



Analysis of Proficiency in the Use of Punctuation for Study in College

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ABSTRACT:

This paper begins with the analysis of proficiency in the use of punctuation for study in college. Strategies are important if students are to learn effectively, and that this applies no less to language than to any other field of learning. Language proficiency contributes heavily to the success of specifically, graduate students. This is because graduate programs typically have a significant capstone writing requirement such as a thesis or a project with more intensive writing expectations. Therefore, the impact of any shortcomings in English language writing skills is exacerbated among international graduate students as the writing expectations are much higher compared to undergraduate coursework. The concept of strategy is central in the fields of learning and educational psychology. In these psychological realms a focus on strategies must be seen as an attempt to understand how people tackle different learning performance tasks as well as why, and how such behaviour can be modified through instruction in order to optimize performance. The results of the teachers' survey indicated that teachers regarded language learning strategies as highly important, an encouraging result in terms of positive implications for a good accord between teachers and students in the teaching/learning situation.

Keyword: proficiency, language, learning, strategies, punctuation

1.1 Introduction to Teaching Writing

There are three well-known approaches to teaching writing, they are: Product-based approach, Process-based approach, and Genre-based approach. In addition, the synthesis of these three approaches is called Process-Genre approach. Each of these approaches is discussed together with its strengths and weaknesses.

Writing as a Productive Skill

Writing as a productive language ability has always been a demanding and challenging endeavor to develop. Teaching pupils how to write coherently, to utilize appropriate grammar and lexical structures, to use acceptable spelling, and to correctly select the proper language register are all part of the writing process itself. No of the level, effective writing requires research, planning, the development of ideas, originality, and revision. Students who want to become proficient writers must learn a range of strategies to better comprehend and approach their writing assignments. As with all processes, teaching writing requires a methodical approach that aims to inspire students to express themselves in writing and familiarize them with the stages necessary for producing quality writing. A methodical approach to teaching writing is supported by a variety of philosophies. According to Walter (2004), modelled writing is an approach that relies mostly on teacher example and includes editing, adding, posing queries, and defining goals. Shared writing is a technique introduced by the same author to encourage students to become more active in the writing process while honing their language skills and understanding practical writing techniques. Olshtain introduced the three-phase "controlled" to "directed" to "free" strategy in 2001. Similar to Walter's method, this one emphasizes the value of modeling (in the controlled and guided stages), which later serves as the framework for students to write whole texts (paragraphs, compositions, essays) in response to a range of stimuli during the free writing stage (tasks).

1.2 The Practice of Teaching Writing

For coursework and tests, the majority of students must write paragraphs, compositions, argumentative essays, and reports. Applying a variety of writing strategies should improve students' comprehension of how writing works. Students should be guided through the writing process step-by-step, starting with short paragraphs that emphasize coherence and cohesion and progressing to longer, more complicated pieces that require critical thinking abilities and are based on personal beliefs. Teaching writing as a useful talent entails the following phases, which are more concrete.

1.3 Aspects that should be considered when teaching writing:

The assignment should be contextualized and written in a way that addresses the who, what, to whom, and why issues. E.g.: You (WHO) have seen an advertisement for a course you've been wanting to take for a while. To get additional information, send a letter of inquiry (WHAT) to the organization hosting the course (TO WHOM) (WHY).

The audience is a crucial component of effective communication since it determines how we should modify our language to suit the status, gender, and age of the recipients. Communication may not be acceptable or even defective if the language, grammar, tone, register, and style are not adjusted for the audience. E.g.:

1) Writing an informal letter (the audience/recipient is a friend/relative/colleague/workmate) requires the use of colloquial language and of the informal register.

2) Writing a military report (the audience/recipient is a superior/members of the professional community) involves using formal language, register, and style..

The purpose – The aim, which involves style and register conventions, is strongly related to the writing's goal (providing information, issuing invitations, requesting information, expressing opinion, or making a complaint). The choice of vocabulary and grammar is based on the objective of the writing, which is associated with language functions (to narrate, to describe, to explain, to inform, to argue, to convince). For instance, when writing a comparison and contrast paragraph, you might use descriptive language (vocabulary) and comparative adjectives to explore the similarities and contrasts between persons, things, locations, or events (grammar).

1.4 Analysis of proficiency in the use of punctuation is as follows:

Table No. 1 Total Proficiency of the Students of Institute 1 in Punctuation

Areas	No. of errors	Total no. of sentences	% of errors in total sentences
Full Stop	52	606	8.45
Capital Letters	90	606	15.07
Comma	73	606	12.70
Others	12	606	1.97
Total	227	606	38.19

Table No. 2 Total Proficiency of the Students of Institute 2 in Punctuation

Areas	No. of errors	Total no. of sentences	% of errors in total sentences
Full Stop	35	636	5.50
Capital Letters	46	636	7.23
Comma	110	636	17.29
Others	20	636	3.14
Total	210	636	33.16

1.5 Conclusion:

The above table shows the proficiency of the total sample students from the different colleges on the test. In the use of full stop, the students of Institute 1 committed 8.45% errors in the sentences they wrote. In the use of capital letters they committed 15.07% of errors. Likewise they committed 38.19% of errors when comparing with the total number of sentences they wrote. Their total proficiency was found to be satisfactory as they committed fewer errors in numbers sentences. The data above shows that the students of the faculty of education from Institute 2 wrote 636 sentences. In the use of full

stop they committed 5.50% of errors in their sentences. They committed 7.23% of errors in the use of capital letters. Similarly in the use of comma, they committed 17.29% of errors. In the use of other punctuation marks, they committed 3.14% of errors in the sentences they wrote. Thus, they committed 33.16% of errors in total sentences and their total proficiency was found satisfactory.

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