



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



**Sudan University Of Science And Technology**

**College Of Education**

**English language Department**

**دور العمل الثنائي في تعليم علامات الترقيم من خلال كتابة الفقرة**

**A thesis submitted in fulfillment for the requirements of B.Sc.  
degree in ELT.**

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قال تعالى:

(قل لو كان البحر مدادًا لكلمات ربي لنفد  
البحر قبل ان تنفذ كلمات ربي ولو جئنا بمثله  
مددا )

سوره الكهف الايه (109)

# Dedication

To the fountain of patience and optimism and hope

To each of the following in the presence of God and his messenger, our  
**dear mothers**

To the big heart our **dear fathers**

To the people who paved our way of science and technology

All our **teachers distinguished**

To all my **friends**

# Acknowledgment

We would like to thank all the people who help us in  
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Dr:Alsadig Osman

For his guidance and good advice

Our deep thanks to our family for their support and kindness

We would like also to thank our friends for their great efforts

In this work

# Abstract

This study investigates how punctuation marks are used in their position and the difficulty faced by students of first year English Language Department at Sudan University of Science and Technology.

A test has been used as a tool to collect information from students, the number of test's items was (30) and they distributed randomly to the students

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

Finally , the study recommended that , punctuation marks should be taught as an important part of curriculum , teachers should motivate and encourage them pay more attention to punctuation marks.

The study divided into the following chapters:

**First chapter:** Introduction of the Study.

**Second chapter:** Theoretical Framework and Previous Studies.

**Third chapter:** Procedures of the Study.

**Fourth chapter:** Data Analysis.

**Fifth chapter:** Recommendations, Suggestions and Conclusion.

## مستخلص الدراسة

تهدف هذه الدراسة عليكيفية استخدام علامات الترقيم في مواضعها الصحيحة و صعوبة استخدامها من قبل طلاب السنة الاولي قسم اللغة الانجليزية جامعة السودان للعلوم و التكنولوجيا

استخدم اختبار كاداة لجمع المعلومات من الطلاب وكان عدد الاستمارات (30) استمارة وزعت بطريقة عشوائية علي الطلاب .

واظهرت الدراسة ان الطلاب يواجهون صعوبات في كيفية استخدام علامات الترقيم، كما وجد ان المنهج نفسه هو احد اسباب صعوبات علامات الترقيم لا يقدم تمارين ونشاطات كافية للطلاب .

واخيرا توصي الدراسة بتدريس علامات الترقيم كجزء هام في المناهج , ولا بد للمعلمين ان يعطوا الطلاب الحافز الكافي لتشجيعهم علي الاهتمام بعلامات الترقيم .

وقد انقسمت الدراسة الي الفصول الاتية :

**الفصل الاول:** مقدمة الدراسة

**الفصل الثاني:** الاطار النظري

**الفصل الثالث:** إجراءات الدراسة

**الفصل الرابع:** تحليل البيانات

**الفصل الخامس:** التوصيات والاقتراحات وملخص الدراسة

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# Chapter one

# Introduction

## 1.0. Introduction :-

Punctuation marks represent an important part of language. It makes sentence more clear. This study aims to help learners to solve the problem of understanding English as a foreign language.

When we speak, we can pause or emphasize certain words or phrases to help people understand what we are saying. In our writing, we use punctuation marks to help the reader understand what we mean. A punctuation mark is a mark or sign that is used in writing to divide text into phrases and sentences and make the meaning clear. Punctuation is the system of signs or symbols given to the reader to show how a sentence is constructed and how it should be read. Sentences are the building blocks used to construct written accounts; they are complete statements. Punctuation shows how the sentences should be read and makes the meaning clear. Every sentence should include at least a capital letter at the start, and a full stop, exclamation mark, or question mark at the end. This basic system indicates that the sentence is complete.

## 1.1. Problem Statement:-

It is clear that punctuation marks are a major part in understanding written text. While studying in university, we recognized that most students don't care about using punctuation, even though they know it.

Important Of the Research:-

We study this area because it has been neglected by most Students although it gives them better understanding, and Makes them skillful in writing.

### **1.2. Research Question:-**

1- To what extent students at Sudan University first year can Use punctuation correctly?

2-To what extent the teacher gives students extra time to Practice punctuation marks?

3-To what extent pair work help students to understand Punctuation marks?

### **1.3. Objection of Research:-**

1-To find out how students in first year in Sudan University Can use punctuation correctly.

2-To investigate the effect when the teacher give students More or extra time to practice punctuation marks.

3-To explore how the pair work helps students to Understand punctuation marks

### **1.4. Research Hypothesis:-**

1- Students in first year in Sudan University can use Punctuation correctly.

2-The teacher give students more or extra time to practice Punctuation marks.

3-The pair work helps students to understand punctuation Marks.

### **1.5. Limitation of Research:-**

This study is limited at study of punctuation marks at Sudan University first year (2015 - 2016).

### **1.6. Research Methodology:-**

The researchers will use analytical method. The data will be Collected through test that will be given to students at Sudan University according to this the researchers try to prove the hypothesis that set above.

# Chapter Tow

## Literature Review

### 2.0. Definition:-

Punctuation is practice ,action , or system of interesting point or other small marks into text , in order to aid interpretation ,division of text into sentences ,clause ,etc. by mean of such mark.

Also Jude says that “a marks (sign) use in writing to divide text into phrase and sentence. and correct punctuation is essential for clear and effective writing” .

Most people realize the importance of accurate punctuation in order to communicate effectively through the medium of print (whether on page or screen), it essential that the rudiments of punctuation are understood and applied – routinely and consistently unfortunately, too many people lack confidence and their ability to punctuate precisely and with clarity.

[www.really-learn-english.com/ punctuation](http://www.really-learn-english.com/punctuation)

Usage basic punctuation roles: -

Use correct punctuation is essential for clear and effective writing. The following list contains of most critical punctuation rules.

### 2.1. Capitalization:

w. Ross and y. Murray (1985: 584- 92) says that “the uses of capitalization can be divided into two part. Capitalization of groups larger than one word and capitalization of single word, most of which are proper noun and proper adjective.

#### a) Capitalization of word group:-

1) Capitalization the first word in sentence  
The tall, thin man walked of the train carrying a cane.

2) Capitalize the first word of a direct quotation, where there it is complete sentence or a fragment.

The members of crowd all shouted, "Welcome home Jeffrey!"

**Note :-** when a direct quotation is interrupted , however ,capitalize only the word that begins the direct quotation , not the word that begin the second part of that quotation, not " I'll be home ," she promised , " before night fall ."

[The word she promised interrupts the direct quotation, "I'll be home before night fall."]

**3)** Capitalize the first word of each complete line in poem.

He went like one that has been stunned, and is of sense forlorn;  
A sadder and a wiser man

**4)** Capitalize the first word, the last word, and all other important words in the of little work of art.

**NOTE** - the preceding rule applies to the title of the book, chapter, short stories, poem, plays, Newspapers, magazine, articles, Musical word, painting, sculptures Movies, and Television programs, and student theme, do not capitalize preposition and conjunction with fewer than five letters.

The clash of the Titans is a good film. Love among the Ruins is a well –known book.

[Among is a preposition, but it has five letters.]

My report is titled "Light I can't seem to turn off."

[The last word in title is capitalization no matter what part of speech it is.]

## **b) Capitalization of single word:-**

Most of single words that most begin with a capital letter are a proper

Nouns and proper adjective. Proper nouns are the names of specific person, place or thing; proper adjectives are formed from proper noun

### **1) Capitalization names and titles:-**

**a.** Capitalize the name of specific people.

The reports were read by George, Tom, and Alice.

**b.** Capitalize a title preceding a person's name or a title used in place of person's name.

You should ask Ms. Smith if you can leave.

Tell me, General, how should we meet that challenge?

**Note:-**The word president and vice president should be capitalized only when they precede a person's name. They may also be capitalized when they refer to the highest of office in the united state government.

We studied the speeches of President Lincoln.

In today's press conference the President spoke about the national budget.

**c.** Capitalize word that show family relationship when they precede a person's home or when they are used in place of a person's name

I think that Uncle Chuck is my favorite uncle.

Along one side of the table sat Mother, Father, and my aunt.

**d.** Capitalize a title appearing with person's name or abbreviation for a person name.

I went to see Dr. T.A.Henderson for my checkup

The council was composed of Rev. Smith, Ms. Lindquist, and Tom Parker, Jr .

## **2) Capitalizing place name**

**a** .Capitalize the name of specific places. On our trip to Europe , we visited England, France, and Spain .

Many people from the East and the Midwest travel south for the winter



**b.** Capitalize the name of languages and proper adjective formed from the name of specific places .

Most students in our school speak only English, but some also speak Chinese, Japanese, or Spanish.

**c.** Capitalize the name of building, monument, institutions, organization, and their abbreviation.

In Washington, D.C., we saw the White House, the Washington Monument, and the National Air and Space Museum

Investigators for the NLRB are looking into the strike by the AFL .CLO against TWY.

**Note:** - The abbreviation A.D.B.C, A.M and P.M are abbreviation for measurement (Kg. Ft., sec) are not.

**d.** Capitalize the name of planet, stars, and other heavenly body.

For most of this decade, Neptune will be farther from the sun than Pluto.

### **3) Other uses:-**

**a)** Capitalize the name of races, nationalities, and religion Paul is Catholic. and Alice is Jewish.

Our school has many South American and Asian student.

**b)** Capitalize words referring to holy book, including the Bible and Koran, to part of holy book, and to the deity.

The Koran is the sacred text of Islam.

People of different religions praise God in different ways.

Mohammed was visited by Allah in the dessert.

**Note:** - when you refer to the gods of an ancient Mythology, do not capitalize the word god but do capitalize the individual name.

Some of the gods were concerned about the trouble between Athena and Zeus.

**c)** Capitalize the name of months, days of week, and holidays.

I will arrive on Monday, November 4, 1984.

Last year Christmas and Hanukkah fall on the same day.

**Note:-** The names of the seasons ( spring, summer, fall, winter ) are not normally capitalized.

**d)** Capitalize the name of historical periods and movement.

The debtor's prisons during the industrial Revolution were similar to those in the Dark Ages.

The Restoration followed the reign of Oliver Cromwell.

**e)** Capitalize the name of special events.

The Super bowl is played every year, while the Olympic games are held every four years.

**f)** Capitalize the name of school, subject when they are formed a proper noun, are followed by number, or name a special course.

I have decided to take chemistry IV, biology, Math 401, physical education, or course called Heroes and Heroines.

**Note:** - most nouns that are followed by number or letter designation are generally capitalized.

Please read chapter 14 and chapter 15 in unit 111.

**g)** Capitalize the name of political parties (but not the word party) and the name of government agencies, department and bureaus.

Many members of the Democratic Party voted for the Republican Presidential in the last election.

The energy Research and development Administration is a part of the Department of energy.

**h)** Capitalize the names of specific ship, trains, air planes, and spacecraft.

The U.S.S Constitution's, perhaps, the country's most famous battleship.

Many Boeing 747 now cross the Atlantic Ocean in a fraction of time it took the spirit of St .Louis.

**D)** capitalize the name of specific product-that is, trade name, brand name, or trademark.

Word that names a general class of products or specific product is not capitalized.

The brand of aspirin we use is Fillmore's A aspirin.

The only colas that this store carries are Foam cola and Poppa- cola.

**K)** Capitalize the first word of each noun in the salutation of the latter. Only the first word in the closing of the latter is capitalized.

Dear Mrs. Baxter, Sincerely yours, cousin, dear MY.

**L)** capitalized the pronoun I and the formal interjection O.

This is the matter that I will discuss later.

We praise, Thee, O most wondrous of wonders.

**Note:** - The common interjection oh is not capitalized unless it a appears at the beginning of the sentence.

The hours went by bus, oh, so slowly."

## 2.2. The semicolon: (;)

W. Ross and Y, Murray, (1985) says that "The semicolon, as stronger mark of punctuation than the comma, is sometimes referred to as " a weak period"

Use a semicolon to link independent clauses that are closely related :- Some of the boys went home; other stayed until the bitter end. And use a semicolon to link independent clauses when the second independent clause begins with a transitional adverb, such as beside, however, instead, moreover, or nevertheless

**EX:** - The tickets were just too expensive; beside, there were not enough seat.

There were many obstacles in out way; however, we pressed on word any way.

**Note:-** A semicolon is also proper's when the second independent clause begins with transitional phrase, such as in fact, of course, on the other hand, or on the contrary.

**Ex:** - Three records was not impressive; on the other hand, neither was ours.

The last useful semicolon to separate items in this series when one or more of items contains commas.

**Ex:** - in order to quality, student must be able to speak Spanish, French, or German; to play a musical instrument; and to write a play, short story, or poem."

### **2.3. Quotation marks and single quotation mark: ( “ ” )**

W .Ross and Y .Murray (1985) says that “Quotation mark which often, occurs, are used most frequently to enclose direct quotation and the word in some titles.

Use quotation marks to enclose the exact word that are spoken or written such word are called direct quotation “we ran all the way. Have we really missed the bus?” Jams cried.

“I am sorry,” the clerk explained, “but it left five minutes ago”

“What a pickle!” she muttered”.

“When close the next one has?”

These writer stats, "What we lack is a thirst for excellence."

Notice that the quotation marks appear at the beginning and end of the word that are quoted exactly, even if those words are more than one sentence in length. Expressions such as *Jamie cried*, *the Clerk explained*, or *the writer states* identify the speaker or writer whose words are being quoted, these expressions are not enclosed in quotation marks.

**Note:** - quotation marks are not used unless a person's exact words are quoted.

Jamie told me that she missed the bus this morning.

The following rules will help you to use capital letters and other punctuation correctly with quotation marks.

### **1. A quotation usually begins with a capital letter**

Sandy commented "Those oily rags are a fire hazard. We should dispose of them."

**Note:** - Brief quotations that are obviously incomplete some begin with a small letter.

1. *wonders* who first called this nation "The land of the free"

2. When a quotation is interrupted by an expression identifying the speaker (*They played*, *she announced*).

The second parts of the quotation begin with a small letter.

"If the rain stops by noon," they pleaded, "Will we still have the picnic?" She announced "because of the bad weather."

3. The quotation itself is separated from the rest of the sentence by a comma, question mark, or an exclamation point.

"If I could find something decent to wear," he sighed "We could leave."

"Where did I put that sweater?" he muttered, rummaging in the drawer.

He cried "I've found it." as he Yanked a crumpled bundle from the drawer.

**Note:** - note that the commas are used when words that are not part of the quotation appear in the middle of the sentence.

4. Commas and periods at the end of quotation appear inside the closing quotation mark. Colons and semicolons at the end of quotation appear outside the closing quotation mark. Colons and semicolons at the end of quotation appear outside the closing quotation mark. "I think you're wrong," Dan said.

He added "Look at this information."

Dan said, "I think you're wrong;" he asked us to reexamine our information.

There are two solutions to this "thirst for excellence": and increase in funds for education and improvement of library resources.

5. Question mark and exclamation point are placed inside closing quotation marks when only quotation itself is a question or an exclamation.

In other situations they are placed outside the closing quotation marks.

She cried, "Please stop at once!"

How I laughed when he said "The Packers will win the Super Bowl"!

Mom asked, "Did you see the dentist today?"

How asked "Isn't this unfair"?

**Note:**- In the last example both the quotation and entire statement are a question, but only one question mark appears at the end of the statement.

Another use of quotation mark is to enclose the title of short stories, essays, short poems, songs, and individual episodes of television programs, magazine articles and part of a book.

**"The Purloined Letter" and "The Gold Bug" are my favorite short stories.**

Our assignment was to read Thoreau's essay "Civil disobedience" and "Walking"

The band finished its performance with "The Stars and Stripes forever."

My favorite episode of all the family is titled "Edith Strikes Back."

## **2- Single Quotation Mark**

Single quotation mark, also used in pair, is used to enclose item that appear inside double quotation mark.

Use single quotation marks to enclose direct quotations that are inside other direct quotation.

Our teacher asked, "who said, 'to thin own self be true'?"

Helen said " I heard him call, ' Please help me!'"

We used single quotation mark to enclose the title of short stories, essay, short poem, songs, television episodes, magazine articles, and part of a book when these items appear inside a direct quotation.

The teacher announced, "Read 'Thanatopsis' and 'Forest Hymn' for Monday's class."

"But I couldn't find it in either Chapter 10, 'The Solar System,' of chapter11, 'The universe'` larged."

## **2.4. Definition of paragraph**

**To know punctuation we can do this through using paragraph so let us to know about paragraph:-**

**Definition:-**

**Noun**

A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering: the concluding paragraph the information set out in paragraph 3

More example sentences Synonyms

## Verb

[With object]

Arrange (a piece of writing) in paragraphs: (as noun paragraphing) his style deploys a lack of conventional paragraphing

More example sentences

[Http// www oxford dictionary. Com](http://www.oxforddictionary.com)

(Plural paragraphs)

1. A passage in text that is about a different subject from the preceding text, marked by commencing on a new line, the first line sometimes being indented.
2. (originally) A mark or note set in the **margin** to call attention to something in the **text**, such as a change of subject.

## Verb

(third-person singular simple present paragraphs, present participle paragraphing, simple past and past participle paragraphed)

### 1. To sort text into paragraphs.

Origin

From Middle French *paragraphe* from Latin *paragrapus* ("sign for start of a new section of discourse") " from Ancient Greek *παράγραφος* (*paragrapchos*), from *παρά* (*part*, "beside") and *γράφω* (*graphō*, "I write").



English Wiktionary. Available under CC-BY-SA license.

[Http:// www.your dictionary.com/text](http://www.yourdictionary.com/text)

The topic sentence of paragraph tell the general or main idea of that paragraph, very often the topic sentence is the first sentence of the paragraph the other sentence in paragraph gives details which tell more about topic sentence.

There are many ways to organize paragraph, to make paragraph easily read and understood, so we can follow this point:-

- The ideas are being put in order to make sense..
- The ideas are grouping together into paragraphs.
- The relation between idea must be clear.
- The sentence must have clear punctuation.

## **The type of paragraph:-**

### **1. Expiatory paragraph (6 types):-**

- a. Writing class factory paragraph.
- b. Definition paragraph.
- c. Campers and contrast paragraph.
- d. Exemplification paragraph.
- e. Witting process paragraph.
- f. Expressing cause and effect paragraph.

### **2. Descriptive paragraph.**

### **3. Narrative paragraph.**

#### 4. Argumentative paragraph.

## 2.5. Slash punctuation: (/)

is a form of punctuation used when writing in the English language.

The slash can also be called a **virgule**, **forward slash**, **slant**, **oblique dash** or **diagonal**. **On the keyboard**

Make a slash on the computer by pressing the question mark/slash key to the left of the SHIFT key.

### Rules for using slash punctuation

**1. Use slashes to separate parts of internet (web) addresses and file names for some computer programs.**

#### Examples:

- <http://www.really-learn-english.com/esl-ebooks.html>
- C:/Program Files/Windows
- E:/Word Files/articles/fish

### 2. Use slashes for fractions

#### Examples:

- $2/3$  = two-thirds
- $1/2$  = one-half
- $7/8$  = seven-eighths

### 3. Use a slash to separate the day, month, and year in dates

**A) American English =Month/ day/ year**

- 11/16/12 (November 16, 2012)
- 3/17/1981 (March 17, 1981)
- 10/05 (October 5)

#### **B) British English = Day/Month/Year**

- 16/11/12 (November 16, 2012)
- 17/3/1980 (March 17, 1981)
- 05/10(October5)

#### **4. Use a slash for some abbreviations**

##### **Examples:**

- w/o = without
- n/a or N/A = not applicable or not available
- R/C = radio control
- c/o = in care of (We use this when mailing packages or letters to someone at another person's address.) John Smith c/o Richard Jones1023 Main Street Wichita, KS 67860.

#### **5. Use a slash to show the word "or"**

We sometimes use slash punctuation to indicate the word "or" between two choices this use of the slash is rare and should be used only in informal writing.

##### **Examples:**

- Each child will take **his/her** science project home tonight.  
Each child will take **his or her** science project home tonight.
- Please **proofread/rewrite** the story before tomorrow.  
Please **proofread or rewrite** the story before tomorrow.
- Dear **Secretary/Treasurer**,  
Dear **Secretary or Treasurer**,

## 6. Use a slash to show the word "per" in measurements

- \$3.87/gallon = Three dollars and eighty-seven cents per gallon
- 150 lbs/day = 150 pounds a day or 150 pounds per day
- 80 miles/hour = 80 miles per hour

## 7. Use a slash to separate lines of poetry or rhymes in regular text

When a poem is written in a regular block of text, we use a slash to show line breaks.

Here is a popular, short rhyme written in poetry form:

**Twinkle, twinkle, little star, How I wonder what you are. Up above the world so high, like a diamond in the sky.**

If this rhyme is written as a normal block of text, we use slashes to show line breaks. Keep all other punctuation the same and add one space before and after each slash.

**Twinkle, twinkle, little star, / How I wonder what you are. / Up above the world so high, / Like a diamond in the sky.**

[www//really-learn-.english.com/punctuation](http://really-learn-.english.com/punctuation)

## 2.6. Brackets /Round Brackets or Parentheses: (( ))

British English

( ) =brackets or round brackets

**American English**

( ) = parentheses

Round brackets are basically used to add extra information to a sentence. Look at these examples:

**1. explain or clarify**

- Tony Blair (the former British prime minister) resigned from office in 2007.

**2. indicate plural or singular**

- Please leave your mobile telephone(s) at the door.

**3. add a personal comment**

- Many people love parties (I don't).

**4. define abbreviations**

- The matter will be decided by the IOC (International Olympic Committee).

Some grammarians believe that (whenever possible) we should use commas. Some grammarians believe that, whenever possible, we should use commas.

Remember that the full stop, exclamation mark or question mark goes after the final bracket (unless the brackets contain a complete sentence). Look at these examples:

- My car is in the drive (with the window open).
- I just had an accident with our new car. (Sssh! My husband doesn't know yet.)
- The weather is wonderful. (If only it were always like this!)
- The party was fantastic (as always)!
- Do you remember Johnny (my brother's friend)?
- Johnny came too. (Do you remember Johnny?) We had a great time.

**[http:// English club.com/writing punctuation](http://Englishclub.com/writingpunctuation)**

## **2.7 Full Stop: (.)**

The full stop is used:

- TO MARK the **end of a sentence** (unless the sentence Ends with a question mark or an

Exclamation mark):

The method proved to be very useful.

- In some **abbreviations**: e.g. (for example), etc. (and so on), p. (page), pp. (pages),

Fig. (Figure), vol. (volume), dept. (department), usu. (usually),

Brit. (British), Apr. (April).

[www.really.learn.english.com/full stop.punctuation.html](http://www.really.learn.english.com/full_stop.punctuation.html).

- In **decimal numbers**: 0.25

### Notes:

- In **BE** the full stop is not used in **the names of degrees**: BSc, MSc, MEng, PhD,

In **forms of address**: Mr./Ms./Mrs./Dr.

In some **other cases**: m, km, m, mph, hr., hrs.

Rpm (revolutions per minute)

- In **AE** the full stop is **more common**: Mr./Ms./Mrs./Dr./Ph.D./B.Sc.

[www.really.learn.english.com/punctuation.html](http://www.really.learn.english.com/punctuation.html).

## 2.8 Comma :(,)

Steven Roger (2003) says that, commas depend much more on recommendations and **usage** than on many rules

And mechanical conventions. They prevent misunderstanding, So they

should be used **at logical places**.

Compare the following sentences:

Eats, shoots, and leaves. (i.e. a robber, a murderer)

Eats shoots and leaves. (i.e. a panda ) (a book title by Truss)

Commas can be organized into **four main groups** :

**1. Introducers**

**2. Coordinators**

**3. Inserters**

**4. Tags**

**1. Introdncer comma**

The introducer comma is used after any element placed before The first independent clause

In a sentence.

<b>a) Linkers</b> , e.g. However, ... Nevertheless, ... Therefore, ...	<b>INDEPENDENT CLAUSE</b>
<b>b) Phrases</b> , e.g. In this picture, ... In this paper, ...	<b>INDEPENDENT CLAUSE</b>
<b>c) Dependent clauses</b> introduced e.g. by When ..., As ..., If ...,	<b>INDEPENDENT CLAUSE</b>
<b>d) -ing, -ed clauses</b> , e.g. Based on ....., Substituting ..... in ....., When completed, ..., On entering, ...	<b>INDEPENDENT CLAUSE</b>
<b>e) If/When + adjective</b> , e.g. If necessary, ...	<b>INDEPENDENT</b>

	<b>CLAUSE</b>
<b>f) If/When + prepositional phrase</b> , e.g. When in doubt, ...	<b>INDEPENDENT CLAUSE</b>

**Examples:**

**a)** The advances in power electronics enabled motor users to Control motors. **However**, they Introduced a new problem.

We decided not to join the project. **Obviously**, that was a mistake.

**Basically**, there is hardly any difference between these two approaches.

**Unfortunately**, I missed the beginning of your lecture.

**b) In some cases**, the digital communication channel is used to get feedback from the customer.

In Fig. 3, three coils instead of five are drawn for simplicity.

**c) If the experiment fails**, we will have to repeat it.

When he returns from the conference, he will be able to tell us more.

**d) After leaving university**, she worked for a foreign company.

**When completed**, the new building will house both the computer center and the library.

**Having identified the error**, he repeated the experiment.

**On registering for the math course**, he acquainted himself with the syllabus.

**e) If necessary**, I will write a more detailed report.

**f) When in doubt**, consult a dictionary.



**Notes:**

- The comma is sometimes **left out** after **adverbs** and **short phrases** if the sentence is short.

Occasionally he worked in the laboratory.

In this case no change is necessary.

- If the **independent clause (IC)** comes **before the dependent clause (DC)**, there is **no comma**.

**IC + DC:** We will have to repeat the experiment if it fails.

**DC + IC:** If the experiment fails, we will have to repeat it

**2. Coordinator comma**

**2.1.** The coordinator comma used before a coordinating linker (and/or/but/nor/so/yet) **links independent clauses**.

<b>INDEPENDENT CLAUSE</b>	,	<b>and/or/but/nor/so/yet</b>	<b>INDEPENDENT CLAUSE</b>
-------------------------------	---	------------------------------	-------------------------------

**Examples:**

Teamwork is the norm, **and** team leaders need to understand how their technical expertise

Fits into their company’s strategy.

You must start preparing the grant application as soon as possible, **or** you will miss the deadline.

At that college, students are not only exposed to lectures and seminars, **but** also have in depth

Discussions with industry leaders.

We worked on today's supercomputers, **so** we had a relatively good idea of what it was

going to be to build something with 1,000 times as much computing power.

The experiment was very well prepared, **yet** it failed.

[www.really.learn.english.com/punctuation.html](http://www.really.learn.english.com/punctuation.html).

**Note:**

The comma is **not used** if the **independent clauses are short**.

Many students apply but few are admitted.

He lectures and runs seminars on electrical machines.

**2.2.** The coordinator comma links a series **of three or more equal elements** (nouns, adjectives, verbs, phrases). The series may also contain linkers. Usually, there is a comma before the linker (see 2.1.)

<b>3 or more NOUNS</b>	undergraduates, graduates, (and/or/but not) PhD students
<b>3 or more ADJECTIVES</b>	young, talented, hardworking, yet lacking ambition
<b>3 or more VERBS</b>	(he) reads, understands, speaks, and writes (English very well)
<b>3 or more PHRASES</b>	at home, in the hall of residence, (and/or/but not) on the campus

**Examples:**

**Nouns:** What kept these products from success was high cost, technical difficulties,  
and poor marketing.

**Adjectives:** Stator windings of rotating machines are exposed to thermal, electrical, Mechanical, and environmental stresses.

**Verbs:** When preparing a paper, students learn to search, read, plan, write, and revise.

**Phrases:** The lab is open on weekdays, at weekends, and sometimes also at night. (historical modifies novels, English modifies historical novels)

[www.really.learn.english.com/commes.punctuation.html](http://www.really.learn.english.com/commes.punctuation.html).

**Note:**

With adjectives, the **comma is used** when they **can be joined by “and”**.

He has become a confident, independent, successful, and famous researcher.(= a confident and independent ....)

The comma is **not used** if the **adjectives modify each other**.

numerous English historical novels ,numerous modifies English historical novels)

**3. Inserter comma**

The inserter comma is placed **before and after any element** inserted into the middle of an independent clause.

<b>INDEPENDENT CLAUSE (1st part)</b>	,	<b>inserted element</b>	,	<b>INDEPENDENT CLAUSE (2nd part)</b>
--	---	-----------------------------	---	--

**Examples:**

**Linkers and adverbs:** One can, **therefore**, conclude that the proposed method has a number of advantages.

Their approach is, **basically**, similar to ours in many respects.

**Prepositional phrases:** This solution, **in my opinion**, does not bring the desired effect.

### **Non-defining clauses and phrases,**

i.e. clauses and phrases that provide additional information about the preceding word/group of words (as the word is sufficiently defined in itself, the additional information can be left out and the sentence still makes sense).(by Richard N.2003)

**Relative clauses:** Professor White [4], who also researched this problem, proposed

a completely different approach.

We cannot hold the meeting on **Friday**, when most of the staff who are busy writing the final report, will not be able to come.

**-ing, -ed clauses:** Dr Brown, chairing today's session, will also be chairing the session tomorrow.

Their method, based on the theory of ....., proved very efficient.

Professor Sichel, on returning from the conference, passed the new facts to his team.

**Phrases in apposition:** Albert Einstein, the author of the theory of relativity, died in 1955.

### **Note:**

- There are **no commas in defining clauses**, i.e. clauses that define the preceding word(s).

## Compare:

**Defining** The gentleman who chaired/chairing today's session will also be chairing the session tomorrow.

**Non-defining** Professor Brown [4], who ....., will also be chairing .....

**Defining** The method based on the theory of .... proved to be very efficient.

**Non/defining** Their method, based on ....., proved .....

For more information on relative clauses see A Remedial Course in English Grammar: Clauses

(Relative clauses) and for more information on linkers see Guidelines for Academic Writing:

Text structure.

### 4. Tag comma

The tag comma is placed **before elements added to the end of a sentence**

<b>a) INDEPENDENT CLAUSE</b>	,	<b>Adverb</b>
<b>b) INDEPENDENT CLAUSE</b>	,	<b>-ing, -ed clause</b>

#### Examples

a) This system is more efficient and cheaper (,) **too**.

This is the same problem, **basically**.

b) We have done quite well, **taking into account** the circumstances.

We have done quite well, **given** the circumstances.

#### The comma is not used

- If the **independent clause comes before the dependent clause** (see Introducer comma)

- With **a series of adjectives that modify each other** (see Coordinator comma)

- in **defining clauses** (see Inserter comma)

- **before "that"**, both in the meaning of "**že**" and "**kter**" (even when "that" is left out):

There are many geometries **that** (které) are different from the Euclidean geometry.

It is obvious **that** (že) in this case the equation does not hold.

The reviewer stated **(that)** the facts need clarification.

The explanation **(that)** he gave us was not convincing.

- with **dependent clauses functioning as the verb's object**, beginning with **wh-question words** (who, what, which, when, where, why)

We do not know **who** is to blame for the errors in measurement.

I do not understand **what** you mean by that.

I do not know **where** to find the information.

**"whether"** and **"if"** meaning **"zda"**

I am not sure **whether/if** we will be able to keep the deadline.

- **in decimal numbers**: 0.521

### **Useful advice**

As has already been said, rules concerning the use of commas in English are not as strict as in Czech. Usage may vary, especially with adverbs and short phrases. When in doubt whether or not to use a comma, reading aloud the sentence you

have written might help. With great probability, a comma would be useful in places where you pause when speaking.

## 2.9. Colon: ( : )

The colon introduces an explanation or a list.

### 1. Explanation

If the high price does not keep sales down, the quantity will: only 100 of these products

have been made. The size of this mobile serves its purpose: to be easy to handle by senior users.

### 2. List

The vast majority of telephone calls occur between spouses or close relations: parents and children, siblings, and so on.

A colon is used **to introduce** information, **specifically** after a **“complete sentence” (=independent clause)** Phrase that introduces a quotation:

**The author always disliked his critics: “If they can’t write, they become critics!”**

The list that follows the colon is not needed to complete the sentence:

**My roommate wants to buy a car, and he has a lot of brands to choose from:** Toyota, Ford, VW, and more.

**Rule: Use a colon before a list if you could replace it with a period!**

**BUT:** Use a comma for fragments introducing

[Grammar.about.com/ob/pq/colon.pq/g/htm](http://Grammar.about.com/ob/pq/colon.pq/g/htm)

## quotations:

The author complains, “**If they can’t** write, they become critics!”

**Practice:** comma, colon, or nothing before the quote?

Liliana bought **(colon?)** milk, cereal, and sugar. Chris is taking two science courses **(colon?)** Physics 101 and Biology 201.

For the trip, be sure to bring items such as **(colon?)** clothes, money, and lots of money.

**Answer:** Chris is taking two science courses: Physics 101 and Biology 201.

Liliana bought milk, cereal, and sugar. For the trip, be sure to bring items such as clothes, tools, and lots of money.

For colons introducing lists and quotations, remember:

**Complete sentence + colon = correct**

**Fragment + colon = incorrect**

[www.really.learn.english.com/colo.punctuation.html](http://www.really.learn.english.com/colo.punctuation.html).

## 2.10. Dash: (-)

**Gleason and Rather (1993) says that:**

(The dash introduces an explanation or a list. Dashes can also be used to out and the sentence still makes sense).

### 1. Explanation

All languages have the same purpose – they communicate thoughts.



One key outcome of this situation was unmanageable, inflexible systems unsuited to local needs – an undesirable outcome from the perspective of the local managers.

## 2. List

The nominally random number Netscape was based on just three values – time of day, process identification number, and parent-process identification number.

## 3. Separation of inserted element

This highly efficient method – developed in the USA at the beginning of this century – is being successfully applied in many other countries.

As with the inserter comma, the inserted element can be left out and the sentence still makes sense.

[www.really.learn.english.com/em.dash.punctuation.html](http://www.really.learn.english.com/em.dash.punctuation.html).

## 2.11 Hyphen: (–)

Gleason and Rather (1993) says that: Hyphens are used to combine two words into a single new one; a dash – double the length of a hyphen – shows a break or interruption of thought between sentence parts. (“hyphens connect words, dashes separate groups of words”)

**The high-energy music show – which I attended last year – was a wonderful experience.**

There are 4 situations in which the hyphen is used to combine words. The hyphen joins together

## 1. WORDS with WORDS

## Examples:

**Adjective + adjective:** red-hot, dark-blue, socio-economic, Anglo-American

**Adjective + -ing/ed forms:** high-conducting, slow-acting, long-lasting Old-fashioned, long-lived, hard-earned

**Noun + adjective or -ing /-ed forms:** life-long, life-saving, career-minded

**Adjective + noun:** high-frequency (transformer), high-carbon (steel), high-temperature

(reactor), long-term (plans)

**Adverb + adjective:** well-established (fact), well-known (scientist)

**Noun + noun:** optimum-power design, inductor-capacitor (oscillator)

**Numeral + numeral:** twenty-five, thirty-two

**Numeral + noun:** 64-bit (microprocessors)

**Verb + adverb (used as a noun):** take-off, pick-up, set-up

**Others:** state-of-the art (report), up-to-date (methods), do-it-yourself (job) 1. Use a hyphen when two words are used together as an **adjective before the noun:**

The teacher gave Toshiko a newspaper-wrapped fish and a seashell.

Dr. Jill Stein is not a well-known presidential candidate.

Can you believe that she bought first-class tickets?

But, **do not use a hyphen if the same compounds word occurs after the noun** it describes:

This presidential candidate is not well known. Their hotel was often described as first rate.

2. Use a hyphen for the prefixes **self-**, **quasi-**, **all-**, **elect-**, and **ex-** (meaning "formerly"):

Her ex-husband often expressed anti-American ideas. This organization supports self-help projects that support low-income families.

**3.** Use a hyphen for **written-out numbers\*** (but not Before/after category numbers like hundred, thousand, or million) and **fractions**:

She was widely believed to be one hundred twenty-two years old.

One-fourth of his income went to childcare expenses. (By Keenan and Comrie (1977))

**4.** Use a hyphen to avoid misreading, especially if the prefix would result in a double letter, or to avoid misreading:

James and Daniel are co-owners of the restaurant. The film was praised for its re-creation of nineteenth century London. Bicycling is my favorite form of recreation.

[www.really.learn.english.com/hyphen.punctuation.html](http://www.really.learn.english.com/hyphen.punctuation.html).

## **2. WORDS with PREFIXES**

### **Examples:**

Co-author, co-opt, non-smoker, non-essential, non-corrosive, non-existent

### **Notes:**

- In some cases, the use of **the hyphen prevents ambiguity of meaning**. Compare:

Re-formed (newly formed) but reformed (improved, made better)

Re-mark (mark again) but remark (say a few words about something)

Re-cover (cover again) but recover (return to the original condition)

- The combination "**verb + adverb**" is **hyphenated** when used **as a noun**

Take-off, pick-up, set-up

**is not hyphenated but is spelt as two words** when used as a **phrasal verb**(to) take off, (to) pick up, (to) set up Very often, however, the noun is spelled as **one word**: slowdown, breakdown, breakthrough, fallout- Compare also the **difference between**:

a well-established fact that fact is (very) well established

a well-known scientist that scientist is (very) well known

a state-of-the-art method a method based on the state of the art

a do-it-yourself job a job you (can) do yourself

64-bit microprocessors micro processors having 64 bits

When used **as attributes** (qualifying the following noun), the groups of words **are hyphenated**.

- Most **words formed with prefixes** are now spelled **as one word**.

anticorrosive, decentralized, hyperactive

**The hyphen** is often used with "**non-**" and "**co-**", but even here usage varies.

non-existent or nonexistent, co-operate or cooperate, but co-author

- When using **two hyphenated words** with the **same second part**, it is quite common to write just the first part of the first word (with a hyphen, of course).

short- and long-term plans

The full version (short-term and long-term plans), is, however, clearer.

Apart from some of the recommendations given above, **usage of the hyphen varies**. It is advised to check it with a good dictionary and follow the policy of the relevant journal on this point.

**Http://** [m.grammarbook.com/punctuation-rules/parentheses](http://m.grammarbook.com/punctuation-rules/parentheses).

<http://Geammar.about.com/od/ab/g/bracketsterm.htm>//[www.really-learn-english.com](http://www.really-learn-english.com)

## 2.12. APOSTROPHES:

Patricia y. murray(1985)

Say thays that (Use the apostrophes only to show possession (somebody owns something)and for contractions(combining two words):

John's dog will quickly eat Mary's cat. Lois's sister will visit tomorrow.

Extra rule 1: If the noun (the "owner") is plural and ends in -s, add only one apostrophe:

The diplomats' briefcases were searched .

The papers' thesis statements were good. **Extra rule 2:** In the case of multiple nouns/"owners," , use- 's with the last noun only to show joint possession:

Have you seen David and Alena's new camper?

Make all nouns possessive to show individual possession:

Jack's and Berta's expectations of marriage were very different. Outside of academic writing, use the apostrophe for

## **contractions:**

It is a shame that he will leave soon. It's a shame Are they not hungry after the long walk? Aren't they BUT: Avoid ALL contractions in academic or formal writing!

[www.really.learn.english.com/apostrophe.punctuation.html](http://www.really.learn.english.com/apostrophe.punctuation.html).

## **2.13. Ellipses: (...)**

(Mignon F.2013) says that (Ellipses are used to indicate missing or **omitted material**)

but ONLY for quoted material!

1. Use an ellipses to show **deleted words**: Smith (2012) acknowledges that treatment for autism is Expensive: "Sensory therapy...can cost up to \$200 per hour." (3 dots)

2. Use an ellipses to show **deleted sentences**:

Jackson, a researcher with the CDC, explained: "AIDS is still a massive problem.... It is a pressing health issue."

(4 dots)

(Do not use ellipses at the beginning of quoted material, but use them at the end of sentences (MLA only).)

[www.really.learn.english.com/ellipses.punctuation.html](http://www.really.learn.english.com/ellipses.punctuation.html).

## **2.14. Exclamation Points: (!)**

**Rule.** Use exclamation points to show emphasis or surprise. Do not use the exclamation point in formal business letters.

**Example:** I'm truly shocked by your behavior!

[www.really.learn.english.com/exclamation.punctuation.html](http://www.really.learn.english.com/exclamation.punctuation.html).

## 2.15 Bracket ([ ])

One of a pair of marks [] used in writing and printing to enclose matter or in mathematics and logic as signs of aggregation –called also square bracket

**They rules using brackets** are interruptions when we see them, we know they've been added by someone else.

they are used to explain or comment on the quotation.

**Examples:**

"**four** score and seven [today we'd say eighty-seven] years ago..."

"**bill** shook hands with [his son]al"

**They rules using when** quoting something that has a spelling or grammar mistake or presents material in a confusing way ,insert the term sic in italics and enclose it in non italic (unless the surrounding

Text is italic) brackets.

Sic ("thus" in lat in) is shorthand for," this is exactly what the original material says.

**Examples:**

She wrote, " I would rather die than [sic] be seen wearing the same outfit as my sister" than [sic] indicates that then was mistakenly used instead of than. **They rules using** in formal writing , brackets are often used to maintain the integrity of both a quotation and the sentences others use it in.

**Examples:**

"[t]he better angels of our nature" gave a powerful ending to Lincoln's first inaugural address.

Lincoln's memorable phrase came mid-sentence, so the word "the" was not originally capitalized.

### **What is the exclamation mark?**

The exclamation mark is a simple vertical line above a period. In English it is only used at the end of a sentence. It looks like this: When is the exclamation mark used?

An exclamation mark is used to give emphasis to a statement. This means the writer wants the reader to understand there is strong feeling or urgency to the statement.

#### **For example:**

##### **1. a warning**

In a story, the main character tells his daughter: "watch out!"

The exclamation mark tells us that the man is scared and is calling out to his daughter.

Without the exclamation mark, the statement is not as urgent: "watch out."

##### **2. a direct order**

If you read a sign on a door that says "do not enter!" the exclamation mark helps catch your attention.

You are more likely to notice "do not enter!" than if it says

"do not enter." The exclamation mark tells you that it might be dangerous to go through that door.

##### **3. expressing strong feelings**



When we speak, we often use our voices and body movements (also known as "body language") to show feelings.

In writing, other ways must be used. One way is to use an exclamation mark. The exclamation mark can be used to show surprise, fear, happiness, etc.

For example:

Fear: "that dog is going to bite me"

- Anger: "shut up"
- Surprise: "the bus is early today"
- Happiness: "it is good to see you again"

How often should an exclamation mark be used?

Exclamation marks should not be "overused." That means, don't use them too much. Use exclamation marks when you really want the reader to know you are making a strong statement. Here is an example of a sentence where too many exclamation marks were used "it was raining I took my umbrella to school all wet" A better way to write this would be: "it was raining . took my umbrella to school . the wind blew it away . I arrived at school all wet " the writer is expressing a strong feeling in the last sentence, so it is perfectly okay to use an exclamation mark there .

[www.really.learn.english.com/pareatheses.brackets.and.braces.html](http://www.really.learn.english.com/pareatheses.brackets.and.braces.html).

## 2.16. Previous study:

- EL Reshars Ahmed ELReshars Mohamed (2010) mention that " this section reviews studies carried out in punctuation errors and by E SL .learners
- Hassan (2005) carried out studs to investigate difficulties facing students in using punctuation mark due to the back ground knowledge in the type and uses of punctuation marks .The research recommended that more practice and exercise in punctuation marks are needed for ESL learners.

- Mohammed (2009) conducted a research in the problem of using punctuation marks. The Findus showed that most of the Sudanese students find difficulty in using punctuation correctly .Also students confuse the punctuation mark especially (:--:,and !) and they showed that good writing depends on punctuation marks either in writing or speaking the research re commended that some strategies and techniques to teach punctuation marks are need for ESL learner

- M . C . Cresskill ( 1998) conducted a research on Grammar, punctuation and capitalization. The Findus show ESL learner for punctuation in using punctuation marks.

- Kris Ahmed Khalid Arabs (2010) mention that Elelsemmary Bawood muse (2007) mention that in this study at Nile valley university with the title writing errors lay secondary school student find that most frequent errors in the field of writing are a grammatical ones in addition to errors in spelling and punctuation, its recommends for more effective teaching techniques and to motivate pupils towards good writing.

- Mohamed Lumbar Mohamed (2010) mention that Astray asthma and P.Rataning owing conclude that their samples have problems in five element that it to say introduction, topic sentence, traditional word ,conclusion and grammar. While the present study show that student are having problem with eight element of paragraph writing that say topic sentence ,grammar ,cohesive be ices, spelling ,punctuation , capitalization ,unity and conclusion.

- Manahil Mukhtar Mohamed Bushier (2010)mention that Ibrahim (2009) mention that conducted aphid study entitled“ Analysis and Assignment of pale in EFL majors” writing English, his study has dealt with actuality of Palestinian EFL tertiary level majors writing performance, it dealt with the subject writing form different perspective. His data were collected form.

- Writing composition of subject the study has shown to what extent the Palestinian EFL majors was competent in writing is also shed the light on the problem. There has in writing, the study rerated that their performance reflected misuse of writing mechanic vie punctuation, spelling and capitalization. Grammar,

cohesive deceive, coherence and fallacies in style which effected writing quality negatively.

# Chapter three

## **Methodology of the study**

### **3.0 Introduction:-**

This chapter has discussed the following: methods of the Study, population of the study, sample of the study, the Experiment, description of the sample and the instruments, and data analysis procedure.

### **3.1 - Methods, tools of the study :-**

The researchers has used the descriptive analytical, Quantitative and qualitative methods as well as the test as Tools to investigate the hypotheses as stated in chapter one the researchers focuses on percentage and frequencies.

### **3.2 - Population and sample of the study :-**

The population of this study is drawn exclusively from Sudan University of Science and Technology, College of Education First year students , (both male and female).

### **3.3 - Tools of the study :-**

The researchers used two tools to collect the information of the Study , includes the test which were given to the first year Students of Sudan University of Science and Technology the Researchers chooses thirty students as the sample , the Researchers used the descriptive methods and test as a tool in The collection of relevant data.

### **3.4 - Summary:-**

This chapter has drawn the road map for the study . it has Described the different aspects of the research (population , Sample ,tools ,etc). it also described in detail the tests and the Procedures for data analysis.

### **3.5 - Statistical methods used:**

To achieve the objectives of the study and to verify hypotheses, Statistical methods were used the following:

- 1 - Charts.
- 2 - Frequency distribution of the answers.
- 3 - Percentages.
- 4 - Alpha equation, to calculate the reliability coefficient.

### 3.6 - Reliability and Validity:

Stability means that measure gives the same results if used more than Once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, Observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what It purports to measure. And calculate in many ways represents the Easiest being the square root of the reliability coefficient

$$\text{Validity} = \sqrt{\text{Reliability}}$$

Researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

Reliability and Validity:

Questionnaire	
reliability coefficient	validity coefficient
0.642	0.80

Source: prepared by researcher, using SPSS, 2016

Notes from the results table that all reliability and validity coefficients for

questionnaire is greater than (50%) and close to the one ,This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

# Chapter four



# Data Analysis

## 4.0 Introduction:-

This chapter analysis the data collected, the data used in this Study was primarily collected through the distribution of class ended test amongst first year students of Sudan University Science and Technology.

## 4.1 Statistical analysis:

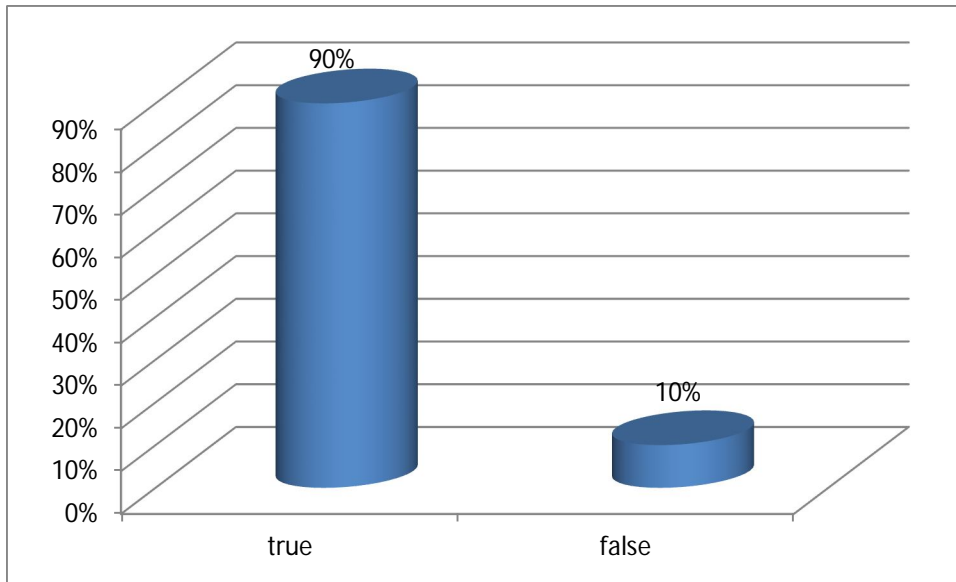
### 1- Do you know JHON telephone number?

Table ( 1)

	Frequency	Percentage
True	27	90%
False	3	10%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (1)



Source: prepared by researcher, using Excel, 2016

From table (1) and figure (1) we note that the Qualification of most of the individuals study are (True) by (27) and with (%90)

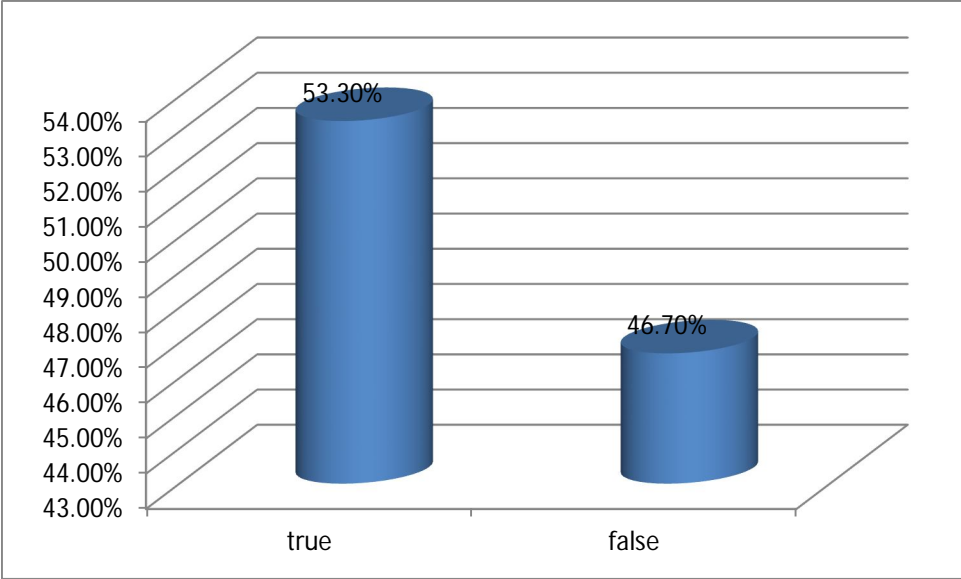
**2- There are a good film it palace this weak:-**

Table ( 2)

	Frequency	Percentage
True	16	53.3%
False	14	46.7%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (2)



Source: prepared by researcher, using Excel, 2016

From table ( 2) and figure ( 2) we note that most of the individuals study are ( True) by (16) and with (53.3%)

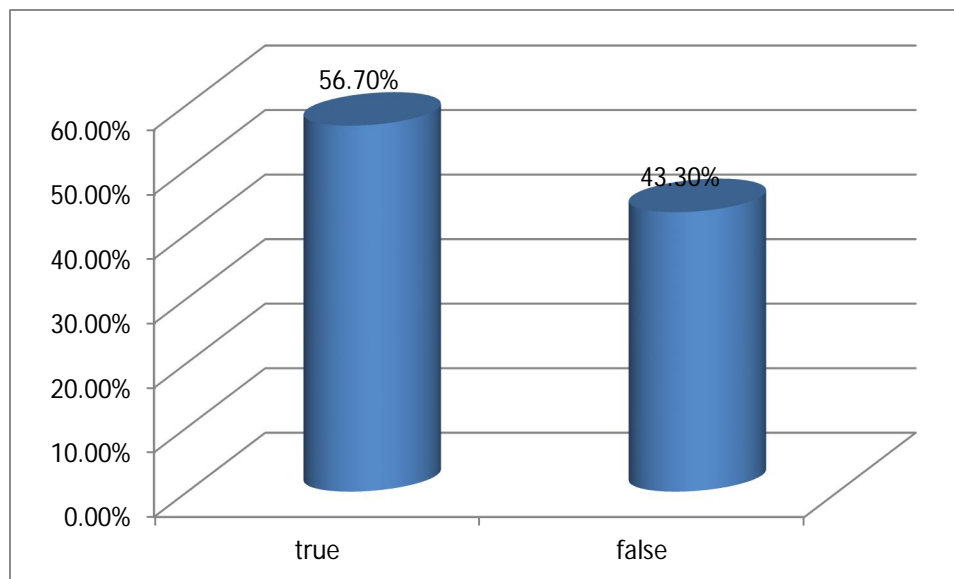
### 3- How beautiful you are tonight.:-

Table (3)

	Frequency	Percentage
True	17	56.7%
False	13	43.3%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (3)



Source: prepared by researcher, using Excel, 2016

From table ( 3) and figure ( 3) we note that most of the individuals study are ( True) by (17) and with (56.7%)

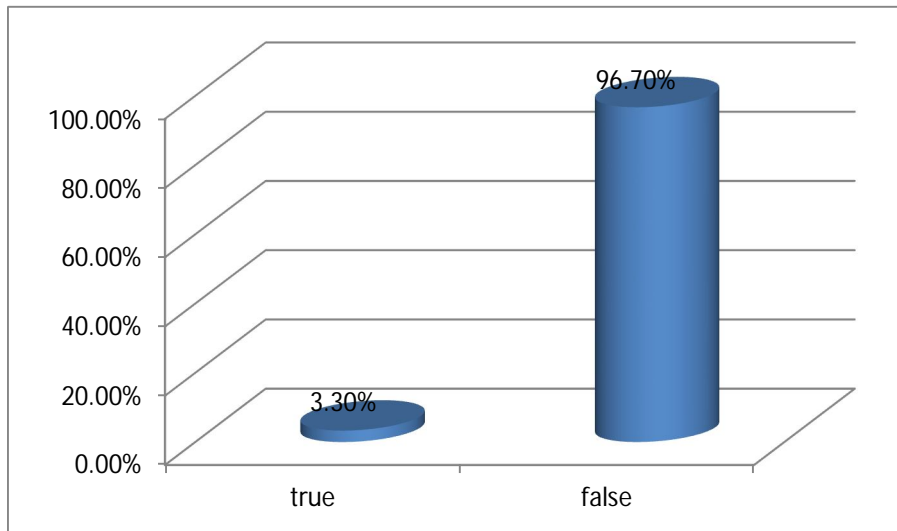
#### 4- She wrote novel short story plays and poems about rural like.

Table (4)

	Frequency	Percentage
True	1	3.3%
False	29	96.7%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (4)



Source: prepared by researcher, using Excel, 2016

From table (4) and figure (4) we note that most of the individuals study are ( False) by (29) and with (96.7%)

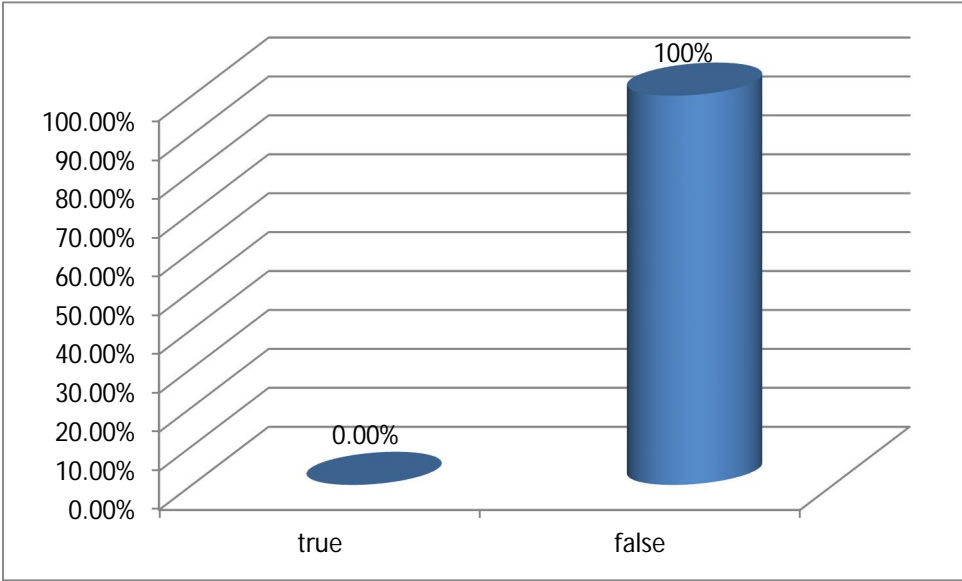
**5- My tongue was sore however I continued to eat.**

Table (5)

	Frequency	Percentage
True	0	0.0%
False	30	100%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (5)



Source: prepared by researcher, using Excel, 2016

From table (5) and figure ( 5) we note that most of the individuals study are ( False) by (30) and with (100%)

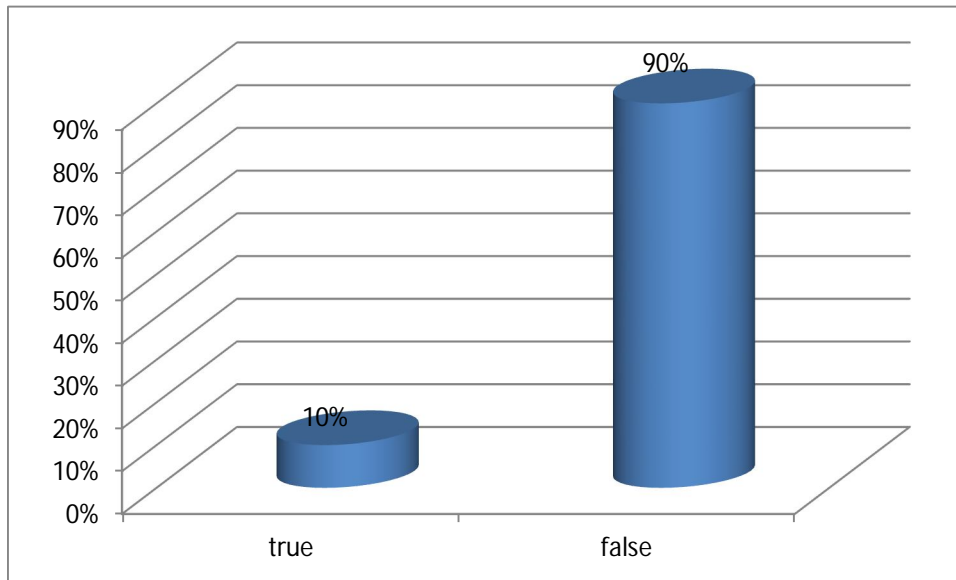
**6- For my party I bought the following item rouse marks paper hat , and some new record.**

Table (6)

	Frequency	Percentage
True	3	10%
False	27	90%
Total	30	%100

Source: prepared by researcher , using SPSS, 2016

Figure (6)



Source: prepared by researcher , using Excel, 2016

From table (6) and figure (6) we note that most of the individuals study are (False) by (27) and with (90%)

**Question two:-**

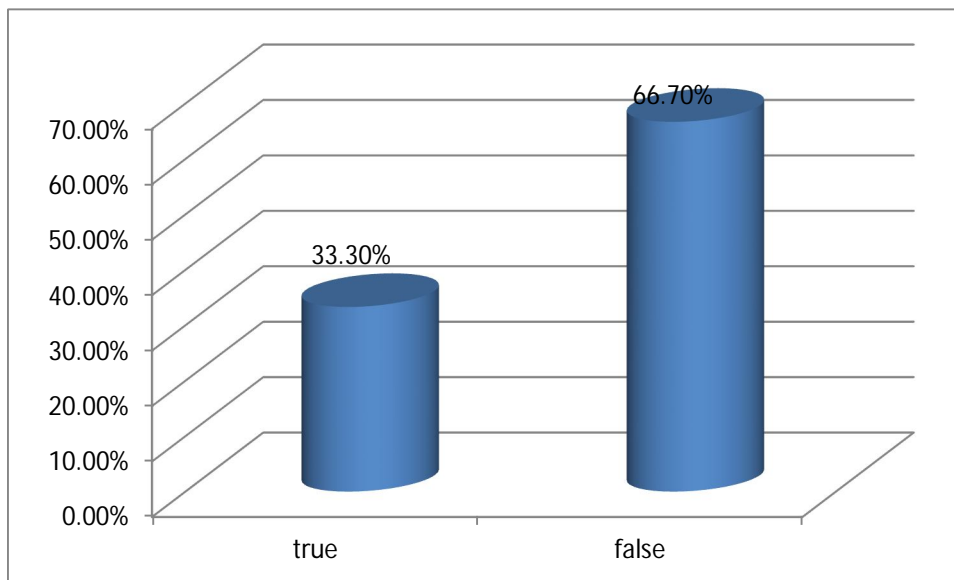
**1 Joff said I would really like to visit VENICA. .... The answer true is { " " }**

Table ( 1)

	Frequency	Percentage
True	10	33.3%
False	20	66.7%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (1)



Source: prepared by researcher, using Excel, 2016



From table ( 1) and figure ( 1) we note that most of the individuals study are ( False) by (20) and with (66.7%)

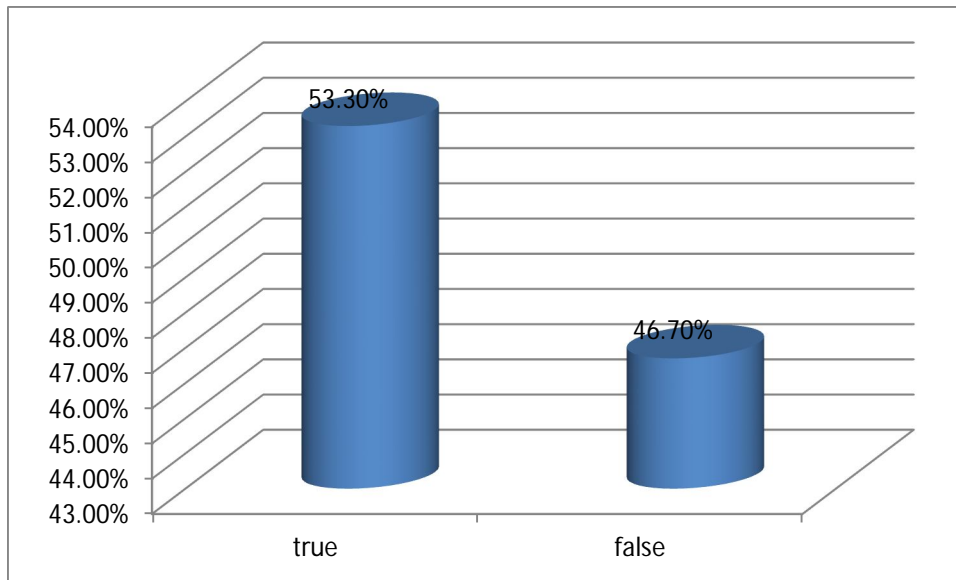
**2. Each child will take his her science project home to night..... The answer true is {/}**

Table (2)

	Frequency	Percentage
True	16	53.3%
False	14	46.7%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (2)



Source: prepared by researcher, using Excel, 2016

From table (2) and figure (2) we note that most of the individuals study are ( true) by (16) and with (53.3%)

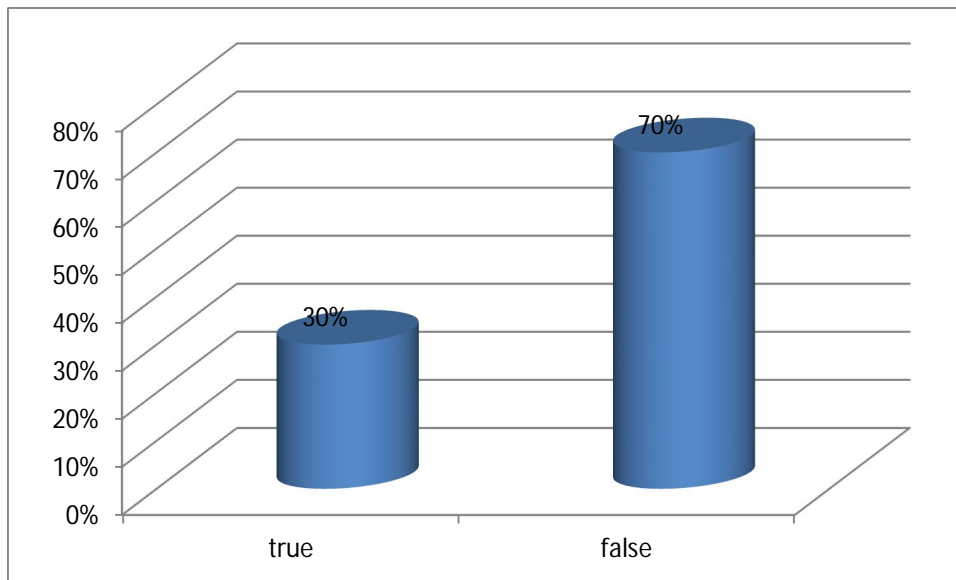
**3- The man name was smith..... The answer true is {}**

Table (3)

	Frequency	Percentage
True	9	30%
False	21	70%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (3)



Source: prepared by researcher, using Excel, 2016

From table (3) and figure (3) we note that most of the individual's studies are ( False) by (21) and with (70%)

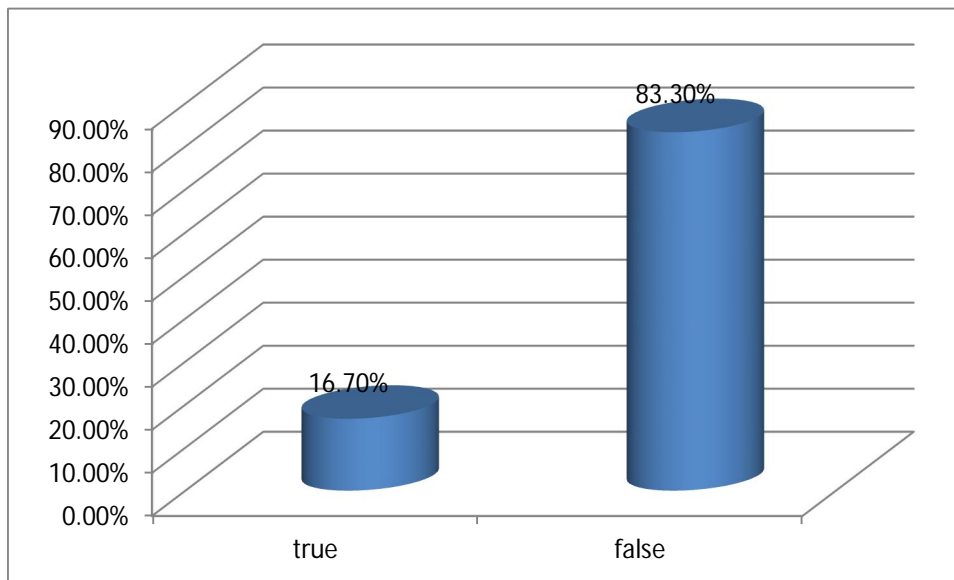
**4- the principal has instructed all teachers to a take roll b send roll tardy student to the office and c lecture all student on the important of promptness ..... The answer true is (0)**

Table (4)

	Frequency	Percentage
True	5	16.7%
False	25	83.3%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (4)



Source: prepared by researcher, using Excel, 2016

From table (4) and figure (4) we note that most of the individuals studies are ( False) by (25) and with (83.3%)

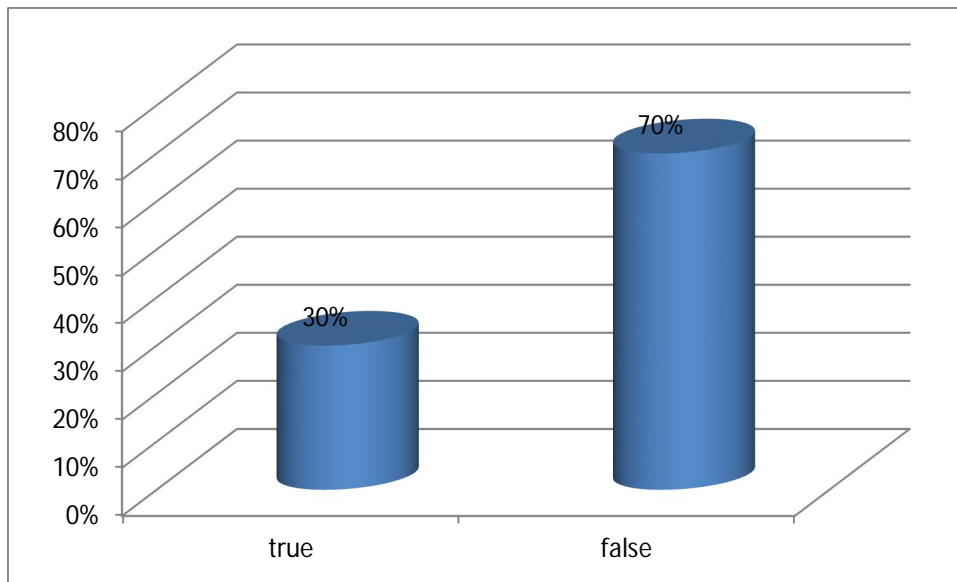
**5- mozart wrote the famous opera the marriage of figaro ..... The answer true is Capital latter**

Table (5)

	Frequency	Percentage
True	9	30%
False	21	70%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (5)



Source: prepared by researcher, using Excel, 2016

From table (5) and figure (5) we note that most of the individuals study are( False) by (21) and with (70%)

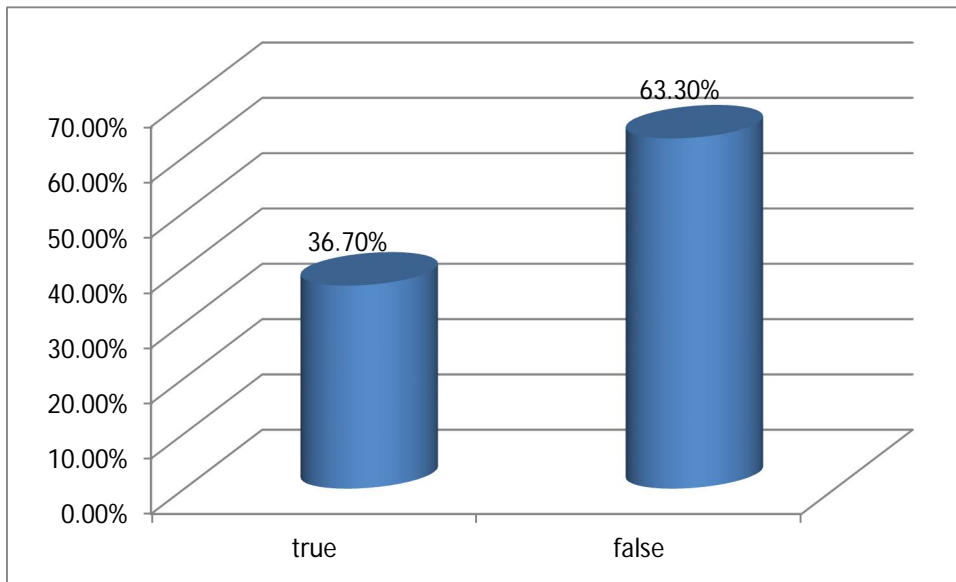
**6- According to the old letter the treasure map could found In the library taped to the back of the portrait OF GERTRUDE THE GREAT this faces north.**

Table (6)

	Frequency	Percentage
True	11	36.7%
False	19	63.3%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (6)



Source: prepared by researcher, using Excel, 2016

From table (6) and figure (6) we note that most of the individuals study are ( False) by (19) and with (63.3%)

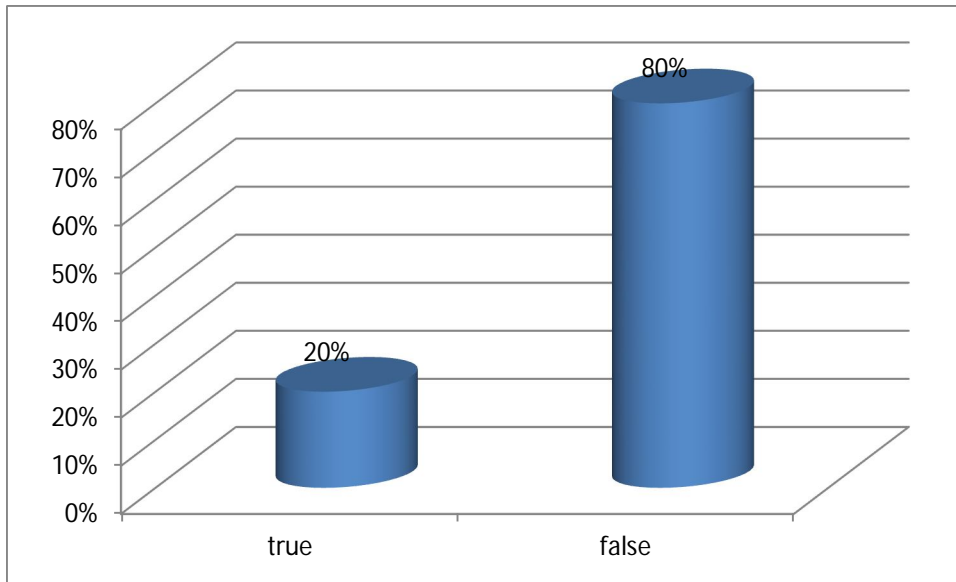
**7- Rad blue and yellow these are primary color.....(-)**

Table (7)

	Frequency	Percentage
True	6	20%
False	24	80%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (7)



Source: prepared by researcher, using Excel, 2016

From table ( 7) and figure ( 7) we note that most of the individuals study are ( False) by (24) and with (80%)

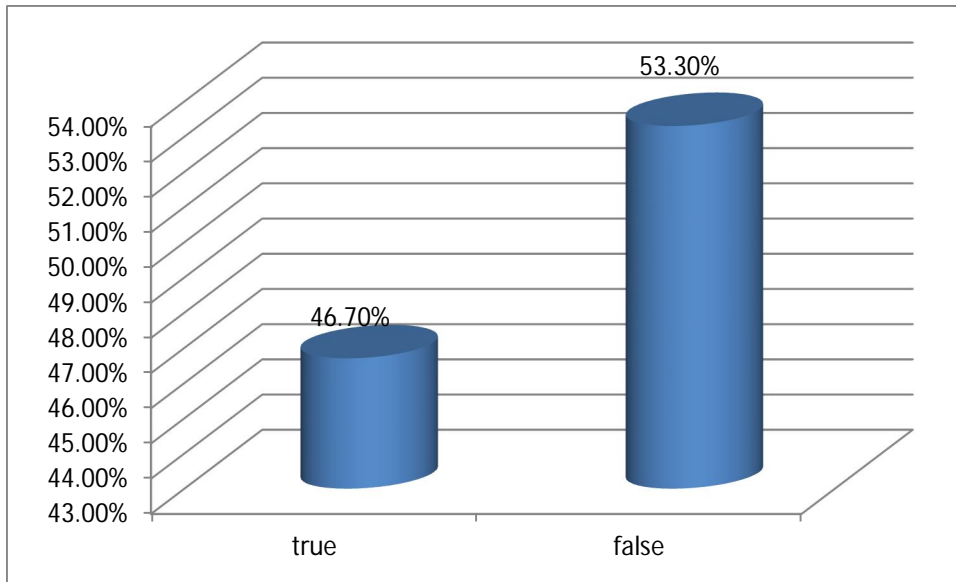
**8- he wondered who it was banging on the door opened and found no body there**

Table (8)

	Frequency	Percentage
True	14	46.7%
False	16	53.3%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (8)



Source: prepared by researcher, using Excel, 2016

From table ( 8) and figure ( 8) we note that most of the individuals study are ( False) by (16) and with (53.3%)

### 9- Self starter self control

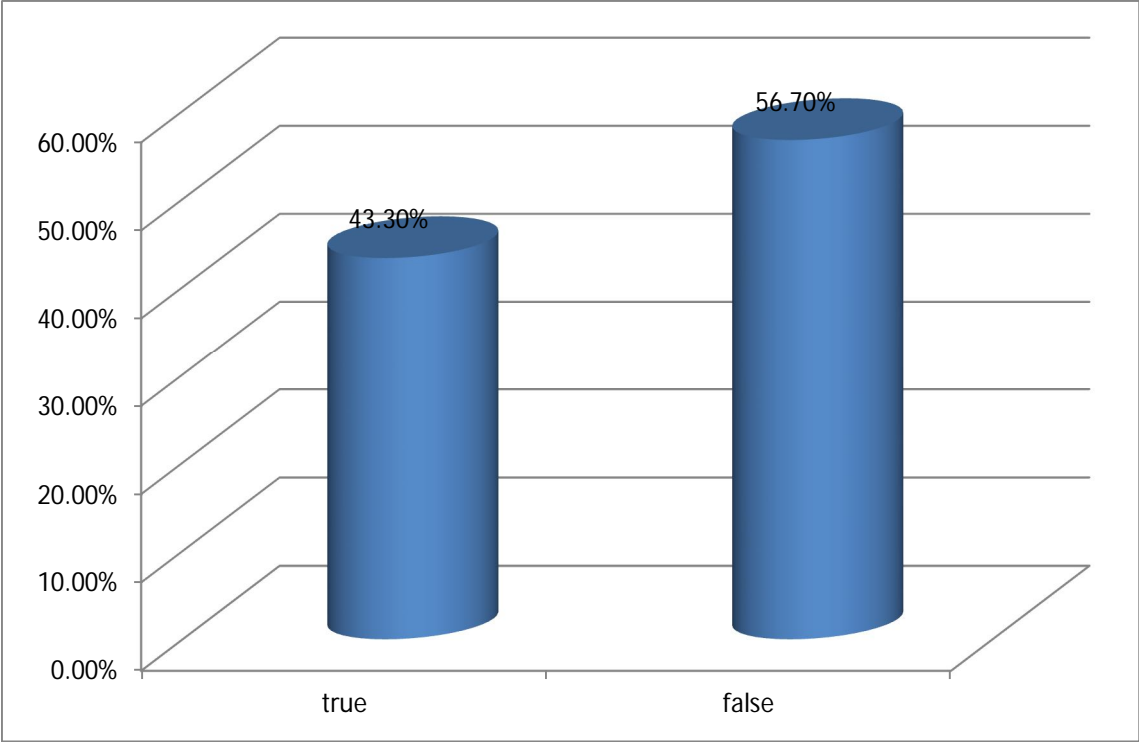
Table (9)

	Frequency	Percentage
True	13	43.3%
False	17	56.7%
Total	30	%100

Source: prepared by researcher, using SPSS, 2016

Figure (9)





Source: prepared by researcher, using Excel, 2016

From table ( 9) and figure (9) we note that most of the individuals study are ( False) by (17) and with (56.7%)

## Chapter Five

# Summary findings and recommendation

## 5.0. Introduction

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

## 5.1. Summary:-

This study aimed at investigating the difficulties encountering first year students in using punctuation marks the first chapter represent a proposal of the study, while chapter two contains literature review and related previous studies. Chapter three presented methodology of the study, while chapter four and chapter five contains the summary and finding recommendations of the study.

## 5.2. Result of the study:-

This study aimed at raising learners awareness towards using punctuation.

The following are some of the major findings of the study:

1. Learners weakness in using punctuation is due to lack of practice.
2. Inappropriate use of punctuation by learners can create misunderstanding. 3. Learners weakness in using punctuation is due to absence extra exercise.
4. The pair work can help students to understand punctuation marks.

## 5.3. Recommendations of the study:-

1. Punctuation should be taught apart of reading or writing lessons.
2. Teachers should motivate students towards extensive reading for better improvement in punctuation practice.
3. Students should be aware of using punctuations in a paragraph.

4. Punctuation marks should be recognized as a control element in language teaching process from the beginning.
5. Teachers should give emphasis to the teaching punctuation marks through giving students more practice in the uses of the punctuation marks.
6. Students must be creative and respond seriously to any class rooms writing activities that are instructed by their teachers.



**Sudan University of Science and Technology**

**College of education**

**English language department**

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## Test

⇒ **Dear Students :-**

This test about punctuation marks . We designed it to measure your ability , in punctuation and To discover the problem that Facing you in this field and try To solve it.

⇒ **PART (1):Place the suitable punctuation mark where we Needed.**

1-Do you know JHON telephone number

2-There are a good film it palace this weak

3-How beautiful you are tonight

4-She wrote novel short story plays and poems about rural Like

5-My tongue was sore however I continued to eat

6-For my party I bought the following item: rouse marks Paper hat and some new record

⇒ **PART 2; CHOOSE THE CORRECT ANSWER FROM (A), (B), (C).**

1-Joff said , I would really like to visit VENICA .

- A. (" ")                      B. (!)                      C. (?)

2-Each child will take his her science project home to night

- A. (?)                      B. (!)                      C. (/)

3-The mans name was smith .

- A. (( ))                      B. (')                      C. (:)

4-The principal has instructed all teachers to a b take roll b Send roll tardy student to the office , and c lecture all Student on the important of promptness .

- A. (( ))                      B. (.)                      C. (?)

5-mozart wrote the famous opera the marriage of Figaro

- A. Capital latter                      B. ([ ])                      C. (!)

6-According to the old letter , the treasure map could Found " In the library taped to the back of the portrait OF GERTRUDE THE GREAT this faces north .

- A. (!)                      B. ([ ])                      C. (?)

7-Rad , blue and yellow these are primary color.

- A. (.)                      B. (( ))                      C. (-)

8-He wondered who it was , banging on the door , opened And found no body there

A.(...)

B.(!)

C.(.)

9-Self starter , self control

A.(.)

B.(?)

C.(-)

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