

ABSTRACT

The Study, in four chapters, looks at the principal errors made, in French, by seventy-two (72) fifth form students drawn from four Jamaican high schools. The errors are classified and analysed and then suggestions aimed at tackling some of the difficulties encountered by these students are made.

The errors are grouped into ten (10) main categories: lexical errors, errors in verb forms, in tense sequence, in concord, and errors involving auxiliaries, the negative, the articles, prepositions, conjunctions, and pronouns.

The analysis involves an observation of each of the groups of errors. The interpretation of the errors are various. In some cases a single interpretation is possible, in others several are. The errors noted are principally interlingual, i.e due to the influence of English, while many are intralingual - being due to such factors as the complexity of French and the over-extension of the rules of the language.

Finally, a few conclusions having been drawn, suggestions aimed at overcoming some of the principal difficulties, are presented. The effectiveness of these suggestions will demand the greatest efforts of both teacher and student. The suggestions include an exposure to spoken and written French as used naturally, the use of drills of repetition, substitution and transformation and exercises involving continuous

writing as well as multiple choice.