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A Brief Report on the Teaching of ESL in Pakistan with Recommendations for the Development of Intensive English Language Programs for USAID Trainees

A REPORT BY

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1. Purpose of the Report

The three consultants to the Development Support Training Project were originally requested "to prepare a report that analyzes the capacity of existing private sector training facilities as well as university and government institutes to provide management and English language training for both public and private sector personnel." For English language training, this document has been prepared in response to that original request.

2. Background to the Report

2.1. Language in Pakistan

Pakistan is a multilingual society. In a country of 85 million people, the following languages are spoken by many Pakistanis: Urdu, Siraiki, Sindhi, Punjabi, Pushto, Brahui, Hindko, Baluchi, Gujrati, Kacchi, and English; in all, about 40 languages are spoken. The average Pakistani speaks at least two languages and many speak three or more. This can be viewed as both a blessing and a curse, but on the whole the situation is bad for Pakistan. There are simply too many languages spoken, most of them spoken as native languages, and both communication on a nationwide basis and education at all levels have been adversely affected.

Urdu has been proclaimed the national language and is being promoted aggressively by the GOP. It is now the sole legal medium of instruction throughout the first ten (pre-matriculation) years of education, and is displacing English to some extent even at college and university levels. Both the wisdom of this movement and its prospects for success are difficult to assess at this time. Critics of the movement tend to stress the fact that Urdu is spoken as a native language by less than 10% of Pakistan's population. That Pakistan has no "natural" (i.e., spoken natively by most of its people) native language has been described by one observer as a "tragedy".1/ It is also true, of course, that Urdu does not provide access to much of the world's knowledge, especially in printed or recorded form, and cannot serve as a link between Pakistan and other nations of the world as could an international language like English. On the other hand, proponents of the Urdu movement tend to stress the obvious advantages of having a truly national language, and note that Urdu already functions as a kind of internal lingua franca here. A great many Pakistanis do speak some Urdu, perhaps even, as claimed a majority, though there

1/ Melvin Hughes, Document 7, p. 46.

are admittedly serious questions concerning both the quality of current Urdu teaching and the quality of instructional materials in the language.

English is now officially regarded as a language of knowledge and technology and of international communication. It is still being taught from grades 6 to 10 and used to some extent as a language of instruction at post-metric levels (for more detailed discussion, see 2.2 below).

Arabic is also being taught in the schools as the language of religion, although few Pakistanis have any real functional control of this language. The provincial languages, are used only for the functions of "informal communication" and "preservation of culture." 2/

Aside from the more intangible value of a very rich cultural diversity, Pakistan has derived one major advantage from its complex linguistic state of affairs: Pakistanis are relatively good language learners. Most have already crossed the initial psychological barrier involved in learning a new language of functional use, and in second-language classes most exhibit the patience and lack of inhibition required for successful second-language acquisition. Thus the prospects for establishing successful language-teaching programs are, to this extent, better here in Pakistan than they would in a largely monolingual country like Thailand or Japan or the United States where learning new languages is not so much a part of everyone's normal experience.

2.2. The History and Current Status of English and the Teaching of English in Pakistan

One of Pakistan's major resources is a relatively large and widespread pool of proficient English speakers, but that pool is drying up. To understand how and why this is happening it will be necessary to review, at least in outline form, the brief history of English and of English teaching in what is now Pakistan.

The coming of the language to this area was of course the result of Great Britain's gradual annexation of most of the Indian Subcontinent during, especially, the 19th century. A good summary of the importance of English in the wake of this event is provided by historian Percival Spear:

> English in fact replaced Persian as the language of government, business and the higher courts. At a

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2/ Document 1, p. 6.

stroke therefore, its knowledge became necessary for all who had relations with government whether in or out of service. Western knowledge became the content of government sponsored education to whom ambitious youths now turned, from the same date. Thus a widespread knowledge of English and the western knowledge to which it was the key was secured at the same time.

Around governmental activity arose a new middle class drawing into its elements the old professional groups, but unifying them with a common relationship to public life and a common intellectual equipment. This class consisted of government, subordinate executive, and legal officers down to the point where only a local language was required, the ministerial staffs of the secretariats in the chief cities; teachers, lawyers, and western-trained doctors, an emerging class of technicians, some groups of merchants in the cities (like the Parsees in Bombay) and of landholders, like the zamindars of Bengal. 3/

Until independence in 1947, then, successful residents of the old British Raj simply acquired English as a natural part of achieving success in business, the professions, or public affairs or as a natural part of becoming educated, English having been adopted as the language of instruction in most of the better schools and the universities.

In the immediate post-colonial period, English at first proved easy to maintain, partly because so many had learned it well already, and partly because there was no competing language which had ever been used for official purposes throughout the area now known as Pakistan. As time wore on, however, the situation changed. Those who had learned English under British rule began to die off or to drift away. The process was slowed by the presence of large numbers of teachers of English who had themselves been trained during colonialdays, but these numbers have also gradually decreased. The result of all this has been, inevitably, a steady decline in both the number of English speakers in Pakistan and the quality of their performance in the language. With the recent rise of Urdu as a national language (as described in 2.1. above), and the increasing substitution of Urdu for

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3/ 1970. A History of India, Volume 2 (Penguin), p. 162.

English for official purposes and as a language of instruction in the schools, this process is certain to accelerate. Within a few years, Pakistan may have lost most of its English.

For a country with as few resources as this one, such a loss could be something of a cultural disaster, but it can only be prevented by a conscious, well-planned and substantial effort to build on what is left by developing new programs in the teaching of English, for certain purposes, as a second language. Pakistan is, however, very poorly prepared for this effort. Despite its long and successful involvement with English, this country has ironically never developed any expertise in teaching English as a language - it has mainly been learned, as in the countries where English is spoken natively, in the process of becoming educated and successful. Thus English in the Pakistan of today, though something more than a foreign language, like German or Chinese, is no longer the quasi-first language it was, nor is it being maintained, since the country has simply failed to develop any real awareness of, or capacity for, the teaching of English as a second language.

There is some evidence that the pattern just described is not unique to Pakistan. This country may simply be one among a number of former British colonies which are suffering from what could perhaps be called the post post-colonial ESL blues. Consider, for example, this description of the problem of English in Sri Lanka from a report by Carla Grissmann of the Asia Foundation:

> From the very beginning, that is from the mid-1940s when the new language reforms were put into force, the very definition of English has been problematical. Almost overnight it changed from being a First Language to being a Second, or Foreign, Language and it has continued to float somewhere in between these two extremes without a clear identity. English is in fact much more than a Second or Foreign Language (Japanese) and yet much less than a First Language (Sinhala and Tamil) .... It has been called an auxiliary language a companion language, a complementary language, a utility language. At certain social, administrative and political levels it is indeed a common language. "Lankan English" is recognized by some Sri Lankan linguists as being a viable mode of communication, forming a genuine speech community of English speakers.

> In certain small circles English continues to represent a whole style of life. Yet for a vast majority of Sri Lankans English in a sense is less accessible today than it was several generations ago. 4/

If Pakistan and Pakistani were substituted for Sri Lanka and Lankan, this paragraph could stand as a perfect description of the situation here.

3. Institutions and Individuals Visited

3.1. Summary

3.1.1. Institutions and Individuals Directly Related to Potential USAID English Training Programs:

(1) National Institute of Modern Languages (Islamabad)

(2) The University Grants Commission (Islamabad)

(3) ICA Islamabad

(4) The Pakistan American Cultural Centers:

PACC Karachi (The home center)
PACC Peshawar
PACC Quetta

Mr. Yusuf Mandviwala (Chairman of the Board, PACC)

3.1.2. Other Institutions and Individuals Related to the Teaching of ESL in Pakistan.

(1) Allama Iqbal Open University (Islamabad)

(2) The Asia Foundation (Islamabad)

(3) The British Council (Islamabad)

(4) The American Centers

Peshawar
Lahore
Karachi

4/ 1970, "A Profile of the Teaching of English in Sri Lanka Today." Asia Foundation, p. 27.

(5) ICA Karachi

(6) Ms. Anita Ghulam Ali, President Teachers Association of Pakistan (Sind) (Karachi)

3.1.3. Other Institutions Visited

(1) EAD (Islamabad)

(2) The Women's Division (Islamabad)

(3) Planning and Development, NWFP (Peshawar)

(4) PARD (Peshawar)

(5) University of Peshawar

(6) Agricultural University of Peshawar

(7) Engineering University of Peshawar

(8) Chamber of Commerce, Peshawar

(9) John Brim, American Consul, Lahore

(10) Punjab University, Lahore

(11) NIPA Lahore

(12) The Academy for Advanced Training (Lahore)

(13) WAPDA Lahore

(14) Administrative Staff College (Lahore)

(15) Chamber of Commerce, Lahore

(16) MILPAK (Lahore)

(17) Mr. Mian Tajamul Hussain, Chairman, Lahore Stock Exchange

(18) Mr. Michael Austrian, American Embassy, Karachi

(19) IBA (Karachi)

(20) Mr. Zia Shaf Khan (Karachi)

(21) Planning and Development, Baluchistan and Secretaries, Government of Baluchistan, Quetta

(22) University of Baluchistan (Quetta)

3.2. Comments

The consultant team was originally requested to "indicate the type of training offered, the clientele served, the number of trainees that can be accommodated and the cost of various training programs." Much of that information can be found in detail in the documents listed in Appendix 2. Since, however, no Pakistani language-teaching institution currently offers any training program equal to the needs of USAID trainees, a few general comments on these matters should suffice. All of the institutions that have been identified as possible locations for USAID intensive English programs can easily accommodate as many trainees as USAID might want to assign to them. All serve a various clientele. Since none is currently capable of administering the programs USAID will need, the cost of that function will have to be developed in conjunction with the institutions selected and the U.S. personnel involved.

(1) National Institute of Modern Languages (Islamabad)

Interviewees:

Brigadier Mohammad Saeed, Director

Mr. S.A. Qureshi, Chairman, English Department

(Briefly) several other heads of departments, including Mr. Mohammad Jamil Qalander, the Chairman of the Arabic Department and a member of the Study Group which has prepared a report on the teaching of languages for the President (Document 2).

The NIML is officially a part of Quaid-i-Azam University, but the Institute has a spacious campus of its own. Eleven languages are being taught currently. In all cases the teaching is true language teaching -- the languages are being taught for actual use. Several of the departments have been heavily subsidized by the countries of origin for

those languages. The subsidies include both materials and equipment -- the French have installed a modern language lab (which is only used for French) -- and teaching faculty. Much of the teaching is therefore done by native speakers of the languages taught. This is a very promising site for an intensive USAID program. Although the English Department is badly in need of materials and equipment, the classroom space is there. Space has also been set aside for the building of a hostel. Since precedents have already been established for teaching functional language and for employing native speaking faculty, the orientation of the Institute is right. It would seem logical and appropriate for the U.S. to subsidize English teaching just as the French and Germans are now subsidizing the teaching of their respective languages. Both Brigadier Saeed and Mr. Qureshi are receptive to this notion and would welcome support.

(2) The University Grants Commission (and the National Academy of Higher Education) (Islamabad)

Interviewees:

Dr. Mohammad Afzal, Director

Mrs. Anjum Riyazul Haq, Advisor to the Director

The UGC appears to be the only institution in Pakistan where a trained ESL specialist has been awarded some authority. Mrs. Anjum Riyazul Haq holds an MA from Hawaii (which has an excellent program in this field), and Dr. Afzal seems to be guided by her in language - teaching matters. Mrs. Riyazul Haq has recently supervised the production of a study group report on the teaching of languages (Document 2) under a directive from the President. For the moment at least she is probably the most influential person in Pakistan in the field of language teaching. Among her projects is a proposed language center (described in the Study Group report) which USAID would be wise to consider supporting - the country is badly in need of such a center, which could serve as a resource for USAID English programs. The National Academy of Higher Education, which will function as a unit of the UGC, will be mainly concerned with in-service training for university faculty. Mrs. Riyazul Haq suggested that this might be a place for a USAID intensive ESL program but the NIML, though not under the control of the UGC, would seem a more logical place for such a program. The National Academy

does, however, control a hostel which can accommodate some fifty students. The question might best be resolved through direct UGC/USAID discussions during which both options could be examined carefully.

(3) ICA Islamabad

Interviewees:

Ms. Marilyn Johnson, PAO

Mr. Robert Jones, CAO

ICA has historically been much involved in teaching ESL and in supporting such teaching, and is becoming increasingly active here. For me Mr. Jones not only delivered an excellent briefing on ESL Pakistan but also set up several key interviews and even provided transportation for a day. Any USAID projects in the ESL field should be coordinated with those of ICA. For further discussion of the personnel involved and the form that such cooperation might take, see 5.2.2 (2) of the Recommendations.

(4) Pakistan - American Cultural Center, Karachi

Interviews:

Mr. Robert Boies

Ms. Azeem Shah

Mr. Yusuf Mandviwala (Chairman of the Board)

Although poor in facilities and equipment, the PACC operates the most successful ESL program in Pakistan. A private, non-profit cooperative venture, with headquarters in Karachi and branch centers in Hyderabad, Peshawar, and Quetta (for a more detailed description of all the PACCs, see Document 1), the PACC has been offering courses in English, taught functionally, for more than 25 years. In Karachi alone, more than 4,000 students are enrolled its classes. On several counts these centers would appear to be the most promising sites for USAID intensive courses. For the most part faculty have no real formal training, but in Karachi there are a few native speakers teaching, Mr. Robert Boies serves as academic advisor, and there is some expertise among its four directors.

This consultant observed several classes in session and was generally impressed with both instructors and students. This is an amateur operation but a good one. Mr. Mandviwala, a self-made businessman and the Chairman of the PACC Board of Directors, expressed interest in a possible arrangement with USAID. For further discussion of what that might be, see 5.2.2. (3) of the Recommendations.

(5) The PACC Branch Centers: Peshawar and Quetta

Interviewees:

Peshawar: Mr. Samuel Pitt, Director (and some faculty)

Quetta : Mr. Marvyn Angelo, Director

The branch centers run programs identical with Karachi's in even more dilapidated surroundings. The PACC Peshawar now enrolls about 150 students, most of whom are Afghan refugees. The Director, MR. Samuel Pitt, believes that enrollment might double if a few native speakers were to join the faculty and if more space could be found to accommodate the classes. At Quetta the enrollment is about 200 students and the Director, Mr. Marvin Angelo, has developed a special English course for the employees of the National Bank of Pakistan. There is some danger that this center might lose its present, inadequate quarters but the indications are that space will be provided in the new Baluchistan Public Library building scheduled for completion in four or five months. Both Mr. P'tt and Mr. Angelo (who has done a one-year . . course in Australia) are the kind of Pakistanis (young, resourceful, fluent in English) for whom the training suggested in the Recommendations (5.2.2. (1) might be appropriate.

(6) Allama Iqbal Open University (Islamabad)

Interviewee:

Dr. Riaz Hassan, Chairman, English Department

The place of this institution in ESL Pakistan is hard to gauge. Its involvement is largely the work of one man, Riaz Hassan, who has sponsored a number of projects in this field, including a functioning one-year program in teaching ESL for college instructors and a proposed two-year program for secondary school teachers (of whom there are more than 25,000). The government has sent foreign students there for

ESL, and the British Council has provided some support for its programs, including an ESL specialist. On the other hand, this institution does not appear to carry much weight with the GOP -- the technical support required has not been provided -- nor has it developed a very strong reputation. Some of the programs planned appear to me to be well beyond the University's capacity. Still, this is an institution that bears watching. Professor Hassan is talented and resourceful.

(7) Asia Foundation (Islamabad)

Interviewees:

Mr. Frank Dines

Ms. Carla Grissmann

Mr. Kamal Farooki, Member, Study Group on the Teaching of Languages

The Asia Foundation may soon become involved in ESL Pakistan. A Foundation consultant, Carla Grissmann, is preparing a report on English Teaching here (she did a much longer -- and excellent study -- on Sri Lanka, where, as noted above, the English situation is similar to Pakistan's). USAID should request a copy of her report for its file of documents and should establish contact with the Foundation (Frank Dines is the representative here) to determine what kinds of projects it may decide to undertake. Also present at this meeting was Kamal Farooki, a prominent member of the Study Group on the Teaching of Languages which is preparing a report for the President. Mr. Farooki, a staunch proponent of English, is skeptical of the national Urdu movement, and disagrees with much of what his colleagues recommend. He is in fact preparing a minority report to accompany the official document.

(8) The British Council (Islamabad)

Interviewees:

Mr. Michael Ehrenron

Dr. Simon Cole

In the teaching of ESL abroad, the Council is the most experienced and most successful agency in the world. Here in Pakistan, however, they have had mixed luck and are

currently proceeding very cautiously. At the moment Dr. Cole and Lloyd Mullen in Karachi are the only ELT (the common British acronym for ESL) specialists in country, but several KELT (Key ELT) specialists will soon be here. There are plans for training some Pakistanis in England. During the past few years, there has been some talk of the Americans and British pooling resources -- and some instances of it in teacher-training seminars. ICA favors this approach and Dr. Cole seems receptive, at least in principle, to it. If USAID does become involved in English training, contact should be established and maintained with the Council.

(9) The American Centers (Peshawar, Lahore, Karachi)

Interviewees - Peshawar:

Mr. Douglas Davidson
Mr. Sultan Yusafzai

Interviewees - Lahore:

Mr. Warren Soiffer
Mr. Lester Velez
Ms. Saeeda Ajmari

ICA sponsors American Centers in a number of cities in Pakistan. The consultant visited three -- those in Peshawar, Lahore, and Karachi -- but requested interviews in the first two only. Each Center maintains a well-stocked library and facilities, for various cultural events, usually in very attractive surroundings. No direct language teaching is done at the Centers, but they do provide both reading materials and films and lectures in English, at no charge. The Center in Peshawar could therefore serve as a useful resource for a USAID program, as could the Centers in Lahore and Karachi for programs that might someday be located in those cities.

(10) Mrs. Anita Ghulam Ali
President, Pakistan College Teachers Association (Sind) (Karachi)

At Mr. Kamal Farooki's suggestion, I visited Anita Ghulam Ali, a teacher of microbiology and the President of the PCTA (Sind). Dynamic and outspoken, Mrs. Ghulam Ali believes that the way to get things done is to act without waiting for official approval or support. She has (to say the least) little faith in the GOP's powers or intentions. Under her direction, the

PCTA is conducting its own review of courses and texts in grades 9 through 12, including, of course, English teaching in these grades, for the purpose of suggesting "changes, amendments, additions, and deletions". For USAID's purposes, her work has no implications at this time, but she is obviously one of Pakistan's real doers and should be kept in mind for any future projects involving aid to education.

(11) The Universities Visited

University of Peshawar

Agricultural University of Peshawar

Engineering University of Peshawar

Punjab University (Lahore)

University of Baluchistan (Quetta)

Each of these has its Department of English but none is actually engaged in teaching English as a language, except in minor, quasi-remedial ways. In Pakistan, English at university level means English literature (as it does in native speaking countries). Faculty members are accordingly trained in this tradition and, with scattered exceptions, not in the teaching of ESL. There is some rather uneasy awareness of the growing English problem which seems to correlate with two variables: (1) the quality of the university itself -- the better the school, the less severe the problem (e.g., the problems are greater in Baluchistan than at prestigious Punjab) ; and (2) the capacity of instructors for self-delusion -- in the universal Pakistani lecture approach, it is easy to imagine that students understand much more than they do. At this time I see no point in becoming involved with any of the universities.

(12) Other Institutions Visited

I visited 22 other training institutions (listed in the Summary: 3.1.) and attempted to assess their perceptions of potential English training needs. There was, of course, some variety, but most identified substantial needs, as did the various USAID sector representatives. The need for English training is obviously there across a wide spectrum of scheduled and prospective USAID training projects.

4. English Language Training

The major problem facing USAID is that there is almost no tradition of teaching ESL in Pakistan and therefore no institutions or programs which can at this time provide the intensive English training that USAID trainees will need. The few well-trained specialists in this field are widely dispersed and the programs that exist either do not focus on the teaching of the language -- as in the universities where English is mainly taught, as it is to native speakers, as English Literature -- or do not have the resources to support a first-rate program. In the latter category, there are, however, a few institutions that do have at least the right orientation. At these institutions, good intensive programs might be developed with adequate levels of USAID support.

5. Recommendations

5.1. Objectives

Given the problem as described above, USAID's general objective must be to develop an ESL effort in Pakistan at a level of professional quality equal to its training needs. Its specific objective should be to develop one or more intensive programs in English for USAID traineesin any of the sectors in need of such a service. This will involve the enhancement of local English training facilities, several kinds of training for Pakistani personnel, and the recruitment of some American ESL professionals.

5.2. The Program

Since the details of these recommendations are now being worked out for the USAID Project Paper, they can only be recorded here in outline form.

5.2.1. Procedural

USAID should first create an ESL program of appropriate quality at the appropriate levels: i.e., one first-rate intensive English program (25 hours/week) for USAID Trainees: two levels (Intermediate -- 12 weeks and advanced -- 6 weeks).

Requirements

(1) One senior specialist to design and establish the program (needs assessment, syllabi, materials, supervision of faculty): 3-6 months in Pakistan. This specialist would return once a year (4-6 weeks) to monitor the progress of the program(s).

(2) Three younger specialists (MA level, experienced) to implement the program (testing, teaching, modifying syllabi and materials): 2 years in Pakistan.

(3) Site: Islamabad: either the National Institute of Modern Languages or the Academy for Higher Education. This should be negotiated through the University Grants Commission. Either site will have to be improved (See 3.2. (1)). USAID should then extend this pilot program as desired: new centers might be established in (1) Peshawar and Quetta (year 2); (2) Karachi and/or Lahore (if the project is extended).

Requirements

(1) A new team of two younger specialists for each new center: one new will join one experienced instructor.

(2) Sites: Pakistan-American Cultural Centers. These sites will have to be improved (See 3.2. (4) and (5)).

5.2.2. Structural

(1) Teams will first work with current personnel at target institutions: overlap -- at least 3 to 6 months. Then one key Pakistani instructor from each target institution will be sent to the U.S. for appropriate training (e.g., MA TESOL, or special short course for more senior personnel). As these trainees return, the target institutions will gradually acquire an indigenous faculty: The number of U.S. personnel could gradually be reduced to 1 per center as 1 of the original 2 is replaced by a key

Pakistani trainee. If further faculty are needed, these could be sent to either the U.S. or the RELC Singapore for training. Three key instructors could be trained in 4 years according to this schedule:

Islamabad: year 2 (1 trainee)

Peshawar, Quetta: year 3 (2 trainees)

Each trainee would require 1 to 2 years training; thus all 3 would be trained by the end of year 4.

(2) The USAID ESL efforts should be coordinated with complementary ICA efforts. ICA does not engage in direct ESL teaching but provides support for such efforts. ICA now employs one young specialist, Mr. Robert Boies at the PACC Karachi; they will soon (possibly by May) have a Fulbright professor, Dr. John Bordie, a senior specialist, at the UGC; they will also have (by July) a full time Agency specialist, Mr. David Queen, in Islamabad. Bois is on a one-year contract, renewable for 2 second year; Bordie will be in Pakistan for one year; Queen will be in Pakistan for two years. The PAO Islamabad, Ms. Marilyn Johnson and the CAO, Mr. Robert Jones, are strongly supportive of ESL efforts, as are various branch PAO's and CAO's. ICA maintains American Centers, with impressive libraries, in Peshawar, Lahore, and Karachi. ICA also provides some excellent software (teacher-training materials, including VTRs, readers, and a first-rate journal - English Teaching Forum). ICA can provide liaison with the PACC and with the Pakistani educational system - especially the UGC and Ms. Anjum Riyazul Haq, the highest ranking (American educated: MA Hawaii) ESL specialist there. ICA and USAID specialists could join forces in creating a core group of American specialists (which could in turn link up with British Council specialists) for seminars, workshops, etc. The Asia Foundation may also make some contribution to this field.

(3) Both the NIML and the PACC are partially self-supporting, but neither currently has facilities equal to the needs of the kind of programs USAID would require. Thus USAID could make use of these facilities but would need to make improvements in the physical plants of all and would need to provide additional equipment - teaching aids, materials, possibly language labs. Here again ICA could help in providing detailed descriptions of needs. Since most of the classes are now being offered in the late afternoon, classrooms could be shared with USAID trainees, who could meet during the normal working day.

(4) The UGC has proposed a language center of excellence where resources will be accumulated for the support of language teaching and research. Provided that the UGC assigs a competent director and adequate staffing for this center, USAID should contribute to its resources, since such a center could serve the needs of the USAID programs. The British Council has also expressed some interest in supporting this center (centre), the development of which could be enormously useful in establishing quality ESL programs here.

(5) USAID ESL specialists should develop a cooperative working relationship with the current faculties of institutions selected. Competent local faculty may have to be recruited for some USAID classes, and USAID specialists should offer in-service training to all local faculty who desire it. In these exchanges promising Pakistanis could be identified for training abroad -- a strong potential incentive for them to seek such training.

(6) The quality and content of the USAID courses will depend to some extent on USAID's ability to identify types of trainee in advance. The more the specialists know about proposed students, the more they can tailor courses to their needs. The first course could, for example, be a course in English for Academic

Purpose (EAP) for USAID trainees bound for degree programs in U.S. universities. Subsequent centers might be earmarked for students from either (1) particular regions or (2) particular USAID sectors, and partially supported by training funds from each of the USAID sector programs served.

MAJOR CONTACTS FOR ESL IN PAKISTAN

This list is not in any sense inclusive. It is, however, a record of personnel in this field that I was able to identify as potentially useful to any ESL effort USAID may choose to make. I conducted interviews with most of those listed. Unless otherwise noted, all are ESL specialists.

1. Mrs. Anjum Riyazul Haq
   University Grants Commission
   Islamabad

2. Brigadier Mohammad Saeed (Director)

3. Mr. S.A. Qureshi
   National Institute of Modern Languages
   Islamabad

4. Mr. Yusuf Mandviwala
   (Chairman of the Board)

5. Mr. Robert Boies

6. Ms. Azeem Shah
   PACC Karachi

7. Mr. Samuel Pitt
   PACC Peshawar

8. Mr. Marvyn Angelo
   PACC Quetta

9. Mr. Robert Jones (CAO)

10. Mr. David Queeen (after July)

11. Dr. John Bordie (Fulbright: after May)
    ICA Islamabad

12. Dr. Simon Cole
    British Council Islamabad

13. Mr. Lloyd Mullan
    British Council Karachi

14. Mr. Frank Dines (Foundation Representative)
    Asia Foundation (Islamabad)

DOCUMENTS ON ESL ON FILE

Document 1: 1982. Anjum Riyazul Haq (University Grants Commission)

Position and Status of English in Pakistan

Document 2: 1982. Study Group on the Teaching of Languages: Draft Report

Document 3: 1982. Pakistan American Cultural Center.

Document 4: 1982. John C. Bordie (ICA/Fulbright) Final Report on Workshops, Site Visits, and English Curriculum Review

Document 5: 1981, 1980, 1978. Ministry of Education Reports on National Workshops on Modern Techniques of Teaching English.

Document 6: 1980. University Grants Commission. National Workshop on Teaching of English

Document 7: 1978. M.N. Hughes (British Council) English Language TEaching Project: Specialist Tour

Document 8: 1981-82. Newspaper Clippings on Language Teaching

Two documents should be added: The Herbert Report (British Council) and a report by Carla Grissman (Asia Foundation).