

UNIVERSITY OF EDUCATION, WINNEBA

**INVESTIGATING ERRORS IN ENGLISH TENSE AND
ASPECT IN THE WRITING OF WULUGU SENIOR HIGH
SCHOOL STUDENTS**

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ENGLISH AS A SECOND LANGAUAGE (TESL)**

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DECLARATION

Candidate's Declaration

I, **ADAM ISSAH**, declare that this project with the exception of quotations and references contained in published works which have all been identified and acknowledge, is entirely my own original work, and has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines on supervision of Project Report laid down by the University of Education Winneba.

Supervisor's Name: Dr CHARLES OWU-EWE

Signature:

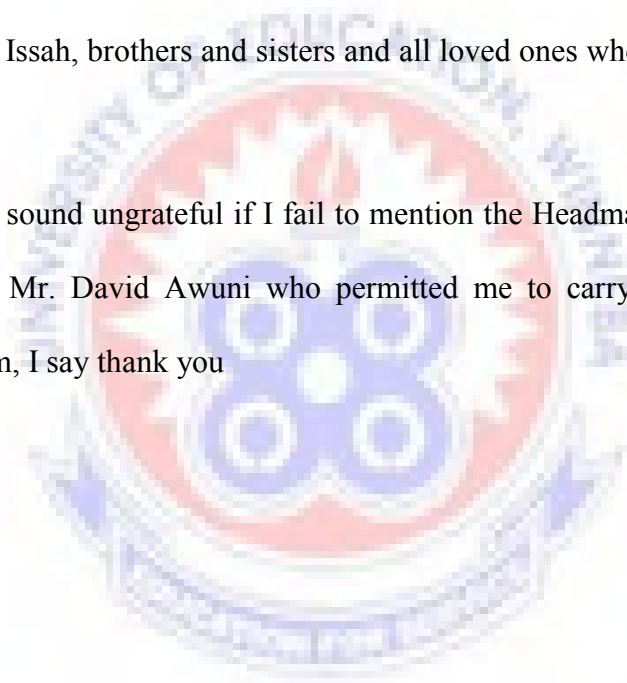
Date:

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Finally, I will sound ungrateful if I fail to mention the Headmaster of Wulugu Senior High School, Mr. David Awuni who permitted me to carry out this study in the school. To him, I say thank you



DEDICATION

This work is dedicated to my caring mother, Alhassan Abiba and my dear wife Issah Latifa. But for your support, love and care, I would not have reached this far.



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ABSTRACT

This research sought to find out the problems of tense and aspect usage among the Wulugu Senior High Schools students which are in the West Mamprusi District of the Northern region of Ghana. The study, which focused on the problems of students using appropriate tense and aspect in writing, was conducted on the students in two forms. The instrument used was observation. The study reveals that students in Wulugu Senior High School had serious problems in using correct tense when writing. Regarding when to use simple tense and when not to use these simple tense, when to use simple aspect and when not to use simple aspect was a problem in Wulugu Senior High School. Some of the identified causes of these problems include the wholesale promotion of students by the policy makers irrespective of performance, students' inability to match perfectives, differentiate between a tense and an aspect and teachers inability to use appropriate method to teach tense and aspects contributed to students poor academic performance in the examination. Suggested strategies to these problems include the communicative approach to language teaching, use of language games, process writing and students centered activities among others will help improve students' composition writing skills in the classrooms.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the background to the study, statement of the problem, purpose of the study, significance of the study, research questions, objectives of the study, Delimitation and organization of the study.

1.1 Background of the Study

The continuous learning and teaching of the English language throughout the world today is due to the fact that English is the most widely used language among thousands of students in the world. In Ghana for instance, English language plays a very crucial role as far as communication is concerned. For instance, English is used in the following areas; English is learnt and taught in the formal education setting. It is the official language in institution law court, local and the government. It is also the language of the media and English is a unifying force between educated speakers of different ethnic groups who speak different language. Also, English is the administrative and other official business language in Ghana, that is, English is the language of commercial and industrial organization.

In spite of the important role English plays in the socio-economic development of Ghanaians, there have been several complain that the standard of English at all levels of education is drastically falling. Every now and then teachers, examiners, parents and others who are concerned with the state of English language in Ghana complain of falling standards. In the absence of systematic investigation, one is tempted to dismiss these complaints as unsubstantiated. However, lately the researcher has seen and read from other writers to make him appreciate the arguments from the other side.

This came to light when the researcher had the opportunity to mark the scripts of Wulugu Senior High school Form Two and One students in the Northern region. In fact, many of the sentences deviated so widely from the educated usage that they no longer make sense or read like English. Most of these errors were inappropriate use of tense and aspect. Tense refers to the absolute location of event or action in time, either the present or past. It is marked by an inflection of the verb. Aspect refers to how an event or action is to be viewed with respect to time, rather than to its actual location in time. This inappropriate use of tense and aspect does not only occur in the writings of students but also in their spoken language.

Dolphyne (1995) has discussed in diverse ways, the written and spoken problems English speakers faced from the various institutions. Various suggestions have been made by authors on how these problems can be addressed. For instance, University of communication and study skills. The main aim is to help improve the spoken and written English of first year University students who are products of Senior High Schools. Given the extent to which English is used in Ghana, there is really the need to make conscious efforts to ensure that the correct English is spoken and written by the people of Ghana, especially students.

1.2 Statement of the Problem

Recently, there have been some concerns raised by some citizens about the poor performance of students in English as a second language in the West Africa Secondary School certificate examination (WASSCE). It is in line with this that several researchers have conducted investigation into and it has uncovered students' poor usage of English in certain aspects. Notable examples include Edu-Buandoh (1997), & Agor (2003). Edu-Buandoh (1997) looks at general errors that students

make in English and subsequently grouped concord errors as singular subject with plural verb, plural subject with singular verb and concord errors involving tense, Agor (2003) looks at concord errors of teacher trainees and in the process identifies some tense errors.

It is evident that this low performance of students does not attribute to inappropriate teaching methodologies but also students' poor attitude towards English or misconception about the subject. In fact, teaching of any subject including English will be effective if lessons are devoid of instructor dominance. This presupposes that learner centered method is ideal in teaching especially in the basic and second cycle institutions. Most students wrongly perceived English as neither reading nor working subject. As such failed to read English like any other subject. Tense and aspect errors manifest in students essays which needed to be dealt with or curtailed as early as possible. It is inconsonance with this that the investigator intends to carry out this research work on tense and aspect problems in students writings.

1.3 Purpose of the Study

This study will basically look at some problems associated with the use of tense and aspect in English language among students of Wulugu Senior High School. The study will also look at some possible strategies that will assist students of Wulugu Senior High School to mark tense and aspect appropriately.

1.4 Objective of the Study

The study seeks to:

1. Find out the causes of poor performance of students in tense and aspect errors in English language.
2. Provide effective strategies that can be used to solve these tense and aspect errors.
3. Discuss the effects of poor tense and aspect errors in their writing and speaking in English language.

1.5 Research Questions

In an effort to achieve the aims and objectives of the study, I wish to consider the following research question:

1. What are the causes of tense and aspect errors that students commit at Wulugu Senior High School?
2. Which effective strategies can be employed in dealing with these problems?
3. What are the effects of poor tense and aspect errors in students writing and speaking?

1.6 Significance of the Study

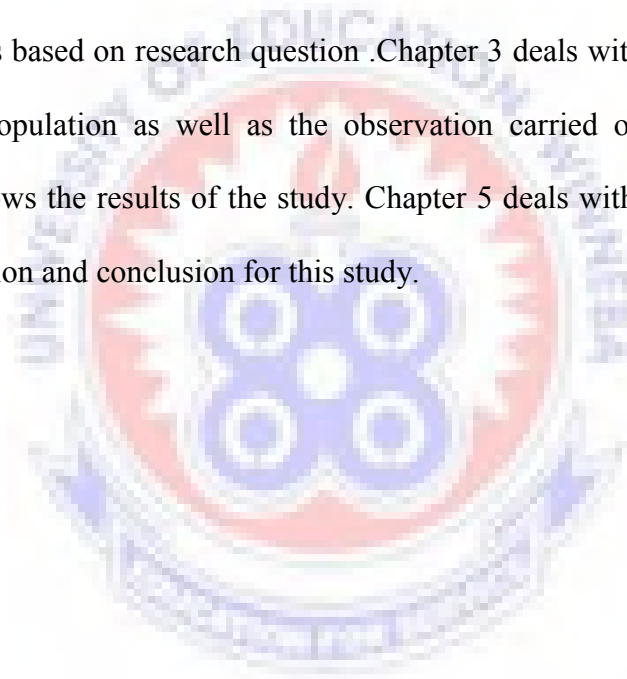
The study will assist students of Wulugu Senior High students to use tense and aspect accurately both in spoken and written English, the study will be served as a source of literature for other researchers in the study of grammar. Teachers can also rely on this study when teaching.

1.7 Delimitation of the Study

The study is carried throughout the Mamprugu Senior High Schools, but due to time and resource constrains, the study covers only first and second year students in the Wulugu Senior High School which is in the Northern region of Ghana.

1.8 Organization of the Study

The study is organized in five chapters. Chapter 1 deals with introduction, background, diagnoses purpose, objective, significance, research question, delimitation and organization. Chapter 2 involves with the review of the literature by the authorities based on research question .Chapter 3 deals with the methods to select the sample population as well as the observation carried out to solve the study. Chapter 4 shows the results of the study. Chapter 5 deals with suggestions, findings, recommendation and conclusion for this study.



CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the topic under discussion. It looks at the relevance of literature to this study and the specific directions it can give to the researcher with regards to the analysis of data, as well as findings and recommendations. The following are examined; Introduction, definition of tense, the views of the authorities on tense, types of tense, possible areas where students tense problems rest, definition of aspect, the views of the authorities on aspect, types of aspect, possible areas where students aspect problems rest, why do teachers find it difficult to teach tense and aspect, how can the problem be solved

2.1 Tense

Tense is related to time, and time refers to when an action takes place. It expresses the time that an action occurs in relation to the moment of speaking (Cowan, 2008) and (Salabery & Shirai, 2002), posit that tense is a deictic category that places a situation in time with respect to some other time, usually moment of speech. Tense has three dimensions, present, past, and future (Cowan, 2008), According to Comrie (1985), time itself does not provide any landmarks in terms of which one can locate situations. He further argues that if time had a beginning, we do not know where that beginning was so we cannot locate anything else relative to that beginning.

Comrie (1985) defines tense as grammaticalised expression of time, finite verb construction almost always indicate time reference, the fact that tense are grammaticalised category means it requires morphological marking which implies that time reference which is not morphological marked cannot be called tense. To

(Comrie, 1985) English has only two tenses, present and past, since they derive from a morphological word formation of the base verb. Future is a periphrastic expression of time reference that is future time reference is conveyed through syntactic means that is separate words, to express the same grammatical relationship as inflections. Bearing in mind that future reference has a modal character, since a prediction of future event is always a difficult thing to do. The English tense system can be viewed as binary, consisting of past and non past.

Lyons (1977) defines tense as a category that grammaticalised the relationship which holds between the time of the situation that is being described and the temporal zero point of the deictic context. Fleischman(1982) says that tense is a deictic category of grammar whose primary function is to mark sequence of events in direct or indirect relation to temporal zero point which is the moment of speech event. Both Lyons and Fleischman consider the temporal zero point (moment of speech) as the principal reference point in expressing time grammatically.

Tenses are also described by their number of parts. For example, a tense with only one verb is called a simple tense. In contrast, a tense comprising two forms, the auxiliary verb and the participle is referred to as a compound tense.

2.1.1 The Views of Authorities on Tense

Quirk & Greenbaum (1974), Afolayan & Tomori (1977) and Quirk (1990) are of the views that English tense is used to express time. They see time as a universal non-linguistic concept which can be expressed using verb tense. They also posit that tense verb forms help one to understand the correspondence between the form of the verb used and the concept of time. Here, time is seen in three divisions: present, past and future and these are expressed respectively using the various verb forms

chronologically. Each of these grammarians identifies the verbal group as the principal system. They also opine that the three indicators of tense (past, present and future) are realized by changes in the verb form to match the time concept rather than application of rules of tense formation concept which can be expressed using verb tense.

According to Sey (1973), a single grammatical error in a speech of a public speaker even if it is immediately corrected is an almost indelible stigma on his image. This is a very crucial statement for every learner of English. A learner of English language must learn the tense and aspect of grammar in English language, so that it can enable the individual to speak and to write well in his or her daily life activities. It is an undeniable fact that several research works have been carried out on this same studies or related study before. In order to make this distinct from those ones it is necessary to know how they conducted theirs and possibly what they could not cover due to certain constrains and then get the insight on what to do. As such some of these researchers were identified as), Comrie (1985), Yule (2000), Letourneau (2001), Leech (1997), Harligh (2004) and Downing and Lock (2006).

Letourneau (2001) makes a distinction between tense and time. Letourneau views time in relation to three different perspective thus, present, past and future. Each of this is defined with reference to time at which a speech time is made. Present time refers to the present moment at which a speech is made. Past time refers to the time prior to the speech time. The future time refers to what will take place after the speech time.

Leech and Starvik (2002) states that tense and aspect relate to the happening described by the verb in relation to time in the present, past and future. They further

point that there is a close gap between the verb and time and the way tense affects the verb will determine if the event took place in the past, present or future. There are two tense in English which includes present tense and past tense. Example:

I want a car (present)

I wanted a car (past).

Tense is marked morphologically example we want a car (zero morph) and she wants a car (-s morph) for the third person singular.

Downing and Lock (2006) defined tense as the grammatical expression of the location of event in time. It anchors an event to the speaker's experience of the world by relating the event time to point of reference. Aspect is concerned with such a notion as duration and completion or incompleteness of the process expressed by the verb. English has two aspects, the progressive and the perfect aspects.

According to Comrie (1985:9) "tense is a grammaticalised expression of location in time" (Yule 2000) says that the basic component in the English sentence is the verb and the different tense "which often has to do with the location of a situation in time, and aspect which characterized the way in which a situation is perceived or expressed" Yule too identifies two distinct forms of aspects: perfective and progressive aspects—which make up the verb. The use of modal auxiliary which mostly indicating future, Yule (2000:54) cites the following examples of verbs forms.

Simple present. Example I like yam.

Simple past. Example I liked eating.

Present progressive example I was eating.

Simple future I will pay for it.

Future progressive: I will be paying for it.

Present perfect: I have paid for it.

Present perfect progressive: I have been paying for it.

Past perfect: I had paid for it.

Future perfect progressive: I will have been paying for it.

Review of students tense and aspect errors

Ungrammatical: He said he is sick.

Grammatical: He said he was sick

Ungrammatical: I am having four books

Grammatical: I have four books.

Ungrammatical: who told you that I am the one.

Grammatical: who told you that I was the one.

The ungrammatical statements above illustrate students' inability to identify that in a compound sentence, the verb form in the second clause should agree with the verb form in the first clause. That is, if the verb form in the first clause is past the verb in the second must also be past and vice versa.

Types of Tenses

2.1.2 Present Tense

The simple present can be categorized into three sub-categories: "state present", "habitual present" and "instantaneous present". All the three sub-divisions refer to the

present tense but differ in meaning. The state present is used in instances where human wants to refer to a state in the present without specific time reference that is, .general statements which are timeless, or in other words, everlasting truths Quirk , (1985:), for example two times four is eight and Tom is beautiful. The habitual present is used for actions which are recurring (Quirk 1985) like: **Fati goes to Winneba every weekend**. Finally, the instantaneous present is used if the verb refers to an action which starts and finishes at the same instant of the speech (Quirk 1985), for instance **Azara gives the doctor a smile**.

The present tense according to (Bybee1994) carries no explicit meaning at all; it refers to the default situation from which other tenses represent deviation. Because of its neutral semantics, they argue, the present tense can absorb the meaning inherent to normal social and physical phenomena, and this meaning if described and broken down explicitly consists of habitual occurrence and behavior as well as ongoing states the present tense can be viewed as an aspectual sensitive tense operator that select for the class of state.

The basic meaning of the present tense is the location of a situation at the present moment of speaking, usually situations describe by present tense start before the moment of speaking and may even continue into the future including, but this is an implicature which derives from the context of the verb .The simple present does not explicate anything about the quality of the situation it just locate it at the present moment, thus the simple present tense is neutral to aspects. Utterances like: **“I sing”** make implication about the situation being imperfective, which are however not made explicit. However, the simple present tense has multiple uses, it can be applied to

refer to states, events and present habits as well as to future and past time. The simple present tense can in a way be used in proverbs and geographical statements like;

Honesty is the best policy

Rome stands on the river timber

Present tense can be used to make permanent statement or statements that are likely to remain as they are. For example;

We start classes at 7:30am

Natural issues: for example

The sun rises from the east

Habitual activities as in:

She goes to the market every month

Present issues like:

She eats gari

2.1.3 Past Tense

Huddleston (2008) shows past tense is also known as preterit indicates that the situation happened before the present moment. Based on Svoboda and Kucera (2003) & Greenbaum (1996), the simple past is primarily used to refer to past time, i.e. before the time of speaking or writing an action or series of action that took place at a particular time in the past or a habitual or repeated past action. But, besides this primary use, the past tense has secondary uses. They involve polite inquiries (polite inquiries in past tense are considered to be more tentative or polite than use of present tense) as in. Another use of past simple is in backshifts in the indirect speech. Indirect speech is a sentence reporting what someone has said. There is always a

reporting verb (E.g. said). This reporting verb can be either in the present tense expressing that some one is saying something right now, or in the past tense reporting someone's speech from the past. In this past tense case there is a backshift from direct speech from time of speaking (what someone has said word by word)

The president arrived at 3 o'clock

He suddenly came in the room looked around and then he started to take off his clothes

The basic meaning of the simple past tense is the location of a situation prior to the moment of speaking so as to express past time reference. It is important that there is a temporal gap between the moment in which the utterance is made and the past situation which is referred to. This is usually the reasons to interpret situation describe in the past tense as completed and thus perfective. But strictly speaking this is not the inherent meaning of the simple past, since a statement like; example

Issah was in Winneba yesterday does not make any reference about Issah's current whereabouts.

Additionally, the simple past is aspectual neutral, it does not remark on the internal structuring of a situation, but when it is used with stative verbs it usually implies that the situation still holds, whereas when it is used with activity, achievement or accomplishment verbs it implies that the situation was completed at a certain point in the past, but again these are implicatures.

Past tense is normally used in actions or events that occurred earlier, examples are:

Agnes took the book last week

I was in modern city hotel yesterday

We use past tense to talk about finished actions states or habits in the past, when we have a finished time work (yesterday, last week, at 2 o'clock, in 2003)

We use it with finished actions states or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called details of news.

I have hurt my leg. I fell off the ladder when I was painting my bedroom.

We also used past tense for stories or lists of events, we often use the past simple for the actions in the story and the past continuous for the background. E.g.

He went to a café.

People were chatting and music was playing.

Unreal or imaginary things in the present.

We use past tense to talk about things that are not real in the present or future. So we use it with the second conditional and after words like “wish”

If I won a lottery, I would buy a house.

I wish I had more time

2.1.4 Future Tense

Huddleston (2008) also mentions that some traditional grammarians treat will/shall as a future tense. Whilst they are numerous ways of indicating future time; there is no grammatical category that can be properly analyzed as a future tense. Huddleston (2008) claim that will/ shall is only an auxiliary, not a tense. There are also a few

other construction of expressing the future time, e.g. to be going to, to be about to, to be on the point of, to be due to.

The two most common ways to express future time in the verb phrase are with modal will and its contraction ll and with semi-auxiliary, be going to. Greenbaum (1996). As a proponent of a future tense in English, Kirsten argues that the primary meaning of will, shall and ll plus infinitive is the expression of the future time reference; whilst their modal meaning is only secondary. He argues that the future use of will, shall and ll present future eventualities in an objective way presupposing that the future situation are factual. These arguments are sufficient to establish a formal category of future tense being represented by will, shall and ll plus infinitives. This would establish a basic meaning of the simple future, as examples are;

The future tense is used of actions occurring during the future time as in;

My brother will buy a car next month.

I will sew the cloth tomorrow.

2.1.5 Modals

This is an optional element of the auxiliary. It is not so much concerned with time as with such things as possibility, ability, obligation and condition. However, the form will and shall are sometimes use to refer to the future time.

The modals occur only in the first element of the verb phrase and only at the initial position. As a result, they cannot combine with each other nor can they change positions when combine with other elements of the auxiliary (the perfective and the progressive aspects). The verb following a modal is also not inflected for any form at all. For example;

I will go to school

She must dance to the time

He ought to do the job

2.1.6 Learners problems in tenses

Learners face several difficulties in their attempt to master English tense properly. To Cowan (2008) use of verb forms is one of the two or three most difficult areas for English language learners to master. As a result, learners sometimes make mistakes in the proper use of verbs forms as they attempt to express the time of an event in the English language. The following sentences produced by some learners of English who are in Wulugu senior high school form two. The sentences indicate some potential areas in which they are likely to make errors;

Incorrect when I was entered into the exam hall, I was feeling nervous.

Correct When I entered the exam hall, I was feeling nervous.

Incorrect I was seen and introduced with many unknown students.

Correct I saw many unknown students, and I was introduced to them.

Incorrect Then I was taken lunch.

Correct Then I took lunch.

Then the above learners of English seem to make errors in the formation of past expression; sentence one to three for example, indicate that some learners form past tense using an auxiliary and past participle form of the verb instead of using the past form of the verbs. Therefore, this was an area in which learners were observed to face problems in using verbs to indicate past time. Learners are sometimes found to form expression in which time itself is confused. In the following examples a teacher training college student does not use an auxiliary to indicate whether the action time is

in the present or the past. This may be due to the L1 interference because in Mampruli language a language spoke in the Northern Region, a progressive action does not require any extra auxiliary.

2.1.7 Errors Made in Present Tense

Almost half of the errors occurred with the expressions of present tense. The errors belong to three sub-categories, namely, the simple present where many of the errors occurred in contrast to the progressive present and the present passive.

Many of these errors were made in cases where irregular verbs were used that is, either the students do not have enough knowledge about how these verbs are inflected, or the students are so concentrated on what they are writing that they forget the form of the verb (Köhlmyr 2003). As I have seen it, these types of errors are totally unnecessary and could have been avoided if the teacher had taught grammar explicitly and students had more time to practice grammar.

A third type of error I would like to highlight is the omission of verb as in:

She is one year older to me.

Since verbs have a central role in English the students should not have made errors like this. Students are taught early in their school years that a sentence consists of a subject and a verb. In all cases, the present progressive was replaced by the simple present as in: **“I try to lose some weight.”** As is discussed above, the mix-up between the simple present and the present progressive is predicted to occur in writings.

The only way of helping the students to master the use of the present progressive is through teaching this grammatical area explicitly, for example highlight the different

meanings between the use of the simple present and the progressive present in examples like:

I study English and

I am studying English.

Finally, one of the most interesting case was one where two students have tried to use the present passive, but instead of using the past participle form of the main verbs they have used the present form as in:

This new moped is built for around one hundred kilometers per

In addition, the main verb was irregular and as is discussed above one explanation can be that the students do not master the inflections of these verbs. Another view is that some students know about this form but they do not know how to construct the present passive: a form of **be + past participle**.

2.1.8 Errors made in the past tense

The errors made in the past tense were categorized into four groups, namely, the simple past, the present perfect, the past perfect and the past passive. It is surprising that omission of verb like:

...was Memuna here,

she! to me at

I can't live without you.

There is no acceptable explanation for errors like this to occur in writings by the senior high students. Errors like this occur in some of the second year students in Wulugu senior high school which affect communication between the students and the teachers in the school.eg,

And when she have ride we go home to me again and take it easy

It is interesting that the student managed to use the right tense, but he did not know how to construct the perfect form. However, if the whole verb phrase had been excluded from the investigation, the student would have had a good knowledge in how and when to use this tense even if the present perfect was not frequently used. The same result is found by (Köhlmyr 2003) the past perfect was rarely used in the study and some of the errors made were;

I have had I fight with my teacher

I' had a lots of fights

Joe was runned out of cash

After we had shopping we play football.

These examples indicate that the students do not have enough knowledge in how to construct the past perfect.

2.1.9 Errors made in the future tense

The errors made in the future tense were very interesting from a pedagogical perspective. In nearly half of the cases of expressions of will, the future tense was substituted by the present tense as in:

I can tell you about one time when I were proud over my mum

This student has a huge lack of knowledge in the use of the future tense. However, this phenomenon is not surprising, since the simple present is commonly used in expression of the future tense whereas in English the simple present is used in expressing knowledge.

When it comes to expressing the future tense by means of the construction **be going to**, most of the errors were of the type of using gonna incorrectly as in: **we gonna had a baby together with Gloria.** .

This type of error is interesting, since gonna is a way of substitution **be going to**. The correct way to use gonna is as in: **it's gonna get it much better in the future.** Where a form of be + gonna is used. A conclusion and an explanation drawn from the result is that students have heard, for example in songs and on TV that the word gonna can be used to express the future tense, but they have not been taught explicitly the right way to use it. From my experience, the informal way of expressing the future tense by gonna is not taught in schools. However, (Köhlmyr 2003) found the same type of error where gonna was used without a preceding form of be. Consequently, students made the same types of errors in class as they make at home. It is obvious students have learnt that the future tense can be expressed by gonna and therefore it is most important that the teachers teach grammar explicitly, otherwise errors like this will increase and students knowledge in grammar will deteriorate. Moreover, the students today, listen to music and watch TV where the spoken language is English. This has a great influence on the students' language awareness.

As a result, they make contacts with all kinds of English dialects and if the teachers do not teach grammar explicitly, explain and highlight the differences between spoken and written as well as informal and formal language, the students' knowledge in grammar run the risk of deterioration.

Omission is a recurring type of error, both in my study as well as in (Köhlmyr's 2003), and in some cases expressions of the future tense like; **be going to the students** have omitted **be as in: I !** going to change school to high school. As

mentioned above, this indicates that the students are unsure how to express the future tense. The most likely explanation is that they do not know how to express the equivalent in English.

To sum up, the errors made are of different types. From a pedagogical point of view, some errors are acceptable and can be explained by logical reasons while others are unacceptable at this age. To change, teachers have to change their way of teaching grammar so that the students increase their knowledge in grammar and learn to express themselves in a more correct way.

2.2 Aspect

Aspect concern the different perspective which a speaker can take and express with regard to the temporal course of some event. According to Cowan (2008, p.35) aspects expresses how the speaker view the action of the verb; for example, an action that is seen as bounded and complete is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspects, if seen as repeated; it is iterative, if seen as occurring regularly, it is habitual. The following examples distinguish between tense and aspects; e.g.

1, she is reading now. Present progressive.

2, she has eaten the mango. Present perfect,

Example 1 and 2 are in present tense; yet, we understand the difference between them through aspects, not just base on tense as both are in present time. Hence, in order to understand both the form and the functions, we understand the aspects along with the tense. Flora and Hassan (2012) claim that tense without an aspectual distinction fails to convey the difference in meaning between the two sentences

belonging to the same tense, therefore, aspects is an important as tense in the study of English.

Comrie also classifies aspects as a different ways of viewing the internal temporal constituency of a situation, with which Huddleston largely consent. What all these definitions have in common is the subjective point of view that is attributed to the articulation of aspects. Coming back to Comrie definition of aspect as viewing the internal temporal structures of eventualities, this is a central point setting aspects apart from tense. Tense as mention earlier, is a deictic category, whereas aspects is non-deictic, nonetheless, both tense and aspect, are concern with time. We have two major types of aspects, there are; Lexical aspects and grammatical aspect

2.2.1 Grammatical Aspect

Grammatical aspect is usually expressed through morphological inflection. The prototypical representation of grammatical aspect occurs in where verb can take different forms according to the characteristics of the situations they refer to. The traditional distinction made in between perfective and imperfective aspect, is overtly and morphologically marked. Additionally, the perfective aspect of a verb is the marked, whereas verb that are non-perfective are the unmarked members.

Regarding the meaning of the two aspects, according to Comrie, the perfective aspect takes a position outside of the situation from which the writer/ speaker retrospectively views an eventuality as an entity, therefore no distinction is made into possible phases of the eventuality. Conversely, the imperfective aspect views eventualities from inside and is crucially concerned with the internal temporal structure of the situation, since it can both look backwards towards the start of the situation, and look forwards towards

the end of the situation, indeed it is equally appropriate if the situation is one that lasts through all time, without any beginning and without end.

Hence it can be said that, the imperfective aspect focuses only on a certain point of time a situation occurs, not considering the beginning or the end of a situation.

Comrie points that the meaning of the perfective aspect does not indicate that situations are not durative, but that it is just the effect of viewing a situation from the outside which make a situation seem punctual. However, the distinction of perfective and imperfective aspect does not affect the compatibility of the two; they may co-occur within the same verb phrase (VP) and not contradict each other. In case of a co-occurrence the semantic features of imperfective and perfective aspect supplement each other. Examples are the present perfect progressive and the past perfect progressive, since the progressive aspect contains an imperfective notion and the perfect aspect include perfective notion, as in the following sentences:

Present perfect progressive: Mush Amina a new teacher in Wulugu, who **has been stirring** interest with her special classes.

Past perfect progressive: It was the older woman, who **had been occupying** Mark's large black leather shoes.

Binnick describes the semantic features of the perfective aspect as short duration, resulting from a comparison with the imperfective aspect which suggests a longer period of a situation due to its limited duration.

2.2.3 Lexical Aspect

Lexical aspect refers to the temporal character of the lexical content, hence lexical aspect is not restricted to verb, it also applies to compound expressions. Originally the

lexical aspect referred to secondary meanings of a base verb whose meaning was modified by particles, which stresses the temporal characteristics of verb. Hence, the statement of lexical aspect is in contrast to the grammatical aspect an entirely lexical category is not acceptable without some further remarks. In English it might be true that the lexical aspect is marked by lexical means such as the addition of particles to verbs that emphasize a certain phases

To examine lexical aspect, Cowan (2008) remarks: verb can be classified by the type of act they denote. That is a verb can be classified base on answers to questions such as the following: Does the act have duration? Does it involve change? The resulting properties, called semantic features, make up the lexical aspect of the verb. The basic categories of English verb from this stand point of lexical aspect are stative and dynamic. Stative verb are those that express states or situations rather than action.

2.2.4 The views of the Authorities on Aspects

Allen's (1966) theory of aspect believes that the major aspectual opposition in English language is between the perfective aspect and the imperfective aspect, expressed respectively with the simple form of the verb, and one of the forms of the auxiliary BE plus the ing form of the verb. Indeed, he argues that "If aspect is defined as a speaker's way of "looking at" a Predication, it will be seen that English has only two aspects: INCLUSIVE ASPECT and INTRUSIVE ASPECT (or, to give the two aspects their more customary nouns, perfective aspect and imperfective aspect)" Allen; (1966:219). Thus, to Allen, aspect is basically the formal expression of the speaker's subjective attitude to a given action in the real world. Nevertheless, he is quite aware of the fact that this should not be taken to mean that the speaker always has a free choice as to whether to view a given situation inclusively (perfectively) or

intrusively (imperfectively); rather, in certain contexts, the choice of aspect is to a considerable extent determined by objective facts of meaning, syntax, and expressional emphasis.

Along this line of argument, he defines the meaning or function of the perfective aspect as that of signaling inclusive reference where inclusive reference means reference to the whole of an event, rather than part of it.

While Allen (1966) is fairly certain about the significance of the perfective aspect signaled by the non-progressive forms in English, he seems not to be so certain about the primary meaning or function of the imperfective aspect. Having noticed that under certain circumstances, even the progressive form may represent an action as a whole, Allen modifies his original characterization of the English progressive aspect and argues that since in the opposition Inclusive Intrusive (that is perfective/imperfective) the former has the marked meaning, the latter, that is the Intrusive has no basic meaning, and for that matter where the non-progressive represents an event as a single whole, the progressive forms are often neutral to this meaning, and as such non-committal with respect to completion or non-completion. Therefore, according to Allen (1966) the progressive verb forms do not primarily express the notion of incompleteness, limited duration or any other notions, but rather are often neutral to the marked meaning of inclusive reference signaled by non-progressive verb forms.

Allen's (1966) characterization of the English progressive ("intrusive" in his terminology) aspect, despite being formally the marked member, as the unmarked category of the opposition progressive/non-progressive, marker be... +ing and contends that "The English language uses the present participle to indicate that the event covers a certain stretch of time" and similarly by the fact that Lyons (1977) also

maintains that the progressive term is the marked member of the aspectual opposition progressive/non-progressive: English grammaticalised the distinction between a marked progressive and an unmarked non-progressive. Lyons (1977) unfortunately does not specify the positive meaning of either of the member of the opposition. Nevertheless, Allen's second characterization of the English imperfective aspect is better than many others available in the literature, in that it emphasizes that the essential meaning of the progressive aspect is neither "incompleteness" nor "limited duration".

Allen's (1966) other contributions to aspectual studies derive from his valuable comments on the classification of lexical verbs and/or verb predications into different classes. Allen is quite aware of the fact that the study of lexical verbs in terms of types of action they designate, should be carried out independently of the study of the semantics of morphological or syntactic markers of aspectual oppositions such as perfective vs. imperfective, progressive etc.

According to Lyons,(1977) on a first order level, situations can be divided into static and dynamic situations: "A static situation (or state-of-affairs, or state) is one that is conceived of as existing, rather than happening, and as being homogeneous, continuous and unchanging throughout its duration. A dynamic situation, on the other hand, is something that happens (or occurs, or takes place): it may be momentary or enduring; it is not necessarily either homogeneous or continuous, but may have any of several temporal contours; and most important of all, it may or may not be under the control of an agent."

Dynamic situations are further classifiable into subgroups, depending on whether they are durational or punctual and whether agent-controlled or not. Lyons (1977) calls

dynamic durational situations (i. e. situations that are extended in time) that are also under the control of an agent 'activities', and those agent controlled dynamic situations which are momentary **acts**. But he calls those momentary and durational dynamic situations that are not under the control of an agent **events** and processes respectively. One of the consequences of the categorization of situations into states, processes, events, acts and activities, Lyons points out, is the incompatibility of stativity with progressivity. In English, for instance, stative verbs like **know, have belong, live, contain**, etc. do not normally occur in the progressive aspect.

Smith's account of aspect is not significantly different from its predecessors. First, Smith like many other scholars describes aspect as the speaker/writer's way of viewing a real-world situation: sentential aspect presents a situation (event, state, etc.) from a particular point of view: Smith's unified account of aspect despite being primarily concerned with English aspect can be generalized to account for aspectual structure of English:

Situation aspect involves classification of situations into activities, achievements, accomplishments, and states, viewpoint aspect involves different ways of presenting a given situation. Third, she also characterizes the perfective and imperfective aspect in terms of the notions of a single whole incompleteness endpoints, etc. Finally, she agrees with the other linguists on the number of aspect, that is, she contends that there are only two aspect: the perfective and the imperfective. Thus, English which is the language of her theoretical analysis has only two aspects: Simple Aspect (perfective aspect) and Progressive Aspect (imperfective aspect).

The above similarities between Smith's account of aspect on the one hand, and those of other linguists such as Comrie, Lyons, and Allen, on the other hand, should not

however be taken to mean that Smith has nothing new to say about the grammatical category of aspect. On the contrary, she has the following crucially important new comments to make on the nature of aspect both as a general linguistic category and as a language specific category. The type of the event sentence involved. The variation results from the fact that activities do not have natural endpoints, thus, while activity sentences like;

Mary swam in the pond indicates that the event in question was terminated, accomplishment sentences like **Mary climbed a tree** indicates that the event was completed. In sum, Smith's theory of aspect can be seen as an attempt to bridge the gap between the analyses of the aspects formulated on the basis of the theory of one to- one correspondence between form and meaning.

Comrie's Aspect (1976) is not concerned with aspect of any particular language, but rather with aspect as a part of general linguistic theory (1976), and as such aims at definitions and aspectual theories which are general enough to account for the aspectual structure of any particular language. Comrie's analysis is similar to Allen's in that both scholars define aspect as the speaker/writer's way of looking at a given real world situation, and perfective aspect as the presentation of an event as a whole, and is dissimilar to it in that while Allen's account of aspect is generally based on the theory of one-to-one correspondence between form and meaning, Comrie's is based on that of one-to-many correspondence between form and meaning. Comrie takes the formulation: "aspects are different ways of viewing the internal temporal constituency of a situation" (1976: 3) as the general definition of aspect, and defines the perfective and the imperfective aspect respectively.

Comrie's theory of aspect is based on a one-to-one correspondence between form and meaning. In practice, this is not however the case. One piece of evidence for this is that Comrie actually speaks of the possibility of a given category having more than one meaning, and argues that where a form has more than one meaning it is often the case that one of these meanings seems more central, more typical than the others. In such cases, it is usual to speak of this central meaning as the basic meaning of other meanings as secondary meanings (Comrie's 1976:). In this regard, Comrie's approach to the relation between form and meaning is similar to that of Lyons who maintains that "it would be foolish to suggest that a particular aspect cannot have more than one meaning" (1977).

"In many languages that have a distinction between perfective and imperfective forms, the perfective forms of some verb, in particular of One of Comrie's significant contributions to aspect studies is the illustration of the fact that many of traditional definitions of perfective aspect are simply inaccurate situation that is have ingressive meaning. Comrie's analysis of the ingressive meaning of the perfective forms of these verbs is that "such verbs can in general be either stative or ingressive, it refers to the state or to entry into that markers are rare, and as a result languages use either imperfective or perfective forms to indicate the habitual meaning. Unlike.

Dahl's analysis of aspect as a metalinguistic category is in one respect similar to that of Comrie, namely in that it also rejects the idea of a one-to-one correspondence between form and meaning, and postulates that a grammatical form has more than one meaning, i. e. a primary meaning and a series of secondary ones.

Dahl defines the distinction between the primary and secondary meanings in terms of the notion of 'prototype' or the 'best examples' of a concept or category. In fact, he

argues for an approach in which some of the meaning components of the prototype is more dominant than others, and the secondary meanings are normally those meaning components of the prototype that are not dominant.

Comrie's and Dahl's treatment of aspect also differ from one another in certain respects. One major difference is that while Comrie considers the notion of 'totality' as crucial to the characterization of the perfective/imperfective opposition, "Dahl claims that the key feature is 'boundedness'".

Salkie (1987) criticizes Dahl's definition of the perfective aspect on the ground that it is proposed on the basis of the assumption that 'past' is a secondary feature of this aspect. Salkie's major reason for his criticism of Dahl's definition of the perfective aspect is that there might be languages where perfective does not have this feature.

The other difference between Dahl's and Comrie's characterizations of aspect is revealed where Dahl discusses Comrie's description of the imperfective aspect as "paying attention to the internal structure of the situation". Dahl describes Comrie's definition of imperfective aspect as "a rather cryptic formulation which may be understood in various ways" (1985: 76), and asserts that in a typical case of imperceptivity, e. g. example below, it is not at all clear in what way it could be said that any attention is paid to the internal structure of the situation involved.

John was sitting in a chair.

In other words, he maintains that in example, reference is in fact made to a part of the sitting process that is neither initial nor final rather than to the whole of it, and that such a reference should not be taken to mean that "the whole process --and a fortiori its internal structure-- is relevant" to the interpretation of the utterance in question.

In sum, Dahl's analysis of aspect is not very different from those carried out by Allen, Comrie, Friedrich (1974), etc.. Firstly his definition of perfective (except for the inclusion of the feature of 'boundedness') is more or less identical to that of Comrie. Secondly, his characterization of PROG as indicating that the activity denoted by the verb is on-going is not very novel, as it has been offered before by other scholars. Nevertheless, his observation that Comrie's formulation of imperfective aspect is ambiguous is extremely valuable, as it calls for a more acceptable characterization for the category of imperfective.

Bache's general theory of aspect is in practice based on two major assumptions: (a) neither the theory of a one-to-many correspondence between form and meaning nor that of a one-to-one correspondence between form and meaning is tenable as far as the aspectual systems of individual language is concerned, (b) tense and aspects their strong ties with one another are autonomous categories. In order to formulate acceptable specifications for the perfective and imperfective aspect, Bache first distinguishes four different types of constructions.

Bache proposes that the 'basic meanings' of the aspects should be defined on the basis of the analysis of [-distinctive] constructions, that is on the basis of constructions where the perfective-imperfective opposition appears in its purest.

Bache calls the 'basic meanings' of the aspects resulted from the study of [-distinctive] constructions, the 'definition level of meaning, and their derived meanings resulted from their categorical interplay, that is their interaction, with the members of tense and aspects categories instantiated in the other three types of constructions and the 'functional level of meaning'. Salkie (1987) is really impressed by the way Bache approaches the question of whether or not the aspectual categories are mono semantic:

Bache applies the features present in the above feature hierarchy equally to verbal constructions and to situations denoted by them. A verbal construction is assigned the feature [+actional] if its referent is situationally tangible that is if it can be conceived of as something happening or taking place, otherwise it is [-actional]. The distinction between [+actional] and [-actional] situations corresponds to Comrie's between dynamic and stative situations.

Moving down the feature hierarchy, a verbal construction is marked as complex if it refers to a situation comprising of a specific and limited number of subsituations subdivide into telic and homogeneous constructions. **Telic constructions** denote situations whose terminal phases are conceived of as more important than the other phases, and **homogeneous constructions** denote situations terminal phases of which are not highlighted. Homogeneous constructions branch into Directed which designate situations tending towards a critical point or goal outside the referential scope of the construction, and **self-contained** which refer to situations where there is no such critical point.

Bache's characteristic of the basic meanings' of the **perfective** and **imperfective** aspect has been reviewed. As it may be recalled, Bache proposes to describe aspects primarily on the basis of the study of (-distinctive) constructions where the change of aspect does not result in a difference in tense. Thus, he investigates the shift of meaning caused by the shift of aspect in sentences and concluded that while the basic meaning of the perfective aspect is focus on the situation as a unified entity, that of the imperfective aspect is focus on the situation as an internally complex entity. More specifically, Bache defines perfectivity as focus on the boundaries of the situation without explicit reference to the progression of the situation and imperfectivity as

focus on the progression of the situation that is focus on the middle of the situation (Salkie; 1987: 134). Having established the basic meanings of the perfective and the imperfective aspect, which are not drastically different from the basic meanings proposed by Comrie (1976), Bache turns his attention to meanings derived from the categorical interplay between aspect and tense to functional level of meaning, where derived aspectual meanings are defined on the basis of the other three types of constructions.

Bache's general linguistic theory of aspect, as already pointed out, like the other theories surveyed in the present work, has some weaknesses. The first flaw is that the metalinguistic categories and relations are proposed on the basis of English Bache; (1985: 1) which is, despite being generally considered as the aspect language par excellence, rather idiosyncratic in many ways cf. Dahl;(1985: 69).

The second flaw is that the schematic representation of the interactions between aspect and tense are considered as identical to the secondary meanings or uses of the perfective and the imperfective aspect the approach thus involves two levels of aspectual meanings: a definition level and a function level.

The third shortcoming is that Bache does not discuss the ingressive meaning which some scholars, e.g. Comrie (1976) describe as the secondary meaning of the perfective aspect

The above mentioned shortcomings in Bache's theory of aspect should not however prevent the researcher from appreciating its two major achievements.

2.2.5 Progressive Aspects

The *progressive aspect*, either in the present or past tense, generally refers to an action/event (usually of limited duration) in progress at a particular time, to an uncompleted activity, to a temporary state of affairs or a temporary habit. The *present progressive* is formed by the present tense of the verb *be* + the *-ing form* of the lexical verb, the *past progressive* by *was/were* + the *-ing form* of the lexical verb:

Look, it's snowing!

I'm going to bed very late these days

We're studying english this year

I was sleeping when I hear a strange noise in a simplistic way).

Stative verbs are verbs of “being”. Since they refer to “states”, they are normally used with the simple aspect. On the contrary, *dynamic verbs* are verbs of “doing”, they refer to activities, events and processes. They can occur in both the simple and the progressive aspects, depending on the meaning speakers wish to convey. The first of the following sentences refers to a habitual, repeated action, the latter to an action in progress at the time of speaking:

I work on Saturday morning

I'm working now

In general, two elements determine if a verb is frequently or rarely found in the progressive aspect: the length of the action described by the verb and the status of the subject as either agent or experience. The progressive form is common in clauses that have a human agent as subject and refer to an action, event, state or situation which last for a substantial period of time; verbs that are rarely used in the progressive form describe temporary states of short duration or actions that take place very quickly.

Stative verbs indicate possession and describe thoughts, beliefs, feelings, wishes, preferences, perceptions of the senses, as well as states of being. Verbs that typically occur with stative senses are: *look*. On the contrary, *feel*, *smell* and *taste* refer to both voluntary action and involuntary perception. Needless to say, verbs referring to voluntary actions can be found in the continuous form:

I (can) hear what they say; I'm listening to what they are saying

I (can) see her; I'm looking at her

I felt / could feel a hand touching my shoulder; I'm feeling the quality of the leather

I (can) smell gas; She's smelling the flowers

2.2.6 Perfective Aspect

The *perfective aspect* is used to refer to a state or action which has taken place before the time of speaking, as well as to a state or action (or series of actions) occurring in a period of time we imagine as continuing until the present or until a certain moment in the past (until *now* or until *then*), or that has just ended. Remember: the events and situations referred to by the perfective aspect have some relevance to the time of speaking (the present in the case of the *present perfective*, the past in the case of the *past perfective*, the future in the case of the *future perfective*). The perfective aspect is also used to indicate the completeness of an action, to see events as a whole:

I have tidied my room

I've often spent my holidays in South America

She had just found a solution to the problem

The *present perfective* is formed by *have/has + past participle*, the *past perfective* (statistically less common than the present) by *had + past participle*, while the *future perfective* by *will have + past participle*:

I have had the same car for twelve years! It's time to get a new one

I had lived in Paris for two years when I decided to come back home

We will have been together for ten years next month

The *perfective aspect* can combine with the *progressive aspect*, with a modal or with a modal and a progressive together (examples of the first and third combination are also provided above); perfect infinitives are also to be found:

I've been running

He had been watching TV all day

You should have done this more carefully

He must have been kidding

They seem to have liked the film

Note that the perfect progressive aspect indicates the *possible incompleteness* of an action. In the following examples, it is not clear whether the action has been completed or not:

I've been repairing my bike (I may or may not have finished repairing the bike)

They have been cleaning their room for hours (they may or may not have finished)

2.2.7 Present Progressive

The Present progressive tense has, as the name prompts, the progressive structure: *be + present-participle*. This tense is used to express a temporary or momentary situation, usually in progress, as in (1) and (2). Sometimes, present progressive refers to a presentation that is repeated, it has a rather negative meaning, it usually expresses complaining, see. Example number (4) shows that by the present progressive we can also express near future. Svoboda and Kučera (2003).

1. *Where is she? She's gardening right now.*
2. *The river is flowing very fast after the yesterday rain.*
3. *She is always leaving without saying the word!*
4. *He is going to Rome next week.*

2.2.8 Present Perfect Tense

According to Greenbaum (1996), the present perfect is a combination of the present tense of the verb *has* with the *perfect participle*. It usually suggests a relationship between present time and past time. Svoboda and Kučera add that in the present perfect tense, the time reference is sometimes undefined. We are often interested in present results, or in the way something that happened in the past affects the present situation. The present perfect can therefore be seen as a present tense which looks backwards into the past. Examples (1) – (4), taken from Svoboda and Kučera (2003), illustrate the difference between present perfect tense and past tense.

1. *I haven't seen him this morning.* (i.e. up to the present time, it is still morning)
2. *I didn't see him this morning.* (i.e. the morning has now passed)

2.2.9 Present Perfect Progressive

According to Svoboda and Kučera (2003), present perfect progressive usually expresses, as in (1) and (2), an action started in the past that has been continuing at the present moment, and is likely to continue in the future. Sometimes, the action has emotional colouring as in (3). Its form is auxiliary *have* + *been* + *present-participle*.

1. *I've been waiting for a bus for half an hour.*
2. *How long have you been staying there?*
3. *Somebody has been using my computer again!*

2.2.10 Past Progressive

Past progressive is formed by *past tense* of the verb 'to be' – *was* for first and third singular person or *were* for the rest, and *present-participle*. It is used to express actions in progress in the past (1). The action can be specified by a time limit, as it is shown in 6. Svoboda and Kučera claim that the past progressive also refers to two and more parallel actions, or when there is one action in progress while another past action took place (what is regarded as being in progress is somehow emphasized, and it depends on the attitude of the speaker) as it is in (2) – (4). In addition to that, this tense is also used to express emotionally marked repeated action set in the past, see (5).

1. *I was playing tennis all this afternoon.*
2. *While I was working in the garden, my husband was cooking dinner.*
3. *I was having a bath when the telephone rang.*
4. *I had a bath when the telephone was ringing.*
5. *I was always losing keys when I did not have this bag.*
6. *I was sleeping from three to six o'clock.*

2.2.11 Past Perfect Progressive

Based on Svoboda and Kučera (2003), the past perfect progressive is used to express the same types of past action as the present perfect progressive tense, but it does so in relation to the action in the past as in (1) and (2). The form of this tense is the past tense of auxiliary have - *had + been + present-participle*.

1. *I had been waiting for the bus for an hour when I realised that Saturday's buses were cancelled.*
2. *She was very tired because she had been working all night.*

2.2.12 Future Progressive

The form of future progressive, *will/shall + be + -ing form*, mostly refers to prediction about the present action toward the future, as in (1).

1. *Hannah will still be reading the book.*

2.2.13 Future Perfect

Will/shall + past infinitive is the structure for the traditional future perfect tense. It is used for past-in-the-future, i.e. the situation that will happen before the certain time in the future, it can be a prediction about the result of a past action. See examples (1) – (3).

1. *By the end of the summer term I will have been working on my thesis for few months.*
2. *I will have finished my book by next year.*
3. *The guests will have arrived by now.*

2.3 Causes of Students Tense and Aspect Errors?

Most students have little knowledge in aspect. They have in mind that aspect is the most difficult aspect in learning English language. This phenomenon has compelled them to feel relented when learning aspect. Since they have shallow minds in aspect they end up constructing incorrect sentences.

Bennett (1999:101) say the only way to be a good reader, writer and speaker is practice. Learning to read, write and speak well is the main order of the business in the early years of instruction in English: Wulugu Senior High school is a community school. Most of its enrolments are from cottages and hamlets where reading, writing and speaking of English language has not attracted much attention. They join SHS with the same learning attitude.

Bennett, (1999) again state that if you want to be a good reader, read; there is no other way pupils have to read stories, poems, novels biographies essays, drama magazines and newspaper articles. This should be done every day at school and at home. Many students in Wulugu SHS don't see the need to read. This denies them from acquiring the rules and the lexicons in English language. Bennett explains that learning to write help reading development and influence how effectively we speak. Writing practice also bring discipline to the thought behind our minds. Bennett emphasizes, to put together a coherent composition; we must first organize out ideas. To fashion a paragraph, we must bring order to narrative or argument. To choose the right word, we must first dispel in exact notions Bennett: (1999).

What has worsened the problem is the introduction of computers and mobile phones. What one needs is to type the word and the computer will spell it correctly for him or her. Students waste their time listen to words rather than reading and writing. No wonder the majority of students in Wulugu SHS have bad hand writing and poor spellings. Bennett (1999). Further state that some teachers are known to have announced to their classes that they don't like grammar which aspect is a subset of. This announcement is commented in students mind from the basic level up to the senior high school. It also confirmed the reason why students in Wulugu Senior High School dislike grammar.

Certain cultural beliefs contribute to students' inability to speak good English being at home or in school. Some homes in Ghana hold it that it is an insult and disgrace to speak any other language apart from theirs at their home. Others also think that speaking of English language means they are still under British colonial rule.

All the facts generated above by the authorities are some of the reasons why Wulugu Senior High School students have tense and aspect problems in English. They do not like reading, all what they like is speaking Mampruli and pidgin.

2.4 Why do Teachers find it Difficult to Teach Tense and Aspect?

Since the past two decades, the standards of language competence reached by the providers of our educational institution measures by examinations at the various exit points in English language has been a great concern to all. The disturbing situation has resulted from the interplay of several factors which include bad teaching, poor language learning habits and attitude of students and some degree of negative attitude towards English by some Ghanaian populace who consider the dominance of English language in our lives as a sign of cultural enslavement.

He further states that: inadequate teaching and learning materials, inadequate English language teachers forcing teachers who are not trained in the art forcing the English language as a subject to teach it and lack of motivation for teachers.

Bennett (1981) schools in the rural areas do not have the resources for teaching English. Teachers in the rural areas also have little or no training in teaching English; they do not have adequate authority over the English. The phenomenon in above great affects the teaching of language structure.

Apart from the Wulugu SHS suffering from inadequate language teachers and language resources materials like text books, library, language laboratory, phonetics technicians equipments, it also enrolls students from the rural areas and the less endowed basic schools who hardly have teachers to teach English language. The situation is such that before the students are being admitted into the Wulugu SHS they had already have tense problems. The various explanations given in above by the

authorities affect the students of Wulugu SHS inability to construct correct sentences in their essays and speaking good English.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods used in analyzing tense and aspects errors among the students of Wulugu senior high school, East Mamprusi district in the Northern Region of Ghana. It gives an overview of the research design, the source of data collected, the population and sample of the study and the type of sampling method used. It also discussed the methods, techniques and instruments of investigation that have been used for the study.

Methodology refers to the ways of obtaining, systematizing and analyzing data Polit and Beck (2004). Creswell (2003) portrays it as a coherent group of methods that harmonize one another and that have the capability to fit to deliver data and findings that will reflect the research questions and suits the research purpose. Hence, methodology is the complete structure of the research study, the size and sample methods, the practices and techniques utilized to collect data and the process to analyze data.

3.1 Research Design

Research design is a plan, a roadmap and blueprint of investigation conceived so as to obtain answers to research questions Kothari, (2004), it is the heart of any study. Kothari (2004) that research design is a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings.

According to Quirk et al (1973), a research design is the framework that outlines the direction and organization of any study. Speaking on the same issue, Wiredu (1996) says that the design of any research describe in details, all the procedures and methods

the researcher employs in his work. The design for the study describes the procedures used in conducting the study and the conditions under which the data was obtained. Owu -Ewie (2012) has it that research design provides the most valid and accurate answers possible to the research question stated

As the purpose of this research is to explore the use of English tense and aspects in the writing of Senior High Schools students in Ghana, this section discusses the plan and set up of the work. It also discusses the methods of data collection that were used.

Research design provides the most valid and accurate answers possible to the research questions stated. The study is qualitative. Qualitative research provides a deeper analysis and allow for a richer and an-depth understanding of how people make meaning of their situation or interpret phenomena Denzin and Lincoln (1994).

This study is qualitative in nature as it uses research questions and not hypothesis. According to Creswell and Clark (2002), Qualitative research is one in which information synthesis is the norm rather than testing hypothesis. They added: In qualitative research, numbers, tables, charts and diagrams may be involved in the analysis but in so far as the study is premised on research questions and not vile hypothesis, the study remains qualitative.

To this end, different data sources were employed by the researcher to check the consistency or otherwise of students use of Tense and aspect in their writing and thus necessity to expand the data pool to include all the courses in the school.

From the views of these scholars on what a qualitative research is, this study is a model of qualitative research. The researcher analyzed the data of answered grammar

exercises on tense and aspect to arrive at answers to the three research questions in the study.

3.2 Data Collection Site

A research study involves data collection Gay (1987) designed to either test hypotheses or answer research questions. This research aims at answering research questions with data from a primary source, thus, students, direct responses to questions revealing their understanding and use of the English tense and aspect. Data was source from students and five English teachers of Wulugu Senior High School. The end of the third term [2015/2016] English language [essay] examination scripts of students were looked at, exercise of class test and assignment were also part, the researcher observation of the students and some essay questions that were given to the ten selected students from each department of the school.

The sixty students were purposely selected with ten students from each of the three departments, but, with mulch emphasize on the first year students. They consist of general arts, home economics and agric department. These departments make up the main sample for the study. Gender wise, equal numbers were given to both sex.

Even though the researcher is the teacher of the above school, for the sake of ethics, the researcher duly informed and sourced approval from authority of the school Wulugu Senior High School. The subjects of the study were fully informed about the study and also assured of absolute secrecy of their identity as some of them were not required to disclose their names anywhere in this research. This, I believe, ensured some level of co-operation of the subjects with the researcher from the beginning to the end of the data collection period.

3.3 Population of the Study

Population refers to the group of interest to the researcher, the group to which he or she would like the results of the study to be generalized Gay (1987). The population for this research therefore, is Wulugu senior high school students with the accessible population being the thirty students. The population in any study, according to Oluikpe (1981), refers to the participating elements from which data would be collected for the study.

The researcher focused on the first year students of Wulugu senior high school and the second year students of the same school, Wulugu. Sixty [60] students, both male and female, from each class were purposively selected from all the classes in the school. The researcher was greatly motivated by the generally poor performance of students in tenses and aspects related tasks in grammar exercises and written texts to embark on this study. The choice of year two students are motivated by the fact that they are the middle class of learners at the senior high school level and the outcome of the results in the study can be widely accepted to represent the entirety of senior high school students.

3.4 The Sample and Sample Size of the Study

According to Oluikpe (1981), a sample in research refers to *the subjects selected for a study*. Distinguishing between population and sample in research, Oluikpe adds that whilst population identifies the broader category of research participants, e.g students of Wulugu SHS, sample on the other hand, stands for the particular people or elements chosen from the population for a study. In selecting the participants for this study, the researcher maintained a high sense of neutrality.

A good sample determines the generalizability of results and represents the population of the study. The subjects for the study comprised the form one and the form two students of Wulugu Senior High School. Secondary School students can go to either training institution or the university after their completion, so therefore, there is the need, there are proficient in the English language and not to make pertinent mistakes after completion.

Every participant in the study has had at least nine years of basic education and one and two years of the secondary school making a total of eleven and ten years of experience in formal English instruction. This is important since according to Ellis (1990), formal instruction is effective in developing explicit knowledge of grammatical features it is in this kind of language use that learners are able to draw on their explicit knowledge. In effect, students' use of English in and around the classroom depicts their knowledge or lack of it in the use of the language.

As stated above, both Form One and Form Two students were used. The reason for using the form two (2) students is informed by the hope that being in their second year in the senior secondary program, they would have gained enough content on the grammar of the English language in addition to those brought from their junior high schools and other experiences. They might also have been able to do away with many, if not all their errors since their teachers are mostly graduates with first degree from reputable institutions and so are highly competent in the use of the language.

Form Two (2) students were also chosen in order to make the research conclusive. The choice of Wulugu Senior High School for the study was for proximity to the researcher and the personal relationship the researcher has with some teachers in the school. Programme was not a factor for the choice of students because the purpose of

the study was to find out how students in Wulugu Senior High School students use Tense and Aspects in their writings.

The sample size of the study comprised the sixty (60) students. This is made up of thirty (30) students for the Form Twos with four (4) students from a class. Also, thirty (30) students were selected for the form Ones too.

3.5 Sampling Technique

The sampling method used was non-probability to get the sample out of the population. Under the non-probability, I used the purposive sampling method to get the sample for my study. I had a manageable population size of sixty [60] and because of this, the participants cooperated well during the observation interviews conducted.

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. A sample is a subset of a population selected to participate in the study Polite and Beck (2004).

The purposive sampling technique was employed in selecting the second year and the first year students who were used for the study. This technique is more suitable for the studies located within the interpretive-qualitative framework.

Purposive sampling requires selecting participants who are knowledgeable about the issue in question, because of their sheer involvement in and experience of the situation. While Creswell (2003) states that purposive sampling refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge. Again, Creswell (2008) indicate that ...in purposive sampling, researchers intentionally select individuals and sites to learn or understand the phenomenon. The standard used in

choosing the participants and sites is whether they are information rich..... this suggests that the participants were selected based on their particular knowledge of the phenomenon, for the purpose of sharing their knowledge and experiences with the researcher.

Purposive sampling was used because the researcher wanted to focus on those classes I taught in order to have an appreciable number for effective study and also for manageability. Many people perceive that students admitted into the vocational programmes are weak academically especially in the English language, so in order to have blend of students for the study.

Creswell (2005) argues that selecting a large number of interviewees for qualitative research, in particular, will result in superficial perspectives.....the overall ability of a research to provide an in-depth picture diminishes with the addition of each new individual or site. Based on this idea, the researcher adopts homogeneous sampling strategy to select that number of students because of their common traits. The sample consists of thirty males (30) and thirty females (30).

With non-probability techniques, the randomness element is absent. This is the type where you include people who are easy to reach.

Kelinger (1986) explained purposive sampling as a type of non-probability sampling, which is characterized by the use of judgment and a deliberate effort to obtain researcher's previous knowledge of the population of interest and specific purpose of the study. Kelinger's explanation shows the present researcher's knowledge of the fact that Wulugu Senior High School is a co-educational institution. This justifies the choice of purposive sampling as guaranteeing desired representation of relevant groups.

For all the test items except the form one essays, students were talked to and the rationale of the research explained to them with the help of the teachers of the various classes. Students were given the opportunity to ask questions to clear their doubts and misconceptions about the use of data of research works such as the present work. The students were however urged to participate wholeheartedly. After the sample had completed the tests, the whole class was taken through the test items and explanations and discussions held.

3.6 Data collection Strategies

Research instruments are measurement tools [for example, observation] design to obtain data to a topic of interest from research subjects. The instruments used for data collection in this study were observation test items and written scripts. These instruments were selected because survey research allows for anonymous access into the thought processes and behaviors' of a target group of people by asking the respondents processes and behaviors of a target group of people by asking the respondents to report this information themselves.

For the fact that this study focused on finding students tense and aspects error in their writing, the use of observation, test and written scripts were appropriate. Triangulation is the collection and analysis of data from varied sources. According to Sarantakos (2005), it refers to the practice of employing several tools [instruments] within the same research design. Such data is compared to broaden the depth and scope of understanding of the research phenomenon and to verify conclusions and strengthen the study usefulness to other settings. One other reason for using these selected instruments was to certify validity and reliability of data collected through the process.

Instrumentation in research refers to the *tools implored by a researcher to facilitate data collection*. Without instruments, there cannot be a research since every research is based on empirical evidence, known as data (no data, no research).

Selinger and Shomamy, (1989) state that the uses of variety of methods to collect data equally help to give the research findings through triangulation. The sourcing of the pattern or behavior through different sources. For this reason, the following methods were employed. The main data collection technique used in this research, however, was tests.

McMillan and Schumacher (1997) see test as a means of presenting a standard set of questions that requires the completion of a cognitive task to each subject .this cognitive task can focus on the subject's achievement, ability, interests, attitudes, values or skills. In other words, a test can measure what a subject knows, what a subject is able to learn, choose, select or do. All tests irrespective of their purpose, measure current performance.

The test for the present study was intended to measure achievement or what the subject knows, what interests the subject or what the subject chooses or selects.

The tests were self-developed. This instrument was used to ensure that all the components of English Tense and Aspect were accounted for. The development of the self-made test required considerable time, effort and skill in order to ensure the inclusion of all the aspect of the English Tense and Aspect system and at the same time, ensure test validity and reliability. Instruments used for collecting data are discussed as follows:

3.7 Documents

End of term exam scripts were collected by the researcher for the study. The focus was on the written sections (section B) of the paper. These scripts were examined to find out tense and aspect errors of the students

An in-class test geared towards testing students' knowledge and use of Tense and Aspect was administered to four (4) students in each class of Wulugu Senior High School making a total of sixty students. This number comprised first and second year students. The total number of the sample size for the in-class test was sixty students made up of thirty male and thirty female students.

The test was in two forms. The first test tested students' use of all Tenses and Aspects. With this, students were asked to fill in the blank spaces with the correct Tenses and Aspects of given verbs. There were sentences the researcher called 'open questions, where two or more tense and aspect forms could be used. This was done to test students' choices and interests and to know which of the tenses and aspects was/were more accessible to the students. There were also, questions in which students were instructed to use a particular tense and aspect form. This was done to test students' knowledge on the topic of the present study.

The second fill in the blank test item was a narrative item and was answered by the first year students. This was done with the perception that being in their first year, they need not be bothered with too much so the need for the restriction to only narratives which require the use of certain Tenses and Aspects. Narratives were the choice because they were mostly used in examinations of any kind and at any level of the educational ladder.

A take home essay test lasting for a period of one week was administered to form two students of Wulugu Senior High School. This test was used to test students achievements in tense and aspects use as they had all the time to edit their writings and even ask friends and colleagues to do same for them. The final work presented to the researcher after the one week period therefore showed the students actual and everyday use of English tenses and aspect. The topic for the test was for students to write about a story that ends with the statement. I will never go there again. This topic was chosen because to answer, one needs almost all the tense and aspects forms.

3.8 Observation

Observation is the process of watching something or someone closely for a given time period in order to find out an answer or solution to a problem. Observation involves the researcher taking the role of an observer and noting down the behavior and activities of the group or individuals in research class. The researcher may record his observation in an unstructured or structured manner ways, however, in which way he uses, observation can also take two main forms; participant and non-participant observation Owu –Ewie (2012:46). The participant observation is where the observer forms part of the observing group. With the non-participant observation, the observer may conduct the observation covertly (secretly without the full knowledge of the participant or some).

The researcher observed lesson on tenses and aspects being taught in the selected classes by other English tutors. The researcher also organized special classes on tenses and aspects for all the sixty (60) students. This helps me to realize the true picture of the problem. Again the researcher observed students conversation during the break time, as well as students' conversation in the classrooms. Generally, few

students spoke Standard English, very few spoke pidgin and the majority of the students spoke Mampruli both in class rooms and outside classrooms.

3.9 Content Analysis

Students were asked to write a story with the titled “**I will never go there again**” and were asked to write an essay on it. The students were given sufficient time to write Ellis (1997). Finally, students’ third term 2015/2016 examination scripts were used to know their true performance.

The responses collected were read through and errors identified. The errors were then put in categories and sub-categories then explain in grammatical terms. Though other [lexical, semantic literal translation and mechanical punctuation, spelling and capitalization] errors were identified they were not presented or discussed in this study.

3.10 Conclusion

This chapter discussed the methodology employed in the course of this research. It highlighted the sources of data, the subjects and the sample size, the instruments of data collection as well as the technique employed in analyzing and interpreting the data gathered in order to arrive at valid results that informed the findings.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

In this chapter, I present the analysis of the data collected for the research work. The presentation of the data is based on the three research questions asked at the initial stage of the study. The analysis was based on a form of qualitative description, That is; observation of how teachers teach, observing how students speak and interviewing both teachers and students and it also provides an in-depth analysis of the main findings of the study. Relevant aspects of the characteristics related to students' attitude to and perception of English, especially tenses and aspects, are hereby discussed. The analysis is as follows;

4.1 Question one (1)

What are the causes of tense and aspect errors that students commit?

4.1.1 Analysis of errors that students commit in their Written Scripts

From the examination of the scripts, it was realized that the problem of students went beyond the issue of tense and aspect. Other areas identified that were equally important in the study of language were spelling, concord, punctuation etc., but for the sake of this study, the analysis covered only tense and aspect of thier scripts. The following were some of the sentences that appeared in most of the scripts:

Tense errors

1. I needs (need)
2. Did not came (come)
3. Had to stayed (stay)
4. My mother also want to knew (know)

5. I will came to saw you (come)
6. Every term he give those who take part in school team (gives)
7. Member who are not in my school (is) ...
8. Many of them is now attending in my school (are)
9. since there were traffic on the road (was)
10. I beat the girl whom I liked very much after she told me to stop drinking. I did not mind him and continue to drink.(have beaten)
11. Some players does not take part in the sports activities. (do)

With the first one, that student do not know that **needs** is only used with the third person singular personal pronouns in present but not first person personal pronoun in present, the second one is **did not came** instead of did not come, when the incident hasn't occurred the student is using past, with the fourth one, the student did not know that any time you are using the infinitive **to** it is supposed to follow with the present tense form of the verb but not the past which is the case here. Also, third person personal pronouns are supposed to move with the **s** form of the verb but not the base form of the verb which is the case in example six, example seven and above has to do with singular subject matching with the singular verb eg instead of member who **is** the student wrote member who **are** etc.

Aspects Errors

- i. The headmaster have provide material and equipment which help the school team (provided)
- ii. The headmaster have provides the school with sports materials (provided)...
- iii. The headmaster have (has)...
- iv. The park have being fenced.(been)...

- v. All these thing has enable them to do well.(have)

With the grammatical concord/subject-verb agreement, the rule spells out clearly that the 'subject' must agree with its interacting verb. That is the subject must agree with the verb in number and in person; a plural subject goes with a plural verb and a singular subject goes with a singular verb. But most students failed to apply this knowledge when writing. It was discovered that sixty (60) out of the thirty four (34) scripts representing 56.6% studied contained this error, which is subject –verb agreement. For instance, items (i) – (viii) contained such problem. With item (i), the students wrote “The headmaster **“have provide”**, the subject here is singular and it can only go with singular **“has provided”** to be in agreement, but they selected plural “have provide” which was even wrong in terms of concord. Item (ii), (iii), (v), and (viii) had similar problems. Apart from grammatical concord, the researcher also identified verb concord within the same structure, for example, **“have provide”** in (i) and **“have being fenced”** in (v) are grammatically unacceptable. This is an indication that students do not understand this rule. This is as a result of students' inability to identify nominal phrases functioning as subjects of the sentences.

One other caused noted was their inability to identify headwords from the NPs. Sixty (60) out of thirty six (36) scripts representing 60% contained the evidence of this problem, for example, items (vii), (viii) and (ix) attested to that fact.

Verb concord is another problem identified from the scripts. Students could not use the perfect forms of the verbs correctly, and this ran through forty four (44) scripts representing 73%. For instance, items (i), (ii), (v) and (viii) provided attested to the fact. This implies that students do not know that **'have/has/had'** should accompany

the past participle form of any verb used to form the present/past perfect aspect which is called past perfect tense.

4.1.2 Analysis of Observation on Students and Teachers Lessons Taught

At this stage, the researcher observed a grammar [tense and aspects] lesson taught by a tutor of English to ascertain the methods, strategists or activities he used in his lessons and the results obtained by the students. The lesson took the following form.

TEACHER: Writes title tenses and aspects in English] last week we talked about verbs but today we are going to talk about a sub—topic under verbs called tenses and aspects in English.

CLASS: What is a tense? a tense is any word or group of words which contains a verb.

CLASS: What is an aspects too? it is a word that talks about time.

TEACHER: Mention the types of tenses that you know? present, present continuous, past, past continuous.

TEACHER: Mention the types of aspects that you know? Future tense ,past progressive, present progressive.

TEACHER: Write a list of the tense and aspects that you know? Eating, drinking, hunter, food ,national word , beat, man, sit wash, etc.

TEACHER: then start by saying.

A tense is a change to a verb to indicate time while aspects is the time when the action of the verb occurs either across or between periods.

Examples of tenses are ;

Present tense; go, walk, eat, sleep, bath, sing

Past tense; ate, sung, walked, sat.

Examples of aspects are

Drinking washing, walked, beating.

The teacher then asked students to copy the verbs from the board and used each one of the categories of the tense and aspects to form a sentence of their own. The above method was generally the pattern that most teachers adopted when I observed their lessons.

Some teachers also write incomplete sentences from old English grammar books to the board and asked students to fill in the gaps or complete the sentences. This revealed that there was often no adequate explanation before the exercise. In some cases the teacher asked the students to exchange their exercise with those of their friends so they can mark the exercise themselves in class. Some of the books contained the answers which the teacher writes on the board for students to refer to.

It is obvious from the teaching strategies that the teacher methodology certainly did not generate any interest in the students. He failed among other things to; Review students knowledge, involves students activity in grammar lesson, use appropriate and interesting teaching strategist to generate students interest in the teaching and learning process.

This rather lackadaisical attitude of these teachers of English indicated above is a worrying phenomenon. The fact that teachers will go straight to giving exercises without adequate teaching or explanation of grammatical concepts according to whatever answer the students provided wasn't grammatical in terms of the use tense and aspects. The attitude of such teachers signifies either a lack of competence or a little desire to teach the subject.

Additionally, students in class of this nature are compelled to learn by rote, the tenses that the teacher has listed will force to commit them into memory. They can scarcely go beyond those words that the teacher has written on the board. This approach does not present grammar in the pleasant and analytical manner that would make it enjoyable for learners. The observation made by the researcher concluded that students in such a class are bound to see the learning of grammar as boring and tedious. This poor teaching method could be explained as one of the factors which have led to students' poor tense and aspect usage.

4.1.3 Findings of Tense and Aspect used in form One

This essay required students to write on the topic "Describe your best friend". This topic was chosen because in answering, one is expected to use variety of tense and aspect. Students were expected to delve into their past, discuss the present and make plans and projections for the future. Respondents for this test item were the Form One students of Wulugu Senior High School. The use of Tense and Aspect in this sample essay is presented in this section.

Figure 4.1: Summary of tense and aspect used in form 1

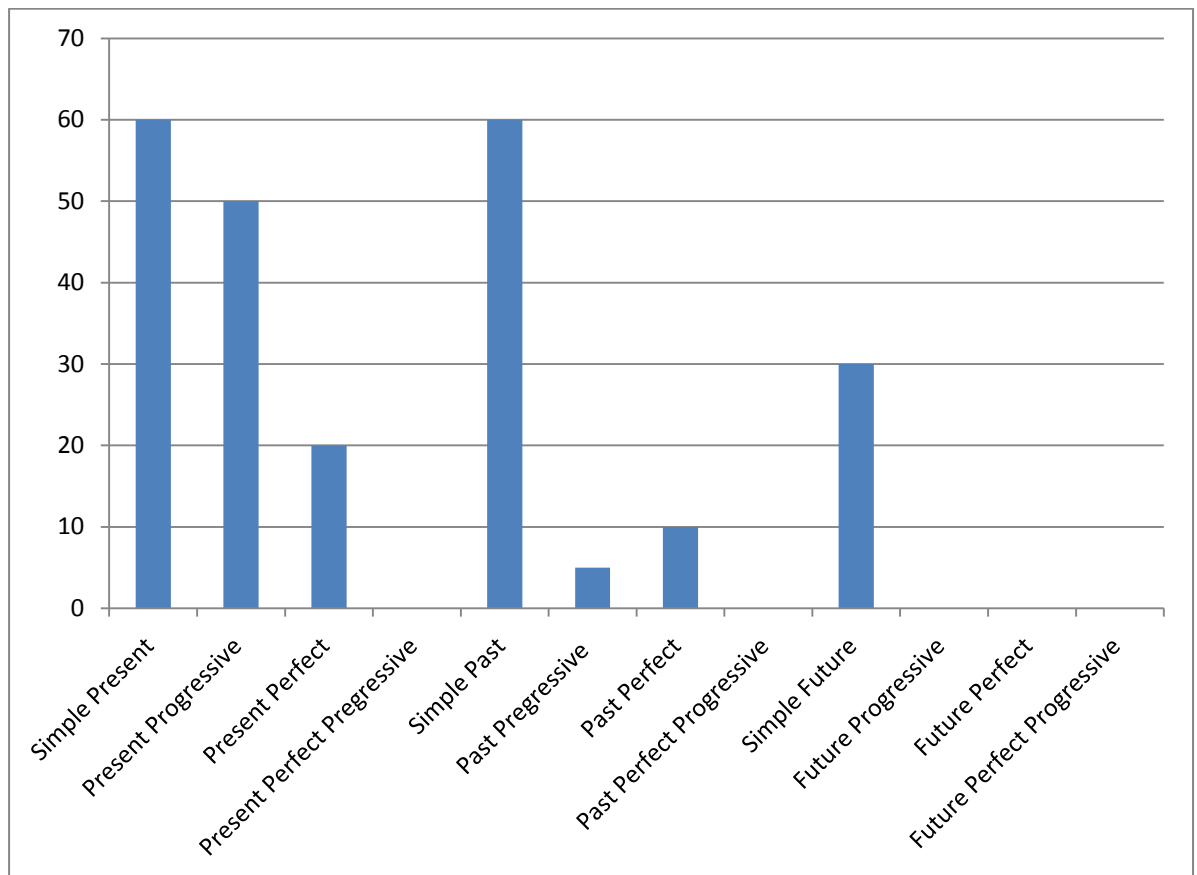


Figure 4.1 above indicate that six (6) out of the ten students in form one representing 60% used simple present and simple past tenses in their writing. Five out of ten students in form one representing 50% of students used the present progressive whilst three out of ten students in form one representing 30% used the simple future tense in their writing. 20% used the present perfect tense whilst 10% used the past perfect tense. 5% used the past progressive tense in their writing. No student used the future progressive, the present perfect progressive, future perfect, the future perfect progressive tense and the past perfect progressive tense.

In sum, it is realized that the simple present and the simple past tense are mostly used in writing an essay on “Describe your best friend”. The present progressive and simple future also recorded very significant used whilst the present perfect, past

perfect and past progressive are minimally used. The future perfect, future perfect progressive, present perfect progressive, future perfect the future perfect progressive and the past perfect progressive tense are not used at all in the essay. It is realized from the analysis that students do not have control over the use of Tense and Aspect.

4.1.4 Findings of Tense and Aspects used in form Two

The summary of Tense and Aspects used in essay II by the form two students of Wulugu Senior High School is presented in figure 4.2.

Figure 4.2: summary of tense and aspect used in form 2

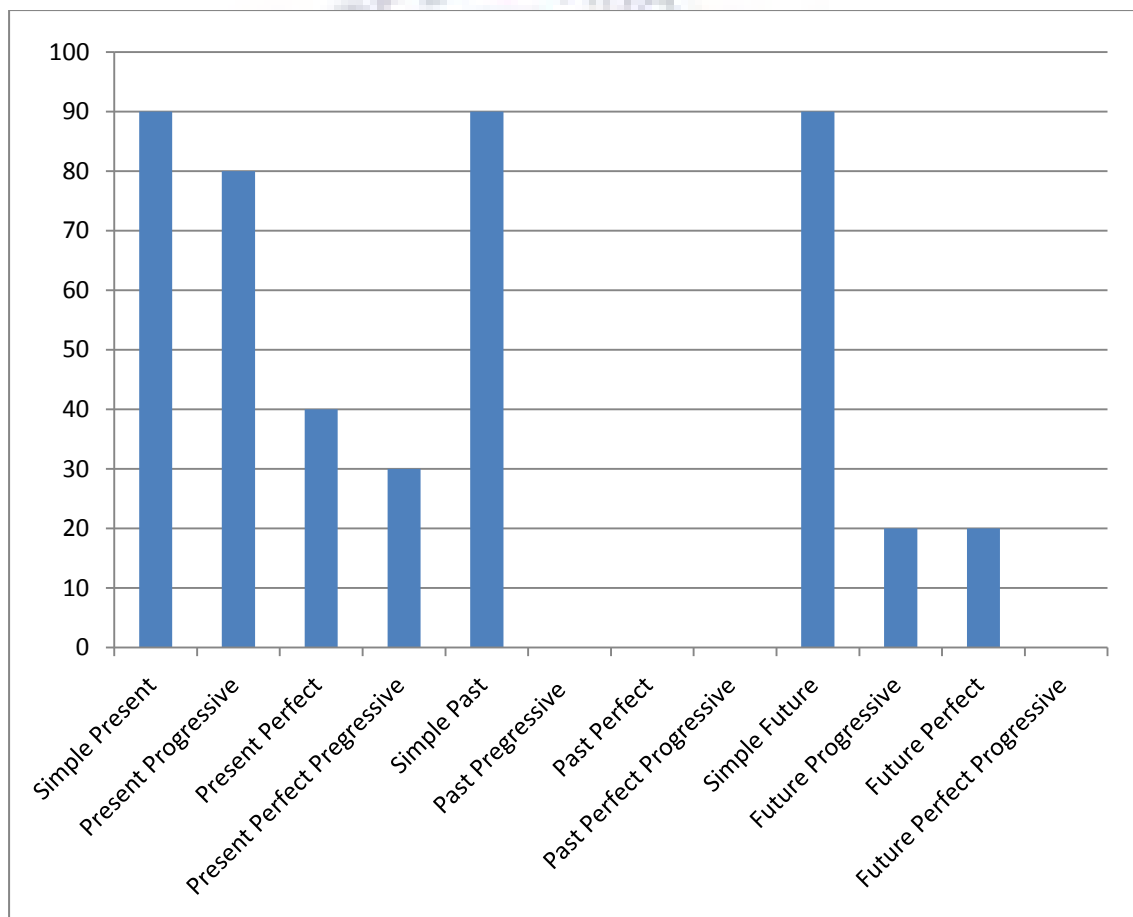


Figure 4.2 presents Tense and Aspect used by students of Wulugu Senior High School in response to essay II Test. The figure indicates that nine (9) students representing 90% used simple present which is on the first bar, simple past tense which is on the

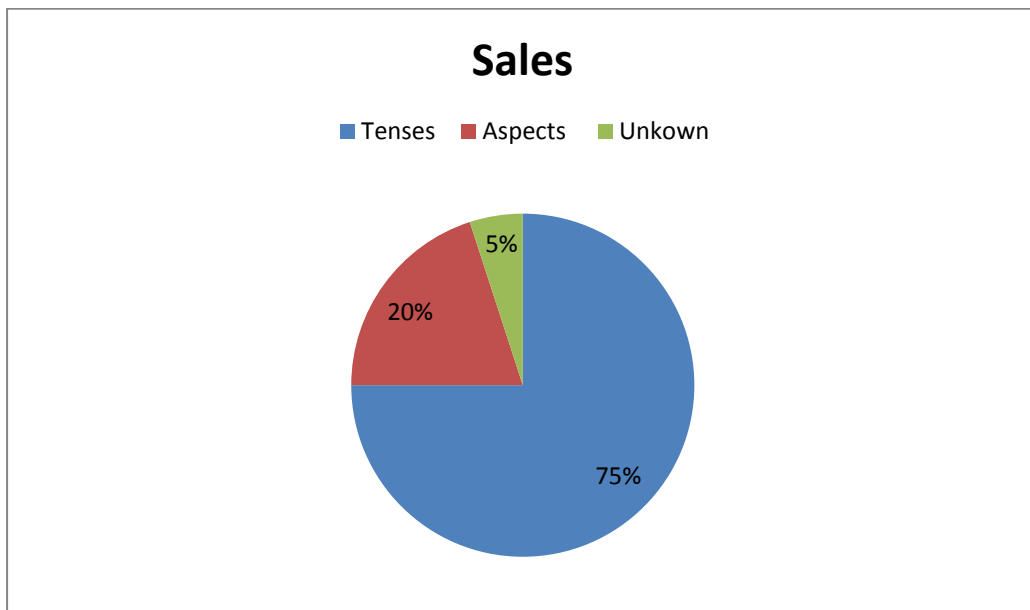
five bar and simple future which is on the nine bar in their writings. 80% of students used the present progressive which is in the second bar. 40% used the present perfect tense which is in the third bar whilst 30% used the present perfect progressive tense which is the fourth bar in their writing. 20% used the future progressive and the future perfect which is on the ten and eleven bar. No student used the future perfect progressive, past progressive, past perfect progressive and the past perfect.

The above analysis shows that in as much as I expected students to explore all the two tense and the ten aspect, students showed their familiarity with the simple present, simple past, and simple future. Students also showed their comfort ability with the present progressive and present perfect tense. The past progressive, past perfect progressive, future perfect progressive and past perfect were not used by students. This shows that Wulugu Senior High School form two Students have inadequate knowledge in tense and aspect used.

4.1.5 Findings of Tense and Aspects Used by the First and Second Year Students

The researcher's intention was to find out the most frequent used tense or aspect; in this case an essay question, "Write a letter to your friend asking him or her about the health of the mother" was given to ascertain this. In all, sixty (60) scripts of sixty (60) participants were analyzed. Each script was critically examine to find out whether tense were more used or aspect, out of this, it was realized that students have more knowledge on tense than on aspect. The use of tense as againsts aspect is demonstrated in figure 4.3 below clearly demonstrated the percentage of those who used tense as against those who used aspect.

Figure 4.3: summary of tens and aspect used by both form 1 and form 2



It is clear from figure 4.3 that seventy five (75) percent of the students used tense in their writing, but most at times not being appropriately used while twenty (20) percent used aspect in their writing but some have problems with their correct usage, five (5) percent of the students do not know the differences between tense and aspect. Many of these three categories of students do not used them appropriately and cannot match two to three verb when they are writing.

4.1.6 Analysis on Observation of Students' Errors in Conversation

This section analysis the errors noticed or detected when students are speaking English to each other either in the class room or outside the class, even though students commits other errors but many of their errors came from the tense and aspect errors emanating from their speaking.

Wrong matching of perfectives

1. I have go a little bit [have gone]
2. we had finish our morning devotion [had finished]

3. I have work before [have worked]
4. What I have relies in life [have realized]

Looking at these four statements one could realized that the students who made these statement lack the knowledge of the main verb in the perfect that follows the auxiliary is always past participle. In sentence 1,2,3 and 4 the auxiliary have which suggest a present action must be followed by a main verb in the past participle to express the present relevance of an action performed in the past.

Another form of error identified when observing students speak English language in Wulugu senior high school is the use of one tense and aspects form for another. This is exemplified in the following construction.

Use of Past Instead of the Present Tense /Aspects.

1. I don't think you *known* him. (know)
2. Life is how you *accomplished* it (accomplish)
3. This make me *dreamed* high (dream)

Wrong matching of infinitives

1. The prefects helped us to *trained* the boys (train)
2. They want to *played* some match (play)
3. He was asked to *defined* adjectives (define)
4. They went to *acquired* the land (acquire)

In sentence 1, 2, 3 and 4 the infinitives form of the verb is required as such the verb are not inflected as they are binding to either the subject or the other verb in the construction. In sentence 1, 2 and 3 the verb underline have being inflected to show pastiness but the construction requires the underline verb in present.

Wrong use of aspects

For this, I constantly observed one prefect who instead of using the past tense/aspect, she rather uses the present .

1.called all the house prefects and have a small conference [had]
2.and then she ask us to bring . [asked]
3. We all stoop up and open our hymnal book. [opened]
4. The chair on the high table give a short speech.[gave]

In the sentences 1,2 and 3 above, perfective action is expressed as such the underline verb in 1 the second part of the compound sentences should be had to agree with called in the first part to express complete past.

Overgeneralization of verbs with regards to past tense

Some students too in observing them they over generalized because they have been taught that most verbs in the past use the ed form so therefore speak and write in the same manner. Eg .

1. John and James *stoled* the library books [stolen].
2. The plane *leaved* at 9 am yesterday [left].
3. She *runned* the 500m race for a year [run].
4. We *beginned* to take our refreshment[began]

In the above sentences, the general rule of the addition of d and the ed to regular verbs in the formation of past tense has been over generalized to apply to irregular verbs.

Wrong combination of tense and aspects

Many of the students also do what we called wrong combination of verbs, the following construction shows errors of wrong combination of tenses and aspects.

These combination concern the choice of verb/tense and aspects and the stated time.

1. I *had* an award at the church now [am having].
2. They *were* at the meeting next week [will be].
3. They got here whiles I *take* my bath [was taking]
4. If he does it he *willmade* him self proud[will make]

4.1.7 Wrong tense aspect application; eg

1. He has being lamenting throughout January [has been lamenting]
2. I saw a boy been hang by a police [being hang]
3. God been so good to us we managed to [being]
4. My father has being a teacher for a long time [has been]
5. I dream of given back to society[giving]

In sentence 1 and 4 above, the present participle form of the verbs underline were used instead of the past participle, whereas in sentences 2, 3 and 5 the past participle form of the verbs underline were used instead of the present participle.

4.2 Research Question Two

Which effective strategies can be employed in dealings with these problems?

4.2.1 Teachers Helping Students to Adopt a New Approach to Learning Tenses

Helping students adopt a new approach to learning verb tense forms can be facilitated by having them understand that verb tense-aspect combinations in English function as a system. Although the system is complex, a key to understanding it is to see it as a whole. Of course, for practical reasons, each tense is likely to be introduced singly.

However, teachers can show students how each works as part of a system by showing how each contrasts with its neighbors, the ones with which it is easily confused. Thus, for example, when they introduce the present progressive, teachers should contrast it with the simple present because knowing the present progressive is not simply a matter of knowing its forms and meaning. Importantly, knowing a verb tense-aspect entails knowing when to use it. Larsen-Freeman (in press) refers to the verb tense-aspect system as one of the grammatical equivalents of the vowel sound system. This is because, just as it is very difficult to say exactly where /I/ changes to /iy/ in the vowel system space, so a long-term challenge when it comes to learning the English verb tense-aspect combinations is knowing where one leaves off and another starts in the verb tense-aspect system space.

Indeed, it is very important to recognize that students' greatest learning challenge lies in knowing the difference between the present perfect and the simple past, or the past perfect and the simple past, or, as we have seen, the simple present and the present progressive (quite apart from the semantics of the verb itself, which compounds the learning and teaching challenge; Celce-Murcia & Larsen-Freeman, 1999). It is clearly insufficient to work on the form and meaning of each tense-aspect combination independent of other related tense-aspect forms.

However, there is a second implication to appreciating that English verb tense-aspect combinations function as a system. As we have seen, the challenge of learning the English tense-aspect system is learning to make appropriate use choices. Therefore, not only is it important for students to understand what sets one tense-aspect form apart from the others, it is equally important for students to understand why certain forms cluster together. Here the point must be made that, in order to truly understand

this and to understand how the system functions as a system, a sentence-level treatment of the form-meaning combinations is insufficient. The system operates as a system most visibly at the level of text.

Purely sentence-level descriptions of the grammar of the tense-aspect system leads to explanations such as the following:

The present perfect is used to depict past actions or events that have recently taken place.

Although this statement represents a reasonable attempt to capture an important generalization about one member of the English tense-aspect system, as with all such grammatical explanations, exceptions abound

There is further inference that can be drawn from the above example: A simple linear time line often fails at the level of text. This is because the tenses do not relate simplistically to the linear passage of time. There is no simple one-to-one relationship between tenses and time. Of course, there is a temporal dimension to the uses of tense in English. We humans not only report our present experience; we also have the ability to anticipate or to recall an event that has already taken place. However, we also use tense-aspect combinations to show sequences of events within a given period of time. It is more important to convey whether an event occurs before, after, or at the same time as another one. When people speak about an event, they place themselves in relation to the event they are actually or imaginatively observing. They can do so by adopting a present axis of orientation, a past axis of orientation when recalling an event, or a future axis of orientation if they are anticipating an event. Each of these axes represents a different time segment.

4.2.2 Techniques use in teaching

Technique use in teaching; two of these teachers said they use the demonstrative methods in teaching grammar [tenses and aspects]. One teacher said he use demonstrative method, role play methods and the lecture method as a way of teaching tenses and aspects. Two of them indicated that they used all the methods of teaching if only the topic suit the aspects in which they are to teach and that their methodology will depend on the topic chosen, the other one said they used the lectured methods to teach and if you try to use other methods you will not get the desire results, they even went ahead and gave examples like the role play that, it needs time, if you are not time conscious and your lesson ends then that will be all for you. Looking at these the two teachers are doing the right thing because they chose methods based on the topic but not to just start teaching without knowing which methods suit which topic and this are the major reasons why aspects problems; five teachers suggested that the time to teach grammar lessons is inadequate and they advised that if mulch time could be given they can change things around, these same teachers added that students attitude towards the learning of grammar is very poor and that teachers should try and guide student to come out from these mess. Another group of seven teachers when met at different schools and different time said it is the background of the students, they said if a student is coming from renown school where they have teaching aid, TLMS, projectors, internet, language laboratory and other amenities that can bring easy learning it is always easy for students to grasps ideas and teachers to also deliver but that if it is the opposite it always the reversal. The other seven mention numerous issues and even made references to the language teacher himself ;they mention issues like insufficient language teacher, background of students, inadequate materials, methods of teaching, in-service training, attitude of the teacher and the students

population in the classrooms are the factors that cause this tense and aspects issues in our schools.

4.2.3 Producing Responsible and Dutiful Trainee Teachers

Secondly, teachers should be conscious of the fact that they are answerable for managing and supervising students' learning. The English teacher should be trained in a way that can enable him or her to create, enriches, maintain and alter instructional settings to capture and sustain the interest of her students. The teacher should be skilled at engaging students and adults to guide their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Above all, responsive teachers do not brand learners as non-achievers or bad cases. The responses from students about the attitude of their English teachers point to the need for character transformation.

4.2.4 Teachers Conducting Research on Learners

It is important that teachers should always endeavor to investigate the problems of their learners thoroughly before they can be in a position to find lasting solutions to them. For instance, if students are unable to inflect verbs for tense, it may not mean that they are stupid but that they are not well exposed to tense formation and that would demand a remedial lesson to help them overcome the problem. If this is not done early enough, it may affect their general performance in the language.

4.2.5 Building Vocabulary of Students

In some instances, it might be appropriate to give students some amount of the language that the student will need to write a given essay. This may involve offering them some phrases, parts of sentences and/or vocabulary. When students are well

equipped with vocabulary, they are most likely to be more interested in writing, through which they can improve upon their grammar.

Students should make it a point to speak the language at the least opportunity that they have. In learning any language, practice is the watchword. If students could eschew shyness and fear of making mistakes, they would attain fluency in the shortest possible time of learning English just as in the case of any mother tongue.

This point partly explains why children attain fluency in learning a new language faster than adults do. They are not bothered by the fear of making mistakes. Frequent speaking can go a long way to improve upon the grammatical challenges that learners face. Students should create space in their daily programmes to listen to people speak the language. They should listen to news, public lectures and speeches during which they would take note of the expressions used. They should note these expressions in their vocabulary notebooks for their daily use. This would lead to the students gradually developing the habit of writing.

Students should read anything that comes their way. Any inscription that they come across is a potential source of reading material, i.e. signposts, and inscriptions on clothing, newspapers, journals and books. As they read the material they should try to analyze the grammatical aspects contained in what they read. This would enable them to begin to develop the habit of not only reading but also beginning to appreciate the role that grammar plays in English as a language. Keeping a vocabulary notebook would also encourage students to consciously look for new vocabulary using the dictionary. Students should learn the spelling of the daily vocabulary that they already know. For instance, a student may learn the word journey and use it in his/her daily

English, yet does not know the spelling of the word. He/she should consciously and continuously ask him/herself,

“Can I spell this word that I have just used?”

4.3 Question Three

What are the effects of poor tense and aspect errors in students writing and speaking?

4.3.1 Effects of tense and aspects errors in speaking and writing

Grammar is the study of words and how they can be used to form sentences. It includes phonology, syntax, morphology and semantics of a language which one uses to communicate, write exams, seek for jobs, and used to do so many things in the world. If one doesn't have requisite knowledge on tense and aspect then what it stands to mean is that, one will be doing what we called poor writing and speaking which will make it difficult for readers and listeners to understand what he or she intends to mean; below are the effects of these on students.

Poor writing can lead to exams failure since examiners find it difficult to assimilate the words being used. Poor writing costs time. Internal communications like reports, memos, and emails must be clear, relevant, and complete. If they're not, you and your teachers will find yourselves forced to rewrite or explain them. Even worse, confused or misinformed others could end up doing the wrong work or doing work in the wrong way, so it has to be done all over again—if it's not too late. Poor writing is, literally, a waste of time

Incorrect report writing; this is where students in an attempt to answer any question or write an application seeking for a job or the report writing they find it difficult to use

the appropriate verb tense to convey the right information and at the end it is difficult for the readers or listeners to make meaning or understand the content of their letter.

It can also affect them outside the school settings example;

Good writing can make your proposals more persuasive, your reports more effective, your sales documents more convincing, and your internal communications more useful and efficient—in other words, how good writing can make your company more profitable and your workforce happier and more productive.

Poor writing costs sales and business. Whether your firm sells vacuum cleaners, cars, or airplanes, if product descriptions are unclear, unconvincing, or careless, people won't buy your product. That's true of the writing on your packaging, advertising, website, and anywhere else. If you're a contractor or service provider, sloppy, incomplete, or unpersuasive proposals, websites, and marketing materials will cost your business. If you're a nonprofit, poorly written publicity materials will cost you volunteers and donations.

Poor writing means lost ideas. If your team can't write well, they can't share ideas well. The best idea in the world—an idea that could make your company more productive and profitable—will be lost if it finds no clear expression. A recommendation report, for example, that's incomplete, rambling, difficult to navigate, or muddled, may contain, somewhere in the mess, an excellent idea—but neither the idea nor the employee will get the respect and attention they deserve. Good ideas demand good writing; bad writing can leave even the best ideas lost forever in the fog.

These errors students make have effects on their areas of specialization which include; incorrect answers, in answering examination question, most at times students find it

difficult in presenting their answers either in essay form or in fill in the gaps the teachers sometimes find it difficult to understand what they intend saying or writing about because what they want to write about may be full of errors, even though they may be other errors but much of students errors are coming from the use of tense and aspect. This do not only occur in English language but students transfer this kind of knowledge to other areas like economics, geography, integrated science etc e.g. **I was go to school yesterday** this particular student for want of a better term have forgotten his use of the adverbial marker yesterday and he has gone straight to use present tense **go** instead of **went**.

These are just some of the dangers of poor writing in the world of business. Again, though, we at Hurley Write prefer to emphasize the positive. So let's end by reminding you that, whatever your business, good writing means higher profits, greater productivity, more respect from the public, and better morale in the workplace. Please let us know if Hurley Write can help you bring that kind of good writing to *your* workplace.

4.4 Observation of Classroom Interaction

The researcher observed classroom interaction in English lessons. The most common method of teaching grammar in classes observed is the grammar translation method.

A typical lesson consists of the presentation of grammatical rules, a study of a list of vocabulary followed by exercise. Learning in these classes is mainly the mastery of grammatical rules and memorization of long lists of English language vocabulary related to the aspect being dealt with. One challenge this method poses to learners is the emphasis on language as a mass of rules and exceptions to them. The method also places a premium on reading rather than the ability to communicate using the target

language. The kind of teaching that goes on in the classes, involves imitating, repeating and memorizing the rules of grammar and vocabulary that are being taught.

The large numbers of students in classrooms have been largely accountable for the inability of some teachers to perform as expected of them. This has resulted in most teachers concentrating more on the teaching of grammar with multiple tests for students to deal with. The frequency with which grammar is taught in the schools has led to students believing that grammar is much less difficult than the other aspects of English. Consequently, students tend to think that they are better off in grammar, but the reality is that they have serious challenges in grammar in the same way that they have in the other aspects of English.

4.5 Conclusion

I have presented, interpreted and analyses data collected for the present research work in this chapter. The data for the analyses included responses to two fill in the blank test administered to form one and form two students of the school, one being an end of term examination administer to form one student. The second essay type test was administered to form two students of the school. The application of the aspects rules was to be highlighted in the essay.

All the test item and the essays were analyses bringing to light the English tenses and aspects that students are more familiar and thus comfortable with as well as those that seem difficult to them. Errors identified in students use of tenses and aspects are also analyses within the error analysis framework.

It is evident from the presentation and discussion in this chapter that students use of tenses and aspects is below expectation and gives cause for alarm because as prospective teachers mostly responsible for laying the foundation for higher academic

proWess, they needed to have explicit knowledge of the use of the subject under investigation so as to be able to help their students.

This chapter prepares the ground for the discussion on the outcome of the study and the way forward for the teaching and learning of ESL in Wulugu senior high school.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the research findings, identifies implications, gives recommendations, on how to improve perception of teachers on school and make recommendations for future research.

This concluding chapter provides an overview of the major issues from the analysis of the data collected, in a manner that gives prominence to issues that call for holistic remedies. Some important conclusions drawn from the findings are made and, recommendations are also made in a bid to help students develop the desired aptitude, attitude and perception in learning English.

5.1 Summary of Methods

The study has revealed that enhanced knowledge of grammar is important for the teacher. Knowledge is in the minds of the individual learner and can only be constructed in an active manner through social interaction. We have also gotten to understand that language and literacy are used to convey and construct thought. The findings underscore the teacher's role in providing several opportunities for students to talk about ideas and ways of making sense of new information and guiding students' constructions of particular concepts.

It is also clear that beliefs of students are also of great importance to the teacher of English. The beliefs of the respondents were based on past experiences, either an intense experience or a succession of failures in attempts to learn grammar in the past. It is therefore imperative that the teacher of English understands that the beliefs of

students are personal and can have an impact on his/her actions than his/her own knowledge base does. This point is particularly important because beliefs are the foundations of students' perceptions and attitudes towards what the teacher teach

Also, evidence from the study brought to the fore how the lack of competence in English has adversely affected the general performance of students in other subject areas. They are often not able to read and understand questions even in subjects that do not need much reading.

The study further highlighted the extent to which telecommunication has come to virtually replace writing among not only students in their leisure time, but adult Ghanaians as well.

One other startling discovery that was made had to do with students' readiness to learn. The learners' readiness influences the efficiency of a learning process and often determines whether a given intellectual skill or type of school material is learnable at all. Postponement of learning was common among learners leading to wastes of valuable learning opportunities, thereby unnecessarily reducing the amount of subject matter that can be mastered in a designated period of schooling. The learners were not physically, psychologically and mentally ready to learn. It is obvious, from the study, that a considerable number of students believe that the negative attitude of students towards learning English is due to immaturity. This makes it difficult for the learner himself to appreciate that insufficient readiness may reflect inadequate learning.. The research has disclosed that language learning can be very stressful, and the impact of positive or negative attitudes from either the teacher or the learner.

5.2 Summary of Findings

Findings from this study have shown that Wulugu Senior High School students find;

- A. The simple past the most familiar English Tense and Aspects so students over rely and overuse it.
- B. The future perfect progressive is the least familiar of all the twelve English tense and aspects forms.
- C. The past tense is more familiar to Wulugu Senior High School Students than the present and future tenses.
- D. The future perfect progressive the least used Tense-Aspect combination, if used at all. This tense is unfamiliar with all the sixty (60) respondents so much so that where it is categorically stated to be used, students used others. The past progressive, on the other hand, is Wulugu Senior High School Students' favorite Tense-Aspect combination.
- E. The progressive Aspect is common and hence students use it more than the perfect Aspects.
- F. The findings also reveal that students have inadequate knowledge of tenses and aspects, the rules governing the use of these Tenses and Aspects and how to apply them.

5.3 Recommendations

All these findings have remarkable implications for teachers, policy makers, as well as educational researchers. When learners share a similar position in relation to the difficulty or otherwise of a subject or an aspect of a subject as we see in the case of English grammar, and regularly speak about the subject in that light, then it becomes their attitude towards that language. In any case, language is a primary medium of

social interaction and learning. For this reason, learners should be prepared to use language appropriately in relation to particular audience and context on the one hand, and according to the rules on the other hand. In trying to suggest ways of developing healthy attitude and perceptions about learning English, it would be useful to examine the views of some theorists about teaching for attitudinal change. If the problem we are confronted with is beyond the teacher, then the English teacher has no business teaching English. An important way of overcoming the problem of poor attitude is connectedness.

Connectedness, as a necessary factor in literacy pedagogy, is created by a supportive classroom atmosphere where students are motivated to participate and take some responsibility for their learning. In order to achieve attitudinal change, in learning a particular subject, effort must be made to introduce communicative activities around relevant topics. With this method, students receive praise (motivation) for their contributions to class discussions. Limitations, such as shyness and feeling of inability, are minimized by positive encouragement. As a result, students will begin to respond with attitudes that are more positive. However, any effort to reform learners' perception about learning grammar require more practical interventions from all stakeholders, with the learner being central focal point to any strategy for attitudinal transformation. Key findings of this study have made it imperative for the researcher to make the following propositions for any teaching that is designed to positively redefine the attitudinal and perceptual orientation of learners.

5.4 Suggestions

The differences in attitudes and perceptions among students found in this study are the considerable light on the peculiar situation and the specific needs of learners. While most studies on English learners in Ghana have dealt with attitude towards Ghanaian languages there are far more students learning English because it is a core requirement for most institutions and schools in Ghana other than seeing it as a necessity in life as a Ghanaian.

It has been discovered that the problems students face are largely attributable to their perceptions and attitudes. The method of teaching grammar has also been identified as key factor, it is the kind of attitude that students have towards learning English grammar and English in general that accounts in large part for the poor performance in tenses and aspects in English.

It is therefore recommended that further research be undertaken on the content of the syllabuses of the colleges of education as well as the perception of teacher trainees about English and how it affects their level of competence as teachers of English.

5.5 Conclusion

This study revealed that both teachers and students are bothered about the fact that there are teachers who are not competent on subject matter, furthermore, teachers teaching outside their expert areas. Therefore to meet students curiosity teachers should absolutely be competent on subject matter, they should improve themselves about the development and already change information. More so, they should do additional background reading in the subject area prior to teaching the lesson.

Students' response revealed that teachers made students feel positive or negative toward English and involve in the lesson. For that reason teachers should motivate the

desire to know, stimulate curiosity and develop a creative and critical learning environment

Teachers shouldn't use the text book style during teaching but instead should use the textbook as a resource rather than the curriculum. English teaching shouldn't be in the traditional way in which information from teacher and text is transmitted to the students. Teachers should improve instructional strategies that lead students to grasp the meaning of a learning task. They should deemphasize rote learning of large number of English rules. It is the teachers' role to take the student from where they are and help them to better understand by making connections to things in English grammar, so that students can apply the knowledge learnt in the class to grammar concepts. To conclude, teachers should be involved in seminars about efficient English teaching, that are organized with a great care to respond adequately to the questions and needs of English teachers and students. Therefore Ministry of education should organize seminars facilitated by scholars in the field about teaching strategies, improvements in English.

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APPENDIX A

April 14 1994
 END OF TERM EXAM C=7
 W=6
 S=5
 M=4
 Describe your best friend

Everyone needs a best friend in his or her lifetime. I need somebody that I can trust and go to with his problems. A best friend should be there for you all the time, no matter what the situation may be. In my case, I have known my best friend for my entire life. My best friend happens to be my younger brother, Issahaky. He was only thirteen months younger than I am, so we are very close. Having Issahaky as my best friend has made me into the person I was today. He has taught me how to trust people, how to resolve my problems, and how to open up and express my feelings.

I have ~~always~~ had a hard time learning how to trust people. The one person I found that I could trust with everything is my brother Issahaky. I can always go to him and let him know if I have done something wrong. He will assure me that he will not tell any one if I didn't want her to. I know all my secrets will be safe with him and that nobody will find out unless I tell them. This was very important to me because I haven't had very good luck in finding people whom I could trust. Issahaky has never told anyone a secret that I tell her. Knowing that I can trust my brother with anything helped make our relationship stronger.

that Issahaku can helped me with.
Whenever I has a problem that I couldn't
quite work out myself, I go to him.
Whether it had to do with Boys School
work, sports, or even just things
running.

s

APPENDIX B

END of Term Arts 2A
Sandy Karim

Write a letter to your friend asking him ^{her} about the health of his or her mother.

C = 6
E = 6
O = 4
M = 3

19
40

Wulugu Senior High School
Post Office Box 28
Wulugu - Malawale

Dear Ashutosh,
~~to school~~ yesterday you did not come to school, and neither did you come today. When I did not see you in your class today, I ask your sister as to why you had not come to school. She tell me that your mother is not keeping well so you had to stayed back home to look after her. Ashu, please, do let me know how Auntie is now and also what was amiss?

In case you want any help from my family please do not hesitate from asking for the same. My mother also want to know if you need her help in the house while your mother is not well. Since we were friends, I would like to be of help to you when you need me.

Ashu keep heart I know how important Mummy is to all of us, but sickness is also a part of life. I am sure Auntie will ~~with~~ soon be on her toes once again. Please do inform us to what happen to her and how she is progress. My parents and I will

then keep your nerves and pray to God.
He always help us in all, in times of
worries.

Hoping that Auntie recovers soon
Convey my regards to her and uncle.
Thank you.

Yours ever
Rahinastu.

APPENDIX C

Write a letter to your friend
abroad describing what your headmaster
has done to improve sports in your school

Name = Lear Gifty
~~Name: MUSAH~~
CHAS = H/E 2A Wulugu Senior High School
Post Office Box 22
Wulugu - Malawale
17th March, 2017

Dear Inusah,

I am very delighted
to write to you this letter, I
hope you are also fine; it has
been long we chatted with each
other. Inusah I am writing this
letter to you to tell you what
our dynamic and fantastic head
master have done to improve the
sporting activities in Wulugu
Senior High School.

The headmaster have provided
the school with sports materials
for effective training in the school
he buys materials such as
balls, both Volley and football
shut put, hand ball, and many
others for the school.

The headmaster have made

C=7
E=6
a=5
m=3

training every evening compulsory and if you are a student in KESTS and you don't want to go out for training you will be punished.

The school park have being fenced by our listening and hardworking headmaster to make sure that intruders do not come in to play football and other activities without the school knowledge and this has beautify the school.

Also, all these things has enable them to do well during the inter school sporting activities in Inusah. Could you believe that Wulugu Senior High School was able to beat Walewale Senior High School two goal ~~against~~

I would like to end here and say thank you very very much for having the patients to read my letter, hoping to see you in Ghana next year. Thank you
Yours ever
Lagar Gifty

APPENDIX D

Q 2 To inform
abroad about
how the school
has been developed
by the headmaster

Wulugun Senior High School
Post Office Box 22
Wulugun - Mankwalo
17th March 2017

Dear sir,

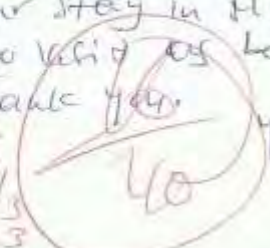
I always ~~had~~ great pleasure
in hearing of your welfare, and of everything that
makes for your satisfaction and comfort! Memuna
your ex friend said I should extend her greeting
to you and your friends. I wrote to inform
you about the developments that have take
place in our school last term, our head master
Mr David Awuni has done so many things in the
school.

The headmaster have provide materials
and equipment which help the school team
to do effectively well in the sports field. The
PE teacher were very happy that the headmaster
do these things, many of them is now attending
in my school because of the sports activities
that has gone high in the school. Most of the
school people who are not members of the school
now want to come I mean members who are
not in my school.

I wish you a healthy stay and a healthy
leaving in your stay in Nigeria but try and do
come home to visit us because we missed you
so much. Thank you.

Yours faithfully
Idrisu Saani

C = 6
E = 4
A = 3
M = 3



APPENDIX E

Write a letter to your friend abroad
describing what your headmaster has
done to improve sports in your school

NAME = Baako Issifa
Class = Arts 1 C
Wulugu Senior High School
Post Office Box 22
Wulugu - Walewale

My dear friend, I write to tell you about the
changes in the school since last year. My
old headmaster I mean Mr. James Amosah has
gone on retirement so a new man call Mr. David
has now taken over the school. Since the
arrival of this man many changes take place
below are some of the changes.

During Mr. Amosah's time many players does
not take part in the sporting activities but
because of the latest developments they are now
prepared to do more of these activities and it is now
going well.

The headmaster have made sports
an interesting event in the school and all those who
use not to like sports are now the first to be in the
field.

I will like to end here thank you
Best yours ever
Baako Issifa

C = 4
Ed = 3
OJ = 3
MA = 2

