Assessing English Syntactic Structures Experienced by Sudanese Female Students at Secondary Schools, (2013-2014)

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Abstract
This study is restricted to assess writing performance in the Sudanese female students at secondary schools at Omdurman locality, Aluola secondary school for girls, in the academic year 2013 – 2014. It aims at investigating the English syntactic structures experienced by Sudanese Students at secondary schools. The researcher used the analytical descriptive method in this study and a test as a tool for collecting data. The sample of the study was about ninety nine students at secondary schools in the academic year (2013-2014). After the analysis of the types of errors made by the subjects, the study has come out with many findings. The major problem behind the students' errors is the mother tongue interference. The Sudanese learners of English in general seem not to have an adequate proficiency in understanding the meaning and semantics when they express themselves in English syntactic structures. Students need a supplementary method in order to express themselves accurately. Finally the researcher has recommended certain areas such as: Teachers and students should be aware of the importance of writing in relation to other skills. Activating English literature lessons and providing a library for extra activities. Students need enough time to practice writing in the class room because the time allotted for teaching English is not matched to the content of the syllabus designed. Students should be prepared to use the language for a variety of purposes beyond the classroom.
Keywords: assessment, English syntax, errors analysis