

Dedication

To those soul of my brother, to my family ,to enjoy them with health, to the family of Abdel Fattah ,my dear doctors, to everyone who supported me in this long journey. there archer .

Acknowledgements

Thanks God Almighty and special thanks to my doctor, Muhammad Badri, who supported me and encouraged me a lot to everyone who taught me a letter from the beginning up to today. Thanks to the batch in the Master, to everyone who supported me in this stage thanks to the family of the library of the college of Education New Halfa and also to the family of library of the red sea university

المستخلص :

أجريت هذه الدراسة لتقصي الأخطاء التي تعترض طلاب مستوى الأساس في استخدام علامات الترقيم ، وتعتمد الدراسة الحالية أسلوب التحليل الوصفي ، ويبلغ عدد مجتمع الدراسة (30) معلماً للغة الإنجليزية في المستوى الأساسي ، وعينة الدراسة (30) معلماً أساسياً. مستوى. استخدم الباحث الاستبانة التي تستهدف معلمي اللغة الإنجليزية لجمع البيانات. النتائج الرئيسية للدراسة هي: هناك صعوبات تواجه طلاب الأساس في استخدام علامات الترقيم ، ونادراً ما يستخدم المعلمون تمريناً يتعلق بعلامات الترقيم ، وفرصة ضئيلة من قبل معلمي اللغة الإنجليزية للطلاب ، ولا يتم تدريس علامات الترقيم بشكل فعال من قبل معلمي اللغة الإنجليزية ، ولا توجد دروس تتعلق بعلامات الترقيم في نصوص اللغة الإنجليزية تمكن كتب المستوى الأساس، وتلاميذ المستوى الأساس من التفريق بين علامات الترقيم في اللغة الإنجليزية .

Abstract :

Errors encountered by basic level in using This study is conducted to investigate punctuation marks the present study adopts distributive analytical method population of the study is (30) teachers of English language at basic level the . t Sudan locality, The sample of the study is (30) teachers of basic level in por researcher used questionnaire targetting English language teachers to collect data. The main findings of the study are; there are difficulties face the basic level in using punctuation marks, teachers rarely using exercise concerning punctuation, little chance are used by English language teachers ,punctuation marks are not taught effectively by English language teachers, there is no lessons considering punctuation marks in the English text books of basic level, enable to differentiate among English language and basic level pupils .punctuation marks

Table of Contents

Contents	Page No
Dedication	
Acknowledgements	
Abstract (Arabic)	
Abstract	
Table of Contents	
Chapter One : Introduction	
1.0 Background	1
1.1Statement of the problem	2
1.2Aims of the Study	2
1.3limitation of the study	2
1.4Questions of the study	2
1.5 Methodology of the study	2
1.6 The Significance of the study	2
1.7 Hypotheses of the study	2
1.8 Methodology	2
Chapter Two: Literature Review	
2.0 Introduction:	3
2.1 The Concept of Punctuation	3
2.2Function of Punctuation Marks	4
2.3Categories of Punctuation	4
2.3.1. The stops	4
2.3.1.1 The period(.)	5
2.3.1.2 The comma(‘)	5
2.3.1.3 The question mark(?)	7
2.3.1.4 The exclamation mark(!)	7

2.3.1.5 The colon(:)	7
2.3.1.6 The semicolon(;)	8
2.3.1.7 The dash(-)	9
2.3.2 The other marks	10
2.3.2.1 The apostrophe(')	10
2.3.2.2 The quotation marks(" ")	10
2.3.2.3 Parentheses(())	11
2.3.2.4 Brackets([])	11
2.3.2.5 Capitalization	11
2.3.2.6 Slash(/)	13
2.3.2.7 Italics	13
2.3.2.8 Ellipsis(...)	13
2.3.2.9 The Hyphen(-)	14
2. 5 Punctuation Problem	14
2.6 Previous Studies	15
Chapter three : Research Methodology	
3.0 Introduction	18
3.1 population of the study	18
3.2 sample of the study	18
3.3 Research Instrument	18
3.4 Validity of the instrument	18
3.5 Reliability of the Instrument	19
3.6 Procedures	19
Chapter Four : Data Analysis , Discussion	
4.0 Introduction	20

4.1 Data analysis and discussion	20
4.2 Basic level pupils face difficulties in using punctuation marks	21
4.3 English Language teachers teach the punctuation marks through the exercises in the syllabus books	21
4.4 Opportunities are given to use punctuation marks in exercises books	22
4.5 Teachers practice punctuation marks through providing writing actives.	22
4.6 English Language teachers teaching the punctuation marks effectively .	23
4.7 Teachers do not give great consideration for punctuation marks when teaching writing and reading skills .	23
4.8 There is no dictation lesson in English text books for pupils to practice punctuation marks.	24
4.9 Pupils are unable to differentiate English punctuation marks	24
4.10 Teachers rarely teach punctuation marks rules separately to their pupils .	25
Capter Five	
Summary ,Conclusion , Finding	
5.0 Findings	27
5.1 Conclusion	27
5.2 Recommendations	27
5.3 suggestions for Further Studies	27
5.4 References	28
Appendix	29