutes so that they might not miss the next class as the length of period in Government colleges is forty minutes. This method of getting data was applied to all the four sections of B.A/ B.Sc. The exercise of writing for them was, "Report Writing". The topics of report writing were:

- Write a report as a Social Welfare Officer to the Director General Social Welfare Department on beggars and begging.
- Write a report on petrol hike to the editor of "The News", being the reporter of the same newspaper.
- As a news reporter, make a report on "The usage of mobile phone among the students".
- Write a report to the editor of a newspaper on wasteful expenditure on weddings.

The students had not prepared the assigned topics in advance. It was a kind of free writing and the selected class was taught by the colleague of the researcher. Afterwards, he was also informed about the purpose of this activity.

The third group whose writings were collected for data analysis, was of B.A students. Ten students were randomly selected for this purpose in a way which has already been discussed in previous lines and they were asked to write a letter on different given topics. The topics were:

- Write a letter to the Area Manager of the Commercial Bank, requesting him to open a branch of bank in your area.
- Write a letter to the Chairman Railway Board about the problems of Railway travelers.

- Write a letter to your officer reporting the theft of certain articles from your office. You discovered this theft on the morning, you arrived in the office.
- Write a letter to the Editor of a newspaper on the need of having a better library.
- Write a letter to the Manager of a cotton factory requesting him to allow you and your class fellows to visit the factory and its parts.
- Write a letter to the Medical Superintendent of a government hospital about the medical treatment and available drugs.

The fourth and last selected group for data collection was of Science students. The students were assigned different paragraphs of Urdu to translate into English which are given in Appendix 4. Again, it was made ascertained that students had not translated them in advance. The total number of scripts which were collected for the analysis of the data was forty including all the selected samples.

It is worth mentioning that the researcher did not select the answer scripts of the university papers of the students because the questions given in the university examination are generally prepared in advance by the students and the utmost guidance and preparation is also

given to the students by the teachers to show the good results in the university examination. So, if the university scripts of students had been selected for data analysis, the genuine data might not have been collected. Keeping this factor in view, the students were given those topics for writings which were quite new for them and they had not prepared them in advance.

### **3.4 Nature of Sampling**

The procedure of random sampling was adopted to get the authentic results and it was very convenient because this procedure of sampling was easy to carry out in this regard that the data was collected within one month as the research was confined to only one college. Hence the process of data collection was not much time taking. In short, it can be said that sampling was easy and convenient for the researcher.

### **3.5 Data analysis**

The model of Error Analysis given by Etherton (1977) was chosen for the process of analyzing errors of prepositions. This model sets up one's categories of error, based on a set of preconceptions about the learner's most common problems. An administrative advantage of this type of survey, however, is that it is easier and quicker to carry



out, since errors are simply indicated as ticks on a list of categories. Etherton suggests a long list of headings for starting the work of classifying errors but the researcher took only the headings of this model of error analysis related to prepositional errors as this study is restricted to only errors of prepositions.

Etherton (1977) has described in his model of error analysis that there are three categories of errors of prepositions which are:

#### **Categories of prepositional errors**

Substitution of Prepositions

Addition of Prepositions

Omission of Prepositions

It is described by Etherton that the students make prepositional errors and they substitute prepositions and can not distinguish between the insertion of right and wrong prepositions. For example,

1. The patient died from malaria.
2. The patient died of malaria.

In the first sentence, preposition "from" has been substituted for "of". Sometimes, the learner uses preposition unnecessarily where no preposition is required. These types of prepositional errors are frequently found in the writings of undergraduate students. For example,

17/11/05

1. He married with his cousin.
2. He married his cousin.

In the first sentence, the student has inserted the preposition "with" whereas no preposition is required for writing the correct sentence.

Etherton's model of error analysis shows that the learner does not use any preposition when it is required. The following sentence produced by a learner is a fine example in this context,

1. John goes university daily.
2. John goes to university daily.

In the first sentence, the student has omitted the preposition "to" which should have been inserted for writing the correct sentence.

Etherton (1977) has described some important points in this context. First, he indicates that it is important that the material from which the errors are taken is as representative of the student's standard of work as possible. It must also be free writing; guided writing will not allow certain errors and those may not be a representative selection, though it may be possible that teachers will wish to check the errors produced in guided writing too.

The reason for selecting this model is that it takes less time in application and the errors can easily be divided into three categories, i.e. errors of substitution, addition and omission. It's worth mentioning that all samples of original writings of students along with their errors of every kind have been presented in scanned form in the appendices and the quoted sentences in fourth chapter are also in the original form i.e. with every sort of error. Appendix 1 is specified for essays and appendices 2,3 and 4 are specified for reports, letters and translation respectively. No doubt, that the students have made various errors of various categories but this study is restricted only to, **"Errors of Prepositions"**. The process of data analysis was that three tables were drawn for the analysis. In the first table, all the selected one word prepositions were written alongwith their general translation in Urdu language. Table two was allocated for all misused one word prepositions in four selected samples of undergraduates' writings. Six selected prepositions for data analysis were highlighted in this table. Table three exhibits all prepositional errors in the six selected prepositions. All English sentences which contained prepositional errors of six selected prepositions regarding their substitution, addition and omission from all the

selected samples and the possible Urdu translation of the given sentences were written preposition wise. After that, the sentences which contained errors of selected prepositions because of other language problems had also been shown separately with different prepositions. The analysis was made through the application of Etherton's model and then the reasons for these prepositional errors were discussed in detail. Different diagrams were made to show the percentage of prepositional errors with regard to six selected prepositions and their errors of substitution, addition and omission. The next chapter is allocated for the actual analysis of data.

## CHAPTER 4

### DATA ANALYSIS

This chapter is about the process of data analysis. The researcher has examined the errors of prepositions in the scripts of undergraduates in selected forms. After the analysis, the possible reasons for these prepositional errors have been discussed and explained. For analysis of errors of prepositions with regard to Etherton's (1977) model, three tables have been drawn.

#### 4.1 Description of Data

In the first table, all the prepositions which undergraduate students have used in all selected modes have been shown alongwith their possible Urdu translation. In the second table, all the prepositions which have been misused are shown and six prepositions which have been selected for research purpose have been highlighted in an alphabetical order. Afterwards, the different uses of these six selected prepositions in English language have been written in detail. All the original sentences with so many errors like the errors of spellings, tenses, grammar etc. alongwith the problem of proper insertion of the selected prepositions, have been written separately with regard to

six chosen prepositions and their general Urdu translation. In the third table, total errors of selected prepositions in all samples of writing have been shown. Six diagrams are drawn which exhibit the percentage of errors with regard to six prepositions and their substitution, addition and omission.

**Table 1: One Word Prepositions**

Preposition in English Language	Approximate meaning in Urdu Language	Preposition in English Language	Approximate meaning in Urdu Language
About	Kay bary main	Near	Nazdeek
After	Baad	Of	Ka, ki, kay
Against	Khilaaf	On	Par
Among	Darmiyaan	Opposite	Mukhalif
At	Par	Than	Banisbat
Before	Pehley	Through	Aar paar
Between	Darmiyaan	To	Ko
By	Bazria	Under	Neechay
During	Doraan	Up	Ooper
For	Kay liyay	Upon	Par, ooper
From	Sa	With	Saath
In	Mai		

The above table exhibits one word prepositions generally used in English language and their general translation in Urdu language. The table consists of four columns. In column one and three, one word prepositions of English language which are commonly used have been written while in column two and four, their possible equivalents in Urdu language are given.

For the detailed analysis, errors of the prepositions have been examined by the researcher and then the explanation of the reasons of these errors has also been discussed in detail in this chapter.

**Table 2: All Misused Prepositions**

For	From	In	Of	On	With
To	At	By	Through	Before	After
About	Opposite	Out	Up	Over	Between

The above drawn table shows all the prepositions which are not properly inserted by the students at graduation level. Six prepositions have been highlighted because only these prepositions have been taken into consideration as far as their use by the students is concerned.

It is a fact that English language is very rich in the use of prepositions as compared to Urdu language. One preposition in English language performs many roles in

different contexts. Six tables have been drawn in which the use of six selected prepositions under the influence of Urdu language has been given. The original sentences of the students have been mentioned alongwith their possible translation in Urdu language. Different uses of the chosen prepositions have also been mentioned in the coming lines. At first the different uses of the preposition "for" are mentioned.

- "For" is used to show who is intended to have or use something or where something is intended to be put:  
There is a letter for you. It is a book for adults.  
In the quoted sentences, the preposition "for" is giving the sense of "ke liyay" which is generally used by the students.
- "For" is applied as a representative of some department or organization and gives the meaning of "ki taraf se" which is shown in the sentence: Ali was speaking for everyone in this department.
- Sometimes the preposition "for" is inserted to show support of somebody or something as is used in the following sentences where the meaning of for is "haq mai".  
Are you for or against the topic?  
Many people voted for independence in a referendum.



- At different places, "for" is used to show a reason or cause and provides the meaning of Urdu words "ki wajah se".

The village is famous for its traditions.

My friend got an award for bravery.

- Sometimes the use of "for" is to show exchange for something where it provides the meaning of "ke badli mai" as it becomes clear from the following sentences:

Copies are available for two dollars each.

I will swap these two bottles for that one.

- The preposition "for" is inserted to show the occasion when something happens: I am warning you for the last time, stop talking!

The following sentences show several errors but the study focuses only on the errors of selected preposition "for" and therefore, the possible translation of quoted sentences in Urdu language has also been mentioned.

FOR			
S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 2 (Appendix 1.2)	Smoking is engeriess *for health.	tambako noshi sehat *ke liyay

	Line No.1		muzir ha.
2.	Student No. 3 (Appendix 1.3) Line No. 29-30	The western countries like American and U.K produce peoples *for fight against the Russia in cold war.	maghrabi mamalik jaisay ke amrica aur bartania nay sard jang mai roos ke khilaf larnе *ke liyay log paida kiye.
3.	Student No. 13 (Appendix 2.3) Line No. 44-47	Strong and healthy beggars must force *for work in factories or shops on fixed wages.	mazboot aur sehatmand bikariyon ko faktriyon aur dokanoо mai kam karny *ke liyay tehshuda ujrat pr majboor karna chahiye.
4.	Student No. 28 (Appendix 3.8) Line No. 12-13	Their efforts are able *for praise.	un ki koshashen to tareef *ke liyay hain.
5.	Student No. 37 (Appendix 4.7) Line No. 5-7	And went to the bank of the river *for wash them.	aur in ko dhonay *ke liyay darya ke kinary gaey.

6.	Student No. 37 (Appendix 4.7) Line No. 7-8	He put the wet cloth *for dry in sunshine.	is ne geelay kapray khush hony *ke liyay dhoop mai rakhay.
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The second selected preposition is "from". The use of the preposition "from" in English language has been written in the following lines.

- The preposition "from" is applied to show how far apart two places are: Fifty meters from the scene of the accident.
- "From" is also used to show somebody's point of view as has been mentioned in the following sentence:  
From a financial point of view the project was a disaster.
- Sometimes "from" is inserted to show the range of something: The temperature varies from 30 degrees to minus 20. The store sells everything from shoelaces to computer.
- At different places, the use of "from" shows the reason for something. For example: She felt sick from tiredness.

- "From" is also inserted to show the reason for making a judgement as it has been shown in the following sentences:

You can tell a lot about a person from their handwriting.

From what I heard the company is in deep trouble.

FROM			
S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 1 (Appendix 1.1) Line No. 18-20	Modern science make man a useless thing to making raboats which work batter *from man.	roboat banany ki wajah sa jaded science ne insaan ko aik bekar cheez bana diya ha jo ke insaan *sa behtar kam karty hain.
2.	Student No. 2 (Appendix 1.2) Line No. 3-4	Some people die *from cancer after heavy smoking.	kuch log ziada cigrete noshi ki wajah *sa cancer sa mar jaty hain.
3.	Student No. 3	Islam say clear word	islam apny manany

	(Appendix 1.3) Line No. 11-14	and instruction to the his follower that you can not say him Muslim when you heart any person *from your hand and tongue.	walon ko wazah kehta ha aur hadayat data ha ke ap usay muslaman naheen keh sakty jo kisi shakhs ko apny hath aur zuban *sa dukh punchata ha.
4.	Student No. 4 (Appendix 1.4) Line No. 1	Man has always been fascinated *from the moon.	insan hamesha cahnd *sa mashoor hua ha.
5.	Student No. 4 (Appendix 1.4) Line No. 1-3	He has been seeing dream for going on the moon, *from a long time.	us ne hamesha aik taveel arsey *sa chand par jany ka khawab dakhy hain.
6.	Student No. 7 (Appendix 1.7) Line No. 13-14	We can study *from computer by using internet.	hum computer *sa internet ka istemal kar ke parh sakty hain.
7.	Student No. 8 (Appendix 1.8) Line No. 8-9	Thus a wrestler may overcome on his opponent *from a feat.	is liyay pehlwan dao *se apny mukhalif par qaboo pa sakta ha.

8.	Student No. 24 (Appendix 3.4) Line No. 22-23	<i>So quality is much better *from quantity.</i>	is liyay mayyar tahdaad *sa buhat behtar ha.
9.	Student No. 29 (Appendix 3.9) Line No. 13-14	<i>I worked very hard for these articles *from a long time.</i>	in articles ke liyay mai lamby arsay *sa sakht mehnat kar raha tha.
10.	Student No. 30 (Appendix 3.10) Line No. 6-7	<i>It is stated that I am suffering from throat infection *from the last four days.</i>	ye bataya jata ha ke mai guzashta char salon *sa galay ki bemari main muhtala hon.
11.	Student No. 31 (Appendix 4.1) Line No. 6	<i>More active and furious *from beasts.</i>	darindoon *sa ziada tez aur khonkhar.
12.	Student No. 32 (Appendix 4.2) Line No. 4-6	<i>In our country relatives and friends understand that they are superior *from other have right to do any thing.</i>	hamary mulk mai arakan assembly ke risthadar aur dost ahbab apny ap ko kanoon *sa balatar samajty hain. Wo samjty hain ke anhen koi be cheez karnay

			ka haq hasil hai.
13.	Student No. 32 (Appendix 4.2) Line No. 1-2	No one can refuse *from this fact that elections are understood like business in our country.	is hageegat *sa koi inkar nahen kar sakta ke hamary mulk main election ko karoobar samja jata ha.
14.	Student No. 38 Appendix 4.8) Line No. 1-2	A man is known *from his company.	insaan apni sohbat *sa pehchana jata ha.
15.	Student No. 40 (Appendix 4.10) Line No. 3-5	His strength of action and his personality can be seen *from his shining eyes.	in ke kam aur in ki shakhsiyat ki taqat in ki chamakti hui aankhon *sa dekhi ja sakti thi.

The preposition "in" has different uses in English language which are shown through the following detail:

- "In" is used to describe within the shape of something; surrounded by something: He was sitting in an arm chair. Leave the key in the lock.
- The preposition "in" is also used to form the whole or part of something; contained within something: There

are thirty one days in May. He purchased all the painting in the collection.

➤ Sometimes "in" is used in negative sentences for a particular period of time: I have not seen him in years. It is the first letter I have had in ten days.

➤ At different occasion, "in" is applied to describe physical surroundings as it has been used in the following sentences:

We went out in the rain.

He was sitting alone in the darkness.

➤ The preposition "in" is used to give information about somebody's job or profession: He is in the army. My brother is in computers.

## IN

S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 3 (Appendix 1.3) Line No. 42-43	The investors invest his property *in the abroad.	sarmayakar beroni mulk *mai apni raqam ki sarmayakari karty hain.
2.	Student No. 5 (Appendix 1.5)	Unemployment are also exists *in educated	barozgari parhay likhay logon *mai be



	Line No. 7-9	persons which is very dangerous *in its result.	pai jati ha jo ke nataij ke hawalay sa buhat Katharnak ha.
3.	Student No. 8 (Appendix 1.8) Line No. 1	Man is vicegerent of God Almighty *in earth.	insaan zameen *mai ALLAH Ta-ala ka naib ha.
4.	Student No. 13 (Appendix 2.3) Line No. 31-32	They tease to them *in road and streets.	wo sarak aur galiyon *mai inhen tang karty hain.
5.	Student No. 13 (Appendix 2.3) Line No. 32-34	They tease the shopkeepers *in their shops.	wo dukandaron ko un ki dukanoo *mai tang karty hain.
6.	Student No. 22 (Appendix 3.2) Line No. 14-16	Keeping in mind the above lines I am going to list the some problems face by the people who are often travel *in train.	ooper biyan ki gai tafseel ko samne rakhty huey mai masail batana chahta hon jo aksar in logon ki rail *mai safar karty hain.
7.	Student No. 26 (Appendix 3.6) Line No. 14-16	As your factory is well known *in the country and your brand is of standard	jaisay ke ap ki factory puri mulk *mai jani pehchani jati ha aur ap ka brand achay

		quality.	mayyar ka ha.
8.	Student No. 31 (Appendix 4.1) Line No. 2-4	Changaiz Khan fully known what is the difference *in intiation and disorder.	changez khan ko achi tarah maloom tha ke pehlkari aur badnazmi *mai kiya farq hai.
9.	Student No. 35 (Appendix 4.5) Line No. 3-4	Pakistan won the world cup *in his guidance.	Pakistan ne uski rehnamai *mai world cup jeeta.
10.	Student No. 36 (Appendix 4.6) Line No. 2	I was *in the home.	main ghar *mai tha.
11.	Student No. 39 (Appendix 4.9) Line No. 5-7	Before the creation of Pakistan he comes once time *in Arabic college Dehli.	Pakistan bannany sa pehly wo hafsa Arabic kalij *mai aaey jo ke dili main tha.

The fourth chosen preposition is "of" which has many uses in English language which are shown through the following sentences.

- The preposition "of" is used to describe belonging to somebody's or relating to somebody's: Arsalan is a friend of mine. It shows the love of a mother for her child.

- "Of" is sometimes applied to show a particular background or living in a place: She is a woman of Italian descent. She met the people of Canada.
- "Of" is used when one noun describes a second noun: Where is that idiot of a boy (The boy that you think is stupid).
- "Of" is also inserted with measurements and expressions of time, age etc: I bought two kilos of tomatoes. She is a girl of twelve.
- The preposition "of" is used after noun's formed from verbs. The noun after "of" can be either the object or the subject of the action: The arrival of the police (they arrive). Criticism of the police (they criticized).

## OF

S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 1 (Appendix 1.1) Line No. 11-13	We save our food for many days in using *of freejes.	ham farij *ka istemal kar ke buhat din apna khana mehfooz kar sakty hain.

2.	Student No. 8 (Appendix 1.8) Line No. 1-2	He has natural gift *of govern.	us ky pas qudarti tor par hakoomat karne *ki salaiat hoti ha.
3.	Student No. 14 (Appendix 2.4) Line No. 8-11	We received many reports in our bazar office *of beggars and begging in the main bazaar.	hum ne apny daftar mai bikariyon aur beehk *ki buhat si darkhawasten wasool ki hain.
4.	Student No. 16 (Appendix 2.6) Line No. 26-27	Everyone is against the increasing *of prices.	har koi qeematon *ke barny ke khilaf ha.
5.	Student No. 19 (Appendix 2.9) Line No. 19-21	The authority of government should not allow the students, use *of mobile during college or school time.	government ke hukaam ko tabla ko ye ejazat nahee dini chahiye ke wo kalijon aur schoolon mai mobile *ka istemal Karen.
6.	Student No. 23 (Appendix 3.3) Line No. 5-6	To the officer for informing of theft *of certain articles from the office.	afsar ko apny daftar sa kuch cheezon *ki chori ke bary mai batany aey thay.
7.	Student No. 39 (Appendix 4.9)	Quaid-e-azam laughed "son you should be	Quaid-e-Azam muskray aur farmaya sahibzade

	Line No. 9-12	able to your self that you snatched the chair's of old man the able person should be at top *of place.	apne ap ko is qabil banaen ke baron ki kursiyan in se cheen lain kuin ke ahl logon ke lia top par hamesha jagah hoti ha.
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The fifth selected preposition is "on". There are many uses of preposition "on" in English language which are given in Oxford Advanced Learner's Dictionary Eighth Edition. Some of them are written below alongwith different sentences:

- "On" is used to show a means of transport: He was on the plane from London. He came on my bike.
- Sometimes, "on" is used to show a day or date: He came on Sunday. He will be back on the first of May.
- "On" is inserted for eating or drinking something; using a drug or medicine regularly; He lived on diet of junk food. The doctor put me on antibiotics.
- "On" is also applied to show direction: She was walking on the left. He turned his back on us.
- The preposition "on" is applied for the amount paid for by something: Drinks are on me (I am paying).

## ON

S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 3 (Appendix 1.3) Line No. 6	<i>Terrorism brings lot of effect *on our lives.</i>	dehshatgardi hamari zindagiyan *par buhat asar lati ha.
2.	Student No. 5 (Appendix 1.5) Line No. 5-6	<i>Unemployment exist *on two level in our country.</i>	barozgari hamaray mulk mian do darjon *par rahi ha.
3.	Student No. 9 (Appendix 1.9) Line No. 15-17	<i>They usually hit *on public places like masjids, markets, parks due to which many people died.</i>	wo ziada tar awami jagon jaisay masjidon *par hamla karty hain.
4.	Student No. 12 (Appendix 2.2) Line No. 10-12	<i>I want to enlight public opinion and its effects *on this issue.</i>	mai chahta hon ke is masley *par awami rai aur is ke asraat logon ka samany laoon.
5.	Student No. 13 (Appendix 2.3) Line No. 34-36	<i>If the people does not pays them any thing they become to cursed *on them.</i>	agar log inhen koi cheez nahen de to wo in *par lahn than karty hain.

6.	Student No. 16 (Appendix 2.6) Line No. 14-16	People who use to travel *on buses and van seen to quarrel with conductors and persuade them for the old fares.	log jo busoon aur wagoon *par safar karty hain. wo kandektaron sy larty huey dikhai dety hain aur prany karayon par israr karty hain.
7.	Student No. 27 (Appendix 3.7) Line No. 22-25	Due to the lack of the libraries the students are to go aimlessly and find to sit *on the road and different places which is enough for destroying their future life.	librariyon ki kami ki wajah sa talba be maqsad phirty hain. Ye sark aur doosry mukhtalif jagon *par baith jaty hain. Jo ko an ki aany wali zindagi ko tabah krny ke liyay kafi ha.
8.	Student No. 31 (Appendix 4.1) Line No. 1-2	Self confidence and believe *on one self are the basic conditions of initiation.	khod ahtemadi aur apni zaat *par yaqeen pehlkari ki awaleen sharait hain.
9.	Student No. 34 (Appendix 4.4)	We trust *on God.	hum khuda *par yaqeen rakhtay hain.

	Line No. 1		
10.	Student No. 34 (Appendix 4.4) Line No. 4-5	<i>Muslims love from him and he is also kind *on us.</i>	musalman us sa piyar karty hain aur wo be hum *par mehrban ha.
11.	Student No. 35 (Appendix 4.5) Line No. 2-3	<i>1987, he reached *on peak.</i>	1987 mai wo arooj *par puhnch gaya.
12.	Student No. 36 (Appendix 4.6) Line No. 2-3	<i>There was an old man *on a door.</i>	darwazy *par aik boorah aadmi tha.
13.	Student No. 40 (Appendix 4.10) Line No. 9-12	<i>Quaid-e-Azam smiled and said "Dear first you make yourself as up that you can take their chairs because special people have always place *on the top.</i>	Quaid-e-Azam muskaray aur kaha "piyaray, pehly tum apny ap ko itna ooncha karo ke tum in ki kursiyan le sako. Quen ke laiq logon ke liyay bulandi *par hamesha jagah hoti ha.

The last sixth preposition taken for the data analysis is "with" which also has many uses in English language, mentioned in the following detail.



- The preposition "with" is used in the company or presence of somebody: She lives with her parents. I have a client with me right now.
- "With" is also used for having or carrying something: I saw a girl with red hair. He was wearing a jacket with a hood.
- "With" is applied to say what fills, covers, etc. something: The bag stuffed with dirty cloth. Sprinkle the dish with salt.
- This preposition is used in opposition to somebody or something: He was ready to fight with everybody. Pakistan had a war with a neighbouring country.
- "With" is inserted when considering a fact in relation to another: She won't be able to help us with all the family commitments she has. It is much easier compared with last time.
- Sometimes, the preposition "with" is used to show who has position of or responsibility for something: The keys are with reception. Leave it with me.

## WITH

S.No.	Student, Appendix and Line No.	English Sentence	Possible Urdu Translation
1.	Student No. 2 (Appendix 1.2) Line No. 8-9	I really hate *with smokers.	main waqiahe sigrite penay walon *ke sath nafrat karta hon."
2.	Student No. 7 (Appendix 1.7) Line No. 16-18	We can get every kind of information *with computer.	hum computer *ke sath har tarah ki maloomat hasil kar saktay hain.
3.	Student No. 10 (Appendix 1.10) Line No. 6-9	If your lover is hundreds of miles away from us then we click some buttons on mobile phone and we will meet *with him.	agar ap ka chahne wala ap se sainkaron meel dor ha tab be hum mobile fone par button dabaty hain aur hum us *ky sath mil lain ge.
4.	Student No. 20 (Appendix 2.10) Line No. 15-16	Sir, I wanted to advise the whole nation *with this report, because tradition of culture.	jnab rwait aur saqafat ki bunyad par mai is report *ke sath puri qom ko nasehat karma chahta hon.

5.	Student No. 25 (Appendix 3.5) Line No. 10-12	<i>Because we are the student and studying the subject which are related *with this matter.</i>	quen ke hum talib ilm hain aur mazameen party hain. Jiska taaluq us mawad *ke sath hota ha.
6.	Student No. 25 (Appendix 3.5) Line No. 15-17	<i>Sir, our subject are very interesting and complicated and these subjects are related *with our dream.</i>	janab hamary mazameen buhat dilchasp aur mushkil hain. Aur in mazameen ka taaluq hamary khwawab *ke sath ha.
7.	Student No. 26 (Appendix 3.6) Line No. 21-24	<i>As our subject is also related *with agriculture and factories and I also decided to keep this subject in future.</i>	jaisa ke hamary mazmoon ka taaluq zraat aur faktriyon *ke sath ha is liyay mustaqbil mai is mazmoon ko rakhny ka faisla kiya ha.
8.	Student No. 27 (Appendix 3.7) Line No. 28-29	<i>We need libraries that is contained books are relating *with our history.</i>	hamein librariyon ki zaroorat ha jin main tareekh *ke sath taaluq rakhny wali kitaben hon.

9.	Student No. 34 (Appendix 4.4) Line No. 3	He love *with his creature.	wo apni makhloq *ke sath mohabbat karta ha.
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## 4.2 Analysis of Data Through Etherton's Model

While examining the scripts of the students, various prepositional errors were found. The first selected preposition for analysis is "for" whose detailed analysis is described in the following lines. In the second essay, on the topic "Effects of Smoking," (See Appendix 1.2), it is noticed that in line No. 1, preposition "for" is substituted for (to), in the sentence, (*Smoking is engeriess \*for health*). This error of preposition is most probably because of the interference of Urdu language as the student has translated the Urdu word "kay liyay" which is generally translated as "for" as it has been shown in the table drawn at the start of this chapter on page No. 34 where general Urdu translation of English preposition has been written. In English language, the preposition "to" also gives the equal status of "kay liyay" because of richness of English language in the use of preposition which can be seen through the quoted sentences.

1. To his surprise, he was offered two jobs.

(us ki herangi kay liyay usay do nokariyon ki paishkash ki gai).

2. People would stroll down the path to admire the garden.

(log bagh ki tareef karnay kay liyay nechay rasty pe chalen ge).

3. She was an inspiration to all the world.

(wo sari dunya kay liyay mutasir kun thi).

The use of preposition "for" is the result of the Urdu word "kay liyay" which can also be seen from the sentences written in the table for the said preposition.

In the first essay, written by B.A student on the topic, "Mobile Phone" (See Appendix 1.1) the student has written the sentence, (*Modern science make man a useless thing to making raboats which work batter \*from man*). The preposition "from" has been substituted for (than). And the use of preposition "from" seems the result of the interference of Urdu language. So, this error is due to the influence of Urdu language because the student has translated the Urdu word "sa" into English and so he has used the preposition "from". The student might have thought that there is only one word for the Urdu word "sa" which is generally "from" in English language whereas the preposition (than) of English language also provides the equivalence of "sa" in such cases. In this case, the

preposition "from" is at default use as it has been used because the preposition (than) has not been used. The following sentences show that for Urdu preposition "sa", English preposition "than" has been used.

1. You have got more money than me.

(ap ka pas muj sa ziada raqam ha).

2. We talked for more than an hour.

(hum ne aik gante sa ziada bat ki).

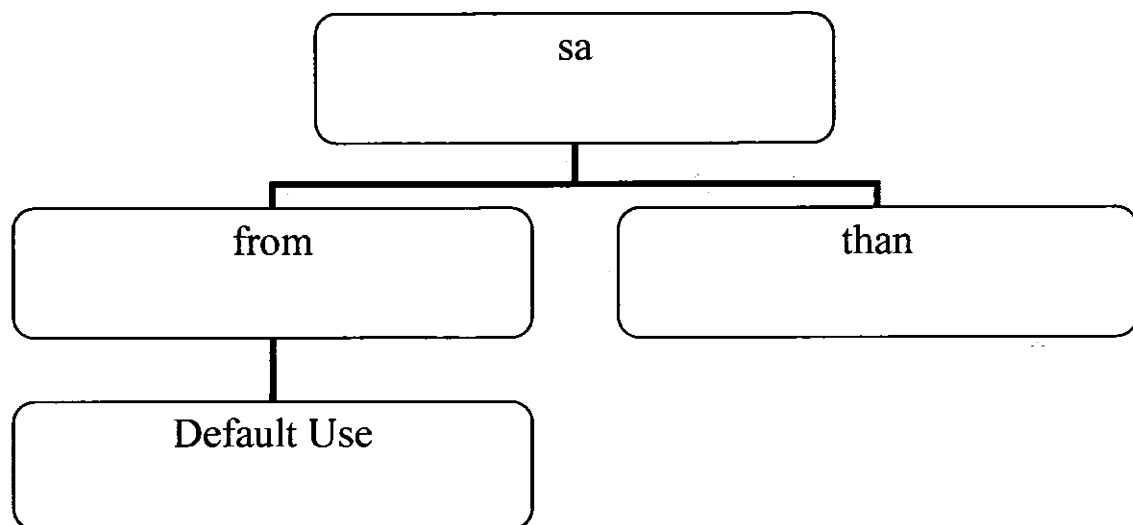
3. Temperature is higher than 50 degrees.

(darja-e hararat pachas darjay sa ziada ha).

4. She was fatter than when he last saw her.

(jab us ne usay akhri dafah dekha to wo pehly sa ziada moti thi).

The default use of preposition "from" is more vivid through the chart sketched below:



In the same essay in line No 3-4, the student has used the preposition "from" instead of the correct preposition (of) by writing, (*Some people die \*from cancer after heavy smoking*). It seems that this error is again because of the influence of Urdu language as the student has translated the Urdu word "sa" which is generally "from" in English language (see Table. 1, Page No.35). It is a fact that English is rich in the use of prepositions and so the correct preposition in this case is "of" not "from". In English language, the preposition "of" provides the meaning of "sa" of Urdu language as is applied in the following sentences.

1. I am frightened of machines.

(mai masheenon sa khofzada hoon).

2. I am not wholly devoid of imagination.

(mai mukamal tor par takhayyal sa khali nahen hoon).

In examining third essay, written by a B.A student on "Terrorism" (See Appendix 1.3), it is noticed that in line No. 11-14, the undergraduate student has substituted the preposition "from" for (through) in the sentence, (*Islam say clear word and instruction to the his follower that you can not say him Muslim when you heart any person from your hand and tongue*). The student has used the preposition

"from" because of of Urdu word "sa" which is generally translated in English language as, "from". The Urdu translation of this sentence will be as, "islam apny manany walon ko wazah kehta ha aur hadayat data ha ke ap usay muslaman naheen keh saky jo kisi shakhs ko apny hath aur zuban se dukh punchata ha". So it can be said that the use of preposition "from" is because of the interference of Urdu language as it is seen in the end of above written Urdu sentence. The English preposition "through" also gives the equal status of Urdu word "sa":

1. He moved straight through that door and then turned left.

(wo seedha us darwazay sa guzra aur phir bayain mura).

2. We drove through Commercial Market Rawalpindi.

(ham kamarshal market Rawalpindi sa guzray).

In essay No. 4, titled "Man and Moon", the student has substituted the preposition "from" for (by) when he wrote the sentence in Line No. 1, (*Man has always been fascinated \*from the moon*). In this sentence, the use of preposition "from" is possibly because of the interference of Urdu language because in Urdu, the word "sa" is generally translated as "from" in English language. The Urdu translation of the whole sentence prevailing in the mind of the student is as, "insan hamesha cahnd sa mashoor hua ha". The Urdu word "sa" has been used in the form of the



preposition "from" whereas the English preposition "by" also gives the equivalence of Urdu word "sa" as it is evident from the following sentences.

1. I was startled by his anger.

(mai us ka ghussay sa dar gaya).

2. My mother took me firmly by the hand.

(meri maa ne mazbooti sa mera hath pakra).

In line No. 6, the undergraduate student has used the preposition "from" instead of (than), when he writes the sentence, (*More active and furious \*from beasts*). This error is once again due to the influence of Urdu language and the explanation has already been written in the previous lines at pages No 54-55.

In the analysis of second translated paragraph (see Appendix 4.2), it is found that in line No. 4-6, preposition "from" for (to) is substituted when the student writes the sentence, (*in our country relatives and friends understand that they are superior \*from other have right to do any thing*). In the quoted sentence, the student has placed the preposition "from" when he has translated the Urdu word "sa" as "from" but the English preposition "to" also provides the equal status of "sa" in many cases as it has been shown in the sentences written below:

1. It is the best to avoid bad company.

(buri sohbat say bachna bohat achi bat ha).

2. I was planning to tie him a tree.

(mai usay darakht sa bandnay ka soch raha tha).

3. They showed sympathy to his ideas.

(unhon na us ka khayalat say hamdardi ki).

In the second paragraph of translation (see Appendix 4.2) translated by B.Sc student in line No. 1-2, the student has inserted the preposition "from" additionally when he has written the sentence, (*No one can refuse \*from this fact that elections are understood like business in our country*). Influence of Urdu language seems to be the cause of this error as the undergraduate student has translated the Urdu word "sa" in the form of English preposition "from" as it becomes vivid from the Urdu translation of the quoted sentence, "is hageeqat se koi inkar nahen kar sakta ke hamary mulk mai election ko karoobar samja jata ha". The insertion of the preposition "from" is also because of the interference of Urdu language.

The prepositions "in" is also used excessively by the students and it has also been observed that majority of the students faces problems in its proper insertion in the sentences. The misinsertion of this preposition can be seen from the sentences quoted below:

In line No. 2-4 of Appendix 4.1, the student has placed the preposition "in" not (between) in the sentence, (*Changaiz Khan fully known what is the difference \*in intiation and disorder*). In the above written sentence, the error of preposition "in" is again because of the literal translation of Urdu word "mai" because generally the students translate the Urdu "mai" in the form of preposition "in" (see Table. 1, Page No. 35) whereas in many cases, the preposition "between" gives the sense of the Urdu word "mai". It has been shown from the examples given in this context:

1. The student explained the difference between the present and the past tense.

(talb e ilm ne hal aur mazi mai farq ki wazahat ki).

2. The matter was decided between two parties.

(do garohon mai moamlay ka faisla ho gaya).

3. I asked whether there was much difference between British and European law.

(mai ne pocha kia bartanavi aur yorpi qanoon mai bohat ziada farq ha).

It has also been observed by the researcher while examining the translated paragraph, that the student substitutes the preposition "in" with others prepositions because of the interference of Urdu language. In Appendix

4.6, he writes the sentence (*I was \*in the home*). The student has applied the preposition "in" because generally the translation which tells us about the Urdu word "mai" is "in" which is not correct in all the cases because "mai" does not mean in all cases "in the room" or "in the kitchen". The correct preposition in this regard is "at" because the person may be present at the courtyard of home, at the porch of home or at the balcony. So this error of preposition "in" is made by the student due to misconception about the idea of "in".

In the sixth sentence written in the table of preposition "in", the student has inserted the preposition "in" not "at" because of the interference of Urdu language as he does not know that there is a preposition "at" which can also give the translation of "mai". As it becomes evident from the following sentences where preposition "at" is giving the equivalence of "mai".

1. They want to introduce it at exhibitions.

(wo is ko nomaish mai mutaarif karwana chahtey hain)

2. Quaid-e-Azam was born at Karachi.

(Quaid-e-Azam Karachi mai paida huey).

3. They spend night at hospital.

(inhon ne haspital mai raat guzari).

In the fourth sentence written in the same table, the student has inserted the preposition "in" not "for" because of the interference of Urdu language as he does not know that there is a preposition "for" which can also give the translation of "mai". It can be seen from the following sentences where preposition "for" is giving the equivalence of "mai".

1. The advice of my friend was very beneficial for the solution of my problem.

(mery dost ki nasehat meray mislay ko hal karny mai bari mufeed sabit hui).

2. They are very expert for solving their own problems.

(wo apnay masail hal karny mai buhat mahir hain).

3. You can buy the paperback for about two pounds.

(Ap paperback taqreban do pound mai khareed skty hain).

In the eighth sentence written in the same table, the student has inserted the preposition "in" not "by" because of the interference of Urdu language. There is a preposition "by" which can also give the translation of "mai". As it becomes evident from the following sentences where preposition "by" is giving the equivalence of "mai".

1. For going abroad I like to travel by aeroplane.

(beronay mulk janay ke liyay mai hawai jahaz ma safar karna pasand karta hon).

2. By 1940 the number had grown to 185 millions.

(1940 ma abadi aik so pachasi million ho chuki thi).

3. Its grant to be cut by more than 40 percent.

(is ki grant mai chalees fesad ki kami karni ha).

In the eleventh sentence written in the table, the student has inserted the preposition "in" instead of "across" because of the interference of Urdu language. There lies a preposition "across" which also gives the translation of "mai". As it becomes easy to understand from the following sentences where preposition "across" is giving the equivalence of "mai".

1. My friend got first position across the country.

(meray dost ne puray mulk mai pehli position hasil ki).

2. The inflation is increasing rapidly across the country.

(mehngai puray mulk mai tezi sa barh rahi ha).

So the use of preposition "in" is due to the interference of Urdu language as it can also be seen through the sentences written in the table for the said preposition.

The preposition "of" which is also used excessively by the undergraduate students is chosen for analysis regarding the errors in its use. In report No. 9 written on the topic, "Usage of Mobile Among the Students", the student has inserted the preposition "of" unnecessarily when he has

written the sentence, (The authority of government should not allow the students, use \*of mobile during college or school time). In this sentence, the additional use of preposition "of", is due to the influence of Urdu language as the student has translated the Urdu word "ka" as "of" in English language which becomes evident from the translation of the quoted sentence, "government ke hukkam ko talba ko ye ijazat nahen deni chahiye ke wo kalijon aur schoolon mai mobile ka istemal karen".

In the ninth translated paragraph, it is found that the student has not used the preposition "of" when he writes the sentence, (Quaid-e-Azam laughed at and said, "son you should be able to your self that you snatched the chair's of old man the able person should be at top \*of place). This error is due to the influence of the Urdu language because the Urdu word "ka" is not present in Urdu sentence which is, "Quaid-e-Azam muskray aur farmaya sahibzade apne ap ko is qabil banaen ke boron ki kursiyan in se cheen lain kuin k ahl logon ke lia top par hamesha jagah hoti ha". So the Urdu word "ka" is not present in the 'quoted line of paragraph. That's why the student has omitted the preposition "of" in English translation.

In line No. 11-13 of Appendix 1.1, the preposition "of" has been inserted unnecessarily, (We save our food for many

days in using \*of freejes). The reason of this prepositional error seems to be the interference of Urdu language because the student has translated the Urdu word "ka" in the form of English preposition "of", (see Table. 1 Page No. 35) as it becomes evident from the translation of this sentence in Urdu language, "ham farij ka istemal kar ke buhat din apna khana mehfooz kar saky hain". The addition of preposition "of" is because of the influence of the Urdu language as in Urdu translation the word "ka" has been used. In line No. 1-2 of Appendix 1.8, the student has inserted the preposition "of" for the correct preposition "to" when he has written the sentence, *(he has natural gift of govern)*. Urdu influence seems to be the cause of this error as is shown from the Urdu translation of above written English sentence "us ke pas gudarti tor par hakoomat karnay ki salaiat hoti ha". As it has already been said that English language enjoys its richness in the use of prepositions so at certain occasion, the preposition "to" plays the same function as the preposition "of" provides which has been shown from the following examples:

1. We have the ability to beat anyone.

(ham mai har kisi ko haranay ki slaiat ha).

2. Most of the students have ability to cheat the teachers.

(Buhat sa talba mai asatza ko dhokha denay ki slaiat



hoti ha).

3. One should have courage to compete others.

(aik shakhas ke andar dosron ka muqabla karne ke jurat honi chahiye).

So the use of preposition "of" is due to the interference of Urdu language as it can also be seen through the sentences written in the table with regard to preposition "of".

The preposition "on" which is also used excessively by the undergraduate students is selected for analysis regarding the errors in its use.

While examining the report written by the student of B.Sc on "Petrol Price Hike," (See Appendix 2.2), it was found by the researcher that in line No.10-11, the student has placed the preposition "on" instead of (over) when he has written the sentence, (*I want to enlight public opinion and its effects \*on this issue*). This error is because of the influence of Urdu language as the student has translated the Urdu word "par" in the form of English preposition "on" as "par" is generally translated as "on" in English language (see Table 1, Page No. 35). It is evident from the Urdu translation of the complete sentence that, "mai chahta hon ke is masley par awami rai aur is kay asraat logon kay samany laoon". So the word "par" has been

translated as "on" in English sentence whereas in English language the preposition "over" also gives the alternative of "par" at certain occasions. This can be seen through the sentences written below:

1. Leave it to dry over the back of the sofa.

(is ko sofa ki pusht par khushk honay ka liyay rakh dain).

2. Place a piece of blotting paper over the stain.

(Dagh par blotting paper ko rakh dain).

3. Students were spraying paint over each other.

(talba aik doosray pr paint phainkh rahay thay).

In the first paragraph, translated by B.Sc student, (see Appendix 4.1), it has been found by the researcher that in Line No 1-2, preposition "on" not (in) was inserted when student has written the sentence, (*Self confidence and believe \*on one self are the basic conditions of initiation*). This prepositional error of substitution is due to the literal translation of Urdu word "par" because the student has translated the Urdu word "par" in the form of English translation "on" whereas the preposition "in" of English language also provides the equal status of the Urdu word "par" which has been shown in the following sentences:

1. The Muslims believe in God.

(musalman khuda par yaqeen rakhty hain).

2. The students were sitting in a chair.

(talb e ilm karsi par beth hua thay).

In line No. 34-36 Appendix 2.3, preposition "on" is unnecessarily inserted by the student in the sentence, (*If the people does not pays the any thing they become to cursed \*on them*). This error of the additional use of preposition "on" is because of the influence of Urdu language as the student has used "on" because of the Urdu word "par" which becomes clear from the Urdu translation of this sentence, "agar log inhen koi cheez nahen daty to wo in par lahn tahn karty hain".

In the fourth sentence written in the table regarding the preposition "on", the student has inserted the preposition "on" instead of "at" because of the interference of Urdu language as he does not know that there is a preposition "at" which also provides the translation of "par". As it becomes clear from the following sentences where preposition "at" is giving the equivalence of "par".

1. The play took place at beach club.

(Drama aik sahili kalab par hua).

2. There was a knock at his door.

(Us ke darwazi par dastak hui).

3. They were throwing stones over the wall at soldiers.

(Wo deewar se sipahiyon par pathar phaink rahey thay).

In the eleventh sentence written in the same table, the student has inserted the preposition "on" not "at" because of the interference of Urdu language. There is a preposition "at" which can also give the translation of "par". As it is evident from the following sentences where preposition "at" is giving the equivalence of "par".

1. I was sitting at the corner of the street.

(mai gali ke koney par betha hua tha).

2. They arrived late at the airport.

(wo airport par dar sa punhchay).

So the use of preposition "on" is due to the interference of Urdu language as it can also be seen through the relevant table.

The prepositions "with" is also used excessively by the students and it has also been observed that majority of the students faces problems in its proper insertion in the sentences. The substitute placement of this preposition can be seen from the sentences quoted below:

In line No. 8-9 Appendix 1.2, preposition "with" was unnecessarily used in the sentence, (*I really hate \*with smokers*). The error of the additional use of preposition "with" is because of the influence of Urdu language as the student has applied the preposition "with" because of the

Urdu word "sath" which has been given in the translation of sentence in Urdu (see Table 1, Page No. 35).

In the seventh essay (see Appendix 1.7), it is noticed that the preposition "with" has been omitted when the student has written the sentence, (*God has blessed us (\*with-omitted) mind because of mind science is introduced to everyone*). This error is because of the influence of Urdu language as the undergraduate student has omitted the preposition "with" because the Urdu word "sa" is not present in the Urdu translation of complete sentence as, "ALLAH ne hamen dimagh sa nawaza ha kuen ke dimagh ki wajah se science sub se mutarif huei ha". Sometimes, a sentence gives its complete meaning without preposition "with" as it will become evident through following sentences:

1. Rich people hate poor people.

(ameer log ghareeb logong se nafrat karty hain).

2. He loves her very much.

(wo us se buhat ziada muhabbat karta ha).

3. I really hate beggars.

(mai waqia he bikariyon se nafrat karta hon).

In the second sentence written in the table of the preposition "with", the student has inserted the preposition "with" instead of "through" because of the interference of Urdu language. There is a preposition

"through" which can also give the translation of "sa". As it becomes clear from the following sentences where preposition "through" is giving the equivalence of "sa".

1. We drove through Anarkali Bazzar Lahore.

(hum Anarkali Bazzar Lahore sa guzray).

2. He communicated me through E-mail.

(us ne mujay E-mail sa itlah di).

3. He got success through hard work.

(us ne mehnat sa kamyabi hasil ki).

In the fifth sentence written in the same table, the student has inserted the preposition "with" instead of "to" because of Urdu language influence. There is a preposition "to" which also gives the translation of "sa". As it can be seen from the following sentences where preposition "to" is giving the equivalence of "sa".

1. The Compact Disk belongs to computer.

(Compact disk computer sa taaluq rakhti ha).

2. I was planning to tie him to a tree.

(mai usay darakht sa bandnay ka mansooba bana raha tha).

3. They were sympathetic to his ideas.

(wo uskay khayalat sa hamdardi rakhtay thay).

So the use of preposition "with" is due to the interference of Urdu language as it can also be seen through the written sentences in the relevant table.

So, in the light of above quoted detail, it can be concluded that the influence of Urdu language seems to be the major cause of prepositional errors regarding its substitution, addition and omission. There are some Other Language Problems (OLP) which also create problems in placing the correct preposition. The following written sentences will show these (OLP):

# Errors of Prepositions Due to OLP

FOR		
S.No.	Student, Appendix and Line No.	English Sentence
1.	Student No. 2 (Appendix 1.2) Line No. 6-8	Smoking is the very first step for using drugs which may lead *for complete disaster.
2.	Student No. 13 (Appendix 2.3) Line No. 52-55	And after recovery forced them to do job, (*for-omitted) earning there lively hood.
3.	Student No. 18 (Appendix 2.8) Line No. 18-19	The parents should be careful for their children *for the use of phones.
4.	Student No. 22 (Appendix 3.2) Line 6-8	It is an undebateable fact that railway is an important means of transportation for both traveling purpose as well as (*for-omitted) trade.

In the, above drawn table, the errors of the preposition "for" have been shown which are made by the student due to OLP.



FROM		
S.No.	Student, Appendix and Line No.	English Sentence
1.	Student No. 11 (Appendix 2.1) Line No. 10-12	I have been asked *from you to submit a report on beggars and begging in the kutchery bazaar city ABC.
2.	Student No. 30 (Appendix 3.10) Line No. 6-7	It is stated that I am suffering from throat infection *from the last four days.
3.	Student No. 32 (Appendix 4.2) Line No. 4-6	In our country relatives and friends understand that they are superior *from other have right to do any thing.
4.	Student No. 34 (Appendix 4.4) Line No. 2-3	We can not deny (*from-omitted) the importance of his greatness.

The table exhibits the prepositional errors of "from" at undergraduate level, which are because of OLP.

## IN

S.No.	Student, Appendix and Line No.	English Sentence
1.	Student No. 1 (Appendix 1.1) Line No. 11-13	We save our food for many day *in using of freejes.
2.	Student No. 5 (Appendix 1.5) Line No. 7-9	Unemployment are also exists in educated persons which is very dangerous *in its result.
3.	Student No. 5 (Appendix 1.5) Line No. 38-40	It is possible to give everyone a job because our country is *in under development and there is no more resources.
4.	Student No. 6 (Appendix 1.6) Line No. 6-7	When I sleep *in night there are lot of dream the flowers.
5.	Student No. 17 (Appendix 2.7) Line No. 9-10	Not only in the other places but also in schools, colleges and *in class.
6.	Student No. 35 (Appendix 4.5) Line No. 4-6	After his retirement he make the hospital for cancer patients *in his mother name.

7.	Student No. 36 (Appendix 4.6) Line No. 4-5	I allow him to come in *inside.
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The students make errors of the preposition "in" because of OLP and the above table shows these errors.

OF		
S.No.	Student, Appendix and Line No.	English Sentence
1.	Student No. 3 (Appendix 1.3) Line No. 3-5	Terrorism means spread (*of omitted) fear every ware when a person kill to any person then he said to be a terrorist.
2.	Student No. 5 (Appendix 1.5) Line No. 18-20	Very large scale *of unemployment can be classified under as first, our system of education is not fulfil the economic needs.
3.	Student No. 6 (Appendix 1.6) Lien No. 3-4	I go out *of there for walk daily in the evening.
4.	Student No. 12 (Appendix 2.2) Line No. 9-10	As a news reporter I have prepared a report the rise *of prices of petrol in its products.

5.	Student No. 13 (Appendix 2.3) Line No. 12-14	Report on beggars and begging *of the main bazaar rawalpindi city.
6.	Student No. 14 (Appendix 2.4) Line No. 8-11	We received many reports in our bazar office *of beggars and begging in the main bazaar.
7.	Student No. 15 (Appendix 2.5) Line No. 18-19	I want to give some suggestion to the government please stop the hike *of price.
8.	Student No. 16 (Appendix 2.6) Line No. 11-12.	Increment *of petrol price badly affected the general public.
9.	Student No. 16 (Appendix 2.6) Line No. 26-27.	Everyone is against the increasing *of prices.
10.	Student No. 17 Appendix 2.7 Line No. 12-14	Sir bad news is that many *of students use mobile phones in classes where a (teacher) deliver (his) lecture of subjects.
11.	Student No. 26 (Appendix 3.6) Line No. 12-13	As we are keen *of collect information.

The misuse of preposition "of" due to OLP by the undergraduate students has been shown in the above table.

ON		
S.No.	Student, Appendix and Line No.	English Sentence
1.	Student No. 4 (Appendix 1.4) Line No. 5-6	No man wants to reach (*on-omitted) other planets.
2.	Student No. 9 (Appendix 1.9) Line No. 36-37	Intelligence should walk *on properly and in organized manner.
3.	Student No. 13 (Appendix 2.3) Line No. 41-44	It is best in our country that there is bannes (*on-omitted) of all kind of begging at once by law.

It has been observed by the researcher that the students make errors in the use of preposition "on" due to OLP which have been shown in the above drawn table.

<b>WITH</b>		
S.No.	Student, Appe and Line No.	English Sentence
1.	Student No. 1 (Appendix 1.1) Line No. 2-3	We sign in *with every time with our relatives and friends.
2.	Student No. 7 (Appendix 1.7) Line No. 1-2	God has blessed us (*with omitted) mind because of mind science is introduced to everyone.
3.	Student No. 7 (Appendix 1.7) Line No. 25-26	We can see the whole world *with television.
4.	Student No. 15 (Appendix 2.5) Line No. 5-7	I closely examed that after election and arrived of democratic government every people are gifted (*with omitted) a hiking of prices.
5.	Student No. 24 (Appendix 3.4) Line No. 6-7	As you know that our homeland is facing *with a lot of chalanges economically.
6.	Student No. 40 (Appendix 4.10) Line No. 2-3	But he was a man *with irony intention and passion.

The table drawn on the previous page reflects that the students make errors regarding the preposition "with" because of OLP.

In the above written sentences, the undergraduate students have made prepositional errors regarding their substitution, addition and omission due to certain language problems. It may be possible that they have made these errors because of the fact that they don't know about the proper insertion of prepositions having no knowledge and information. The reason of this lack of knowledge may be that they had not been taught in a proper way at school and college level. It is a fact that in the schools of our country and especially in government schools, English language is not properly taught and majority of the teachers gives preference to make the students to cram the topic regardless of the fact that the students have understood and comprehend the topic well or not. Another cause of these prepositional errors may be that the teachers who have taught the students in schools are generally not qualified and properly trained. Their own qualification is Matric or Intermediate and language teaching is a complex process for which the proper qualification of teacher matters a lot. Generally, there are no workshops and training at school level as regards

the teaching of English language and so the teachers who are teaching English are unable to teach in an effective manner.

Another fact which is prevailing at school level is that one teacher teaches many subjects to the students. A teacher who himself is a science graduate will not be able to teach English language when the teaching of the said subject will be assigned to him/her and as a result, the students will make errors in their writings. Grammar Translation Method also becomes the cause of many errors when it is used in the class while teaching English language. Another vital factor which also becomes the cause of different errors generally and propositional errors specifically is the careless attitude of the students in the study of English. The students do not pay proper attention towards this subject when they are at home. So, all these OLP become the causes of prepositional errors in the writings of the students at undergraduate level.

In the light of above discussion, it can be summed up that the undergraduate students have made prepositional errors mainly because of the interference of Urdu language. The total number of the errors of selected prepositions is 97 and from 97 errors, 61 errors are due to influence of Urdu language.



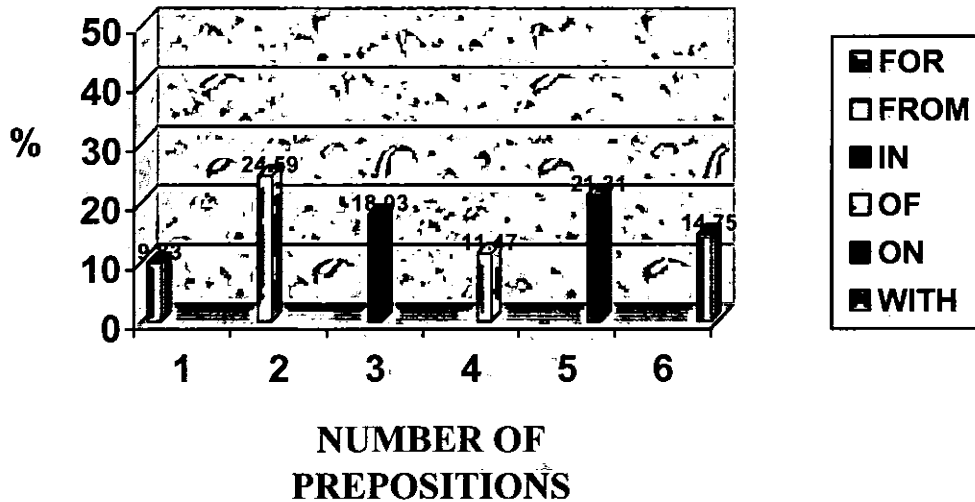
### **4.3 Summary of Part-I**

In this part, the analysis of four different forms of writings of undergraduate students was made regarding errors of prepositions. The selected samples were essay writing, report writing, letter writing and translation from Urdu into English. Etherton's model of error analysis was applied to analyze the errors of prepositions with reference to their substitution, addition and omission. The reasons for these prepositional errors made by undergraduate students were also discussed.

### **4.4 Percentage of Errors of Prepositions in Selected Samples (Part-II)**

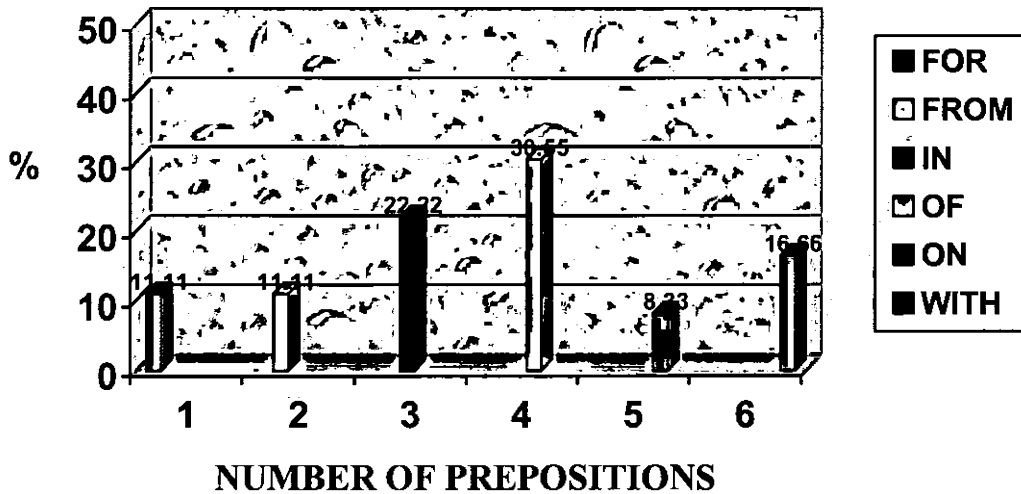
This part of study adopts the quantitative approach. In this part, the analysis of four different samples of writing is conducted through the percentage of errors regarding six selected prepositions and the percentage of their errors with reference to substitution, addition and omission. For this purpose, six diagram have been drawn which show the prepositional errors due to interference of Urdu language, other language problems and the errors of substitution, addition and omission. Different colours have also been used to make the analysis comprehensive and vivid.

## PERCENTAGE OF ERRORS



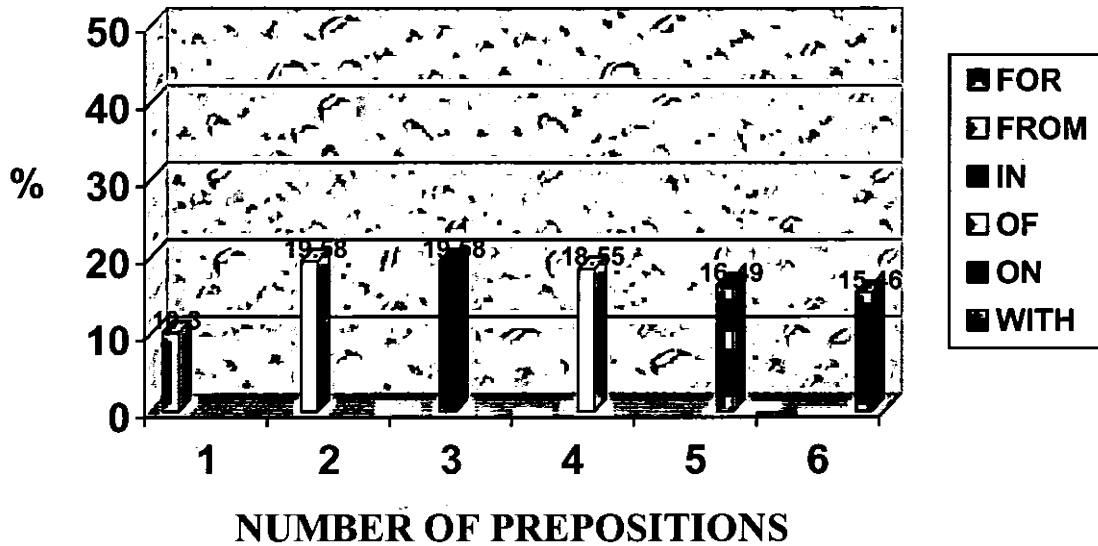
The diagram drawn above shows the percentage of errors due to influence of Urdu language regarding selected six prepositions. Percentage has been shown on Y-axis while number of prepositions has been mentioned on X-axis. Different colours have been used to identify different selected prepositions. The percentage of errors is 9.83, 24.59, 18.03, 11.47, 21.31, and 14.75 for prepositions for, from, in, of, on and with respectively.

## PERCENTAGE OF ERRORS



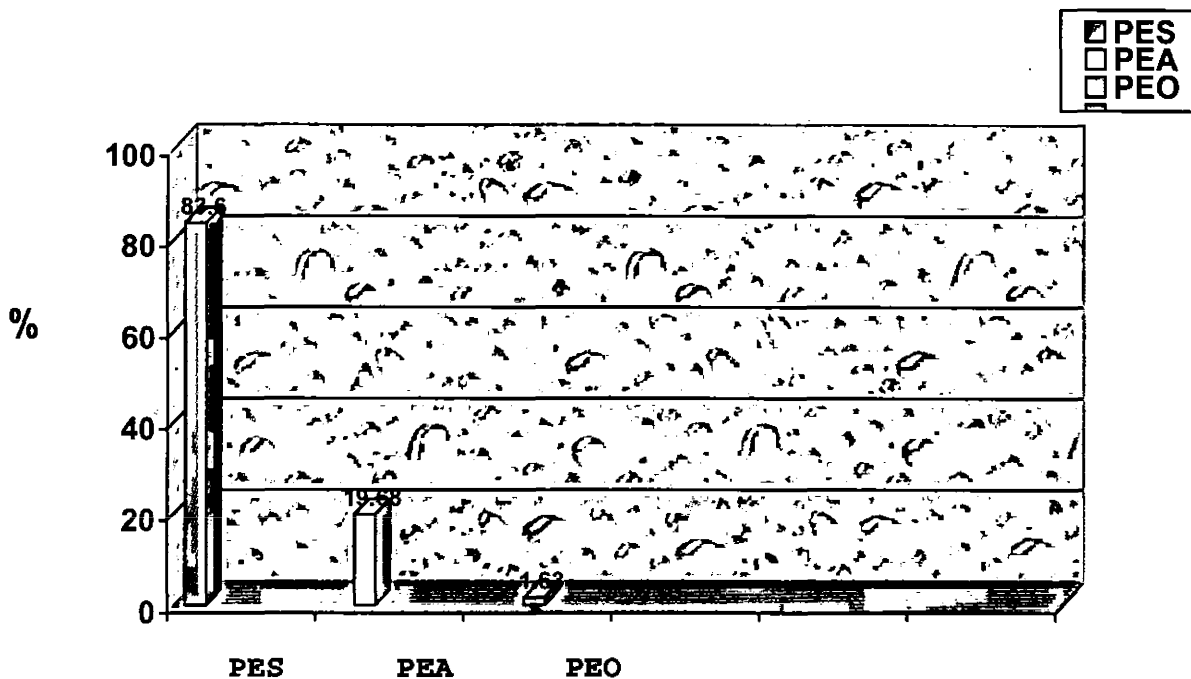
The above sketched diagram exhibits the percentage of errors due to OLP regarding selected six prepositions. Percentage has been shown on Y-axis while number of prepositions has been mentioned on X-axis. Six different colours have been showing the percentage of errors which is 11.11, 11.11, 22.22, 30.55, 8.33, 16.66, and 14.75 for prepositions for, from, in, of, on and with respectively. The percentage of the preposition "of" is 30.55 which is at the highest point.

## PERCENTAGE OF ERRORS



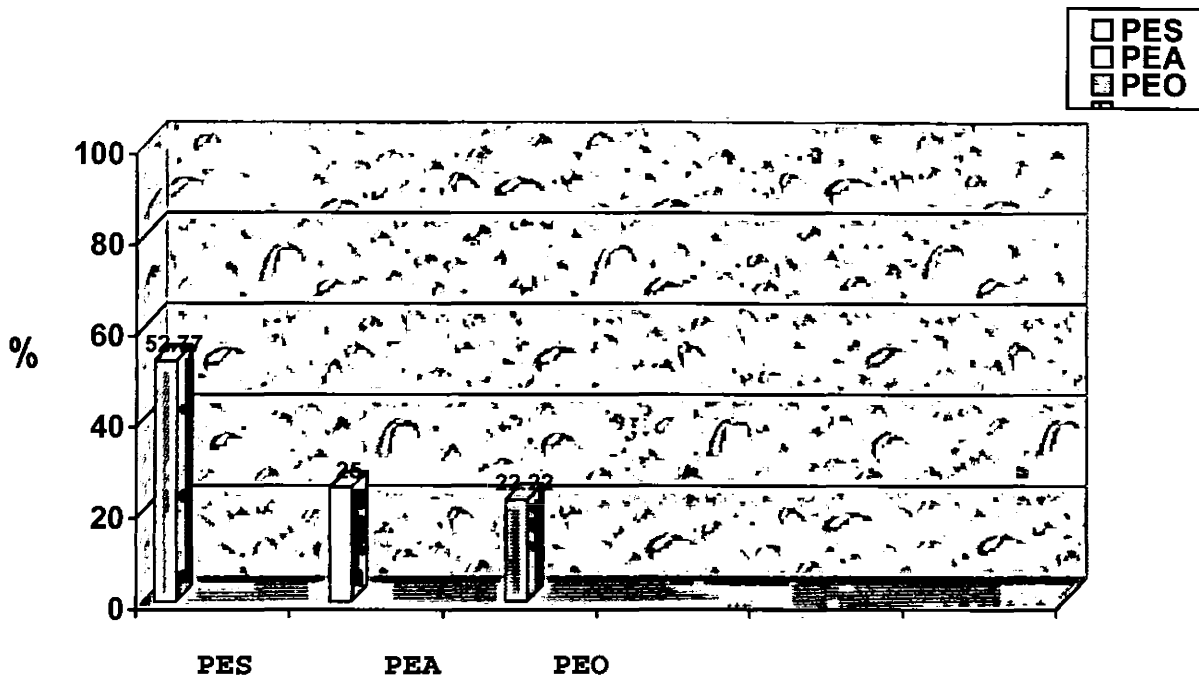
The above diagram reflects the overall percentage of errors due to Urdu influence and OLP regarding selected six prepositions. Percentage has been shown on Y-axis while number of prepositions has been mentioned on X-axis. The use of different colours helps the reader to understand the difference of percentage among the chosen prepositions. The percentage of errors is 10.3, 19.58, 19.58, 18.55, 16.49, and 15.46 for prepositions for, from, in, of, on and with respectively.

## PERCENTAGE OF ERRORS



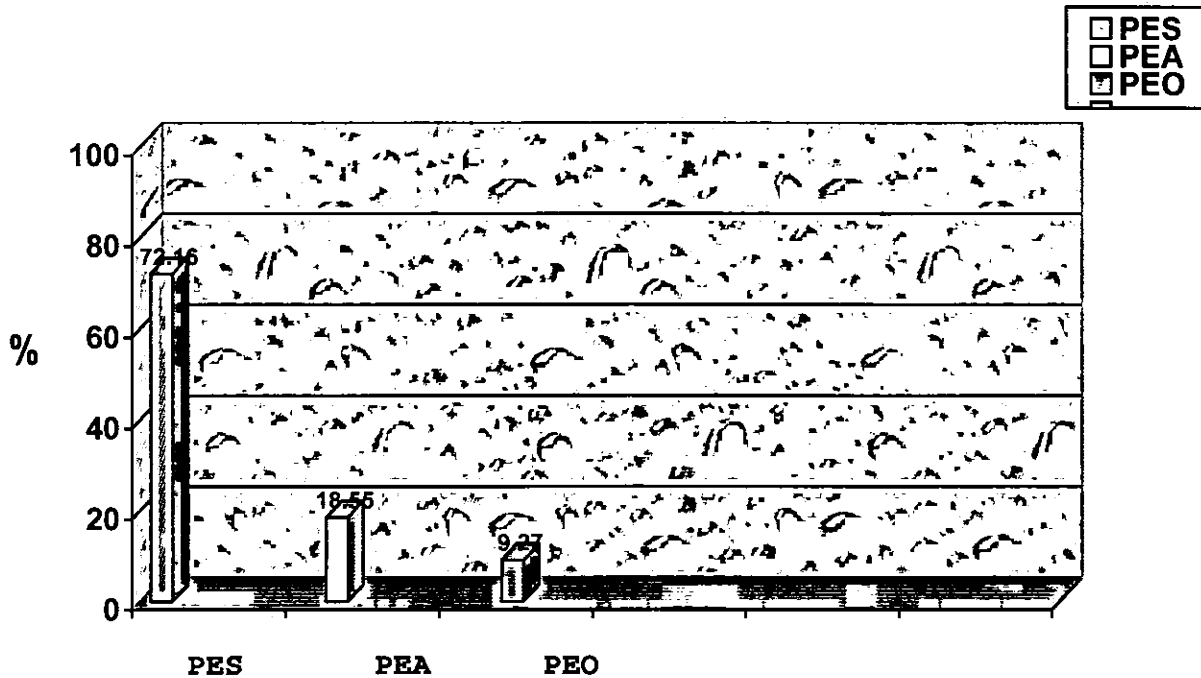
The diagram drawn above shows the percentage of errors due to Urdu influence regarding its substitution, addition and omission in selected six prepositions. Percentage has been shown on Y-axis while PES, PEA and PEO have been mentioned on X-axis. Different colours have been used to identify the different categories of errors. The percentage of errors is 83.6, 19.68, and 1.63 for substitution, addition and omission respectively.

## PERCENTAGE OF ERRORS



The above diagram reflects the percentage of errors due to OLP regarding its substitution, addition and omission in selected six prepositions. Percentage has been shown on Y-axis while PES, PEA and PEO have been mentioned on X-axis. Green colour has been applied to show prepositional errors of substitution, yellow for prepositional errors of addition and grey for prepositional errors of omission. The students have made more errors of prepositions regarding substitution as the percentage of substitution is 52.77 while in case of addition and omission, the percentage of errors is 25 and 22.22 respectively.

## PERCENTAGE OF ERRORS



This diagram exhibits the overall percentage of errors due to Urdu influence and OLP regarding its substitution, addition and omission in six chosen prepositions. Percentage has been shown on Y-axis while PES, PEA and PEO have been mentioned on X-axis. The use of colours makes the analysis comprehensive and attractive. The percentage of substitutional errors is 72.16, 18.55 for errors of addition and 9.27 for errors of omission.

**Total Errors of frequently Used One Word Prepositions in All Selected Samples**

Frequently Used One Word Prepositions in All Samples	No. of Prepositional Errors Because of Urdu Influence in All Samples	Total Errors of Selected Prepositions in All Samples	Total Errors of Selected Prepositions in All Samples due to Urdu Influence
For	06	<b>97</b>	<b>61</b>
From	15		
In	11		
Of	07		
On	13		
With	09		

The researcher has selected six most frequently used prepositions which have been mentioned in the above drawn table and their errors in all selected forms of writing have been shown in second column of the table. Third column shows overall errors of one word prepositions in all selected modes of writing and the last column exhibits the



number of errors because of Urdu interference in the selected six prepositions.

#### **4.5 Summary of Part-II**

In this part, the analysis of four different samples of writings of undergraduate students was conducted regarding errors of prepositions. The selected samples were essay writing, report writing, letter writing and translation from Urdu to English. Etherton's (1977) model of error analysis was applied to analyze the error of prepositions with reference to their substitution, addition and omission. Different diagrams were made to show the percentage of errors of prepositions with regard to Urdu interference, other language problems and prepositional errors of substitution, addition and omission. To make the analyses more vivid, several colours were used for six selected prepositions. Green colour shows percentage of errors of substitution, yellow colour indicates percentage with regard to errors of addition and grey colour exhibits percentage of errors of omission with reference to preposition. The table drawn at the end exhibits the number of total errors of one word prepositions in all samples alongwith the most frequently used prepositions with regard to their prepositional errors.

## CHAPTER 5

### CONCLUSIONS

#### 5.1 Summary

This study of error analysis was conducted to analyze the writings of undergraduates with regard to the errors of one word prepositions and the selected one word prepositions were for, from, in, of, on and with. Chapter one shows the statement of the problem, significance of the study, research questions and overview of research methodology. Literature review has been discussed in Chapter Two. In Chapter Three, the process of data collection has been written. Fourth, the most important chapter shows that how data was analyzed according to Etherton's model and it also discusses the causes of prepositional errors at undergraduate level. In the last chapter, findings, conclusions and recommendations have been discussed. The study was divided into two parts. Part-I was based on Etherton's (1977) model of error analysis with regard to the errors of prepositions where quantitative approach was adopted. In part-II, the analysis was carried out regarding percentage of prepositional errors in the chosen prepositions and the percentage with

reference to the prepositional errors regarding their substitution, addition and omission was also shown with the help of table and charts.

## 5.2 Findings

The findings of part-I, which is based on Etherton's model of error analysis, are given first. Through the analysis of this part, it is found that students make errors of prepositions mainly because of the interference of Urdu language, which is the medium of instruction at college level. It is found that students make prepositional errors in their writings and in this regard, it is also examined that the students make more substitutional errors as compared to the errors of addition and omission regarding the use of prepositions. It is also one of the observations that mostly, students use prepositions under the influence of Urdu language and it is an interesting fact that the correct use of prepositions is also because of the influence of Urdu language. But the negative influence of Urdu language is greater than its positive influence because the ratio of correct use of preposition is low as compared to the ratio of incorrect use of prepositions.

It is one of the facts that the students at undergraduate level generally make the errors of

prepositions because of the interference of Urdu language and overgeneralization of English prepositions and some errors of prepositions are made by other language problems (OLP). For example, the use of the preposition "in" in the minds of Pakistani students is that it is used with reference to Urdu word "mai". And due to this fact, they make wrong use of the preposition "in". If they want to describe the presence of any person in the university, they will always use the preposition "in". So they mostly write the sentence "Mr. Adnan is in the university". The preposition "at" ought to be placed in the above quoted sentence. So the correct sentence will be, "Mr. Adnan is at the university". The preposition "in" has been used because of the Urdu influence regarding the meaning of "in" as "mai". The students most probably think that there will always be use of "in" for the Urdu word "mai". In the same way, the preposition "from" is used by the students because of the Urdu influence regarding the Urdu word "sa". Majority of the students makes errors due to this reason. The following examples can be quoted in this regard where the preposition "from" has been inserted instead of preposition "than". "Modern science makes man a useless thing to making raboats which work batter \*from man" (see Appendix 1.1). "From" has been used because of Urdu word

"sa" which should have been replaced with the preposition (than).

Another important fact which has been examined by the researcher regarding prepositions is that the use of prepositions is far less in Urdu language as compared to the English language. That is why, the students omit the preposition while writing English sentences. The following examples illustrate this fact. At first, Urdu sentences have been mentioned and then their translation into English has been given. The Urdu sentence, "usay Lahore jana ha" has been translated, "He is to go Lahore". In this sentence, the student has omitted the preposition "to" which should have been placed before Lahore. The reason of this omission is that there is no use of preposition in the above mentioned Urdu sentence. Another example in this regard has also been found in the essay, "Advantages of Modern Science" (see Appendix 1.7), where the student has written the sentence, "God has blessed us mind", which has actually been translated by the student in Urdu language, "Allah ne humein damagh atta kiya ha". The preposition "with" has been omitted by the student because the Urdu word "ke sath" has not been placed with the above quoted Urdu sentence.

Overall, the analysis in Part-I shows that the use of prepositions in the writings of students at undergraduate level is closely associated with Urdu language and because of the influence of Urdu language, the students make many errors. There are also some other reasons of errors of prepositions like lack of practice, literal translation, and non effective teaching which may be termed as OLP (Other Language Problems).

The analysis of Part-II reflects that the students at undergraduate level have made more errors of preposition with regard to its substitution than its addition and omission.

### **5.3 Conclusions**

The results of the study show that students at undergraduate level make errors of prepositions mainly because of the interference of Urdu language and partially because of other language problems (OLP). It has also been found that generally they use single preposition. Another point in this regard is that the ratio of errors of substitution is higher than the ratio of errors of addition and omission regarding the use of prepositions. The percentage of substitutional errors is 72.16, 18.55 for errors of addition and 9.27 for errors of omission.

This study has thrown light on the manner in which the undergraduate students are influenced by the interference of Urdu language which affects the rules of the TL. It further shows that EA can help teachers to identify in a systematic manner regarding language problems of prepositions, so that they can focus more attention on these types of prepositional errors. Such an insight into prepositional problems is useful to teachers because it provides information about the reasons of prepositional errors which can be used in the preparation of effective teaching materials. Also, by being able to predict errors to a certain extent, teachers can be well-equipped to help students to minimize or to overcome their learning problems regarding prepositions.

#### **5.4 Recommendations**

The results of this study reflect that in English language, the students at undergraduate level make errors of prepositions in their writings. There may be many causes of these errors, but the main cause of errors of preposition is the interference of Urdu language. The students at undergraduate level make errors of substitution, addition and omission regarding the use of preposition but it has been observed that mostly, they make more errors of substitution than the errors of addition and

omission in the use of prepositions. The students generally use single preposition in their writing. So, it can be said that because of these errors of preposition, their scripts are penalized by the examiners and hence the students get low grades due to the errors of prepositions as it has been observed many times by the researcher while examining the scripts of undergraduates who appear in the B.A/ B.Sc examination conducted by the University of the Punjab.

In consequence, from the findings and conclusions of the study, following recommendations are made for undergraduate students of English language.

1. The students should be taught that English is very rich in the use of prepositions as compared to Urdu language. One preposition in English language performs its role in different contexts differently as the preposition "for" can be used in many ways. This fact is evident from the quoted sentences.

This magazine is for children.

Rizwan spoke for everyone in the meeting.

Was he for or against the topic?

My student got a prize for intelligence.

2. The teachers should guide the students that the prepositions "from" and "in" can also be used in



many ways in English language. "From" is applied to show how far apart two places are:

His house is five hundred meters from place of accident. This preposition is also used to show someone's opinion as shown in the sentence:

From a financial point of view, the project was successful. Some times "from" is inserted to show the reason for something. For example:

I am feeling sick from tiredness of long journey. The preposition "in" has also different uses in English language. It is used in negative sentences for a specific period of time:

He has not met her in years. Sometimes, "in" is applied to describe physical surroundings:

They were sitting alone in the darkness.

3. The students should also be taught about the variety of use regarding the prepositions of, on and with. "Of" is sometimes used to show a particular background or living in a place:

He is a man of Australian descent. It is also inserted with measurements and expressions of time, age etc: He is a boy of ten.

The prepositions "on" and "with" are having a lot of uses which are shown in the quoted

sentences. "On" is used to show a means of transport:

She was on the plane from New York. Sometimes, it is inserted for eating or drinking something; using a drug or medicine regularly; The doctor put him on antibiotics. This preposition is applied for the amount paid for by something: Juices are on me (I am paying). The preposition "with" is used for having or carrying something: She was wearing a jacket with a hood. "With" is also inserted when considering a fact in relation to another: My friend won't be able to help me with all the family commitments he has.

4. The teachers should also guide the students that they should speak English language with their class fellows so that they may become adept in the use of correct English prepositions.
5. The students should be taught that they should pay their attention not only towards the course books but also other books so that they may come across the correct use of English prepositions as many times as possible.

6. The correct use of prepositions is bit difficult for the students unless they use it repeatedly. So the students of English language should engage themselves in maximum practice of the use of prepositions.
7. The students should be told that they try their best to learn the rules and regulations of the TL so that they may not bring any feature of their L1 in the TL.
8. The students should be provided the opportunities to watch the English movies where they can listen to native speakers and will come to know about the correct use of prepositions. As a result when they will speak or write, they will insert the correct prepositions.

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CONTINUATION SHEET

GOVERNMENT DEGREE College, SATELLITE TOWN  
Rawalpindi

Roll No. 2007

Class & Section B-SC

Subject

APPENDIX # 1

Appendix - 1.1 Mobile phone  
Mobile phone are great facility of man. -1  
We sign in with every time with our -2  
relatives and ~~friends~~ friends. It bring the -3  
distance of thousand mile to close. It surprise -4  
the man. It work on the principle of -5  
~~radio~~ radio signal. Recent radio and T. V. -6  
are great invention the computer changes -7  
the mind of man. -8  
Now a day we store food ~~safely~~ -9  
safely and safe it from wet and -10  
hot using modern science. we save our -11  
food for many days in using of ~~freezes~~ -12  
freezers. Electricity is also is satellites are -13  
also great invention. now a day the man -14  
landed the moon. He searches on the moon -15  
He also safe his country from enemies -16  
making missiles and many other weapons -17  
Modern science make man a wireless thing -18  
to making raobats which work better -19  
from man. Hark work is complete -20  
finished and machines are ~~come~~ come to -21  
work. Small industries are inuent. which -22

makes a lot of ~~clothes~~ cloths and 23  
other thing in minutes. The using of 24  
vehicales the distance of thousand 25  
~~kilomet~~ kilometer which a man cover 26  
in many days now he cover in day. 27

CONTINUATION SHEET  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**RAWALPINDI**

Roll No. \_\_\_\_\_

Class & Section

B.S.C

Subject \_\_\_\_\_

Appendix-1-2

Effects of Smoking

"Smoking is ~~eng~~ engeriess for health -1  
many people suffer indeciesses because of -2  
smoking. Some people die from cancer -3  
after heavy smoking. Smoker loses to his -4  
money. Smoker is the ~~eng~~ enemy to himself -5  
Smoking is the very first step for -6  
using ~~drugs~~ drugs which may lead for -7  
complete disaster. I really hate with ~~smokers~~ -8  
smokers because it always affects ~~to~~ -9  
to my throat -10

CONTINUATION SHEET  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
RAWALPINDI**

Roll No. \_\_\_\_\_

Class & Section \_\_\_\_\_

Subject \_\_\_\_\_

Appendix 1.3

Terrorism

When we say terrorism then it means the bomb but it is not the ~~correct~~ correct definition terrorism. Terrorism means spread ~~the~~ fear every where when a person kill to any person then he said to be a ~~terrorist~~ terrorist.

Terrorism brings lot of effect on our lives, it damage our structure and our ~~values~~ values.

"The person said to be muslim when the other peoples save from tongue and hand"

Islam is a natural this is only religion which closer to man. Islam say clear words and instruct to his ~~followers~~ followers that you cannot say Muslim when you heart any person from your hand and tongue. when any muslim ~~hit~~ hit any person with tongue and hand he is not between muslim.

"Flow of blood is a greater sin".

It is clear from Holy Quran that when a person kill any person with out any reason then he kill every people if the ~~world~~ world and when he save the life of any people then he save the life of every people.

"Islam is not the religion of terrorism"

Some non muslim countries spread his ~~phenomenon~~ phenomena 23  
that muslims are terrorist when he say that 24  
muslims are terrorist he shows his mental level 25  
because the mental level of terrorist are so 26  
short and base. 27

"Terrorism is a production of west" 28

The western countries like America and U.K produce a peoples 29  
for fight against the Russia in cold war. When these peoples 30  
take over Russia and implement Islamic revolution then 31  
these countries say him terrorist. 32

"War of oil and Energy" 33

The developed countries have a small amount of oil and energy 34  
sources. These ~~countries~~ countries cannot run at with out oil. Then he 35  
started war for oil and energy ~~products~~ products and called the 36  
are "war against terrorism" and attack on Iraq and Afghanistan 37  
U.N.O. help him. 38

"Loose of Economy" 39

Every day terrorism loose economy and it spoil out confidence. Due to 40  
this we are alone in the world. The sports activities can not held in 41  
this country and the investment can not <sup>taken</sup> ~~take~~ freely. The investors 42  
invest his property in the abroad. so all these things can damage 43  
our economy. 44

"How to stop" 45

We can stop terrorism providing the jobs to the youth by sports 46  
we also control the terrorism by dialogue with the terrorist. 47

CONTINUATION SHEET

GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
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Appendix 1.4

Man and Moon.

Man has always been fascinated from the moon. He - 1  
has been seeing dream for going on the moon. - 2  
from a long time. Now this dream is going to - 3  
become true. The thing which was ~~impassable~~ - 4  
impossible, now has achieved. Now man wants to - 5  
reach other ~~planets~~ planets. This is not a - 6  
mad man dream. The ~~progress~~ progress of - 7  
Science Science has played very important - 8  
role in fulfilling to the man's dream. Such - 9  
powerful rockets has made they can go till - 10  
a ~~million~~ million of mile in space. Now the - 11  
era of space has started in. - 12

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Appendix-1.5

Unemployment

The person who does not have work to earn his livelihood is called unemployed person. Unemployment is one of the biggest problems. It is everywhere. Even the developed countries like Britain and America face unemployment. It exists on two levels in our country. The people who are ~~uneducated~~ uneducated and there is no source of income are unemployed. Unemployment also exists in educated persons which is very ~~dangerous~~ dangerous in its results.

The person who have their master's degrees are out of job. There are numberless doctors, engineers but they are unemployed. Even the person have ~~high~~ high qualification are wandering aimlessly in search of job. These are very farmers, workers and workers who work in cities they are daily bread winners. Sometime they do not get work even the days and weeks together.

Very large scale of ~~unemployment~~ unemployment can be classified under as first, our system of education is not fulfil the ~~economic~~ economic needs. The aim of it produce clerks and peons instead of technicians, doctors and other.

work full time ~~the more of the~~ ~~producers~~. Our education makes the -22  
graduates who do not like to work with their hands. We should change -23  
the system of our education according to ~~current~~ economic -24  
and also social needs. Its time of become doctors -25  
engineers and technicians to help the others and make the -26  
nation better. -27

Secondly there are very few number of mills and ~~industries~~ -28  
industries. Therefore its not possible to give a job to everyone. -29

Thirdly, our system of industries are run by some privileged -30  
peoples who does not want to share their ~~experience~~ experience -31  
and if they give sacrifices give the experience to educated people -32  
they can make an industry which is also good for our economy -33  
but they are still ~~unemployed~~ unemployed and have to work -34

They cannot service their goods for country. Industries can -35  
give incentive for educated person. -36

Fourth, unemployment is also exist is very population. -37

~~Population~~ population is also a big problem. It is possible to -38  
give everyone a job because our country is in under -39  
development and there is no more sources. -40

Very large scale of unemployment people ~~are~~ -41  
economy too. Unemployed people become inferiority complex. -42  
and tell they are worthless and good for nothing. -43  
~~There~~ This type of negative. -44



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Appendix-1-G

My Love For Rose

I have a love for rose, whenever I look to rose become enjoyed. There is a garden near home. I go out of ~~there~~ there for walk daily in the evening there I observe lot of different flowers when I came out ~~garden~~ garden my heart is always filled with ~~pleasure~~ pleasure. when I sleep at night there are lot of dream the flowers I always to go out for the ~~flowers~~ flowers in the garden when I good glory.

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Appendix - 1.7

-: Advantages of Modern science:-

God has blessed us mind -1  
because of mind science is -2  
introduced to every one with -3  
the help of science, -4  
we made many things i.g., -5  
computers, televisions, aeroplanes, -6  
source of ~~transportation~~ transportation -7  
and many unlimited more -8  
things are made with the -9  
help of science. -10

Computer is the -11  
one of the greatest invention -12  
invention of science. We can study -13  
from computer by using internet -14  
We can get a lot of latest news -15  
we can get every kind of -16  
~~enormous~~ information with -17  
computer. We can use computers -18  
in offices. We can store our -19  
personal and important documents -20  
in computer for long time. In -21  
a computer there is hard disk -22

which can store our personal documents. -23 -24

We can see the whole world with television. -25 -26

We can see our religious programmes, -27

news and sports activities on television. -28

Television is one of the -29

greatest invention of -30

entertainment we can watch -31

every kind of programme at -32

television. -33

Due to science we have -34

made easy source of transportation -35

like Aeroplane, vans, cabs and -36

much more. We can go to -37

another with help of science. -38

In fact science told us how -39

human came into being. Science -40

has differentiated -41

between good and bad things. Science -42

has told us which things are good -43

for our health. For our health -44

We can't neglect science. -45

Science is a magic for us -46

and for others (insects, birds, animals) -47

7

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Appendix 1.8  
GOD AND MAN

Man is vicegerent of God almighty in earth. He has 1  
natural gift of govern. The desire of power is, therefore 2  
a natural gift for man. Man tries to come power fits  
by his means is foul. His power would bring him his 4  
fellow being power. Now this power is of two 5  
kinds one power is physical, the other mental. The power of 6  
the body, the material or animal strength is called 7  
Physical Power. Thus a ~~wrestler~~ wrestler may overcome on his 8  
opponent from a feat of body bodily strength on the other 9  
hand if a man tries to gain the power of the mind by 10  
knowledge or education we call it mental power. 11

Modern man is 12  
cultural man. He does not believe on ~~too~~ animal 13  
strength. He has no faith on the show of power. 14  
He has a giant's strength but it is bad to use it. 15  
like a giant. on the other hand, moral power 16  
is something something superior. Two greatness like 17  
animals mental or moral power. 18

CONTINUATION SHEET  
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Appendix-1.9

terrorism

Terrorism is an activity due to which a man, group or party use force and threat to gaining their benefits. This not modern activity. If we study man's history then we find that leaders of powerful parties or group used the force to get land, wealth from the peoples. But that time this activity was not organized activity.

But now a days, terrorism is an organized activity and working in very organized manners. Terrorism is actually against the government. Terrorists get fund and modern weapons from other countries.

Terrorist use many way to spread their fear. They usually hit on public places. Places like masjid, market, parks, due to which many people died. They also hit the government buildings and want to put pressure on government.

Some where in the world minorities feel fail to get their right in the country and use terrorist activity to

gel. freedom. Kashmir is its example. 23

Terrorism put bad effect 24  
upon economy of my country. Everyone feel 25  
fear and no foreign investment comes 26  
in the country. No one invest his wealth in 27  
these conditions. Condition. 28

Government should take steps to stop terrorism. 29  
They should make task force to visit the 30  
terrorist activities. Public should also monitor 31  
all things and if any confuse able 32  
this is seen then should call to the 33  
Police immediately. A anti terrorism force 34  
should also organized on introduction 35  
introduction level. Intelligence should walk 36  
on properly and in organized manner. Every 37  
one should play his role to finish 38  
terrorism.

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Appendix - I. 10

Advantages of Modern Science

As the time passes the development 1  
introduces in all the fields. Every development 2  
contains its advantages and disadvantages of 3  
modern science. A big invention ~~science~~ science 4  
in these days is a mobile phone. By this 5  
mobile phone we can talk with our loved one. If 6  
our lover is ~~hundreds~~ hundreds of miles away 7  
from us then we click some buttons on mobile 8  
phone and we will meet with him. In these 9  
days this mobile service is cheapest. Its rates 10  
are very low. 11

Another invention of science is airplane. By 12  
the airplane we can ~~travel~~ travel from any 13  
where to million of miles with in minutes or 14  
hours. The distance which travel people in earlier 15  
day is ~~monts~~ months or years, we can travel 16  
within three to four hours. By this invention of 17  
science, we can save our time and we can 18  
meet with ~~or~~ our lovely relatives within hours. 19

CONTINUATION SHEET  
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**APPENDIX # 2**

Appendix - 2.1

Write a report on beggars and begging in the main bazaar of your city from a social welfare officer to the Director General of social welfare department.

To, -1  
The Director General, -2  
Social welfare department, -3  
A.B.C. -4  
-5  
Subject: Beggers and begging in the main bazar -6  
From: Social welfare Officer. -7  
Sir, -8  
Introduction: -9

I have been asked from you to submit a -10  
report on beggars and begging in the Kutchery bazaar -11  
city A.B.C. On the receipt of your address, I visited -12  
bazaar and I saw beggers which can be classified as: -13  
Protectional Beggers. -14

There were the large number of beggers -15  
present in the bazaar. They have ~~sentimental~~ sentimental -16



cries and begging by the names of religion and morality. There were some beggars who have cut their arms or legs and sit on the cart and was pulled or moved by a healthy and strong man. Some were ~~crawling~~ crawling and other were creeping the passers by left pity on them and give something as charity.

### Child Beggars:

There were also some child beggars who pest other people. If they saw a parking car they all ran away to the owner of the cars begged for sometimes I felt very pity instead of going to school these parents sent them to beg. These children strong and tender and belong to poor families.

### Needy Beggars:

There were also some beggars who were really needy people. There were some weak and ~~widows~~ widows who were really needy people.

### Suggestions:

Begging should be ~~prohibited~~ prohibited by law. There should be taken ~~taken~~ strict action against professional beggars. The weak people or widows should be taken by charitable institutions by giving them light work that is knitting etc. The children should be sent to school and this is the duty of government to take of them.

Sign -

**CONTINUATION SHEET**  
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Appendix - 2-2

Write a report on petrol price hike to the editor of the news being the reporter of the same

news reporter

1  
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the rise of prices of petrol in its products. I want to  
 integrate (enrich) public opinion and its effects on this  
 issue.  
 Petrol Price Hike  
 Petrol and its products are being marketed  
 (market) at high price. This has made life of the people  
 in balance. The rise of petrol affects everything. The  
 necessities (needs) of the life have gone out of  
 the reach. There is no one to check (check) this

issue. The prices of petrol are increased (increased) 19  
by every month. -20

Disturbance in the Country -21

The economy (economy) of country 22  
is already disturbed (disturbed). A large number of 23

people of our country is living under line of 24  
poverty (poverty). -25

**CONTINUATION SHEET**  
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Appendix - 2.3

Write a report on beggars and begging in main bazaars of your city from a social welfare officer to the Director General of social welfare department.

From:-

Ch. X.Y.Z. -1  
 News reporter, -2  
 Social welfare department, -3  
 Government of Punjab, -4  
 Lahore. -5  
 Lahore. -6

To,

Director General, -7  
 Social Welfare Department, -8  
 Government of Punjab, -9  
 Lahore. -10  
 Lahore. -11

Subject: Report on ~~baggess~~ beggars and begging of the main bazaars of Rawalpindi City. As directed by you. ~~bazaars~~ ~~bazaars~~ and main markets of Rawalpindi City, for preparing the ~~survey~~ Survey report on them.

beggars and begging. In this -18  
connection a detail report is subm-19  
itted here with ~~for~~ for your land-20  
~~information~~ information and action. -21

### Reports: -22

There are very assuming -23  
assuming increase of beggars in our -24  
country. There are many baggers -25  
beggars these days then ever before -26  
No park, no road, no bazaar is -27  
free from beggars. Beggars -28  
make on road and streets. Beggars -29  
make the people uneasy in home. -30  
They ~~tease~~ tease to them ~~and~~ -31  
in streets and roads. They tease the -32  
~~shopkeepers~~ shopkeepers in their -33  
shops. If the people does not -34  
pay the any thing they become -35  
to ~~curse~~ cursed on them. -36  
Some beggars are quick and -37  
strong. They just ~~adapted~~ adapted -38  
begging as their profession. -39

### Recommendation:- -40

It is best in our -41  
country that there is banners -42

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Subject \_\_\_\_\_

of all kind of begging at -43  
once by law. Strong and -44  
healthy beggars must ~~force~~ force -45  
for work in factories or shops -46  
at fixed ~~wages~~ wages. The disable -47  
beggars are provided them lovely -48  
hood from the ~~government~~ government -49  
and the beggars which are -50  
suffering from ~~from~~ some Land diseases -51  
take them in hospital and after -52  
~~recovery~~ recovery forced them to -53  
do job earning their ~~livelihood~~ -54  
lively hood. -55

CONTINUATION SHEET

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Appendix - 2.4

Write a report on beggars and begging in the main bazar of your city from a social welfare officer to the Director General of social welfare department.

To, \_\_\_\_\_ -1  
Director General \_\_\_\_\_ -2  
Social Welfare department \_\_\_\_\_ -3  
Government of Punjab \_\_\_\_\_ -4  
From \_\_\_\_\_ -5  
(A,B,C) News reporter \_\_\_\_\_ -6  
Introduction \_\_\_\_\_ -7  
We recieved many \_\_\_\_\_ -8  
reports in our bazar ~~office~~ office \_\_\_\_\_ -9  
of beggars and ~~beging~~ begging \_\_\_\_\_ -10  
in the main bazar. My worthy \_\_\_\_\_ -11  
worthy editors servay to me of \_\_\_\_\_ -12  
market and ~~compeld~~ compelled a \_\_\_\_\_ -13  
report. \_\_\_\_\_ -14  
Report \_\_\_\_\_ -15  
I personally visit the many \_\_\_\_\_ -16  
market in your city during the first \_\_\_\_\_ -17

week of month. I visit to survey -18  
survey and collect the effects -19  
of beginning or beggars beggars. -20  
The begging is seem to be -21  
profitable profession. There is -22  
no investment and profit and -23  
benefit are abundant. I see that -24  
all the local markets are filled -25  
filled of beggars or begging. They -26  
chasing to the visitor or -27  
~~customers~~ customers baring shopping -28  
having a cold drinks drink or -29  
chatting with one another. They ~~spdy~~ -30  
spdy hrrat the ladies. So social -31  
welfare department call to us to -32  
survey survey the markets. -33

### Suggestions -34

Make the survey survey commety -35  
to visit the market in weekly. -36  
Customers and department shame beggars -37  
and begging. -38  
The elective media and news can help the -39  
department of market market. -40  
People helped the begging ~~th~~ with police. -41  
The beggars are arrested and put in the bar. -42



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Appendix - 2.5

Write a report on petrol price hike to the editor of News being the reporter of the same newspaper.

To: The editor of daily K-2 news. -1

From: The news reporter ABC -2

Subject: Petrol price hike. -3

Sir, -4

I closely examined that after election and arrived of democratic government every people are gifted a hiking of prices. -5 -6 -7

However every price of any things are out of range of general public but the most effective one is the rising petrol price. In few days the prices percentage became double and triple. The Government really dishearted the innocent people. That is why the economy is totally destroyed. The poor public, the drivers can't afford the big blow of prices. The passengers have to pay thirty rupees to go Raja Bazar to Sadq Abad. -8 -9 -10 -11 -12 -13 -14 -15 -16 -17

I want to give some suggestion to the -18-

government, please stop the hike of price -19

If you give subsidy in some of -20  
daily used things it will be better. -21

Take the problem serious and take -22  
action as quick as possible. -23

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Appendix- 2.6

Write a report on petrol price hike to the editors of news being the reporter of the same news paper.

To: XYZ, editor of "The News" -1

From: XYZ, reporter of "The News" -2

-3

Introduction

-4

I was asked to give a reporter -5  
on petrol price hike and is effected on -6  
the general <sup>public</sup> ~~publee~~. The following are the -7  
report of my ~~seway~~ <sup>survey</sup> survey: -8

-9

Explanation:

-10

~~Increament~~ <sup>increment</sup> of petrol <sup>price</sup> ~~prairce~~ badly -11  
effected the general <sup>public</sup> ~~publee~~. Due to hike -12  
of petrol <sup>price</sup> ~~prairce~~ fares are also increased -13  
peoples who use to travel on buses -14  
and van seen to quarrel with conductors -15  
and persuade them for the old fares. Everyone  
wants to ~~seve~~ <sup>save</sup> ~~manee~~ money but -17  
due to increasing of petrol prices -18  
~~exerey~~ everything relate to ~~olity~~ daily

life like ~~vegetables~~ vegetables, fruits etc. -20

On other hand ~~pubec~~ public, civil societies and NGOs are protesting the increase of price. They are requesting the Government bringing down the petrol price. Every one is against the increasing of prices. -21

### Suggestions: -27

As there is so much costly item selling in the market but now due to hike of petrol ~~praises~~ prices price the prices of other items also increase. The Government should take back the orders of new petrol ~~praises~~ prices price and must give ~~subistudy~~ subsidy -28  
subsidy of petrol. In international market, the petrol price not increase, then what is the reason for hike of petrol prices? I again request ~~praine~~ prime Minister for the welfare of public you must lower down the petrol price. -29

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Appendix - 2.7

:- As a news reporter make a report on "Usage of mobile phone among the students" with conclusion and suggestion.

From: "Haider Ali News reporter of daily Ahsan"

To: "Majeed Nagma Chief editor of daily Ahsan"

Subject: "Usage of mobile phone among the students"

Observation:

Dear Sir

Usage of mobile phones among the students (students) is

So more. Then I want to tell some problems and suggestions

Bad use of mobile phones is (so) increase At least every

Student has mobile phones (phone) Not only in the

Other places but also in school's, colleges and classes.

Conclusion:

Sir bad news is that many of students use mobile

phones in classes where a teacher (teacher) deliver his (his)

lecture of subjects And The students use mobile phones

Messages in the mobile is the great facility for the students

these boys also disturb the other students And due to

this problem there are many problems create in

educational department (department). The duty of students

is only learn and teaching by teacher and student

The student must (must) give his all concentration on

their studies but mobile phone disturb them so message.

packages in the mobile networks students give them the

22

time of study to these packages suggestionse.

23

Every problem has solution so

24

Sir my suggestion is on that problem is make a rule that

25

mobile phone not use in educational department. And its

26

make obligation (obligation) of the parents that they must

27

notice their children and without any need should not

28

provide mobile phone to their children.

29

Please Sir issue the news in newspaper.

30

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Appendix - 2-8

As a news reporter make a report on "usage of mobile phone among the student" with conclusion and suggestion

From: Aqeel Mughal news reporter Nawa-e-Waqat

To: Chief editor Nawa-e-Waqat

Report:

The usage of mobile phones among the students are very rare. Every student has mobile in his ~~pos~~ pocket. This mobile has great adverse effect on the study of the students. Students should not use it properly. They misuse it. They do chat to their friends during their ~~lectures~~ lectures. They do not concentrate at their lectures. In my point of view there is no use of mobile for students. They always chat to his friends and they do not have the benefit of his cell phones. This is the only wastage of time. They ruin their future by themselves.

Suggestions:

According to my suggestion:—  
Student should not use mobile during their school or college times. The parents should be careful for their children for the use of phones.  
Cell phones are used only when they are outside home. Students of higher classes like master etc. should use mobiles but juniors are not allowed in the home as well as in school or college.  
These are some suggestions for use of cell phones.

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Appendix - 2.9

As a news report make a report on "usage of mobile phone among the students" with conclusion and suggestion.

From XYZ news reporter Daily Jung Islamabad - 1

To: chief editor Daily Jung Islamabad - 2

Subject: To usage of mobile phone by the students - 3

Respected Sir, - 4

I visited to many colleges and schools - 5  
of Islamabad and Rawalpindi. I find a common and - 6  
bad habit in student that is use of mobile phone during - 7  
their classes. They miss their classes and enjoy the song - 8  
song on mobile. - 9

Report: - 10

During my visit to different schools and - 11  
colleges I find a large number of students who are - 12  
wasting their time in mobile phones. They are not taking - 13  
their classes properly. They think that study is bore thing. - 14  
There are another type of students who are sending - 15  
sms when teachers are teaching. They can not pay - 16  
attention on their study and the result is that they failed. - 17  
Suggestions: - 18

The authority of government - 19  
should not allow the students use of mobile during - 20



college or school time. There is strict rule -21  
should be applied. -22

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Subject

Appendix - 2-10

Write a report to the editor of the news paper on wasteful expenditure on wedding

2 April 2011 -1

To, -2

The Editor, -3

Dawn News Islamabad, -4

Sir, -5

From: Social worker -6

Subject: Wasteful expenditure on wedding. -7

Introduction: Sir, I am a social worker in sector I-B and I -8

prepared a report on wasteful expenditure on wedding and I -9

wanted to show you. -10

To the point:- -11

Sir, now days, many wasteful fashion take place and many -12

more wasteful expenditure in many gathering ceremonies -13

people wanted to make himself up just to wasteful expenditure -14

take place. Sir, I wanted to advise the full whole nation -15

through this report, because tradition of culture. -16

Sir, I request to you and all the people to avoid all -17

the wasteful expenditure and present the these wasteful -18

expenditure. -19

Wa Salam -20

Faisal Qureshi -21

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RAWALPINDI

APPENDIX # 3

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix - 3.1

Write a letter to the area manager of  
the commercial bank requesting him to  
open a branch of bank in your area.

To

The manager,

Commercial bank,

A.B.C

Subject :- Requesting him to open a branch  
of bank in your Area.

From :- Name :- X.Y.Z.

Sir,

In my area there are a lot  
of people who have a lot of money.

But they have no source to save it. A

one man who have about 27 lakh lac

rupees. And, he saved these rupees

in his home in the box. The box made

up by woods. And some days after

due to rain his all money going to be

destroy. And these after people are

felt they need a proper branch. But the

bank is about 20 miles drive away

from my area. And some time also

sudden need of money. But due to long 21

way from my area people are felt 22

very problem about it. Therefore Sir I 23

requested you to open a branch of 24

~~convenient~~ commercial bank. I hope you 25

will a lot of benefits from this. And 26

I also hopeful you would take 27

quick action at my this request. 28

Thank you, 29

Yours. obediently, 30

Name: X.Y.Z 31

Date: 29. Mar, 2010. City: A.B.C. 32

CONTINUATION SHEET  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**Rawalpindi**

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix - 3.2

Date: - 29. March, 2010 City: - A.B.C - 1

Write a letter to the chairman railway board about the problems of railway travelers.

Examination Hall, - 2

A.B.C - 3

Subject: Problem facing by railway travelers - 4

Sir, - 5

It is an undebatable fact that railway is an important means of <sup>transportation</sup> ~~transportation~~ for both traveling - 6  
purpose as well as trade. Most of population of our - 7  
country belongs to middle class, so it is very - 8  
difficult for them to travel fastly and easily other - 9  
than railway. - 10

It is observed that there is always some problems in any <sup>management</sup> ~~management~~ and there is always a room - 11  
for the improvement. Keeping in mind the above lines - 12  
I am going to list the some problems face by - 13  
the ~~poor~~ People who are often travel in train. - 14

The first problem is the 'Public security' on railway - 15  
stations. Anyone who knows the law and order - 16  
situation in the country can't ignore this issue. - 17  
It will be to explain this situation if we - 18  
describe the building of railway station. - 19

The second problem is concerned to the facilities 22  
given by the railway to the passengers. It is 23  
observed that with passage of time every management 24  
has improved his services and facilities according 25  
to the available tools. But is said the a word 26  
of 'sorry' that railway is still in the past. 27  
The facilities given by railway are of very low 28  
quality. There is a long list of problems but 29  
we describe some of these problems. 30

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**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
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Subject \_\_\_\_\_

Appendix-3-3

Write a letter to your officer reporting the  
theft of certain articles from your office.

Examination Hall,

City A.B.C.,

28-03-2011

Subject :- To the officer for informing of theft of  
certain articles from the office.

Sir,

Respectfully, it is stated that I am doing a  
job in the office under your custody. I felt from several  
days the missing of cables, wires and some other elec-  
tronic devices from our office.

So, I was worried  
and in suspense of this happened action. So I  
decided to investigate the theft of such valuable  
articles. I share this issue to my friend and  
asked to help me to expose this theft.  
I and my friend decided to look eye-  
after office timing and I will look an eye-  
after office timing. So, yesterday I came to know

that their corner early in the morning. So, 21  
today I caught three their red handed having a  
video record. Repedable Six, it was a good 23  
attempt as valuable and costly ~~it~~ items won  
raising. The their of was doing they with the 25  
help of clerk so we decided to told you about  
this action. 27

The amount of which we loss 28  
through this act is attach with this letter 29  
so I request to you to enquiry of this 30  
action for more information who is doing so. 32

Yours obediently,

X.Y.Z.



CONTINUATION SHEET  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**Rawalpindi**

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_  
Appendix - 3-4

Write a letter to the editor of news paper on the need for Having better Libraries.

To, \_\_\_\_\_ - 1

The editor, \_\_\_\_\_ - 2

Dawn news paper. \_\_\_\_\_ - 3

Subject: Needs of Libraries \_\_\_\_\_ - 4

Sir, \_\_\_\_\_ - 5

As You know that our homeland is facing with a lot of \_\_\_\_\_ - 6

challenges economically. These are all because of the huge \_\_\_\_\_ - 7

growing population in multiples of three and four. Employment \_\_\_\_\_ - 8

Unemployment is now increasing day by day. We all try to \_\_\_\_\_ - 9

understand why such situation came into being. According to my \_\_\_\_\_ - 10

point of view there are three main caused. One of it I just \_\_\_\_\_ - 11

discuss before, the population factor. The second one is lack \_\_\_\_\_ - 12

of education. And the last one is lack of awareness. All the \_\_\_\_\_ - 13

people waste their time by watching T.V, nonprofitable unprofitable \_\_\_\_\_ - 14

discussions on the free occasions. This problem is with the students \_\_\_\_\_ - 15

as well as to all citizen of our country. \_\_\_\_\_ - 16

The mension problems can be solve after opening a \_\_\_\_\_ - 17

library in all cities, in colleges and schools. I request to you to \_\_\_\_\_ - 18

convey my opinion to Leader of our country with help \_\_\_\_\_ - 19

of your news paper. \_\_\_\_\_ - 20

There are some Libraries in my city but there are \_\_\_\_\_ - 21

no enough books. So quality is much better from quality - 22

quantity. I think you would understand my request. - 23

Thank's yours. - 24

Yours truly - 25

X.Y.Z. - 26

CONTINUATION SHEET

GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
RAWALPINDI

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_  
Appendix-3.5

Write to the manger of cotton factory requesting  
him to allow you and your class fellows  
to visit the factory and see the parts of factory.  
To, Examination Hall: -1

The manager of cotton factory XYZ dated 23 May 2011

From the resident of city XYZ -3

Subject: To requesting him to allow you -4  
and your friend to visit, big factory. -5

Introduction -6

Respectable Sir, I am the student of -7  
University XYZ I and my friend wanted -8  
to see your factory which produce the value  
cotton in our country, because we are the  
student and starting studying the subject which  
are related with this matter. We wanted 12  
that to visit your factory and see the  
parts of your factory in detail. 14

Sir, our subject are very interesting and  
complicated and these subject are related with  
our dream. 17

We visited to many factories in the past  
and see the parts and process of these factories  
Every factory is very important and we visited 20

these factories, all these factories were very 21  
beautiful and complicated but our dream is to visit 22  
your cotton factory and see the parts of your 23  
factory in detail. 24

Sir, I want that to visit your factory 25  
and see its parts and ~~discused~~ discussed all 26  
the parts of your factory in detail. If you 27  
give us a chance to see your factory then  
our experience will be more better and we 29  
learn that how your factory work and 30  
produce cotton. 31

pl please give us chance to see your 32  
factory and its parts. Our is dream is 33  
to learned the parts of your factory and 34  
how it produce valuable cotton therefore  
please gives us the permission about 36  
this matter. 37

CONTINUATION SHEET  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**RAWATPINDI**

Roll No. \_\_\_\_\_

Class & Section \_\_\_\_\_

Subject \_\_\_\_\_

Appendix - 3.6

Write to the manager of cotton  
factory requesting him to allow you  
and your class fellows to visit it and  
see its different parts.

Examination Hall,

City A.B.C,

28 March, 2011

Subject: For permission to visit a  
cotton factory.

Sir

Respectfully it is stated that  
I am studying in a bachelor level. Now  
a days I and my friends are free  
due to summer vacations. So we  
decided to visit a cotton factory.  
As we have been of collect  
information.

As your factory is well known  
in the country and your brand is  
of standard quality. So we want  
to visit your cotton factory and we  
been of knowing that how a raw  
material, cotton changes into a valuable  
expensive cloth.

As our subject is also related  
with agriculture and factories and  
I also decided to keep this subject  
in future. So I want to visit a  
cotton factory which will inform

tell me. So I want to take permission  
from you allow me and my friend  
to visit a factory.

We will very thankful to you  
you from the core of heart and also  
helpful to know others about your kind  
role in the field of fabrics.  
With a lots of thanks.

Yours sincerely

X.Y.Z.

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**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
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Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix - 3-7

Write a letter to the editor of newspaper on the need for having better libraries.

Examination Hall - 1

A.13.C - 2

Date 29-03-2010 - 3

My Respectful editor of newspaper - 4

I hope you are in best position and healthy. 5  
Today I write you a letter to aware you some 6  
important need in our area. The need is for having the 7  
better libraries in our area due to lack of libraries. 8  
Students used to go in the net cafe. And ~~street~~ cheat 9  
or see the movies due which they become to do anything.  
Book reading is the most important factor which makes 11  
students able to learn their subjects and understand them.  
Due to the lack of libraries students does not aware 13  
the importance of the book reading. They used to solve 14  
their matter on net. If they want to study history, they 15  
go to net and find different topics which not envolved 16  
good in history. Due to the ~~lack~~ lack of the libraries 17  
people of our area also unaware of the libraries education 18  
our history is full with education that is ~~necessery~~ necessary. 19  
for our future especially for our students. Because student must 20  
know their history, because without knowing our history we cannot

do better in the future. Due to the lack of the libraries 22  
the students are to go aimlessly and find to sit on 23  
the road and different places which is enough for destroying  
their future life. If they have libraries, then they 25  
used to go in libraries and share their different another 26  
related to their education and also about their country 27

We need libraries that is contained books which 28  
are relating with our history and tell us about our 29  
sector that how they commend the work and what 30  
changes we brought in our self keeping ourselves 31  
limit. so kindly pay your attention on the libraries 32

Your obediently 33

X. Y. Z 34



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GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
RAWALPINDI

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix - 38

Write to the medical superintendent of a Govt Hospital about medical treatment and available drugs.

Examination Hall. - 1

A.B.C. Hospital - 2

Date 28 March, 2011 - 3

Subject: Medical treatment and available of drugs - 4

Sir, - 5

A.A I as the patient of the hospital A.B.C - 6

tells you that there is no sufficient doctor, - 7

nurses and technicians. The equipment - 8

of equipment of hospital have very bad conditions. - 9

Medical treatment is not good get many doctors - 10

are ignore their patient and don't them complete - 11

protection from diseases. Their efforts are able - 12

for praise. - 13

Only few doctors have a keen sense of their - 14

responsibility. The drugs which are provides to the - 15

hospital leaked out from there. The head of drugs - 16

department also irresponsible. Dispensary Dispensary are - 17

is not so clean. One patient have many problem - 18

medicines and other drugs which is came from - 19

good pharmacy are leaked. - 20

I have an idea about his problem. Sir you 21  
as, superintendent Govt hospital should be go 22  
in every govt hospital to check and balance. 23

Thanks 24

Name X.Y.Z 25

CONTINUATION SHEET

GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
RAWALPINDI

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_  
Appendix-3.9

Q write a letter to your officers reporting the theft of certain articles from your office.

Examination Hall, -1

City A.B.C -2

March 28, 2011 -3

Subject " The theft of certain article from -4

my office. Last night I check articles -5

very carefully and collection all of them and -6

put them in my safe. But this morning -7

when I reached my ~~afice~~ office I discover -8

about the left of these certain articles from -9

my office. I beg to say that I need your -10

help. Please take some action about theft of -11

these certain articles. These ~~artices~~ articles -12

are very important for us. I worked very -13

hard for these articles. At from a long time -14

I also try to know about the left of -15

these articles. People who delt these articles -16

they are very careful by nature. They -17

playfully kills his ~~prag~~ prey and selfishly -18

fills his stores. They broods enmity for others -19

in their heart. I try my best to discover -20

these articles. I wanted to take certain 21  
action & about these thieves. You should also 22  
help me for his operation. I shall be 23  
very thankful to you for this act of kindness. 24

Yours's obediently 25

X.Y.Z 26

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**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**Rawalpindi**

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_  
Appendix - 3-10

Write to the medical superintendent. of a  
government hospital about medical  
treatment and available drugs.  
Examination Hall.

A.B.C Hospital -1.  
March 28, 2012

From: A patient -3  
Subject: Medical treatment and available of drugs -4  
Sir, -5

It is stated that I am suffering -6  
from throat infection from the last four days. -7  
And I visited your hospital yesterday. And -8  
sadly I could not visit get the doctor's -9  
appointment to 5 hours. -10

It happened because there were a -11  
lot of people around crowd of people to get -12  
the appointment. People were pushing each -13  
other to get the receipt. After a great -14  
struggle when I got it I went to the doctor -15  
But I was shocked when doctor refused me -16  
to check me and said me that please come -17  
after 1 hour break. Then I waited for him. When -18  
he came back he checked checked me and -19

advised me a list of medicines to take. But 20  
when I went to dispensary there was no stock 21  
of medicine even doctor told me to take 22  
medicine from dispensary. 23

So I went to requested request you that 24  
please check the administration or take some 25  
action for the patient to comfort them. And 26  
take some mandatory important steps to make 27  
the access of patients to doctors easily and 28  
also check the medicine stock in the dispensary. 29  
I shall be very thankful to you for this act of 30  
kindness. 31

A. B. C. 32

A patient or citizen 33

X. Y. Z. 34

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**Rawalpindi**

APPENDIX # 4

Roll No. \_\_\_\_\_

Class & Section \_\_\_\_\_

Subject \_\_\_\_\_

Appendix - 4.1

خود اعتمادی اور اپنی ذات پر یقین پہل کاری کی اولین شرائط ہیں۔ جنگیز خان کو اچھی طرح معلوم تھا کہ پہل کاری اور ردِ نفی میں کیا فرق ہے۔ اگر کوئی مددگار کے دوران سپاہیوں کا گھرانہ کرے گا، نکلے میں کامیاب ہو جائے گا ان سپاہیوں پر جنگیز خان نے غائب نازل ہونا۔ اس جنگیز خان کے سپاہی درندوں سے زیادہ جیت اور فوجوار تھے۔ اس لیے دشمن کو جیت دہ کر کے ان پر قابو پانا ہو تو عیاری اور پہل کاری جیسی مفاد کار ہوتی ہے۔

- 1- Self confidence and believe on self are the basic conditions of initiation. Changviz Khan fully known - 2
- What is the difference in initiation and-3
- disorder. If any beast escaped from soldiers. - 4
- Changviz Khanian anger of Changviz Khan were - 5
- more active and furious from beasts. Qualities as cunningness and initiation needed if it is - 7
- the desire to surprise to enemy to control - 8
- at it.

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RAWALPINDI

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_  
Appendix - 4.2

ایس تحقیق سے کوئی انکار نہیں کر سکتا کہ ہمارے ملک میں الیکشن کو  
ایک مادیلہ سمجھا جاتا ہے۔ عام طور پر کہا جاتا ہے کہ جیلے خودے شیج  
کی کے الیکشن کی کیفیت حاصل کرو اور اسے جیلے خودے گنا زیادہ کھاؤ۔  
ہمارے ملک میں ارکان الیکشن کے برائے دار اور دوست صاحب اپنے  
اپنے کو مادیوں سے بالائی سمجھتے ہیں۔ وہ سمجھتے ہیں کہ کوئی جیلے  
جیلے کیے مادیوں سے ملے۔ یہ جوگے کوام کو جانوں کو خطرات استعمال  
کیے ہیں۔ اپنے مفاد کے لیے کوام کو استعمال کرنا ان کی عورت ہے۔

No one can refuse from this fact that Elections are 1  
understood like business in our Country. It is normally in our Country 2  
it is normally said that get the membership of spending 3  
much and after that earn more and more. In our Country 4  
relatives and friends understand that they are superior 5  
from others have right do of any thing. These people are public 6  
as animals public for their interest. -7



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Appendix - 4.3

جواد بھٹیاں جواد پاکستان کا ایک بگ کرکٹر تھا۔ وہ سیت اجماع کے باز تھا اور وکٹوں کے  
کے درمیان دوڑز بہت تھی۔ ۱۹۸۷ کو شکار جسے کرکٹ ٹراؤنڈ میں کس نے اسے اس سے  
جو ٹارگٹ کا تعاقب کیا۔ آخری بال پر اس نے چھکا مارا اور یہ پاکستان کی بیرونی  
نے خلاف عالم معنی۔ اس چھکے سے وہاں دو لے تو یہ بڑا ایک کرکٹر رہے لگایا۔

Javed miar Dad was best cricketer of Pakistan He was  
great batsman and his running was best in the center  
of wickets. At 1987 he chased the target for from his-3  
reach. He hit 6 last ball and it was great won of-4  
Pakistan opposite India. Mian Dad earned nearly one-5  
billion rupees from this six. -6

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Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix- 4.4

ہمیں ڈرا لیز ہوسا کرنا چاہیے۔ وہ سب سے عظیم ہے۔ ہم اس کی  
عظمت سے انکار نہیں کر سکتے۔ وہ اپنی مخلوق سے پیارا کرتا ہے۔ مسلمان اس  
سے محبت کرتے ہیں اور وہ بھی ہم پر بہت مہربان ہے۔

We trust on God. He is greatest from all. 1  
We cannot deny the importance of his 2  
greatness. He love with his creature. 3  
Muslims ~~love~~ love from him and he is 4  
also kind us. 5

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Appendix-4.5

عمران خان کے نام سے کوئی واقف ہیں ہے۔ وہ پیشہ کے اعتبار سے ایک کرکٹر تھے۔ ۱۹۸۷ میں اس کے کرکٹ عروج پر پہنچ گئے۔ ۱۹۹۲ میں پاکستان نے ورلڈ کپ ان کے زیر قیادت جیتا۔ ریٹائرمنٹ کے بعد اس نے کینسر کے مریضوں کے لئے ایک والدہ کے نام پر ایک ہسپتال بنایا اس کے والدہ کینسر سے فوت ہوئی تھیں۔  
قصہ یہ عمران خان سے بہت پیار کرتے ہیں۔

Who is not familler name of Imran Khan. His -1  
profesion is cricket. 1987, he reached on -2  
peak and 1992 Pakistan won the world cup3  
in his guidance. After his setirement he  
make the Hospital for cancer patients  
on his mother name simple we love6  
Imran Khan. -7

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Appendix - 4.6

یہ ایک سردیوں کی دامت تھی اب تک کسی نے دروازے پر دست دی میں اس وقت  
گھر پر تھی میں نے دروازہ کھولا دروازہ پر ایک بوڑھا کھڑا تھا وہ سردی سے کانپ رہا تھا  
میں اس سے خوفزدہ ہو کر اس نے مجھ سے کہا کہ بارش تیز ہے اور میں اندر آنا چاہتا  
ہوں میں نے اس کو اندر آنے کو کہا

This was a winter night. Suddenly Someone Knocked - 1  
the door. I was in the home, I opened the door. There was  
an old man on a door. He was shivering. I was afraid - 3  
of him. The rain is very fast and I want to come in. I - 4  
allow him to come in inside. - 5

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Appendix - 4.7

اسلم انکيا دھوبی ہے۔ صبح سویرے اُٹھتا ہے۔ ناشتہ کرنے کے بعد وہ اپنے گاہکوں کے کھڑے ہوتا ہے۔ وہ ان کے میلے کپڑے آگے کر جاتا ہے اور انہیں دھونے کے لیے دریا کے کنارے لے جاتا ہے۔ وہ وہلے پوئے کپڑے ~~سونا~~ سونے کے لیے دھوپ میں ڈال دیتا ہے۔ سونا کھلنے کے بعد وہ کچھ دیر آرا کر جاتا ہے۔ اسکا گھر دریا کے کنارے ہے۔ اس نے سنا کو کھروٹ جاتا ہے۔

Aslam is a washer man. He gets up - 1  
 early in the morning. After taking - 2  
 the breakfast, he went to the house - 3  
 of his ~~customer~~ customer and - 4  
 collects the dirty cloths. And went - 5  
 to the bank of the river for - 6  
 wash them. He put the ~~wet~~ wet - 7  
 cloth for dry in sunshine. After - 8  
 eating food he take some rest. - 9  
 His home was not near the river - 10  
 that's why he went to the home - 11  
~~evening~~ evening. - 12

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 Appendix - 4.8

آدمی اپنے صحبت سے پہچان لھاتا ہے۔ ہمارے  
 دوست ہمارے کردار پر اثر رکھتے ہیں۔ ایک اچھا  
 اور ایسا آدمی اس کے عمل کے خاموش اثر سے  
 سی اٹھتا نکلتا ہے۔ ایک بُرا آدمی اسی طرح ہمیں بھی بُرا  
 بنا دے گا۔ ہمیں اپنے دوستوں کا ~~انتخاب~~ انتخاب  
 بڑی احتیاط سے کرنا چاہیئے۔ چونکہ بڑی عمرت زیر  
 کما طرح ہو کر ہے اس لیے ہمیں اس سے بچنا چاہیئے۔  
 اچھے لوگوں کی عمل اور ~~طریقہ~~ تعلیمات ہمارے رہنمائی  
 اور فتنہ انگیز ہیں میری رائے یہ ہے کہ اس کے  
 برعکس برے لوگوں کے عمل کے اثر سے بچنا چاہیئے  
 برے ~~لوگوں~~ طریقوں کا شکار نہ ہونا چاہیئے۔

A man is known from his ~~company~~ 1  
 company. Our friends keep an effect 2  
 upon character. A good and virtue person 3  
 makes good also us by the silence 4  
 effects of his dead. A bad man would 5  
 like him self. we should select our 6  
 friends very carefully. Since bad company 7  
 is like a poison, therefore we should avoid 8  
 it. The acts and teaching of 9  
~~good~~ good people guide us in our 10  
 difficulties. At the other 11  
 hand, we also victim of bad ~~teaching~~

traditions, due to bad acts of bad -13  
people -14

CONTINUATION SHEET

GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN  
Rawalpindi

Roll No.

Class & Section

Subject

Appendix 4.9

قائد اعظم ایک بے پیکر و جوانی کا نمونہ تھے۔ لیکن وہ اپنی ارادے کے  
مالک تھے۔ ان کے کردار کی عینیت اور ان کی شخصیت کی عظمت ان  
کی ایک دارندہ سکھوں کے آنکھوں سے ہی سر ہوئی تھی۔ وہ بہت ہی عطر  
جو اپنے بے پیکر شان سے بڑے بڑے دنیا ایک دفعہ لڑکے کا دل دیتی تھی  
تشریف رکھتے یہاں کہیں ہی اپنے بے پیکر کردار کے لیے لوگ کرسی  
پر بیٹھے ہیں تو جوان بیک کر رہے ہیں۔ یہاں سے اسٹوڈنٹس اور فرما  
”صاحبزادے اپنے آپ کو اس بے پیکر شان کے لیے بول رہے ہیں“  
کر رہے ہیں ان سے تعین میں کہنے والے بول رہے ہیں کہ یہ بے  
پیکر و جوانی کا نمونہ ہے۔

Quaid-e-Azam is a handsome person but weak body-1  
wise. But he was a man of principle. His greatest  
personality and perfect character were presented-3  
by him brightfull and attractive eyes. He was-4  
present mind man. Before the ~~exist~~ creation of  
Pakistan he comes once time in Arabic college-6  
Delhi. Where a student said that every place-7  
old man were sitting in a chair what do young-8  
one. Quaid-e-Azam laughed at and said, Son-9  
you should be able to yourself that you-10  
snatched the chairs of old man the able-11  
person should be at top place.-12



**CONTINUATION SHEET**  
**GOVERNMENT DEGREE COLLEGE, SATELLITE TOWN**  
**Rawalpindi**

Roll No. \_\_\_\_\_ Class & Section \_\_\_\_\_ Subject \_\_\_\_\_

Appendix 4-10

قائد اعظم ایک جملہ شہسوار تھے جن کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 عزیز اور آزاد نہ تھے بلکہ ان کے سرور کو دیکھ کر ہی انسان کی ہڈیوں میں  
 شہسوار کی عظمت کو لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔  
 ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔ ان کی ہر بات پر ہر فرد انسان (میں نے) لکھ کر دیکھا ہے۔

- 1- Qaid-e-Azam was thin and physically a
- 2- week man. But he was a man with ivory
- 3- intertion and passion. His strength of action and
- 4- his personality can be seen from his shining
- 5- eyes. He was very intent answered. Before ~~the~~
- 6- Pakistan, once he gave Arabic college, Delhi. Here
- 7- leaders of student asked that on every chair
- 8- ~~formalmen~~ are siten what gentlemen do. Qaid-e-Azam
- 9- Qaid-e-Azam smiled and said. "Dear first you
- 10- make ~~yourself~~ yourself as up that you can
- 11- take their chairs beca special ~~for~~ people have
- 12- always place on the top.