ՀԱՆՐԱԿՐԹԱԿԱՆ ՀԻՄՆԱԿԱՆ ԾՐԱԳՐԵՐ ԻՐԱԿԱՆԱՑՆՈՂ ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅԱՆ՝ ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ ՈՒՍՈՒՑՉԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ ԾՐԱԳԻՐ

Փորձառության հետազոտություն

Teaching and learning punctuation in an EFL Classroom

Մասնակից՝ Anna Akopyan

Ayb School

Մենտոր՝ Lilit Petrosyan

ԵՐԵՎԱՆ, 2022

**INTRODUCTION AND CONTEXT**

English is an international language with global practical application in most countries of the world, including Armenia. The penetration of the English language into the various layers of science, technology, art, and culture has become inevitable in the context of globalization. For the learners of English as a foreign language, alongside with the perceptive skills (reading and listening) the reproductive skills, such as speaking and, particularly, writing seem far more complicated for foreign students. Written communication can cause challenges in maintaining a meaningful narration. The expression of ideas, thoughts and emotions in writing is not bound to only using the appropriate vocabulary and grammatical structures – one of the core aspects is punctuation.

Even though scarcely investigated as a matter of empiric research, there are scholarly studies on the significance of punctuation as an integral constituent of the various aspects of the language, including grammatical, semantical, stylistic, and pragmatic (Truss, 2003; DeVere Brody, 2008; Harmer, 2004; Dahl, 2015). However, during several years of teaching English as a foreign language in “A” high school, it has been observed, that punctuation has not been paid enough attention in an EFL classroom, which can be the root cause for misconceptions and lack of clarity in the written language of the students. These observations served an evident incentive to start **action research with an objective to foster teaching and learning punctuation in an EFL classroom.** The research questions within the framework of the study are as follows:

1. **How do the students perceive the role of punctuation in writing?**
2. **What are the main challenges in using punctuation, particularly commas, in writing?**
3. **How to enhance teaching and learning punctuation in an EFL classroom?**

The research will be conducted in one of the 12th grades with 9 students in total. All the students have been studying in this school from the 10th grade and were admitted with A2+ level on the English language. Currently, their level of the English language has advanced to B2/B2+. The literature review, research methodology, findings, and analysis, as well as the conclusions chapters will target to answer the research questions and distil the main points.

**LITERATURE REVIEW**

This chapter will dwell on synthesizing some of the relevant literature on the topic of punctuation as a grammar category, as well as teaching punctuation in an EFL classroom. The literature review within the framework of this research refers to published articles and reports, concentrating on the challenges of teaching and using punctuation in writing. In the analysis of academic literature such search engines as google scholar will be used.

In setting off a brief journey down the scholarly literature on punctuation, it is significant to start with the definition of this notion. The term “punctuation” derives from Latin “*pūnctuātiōn*” and means sign or marking. According to Crystal (1987), even though the earliest use of punctuation dates to the 3rd century BC, when the Aristophanes suggested three types of dots to indicate pauses between the appropriate parts of the written text, punctuation steadily appear in the written language starting from the 14th century. Further on, as the use of punctuation in writing progresses scholars suggest several definitions of punctuation as a functional category of a language. Kirkman (2006:47) refers to punctuation as “integral parts of writing.” He believes that punctuation marks “…do two jobs. One is grammatical and the other is rhetorical”. Likewise, Baker (1992:21) affirms that “apart from syntactic structure, punctuation can also be used as a device for signaling information structure in written language”. Elaborating on the concept of punctuation, Kane (2000) accentuates the semantic and pragmatic aspects of punctuation asserting that punctuation marks serve the purpose of ensuring unambiguous and clear communication with the reader. A similar standpoint is underlined by other scholars as well, who assert that “punctuation enables us to clarify statements and communicate better with readers”. Furthermore, Jackson (2005) supports the point that punctuation enables the reader to perceive and interpret the meaning and the structure of the writing more precisely and unambiguously. Lukeman (2006) calls punctuation “an art” asserting that like any other art it needs practice to master.

Academic literature distinguishes the following functions of punctuation: phonetic, grammatical, semantic, pragmatic. Connelly (2005) mentions that the phonetic function of punctuation expresses the rhythm, tone and pauses through commas, semicolons, colons, points, and etc. in the written language. Lukeman (2006) mentions that in through its grammatical function punctuation marks form the structure of the simple and complex sentences, paragraphs, including interrogative and exclamative sentences. Punctuation also emphasizes syntactic elements and emphatic content. Rumki (2005) and Lukeman (2006) refer to the semantic function of punctuation as something that is used to add up meaning to the flow of ideas and make them connected. As an example, these authors describe the use of punctuation in cases of nominative address, short and long appositions and etc. The pragmatic function of punctuation is highlighted through, for instance, exclamation marks which intensify the meaning and have an emotional impact on the reader. Over the centuries, 16 punctuation marks (period, question mark, exclamation point, comma, semicolon, colon, en dash, em dash, hyphen, parenthesis, brackets, braces, apostrophe, quotation marks, single quotation marks, ellipsis) evolved to encompass phonetic, grammatical, semantic, and pragmatic functionality to enhance clarity and comprehension of a written text.

**In summary, scholarly research on the role, evolvement, and practical application of punctuation in written language accentuates the significance of punctuation as an integral constituent of a language, embedding phonetic, grammatical, semantic, and pragmatic functionality in pursuit of conveying the meaning in an unambiguous, yet pragmatic way, ensure the tonality of the text, its syntactics and semantics.**

**RESEARCH DESIGN AND METHODOLOGY**

This section will focus on the methods that were used to design the research in a way to answer the research questions. “Such scholars as Robson and McCartan (2016:45), Easterby-Smith et al (2008:3) assert that the choice of the research strategy depends on the research objectives and on whether a researcher aims to base the study on the collection of concrete large-scale data or to steer the investigation towards theory generation and creation of meanings beyond organizational behaviour (Akopyan, 2022:24)”. Within the framework of this research quantitative and qualitative design (QUAN and QUAL), i.e. a mixed-method, will be used to ensure the effective outcomes of the study (Briggs et al. 2012)

***Research tools***

During the QUAN phase a questionnaire survey was used to identify the students’ perception regarding the use of punctuation and the challenges they face in writing. The QUAL phase was organized through group discussion during the class aimed at looking behind the pure numbers and go a little further in pursuit to understand the reasons behind a certain standpoint.

***Data collection and sampling***

The 12th graders (n=9, female n=6, male n=3) of the “A” high school were asked to participate in the study during three classes of the English language. Prior to the study, the writings of the same group of students from the 10th grade on were analyzed as a background for further analysis of the use of punctuation in writing with a special focus on commas. The pre-study investigation showed that 90% of the students (n=8) continuously misused commas in adverbial clauses, introductory clauses, non-defining, and compound clauses, parenthetical phrases, as well as with the adjectives which modify the same noun and can be connected with the conjunction *“and”*. On the other hand, the use of commas after the introductory words was used more correctly in 90% of writings.

During the 1st lesson a short anonymous questionnaire was used to identify the students’ attitude to the use of punctuation and identify the main issues. This was followed by an instruction on the rules to use commas in the English language, based on the materials of the Northern Illinois University. Further on, feedback from the students on which of the rules they knew and could use in their writing was collected. This was followed by a practical use of commas in the in-class writing activity – writing a summary of the text they had read at home. *(appendix 1)*

During the 2nd lesson the students worked in pairs, having changed their summaries with their partners, and worked on providing written feedback to their teammates regarding the structure of the summary and the use of commas. This activity was followed by a short open class feedback on the use of commas. *(appendix 1)*

During the 3rd lesson another in-class written activity was organized to foster the students’ skills to use commas, as well as to observe any progress, given the concentration on the topic. *(appendix 2)*

During the 4th lesson the students were writing a test and as a writing task, they had to write another summary with the use of commas, which was another opportunity to track the progress, if any.

The data was collected via Microsoft Forms and analyzed in excel. Triangulation of data collection was ensured through the mixed method of data collection, the validity – through conducting the survey in English to avoid any misconceptions, and the reliability – through cross-checking questions.

*Constraints*

There are two major restrictions that can be clearly defined within the framework of this research. The first one is the number of the students participating in the research, the second is bound to a very restricted time frame allocated for the completion of the research, which hindered the study of more academic literature, as well as the involvement of the other 12th graders to enable more reliable data for further analysis.

**FINDINGS AND ANALYSIS**

Within the scope of this research the answers to the following research questions were sought:

* How do the students perceive the role of punctuation in writing?
* What are the main challenges in using punctuation, particularly commas, in writing?
* How to enhance teaching punctuation in an EFL classroom?

In pursuit of the answer to the 1st question an anonymous questionnaire survey was conducted. *(appendix 3*) 9 students participated and the following responses were received:

Chart 1. Importance of punctuation

Chart 2. The role of punctuation Chart 3. Functions of punctuation

From the responses above it is evident that the half of the students do not confidently attach importance to punctuation in the English language, even though 8 out 9 affirm that punctuation does have a role in the English language, and furthermore the participants clearly distinguish the functions punctuation has in writing, with 4 students clearly stating that punctuation embeds all the mentioned functions.

The answer to the question about which of the punctuation marks the students knew showed that 5 out of 9 replied: comma, a question mark, and an exclamation point, as well as apostrophe. The other 4 mentioned they could differentiate all the listed ones, including colons, semicolons, hyphens and etc. Out of the punctuation marks presented, 9 out 9 students replied that alongside with question and exclamation marks they use commas.

Chart 4. Issues in using commas. Chart 5. Reasons for struggling to use commas

Charts 4 and 5 show that 3 participants have and 5 sometimes face issues in using commas in writing, one of the basic, reason of which is knowing the rules, but having little practice. However, among the 5 students who answered ‘sometimes’, 3 stated they don’t know the rules. Similarly, out of 3 students who confirmed they face issues when using commas in writing, 2 mention ‘I know the rules, but I haven’t had much practice”.

After the survey the students were given instruction on the use of commas in writing, based on the Northern Illinois university didactic materials. The instruction was followed by feedback from the students on which rules they knew and would usually use in their writing.

Chart 6. Which rules about using commas did you know?

The feedback demonstrated that the least known rules are related to using commas:

* in compound sentences, before a coordinating conjunction,
* in adverbial clauses
* in listing items, before “and” before the last item. For example, ‘The students managed to discuss the topic, analyze the results, and give each other feedback’.

The students proceeded with the in-class summary writing, with a special focus on the use of commas. The results demonstrated, that yet the major mistakes we for the use of commas in compound sentences and adverbial clauses. However, the frequency of making mistakes is considerably less than in previous years. The students changed their summaries with their partners and gave feedback referring to the mistakes on using commas. During the following lesson there was another spontaneous in-class writing with a focus on using commas. The results showed consistent mistakes for 6 students in using commas in compound sentences and for 3 students in using commas with introductory words and phrases. The third writing trial was conducted within the module test, which demonstrated considerably advanced results in terms of using commas in writing. No major mistakes in either compound sentences, nor in introductory words and word expressions.

The qualitative phase of the research implied discussions on the following two questions:

1. whether the students’ knowledge of punctuation rules in their native language helps apply the punctuation rules in the English language,
2. what could be done to foster teaching punctuation in an EFL classroom.

While discussing in teams, the students’ opinions on the 1st question differed – half of the students affirmed that knowing the punctuation in your own language structures the perception and the understanding of the rules in English, especially if you also know Russian and can draw parallels. The other half supported the viewpoint that comparisons may cause confusion. In regard what could be done to foster teaching punctuation in an EFL classroom, the students highlighted the necessity to include more focus and practice in writing, starting from lower grades, so that the middle school students start getting exposed to the use of punctuation marks from early age.

**In summary, even though the quantitative and qualitative data analysis is scarce given the restrictions of the study, yet they allow to assume that there is a need for a more in-depth study with a larger number of participants to draw more reliable conclusions and consistent patterns.**

**CONCLUSIONS**

Based on the quantitative and qualitative data analysis it can be resumed that:

1. 8 out of 9 students either fully or partially consider punctuation important in any language. 8 out of 9 students think that punctuation has got a distinct role in any language. And all the responders distinguish either all the following functions, or some of the following as key functions punctuation performs in written language: grammatical, phonetic, semantic, and stylistic.
2. The main challenge in using punctuation, especially commas in writing is either the lack of rules-related knowledge or lack of practice to reinforce the students’ knowledge. The continuous practice during 3 in-class activities showed students’ progress in applying commas in spontaneous writing. Therefore, it can be assumed that in case of consistent teaching and practice these skills can be obviously upgraded.
3. Half of the students draw parallels with the use of commas in their native language, however the others believe it may cause confusions due to different grammatical structure of the languages.
4. To enhance teaching and learning in an EFL classroom, it is recommended to incorporate methods of teaching punctuation in the curriculum, starting from the middle school. Consistent practice and reference to the rules would benefit the process of learning.

**As a recommendation, the results should be discussed in the subject group for the necessity of further research with the involvement of all the 12th graders. The qualitative research should be extended to the individual interviews with the English teachers and focus group discussions with the high and middle school students.**

**REFERENCES**

1. Connelly, M. (2005). Get Writing Sentences and Paragraph. Milwaukee Area Technological College Language Arts / Linguistics/ Literacy Thomson Wadsworth.
2. Crystal, David. 2015. Making a point. The pernickety story of English punctuation. London: Profile Books.
3. Dahl, Alva. 2015. I skriftens gränstrakter. Interpunktionens funktioner i tre samtida svenska romaner (Skrifter utgivna vid institutionen för nordiska språk vid Uppsala universitet 91). Uppsala: Institutionen för nordiska språk.
4. DeVere Brody, Jennifer. 2008. Punctuation. Art, politics, and play. Durham, NC & London: Duke University Press.
5. Harmer, J. 2004. How to teach Writing. United Kingdom: Longman
6. Kane, T, S., 2000. The oxford: essential guide to writing. The Berkley Publishing Group: New York
7. Kirkman, J. (2006). Punctuation matters: Advice on punctuation for scientific and technical writing, 4th edition. London: Routledge
8. Lukeman, Noah. (2006). The Art of Punctuation. Oxford University Press. Oxford.
9. Truss, L. (2003). Don’t Know Much About Punctuation: Notes on a Stickler Wannabe Eats. Shoots and Leaves: The Zero[-] Tolerance Approach To Punctuation. London: Profile Books.

**APPENDICES**

**Appendix 1**

**Դասապլան**

**Ուսուցիչ՝**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Առարկա՝** | **անգլերեն** | **Ամսաթիվ՝**  **11,10,2022** |  | | **Կիսամյակ՝ 1-ին** |  | **Դասարան**  **12** |  | **Դասաժամ՝2** |  |
| **Խմբի կազմը՝** | **Աղջիկ` 6 Տղա` 3 ՈՒՀԿ՝** | | | | | | | | | |
| **Թեմա՝** | *Use of punctuation marks in writing* | | | | | | | | | |
| **Օգտագործվող նյութեր՝** | *Microsoft Form Survey, the list of 16 punctuation marks in English, the list of rules to use commas in writing developed by the Northern Illinois University* | | | | | | | | | |
| **Ամբողջական պատկեր՝** | *It’s a lesson with a group that have known each other since the start of the academic year. There are no students who may distract the teacher’s attention during the class.*  *.* | | | | | | | | | |
| **Դասի նպատակը՝** | 1. *To identify students’ attitude towards using punctuation in written language* 2. *To define the rules for using commas in writing* 3. *To identify which of the rules are most familiar to the students* 4. *To practice the use of commas through writing* | | | | | | | | | |
| **Կապը առարկայի չափորոշչային վերջնարդյունքների հետ** | *Writing skills* | | | | | | | | | |
| **Կապը հանրակրթության պետական չափորոշիչի հետ** | *Գրել հանրակրթության պետական չափորոշչի վերջնարդյունքը/վերջնարդյունքները*  *(կամ վերջնարդյունքի կոդը)։* | | | | | | | | | |
| **Վերջնարդյունք**  **ները՝** | **Ուսուցանման արդյունքներ, որոնք կփաստեն, որ ուսուցումը տեղի ունեցավ** | | | | | | | | | |
| *By the end of the lessons the SS will have:*   * *Filled out an anonymous questionnaire survey* * *Have revised or learned the rules on using commas in writing,* * *Written a summary, based on the text Cave Man in Focus 4, Work Book, they had read at home.* * *Given written feedback to their peers.* | | | | | | | | | |
| **Խաչվող հասկացություններ** | *Structure and Function* | | | | | | | | | |
| **Միջառարկայական կապեր** | *Foreign Languages* | | | | | | | | | |
| **Ուսուցչի զարգացման ընթացիկ նպատակները** | *I’ve been trying to improve my lesson planning skills following the advice “better have less and have additional activities, than plan a lot and leg behind”.*  *Therefore, I decided to focus on the topic of punctuation during two lessons in a row.* | | | | | | | | | |
| **Ի՞նչ թիրախ եք ընտրել Ձեր՝ որպես ուսուցչի առաջընթացը փաստելու համար։** | | | | ***Սեղմ ներկայացնել, թե ինչ եք անելու այս դասին՝ այդ նպատակներին հասնելու համար:*** | | | | | | |
| Foster teaching punctuation | | | | *By interactive methods and students’ individual writing* | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Գործողություններ**  **(ժամ/տևողություն)** | **Ուսումնական գործունեություն**  ***Աշակերտներ*** | **Պլանավորած տարբերակում և ՈւՆԳ ռազմավարություններ**  ***Ուսուցիչ*** | **Առանցքային հարցեր**  **Հիմնական ստուգումներ**  **(հանձնարարության վերջնարդյունքը նպաստում է դասի նպատակին)**  **Կապը չափորոշիչային վերջնարդյունքների հետ** |
| **Սկիզբ**  **Ընթացք**  **Ավարտ** | * *The teacher welcomes the students, checks the attendance.* * *Presents the objectives of the lesson. (5 min)* * *The students are provided with a Microsoft Forms link to fill out a short anonymous questionnaire on punctuation, specifically the use of commas in writing.*   *(5 min)*   * *The teacher projects the answers on the screen and there takes place a brief discussion of the answers in pairs by means of Timed Round Robin. When working in pairs, the students, answer the following question: What are the main findings for you? (5 min)* * *The teacher hands out the rules for using commas in writing, developed by the Northern Illinois University and asks the students to individually look through the rules and write on a sticker note, which of the rules they know and can use in writing (5 min)* * *The students share their answers with their pairs. Timed round robin is used (2 min)*   *.*   * *The students write brief summaries, based on the text about the Cave Man, they’d read at home. They write the summary with a special focus on using commas in the text. (18 min)* * *The students change their summaries with their pairs and provide written feedback. (10 min)* * *Afterwards, they discuss the feedback through Timed Round robin and explain to their partners where the issues are. (5 min)* * *The teacher projects two questions on the board and initiates a discussion on these questions as a qualitative component for the research. The students work in 3 groups of 3. They need to take notes during the discussion and present the team’s point of view. (6+10 min)* * *The lessons are wrapped up by asking the students to write a thing they’d take with them, they’d share with their friend, they’d need more time to give it some more thought. (4 min)* * *The final 5 min are devoted to Q/A of the home assignment regarding the use of Future Perfect and Future Perfect continuous* | *The objectives of the lesson remain visible for the students for the rest of the lesson which will help them stay focused.*  *The Teacher moderates the discussion in pairs through Timed Round Robin.*  *If needed, will provide additional guidance.*  *Formative Assessment will be used as an AFL tool through student feedback on sticker notes.*  *The teacher moderates the students’ participation*  *The teacher guides the process, not interfering with the writing itself*  *The teacher splits the teams taking into consideration the skills and competences of the students to ensure effective discussion and a good rapport in the team, Through timing each member’s speech and providing equal opportunities to speak within the teamwork, the teacher ensures equal participation and engagements of the students.* | *What are the main findings for you?*  *Which of the rules do you know and can use in writing?*  *What are the typical mistakes?*  *Where do the issues on the use of punctuation lie?*  *Does the knowledge of punctuation in your native language help distinguish the use of punctuation in English?*  *What could be done to foster teaching and learning punctuation in an EFL classroom.*  *What would you put in your luggage?*  *What would you share with your friend*  *What would you investigate more?* |
| **Աջակցություն** | *I have no assistant during the class, however, if , and when I have questions to clarify I always talk to my colleagues.* | | |
| **Գնահատում** | *Formative assessment – through the tasks, peer feedback* | | |
| **Տնային աշխատանք** | *The students will be assigned Focus Review, Unit 3* | | |
| **Անդրադարձ դասին** | ***What went well? What are you proud of?***  To be honest, I prepared for the lesson thoroughly having thought out every detail in terms of the materials and the process flow during the lesson. In fact, the interactive, individual and team tasks kept the dynamic pace of the lesson.  I believe I managed to conduct both lessons as planned, one of the major achievements being the development of the students’ writing skills with the use of commas.  ***What didn’t go as planned? What do you think the reasons are? What will you do differently next time based on what you learned today about your students?***  The final 5 minutes allocated to the Q/A for the home assignment were not enough, I had to guide the students individually during the break time. | | |

**Խմբի մասին տեղեկույթ**

**ՈՒՀԿ (ուսումնական հատուկ կարիքներ)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Անուն** | **Խնդիրներ** | **Նպատակային հաջողություններ** | **Պլանավորված ռազմավարություն** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Այլ աշակերտներ, որոնք մոտիվացիայի և առաջադիմության խնդիրներ ունեն**

|  |  |  |
| --- | --- | --- |
| **Անուն** | **Խնդիր** | **Պլանավորված ռազմավարություն** |
|  |  |  |
|  |  |
|  |  |
|  |  |

**Appendix 2**

**Դասապլան**

**Ուսուցիչ՝**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Առարկա՝** | **անգլերեն** | **Ամսաթիվ՝**  **13,10,2022** |  | | **Կիսամյակ՝ 1-ին** |  | **Դասարան**  **12** |  | **Դասաժամ՝1** |  |
| **Խմբի կազմը՝** | **Աղջիկ` 6 Տղա` 3 ՈՒՀԿ՝** | | | | | | | | | |
| **Թեմա՝** | *Use of punctuation marks in writing* | | | | | | | | | |
| **Օգտագործվող նյութեր՝** | *IGCSE reading texts* | | | | | | | | | |
| **Ամբողջական պատկեր՝** | *It’s a lesson with a group that have known each other since the start of the academic year. There are no students who may distract the teacher’s attention during the class.*  *.* | | | | | | | | | |
| **Դասի նպատակը՝** | *To practice the use of commas through writing a summary* | | | | | | | | | |
| **Կապը առարկայի չափորոշչային վերջնարդյունքների հետ** | *Writing skills* | | | | | | | | | |
| **Կապը հանրակրթության պետական չափորոշիչի հետ** | *Գրել հանրակրթության պետական չափորոշչի վերջնարդյունքը/վերջնարդյունքները*  *(կամ վերջնարդյունքի կոդը)։* | | | | | | | | | |
| **Վերջնարդյունք**  **ները՝** | **Ուսուցանման արդյունքներ, որոնք կփաստեն, որ ուսուցումը տեղի ունեցավ** | | | | | | | | | |
| *By the end of the lessons the SS will have:*   * *Written a summary, based on the text from the IGCSE test, which they had read at home.* | | | | | | | | | |
| **Խաչվող հասկացություններ** | *Structure and Function* | | | | | | | | | |
| **Միջառարկայական կապեր** | *Foreign Languages* | | | | | | | | | |
| **Ուսուցչի զարգացման ընթացիկ նպատակները** | *I’ve been trying to improve my lesson planning skills following the advice “better have less and have additional activities, than plan a lot and leg behind”.*  *Therefore, I decided to focus on the topic of punctuation during two lessons in a row.* | | | | | | | | | |
| **Ի՞նչ թիրախ եք ընտրել Ձեր՝ որպես ուսուցչի առաջընթացը փաստելու համար։** | | | | ***Սեղմ ներկայացնել, թե ինչ եք անելու այս դասին՝ այդ նպատակներին հասնելու համար:*** | | | | | | |
| Foster teaching punctuation | | | | *By students’ individual writing* | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Գործողություններ**  **(ժամ/տևողություն)** | **Ուսումնական գործունեություն**  ***Աշակերտներ*** | **Պլանավորած տարբերակում և ՈւՆԳ ռազմավարություններ**  ***Ուսուցիչ*** | **Առանցքային հարցեր**  **Հիմնական ստուգումներ**  **(հանձնարարության վերջնարդյունքը նպաստում է դասի նպատակին)**  **Կապը չափորոշիչային վերջնարդյունքների հետ** |
| **Սկիզբ**  **Ընթացք**  **Ավարտ** | * *The teacher welcomes the students, checks the attendance.* * *Presents the objectives of the lesson.* * *Checks homework (10 min)* * *The students are requested to write a summary of the text from the IGCSE test. The students have to make the main bullet points first and then write their summaries (15 min)* * *The students change their summaries, read their partner’s summary, and take notes of the mistakes. They perform the task individually. (5 min)* * *The students give their partners verbal feedback. (5 min)* * *The teacher summarizes the lesson through writing on the board the main areas of improvement based on the verbal feedback of the students. (5 min)* | *The objectives of the lesson remain visible for the students for the rest of the lesson which will help them stay focused.*  *The Teacher moderates the discussion in pairs through Timed Round Robin.*  *If needed, will provide additional guidance.*  *Formative Assessment will be used as an AFL tool through student feedback on the board* | *What’s the main issue in your partner’s summary from the point of view of using punctuation in writing?*  *What are the main areas for improvement?* |
| **Աջակցություն** | *I have no assistant during the class, however, if , and when I have questions to clarify I always talk to my colleagues.* | | |
| **Գնահատում** | *Formative assessment – through the tasks, peer feedback* | | |
| **Տնային աշխատանք** | *The students will be assigned Self Check, Unit 3, Work Book* | | |
| **Անդրադարձ դասին** | ***What went well? What are you proud of?***  The lesson was held as planned. I managed to structure the research within such a short period of time.  ***What didn’t go as planned? What do you think the reasons are? What will you do differently next time based on what you learned today about your students?***  Didn’t fix any significant deviations or issues during the lesson. | | |

**Խմբի մասին տեղեկույթ**

**ՈՒՀԿ (ուսումնական հատուկ կարիքներ)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Անուն** | **Խնդիրներ** | **Նպատակային հաջողություններ** | **Պլանավորված ռազմավարություն** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Այլ աշակերտներ, որոնք մոտիվացիայի և առաջադիմության խնդիրներ ունեն**

|  |  |  |
| --- | --- | --- |
| **Անուն** | **Խնդիր** | **Պլանավորված ռազմավարություն** |
|  |  |  |
|  |  |
|  |  |
|  |  |

Appendix 3

**Quantitative Data Collection**

**11/10/2022**

**Questionnaire Survey**

1. Do you find punctuation important in the English Language?

* Yes
* No
* Maybe

1. Does punctuation play any role in the English language?

* Yes
* No
* I don’t know

1. Which function from the list below does punctuation have?

* Grammatical
* Phonetic
* Semantical
* Stylistic
* All correct

1. Which of the punctuation marks do you know?

* Question mark
* Exclamation mark
* Comma
* Semicolon
* Colon
* Apostrophe
* Hyphen
* All of the listed ones

1. Choose the punctuation marks you use the most in your writing

* Question mark
* Exclamation mark
* Comma
* Semicolon
* Colon
* Apostrophe
* Hyphen
* I use all the marks equally

1. Have you ever had issues in using commas in your writing in English?

* Yes
* No
* Sometimes

1. What could be a possible reason for struggling to use commas in your writing in English?

* I don’t know the rules
* I know the rules, but I haven’t had much practice
* I don’t understand the rules
* Other

1. Please, explain, if your answer is “Other”