

## Comparative Analysis of the Impacts of Verb Conjugation in French and English Among TVET Students at Federal Polytechnic Ilaro, Ogun State

Festus Moses Onipede<sup>1</sup>, Damilola Christianah Jinadu<sup>2</sup>

<sup>1,2</sup>Language Unit, Department of General Studies, Federal Polytechnic, Ilaro, Ogun State, Nigeria

\*Corresponding Author's Email: [festus.onipede@federalpolyilaro.edu.ng](mailto:festus.onipede@federalpolyilaro.edu.ng)

### Article History:

Submission: March 11, 2026 | Revision: May 15, 2026 | Accepted: May 18, 2026

---

### Abstract

**Background:** While these languages belong to the Indo-European family, their verb conjugation systems differ significantly. French, a Romance language, features more complex conjugation with numerous verb endings based on tense, mood, and subject, whereas English, a Germanic language, employs a simplified structure relying on auxiliary verbs. **Aims :** This study investigates variations in verb conjugation between English and French and their complexities among Technical and Vocational Education and Training students at the Federal Polytechnic, Ilaro. The study aims to: 1) examine the structural differences between French and English verb conjugation systems; 2) evaluate the challenges faced by learners due to verb conjugation complexities, including common errors and strategies for effective learning and teaching methods for improving verb conjugation skills; and 3) assess communicative impacts in French and English, particularly in terms of clarity, formality, and the expression of temporal nuances and speaker intentions. **Methods:** This study adopted a mixed-methods approach combining qualitative and quantitative analysis to pinpoint and analyze verb conjugation complexities. Data were obtained from 1000 scripts of students from the schools of Engineering, Management Studies, Environmental Studies, and Pure and Applied Sciences. **Results:** The findings showed that French verb conjugation poses greater challenges with a variety of endings depending on the subject and agreement in number and gender, while English is simpler and less complicated. **Implications:** This study is significant because it helps learners deepen their understanding of how language works and strengthens communication accuracy. The implications are that tertiary institution students will better understand how tense, aspect, and agreement work and also reduce negative transfer from English to French.

**Keywords:** Comparative analysis, English and French verb conjugation, impact, TVET students.

### Introduction

Verb conjugation plays a crucial role in language acquisition and proficiency, influencing both written and spoken communication. This language acquisition is fundamental in educational settings, particularly for TVET students who often navigate multiple languages in their academic and professional lives (Chin & Lah, 2025; Lansang & Zamora, 2025; Meie & Styger, 2025). English and French, both widely spoken languages, present unique challenges in verb conjugation, which plays a crucial role.

Krasen (Krashen, 1982) emphasises that language acquisition is essential for vocational students to comprehend technical instructions and communicate effectively in their fields. In the

TVET context, language proficiency is not only about everyday communication but also about understanding specialized terminology and instructions (Ali et al., 2025; Aljuhami & Alshumaimeri, 2025; Shewangizaw, 2024).

Conjugation of verbs is the linguistic process in which a verb changes its form to reflect aspects like person, number, tense, and mood. The verb forms the nucleus of tense, which is central to any utterance, as it locates meaning in terms of the time of the situation (1920- & David, 1985; Huddleston & Pullum, 2005; Ibbi, 2014; Ojo-Ade, 2014). Changes in verbs occur through inflections, spelling alterations, and the use of helping verbs. In simpler terms, the verb in its infinitive form is conjugated to agree with the person, number, mood, and tense of the particular sentence (<https://byjus.com>).

Verb conjugation is the process of altering a verb to provide information about the action being performed, including aspects such as tense, mood, and voice. In English, verb conjugation is relatively simple, often involving changes in suffixes. In contrast, French verb conjugation is more complex, involving multiple forms for different pronouns and tenses. For example, Buckley found that students learning French often struggle with multiple verb forms compared to their counterparts learning English. According to (Harley, 1986), the English verb system is characterized by its simplicity, with a basic distinction between regular and irregular verbs. In contrast, the French verb system is described by (Aarts & Meyer, 1995) as highly intricate, involving three main conjugation groups and a wide range of irregular verbs that do not follow a consistent pattern.

Understanding verb conjugation is essential for mastering any language. While English verb conjugation is relatively straightforward, French verb conjugation involves more complex rules and irregularities. Furthermore, integrating these methodologies within communicative tasks encourages students to navigate the morphological nuances of verb systems, thereby enhancing their capacity for grammatical accuracy in both receptive and productive skills (Michaud & Ammar, 2022; Rustipa et al., 2023). There are many studies in verb conjugation that explore the pedagogical obstacles inherent in multinational classrooms, emphasizing how cross-linguistic interference and insufficient grammatical intuition frequently hinder learners' mastery of tense-aspect forms (Castro-García, 2026; Comajoan-Colomé & Naya, 2021; Ganbarova, 2025; Pons et al., 2017).

This study explores these differences and their impact on students' learning experiences. Previous studies on verb conjugation have primarily focused on general language learners or specific language pairs without addressing the unique challenges faced by TVET students in a Nigerian polytechnic context, such as negative transfer from English to French and the communicative needs in technical fields (Gyuse, 2025; Nwaokweanwa, 2025; Wende, 2024). Few have examined the interplay of conjugation complexities with clarity, formality, and temporal nuances in both languages simultaneously (Braithmoh, 2022; Gandu & Makpu, 2022). This research fills these gaps by providing a comparative analysis tailored to TVET students, identifying root causes, and proposing targeted solutions. This study aims to: 1) examine the structural differences between French and English verb conjugation systems; 2) evaluate the challenges faced by learners of French and English due to verb conjugation complexities, including common errors and

strategies for effective learning and teaching methods for improving verb conjugation skills; and 3) assess communicative impacts in French and English, particularly in terms of clarity, formality, and the expression of temporal nuances and speaker intentions.

## Methods

### *Research Design*

This study employs a descriptive and comparative research design to investigate the impacts of verb conjugation in French and English. It adopted a mixed-method approach combining quantitative and qualitative data collected through surveys and interviews, thereby providing a comprehensive understanding of students' experiences and challenges.

### *Respondent*

The data were collected from one thousand scripts of both ND1, ND2, HND1 and HND2 students from schools of Engineering, Management studies, Environmental Studies, and Pure and Applied Sciences. A total of 1300 questionnaires were administered and 1000 were retrieved from the respondents.

**Table 1. Demographic Profile of Respondents**

Demographic Variable	Category	Frequency (n=1000)	Percentage (%)
Age	Under 18	50	5
	18-24	500	50
	25-30	250	25
	31-35	150	15
	36 and above	50	5
Gender	Male	600	60
	Female	380	38
	Other	20	2
Schools	Engineering	300	30
	Management studies	250	25
	Applied sciences	200	20
	Environmental studies	150	15
	Other	100	10
Level of study	ND 1	250	25
	ND 2	250	25
	HND 1	250	25
	HND 2	250	25
	Other	100	10
Primary language	Yoruba	400	40
	Igbo	300	30
	Hausa	200	20
	Other	100	10
Previous language learning	Basic	400	40
	Intermediate	300	30
	Advanced	200	20
	None	100	10

### *Data Collection*

Data collection followed a systematic multi-stage procedure conducted over four weeks. First, ethical clearance was obtained from the institutional review board, followed by obtaining

permission from school administrators. Next, 1300 structured questionnaires were distributed in person during scheduled class sessions across the four schools, with clear instructions provided orally and in writing; participants completed them anonymously on-site to minimize bias. Simultaneously, 1000 student scripts were randomly sampled from ND1, ND2, HND1 and HND2 examination records in Engineering, Management Studies, Environmental Studies, and Pure and Applied Sciences. Then, semi-structured interviews lasting 20–30 minutes were conducted with a purposively selected subset of 50 respondents who had completed the questionnaires, audio-recorded with consent, and transcribed verbatim. Finally, all retrieved questionnaires and scripts were securely logged, coded, and stored for analysis, ensuring completeness and confidentiality throughout.

### *Data Analysis*

Quantitative data from the 1000 retrieved questionnaires and scripts were analyzed using descriptive statistics (frequencies, percentages, and cross-tabulations) via SPSS to generate tables summarising demographic profiles, difficulty levels, common challenges, and impacts. For qualitative data, thematic analysis was performed in six rigorous steps: familiarisation through repeated reading of transcripts and scripts generating initial codes for recurring patterns such as irregular verbs and gender agreement errors searching for themes by collating codes reviewing and refining themes against the full dataset defining and naming themes (e.g., morphological complexity and negative transfer), and producing the final report integrated with quantitative findings for triangulation. This mixed-methods procedure ensured both statistical rigor and depth of insight into students' experiences.

### **Results**

The research results are presented through tables 2 to 8 which cover different challenges in verb conjugation for French and English among TVET students. These tables detail self-reported difficulty levels, common morphological and syntactic errors such as irregular verbs and gender agreements, frequency and level of impacts on learning outcomes and overall proficiency, as well as strategies like regular practice and digital tools employed to overcome these issues, highlighting the greater complexities of French verb systems compared to English.

**Table 2. Challenges in verb conjugation**

<b>Difficulty level</b>	<b>French (n=1000)</b>	<b>Percentage (%)</b>	<b>English (n=1000)</b>	<b>Percentage (%)</b>
Very difficult	350	35	150	15
Difficult	400	40	250	25
Neutra	150	15	200	20
Easy	70	7	250	25
Very easy	30	3	150	15

Table 2. presents the challenges encountered by students during conjugation of verb in both English and French. This table illustrates students' self-reported difficulty levels when conjugating verbs in French versus English. Notably, 35% of respondents found French verb conjugation “very difficult” and another 40% rated it “difficult,” compared to only 15% and 25% respectively for English. In contrast, 25% of students described English conjugation as “easy” and 15% as “very easy,” while just 7% and 3% gave those ratings for French, highlighting the greater perceived

morphological complexity of French verb systems.

**Table 3. Common challenges in verb conjugation**

Challenges	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Irregular verbs	700	70	500	50
Multiple conjugation pattern	650	65	-	-
Gender Agreements	500	50	-	-
Tense usage	450	45	400	40
Subject-verb agreement	-	-	300	30
Uses of auxiliary verbs	-	-	250	25

Table 3 presents the common challenges encountered by students in conjugating verbs in both French and English. It highlights issues such as irregular verbs (70% French vs. 50% English), multiple conjugation patterns (65% French), gender agreements (50% French), tense usage (45% French vs. 30% English), subject-verb agreement, and uses of auxiliary verbs, underscoring the greater morphological complexities in French verb systems for TVET learners

**Table 4. Impact on language learning outcomes**

Frequency of impact	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Always affected	200	20	100	10
Often affected	350	35	200	20
Sometimes affected	300	30	400	40
Rarely affected	100	10	200	20
Never affected	50	5	100	10

Table 4. presents the frequency of impact that verb conjugation challenges have on students' language learning outcomes in French and English. It shows that 20% of respondents indicated their learning was "always affected" when studying French verb conjugation, compared to only 10% for English. A further 35% reported being "often affected" in French versus 20% in English, while 30% experienced occasional effects in French and 40% in English. Additionally, 10% of students noted they were "rarely affected" by French challenges compared to 20% for English, and just 5% claimed they were "never affected" in French versus 10% in English. Overall, the data reveal that French verb conjugation difficulties exert a stronger and more frequent negative influence on broader language acquisition outcomes than those in English.

**Table 5. Impact on overall proficiency**

Level of impact	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Very significant	250	25	200	20
Significant	400	40	300	30
Moderate	200	20	300	30
Slight	100	10	150	15
Not significant	50	5	50	5

Table 5. shows the overall impact on proficiency based on the level of impact that verb conjugation challenges exert on students' language learning in French and English. Notably, 25% of respondents indicated a "very significant" impact for French versus 20% for English; a further 40% reported a "significant" impact in French compared to 30% in English. Moderate effects were

noted by 20% for French and 30% for English, while 10% experienced only a “slight” impact in French versus 15% in English. Just 5% claimed the challenges were “not significant” for both languages, underscoring French’s stronger negative influence on overall proficiency.

**Table 6. Strategies for overcoming challenges**

Strategies	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Regular practice	600	60	500	50
Mnemonic devices	450	45	300	30
Interactive learning tools	500	50	450	45
Group study	300	30	350	35
Tutoring/ Extra classes	250	25	200	20

Table 6 presents the strategies employed by students to overcome challenges in verb conjugation for both French and English. Notably, 60% of respondents used regular practice for French versus 50% for English; a further 45% relied on mnemonic devices in French compared to 30% in English. Interactive learning tools were adopted by 50% for French and 45% for English, while group study and tutoring/extra classes showed 30% and 25% usage respectively for French versus 35% and 20% for English, underscoring students’ preference for consistent practice and digital aids to master complex French verb systems.

**Table 7. Effectiveness of Digital Tools**

Effectiveness Level	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Very effective	300	30	250	25
Effective	400	40	350	35
Neutral	200	20	250	25
Ineffective	70	7	100	10
Very ineffective	30	3	50	5

Table 7. provides the statistics of the effectiveness of digital tools used by students while learning verb conjugation in English and French languages. Notably, 30% of respondents found digital tools “very effective” for French versus 25% for English; a further 40% rated them “effective” in French compared to 35% in English. Neutral responses were given by 20% for French and 25% for English, while 7% found them “ineffective” for French versus 10% for English. Just 3% claimed digital tools were “very ineffective” for French compared to 5% for English, highlighting the greater perceived usefulness of digital tools in mastering French verb systems.

**Table 8. Helpfulness of Teachers**

Effectiveness Level	French (n=1000)	Percentage (%)	English (n=1000)	Percentage (%)
Very helpful	400	40	350	35
Helpful	350	35	400	40
Neutral	150	15	200	20
Unhelpful	70	7	30	3
Very unhelpful	30	3	20	2

Table 8 presents the helpfulness of teachers in students’ learning of verb conjugation in French and English. Notably, 40% of respondents found teachers “very helpful” for French versus

35% for English; a further 35% rated them “helpful” in French compared to 40% in English. Neutral responses were given by 15% for French and 20% for English, while 7% found them “unhelpful” for French versus 3% for English. Just 3% claimed teachers were “very unhelpful” for French compared to 2% for English, highlighting the greater perceived helpfulness of teachers in mastering French verb systems.

## **Discussion**

These tables summarize the quantitative results of the study, providing a clear view of the data collected from 1000 respondents. The demographic analysis reveals a diverse sample of TVET students, including variations in age, gender, and school. This diversity ensures a comprehensive understanding of the challenges faced by different student groups. The analysis of verb conjugation challenges reveals common difficulties faced by students in French and English. For instance, in French, students struggle with irregular verbs, multiple conjugation patterns, and gender agreement. This corroborates (Towell et al., 2025)'s submission. Additionally, French verbs must agree in number and gender with their subjects, adding another layer of complexity. In English, the main challenges include irregular verbs and tense consistency.

Impact on Language learning outcomes showed a significant correlation between verb conjugation proficiency and overall language skills. Students who master verb conjugation tend to perform better in other areas of language learning, including reading, writing and speaking. Effective strategies for overcoming verb conjugation challenges include regular practice, the use of mnemonic devices and interactive learning tools such as language apps, which help in retaining conjugation rules. The role of teachers in providing clear explanations and personalized feedback is also highlighted. Some students benefited from additional tutoring and extra classes focused specifically on French and English verb conjugation.

Qualitative analysis involving a pre-test, interviews, teaching sessions and post-test revealed the challenges in verb conjugation, especially French verb conjugation. Students expressed frustration with the numerous irregular verbs and the need to memorize multiple conjugation patterns. In French, with its complex conjugation patterns including variations based on tense, mood, and subject pronoun, it often poses greater difficulty for learners (Braithmoh, 2022). The requirement for gender agreement adds another layer of complexity, leading to confusion and errors (Alhilal, 2024; Braithmoh, 2022; Franck et al., 2002). While English verb conjugation is simpler than French, irregular verbs still pose a significant challenge, especially for those not exposed to English from a young age. English’s relatively straightforward conjugation may be easier initially but still requires a solid understanding of irregularities and context usage, compared to easy memorization of the imparfait conjugation (Brunet, 2021; Umukoro & Odey, 2014).

Furthermore, French conjugation requires a higher cognitive load and more intensive memorization which can be particularly taxing for TVET students who may have limited exposure to the language (Leshchuk, 2025; Osawaru & Unachukwu, 2024; Wang, 2025). Also, students who struggled with verb conjugation reported lower confidence in speaking and writing French. There was a noticeable correlation between difficulties in verb conjugation and poor performance in other language skills, such as reading comprehension and listening (Braithmoh, 2022; Metcalfe et al., 1995). Meanwhile, English issues with verb conjugation is less severe than in French but still

affected by overall language performance, particularly in written assignments. Students often hesitated to participate in class discussions due to fear of making grammatical errors (Angraeni et al., 2024; Huang et al., 2022).

Consistent with the objectives of this study, the discussion of the findings corroborates existing literature by affirming the greater complexity of French verb conjugation compared to English. In contrast, the relative simplicity of English verb conjugation facilitates quicker mastery, permitting students to allocate more attention to other aspects of language learning. This advantage could be effectively leveraged by integrating more advanced language skills early in the curriculum for English learners.

Based on the findings, the study recommends the following pedagogical strategies:

1. Regularly incorporating interactive exercises and digital tools to make learning engaging may help students better understand and retain verb conjugation rules.
2. Providing regular and personalized feedback through digital tools will address individual challenges.
3. Developing specialized teaching materials that address the unique difficulties of French and English verb conjugation.
4. Contextualized language use should incorporate integrating language learning with vocational subjects to provide practical and relevant contexts for language use as supported by the theories of Context Based Instruction (CBI) advocated by scholars like (Brinton et al., 2003).
5. Group study sessions and collaboration can provide peer support and allow sharing learning experiences to foster a supportive learning environment where students can learn from each other's strengths.

The significant impact of verb conjugation proficiency on overall language skills underscores the need for focused teaching strategies that provide clear explanations and additional resources for practicing verb conjugation.

## **Conclusion**

This study revealed significant insights into the linguistic challenges and underscored the importance of understanding the distinct nature of verb conjugation in both languages and its effect on TVET students' proficiency and learning outcomes. Verb conjugation in French and English presents unique challenges due to their inherent grammatical structures. French, with its complex conjugation patterns including variations based on tense, mood, and subject pronoun, poses greater difficulty among TVET students, while English, simpler in comparison, still demands attention to irregular verbs and auxiliary constructions, which can confuse learners. To improve language acquisition among TVET students, it is crucial to implement targeted instructional strategies, including group activities and digital platforms such as language learning apps and online resources, which have been increasingly recognized for facilitating language acquisition. (Godwin-Jones, 2011) submits that these tools offer immediate feedback and allow for individualized learning paths, which are particularly beneficial for mastering complex conjugation rules.

Additionally, peer tutoring can enhance students' linguistic proficiency and overall academic success. The contribution of this study differs from previous studies (Abdalla & Crago, 2008; Akintoye, 2018; Bedore & Leonard, 2001; Lété et al., 2004; Marquis et al., 2012; Royle, 2007) because it generated data from specialized tertiary institutions, that is, TVET.

### **Originality Statement**

The author declares that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for publication in any other published materials, except where due acknowledgment is made in the article. Any contribution made to the research by others, with whom the authors have worked, is explicitly acknowledged in the article.

### **Conflict of Interest Statement**

The author declares that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

### **Copyright Statement**

Copyright © Author. This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate, and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at <https://creativecommons.org/licenses/by/4.0>

### **References**

- Aarts, B., & Meyer, C. (1995). *The verb in contemporary English*. Cambridge University Press
- Abdalla, F., & Crago, M. (2008). Verb morphology deficits in Arabic-speaking children with specific language impairment. *Applied Psycholinguistics*, 29(2), 315–340. <https://doi.org/10.1017/s0142716408080156>
- Akintoye, F. A. (2018). A comparative study of French and English auxiliary verbs. *International Journal Online of Humanities*, 4(4), 1–16. <https://doi.org/10.24113/ijohmn.v4i4.52>
- Alhilal, M. (2024). Beyond the basics: A deep dive into French subject pronouns with targeted strategies for proficient learning. *International Journal of Educational Sciences and Arts*, 3(5), 140–167. <https://doi.org/10.59992/ijesa.2024.v3n5p7>
- Ali, F., Hamid, M. A. A. Abd., & Ahmad, K. A. (2025). Enhancing TVET education through communication skills (2015–2025): A systematic review of workplace needs. *International Journal of Research and Innovation in Social Science*, 9(26), 9382–9392. <https://doi.org/10.47772/ijriss.2025.903sedu0712>
- Aljuhami, R., & Alshumaimeri, Y. (2025). The adequacy of credit English training hours in technical colleges: Perspectives of trainers and trainees. *English Language Teaching*, 18(11), 112. <https://doi.org/10.5539/elt.v18n11p112>
- Angraeni, L., Rosmiaty, R., Chuzaimah, C., & Nur, S. M. M. (2024). Enhancing English learning in an Islamic university context: Identifying and addressing key challenges. *ELT Worldwide Journal of English Language Teaching*, 11(1), 213. <https://doi.org/10.26858/eltww.v11i1.65138>

- Bedore, L. M., & Leonard, L. B. (2001). Grammatical morphology deficits in Spanish-speaking children with specific language impairment. *Journal of Speech, Language, and Hearing Research*, 44(4), 905–924. [https://doi.org/10.1044/1092-4388\(2001/072\)](https://doi.org/10.1044/1092-4388(2001/072))
- Braimoh, J. J. (2022). Navigating subjunctive challenges and pedagogical strategies for advanced French L2 learners. *International Journal for Multidisciplinary Research*, 4(3). <https://doi.org/10.36948/ijfmr.2022.v04i03.14408>
- Brinton, D. M., Wesche, M. B., & Snow, A. (2003). *Content-based second language instruction*. Michigan University Press. <https://doi.org/10.3998/mpub.8754>
- Brunet, A. (2021). *Acquisition and use of past tense-aspect morphology by French monolingual and French-English bilingual children: A study of interactions between past morphology and lexical aspect in spontaneous and narrative data across languages* [Doctoral dissertation, Université de Paris]. HAL. <https://hal.science/tel-03621509>
- Castro-García, D. (2026). Receptive knowledge of tense-aspect morphology in Costa Rican EFL learners. *Estudios de Lingüística Aplicada*, 121–163. <https://doi.org/10.22201/enallt.01852647p.2026.82.1136>
- Chin, M. K. S., & Lah, C. F. C. (2025). The role of AI in supporting English language learning in technical and vocational education. *Gading Journal for the Social Sciences*, 28(2), 251–262. <https://doi.org/10.24191/gading.v28i2.696>
- Comajoan-Colomé, L., & Naya, A. L. (2021). An SLA-informed and cognitive linguistic approach to the teaching of L2 Catalan tense-aspect. *Círculo de Lingüística Aplicada a la Comunicación*, 87, 95–120. <https://doi.org/10.5209/clac.76714>
- Franck, J., Vigliocco, G., & Nicol, J. (2002). Subject-verb agreement errors in French and English: The role of syntactic hierarchy. *Language and Cognitive Processes*, 17(4), 371–404. <https://doi.org/10.1080/01690960143000254>
- Ganbarova, N. (2025). The methodology of teaching verb conjugation in non-Russian-speaking classrooms: Challenges and effective strategies. *Porta Universorum*, 1(7), 32–41. <https://doi.org/10.69760/portuni.0107004>
- Gandu, R. C., & Makpu, J. K. (2022). Reflection on conjugation of the verbs “Avoir and Etre”: What do learners know? What do they not know? And what do teachers need to know? *NIU Journal of Humanities*, 7(3). <https://doi.org/10.58709/niujhu.v7i3.1526>
- Godwin-Jones, R. (2011). Emerging technologies autonomous language learning. *Language Learning & Technology*, 15(3), 4–11. <http://lts.msu.edu/issues/october2011/emerging.pdf>
- Gyuse, G. (2025). *English–French translation in Nigeria: A mixed-methods evaluation of bachelor’s students’ translation problems, strategies and products*. <https://doi.org/10.63028/10067/2192380151162165141>
- Harley, B. (1986). *Age in second language acquisition*. Multilingual Matters.
- Huang, J., Li, J., Shu, T., & Zhang, Y. (2022). A mixed-methods national study investigating key challenges in learning English as a foreign language: A Chinese college student perspective. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1035819>
- Huddleston, R., & Pullum, G. K. (2005). Introduction to English grammar. *Zeitschrift für Anglistik und Amerikanistik*, 53(2), 195–197. <https://doi.org/10.1515/zaa-2005-0210>
- Ibbi, R. (2014). An analysis of tense errors in the written English of selected science students of Gombe State University, Nigeria. *AFRREV LALIGENS: An International Journal of Language, Literature and Gender Studies*, 3(1), 13–25.

<https://www.ajol.info/index.php/laligens/article/download/103135/93359>

- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. [suspicious link removed]
- Lansang, K. G., & Zamora, N. C. L. (2025). An analysis of the use of the Filipino language in the technical vocational and livelihood track: Towards the development of a proposed language policy framework in technical education. *Journal of Technical Education and Training*, 17(1). <https://doi.org/10.30880/jtet.2025.17.01.011>
- Leshchuk, H. (2025). Typical difficulties in learning French grammar and ways to overcome them. *Scientific Journal of Khortytsia National Academy*, 15. <https://doi.org/10.51706/2707-3076-2025-13-1>
- Lété, B., Sprenger-Charolles, L., & Colé, P. (2004). MANULEX: A grade-level lexical database from French elementary school readers. *Behavior Research Methods, Instruments, & Computers*, 36(1), 156–166. <https://doi.org/10.3758/bf03195560>
- Marquis, A., Royle, P., Gonnerman, L. M., & Rvachew, S. (2012). La conjugaison du verbe en début de scolarisation. *TIPA Travaux Interdisciplinaires sur la Parole et le Langage*, 28. <https://doi.org/10.4000/tipa.201>
- Meie, G., & Styger, E. (2025). Multilingualism in technical vocational education and training: Linguistic diversity, practices, and norms. *Vocation Technology & Education*. <https://doi.org/10.54844/vte.2025.0926>
- Metcalf, P., Laurillard, D., & Mason, R. (1995). The decline of written accuracy in pupils' use of French verbs. *Language Learning Journal*, 12(1), 47–50. <https://doi.org/10.1080/09571739585200431>
- Michaud, G., & Ammar, A. (2022). Explicit instruction within a task: Before, during, or after? *Studies in Second Language Acquisition*, 45(2), 442–460. <https://doi.org/10.1017/s0272263122000316>
- Nwaokweanwa, A. N. (2025). Contextual barriers to implementing the direct method in French language teaching in Nigeria. *African Journal of Humanities and Contemporary Education Research*, 20(1), 382–394. <https://doi.org/10.62154/ajhcer.2025.020.01033>
- Ojo-Ade, S. (2014). *Practical French for Anglophone learners*. Agbowo.
- Osawaru, O. O., & Unachukwu, C. C. (2024). Leveraging technology and artificial intelligence to revolutionize French language proficiency: A comprehensive framework for modern curriculum design. *International Journal of Applied Research in Social Sciences*, 6(12), 2903–2915. <https://doi.org/10.51594/ijarss.v6i12.1767>
- Pons, J. A., Ahern, A., & Guijarro-Fuentes, P. (2017). L1 French learning of L2 Spanish past tenses: L1 transfer versus aspect and interface issues. *Studies in Second Language Learning and Teaching*, 7(3), 489–515. <https://doi.org/10.14746/ssllt.2017.7.3.7>
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of the English language*. Longman.
- Royle, P. (2007). Variable effects of morphology and frequency on inflection patterns in French preschoolers. *The Mental Lexicon*, 2(1), 103–125. <https://doi.org/10.1075/ml.2.1.07roy>
- Rustipa, K., Rahayu, E. Y., & Yulistiyanti, Y. (2023). Mood analysis and self-correction to enhance EFL students' grammatical accuracy. *EduLite Journal of English Education, Literature and Culture*, 8(1), 209–226. <https://doi.org/10.30659/e.8.1.209-226>
- Shewangizaw, G. (2024). Beyond technical skills: Academic language proficiency and perceived difficulty in a technical and vocational institute. *ELSYA Journal of English Language Studies*, 6(2), 103–120. <https://doi.org/10.31849/elsya.v6i2.16716>

DOI: 10.70036/ctls.v3i1.49

ISSN 3030-3664 (online), <https://citrus.buxdu.uz/>, published by Bukhara State University

Copyright © Author (s). This is an open-access article distributed under the terms of the Creative Commons Attribution License

(CC BY)

- Towell, R., Lamy, M., & Hawkins, R. (2025). *French grammar and usage* (5th ed.). Routledge.
- Umukoro, G., & Odey, O. (2014). A comparative study of French and English auxiliary verbs. In *French Language in Nigeria: Festschrift in honour of UFTAN Pacesetters* (pp. 118–127). Mindex.
- Wang, Z. (2025). The implementation of multimodal input in French learning platforms and its impact on vocabulary acquisition: A case study of Duolingo. *Lecture Notes in Education, Psychology and Public Media*, 93(1), 62–67. <https://doi.org/10.54254/2753-7048/2025.bo25065>
- Wende, O. T. O. (2024). Étude des interférences intralinguistiques en FLE: L’impact des homographes et des pronoms sur l’apprentissage des compléments et articles définis à Osun State University-Nigeria. *Traduction et Langues*, 23(1), 237–255. <https://doi.org/10.52919/translang.v23i1.981>