

**Sudan University for Science and  
Technology  
College of Graduate Studies**

**Punctuation and Spelling Errors in the  
Written English Composition of Sudanese  
Secondary Schools Students- A Case Study  
of Third Year Students- (Khartoum State)**

**أخطاء الترقيم و التهجي في التعبير الكتابي باللغة الانجليزية  
للطلبة السودانيين بالمرحلة الثانوية: دراسة حالة طلبة  
السنة الثالثة بولاية الخرطوم**

**A thesis Submitted in Partial Fulfillment of the  
Requirements  
for M. Ed. in E.L.T.**

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**قال تعالى: ( قالوا سُبحانك لا علَمَ لنا الا ما علمتنا انك  
(انت العليمُ ۝ الحكيمُ**

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### **Dedication**

To my parents

To my wife and my children

To my all brothers and sisters

To all my teachers,

I dedicate this simple effort

### **Acknowledgments**

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## **Abstract**

This study aims to investigate punctuation and spelling errors in written English composition of Sudanese secondary EFL learners. The study also investigates the factors behind these errors. In order to collect the research data two tests, a guided composition and a questionnaire were used. The two tests intended to investigate the punctuation errors while the guided composition was used to investigate the spelling errors. The questionnaire was used to measure the students' attitude towards punctuation and spelling in English. The results of tests proved that EFL learners have punctuation and spellings as problematic areas. The questionnaire results showed that the reasons for punctuation errors refer to syllabus itself and ways that are taught were not effective and the syllabus does not cover or provide enough exercises on punctuation and spelling. The study also proved that many teachers do not give enough attention in teaching punctuation and spelling. The study found that activities on punctuation marks and spelling practice were not enough to enable the EFL students to practice these activities in the classroom.

Finally this study recommends that punctuation and spelling should be taught throughout contexts. It also recommends that the students must be made aware that punctuation and spelling are part of their problems. The EFL Learners should be provided with effective syllabuses that cover the problematic areas on punctuation and spelling. Teachers should motivate the students towards extensive reading for better improvement in punctuation and spelling practice.

## النتائج

تهدف هذه الدراسة لمعرفة اخطاء علامات الترقيم و التهجي في الكتابة باللغة الانجليزية باعتبارها لغة اجنبية لطلاب المرحلة الثانوية استخدم الباحث اختبارين واستبيان و موضوع انشاء لجمع المعلومات, حيث استخدم الاختبارات و الموضوع الانشائي لمعرفة اخطاء الطلاب في الترقيم و التهجي بينما استخدم الاستبيان لمعرفة آراء الطلاب حؤل صعوبة علامات الترقيم و التهجي في اللغة الانجليزية.

اظهرت الدراسة أن الطلاب يواجهون صعوبات في كيفية استخدام علامات الترقيم على مستوى الجمل و النص وكذلك صعوبة في تهجي الكلمات باللغة الانجليزية. وكذلك وجدت الدراسة أن بعض المعلمين لا يعطون الاهتمام الكافي بعلامات الترقيم و التهجي. كما وجدت الدراسة أن المنهج نفسه هو احد اسباب صعوبة علامات الترقيم و التهجي اذ لا يقدم المنهج تمارين كافية في هذين الموضوعين وجدت الدراسة أن تلك النشاطات و التدريبات على علامات الترقيم و التهجي في المنهج المدرسي غير كافية لتطوير الطلاب في هذا الجانب.

أخيراً هذه الدراسة توصي بأن تدرس علامات الترقيم و التهجي من خلال سياقات النصوص واعطائهما الوقت الكافي.وكما اوصت الدراسة بلفت انتباه الطلاب باشكالات علامات الترقيم و تحفيزهم بالقراءة خارج المنهج للتطوير والارتقاء بمستوياتهم.

## Table of Contents

Items	Contents	Pag e
آيةThe Verse		I
Dedication		II
Acknowledgements		III
Abstract		IV
Abstract (Arabic		V
Tables of Contents		VI
Lists of Tables		VII
<b>Chapter One:Introduction</b>		
1.0 Overview		1
1.1 Background of punctuation		1
1.2 Statement of the Problem		3
1.3 Questions of the Study		3
1.4 Hypotheses of the Study		4
1.5 Objectives of the Study		4
1.6 Significance of the Study		4
1.7 Methodology of the Study		5
<b>Chapter Two: Theoretical Framework</b>		
2.0 Introduction		6

2.1.1Definition of Punctuation Mark	6
2.1.2 When is Punctuation Optional	7
2.1.3 Functional Concept of Punctuation	8
2.1.4 Task of Punctuation	8
2.1.5 Full Stop	9
2.1.6 Apostrophe	9
2.1.7 Contraction	9
2.1.8 Brackets	10

2.1.9 Colon	10
2.1.10 Conventional Use of the Colon	11
2.1.11 The Colon and the Semicolon Compared	11
2.1.12 Comma	12
2.1.13 Comma Following Introductory Words ,Phrases and Clauses	13
2.1.14 Comma Splice	14
2.1.15 The Listing Comma	14

2.1.18 Italic	12
2.1.19 Points of Ellipsis The Three...Dots Method	16
2.1.20 Questionnaire Mark	17
2.1.21 Exclamation Mark	19
2.1.22 Quotation Mark	19
2.1.23 Semicolon	20
2.1.24 Slash	20
2.1.25 Capitalizations	21
2.1.26 Summary of Capitalization	22
2.1.27 Sentence Style or Headlines Style	21
2.2.1 What is Spelling	23
2.2.2 Definition of Spelling	24
2.2.3 Reasons of English Language Difficulty	25
2.2.4 Origins of English Words That Come from	25
2.2.5 Spelling and Punctuation	26
2.2.6 The Importance of Learning Words Spelling	28
2.2.7 The Adevent of Printing and Standardization of English Spelling	29
2.2.8 Reasons of Committing Spelling Errors	30
2.3.1 Previous Studies in Punctuation Marks	34

2.3.2 Previous Studies in Spelling Errors	35
<b>Chapter Three: Methodology of the Research</b>	
3.0 Introduction	41
3.1 Population of Study	41
3.2 Sample of Study	41
3.3 Tool of the Study	42
3.4 Reliability and validity of the Test at Sentences Level	42



3.5 Reliability and Validity of the Test at Text Level	42
3.6 Reliability and Validity of the Questionnaire	43
<b>Chapter Four: Data Analysis and Discussion</b>	
4.0 Introduction	45
4.1.1 Results of the Test on punctuation Errors at Sentences Level	45
4.1.3 Question Mark	46
4.1.4 Exclamation Mark	47
4.1.5 Squqre Brackets	47
4.1.6 Brackets	47

4.1.7 Comma Mark	48
4.1.8 Quotation Mark	48
4.1.9 Colon Mark	49
4.1.10 Semicolon Mark	49
4.1.11 Apostrophe Mark	50
4.1,12 Dash Mark	50
4.2.1 Analysis of the Guided Composition Spelling Errors	51
4.2.2 Mother Tongue Interference Errors	52
4.2.3 Silent Letters Errors	53
4.2.4 Spelling Errors That Refer to Double Letter Rules	53
4.2.5 Spelling Errors That Occurred by Dropping Final /e/	53
4.2.6 Spelling Errors That Occurred According to Generalization	53
4.3.1 Results of the Students' Questionnaire Responses	54
<b>Chapter Five: Summary of Findings and Recommendations</b>	
5.0 Introduction	59
5.1 Summary of Finding	59
5.2 Recommendations	59
References	61
Appendices	65

<b>Tables</b>	<b>Pag e</b>
Table(2.1) Contraction.	9
Table( 3.4) Reliability and Validity of the Test at Sentences Level.	4
.Table (3.6) Reliability and Validity of the Test at Text level.	43
Table(3.7) Reliability and Validity of the Questionnaire.	44
Table(4.1) The Performance on the Test at Sentences Level.	45
Table(4.1.12) The Students Performance atText Level.	50
Table (4.2.1) Analysis of the Guided Composition Spelling Errors.	51
Table ( 4.3.1) Students Responses to the Questionnaire.	54