



**Sudan University of Science and Technology**  
**College of Education**  
**Department of English Language**



## **Investigate the Problems of Using Punctuation among Secondary School Students**

تقصي مشكلات إستخدام إشارات الترقيم بين طلاب المدارس الثانوية

A Research Submitted in Fulfillment of the Requirements of B.Sc.  
Degree in English Language

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## الآية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

(قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ

تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا)

صدق الله العظيم

سورة الكهف الآية (109)

## Dedication

### I dedicate to:

*The fountain of patience and optimism and hope to each of the following in the presence of god and this.*

*Messenger our mothers dear.*

*The big heat our dear fathers.*

*The people who paved our way of science and technology.*

*All our teachers distinguished.*

*Taste of the most beautiful moment with our friends.*

## **Acknowledgments**

We would like to thank all the people who helped us in accomplishing this research especially our supervisor **Dr. Einas Ahmed Abdalrman Fadel** for her guidance and good advice our deep thanks to our family for their support and kindness.

Also we would like to thank our friends for their great efforts in this work.

Thanks to our teachers through our academic career.

## **Abstract**

The aim of this study is to investigate how punctuation marks are use in their right positions and the problems that faced students of second secondary school at Wadrmely, when using punctuation marks, a test has been use as a tool to collect information from students, the subjects were (30) and they test was distribute randomly to the students.

The study has showed that the students faced difficulties when the use punctuation marks, also it has been found that the curriculum itself is one of causes of punctuation marks errors because it does not provide students with enough exercises and activities in using punctuation marks.

Finally the study recommended that punctuation marks should be taught as an important part of curriculum, teachers should give student enough motivation and encouragement to pay more attention in punctuation marks.

## مستخلص البحث

تهدف هذه الدراسة إلى إستقصاء كيفية إستخدام علامات الترقيم في موضعها الصحيح، ومن الصعوبات التي تواجه الطلاب في المرحلة الثانية من الثانوي بمدرسة ود رملي، وإستخدام الإختبار كأداة لجمع البيانات لثلاثين طالب بطريقة عشوائية.

وأظهرت الدراسة أن الطلاب يواجهون صعوبات في كيفية إستخدام علامات الترقيم كما وجد أن المنهج نفسه هو أحد أسباب صعوبات علامات الترقيم إذ لا يقدم تمارين ونشاطات كافية للطلاب.

وأخيراً توصي الداسة بتدريس علامات الترقيم كجزء هام في المناهج يجب على الأستاذة منح الطلاب الدافعية الكافية وتشجيعهم على الإهتمام أكثر بعلامات الترقيم.

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# **Chapter One**

## **General Framework of the Study**

# Chapter One

## General Framework of the Study

### 1.1. Introduction:

Punctuation is not only an essential part of forms of written communication from academic essay to letters accompanying jobs application , but also achieves powerful stylistic effects if used well . All writers need to be able to understand the conversation of punctuation use if they are to write effectively, the system of punctuation we use today has evolved many centuries. So that written text was solid block of symbols with no gaps between words arranged, in kind of zigzags (Scott and Chapman, 2001). The first punctuation marks were introduced to help or to judge where to make pause in speech at time when speaking aloud was an important public event- was not until advent of printing in the fifteenth century that punctuation conversation have never be since as rule governed consistent. Authors of the same historical period like Charles Dickens and George Eliot some aspect of punctuation remain to certain extent matter of person- judgment - there are also some differences between the American punctuation system and the English punctuation system. The importance of punctuation appears when it is assumed that syntactical structure are not enough to display the intended meaning so that is the strong reason to use punctuation, therefore, when syntax fails in making the meaning plain so punctuation is to show the sense that someone want, there is decided deference in the meaning between (the little used car) and (the little, used car). writers of the late seventeenth century tried to establish precise rules for the use of the comma , semicolon ,and colon on the principles that semicolon indicated of use twice as long as that for semi colon some grammarians retell at such artificial rules one grammarians of late times Justine Brennan wrote.

## **1.2. Statement of the study:**

This study aims to investigate punctuation errors in written English of Sudanese secondary E F L learners the study also investigate the factors behind these errors.

In order to collect the research data a test was designed.

## **1.3. Questions of the study:**

1. What are the types of punctuation errors made by secondary school students in Sudan?
2. To what extend does mother tongue interference in fluency punctuation?

## **1.4. Objectives of the study:**

The main objectives of this study are:-

- 1- To find out the types of punctuation by students secondary school.
- 2- To find out whether mother tongue in fluencies the use of English punctuation.

## **1.5. Hypotheses of the study:**

1. There are many types of punctuation errors made by students such as use of capital letter, full stop, commas, question marks, exclamation marks and brackets.
2. The extent of mother tongue interference in fluency punctuation.

## **1.6. Significance of the study**

This study is important for students and teachers and syllabus designers in secondary schools for it investigate the main reason that makes students punctuation errors when they write essay.

## **1.7. Limitation of the study:**

This study limited to and aimed at study punctuation.

The study carried out of the following limitations:-

1. Location: - Secondary school.
2. Time: - The study is limited at secondary school (2016-2017) in first term.

# **Chapter Two**

## **Literature Review and Previous Studies**

# Chapter two

## Literature Review

### 2.1. Introduction:

This chapter reviews literature of different types of punctuation mark. It also reviews punctuation difficulties, and previous studies. The researcher's main concern here is to shed light on some causes underline behind secondary school students' punctuation in written English.

The purpose of punctuation is to help making clear the meaning of printed or written language.

#### 2.1.1. Definition of punctuation marks:-

There are several definitions for the word punctuation and the most important one is that of launch man (2010 defines punctuation marks as follow):-

“A code used in writing that is often necessary for meaning and for emphasis. The code originated in attempts to capture, in text, the various stops, pauses and inflections of speech. Today it is logical in application, both writers and readers need to understand it and pay attention to it.”

? Punctuation also means making boundaries and relationship between different parts of a written text. This is the primary purpose of punctuation. He further stated that there are two primary purposes for Punctuation creates coherence in the long piece of writing by assisting the reader in seeing the grammatical structure of the sentences: for instance, full stop make at the end of the sentence, commas, colon, and semi colon indicate the clause and phrase structure within the sentence.



Signal to the reader how a piece of writing can be read aloud by using such marks as exclamation marks parentheses and quotation marks, for instance, Mallet (2008: 282) states.

### **2.1.2. Punctuation is in three different ways:**

- Comma: (,) the medical examiner found, to her amazement, that the deceased had a diamond earring lodged in his small intestine.
- Parentheses: the medical examiner found (to her amazement) that the deceased had a diamond earring lodged in his small intestine.
- Dashes: the medical examiner found — to her amazement — that the deceased had a diamond earring lodged in his small intestine.

### **2.1.3. When punctuation is optional?**

Launchman (2010, 58) said that: "it had better address the confusion surrounding the word" optional. "When we are speaking about structure of language, it is a grave mistake to believe that optional means it's correct either way, either with or without punctuation." That is occasionally true of emphasis; it is never true of meaning, punctuation is not optional in the sentences below:

-The suspect who has a shaky alibi has fled the country.

-The suspect, who has a shaky alibi, has fled the country.

It is true that both expressions are correct in form, but we must remember our strict definition of the word "correct" No sentence is correct unless it embodies your intention. The expression differs in meaning and is not interchangeable. There is more than only, the suspect who has askaky alibi has suspect, and: who has a shaky fled the country alibi" specifies a certain one: there is only one suspect and the suspect who has a shaky alibi, who has a shaky alibi" is has fled

the country. Merely parenthetical: In those examples who has a shaky alibi is either restrictive or none restrictive. The expressions differ in meaning.

### **2.1.3. A Functional concept of punctuation:-**

Is placed in text to make meaning clear and to make easier, there are various punctuation marks per fore four function, to separate (a period separate sentenced), connect (a hyphen connects a unit modifier), and to import meaning (a question mark may make another wise declarative sentence interrogative) The Function of o punctuation mark is the basis for the rules governing its use and should be The basis. For determining whether or not it is needed- The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that the grammatical structure will allow (close style) .Although the open style results in a more inviting product, it does allow subjectivity, per hops and it Raines, in the use of some marks for example, the comma and hyphen, consistency in the anther's or editors subjective decisions is vital to a well, punctuated report.

### **The Task of Punctuation:-**

There are many tasks for punctuation it gives an idea where to stop if we are speaking or reading, beside that it gives the reader or speaker where to stop or when we use an exclamation mark. That is to say punctuation limits the boundaries of the sentence to avoid the run on sentence, moreover, it makes meaning clear.

## **Punctuation Marks:-**

### **1. Comma:-**

Are used in longer sentences to separate information into readable units. A single comma ensures correct reading of a sentence which starts with a long introductory element. Pairs of commas help in the middle of sentence to set off any string of words which is either a parenthesis, or in contrast to whatever went before. Sets of commas act as a means of separating items in a list of all the marks of punctuation, the comma requires the most judgment. To punctuate with commas requires not only compliance with each of the rules but also thorough understanding of the material being punctuated. Commas can change meaning: The primary functions of the comma are to separate and to enclose elements of a sentence.

The function of a particular comma is important: when it separates, it stands alone, but when it encloses, it needs a partner. The instances when commas enclose.

- Use comma before coordinating conjunction that joins independent clauses (unless the independent clauses are very short);  
**e.g.:** she invited him to her party and he accepted. (Comma unnecessary with short clauses).
  
- Use comma after an introductory adverb clause and, often, after introductory phrase (unless the phrase is very short).  
**e.g.:** after the hospital had completed its fund- raising campaign, an anonymous donor contributed an additional \$10,000.
  
- In the bottom drawer you will find some pink spandex tights. **CON** comma with short, closely related phrase.

- Use a comma to set off non-restrictive elements:

**e.g.:** the people of Haiti, who for decades have lived with grinding poverty, are unfamiliar with workings of a true democracy.

- Use a comma to separate items in a series:

**e.g.:** we went to the zoo yesterday, and we saw elephants, giraffes, deer, lions, monkeys, and dolphins.

- Use a comma to set off illustrative words:

**e.g.:** I like seriousness, namely, I like studying hard.

- Use a comma before question- tags.

**e.g.:** Ali and his family live in Cairo, don't they?

You speak English and German, don't you?

- Use a comma after the salutation and complimentary clause in correspondence as in: dear Alan, yours truly.

- Use a commas after the street address and city in an address (do not use a comma after the state).

**e.g.:** the address is 1234 apple street, midtown, Kansas 98765.

- Use a comma after greeting in a personal letter.

**e.g.:** dear Aunt Sheila,

- Use a comma after the closing of a letter.

**e.g:** Sincerely,

- Use a comma to indicate where a pause is necessary in order to avoid confusion. (Sometimes rewriting the sentence is a better choice).

**e.g:** After Kelly, Jennifer gets a turn.

Maria came in, in quite hurry.

## **2. Semicolon:-**

The semicolon separates coordinate clause, long internally punctuation elements of series, explanatory phases and elliptical clause. The semicolon denotes nearly a full stop: “thus, its use is” as much a matter of personal choice as of correct punctuation.

- You will usually use the semicolon to link independent clause not joined by a coordinating conjunction. Semicolon should join only those independent clauses that are closely prevent back pain, proper posture is also important.

**e.g.:** Casey read a book; then he did a book report.

Abdominal exercises help prevent back pain; proper posture is also important.

- We use semicolon to link main clause joined by conjunctive adverbs.

**e.g.:** consequently furthermore; however join; speeding is illegal; furthermore it is dangerous.

Don't use a semicolon to link a dependent clause or phrase to an independent clause.

A semicolon is used in place of a comma when a more distinct pause that the comma would give is desirable.

In the following examples you will see use of the semicolon that violate rule above. They should be studied as examples of unconventional placing, yet such uses of the semicolon are actually frequent in modern prose. Obviously such uses should be imitated with caution by the beginning writer.

**Examples:-**

No man was less of literary aesthete than Benjamin Franklin; yet this tallow-chandler's son, who changed world history, regarded as "a principal means of my advancement" that pun sent style which he acquired partly by working in you the over old spectators; but mainly by being Benjamin Franklin.

**3. Question mark:-**

The purpose as the question mark is to terminate direct question whether the question is an independent sentence clause with in a sentence or direct quotation:

What system identification procedure should be used for statically unstable the question addressed by this research project is what system identification procedures be used for astatically unstable aircraft?

In reference to Jones asks what system identification procedure should be used for astatically unstable aircraft?

When the direct question occurs within a sentence (as in the second example above the further may or may not choose to capitalize the first word of the question.

When the question is a single word such as how, such as how, or, why, within a sentence, neither a question mark nor capital is necessary: the word is italicized answer the question who, what, where, when and why.

A question mark should not follow an indirect question: this research project addresses what system identification procedure should be used for statically unstable aircraft.

A question mark may be used with other makes of punctuation as follows:

- The question mark super seeds afraid or comma.
- A question mark precedes a closing quotation mark or parenthetical matter;

Because of the ambiguous used of the slash, the reader mishit well ask the question, what is meant by molecular atomic collision?

The obvious questions are, how accurate is estimate compared with the accuracy of the input measurements)?

When the question mark ends a sentence, the period is, of course, omitted. When the question mark does not end the sentence, it should never be followed by comma; if required, a semicolon may follow a question mark: the obvious question is, how good is this estimate?

An equation provides a fool for answering it, the reader might well ask the question, what is meant by "molecular atomic collision "?; The slash gives no clue to the meaning the placement of question marks with quotes follows logic.

If a question is in quotation marks, the question mark should be placed inside the quotation mark. For example study the following:

- She asked, "Will you still be my friend?"
- Do you agree with saying, "All's fair in love and war"?

Here the question is outside the quote. (Edgardo: et al).

A question mark is often used after commands or requests phrased as question if a formal effect is desired, but a period is used for ales formal effect.

A convenient test, once again, is to read the sentence aloud, checking for the rise in pitch.

Character is tic as last syllable of a question.

- Use a question mark at end of a question

**e.g.**

Did Steven with you?

- Use a question mark at the end as ad attractive statement that you want to emphasize as not believing the statement.

She's our new teacher?

- Use a question mark with parentheses to indicate.
- That you are not sure of spelling or other fact.

**e.g.**

I have to visit an orthopedic (?) doctor next week.

#### **4. The colon:-**

The function as the colon is to separate and introduce lists, clauses, and quotations, along with several conventional uses, Authorities disagree on usage of the colon and capitalization after a colon, the following guidelines generality correspond to words into type (skilling et al. 1974).

A colon has the same separating force as a period, it this brings a sentence almost to a halt (Bernstein 1981).

Because as its strong separating function, an introductory colon should generality be used only after a complete sentence. In particular, do not use a colon between a verb or preposition and its direct object.

A colon is an elegant way of introducing a list and at the same time emphasizing the elements of the list (by separating them from the rest as the sentence). Such lists might consist of words, phrases (prepositional, infinitive, or noun or even clauses.



The colon is used to indicate that what follows it is an explanation or elaboration of what precedes term, a learner can use a colon and goes on to explain that some topic in more specific terms, schematically: more general : more specific

A colon is nearly always preceded by a complete sentence, what follows the colon may or may not be atonement Saussure, Sapir, bloom field, and chum sky; all these hare revolutionized linguistics one way or another.

- Use a colon between numerals indicating hours and minutes.

**e.g.:**

School start at 8:05 a.m.

- Use a colon to introduce a list that appears after an independent clause. (introductory words such as following go somewhere before the colon help introduce the list)

**e.g.:**

You need the following items for class: pencil, pens, paper, rules, and glue.

- When mentioning a volume number and pase number, use a colon between the items.

**e.g.:**

You will find information about Mexico in Grolier Encyclopedia 17:245

- Use a colon after him greeting of a business letter.

**e.g.:**

Dear Sir

- Use a colon between the title and subtitle of book

**e.g.:**

Reading strategies that work: teaching your students to become better readers is an excellent resource.

- Use a colon between the chapter and verse numbers for parts of the Bible.

**e.g.:** Please read genesis 1:3.

## **5. Exclamation mark:**

An exclamation mark is used at the end of a sentence and indicates surprise, anger, or alarm.

Exclamation marks should be used very sparingly and are not often used in academic writing. For instance look at the following sentences:

- The police stormed in and arrested her
- How disgraceful.

An exclamation point is usually used after an expression that indicates strong feeling or emotion.

### **Example:**

- Good lord" he gasped in amazement.
- It is difficult to see how any one in his right might mind could have concluded that.
- Oh, his is unpardonable.
- Hurry
- Get out as here.

## **6. Hyphen:**

When used correctly, Hyphen links two or more words that normally would not be placed together in order that they work as one idea and these are called compound nouns. The hyphen is used to connect words or part as words: it connects the syllable as words broken at the ends of lines, it connects prefixed and suffixes to words, and it connects compound words. The modern trend is away from hyphenation.

Permanent compounds tend to become solid. And temporary compounds tend to be hyphenated at ends lines between syllables proper places to break words are determined from your favorite dictionary.

- Use a hyphen in compound numbers from twenty-one to ninety-nine.

**e.g.:**

The final score was seventy-eight to sixty-two.

- Use a hyphen to form some compound words, specialty compound adjectives that appear for the noun they modify.

**e.g.:**

The court took often-minute recess.

- Used a hyphen to join a capital letter to words.

**e.g.:**

I had to have my arm X-rayed.

- Use a hyphen to show family relationships except "grand" and "half".

**e.g.:**

- My sister –in- law helps aunt.
- We are going to go visit my grandparents while we are in town.
- Connie just found out that she has a half-sister.

## **7. Dashes (-):-**

Hyphen is not the same as dashes, dashes are like brackets: they enclose extra information. A colon and semicolon would work just as well in the example opposite. Dashes are rarely used in academic writing. Although often used in pairs, dashes can also be used singularly. For examples look at these sentences.

To the three divisions as the economy-agriculture-trade, manufacturing, and service industries-Jones has added a fourth.

- Have an orange- or would you prefer a banana? While the importance of sport to pay T.V is clear, the opposite perspective is fewer curtains-the importance of pay T.V to sport.
- Dashes makes strong pauses to separate material that sharply interrupts the flow of the sentence, such material might also go inside parentheses, but dashes provide stronger emphasis. Just as you do not want to overdo the use of parentheses, be sparing in your use of dashes.
- Lorraine- in spite as her counselors support-has not yet solved her problem.
- Jason, Robert, and Al-all three-graduated with honors.

- Jason, Robert, and (all three) graduated with honors.

When you write by hand, use a longer mark for a dash than for hyphen, your computer will have a dash key or combination of keys that will equal a dash.

- Use a dash attaches an afterthought to an already complete sentence.

**e.g.:**

Sarah bought a new pet yesterday – aboard constrictor.

- Use a pair of dashes to indicate a sudden interruption in a sentence. (One hand written dash is twice as long as a hyphen. One type written dash is one hyphen followed by author.)

There is one thing – actually several things – that need to tell you.

- Use a dash after a series of introductory elements.

**e.g.:**

Murder, armed robbery, assault – he has a long list of felonies on his record.

- We use a dash to indicate duration or distance between two points in time or space as in:

**e.g.:**

The periods from 1999 – 2001 and from 2004- 2005.

- A dash is used in information writing, particular in friendly letter, to show an interruption in thought or to give non-essential information.

**e.g.:**

Jerome gold burg-the only candidate for judge-is campaigning throughout the district.

## **8. Capitalizations:-**

It is impossible to give rules that will cover every conceivable problem in capitalization. Actually, what is Capitalization is mostly a matter of editorial style and preference rather than a matter of generally accept rules.

In addition, there is clearly recognized rule requiring capitalization of proper nouns and adjectives, opinions differs concerning what a proper nouns is, first we should define terms used when discussing capitalization: full caps means that every letter in an expression is capital, like this.

Caps & that the principal words of an expression are capitalized, like this. Caps and small caps refers to particular font of type containing small capital letters instead of lowercase letters, elements in document, such as headings, liltis and captions may be capitalized in either.

- Capitalize the first word of a complete sentence, including sentence in question marks.

Harry Truman, speaking about the presidency, said “the buck stop here.”

- Capitalize the first word and every content word in the title of a write work, such a book, paper, or document.
- System analysis by digital computer
  - ”Digital fitter structure related to classical fitter network”.
  - The New York time.
- Capitalize every important work in major headings or subheadings of divisions of work.
- Days of the week, months, festivals, major events are capitalized.

Monday

Easter

Saturday

the fourth of July

March

thanks giving

September

the bicentennial

Sunday, January

the Olympics

- A little of course and name of degree are capitalized  
Economics IA

Computer science 236,

Bachelor of Science.

Master of Science.

A title or group affiliation is capitalized.

- John Fredericks, professor and chairman of the department of civil engineering.
  - President-elect Fitzgerald has been a member of the rotary club for fifteen years.
  - His dentist, Dr. Steward, is a registered democrat.
- Capitalize abbreviation based on paper nouns:
- |               |                    |
|---------------|--------------------|
| The U.S       | 35 Adams Ave. N. W |
| Mt. Everest   | Dr. Steward        |
| Psych. 50     | M. B. A            |
| Prof. Leonard | Ph. D.             |

## 9. Apostrophe:

The conventional of the Apostrophe are to form in passion. To form plural of characters, abbreviations and signs. It is not used to form the possessive of the first personal pronoun since contractions are rarely used in formal writing, so did the Apostrophe.

- Used an Apostrophe in contraction to show where letters have been omitted, or left out.

**e.g.:-**

I don't think I can do this. (The Apostrophe shows that the letter has been omitted).

- Use an Apostrophe when you leave out the first two numbers of a year.
- For a singular noun that does not end in-s, adds.

**e.g.:-**

The lady's hands were trembling.

- For a one syllable singular nouns that ends in possessive.

**e.g.:-**

It is my boss's birth day today

- If singular nouns has more than one syllable and ends in-s it is acceptable to use 's or to use only an Apostrophe after the-s. (it is important to remains consistent)

**e.g.:-**

The metropolis's citizens were very friend by during our visit.

## **10. Brackets:-**

The nonmathematical function of brackets is to en close editorial insertions, corrections, and comments in quoted material and in reference citations: these instruments [the radio meter and scatter mater] have been used successfully aboard satellites as well as aircraft.

Use brackets too enclose parenthetical material with in parenthetical these. (Brandi to work as an aeronautic engineer (she complete an internship at national Aeronautics and space administration [NASA]) as soon as she completed her doctoral work (Maccaskill, et al 1998).

- Brackets are used to enclose corrections, interpolation, and supplied omissions added to a quotation by the person quoting.

Here is example from passage that has already been used (in & 16i) for another purpose.

It was tariff policy which seemed to him [Cordell Hull]”at the very heart of his country’s economic dilemma.” [The ready would have no idea what person another was talking about if had not added the bracketed explanation].

In the book you will find many examples of conventional use of brackets, like the one just above, where they set off comment about equated passage in such a way that the ready many not confuse the comment with the passage itself.

- Use brackets around words of your own that you told the words of someone you are quoting.

**e.g.:-**

The news anchor announced, “It is May sad duty to inform our audience that we are now at war [with Iraq].”

## 11. Parentheses:-

Use asset of parent around a word or phrase in a sentence that adds information or makes an idea more clear (punctuation is placed inside the parent to mark the material in the parentheses, punctuation is placed outside the parentheses to mark the entire sentence, when the material in parentheses is longer than one sentence [such as this information], then the punctuation for the final sentence is placed inside the parentheses.

**e.g.:-**

You're easy (all nine pass of it) is on my desk.

- Don't use parentheses with in parentheses. Use barracked in place of the inner parentheses.

**e.g.:-**

Please refer to Julius Caesar (Act IV, scene i [phase 72]).

- Use parentheses to separate words, parent, or sentence that interrupt the flow of thought.

Those for boys (without doubt the guilty ones) damaged my lawn several time.

When I get into town for the wedding (and I hope I can arrived a few days early), I will call you immediately.

- Not in the above sentence, a comma in needed after the introductory dependent clause and comes after the closing parenthesis.
- If a whole sentence is inside the parentheses, the end punctuation is inside the last parenthesis. If only part of a sentence is inside the parentheses, then the end punctuation is outside the last parenthesis.
- I am sure you understand my position (see my earlier note).

## 12. Slash:-

A slash, also called solidus or virgule, can be correctly used (1) in and/ or, (2) in Fractions (x/ y), (3) to indicate per (m/ sec), and (4) when quoting poetry.

Although most usage and grammar authorities compounds, it is being widely used to indicate temporary compounds. In drafts of NASA report, we frequently find such. Instructions as hook/ column antenna boundary- layer/



shock- wave intrusion matrices/ vectors lateral/ directional characteristics In the first example( hoop/ column), those coining the new technical term seem to have chosen<sup>9</sup> erroneously) to use slash rather than a hyphen; however, this term, meaning a combination of a hoop and a column, has been widely used with the slash. In the second example (boundary- layer/ shock- wave interaction), the slash is being used as an en dash or" long found rainier (1988) accept with caution. In the last example. Apterl/ directional). The slash is being used in a unit modifier that has been hyphenated for tears.

These four examples illustrate our objection to use of the slash in temporary compounds: its meaning is not clear.

We there for prefer that the slash be changed to hyphen, the 15-m hoop- column antenna is a deployable and restorable structure. To me dash.

These phenomena result from shock- wave operator splitting is additive decomposition of some matrices and vectors in the become standard with the slash (for example, V/S TOL, stall/ spin).

A term that is accepted as standard with a slash may be used with the slash.

### **13. Italics:-**

Why is section on italics appearing in chapter on punctuation? The purpose of punctuation, to make meaning clear and reading easier. According to words into type ( skilling et al. 1974), Italics are used to distinguish letters, words, or phrase from the rest of sentence so that the writer's thought or the meaning and use of the italicized worse will be quickly under stood."

Italics are used to distinguish elements to be emphasized, special terminology, symbol, and words or letters to be differentiated from text. In addition, there are several conventional uses for italics. In type written text, underscore replaces italics and should be used only when absolutely necessary. In many instances, less than score is not used in type written text when italics would be appropriate in typeset text.

#### **14. Period:-**

-use a period at the end of a sentence.

e.g.:-

I enjoyed the movie.

-use a period after an initial.

e.g.:-

M. E. Kerr is a wonderful author.

-use a period after an abbreviation.

e.g.:-

We welcomed Mrs. Simmons to our team.

-use a period as a decimal point.

e.g.:-

The workers received a 2.1 percent raise.

-use a period to separate dollars and cents.

e.g.:-

The book cost \$4.95.

-use a period after each number in a list printed vertically.

e.g.:-

For the example, look at the lists on this page.

#### **15. Ellipsis:-**

-use an ellipsis to indicate omissions.

e.g.:-

You mean.....I.....uh.....we have a test today?

-use an ellipsis to indicate omitted words in a quotation.

e.g.:-

“Then you'd blush off on screen, as if you were looking out ..... of a space ship”.

-if the ellipses come at the end of your sentence, you still need end punctuation, even it is a period.

e.g.:-

I listened carefully as the teacher read Lincoln's inaugural address.

“Four score and seven years ago.....”

## **16. Full stop (.):-**

Full stop has three distinct uses firstly it marks the end of sentence. Secondly it indicates abbreviations of words (unless first and last letters of the word are shown) thirdly it also punctuates dates as in the following examples:-

-The dog is completely black.

-The doctor will be Adam Subliming (B. sci.).

-All exercises should be submitted by 6.6.03.

- Please sent your application early (in triplicate)
- Use parentheses a round letter or numbers indicating items in series.
  - Before I leave the house, I always (1) turn off the lights, (2) set the alarm, and (3) lock the door.
- Use parentheses a round number that clarify words as numbers.
  - We need pack four (4), shirt, two (2) pairs of pants, and one (1) extra pair of shoes.

- If the materials inside parentheses are equation, whether or not it is a complete sentence, it requires a question mark inside the parentheses.
  - The concert (wasn't it exiting?) was the best one I have ever attended.
- Use parentheses sparingly?
  - Set of extra or incidental information from the rest of a sentence.

The Chapter on drugs in our textbook (Pages 142-178) contains some frightening statistics.

The normal body temperature of a cat (101 to 102 degrees higher than the temperature of its owner).

- Enclose letter or numbers that signal items in easiest.

## Previous studies:-

- ✚ Mccakill (1998), conducted studies on grammar, punctuation and capitalization. The findings showed that ESL learners face problems in using punctuation marks.
- ✚ Hassan (2001), carried out study to investigate the difficulties facing students in using punctuation marks due to the task of background knowledge in the types and uses of punctuation marks. The research recommended that practices and exercise in punctuation marks are needed for ESL learners.

# **Chapter Three**

## **Methodology**

# Chapter Three

## Methodology

### **3.1 Introduction:**

This chapter including of research methodology, population and sampling, the Tool, the validity and reliability of the study, which are used to test the Hypotheses OF The study.

### **3.2 research Methodology:**

The study will use the experimental analytical method to collect data about the Punctuation by secondary school, we will design test that measure the ability of Student to use punctuation marks.

### **3.3 population and sampling:**

The sample of this study (30) student at Wadrmley secondary school and they are Chosen randomly first term.

### **3.4 Research tool:**

The tool of this study included a test which consisted of two question passage and Sentence.

### **3.5 Validity of the study:**

To meet the validity of the test the researches show it to some expertise at Sudan university of science and technology, (SUST) mention their comments, Ideas , omission and addition.

-Dr. Einas Ahmad

-Dr. Hassan Mahil

The test is distributed personally and directly to the subjects of the study, the Total of the test responses are (30) students.

### 3.6 Reliability of the test:-

Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on standardized items	No. of item
0.470	0.686	17

Cronbach's Alpha is 0.686 which indicates very high reliability of the test



# **Chapter Four**

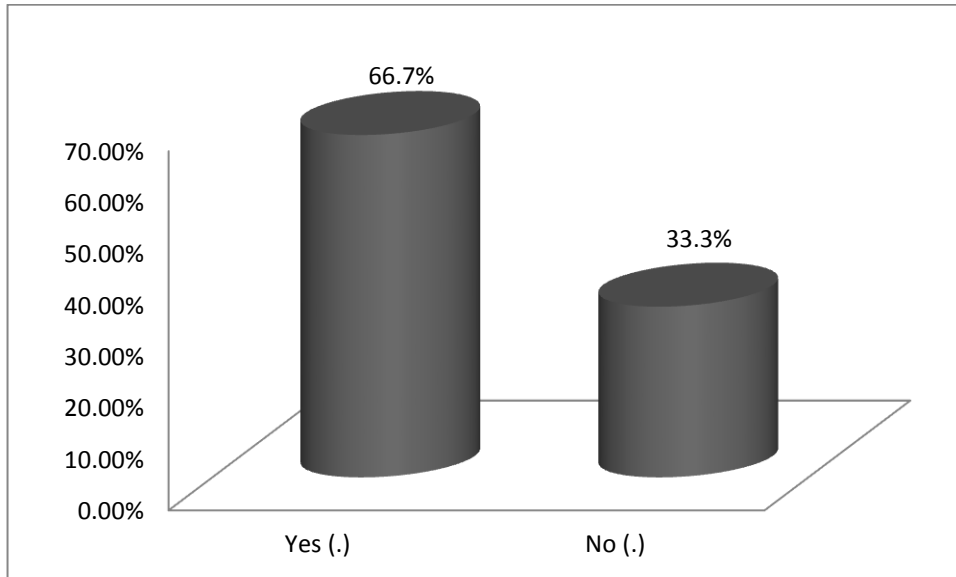
**Statistical Analysis and discussion**

## Chapter Four

### Statistical Analysis and discussion

**Table (4-1) Sarah is sitting in the room (.) She is studying for the examination**

Statement	Frequency	percentage
Yes (.)	20	66.7
No (.)	10	33.3
Total	30	100

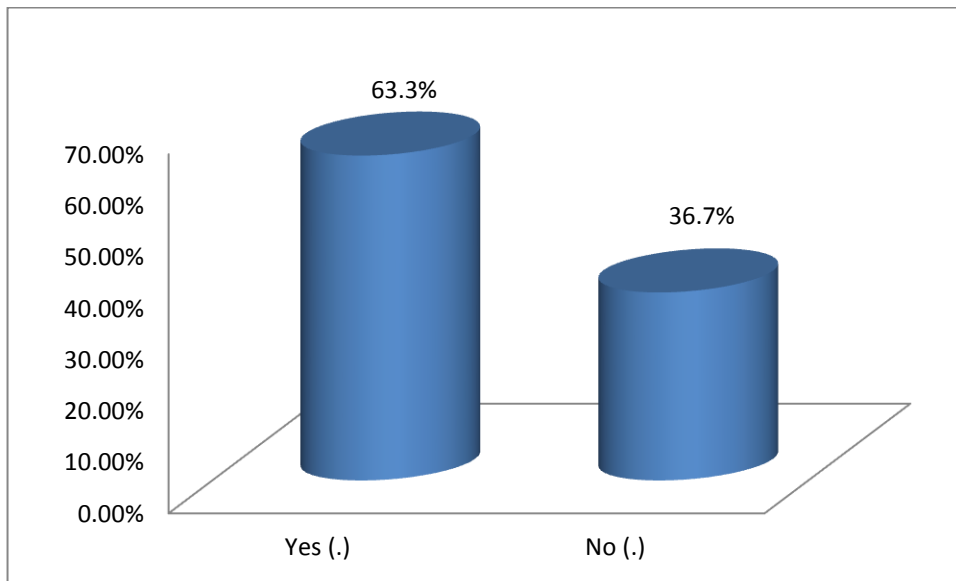


**Figure: (4-1) Sarah is sitting in the room (.) She is studying for the examination**

The above table and figure illustrate the percentage of the respondents to the statement of Sarah is sitting in the room (.) She is studying for the examination is estimated by (66.7%) and those who disagree with the statement are estimated by (33.3%).

**Table (4-2): The examination will be next week (.)**

Statement	Frequency	percentage
Yes (.)	19	63.3
No (.)	11	36.7
Total	30	100

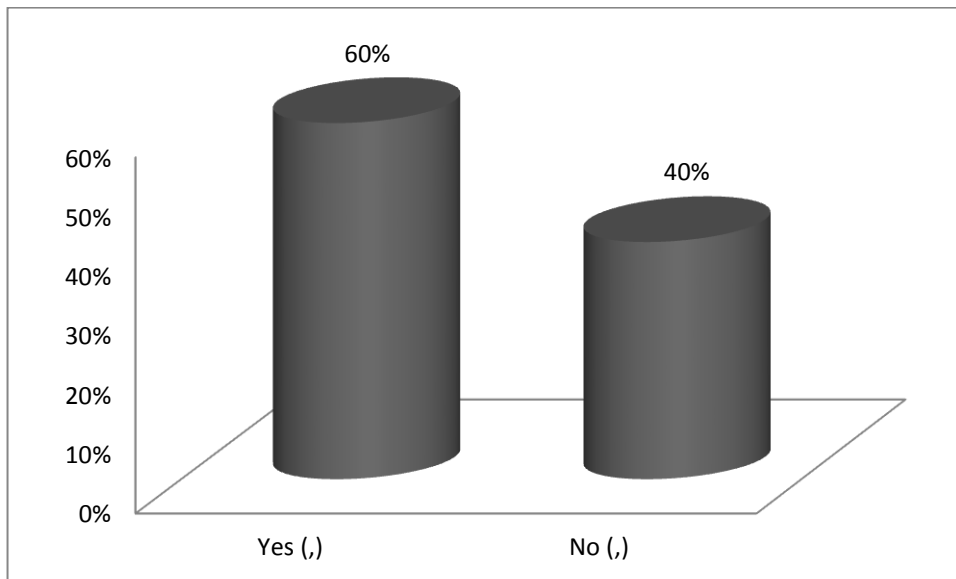


**Figure (4-2): The examination will be next week (.)**

The above table and figure illustrate the percentage of the respondents to the statement The examination will be next week(.) is estimated by (63.3%) and those who disagree with the statement are estimated by (36.7%)

**Table (4-3): Her sister Mona (,)**

Statement	Frequency	percentage
Yes (,)	18	60
No (,)	12	40
Total	30	100

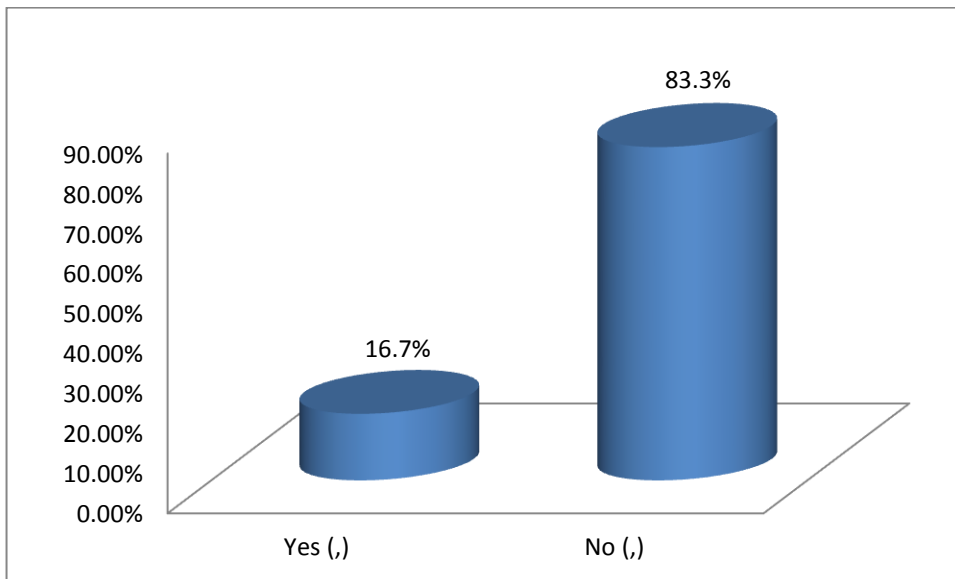


**Figure (4-3): Her sister Mona (,)**

The above table and figure illustrate the percentage of the respondents to the statement of her sister Mon (,) is estimated by (60%) and those who disagree with the statement are estimated by (40%)

**Table (4-4): Who has finished her examination (,) in the kitchen**

Statement	Frequency	Percentage
Yes (,)	5	16.7
No (,)	25	83.3
Total	30	100

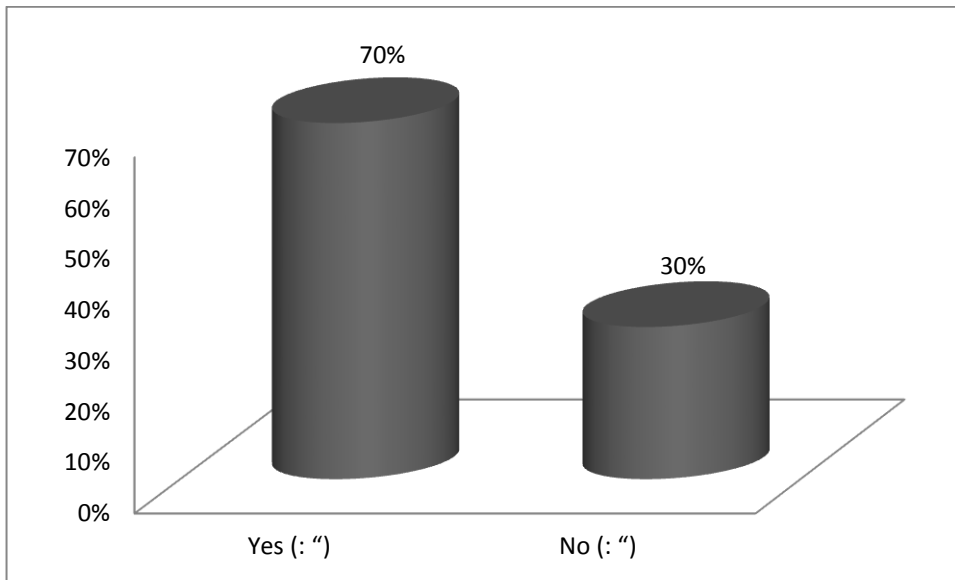


**Figure (4-4): Who has finished her examination (,) in the kitchen**

The above table and figure illustrate the percentage of the respondents to the statement of who has finished her examination (,) in the kitchen is estimated by (16.7%) and those who disagree with the statement are estimated by (83.3%)

**Table (4-5) :An hour ago Mona came in to the room and asked Sarah (: “)**

Statement	Frequency	percentage
Yes (: “)	21	70
No (: “)	9	30
Total	30	100

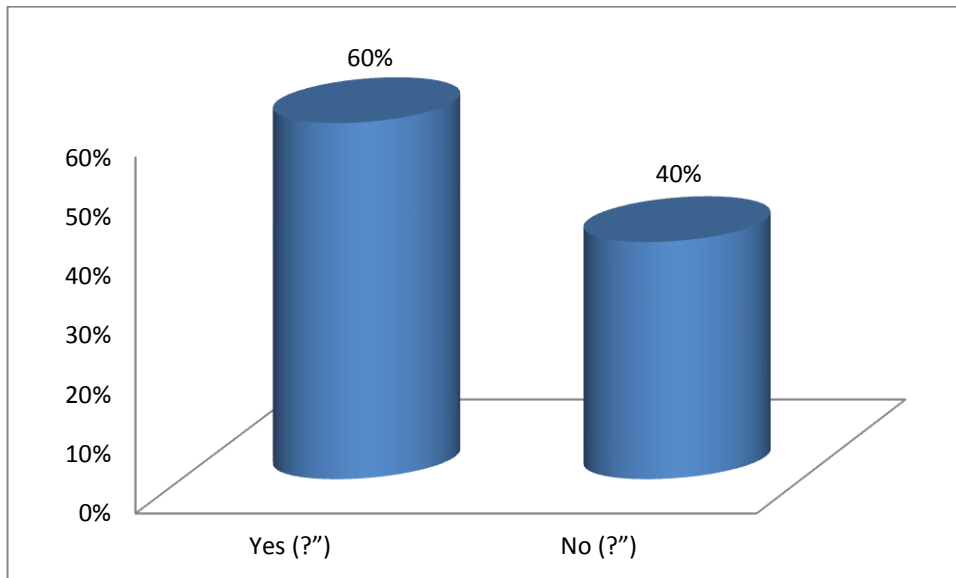


**Figure (4-5) :An hour ago Mona came in to the room and asked Sarah (: “)**

The above table and figure illustrate the percentage of the respondents to the statement of an hour ago Mona came in to the room and asked Sarah (: “) is estimated by (70%) and those who disagree with the statement are estimated by (30%)

**Table (4-6): Shall I get you something to eat (??)**

Statement	Frequency	percentage
Yes (??)	18	60
No (??)	12	40
Total	30	100

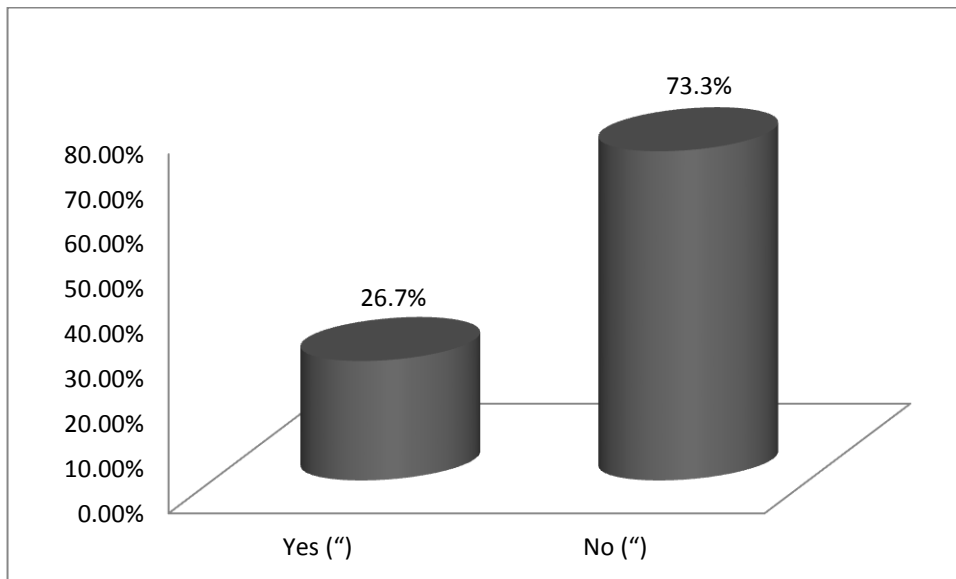


**Figure (4-6): Shall I get you something to eat (??)**

The above table and figure illustrate the percentage of the respondents to the statement of shall I get you something to eat (??) Is estimated by (60%) and those who disagree with the statement are estimated by (40%)

**Table (4-7): Sarah answered (“**

Statement	Frequency	percentage
Yes (“	8	26.7
No (“	22	73.3
Total	30	100



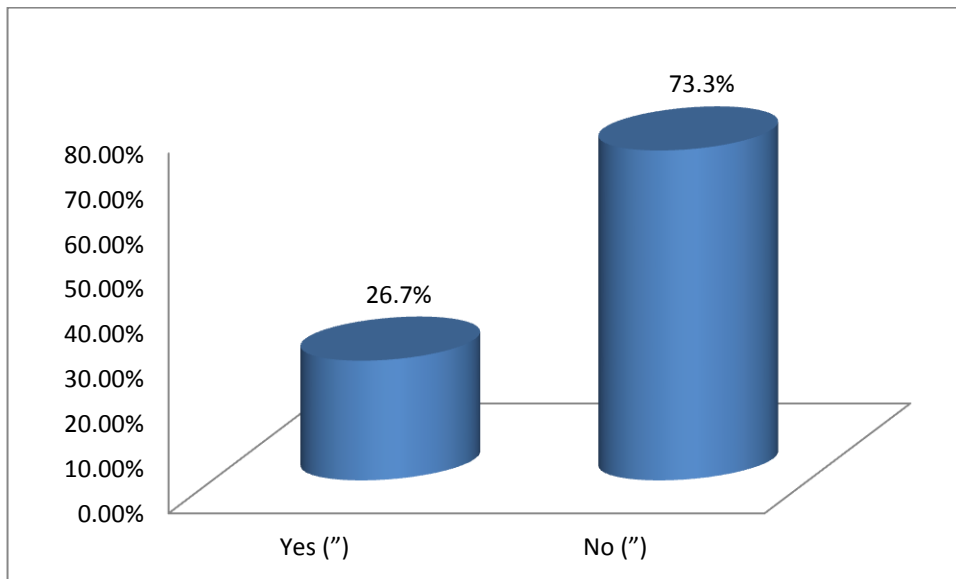
**Figure (4-7): Sarah answered (“**

The above table and figure illustrate the percentage of the respondents to the statement of Sarah answered (“ is estimated by (26.7%) and those who disagree with the statement an estimated by (73.3%)



**Table (4-8): No thank you (")**

Statement	Frequency	percentage
Yes (")	8	26.7
No (")	22	73.3
Total	30	100

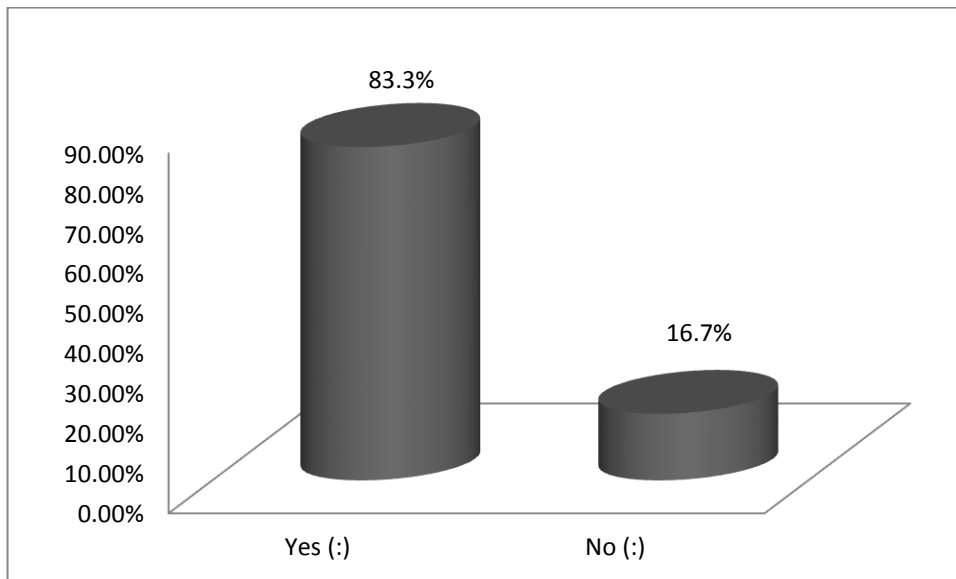


**Table (4-8): No thank you (")**

The above table and figure illustrate the percentage of the respondents to the statement of No thank you (") is estimated by (26.7%) and those who disagree with the statement are estimated by (73.3%)

**Table (4-9): Mona said (:)**

Statement	Frequency	percentage
Yes (:)	25	83.3
No (:)	5	16.7
Total	30	100

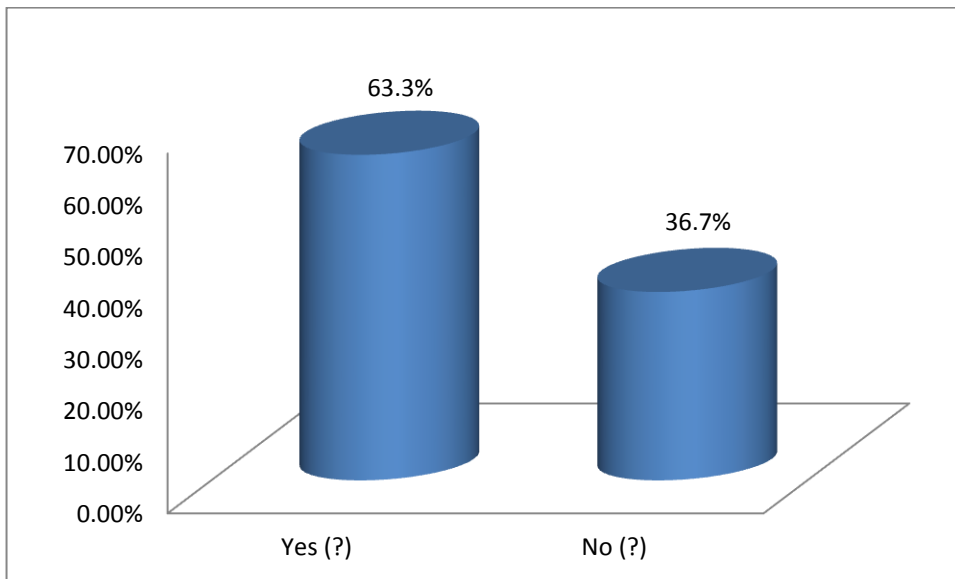


**Figure (4-9): Mona said (:)**

The above table and figure illustrate the percentage of the respondents to the statement of Mona said(:) is estimated by (83.3%) and those who disagree with the statement are estimated by (16.7%)

**Table (4-10): Could you come in to the kitchen for a moment (?) Sarah said:**

Statement	Frequency	percentage
Yes (?)	19	63.3
No (?)	11	36.7
Total	30	100

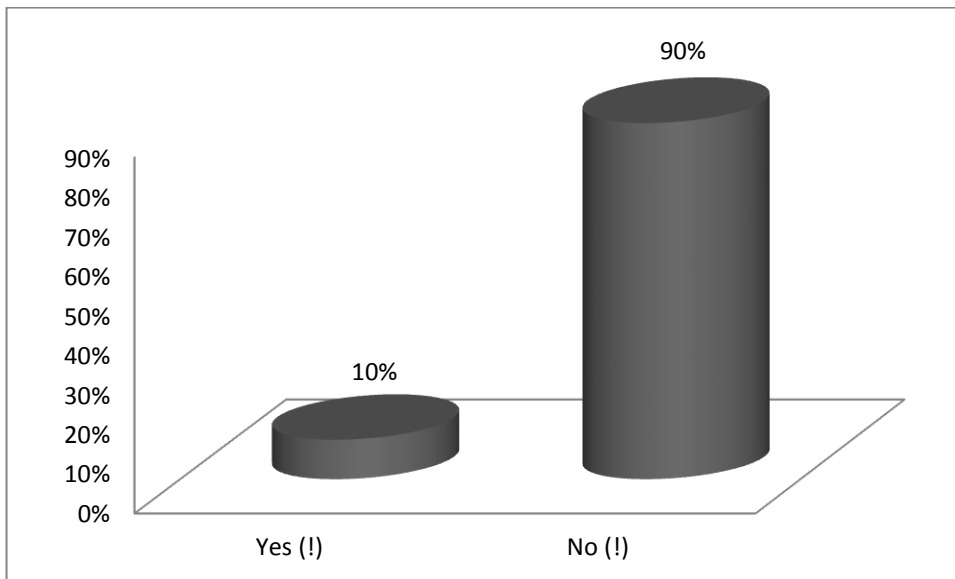


**Figure (4-10): Could you come in to the kitchen for a moment (?) Sarah said:**

The above table and figure illustrate the percentage of the respondents to the statement of could you come in to the kitchen for a moment (?) Sarah said: is estimated by (63.3%) and those who disagree with the statement are estimated by (36.7%)

**Table (4-11): I cannot I'm very busy and I telic only take a minute Mona I cannot (!)**

Statement	Frequency	percentage
Yes (!)	3	10
No (!)	27	90
Total	30	100

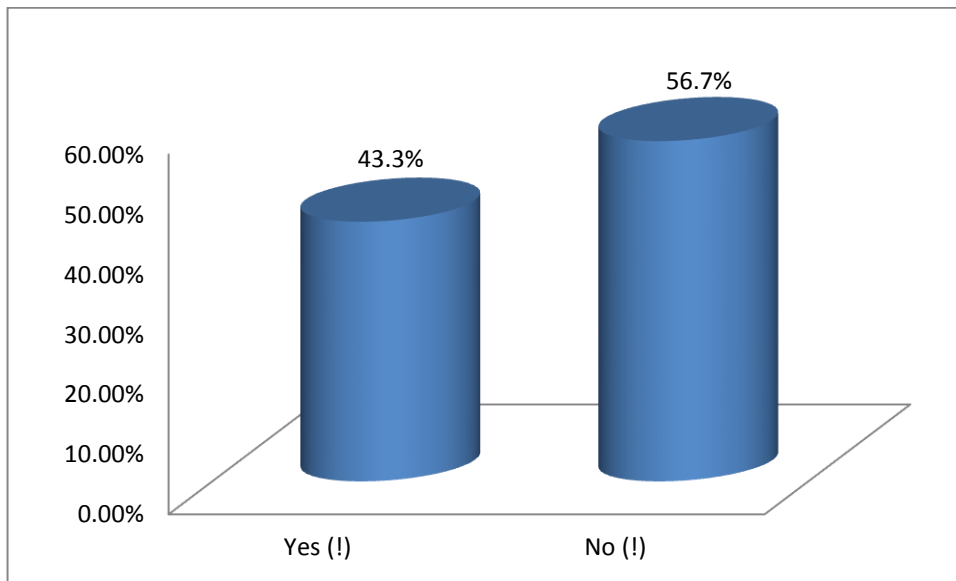


**Figure (4-11): I cannot I'm very busy and I telic only take a minute Mona I cannot (!)**

The above table and figure illustrate the percentage of the respondents to the statement of I cannot I'm very busy and I telic only take a minute Mona I cannot (!) is estimated by (10%) and those who disagree with the statement are estimated by (90%)

**Table (4-12): Sarah said: I'm very busy and I hate washing dishes. Will you leave me alone (!)**

Statement	Frequency	Percentage
Yes (!)	13	43.3
No (!)	17	56.7
Total	30	100

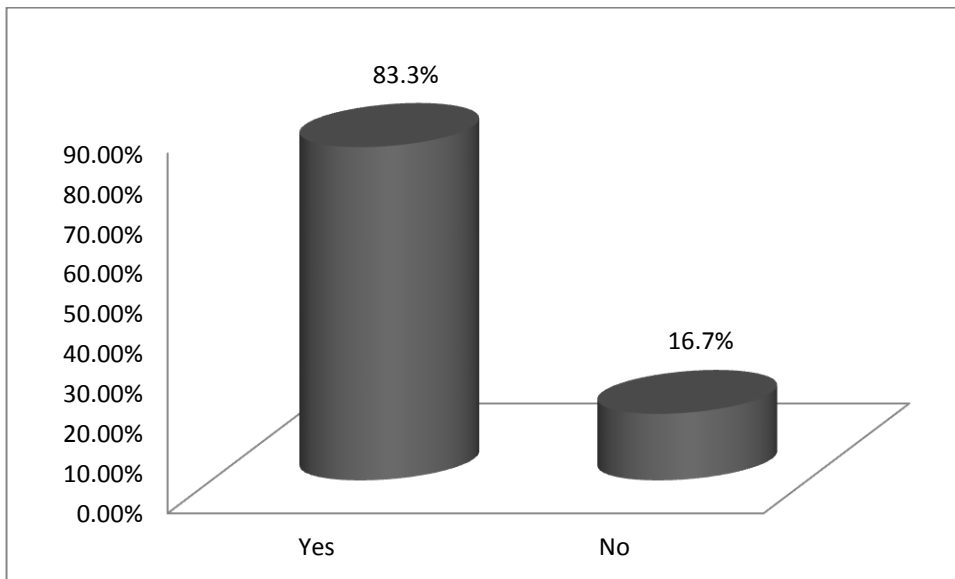


**Figure (4-12): Sarah said: I'm very busy and I hate washing dishes. Will you leave me alone (!)**

The above table and figure illustrate the percentage of the respondents to the statement of Sarah said: I'm very busy and I hate washing dishes. Will you leave me alone (!) is estimated by (43.3%) and those who disagree with the statement are estimated by (56.7%).

**Table (4-13): My desk is full (: )of book (,) pencil (,) pen and ruler**

Statement	Frequency	percentage
Yes	25	83.3
No	5	16.7
Total	30	100

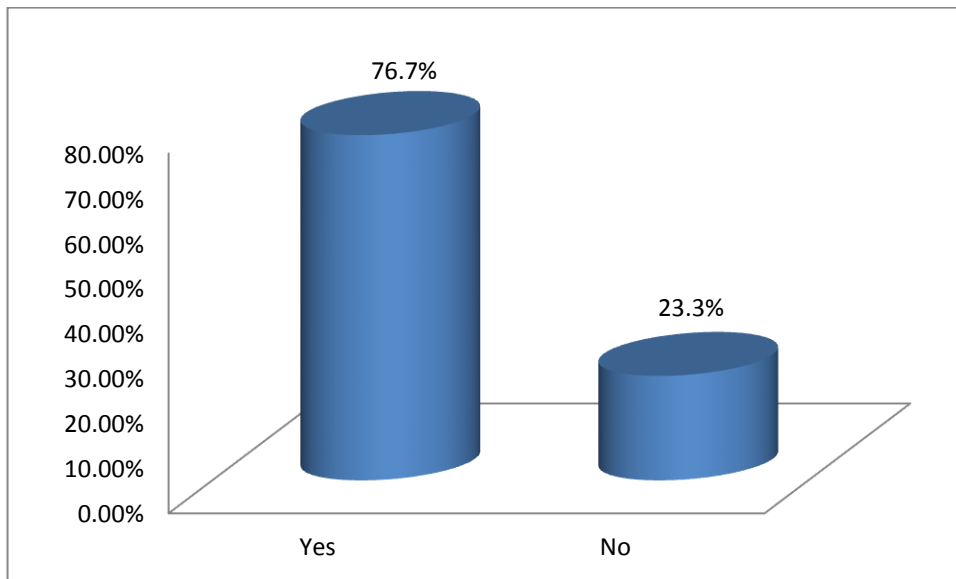


**Figure (4-13): My desk is full (: )of book (,) pencil (,) pen and ruler**

The above table and figure illustrate the percentage of the respondents to the statement of my desk is full (: )of book (,) pencil (,) pen and ruler is estimated by (83.3%) and those who disagree with the statement are estimated by (16.7%).

**Table (4-14): Could you pass the salt please (?)**

Statement	Frequency	percentage
Yes	23	76.7
No	7	23.3
Total	30	100

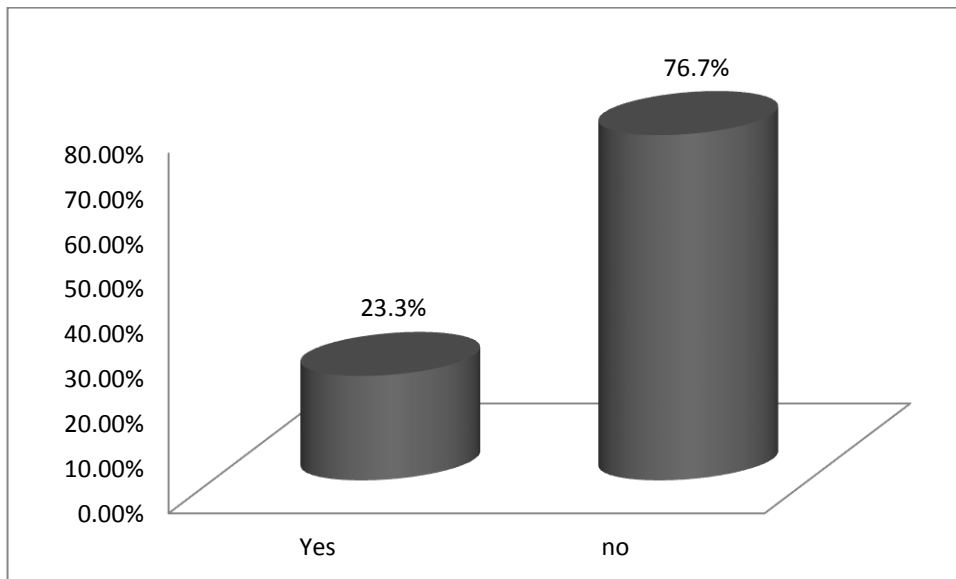


**Figure (4-14): Could you pass the salt please (?)**

The above table and figure illustrate the percentage of the respondents to the statement of could you pass the salt please (?) is estimated by (76.7%) and those who disagree with the statement are estimated by (23.3%)

**Table (4-15): Listen (,) Hassan to what I am saying**

Statement	Frequency	percentage
Yes	7	23.3
no	23	76.7
Total	30	100



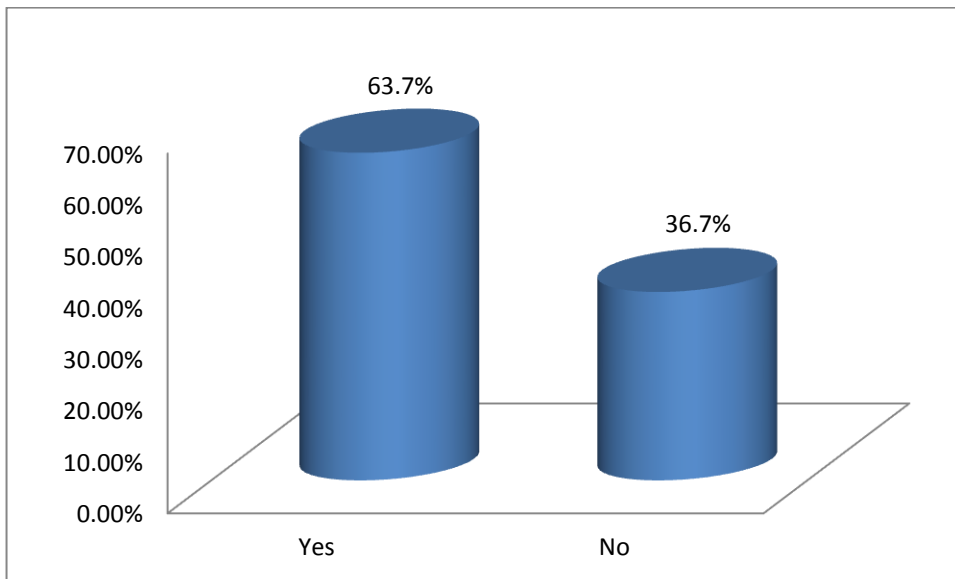
**Figure (4-15): Listen (,) Hassan to what I am saying**

The above table and figure illustrate the percentage of the respondents to the statement of Listen (,) Hassan to what I am saying is estimated by (23.3%) and those who disagree with the statement are estimated by (76.7%).



**Table (4-16): Wow (!) I never thought mom would let us go to the concert**

Statement	Frequency	percentage
Yes	19	63.7
No	11	36.7
Total	30	100

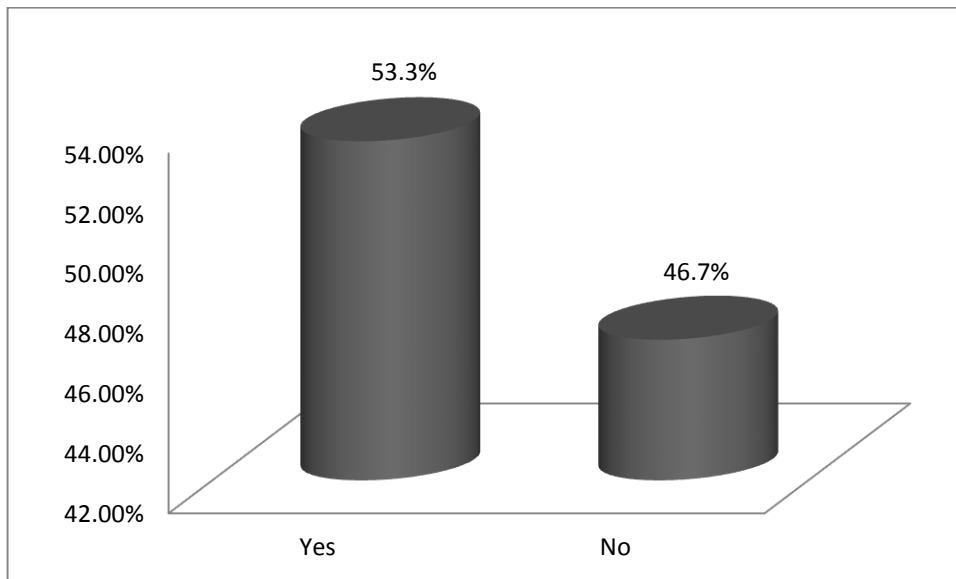


**Figure (4-16): Wow (!) I never thought mom would let us go to the concert**

The above table and figure illustrate the percentage of the respondents to the statement of Wow (!) I never thought mom would let us go to the concert is estimated by (63.7%) and those who disagree with the statement are estimated by (36.7%)

**Table (4-17): I wonder if the teacher will give homework weekend (.)**

Statement	Frequency	percentage
Yes	16	53.3
No	14	46.7
Total	30	100



**Figure (4-17): I wonder if the teacher will give homework weekend (.)**

The above table and figure illustrate the percentage of the respondents to the statement of I wonder if the teacher will give homework weekend(.) is estimated by (53.3%) and those who disagree with the statement are estimated by (46.7%).

**Table (4-18): Statistics**

No	Statements	Mean	Std.deviation	Chi-square	Sig
1	Sarah is sitting in the room (.) She is studying for the examination	0.67	0.48	3.3	0.068
2	The examination will be next week (.)	0.63	0.48	2.1	0.144
3	Her sister Mona (.)	0.60	0.49	1.2	0.273
4	Who has finished her examination (,) in the kitchen	0.17	0.38	13.3	0.000
5	An hour ago Mona came in to the room and asked Sarah (: “)	0.70	0.47	4.8	0.028
6	Shall I get you something to eat (“?)	0.60	0.49	1.2	0.273
7	Sarah answered (“)	0.27	0.45	6.5	0.011
8	No thank you(“)	0.27	0.45	6.5	0.011
9	Mona said (:)	0.83	0.38	13.3	0.000
10	Could you come in to the kitchen for a moment (?) Sarah said :	0.63	0.49	2.1	0.144
11	I cannot I’m very busy and I telic only take a minute Mona I cannot (!)	0.10	0.31	19.2	0.000
12	Sarah said: I’m very busy and I hate washing dishes. Will you leave me alone (!)	0.43	0.50	0.533	0.465
13	My desk is full (: )of book (,) pencil (,) pen and ruler	0.83	0.38	13.3	0.000
14	Could you pass the salt please (?)	0.77	0.43	8.5	0.003
15	Listen(,) Hassan to what I am saying	0.23	0.43	8.5	0.003
16	Wow (!) I never thought mom would let us go to the concert	0.63	0.49	2.1	0.144
17	I wonder if the teacher will give homework weekend (.)	0.53	0.51	0.133	0.715

From the table above we observe that the questions indicate that all the probable values in chi-square was a little or less than a significant standard ( 0.05 ) that stand for the many different statistical evidences among the of respondents.

Except the questions No (2 & 3 &6 &10 &12 &16 & 17) because the proper significant are more than (0.05) statistical which indicate that there is no significant difference between the result of the respondents.

# **Chapter Five**

**Findings, Recommendations and Suggestions  
for Further Studies**

# Chapter Five

## 5.1 Introduction:

This chapter contains summary of the previous findings, in addition to the recommendations which the study has come out with and suggestions.

## 5.2 findings of the study:

Here are some problem which the research has found in the course of the study and They are beyond the scope of this study , so the research suggest these for further Studies and investigation .How can teacher improve their students to used punctuation Marks comparison between all kind of punctuation marks .

## 5.3 Recommendations:

1. Punctuation should be taught apart of reading or writing lessons.
2. Teacher should be Motivated the student towards expensive reading for better improvement in punctuation practice
3. Students must be a war of their punctuation problems.
4. Punctuation marks should be taught from the beginning stages.

## 5.4 Suggestions for further studies:

Throughout this study, the research has noticed that the following areas need to be researched:

1. The researcher should be research punctuation deeply
2. The teacher should be taught and take care about punctuation in the different Education stages.

### **5.5. Summary of the study:-**

This chapter presented the conclusions and recommendations of the study the Conclusions provided answer to the research questions and verified the hypotheses. Also recommendations were offered and suggestions for further were proposed.

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# **Appendixes**

## Appendix

### A test on punctuation

Secondary school of .....

Time 1 hour

Name (option).....

Date..../..../2016

#### Question one:

Write punctuation mark in the following text:

Sarah is sitting in the room ..... She is studying for the examination. The examination will be next week ..... Her sister Mona..... Who is finished her examination..... In the kitchen.

Shall I get you something to eat.....,.....

Sarah answered.... No thank you..... Mona said.... Could you come in to the kitchen for the moment..... Sarah: I cannot I'm very busy and I tell only take a minute. Mona I cannot..... Sarah said: I'm very busy and I hate washing dishes. Will you leave me alone.....

**Question two:**

**Rewrite by punctuation the following by using the suitable punctuation marks:**

:	?	,	;	.	!	“ ”
---	---	---	---	---	---	-----

1. My desk is full of book, pencil, pen and ruler

.....

2- Could you pass the salt please

.....

3- Listen Hassan to what I am saying

.....

4- Wow I never thought mom would let us go to the concert

.....

5- I wonder if the teacher will give homework weekend

.....