

## THE USE OF THE FRENCH VERBAL ADJECTIVE BY ANGLOPHONE LEARNERS OF FRENCH AS A FOREIGN LANGUAGE: A CASE STUDY OF NNAMDI AZIKIWE UNIVERSITY

**Chukwudi Isaac Awa**

Department of Modern European Languages  
Nnamdi Azikiwe University, Awka  
[ci.awa@unizik.edu.ng](mailto:ci.awa@unizik.edu.ng)

### Abstract

*The French verbal adjective (adjectif verbal) is an adjective derived from the French present participle (participe présent). Just like other descriptive adjectives, it qualifies, modifies and describes a noun or pronoun. The verbal adjective being a derivative of the present participle is in some cases, especially in the masculine form, the same in spelling with the present participle. The French verbal adjective is rarely used by learners and even when they make use of it, it is used wrongly because of the similarities in spelling with the French present participle. This research therefore is aimed at identifying the problems encountered by the English-speaking learners of the French language in their usage of the French verbal adjective, with the aim of proposing solutions to address the problem. To do this, we collected data from the examination in the course FRE 221: Advanced French Grammar I, taken by 80 second year students of the department of Modern European Languages, Nnamdi Azikiwe University. After analysing the results, we discovered that these learners have difficulties in their usage of the French verbal adjective. These difficulties were due in part to the negative transfer from English and the similarities that exist between the French verbal adjective and the French present participle. These problems include: problem of linguistic interference, agreement, spelling and distinction between the functions of the French verbal adjective and that of present participle. We therefore propose, among other things, that an important place in teaching be given to conscious exposure to the French grammatical structures in relation to that of English. We also suggest that a foreign language class should not be over populated in order to give room for effective teaching and learning.*

**Key words:** verbal adjective, present participle, French as a foreign language

### Introduction

Studying a language means knowing its grammar. Grammar concerns the structure of each language. According to Eunson, “Grammar is a system of rules (and exceptions to those rules) that reveals and structures meaning in language, and is made up of two things: syntax and morphology. Syntax is concerned with the pattern or sequence of words in sentences, while morphology, as the name suggests, is concerned with the shape or nature of words” (1.6). When learning a second or foreign language, the learner is always influenced by the language or languages already acquired. This is due to the similarities and/or differences between the languages in question. Sometimes the challenges encountered by the learner stem from the similarities or complexities in the grammatical, morphological or phonological aspects of the foreign or second language being learnt.

All words in any language belong to a grammatical category commonly called the nature of the word. French grammar has 9 grammatical categories which are divided into 2 main groups: the

class of variable words and the class of invariable words. The class of variable words includes: nouns, determiners, descriptive adjectives, pronouns and verbs. The class of invariable words includes adverbs, prepositions, conjunctions and interjections.

A verbal adjective is a verb, particularly a present or past participle used as an adjective. According to Cazanove *et al*, the verbal adjective is an adjective derived by the transformation of a present participle (203). It is in fact a present participle that has become an adjective. Like any adjective, it expresses a quality or state, and it agrees in gender and number with the noun to which it refers. The verbal adjective expresses a quality. The present participle in its side ends in *-ant*. It is invariable, unlike the verbal adjective, which is variable. Example: *C'est une question intéressant tous les sportifs* (present participle). *C'est une question intéressante* (verbal adjective). What distinguishes the verbal adjective and the present participle is their use in the sentence; this is where there are problems for learners of French. The relationship between the verbal adjective and the present participle, makes it challenging for learners when making use of the verbal adjective.

The verbal adjective, the main subject of this work, is a key aspect of French grammar because of its forms, use and usage. Halmøy notes that students of French as a foreign language (FLE) have great difficulty understanding the specificity of each of the [...] forms (5). These are the verbal adjective and the present participle. The verbal adjective, especially in relation to the present participle is a difficult and complicated point for English-speaking learners. It is therefore our hypothesis that Anglophone learners of French as a foreign language in Nnamdi Azikiwe University find it difficult to recognise and use the verbal adjective, especially in terms of differentiating the verbal adjective from the present participle, since both forms end in *-ant*. The objective of this study is therefore to examine the problems encountered by second year learners of French language in the Department of French, Nnamdi Azikiwe University, Awka Nigeria in the use of the verbal adjective, find out the factors that influence their accurate use of French verbal adjectives and then propose solutions. This research work is guided by the following research questions: what are the common errors made by the students when using the French verbal adjectives? What are the factors that influence their accurate use of French verbal adjectives? What are the possible solutions to the challenges encountered by students when using the French verbal adjectives? The result of this research will help to facilitate not only the learning but also the teaching of French as a foreign language. It will serve as a point of support for teachers of foreign languages.

### **Linguistic situation in Nigeria**

Nigeria is a multilingual and multicultural nation with many indigenous languages. It is an English-speaking country in West Africa. It is an English-speaking country due to the colonization of the country by the British. It is made up of several heterogeneous linguistic groups, with over 250 ethnic groups/tribes. As a result, Nigeria's linguistic situation is truly complex. Having been colonized by the British, English has been the official language of Nigeria since independence. Although French was adopted as a second official language in 1996 by the late Nigerian military head of state - General Sani Abacha, the status of French today remains that of a foreign language. It is a language learnt within the four walls of the classroom and spoken mainly by French teachers and students in French classes. As a result, French is not a means of communication for many Nigerians. Currently, learning French in Nigeria is not necessarily driven by the country's

education policy, rather it is individual decision that motivates the quest to learn French especially at the university level and sometimes private primary and secondary schools teach French as a subject just to better market their business - the school. As a result, many of the students who enroll to study the course at the university meet it for the first time, while a few others have an elementary knowledge of it at primary or secondary school level. This, of course, contributes to their poor performance in the language.

## Definition of key terms

### Adjective

An adjective is a word that modifies or describes a noun or pronoun. It can be used to describe the qualities of someone or something independently or in comparison to something else. Adjectives are words that describe or modify other words, making one's writing and speaking much more specific and interesting. According to Merriam-Webster online dictionary, an adjective is a word belonging to one of the major form classes in any of numerous languages and typically serving as a modifier of a noun to denote a quality of the thing named, to indicate its quantity or extent, or to specify a thing as distinct from something else. Adjectives are of different types namely: descriptive adjectives, numeral adjectives, demonstrative adjectives, interrogative adjectives, possessives adjectives etc.

### French verbal adjective

The French verbal adjective is a verb, particularly in the present or past participle used as an adjective. According to *Le Petit Larousse*, "l'adjectif verbal est un adjectif issu du verbe. Il s'accorde en genre et en nombre." (15). A verbal adjective is an adjective derived from a verb. It agrees in gender and number (our translation). Example: *Elle est une femme toujours souriante. C'est un film intéressant.* The verbal adjective, which is invariable, is also an *-ant* form to which a descriptive adjective can be added or substituted:

- i. C'est une histoire *émouvante*.
- ii. C'est une histoire *imaginaires*.

According to Grevisse, "l'adjectif verbal se comporte comme un véritable adjectif, un adjectif qualificatif précisément. L'adjectif verbal exprime un état, sans délimitation dans la durée ; il indique, en général une qualité plus ou moins permanente" (778-779). The verbal adjective behaves like a real adjective, a descriptive adjective to be precise. The verbal adjective expresses a state, with no time limit; it generally indicates a more or less permanent quality (our translation). It most often corresponds to a form of the active voice of the verb: *une histoire émouvante* (a touching story) is a story that touches; but in some cases, the correspondence of meaning is more complex: *une couleur voyante* (a bright/striking colour) is not a colour that "sees", but one that "is seen", i.e. a colour that is bright or striking; *une rue passante* (a busy street) is not a street that "passes", but one that "is passed", i.e. a street that is passed a lot - a busy one; *une rue commerçante* (a commercial street) is a street where there is commerce.

### French present participle

The French present participle, which always ends in *-ant*, may be used as a verb, gerund, noun, or adjective. Because it has no number or person marker, it's an impersonal verb mood. Structurally, French present participles are equivalent to "verb + ing" in English, but grammatically there are many differences between them. It acts as a verb when it indicates some action that is happening

simultaneously with the main verb. It may modify a noun/pronoun or a verb. According to Lagane “Le participe présent est invariable, une forme verbale en *-ant* ayant un complément d’objet, et généralement une forme verbale en *-ant* ayant un complément circonstanciel (temps, cause, but etc.) ou suivie d’un adverbe” (108). The present participle is invariable, a verb form in *-ant* having an object complement, and generally a verb form in *-ant* having a circumstantial complement (time, cause, aim etc.) or followed by an adverb (our translation). Grevisse remarked that “Le participe présent est toujours lié avec l’adjectif verbal car il se termine en *-ant* sauf que l’adjectif verbal est variable. Il garde l’essentiel des propriétés du verbe. Le participe présent exprime une action nettement délimitée dans la durée, simplement passagère, et coïncidant avec l’action marquée par le verbe qu’il accompagne” (778-779). The present participle is always linked to the verbal adjective because it ends in *-ant*, except that the verbal adjective is variable. It retains most of the properties of the verb. The present participle expresses an action that is clearly delimited in time, merely passing, and coinciding with the action marked by the verb it accompanies (our translation).

### **Theoretical framework**

This study is guided by the Monitor theory and Linguistic interference

#### **Monitor Theory**

Monitor Theory is one of the most ambitious and influential theories in the field of Second Language Acquisition (SLA). It is one that is probably the most familiar to language instructors. It is also indeed relevant to foreign language acquisition. While the theory was initially developed for Second Language Acquisition, its principles have been widely applied to foreign language acquisition and teaching. It was developed by Stephen Krashen in the 1970s and early 1980s. It was the first theory to be developed specifically for SLA. According to VanPatten and Williams (24), Monitor Theory was the first in the field that was broad in scope and attempted to relate and explain a variety of phenomena in language learning, ranging from the effect of age on SLA to the apparently uneven effects of instruction. According to Krashen, Monitor Theory can explain why what is taught is not always learned, why what is learned may not have been taught, and how individual differences among learners and learning contexts is related to the variable outcome of SLA. Monitor Theory hypothesizes that adults have two independent systems for developing ability in second languages: *subconscious language acquisition* and *conscious language learning*, and that these systems are interrelated in a definite way: subconscious acquisition appears to be far more important (Krashen 1). Monitor Theory consists of five interrelated hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis. The acquisition-learning distinction is the central and the most important hypothesis in Monitor Theory. We will further discuss only this hypothesis.

#### ***Acquisition-Learning Hypothesis***

Krashen maintains that acquisition and learning, constructs within the theory are two separate ways of gaining knowledge. Once gained, these types of knowledge are stored separately. Acquisition takes place naturally and outside of awareness; it emerges spontaneously when learners engage in normal interaction in the L2, where the focus is on meaning. Neither instruction nor the intention to learn is necessary. (VanPatten and Williams 25). The theory claims that learners draw on

acquired unconscious knowledge in spontaneous language use, and in this regard, Krashen would argue, SLA is much like first language acquisition. According to Krashen, language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding (1).

Learning, conversely, involves gaining explicit knowledge about language such as its rules and patterns. It occurs when the L2 is the object, but not necessarily the medium, of instruction. Gaining and using this knowledge are conscious and effortful processes that are undertaken intentionally. For Krashen, conscious language learning, is thought to be helped a great deal by error correction and the presentation of explicit rules (2). The crucial and most controversial part of the distinction according to VanPatten and Williams is that these two knowledge stores - the acquired system and the learned system - can never interact; that is, knowledge that is learned may not be converted into acquired knowledge via some kind of practice and become available for spontaneous use. For this reason, Monitor Theory is referred to as a non-interface theory. This is why learners may “know” rules; that is, they may be able to articulate them but may nevertheless be unable to use it in spontaneous production. Conversely, a learner may use a structure accurately and spontaneously yet be unable to verbalize the rule for its use. According to Krashen:

The fundamental claim of Monitor Theory is that conscious learning is available to the performer only as a Monitor. In general, utterances are initiated by the acquired system - our fluency in production is based on what we have “picked up” through active communication. Our “formal” knowledge of the second language, our conscious learning, may be used to alter the output of the acquired system, sometimes before and sometimes after the utterance is produced. We make these changes to improve accuracy, and the use of the Monitor often has this effect (2).

### **Linguistic interference**

Linguistic interference is a phenomenon resulting from contact between two or more languages. It is the influence exerted by one language system on another. It is mainly the transfer of structures from the previously acquired language(s) to the target language that causes interference, most of which involves contact between the mother tongue and/or a second language and another language (Ezeodili 52). Mackey cited by Abdulghani (2) defines this phenomenon very simply: “interference is the use of elements belonging to one language while speaking or writing another”. According to Ameer, interference is a linguistic phenomenon, it is the error caused by the invention of structures from one language into another, or it is the mixing of two different languages unconsciously by a bilingual speaker (7). According to him, there are three types of interference - phonetic, lexical and grammatical. According to Hamars and Blanc, interference is: “Learning problems in which the learner most often unconsciously and inappropriately transfers elements and features of a known language into the target language” (452). This phenomenon of interference is a product of bilingualism. Sometimes the second language already acquired by the learner interferes in a positive and/or negative way with the learning process. This implies that structures from the language(s) already acquired are introduced into the target language system. In the same vein, Dubois et al note that “interference occurs when a bilingual subject uses a phonetic, morphological, lexical or syntactic feature characteristic of language B in target language A”

(252), while Solís defines linguistic interference as “when the learner's previous linguistic background filters into the individual's performances when learning a second language” (20). On the same subject, Lindqvist indicates that this linguistic interference corresponds to “contact between all the languages available to the speaker” (13).

### **Empirical framework**

The field of second language acquisition is one in which there has been a great deal of research over the years, aimed at improving the teaching-learning process. As earlier stated, when learning a second or foreign language, the learner is always influenced by the language or languages already acquired. This is due to the similarities and/or differences between the languages in question. Sometimes the challenges encountered by the learner stem from the similarities or complexities in the grammatical, morphological or phonological aspects of the foreign or second language being learnt.

Firstly, in a bid to clarify the classification or categorization of the verbal adjective, present participle and gerund, Halmøy in his article *A propos de l'adjectif en -ant, dit “verbal”* stated that grammarians traditionally classify the three *-ant* forms in French - *gérondif*, (gerund), *participe présent* (present participle) and *adjectif verbal* (verbal adjective) - in the same chapter, under the title “*formes verbales en -ant*”. However, he believes that if the *participe présent* and *gérondif* are indeed verbal forms, it seems to him that the adjective ending in *-ant* is a pure and simple adjective. As far as the present participle and the verbal adjective are concerned, he stated that they are two different classes of words, one, the present participle, being a verbal form, belonging to the inflection of the verb, in the same way as the future tense or the infinitive, the other “verbal” adjective being a form (often but not necessarily) derived from the verb. The difference between the present participle and the verbal adjective is a difference between inflection and derivation. The article was a kind of plea to grammarians to stop treating these forms together. He further stated that the verbal adjective is verbal only in its root and from a synchronic point of view, it behaves like other adjectives and should not be included in the chapter of verbal forms.

Kellgren in 2014 carried out a research titled: *Le participe présent et l'adjectif verbal : Une étude contrastive française – suédoise*. In this study Kellgren analyzed the present participle ending in *-ant* and the verbal adjective ending in *-ant*, *-ante*, *-antes*, *-ants* and their Swedish equivalents. The objective of the study was to find out what distinguishes the present participle from the verbal adjective in terms of their form, meaning and syntax, and how these two forms are translated from French to Swedish. The study found out among other things that, the present participle in French is a circumstantial complement of manner. It can also be found as an epithet and then corresponds to a relative subordinate. As a predicate, it corresponds to the verbal adjective in Swedish. The present participle followed by a prepositional phrase corresponds to the inchoative construction *börja* + infinitive in Swedish. The French present participle in apposition is equivalent in Swedish to a main proposition, a nominal, a pronominal, an emphatic phrase or a coordinating conjunction. It equally discovered that in Swedish, the present participle is equivalent to a number of verb forms, including progressive forms, inchoative forms and pseudo-coordinations. The form *aller* + present participle can, apart from progression, also indicate an action that will take place in the future and the corresponding Swedish form is then *bli* + adjective followed by a time complement. As far as progression is concerned, there is also a verbal locution followed by an adjective, which in Swedish is equivalent to *bli* + adjectival phrase. Then there is the Swedish construction *komma*

+ present participle, then the pseudo-coordination which in French is presented as a detached present participle, i.e. in apposition.

Royle and Valois carried out a study on the acquisition of French adjectives in Quebec French. The study aimed at shedding light on the acquisition of concord in French and provided insight into linguistic theoretic and psycholinguistic models of language acquisition. The structure of interest was adjectives in the complex noun phrase (also called the Determiner Phrase or DP). Spontaneous and elicited speech data were gathered from a cross-sectional study of 32 French-speaking children aged 3–5 years. It was observed that errors in French variable adjectives are produced in the early acquisition stages, especially in the context of feminine colours.

In A study on the uses of the French verb forms ending in *-ant* and the English forms ending in *-ing*, Duffley finds out that the English uses are far more varied than the French. The French form, which has one special substantive use, is found in all of the adjectival categories except that of the prepositioned attributive adjective, and has a single adverbial use. The English form is found in all the substantive and adjectival categories of usage and three adverbial categories. Additional variation is found in written versus spoken usage. It is suggested that the differences in usage between the two languages' forms may contribute to differences in images of events presented in the languages.

Awa and Ezeodili, carried out a research titled *le participe présent français: problèmes d'emploi pour les apprenants anglophones du français langue étrangère*. The aim of the study was to identify the difficulties encountered by English-speaking learners of French as a foreign language in learning the French present participle in relation to the verbal adjective and the gerund, in order to propose solutions. The study found out that there was no much difficulty for the learners in making a distinction between the present participle and the gerund. Rather the difficulties were visible in the distinction between the present participle and the verbal adjective. Among these thorny aspects were the problem of agreement and spelling.

### **Method of data collection**

This descriptive study is based on data collected during a survey of university students' undergraduate examination on grammar: FRE 221 – Advanced French Grammar I in the department of Modern European Languages, Faculty of Arts, Nnamdi Azikiwe University, Awka Anambra State, Nigeria. These students are 80 in number; second year Anglophone learners of French as a foreign language. The students were tested on several aspect of the French grammar among which were 10 compulsory questions bothering mainly on the use of French verbal adjectives and some on French present participle. The researcher carefully identified the errors associated with use of verbal adjectives in order to determine the different areas of difficulties for the learners.

### **Data analysis**

The analysis is presented in the table below. The table present a sample of the questions that were asked during the examination, the errors committed, the percentage of the right and wrong responses and the correct answers. During the examination this instruction was given: *Écrivez l'adjectif verbal ou le participe présent correspondant à l'infinitif entre parenthèses*. (Write the verbal adjective or present participle corresponding to the infinitive in brackets.)

Table 1: Analysis of the responses

Sn	Question	Wrong response	Correcte response	Remark
1.	Si vous voulez nous convaincre, utilisez des arguments ( <b>différer</b> )	Si vous voulez nous convaincre, utilisez des arguments <b>différent</b>	Si vous voulez nous convaincre, utilisez des arguments <b>différents</b>	Verbal Adjective
		<b>55%</b>	<b>45%</b>	
2.	Les élèves ( <b>négliger</b> ) échouent souvent aux examens.	Les élèves <b>négligent</b> échouent souvent aux examens.	Les élèves <b>négligents</b> échouent souvent aux examens.	Verbal adjective
		<b>65%</b>	<b>35%</b>	
3.	C'est une question ( <b>intéresser</b> ) tous les sportifs	C'est une question <b>intéressante</b> tous les sportifs	C'est une question <b>intéressant</b> tous les sportifs	Present participle
		<b>68%</b>	<b>32%</b>	
4.	Les élèves ( <b>négliger</b> ) leur travail ont échoué à l'examen.	Les élèves <b>négligents</b> leur travail ont échoué à l'examen.	Les élèves <b>négligeant</b> leur travail ont échoué à l'examen.	Present participle
		<b>70%</b>	<b>30%</b>	
5.	Jean est veilleur de nuit, c'est une tâche bien ( <b>fatiguer</b> )	Jean est veilleur de nuit, c'est une tâche bien <b>fatigant</b>	Jean est veilleur de nuit, c'est une tâche bien <b>fatigante</b>	Verbal adjective
		<b>58%</b>	<b>42%</b>	
6.	C'est une attitude très ( <b>provoquer</b> )	C'est une attitude très <b>provoquante</b> <b>84%</b>	C'est une attitude très <b>provocante</b> <b>16%</b>	Verbal adjective
7.	Monsieur François ont des filles ( <b>provoquer</b> ) toujours le désordre	Monsieur François ont des filles <b>provoquantes</b> toujours le désordre	Monsieur François ont des filles <b>provoquant</b> toujours le désordre	Present participle
		<b>60%</b>	<b>40%</b>	
8.	la semaine ( <b>précéder</b> ) nous sommes allés au cinéma	la semaine <b>précédante</b> nous sommes allés au cinéma	la semaine <b>précédente</b> nous sommes allés au cinéma	Verbal adjective
		<b>85%</b>	<b>15%</b>	



9.	Les enfants écoutaient, les yeux ( <b>briller</b> ) de plaisir.	Les enfants écoutaient, les yeux <b>brillants</b> de plaisir.	Les enfants écoutaient, les yeux <b>brillant</b> de plaisir.	Present participle
		<b>64%</b>	<b>36%</b>	
10.	Le directeur parle d'une manière ( <b>menacer</b> ) aux employés.	Le directeur parle d'une manière <b>menacante</b> aux employés.	Le directeur parle d'une manière <b>menaçante</b> aux employés.	Verbal adjective
		<b>60%</b>	<b>40%</b>	

### Findings

From the analysis so far, we can see quite clearly the negative transfer of linguistic facts emanating mainly from the second language - English. The first thing we notice is the structure of agreement between the verbal adjective which is a simple descriptive adjective and the noun, wrongly rendered in the target language. This can be attributed to the fact that the adjective remains invariable in English whereas it must agree in gender and number with the noun in French. That is why we have answers like *\*si vous voulez nous convaincre, utilisez des arguments différent* instead of *si vous voulez nous convaincre, utilisez des arguments différents* and *\*Jean est veilleur de nuit, c'est une tâche bien fatigant* instead of *Jean est veilleur de nuit. C'est une tâche bien fatigante*.

An observation was also made in the area of spelling. It was observed that students have not yet mastered the spelling of some verbal adjectives, which differ in spelling from the verbs from which they are derived. For example, *\*c'est une attitude très provoquante* was given as an answer in several occasions instead of *c'est une attitude très provocante*. This is also seen in the wrong response *\*la semaine précédante nous sommes allés au cinéma* instead of *la semaine précédente nous sommes allés au cinéma* and *\*Le directeur parle d'une manière menacante aux employés* instead of *Le directeur parle d'une manière menaçante aux employés*.

We equally found out that students are not yet able to distinguish between the functions of the present participle and the verbal adjective, that is to say their role in a sentence. For instance *\*c'est une question intéressante tous les sportifs* was given as an answer by the majority, instead of *c'est une question intéressant tous les sportifs* and *les enfants écoutaient, les yeux brillants de plaisir* instead of *les enfants écoutaient, les yeux brillant de plaisir*. This can be attributed to the fact that the students still lack a better understanding of the verbal adjective.

Summarily, our findings show that majority of the students still find it difficult in the use of the French verbal adjective, but in comparison between the French verbal adjective and present participle, the percentage of failure was higher in the use of the verbal adjective. This implies that French verbal adjective is more problematic to them. These challenges stem from problem of linguistic interference, agreement, spelling and distinction between the functions of the French verbal adjective and that of present participle.

### Conclusion

From our findings and analysis, it is obvious that the second year students of the Department of Modern European Languages, Nnamdi Azikiwe University still encounter many grammatical

difficulties in the use of the French verbal adjective caused by negative transfer from the second or foreign language already acquired, the lack of understanding of the grammatical structures of the French language, linguistic interference, agreement, spelling and distinction between the functions of the French verbal adjective and that of present participle. We believe that numerous follow-up exercises are needed to deal with errors in a more concrete way. An important place in teaching should also be given to the conscious exposure of these learners to the French grammatical structures in relation to that of English. In addition, modern teaching methods via the use of technological devices and more frequent in-class exercises are recommended. We also suggest that a foreign language class should not be over populated. Having 80 students learn under one lecturer will definitely limit the effectiveness of any teaching method the lecturer adopts. The teacher-student ratio should be such that the teacher will be able to pay close attention to every student. Lastly, training and retraining of foreign language teachers cannot be over emphasized as it helps them to be better equipped both professionally and academically.

### Works Cited

- Abdulghani, Al-Hajebi. « L'interférence de l'anglais sur le français chez les apprenants canadiens du français langue seconde interférence ». *Recherches en didactique des langues et des cultures*, no.16-2, 2019.DOI : <http://doi:10.4000/rdlc.6788>.
- Ameur, Chaima. *L'impact des interférences linguistique entre le Français et l'Anglais sur les productions écrites des apprenants de FLE : Cas de 4ème année moyenne*. 2020. Université Mohamed Boudiaf - M'sila, Thèse de master.
- Awa, Chukwudi and Scholastica Ezeodili. "Le participe présent français : problèmes d'emploi pour les apprenants anglophones du français langue étrangère". *Ideal International journal of Igbo Scholars Forum, Nigeria*. Vol 13, No 1, 2020, pp. 155-170.
- Cazanove et al. *Grammaire et expression 3<sup>e</sup>*. Edition Nathan. Paris: 9 rue Méchain, 1999.
- Dubois, Jean et al. *Dictionnaire de Linguistique et des sciences du langage*. Larousse, 1994.
- Duffley, Patrick. *Les emplois du participe présent en français et en anglais (The Use of the Present Participle in French and in English)*. Laval Univ., Quebec (Quebec). Centre International de Recherche sur le Bilinguisme. 1985.
- Ezeodili, Scholastica. « Interférence linguistique dans la production écrite des apprenants du français langue étrangère – cas des étudiants de NnamdiAzikiweUniversity, Awka ». *International Journal of Arts and Humanities (IJAH)*, vol. 8, no.3, 2019, pp. 51-60.
- Eunson, Baden. *C21communicating in 21<sup>st</sup> century*. 4<sup>th</sup> edition. 2020
- Grevisse, Maurice. *Le bon usage*. Gembloux: Duculot, 1936.
- Halmøy, Odile. "A propos de l'adjectif en -ant, dit "verbal"". *Revue Romane* 19 1 1984.
- Hamars, J.et Blanc, M. *Bilinguisme et bilinguisme*. Margada, 1983.
- Kellgren, Jacqueline. *Le participe présent et l'adjectif verbal Une étude contrastive française – suédoise*. Göteborgs Universitet, 2014.
- Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon Press Inc., 2002
- Lagane, René. *Difficultés grammaticales*. Larousse, 2004.
- Le Petit Larousse Illustrée* 2009. France : Larousse, 2008.
- Lindqvist, C. *L'influence translinguistique dans l'interlangue française : Étude de la production orale d'apprenants plurilingues*. Cahiers de la Recherche 33, Intellecta Docusys, 2006.

Royle, Phaedra and Daniel Valois. *Acquisition of Quebec French adjectives as revealed by elicitation data*. Université de Montréal

Solís, E.G. *A case of syntactic interference: overgeneralization of the reflexive structure in English into cases of the pseudo-reflexive in Spanish-by-Spanish speakers learning English as a second language*. 1980. University of Kansas, Master's dissertation.

VanPatten, Bill and Jessica Williams. *Theories in Second Language Acquisition, an Introduction*.

## APPENDIX: Examination questions used as instrument for data collection

**NNAMDI AZIKIWE UNIVERSITY, AWKA**  
**FACULTY OF ARTS, DEPARTMENT OF MODERN EUROPEAN LANGUAGES**  
**2022/2023 FIRST SEMESTER EXAMINATIONS**  
**FRE 221: ADVANCED FRENCH GRAMMAR I 2 HRS Cr: 2**

### SECTION A

**Consigne: Répondez a toutes les questions**

#### 1. Mettez le texte au passé (le passé composé et l'imparfait)

Très tôt le matin, mon fils me **rencontre** et comme d'habitude, il **est** de mauvaise humeur. Il **prend** son petit déjeuner sans rien dire. Comme d'habitude il **a** son écouteur sur ses oreilles et il **porte** des lunettes bleues. Il **est** comme un musicien. À dix heures, il **quitte** la maison pour rendre visite à un de ses amis. Il **fait** froid et il **pleut** légèrement. Mais heureusement mon fils **a** son pulllover. Il **porte** aussi un pantalon. Je lui **donne** un parapluie mais il **refuse**. Je lui **dis** : « si tu tombes malade, c'est à toi de te prendre soin ».

#### 2. (A) Écrivez le participe présent ou l'adjectif verbal correspondant à l'infinitif

1. Si vous voulez nous convaincre, utilisez des arguments ..... (différer)
2. Les élèves ..... échouent souvent aux examens. (négliger)
3. **C'est une question ..... tous les sportifs (intéresser)**
4. Les élèves ..... leur travail ont échoué à l'examen. (négliger)
5. Jean est veilleur de nuit. C'est une tâche bien ..... (fatiguer)
6. C'est une attitude très ..... (provoquer)
7. Monsieur François ont des filles ..... (provoquer) toujours le désordre
8. La semaine ..... (précéder) nous sommes allés au cinéma
9. Les enfants écoutaient, les yeux ..... (briller) de plaisir.
10. Le directeur parle d'une manière ..... (menacer) aux employés.

**(B) Mettez la phrase dans les 8 temps de l'indicatif : Elles partent en vacances**

#### 3. Mettez les phrases au temps ou mode indiqué

1. Elles font le devoir le soir (**conditionnel présent**)
2. J'ai vécu au pays francophone (**futur simple**)
3. Monsieur François ont des filles qui provoquent toujours le désordre (**participe présent**)
4. Ils voudraient voir le médecin (**passé composé**)

5. Mes parents seront les premiers à venir (**imparfait**)
6. Mademoiselle Pauline sort de la classe à midi (**plus-que-parfait**)
7. Il a fallu dormir au moins 8 heures par jour (**présent**)

## SECTION B

**Consigne : Répondez à toutes les questions**

### 1. Mettez les verbes entre parenthèses au Subjonctif présent

#### A. Expressions de l'émotion

- i. Maman ne veut pas que nous (sortir) ..... avec François ce soir
- ii. Le chef aimerait que vous (être) ..... à l'heure demain.
- iii. Nous sommes étonnés qu'il (connaître) ..... le meurtrier
- iv. Jacques est furieux que tu (porter) ..... toujours ses chemises
- v. Je serais heureux qu'elle (obtenir) ..... une bonne note

#### B. Expressions impersonnelles

Vous trouvez du travail. Il est obligatoire – Il est obligatoire que vous trouviez du travail

- i. Ta sœur vient demain. C'est impossible.
- ii. Elles ne font pas d'effort. C'est dommage.
- iii. Nous allons au cinéma avec Papa. Il est certain.
- iv. Vous vous mariez cette année. Il est possible.
- v. Je finis mes devoirs avant de jouer. C'est nécessaire.

#### C. Le subjonctif avec des conjonctions de subordination composées

- i. Le professeur explique la leçon pour que nous la (comprendre) ..... bien.
- ii. Monsieur James ne vient pas en classe jusqu'à ce que vous (effacer) ..... le tableau noir.
- iii. Les enfants boivent du lait afin qu'ils (pouvoir) ..... vite grandir.
- iv. Je peux deviner le mot pourvu que tu le (définir) .....
- v. Les étudiants font leurs devoirs de peur que le professeur les (punir) .....

### 2. Répondez aux questions selon le modèle ci-dessous

(Nous, chanter) ..... pour le roi ! Il a vaincu tous nos ennemis.

Chantons pour le roi ! Il a vaincu tous nos ennemis.

Ne chantons pas pour le roi ! Il a vaincu tous nos ennemis.

- i. (Tu, descendre) ..... de l'escalier tout de suite ! C'est dangereux.
- ii. (Vous, embellir) ..... bien cette robe ! C'est pour la femme du gouverneur.
- iii. (Nous, aller) ..... acheter des bonbons avant que maman rentre du marché !
- iv. (Tu, se dépêcher) ..... ! Nous sommes déjà en retard.
- v. (Vous, saisir) ..... ses documents ! Ce sont tous des faux.