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ASSISTING PUPILS OF SERVICES JHS ONE TO USE THE PERFECT ASPECT IN THEIR COMMUNICATION

DOROTHY AWUKU

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A DESSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS OF THE FACULTY OF FORIENGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION DEGREE (TESL) DEGREE

SEPTEMBER, 2017

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DECLARATION

STUDENTS' DECLARATION

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

NAME: **DOROTHY AWUKU**

SIGNATURE……..

DATE……..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for the supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **KWAKU OFORI (DR.)**

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DATE……..

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DEDICATION

This work is dedicated to my mother: Madam Cecilia Amerley Amartei and to my son John Nutifafa Serwornu. Thank you so much for all your support, for being there and showing me love throughout my academic endeavors.

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ABSTRACT

The study examined the large numbers of pupils of Services Basic School in Burma Camp, La- Dadekotopon Municipality in Ghana who encounter considerable degree of complexity in the use of the perfect aspect as fundamental components of the English language in their communication. Thus, the study was carried out with the major aim of looking into the reasons behind the failure of pupils to use the perfect aspect of the English language in a proper manner and especially in their communication and to assist the pupils to overcome this challenge. The study adopted the descriptive survey design, utilizing both qualitative and quantitative approaches. The target population comprised teachers and students with an access population of two hundred and five (205) comprising (5) English language teachers and 200 students. The research tools used were interviews, tests and a questionnaire. The findings of the study revealed that most of the students were not able to use the perfect aspects in their communications but had the ability to use the adverb indications in the present perfect aspect. The grand total of the students that could not answer the multiple test correctly was 55% which shows that most of the students do not have good knowledge of how to use time maker in the past perfect aspect. The study recommend that teachers should build their teaching in a way that the areas of greater complexity should be given extra attention and care and learners should also be drilled on the rules of tense and aspect so that they can have a clear understanding of the perfect aspect.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, purpose and objectives of the study, significance of the study, limitation and delimitation of the study and then organization of the study

1.1 Background to the study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of language, our government has drawn up English as a second language that should be mastered by the students. In Ghana, English teaching aims at mastering four basic skills of language, which are listening, speaking, reading and writing. Nowadays, students are expected to master these four skills in order to be able to use English communicatively.

The tense-aspect system is a challenge for many learners especially for pupils of Services Junior High School in Burma Camp. The present perfect is one of the challenging tenses that second language learners face. In addition, the use of perfect aspect by the pupils in their communication shows a point of weakness on the part of the speaker relating the past to the present, which can make it difficult to grasp.

Tense and aspect play a very important role in making meaningful sentences by portraying the importance of events from the present time to the past. Tense in the sentence shows when or at what time something is done. Tense, also brings about information, actions, people‟s ideas and thought throughs the writings of people.

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According to Blacke (1988), the perfect aspect is used for an action which is complete and has no bearing on what is happening or being said in the present tense. We have the perfect tense as present perfect, present perfect progressive, past perfect and past perfect progressive.

According to Givon (2001), the perfect tense is functionally the most complex and most subtle grammatical aspect. It involves four features whose clustering in the same form is natural and fairly common but by no means universal.

Feder (2002) explains that tenses have three parts namely, the present tense, the past tense and the future tense. The rest are aspect that is the progressive v-ing and the perfect verb -en. Tense in pupil‟s writing and communication has become a failure due to pupil‟s not paying attention the English language specially when given exercises. There is the lack of proper textbooks in the school. Pupils do not like reading extensively to improve their reading, understanding and writing of English language and their tenses. Parents also do not buy books for the children to read for them to improve upon their English language and writing good tense. Teachers also are contributing factor to pupil‟s inability to write good English language and communicate positively because some teachers have not upgraded themselves to improve upon their teaching. They also do not read wide or do extensive reading to improve upon their lot, so they use the archaic method and old ways of teaching which makes it difficult for pupils to understand. Also teachers do not use the appropriate teaching and learning materials for pupils to understand the lesson and even enjoy the lesson. Services JHS 1 students in Burma Camp find it difficult to communicate freely using the perfect aspect.

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1.2 Statement of the problem

Correct usage of the English grammar is vital in the teaching and learning process since students builds their competence and fluency from it. It is not out place to expect JHS students to communicate effectively in English. Unfortunately most pupils in Service JHS Burma camp exhibit very little knowledge in the usage of the perfect aspect in their communication process which goes a long way to affect the educational output especially in their written exams. The researcher has realized that communication of the pupils with regard to the usage of the perfect aspect in their everyday communication process is a big problem in the school. The problem which the researcher sought to address is to find out the extent to which students of Service JHS have retrogressed in their ability to communicate fluently and effectively therefore affecting their performance in communicating their ideas and in the written exam. The research also sought to find out whether or not any a combination of or all factors known and established as contributing to communication inability of pupils in the Service JHS Burma Camp. Even with the introduction of the study of literature into the study of English language and grammar, more errors are being committed by pupils in and out of the classroom. Pupils could not use the aspect properly in their everyday communication and among themselves in the classroom. They cannot write good tense and depict their learning of English language. Students tend to use “had” and “have” without considering the tense in which they want to convert or change situation when communicating.

Pupils of Services JHS 1 cannot use the perfect aspect in their communication. It is against this background that the researcher sought to find out why pupils cannot use the perfect aspect well in their communication.

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1.3 Objectives of the study

The objective of this study is to find out why pupils cannot use properly the perfect tenses in their oral communication. Thus, the study seeks to:

1. Find out why pupils cannot use the perfect tense well in their communication?
2. What errors are committed by the pupils in their use of the perfect aspect?
3. Suggest strategies and solutions to assist teachers in teaching perfect aspect and to assist pupils to improve their communication skills

1.4 Research questions

Pupils of Services JHS find it difficult to use the perfect tense in their communication. Thus the study will find out

1. Why is it that pupils cannot use the perfect aspect well in their communication?
2. What are the errors in the use of the perfect aspect?
3. What strategies can be put in place to assist pupils to improve their communication skills?

1.5 Significance of the study

It is the intention of the researcher to expose the causes of the poor perfect tense usage among the pupils and find solutions to them .This study is envisaged to help pupils who cannot use the perfect aspect to overcome the problem of poor tense usage especially those in Services Basic Schools Burma Camp to develop a more pragmatic approach and skills towards usage of the perfect aspect in their communication processes. There is the need to help pupils to improve upon their oral communication

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skills in order to become competent in the English Language which have become world lingua franca.

The study will motivate pupils to find out more about the good use of the tenses in their communication and writing their exercises.

The research will help parents to have more interest in their wards‟ education especially in the area of English language and to buy good English textbooks for their children and also contribute immensely towards the betterment of their children‟s education and their future.

The findings or results of the research will help school and education planners to have more interest in doing proper planning toward education especially the learning of English language and most of all the tenses and their aspects. Also provide good educational materials for pupils to study, especially textbooks, syllabuses and other teaching and learning materials that will let pupils benefit.

Other schools will also benefit as and when they see the improvement in the English language in the school in question and also try to improve upon their own.

It is envisaged that the study will delve deep into possible obstacles that contribute to the poor usage of the perfect aspect in everyday communication of the pupils. It is going to attempt to unearth that factors that hinders the proper usage of perfect aspect by the pupils. This research will further outline some strategies that can help to improve the use of the proper tense among the pupils and to improve communication.

Besides it is hoped that the study will go further to suggest some ways by which pupils can be encouraged to have flair for effective usage of the perfect aspect in their everyday communication in the English Language. It is hoped the study will serve as

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a spring board for further researchers to go beyond what this study may achieve in helping to solve the ever increasing problem of poor usage of tenses among our pupils in the basic schools. It is expected that the study will aid teachers in our schools especially those in Services JHS in the Burma Camp to lay emphasis on the teaching of tenses in the school.

Lastly it will help policy makers to propagate the message of grounding students in the proper usage of aspect to enhance proper communication among students both written and speech.

The significance of this study is to serve a source of reference for future researchers.

1.6 Limitation of the study

As second language users of the English language, students at all levels of education have their own problems with communication with tenses usage. A study of equipping students with the communication skills at the Junior High School should in fact take any researcher on a marathon in order for him or her to have a fair view and adequate information about the prevailing situation as it pertain to our institutions nationwide. However the choice of Services JHS Burma Camp for this study is that the researcher teaches there and is well acquainted with the problem.

The rationale for limiting the study to this school stem from the fact that the researcher handled this pupils and it was better the researcher used the form that she had interacted with.

In spite of these limitations the study is considered very important in trying to identify the causes or the problem and finding solutions to these problems.

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1.7 Delimitation

The researcher chose Service JHS. I because that is the school where she teaches. The study could be extended to other schools in the vicinity, the study is restricted to only the usage of perfect aspect in oral communication. Other findings would be done in other part the aspects as researcher would have a limited time.

1.8 Organization of the study

The research is organised into five chapters. Chapter 1 presents the introduction to study comprising an overview of the chapter, background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and abbreviations and organization of the study. Chapter 2 presents review of related literature to the study. Chapter 3 concentrates on the methodology including an overview of the chapter, study population, sample size and sampling technique, Instrumentation, data collecting procedure, data analysis procedure and also ethical considerations. Chapter 4 deals with the presentation and discussion of results. Finally, chapter 5 summarizes the main findings, conclusions and recommendations and suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter encompasses the review of related literature (other writer's findings and opinions) on the topic. Sources include: internet, books, reports, journals, periodicals, articles and lecture notes. The review is done under the following sub-headings:

- First language influence
- Definition of perfect aspect.
- Tense and aspect
- Types of Aspects
- Grammatical Aspect
- Lexical Aspect
- Simple Past Tense
- Perfect Aspect
- The use of perfect aspect in oral Communication

2.1 First language influence

One of the factors that make it difficult for second language learners (SLLs) to fully acquire a second language (L2) is the influence of their L1. Although not every researcher has agreed (Ellis, 1985, who concluded that the proportion of errors due to the L1 influence is small), L1 influence in L2 grammatical production has been acknowledged by many researchers, including Lado (1957), who have claimed that in speaking a foreign language, the influence of the native language plays an important role. According to Lightbown &Spada (2000), Liszka (2004), Collins (2007) and Hinkel (1992),studies show that learners‟ non-target-like output shows some influence from their L1 Lonin & Zubizarreta (2010) also acknowledge that a large number of

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SLLs are influenced by L1 language transfer. This L1 influence can be positive or negative. Lonin & Zubizarreta (2010) make a distinction between positive L1 transfer and negative L1 transfer .Thus if a learner‟s L1 and L2 share the same syntactic elements, and he/she can manipulate his/her L2 production in an appropriate way, the L1 has a positive influence. On the other hand, if a learner‟s L1 does not possess the syntactic elements of the L2, he/she might fail to use the L2 appropriately; hence, the L1 has a negative influence. Problems of L2 production occur when a learner‟s L1 has a negative influence.

According to Lightbown & Spada (2000), there are two types of negative L1 influence on the acquisition of grammar: the first is making L2 errors due to having the same L1 grammatical forms with different functions; the second is making L2 errors due to not sharing particular grammatical elements with the L1. According to Lightbown & Spada (2000) the first can involve L2 learners‟ misuse of a verb tense because of the sharing of the same type of verb morphology between a learner‟s L1 and L2, but with a different function. For example according to Collins (2007) in french, there is a tense called compound past, which takes the same form as the PRPF in English. Thus a french compound past can be used in a context where simple past (SPA) should be used in English. As a result, French learners of English overuse the PRPF where the simple past tense is required.

According to Lightbown & Spada (2000) the second type of negative L1 influence is due to a lack of particular L2 syntactic structures in the L1. This According to Lightbown & Spada (2000) can cause L2 learners to underuse an unfamiliar tense or substitute it with other tenses. Learners with a different L1 tense/aspect system are subject to a negative influence in L2 acquisition of the PRPF (Liszka, 2004).

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Again Liszka (2004), discovered evidence that Japanese and Chinese learners of English tend to alternate between present and past tense use in contexts where the PRPF should be used. This agrees with Hinkel‟s (1992) findings that English learners of East Asian languages, including Chinese and Japanese, have "less mutual conceptualization of time"(Hinkle,2004), than L1 speakers of, for example, Arabic and Spanish, which have a "deictic time reference" This type of negative influence can apply to JLEs. Since there is no inventory for JLEs to access in their L1, it might be difficult to conceptualize the time reference of the present perfect aspect.

2.2 Tense and aspect

Comrie defines tenses as grammaticalised expressions of time (1985). According to Comrie (1976) and Dahl (1985), "tense is a deictic category that locates an event on the time line, usually with reference to the time of speaking" (cited in Bardovi-Harlig, 2000). It is used to pinpoint an event or state in a specific frame of time (e.g. past, present, or future). The morphological boundness and obligatory use differentiates grammaticalized expressions of time from lexicalized expressions, since they are optional in use and adverbials are furthermore formed syntactically (1985).

A grammatical category expressing time in language is aspect. Leech, Cruickshank; Roz and Ivanič (2001), for example describe aspect as the way we view an action or state, in terms of the passing of time. Quirk (1993) proposes the following definition: Aspect refers to a grammatical category which reflects the way in which the verb action is regarded or experienced with respect to time. Comrie (1985) classifies aspects as different ways of viewing the internal temporal constituency of a situation, with which Huddleston and Pudlum (2002) largely consent. What all these definitions have in common is the subjective point of view that is attributed to the articulation of

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aspect, and that aspect is a grammaticalized form of time reference and one refers to the internal temporal structure.

Thus though aspect does not place an event or state on a time line, It deals with what Comrie describes as the internal temporal constituency of one situation. According toBardovi-Harlig,(2000), one could state the difference as one between situation-internal time ([grammatical] aspect) and situation-external time (tense). It expresses how an event or situation is viewed. Coming back to Comrie‟s definition of aspect as viewing the internal temporal structure of eventualities, this is a central point setting aspect apart from tense. Tense, as mentioned earlier, is a deictic category, whereas aspect is not deictic, nonetheless, both, tense and aspect are concerned with time. The difference between the temporal relations of tense and aspect is that tense relates the reference time of a situation.

For example, the verb“eat” can be presented in different forms depending on the situation. It could be used in sentences such as:

“I am eating now,”

Or “I have been eating since 10:00,” or

“I usually eat at 8:00.”

Thus an aspect indicates the perception of the time when an event occurs. According to Bardovi-Harlig (2001), a speaker‟s viewpoint determines the use of the tense which is strongly associated with aspect.

Reichenbach (1966) established three temporal time elements: E stands for “point of the event,” which implies the point when the event occurs; R stands for “point of reference,” which refers to the mental connection that a speaker is making; S for “point of speech,” when the speech takes place. According to Reichenbach (1966), the PRPF can be diagrammed as follow:

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I have lived in New York

Present

Past <---------•----------•----------> Future

(E) (S, R)

This diagram shows that (E) happened at some point in the past, "lived in New York." This event is affecting the (R), and (R) is the same time that the addresser is speaking, (S), which is the present. (R) Could be, "Living in New York has been part of my life experience." The fact of (E) has some kind of implication at the present time: a speaker is still alive, and this experience is part of his/her life. If you compare with the past tense, there is a clear difference. In his diagram of time, the past tense is:

I lived in New York

Present

Past <----------•----------•----------> Future

(E, R) (S)

As can be seen above, in the past tense, the point of reference of the speech is in the past, when the event occurred, and there is no relevance at the time of speech (present). This implies the addresser does not live in New York anymore. The important thing to bear in mind is that this reference of time (R) plays an important role in deciding which tense to use (e.g. between the PRPF and the SPA).

2.3 Types of Aspects

2.3.1 Grammatical Aspect

Grammatical aspect is usually expressed through morphological inflection. The prototypical representation of grammatical aspect occurs in Ghanaian languages, where verbs can take different forms according to the characteristics of the situations

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they refer to. The traditional distinction made in Ghanain languages between perfective and imperfective aspect, is overtly and morphologically marked, (Binnick, 1991). Additionally, the perfective aspect of a verb is the marked, whereas verbs that are non-perfective are the unmarked members of the opposition.

Regarding the meaning of the two aspects, according to Comrie (1976), 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 as such 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, and indeed is equally appropriate if the situation is one that lasts through all time, without any beginning and without end Comrie (1976). Hence it can be said that the imperfective aspect focuses only on a certain point of time inside a situation, not considering the beginning or the end of a situation. The temporal relationships between E and R in the two aspects are distinct, the perfective aspectlocates E within R, while E and R in the imperfective aspect are overlapping. Comrie points out 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 makes a situation seem punctual.

2.3.2 Lexical Aspect

Lexical aspect refers to the temporal character of the lexical content, which is not merely restricted to verbs but also applies to compound expressions. This aspect refers to secondary meanings of a base verb whose meaning has been modified by particles but emphasize the beginning or the end of the process. This aspect according to Klien (1994) marks the durativity, iterativity, inchoativity, stativity of situations

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2.3.3 Simple Past Tense

Another category of the perfect aspect which is abuse by the Services JHS students is the simple past tense. 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. With this category of the perfective aspect, 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 reason to interpret situations, described in the past tense, as completed and thus perfective. But strictly speaking this is not the inherent meaning of the simple past, since an utterance like: *John was in London yesterday* does not make any reference about John‟s current whereabouts but it could be that he is still London and will be staying there (Kirsten, 1994). Hence, indications about a possible (in) completion of a situation described by simple past is made by the context and is thus usually an implicates. Additionally, the simple past is *per se* is aspectually neutral and 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 implicates.

The simple past is often described as referring to a definite point in the past (Leech 2001). Again, Binnick (1973), however, argues that the specification of R in the past is also established by the context. The simple past is usually used to express sequentiality of past situations, i.e. the simple past is used to describe successive events which happened in the past in their chronological order. The succession of eventualities may be emphasized by the use of temporal adverbials like *then, after that, following this* etc. According to Binnick (2002) using the simple past with subjuncts like *before*, however, indicates reverse order of eventualities. Additionally,

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when the simple past is used with subjuncts like *as* and *when*, it may indicate sequentiality as well as simultaneity of eventualities.

2.4 Perfect Aspect

Regarding the relation between E and R as defining aspect, there are theoretically three possible aspects:

E < R representing perfect,

E = R representing imperfectivity and

E > R representing posteriority.

The definition and the basic meaning of the perfect aspect is the relation of E < R. This makes the difference between the perfect aspect and perfective aspect, clear, since in the perfective aspect E is included in R.

According to Klein (1994) perfect and perfective aspect are commonly associated with completion. The difference between them being that in the perfective aspect a situation is complete within R, while the situation is already complete before R in the perfect aspect (Klien,1994) this can also be seen in the diagrams above . A further characteristic which simultaneously connects and divides the perfect and the perfective aspect is their indication of change of state: whilst the perfective aspect indicates a change of state within R, the perfect aspect indicates a change of states prior to R. The perfective aspect in fact calls for an extension of the three possibilities of combination of R and E, requiring the possibility of inclusion, which could be represented as E ⊂R. This gains importance when considering that the progressive aspect could be represented in reverse order as R ⊂E relationship.

According to Dahl and Bybee (1989), the perfect aspect develops out of the resultative semantic meaning of verbs, indicating a change of state. Furthermore the

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lexical indication of completion and change of state put the focus on the resultative state of a previous event.

2.5 The use of perfect aspect in oral Communication

According to Blacke (1988), the perfect tense is functionally the most complex and most subtle grammatical aspect. In a particular language one finds various features of the perfect detached from each other and lumped with other tense aspect. Blacke‟s statement is true because the perfect had to come together with the participle and sometime makes it complex. Downing and Lock (1992) stressed that the perfect tense in English is used to refer to all degrees of pastiness more remote than the present perfect and differs from the pass tense. This shows that the perfect tense that shows all degrees of completeness is different from the past tense.

Givon (2001) remarks that the three perfect tenses in English which show action already completed. The word perfect literally means made complete or completely done. Dahl (1985) remarked that the perfect tense or aspect is a verb form that indicates that an action or circumstance occurred earlier than the time under consideration, often focusing on attention on the resulting state rather than on occurrence itself. The perfect means “complete and is identified as one of the grammatical aspects, the event being referred to is reviewed as already complete at the time of occurrence. Dahl‟s remarks was right because we focus on the end results rather than the action itself. That is why he said perfect means complete.

Flynn (1999) states that the present perfect tense which is the auxiliary „have‟ is in the present tense and expresses a relationship between two points, one in the past and the other in the present. The most common past suffix in English is (-ed), but (-en) and vowel changes also mark this form. Occasionally a verb will have no past participle form and no separate past tense. The past participle looks like the past tense. This

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statement confuses the students as sometimes cannot differentiate between the past and the participle.

The perfect tense or aspect is a verb from that indicates that an action or circumstance occurred earlier than the time under consideration, often focusing attention on the resulting state rather than on the occurrence itself. An example of a perfect construction is I have made dinner: although this gives information about a prior action, the focus is likely to be on the present consequences of that action. The word perfect in this sense means: completed" (from Latin perfectum, which is the perfect passive participle of the verb perficere "to complete").

In traditional Latin and Ancient Greek grammar, the perfect is particular conjugated verb from considered to be one of the tenses. Modern analyses view the perfect constructions of these languages as combining elements of grammatical tense. The Greek perfect contrasted with the aorist and the imperfect, and referred specifically to completed events with present consequences; its meaning was thus similar to that of the English construction "have/she (done something)". The Latin perfect contrasted only with the imperfect and was thus used to mean both "have/has done something" and "did something" (the preterite use). Other related forms are the pluperfect, denoting an event prior to past time of reference and future perfect, for event prior to a future time of reference.

In the grammar of some modern languages, particularly of English, the perfect may be analyzed as an aspect that is independent of tense – the form that is traditionally just called the perfect ("I have done") is called the past perfect. (There are also additional forms such as future perfect, conditional perfect and so on.) The formation of the perfect in English, using forms of an auxiliary verb (have) together with the past

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participle of the main verb, is paralleled in a number of other modern European languages.

In some analyses, the perfect is identified as one of the grammatical aspects. In the perfect aspect, the event being referred to is viewed as already completed at the time of reference. It should not be confused with the perfective aspect, which marks a situation as a single event without internal structure and does not imply prior occurrence or present relevance as the perfect aspect does. The perfect also contrasts with the prospective aspect, which encodes the present relevance or anticipation of a future event. While the perfect is a relatively uniform category cross – linguistically, its relation to the experiential and resultative aspects is complex – the latter two are not simply restricted cases of the perfect.

The perfect is not necessarily incompatible with other grammar aspects. In English, for example, it can be combined with the progressive (continuous) aspect, wherein an event is viewed as temporary and ongoing. A form such as the present perfect progressive *I have been working* combines the meanings expressed by the two aspects.

If perfect is viewed as an aspect, then the verb forms traditionally called just "perfect" combine the perfect aspect with present tense (the event occurred prior to the time of speech). The pluperfect and future perfect forms combine perfect forms combine perfect aspect with past and future tense respectively. This analysis is reflected more explicitly in the terminology commonly used in modern English grammars, which refer to present perfect, past perfect and future perfect (as well as some other constructions such as conditional perfect).

However, not all uses of "perfect" verb forms necessarily express this "perfect aspect" – sometimes they are simply used as expressions of past tense, that is, as preterits.

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This applies to some uses of the Latin perfect and also (for example) to the modern German Perfekt.

According to Richards, Platt and Weber(1999) in Nunan (2005) grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to able to express their feelings, emotions and to be able to use English appropriately.

In grammar, the students are provided with many rules of a language. One of them is tense. Hornby (1995), state that tense is a verb form or series of verb forms used to indicate the time of the action or state. It is important for the students to learn tenses since they have great influence in forming the meaning of sentences. Tense many indicate whether an activity or state is, was, or will be completed or whether it is was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it believed that mastering the tenses as one

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aspect in English grammatical structure, the student will be able to communicate in English correctly.

One of the creative way in teaching English grammar is games. Arif Saricoban and Esen Metin (2000) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. Play and competition that are provided by games enhance the motivation of the pupils and reduce their stress. This will help them to acquire certain essential language skills. Game helps improve the pupilss‟ understanding of grammatical usage and help the students learn from others through peer review, team work and group discussion.

They also like to learn and communicate by watching, listening to native speakers, talking to friends in English, watching television in English, using out of class, learning new words by hearing them and learning by conversation.

Giri (2003), implemented strategy to teach grammar. As a result, the use of the strategy in small group discussion really helped the pupils to share their knowledge and opinion in doing the exercise and discussing the answers. Moreover, when the strategy in small group discussion was combined with the use of picture, the pupils were motivated in making sentences. This research emphasizes the use of the climbing grammar mountain game to improve the ability in using the tense in their communication. It is an effective way to teach structure; and motivate pupils to compete one another.

The pupils learn from one another and get more practice with the target language by working in small groups. They gain satisfaction and confidence by putting to use what they have learnt.

Most of the beginning English pupils will have the characteristics of concrete learners in which they prefer to learn grammar in informal approach to formal ones. The

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formal approach in teaching grammar may affect their basic assumption of the grammar itself. This may become the main cause why pupils are not interested and motivated in learning grammar.

The perfect can also be combined with another aspect that is marked in English –the progressive (or continuous) aspect. In perfect progressive (or perfect continuous) constructions, the perfect auxiliary (a form of have) is followed by the past participle been (from be, the auxiliary of the progressive aspect), which turn is followed by the present participle of the main verb. As before, the perfect auxiliary can appear in various tenses, moods and non-finite forms.

The have-perfect developed from a construction where the verb meaning have denoted possession, and the past participle was an adjective modifying the object, as in i have the work done. This came to be reanalyzed, with the object becoming the object of the main very, and the participle becoming a dependent of the have verb, as in i have done the work. The construction could then be generalized to be used also with intransitive verbs. A vestige of the original interpretation is preserved in some languages in the form of inflection on the participle to agree with the gender and number of the object.

The be-perfect developed similarly, from a construction where the verb meaning be was an ordinary copula and the participle expressed a regulative state of the subject. It is consequently used mostly with verbs that denote a change in the state or location of the subject, and in some languages the participle inflects to agree with the gender and number of the subject.

Languages which use these constructions can generally inflect the auxiliary to produce different verb forms for the perfect aspect: the pluperfect or past perfect is

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produce with the auxiliary in the past tense, the future perfect with auxiliary in the future tense, and so on. These include non-finite forms such as perfect infinitives. (More possible forms and examples are given under English below).

The basic (present) perfect form, with the auxiliary in the present tense, may specifically carry the meaning of perfect aspect, as in English; however in some language it is used more generally as a past tense (or preterit), as in French and German.

According to Blacke (1988), the perfect aspect is used for an action which is complete and has no bearing on what is happening or being said in the present tense. When have in the present tense is used as an auxiliary with the head in the past participle form, it said to be constitute perfect form of the verb. I agree perfectly with Blacke (1988) because in perfect tense, when have in the present tense is used as an auxiliary with the head word in the past participate form, is said to be in a perfect form.

Givon (2001), states that the perfect tense is functionally the most complex and most subtle grammatical aspect. It involves four features whose clustering in the same form is natural and fairly common but by no means universal. In a particular language are finds various features of the perfect detached from each other‟s and lumped with other aspects such as the past, recent past, immediate/vivid or present progressive the detached the four features are anteriority, perfectively, counter sequentially and lingering relevance. With Givon‟s assertion, it is true that are finds the features of the perfect aspect detached from each other and are together with tenses such as the past or recent past.

Downing and Locke (1992), say that the present perfect in English differs from the past tense in that, the event is seen as occurring in a period of time which extends up

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to and includes speech time. The event is simply anterior the event expressed by the past tense is seen on disconnected from the present when expressed by the present perfect. The event is psychologically related to the present. The differences are reinforce by collocation with adverbs. The past perfect is used in English to refer to all degrees of pastness more remote them the present past and the past tense

In looking at the perfect aspect Schibsbye (1979) refers to the perfect aspect on the past and preset tense together if the verb has a durative or iterative association. The perfect signifies that an action or condition began in the past still continues, or can be expected to recur in the present "*I have stayed here for a week, I have felt that music soothes the soul"*. If the verb has a perfective association, the perfect tense signifies that the effects (results) of the past action (chances) are to be seen in the present. *I have written letter to my father*.

If the verb has a durative in content between the two tense is usually clear whether an action or condition has been completed in the past or still continue or can be expected to recur.

I agree with Schibsbye about the perfect tense, that"s the past and present together, when they come together and the verb has repletion or continue action that signifies an action or condition which began in the past still continues or can be expected to recur.

Dahl (1985), explains the perfect aspect or aspect is a verb form that indicates that an action or circumstance occurred earlier than the time under consideration, after focusing attention on the resulting state rather than on the occurrence itself. The word "perfect" means "complete". In some analysis, the perfect aspect is identified on one of the grammatical aspects. In the perfect aspect, the event being referred to be

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viewed on already completed at the time of reference. Dahl‟s explanation was right because we focus on the end result rather than the action taking place.

Quirk (1990) says the past perfect expresses events that occurred before the reference time in the past. The tense form is used to make reference to a past event or time earlier than another past time or event. It gives insights into past eventualities, narratives and reports so as to provide background information of the situation, being the reference time. According to Leech and Svartvik (1975) tenses refers to the correspondence between the forms of the verb and time. Aspect is related to the "manner" in which the verb is considered complete as in progress.

According to some linguist English has two simple tense the present and the past but many others recognize the future as a tense and generally accepted. All linguist however agree that the language is "marked" by two aspects namely the progressive and the perfective.

Hddleston and Pullum (2002) define tense as a system where the basic or characteristic meaning of the term is to locate the situation, or part of some point or period of time and aspect as a system where the basic meaning have to do with the internal temporal constituency of the situation. The features of tense and aspect are interrelated.

Most students have little knowledge in grammar they have in mind that grammar is the most difficult aspect in learning English language let alone communicate with its. This situation has compelled students to feel relented when learning grammar since they have shallow mind in grammar they end up constructing incorrect sentences.

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Bennest (1999), stressed that the only way to be a good speaker is constant practice. This should be done every day at school and home, because communicating well has become the main order of business in our daily lives.

The Perfect Tense in used of an action which in complete and has no bearing on what is happening or being said in the present. When have in the present tense is used an auxiliary.With the head in the past participle form, it is said to be constitute perfect form of a verb. Blacke (1998).

In conclusion all the authors conclude that the perfect aspect shows one end result as complete rather than the action.

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CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes the methodology and the design used in the study. It also provides information on participants (sample), including sampling techniques, (including evidence of ethical consideration), as well as methods used in data collection: questionnaires, interviews and classroom observations and analysis. The chapter also deals with the description and distribution of instruments used. In this study, the mixed methods approach is used and the choice of the particular design under the approach explained. Additionally, discussion about reliability and validity of the research instruments used has been provided and the limitations outlined.

3.1 Setting of the study

The study was conducted in the Services Junior High School in Burma Camp of the La-Dadekotopon Municipality of Greater Regions of Ghana. This School was purposively sampled for reason of convenience and easy accessibility of respondents

3.2 Research Design

According to Saunders (2004), a research design is a plan or guide for data collection and interpretation, with sets of rules that enable the researcher to conceptualize and observe the problem under study. This definition supports the fact that a well-designed study enables the researcher to explore and find connections of a specific phenomenon.

This study used a descriptive survey research design utilizing qualitative research methods. The overall approach will be qualitative because qualitative methods focus on the knowledge of people involved, and attempt to understand the reasons behind

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certain behavior description (Taole, 2008). This research design was seen to be the most desirable because the study sought to give vivid picture of the use of perfect aspect in the oral communication skills of the student of Services Junior High School in Burma Camp Accra and strategies being adopted to arrest the situation and their relationship to students‟ academic performance. The evaluation has been carried out using four systems of data collection techniques, literature review, exploration, interviews and questionnaires. The literature review, exploration and interviews were used to collect qualitative data while questionnaires were used to collect both qualitative and quantitative data; thus the two will complement each other.

3.3 Population and Sampling

According to Strong and Hensley (2002), population is the focus of a researcher's effort. Qualitative research does not deal with large samples but careful selection of respondents whose views will help explain the issues being studied since the focus is on in-depth analysis (Flick, 2006). The target population for this study comprises students in Service Junior High School and teachers who are teaching English language in the School in the Services Junior High School in Burma Camp in the La-Dadekotopon Municipality. The accessible population was made up of students, English language teachers of Service Junior High School. In all, a total one hundred (205) population comprising (5) English language teachers and 200 students were used for the study.

3.4 Sample Selection

According to Burns (2000), the major task in sampling is to select a sample from the defined population using an appropriate technique that ensures the sample is representative of the population and, as far as possible, not biased in any way. The

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purpose of sampling is to be able to make generalizations about a population based on a scientifically selected subset of the population (Babbie, 2001).

Purposive sampling technique was used to select the teachers employed for this study. According to Kwabia (2006), purposive sampling is a sampling procedure where the researcher is only interested in a sub-group that is typical of the whole population. Baumgartner, Strong and Hensley (2002), are of the view that with the purposive sampling the researcher knows that specific characteristics exist in a certain segment of a population. Since these traits are extremely critical to the results of the investigation, the subjects who contain the characteristics were selected. Educational administrators in supervisory positions in the Basic schools sector were purposively selected for the study.

Teachers were selected because they taught and executed testing and examination of students. Random sampling method was used to select the students .This is because, according to Harper (2000),a random sample due to its ability to give every item in the population an equal chance of being selected ,would return more credible result for the study. Also as noted by Gupta (1993) random sampling is more suitable in more homogeneous and comparably larger groups. Students were selected because they were the beneficiaries" English language teaching in the school.

The study targeted classroom teachers in the classroom and JHS students in Services school in Burma Camp in the La-Dadekotopon Municipality of Greater Accra Region.

3.5 Instrumentation

Four instruments were used in the study, namely: questionnaires, structured interviews, multiple test and Classroom observation.

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3.5.1 Questionnaire

For this study, the researcher chose to use a questionnaire to collect data. According to Gray (2009), in a questionnaire, people respond to the same set of questions in a predetermined order. It is generally agreed that it is the most widely used survey data collection technique. Taylor, Sinha and Ghoshal (2006) further observe that questionnaires take many forms and may be designed to elicit quantitative and/or qualitative data. Thus, for this study the questionnaire was used to collect survey data quantitatively.

The advantages of using a questionnaire as posited by Babbie (2001) are that there is quick inflow of data from many people at an instant and it helps saves time and money as they can be sent to thousands of people at a low cost. The researcher found it appropriate to create the questionnaire using open ended questions which would allow the respondent to clearly express their views, not be limited to predetermined data and the use of open ended questionnaires is viable to use when collecting and analysing quantitative data (Guba & Lincolin, 1994).

The disadvantages of using a questionnaire according to Cakir and Cengiz (2016) are that respondent maybe dishonest, lack conscientious responses, difference in understanding and interpreting questions, feelings and meanings may not be conveyed and skipping of questions. To curb these disadvantages, the researcher considered using structured interviews as a research instrument. A structured interview involves predetermined questions that the researcher asks the respondent on a face to face manner (Babbie, 2001).

Two sets of questionnaires were used. One set was administered to teachers and the second one was administered to pupils. Although 200 questionnaires were distributed

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to pupils, only 150 were returned. This made it possible to collect adequate information and opinions from the respondents within a short period of time.

3.5.2 Interviews

Face to face interviews were given to the English language teachers in the Schools. The interviews were used because of their advantages over questionnaires especially to allow the researchers to probe for particular responses, clarifications and confirmations of information from the respondents.

3.6 Validity and Reliability

Reliability is defined as the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions (Heale & Twycross, 2015). The Researcher found it important to measure the reliability of this study by employing the a reliability attribute called stability which describes the consistency of results using an instrument with repeated testing often called the test-retest reliability (Heale & Twycross, 2015). Validity on the hand is the extent to which a concept is accurately measured in a quantitative study (Roberts, 2006). To measure the validity of this study the Researcher employed criterion validity which is the extent to which a research instrument is related to other instruments that measure the same variable (Heale & Twycross, 2015).In order to ascertain the validity of instruments, expert opinion was sought from the supervisor, lecturers, and peers on face, content and format of the questionnaires, interviews and group organization. Consultations with the supervisors, other lecturers, and peers helped to identify errors and offered the opportunity to modify and improve the instruments. Also to ascertain the validity and reliability of the research instrument, a pilot study was done 5BN Junior High school also in Burma Camp that did not participate in the actual study. Following the pilot study, more errors were identified in the instruments. Drawing on

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the expert opinions from the supervisors, lecturers, head teachers, and peers, appropriate corrections were made on the instruments. Therefore, all instruments were administered by the researcher and collected immediately.

3.7 data collection procedure

Burns and Grove (2003) define data collection as the precise, systematic gathering of information relevant to the research purpose.

For the purpose of this study questionnaire and interview were used for the data collection. The reason for using this method for data collection was that in a qualitative case study research interviews involve collection of data through verbal interaction between the researcher and subjects (Willig.2005). Qualitative methods using in-depth interviews (Denzin and Yvonna, 1998) he collects naturally occurring data (Silverman, 1992). Therefore the method explore participants views in more depth (Invankova, et al, 2006) by keeping open mind about the group.

3.7.1 Interview

McNamara, (1999) noted that interviews are particularly useful for getting the story behind a participant's experiences. Kvale (1996) also explained that the qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. Open-ended interviews were used because the research interview seeks to collect data at both a factual and a meaning level. Kumekpor (1999) opines that in face to face interview, both the respondent and the researcher can see and observe each other personally and in the process may develop personal friendship, rapport, collaboration and exchange of information beyond the specific interview. It was further argued that in an in depth interview, longer time is spent on fewer questions or on more restricted aspects of the subject but a larger amount of information is collected in greater details. Face to face in-depth interview was

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therefore used to collect data for the study. The researcher traced and contacted the English language teacher for the interview in staff common room. The face-to-face interview commenced with self-introduction and explanation of the purpose of the study and presentation of an introductory letter from the university. The interview was conducted to discover why pupils cannot use the perfect tense well in their communication, errors made when communicating orally and strategies can be put in place to assist students to improve their oral communication skills**.**

Before designing the questionnaires, the researcher had gone through literature review and come with some initial draft of questions. However, after series of discussions between the researcher and the supervisor, helped to refined research questions. The investigator mapped each interview question with set research questions and after rigorous review of work; the author finally was able to come up with a set of error free questions under the strict guidance and supervision of the supervisor

Questions used for the-interview session included:

1. Why pupils cannot use the perfect tense well in their communication?
2. What are the errors in the use of the perfect tense?
3. What strategies can be put in place to assist students to improve their oral communication skills?

These questions were important in maintaining the focus of the research to avoid concentrating on less important points. The questions in the interview guide prepared by the researcher were followed critically so as to exhaust all questions.

A tape recorder was used to capture accurate record of the interactions and discussions with permission from the interviewees. Interviewees were allowed to listen to the playback of the interview recorded after each session. Since the tape can

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develop technical or mechanical faults which could result in loss of valuable information, the researcher used field notes to supplement the tape recordings.

3.7.2 Participant observation

The study adapted Heritage, Janssen, Tanney and Zarach‟s (2008) Classroom Observation and Lesson Planning Tool (COLPT) for systematic data collection on teachers‟ instructional practices on teaching grammer especially perfect aspect. Participant observation was done between March-April 2017. The instructional sessions of the English language teachers on grammer was observed and the results recorded and reflected using the protocol. This tool was particularly adapted because it has the greatest potential to represent all aspects of assessment (test) practices. The tool also provides a useful bridge between theory and practice by laying out a series of prompts that reflect teaching of perfect aspect.

The observation therefore focused on the teaching and learning activities that went on during the teaching and learning process (e.g. grouping of students for instruction, assessment during the course of the lesson, the content of lesson and independent work, evidence from classroom discussion and interaction, etc.)

Observation is an appropriate instrument because it enables the observer to study a phenomenon (actions or behaviors) in its reality as well as gather data first-hand (Babbie, 2007). This prevents interpolation of information by factors that stand in between. On the grounds of this opportunity, the researcher was able to track information about the teachers‟ instructional practices in teaching grammar. The classroom observation protocol looked at lesson design, lesson presentation including elements of assessment as well as assessment strategies indicators such as feedback, teacher-student interaction and monitoring progress.

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3.8 Data Analysis

All the information from the questionnaires was entered into Microsoft excel spreadsheets. The Microsoft excel program was used to generate descriptive statistics, graphics, tables and charts. The interpretation of the descriptive statistics made it possible to make appropriate inferences in terms of determining the proper usage of perfect aspect by the students and strategies ben put in place to arrest the situation. The qualitative data was analyzed into themes and concepts. Based on the grounded theory plausible relationships among themes and concepts were identified (Strauss & Carbin, 1998).

3.8.1Ethical Considerations

The cornerstone to producing an effective and meaning full research are the ethical considerations. It was imperative to consider ethics in conducting this study. Research ethics refer to rules of morally good conduct for researchers. The researcher had the responsibility to protect the participants in the investigation. Drew and Hardman (2008) state that it is of paramount importance that educational researchers respect the rights, privacy, dignity, and sensitivities of their research populations and also the integrity of the institutions within which the research occurs.

Consequently, the primary responsibilities of the researcher to participants are clear, that is, obtain consent, protect from harm, and ensure privacy. In this study, the researcher made sure that individual rights was not be infringed on by observing the rights of participants, their values and desires when carrying out research (Creswell, 2009). Issues of consent, honesty, respect for the integrity of the individual, confidentiality of certain information and anonymity was considered when carrying out the study.

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3.9 Summary

This chapter gave a clear insight into the research methodology used and justified the paradigm of which it falls under, the post positivist world. Quantitative data collection method were chosen for this study, a survey was used as a research strategy and this lead to the collection of data using a questionnaire and conducting of structured interviews. Issues of validity and reliability were discussed in justifying the reliability and validity of the research instruments.

3.10 Limitation of the Study

Different limitations hindered the progress of this research, for instance; some respondents declined from participating in the study information while others continued to postpone the interview and this slowed down the process.This in a way affected some deliverables of the work. One of the problems encountered was the postponement of appointment. However, with perseverance, the researcher was able to carry out almost all the interviews scheduled.

Another problem encountered was the lack of trust. Since the interview involved interactions with complete strangers, there was some sort of hesitation on the part of some interviewees with regard to how much the interviewer can be trusted. This means that the interviewee may choose not to divulge information that he or she considers to be classified. This rendered some of the research data incomplete and had to be discarded

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CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Overview

This chapter focuses on the analysis of empirical data obtained from the fieldwork, discussion of the findings during this research and recommendations thereof.

Upon successful completion of interviews and surveys, data from the selected teachers who teaches English language were edited to make sure that invalid or extra venous factors are eliminated in order to fine tune respondent‟s pattern of answers and completion. Data analysis and interpretation was carried out with regard to the research objectives. Results from interviews and survey questionnaire were combined to describe and assign reasons why pupils from Services Junior High use the perfect aspect tenses wrongly.

The empirical part of this thesis work was concentrated on exploring:

1. Why pupils cannot use the perfect aspect tense well in their communication,
2. What are the errors in the use of the perfect aspect?
3. What strategies can be put in place to assist pupils to improve their communication skills using the perfect aspect as tense of the English language

The researcher used (5) English language teachers for the study largely because of these teachers teaches these pupils and 200 pupils because these pupils are the direct beneficiaries of the pedagogical skills of these teachers They were assured of their anonymity in order to encourage interviewees to give information freely.

The researcher will subsequently refer to them as English Teacher one (ET I), ET2 and ET5 respectively. The analysis began by first presenting the demographic data collected on the respondents to establish the extent to which their responses reflected on the research questions raised.

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4.1 Section A: Bio-data of Respondents

Table 4.0: Distribution according to population

Respondents	Freq	Percentage%
Pupils	200	97.6
Teachers	5	2.4
Total	**205**	**100**

Source: Field survey (2017)

Table 4.0 shows that out of the 205 population (respondents), 200 (97.6%) of them were pupils and the remaining 5 (2.4 %) were teachers. The results indicated that there were more pupils than teachers engaged in the study.

Table 4.1: Gender distribution of respondents (Pupils)

Gender	Freq	(%)
Boys	120	60%
Girls	80	40
Total	**200**	**100**

Source: Field survey (2017)

Table 4.1 shows that out of the 200 pupils, 120 (60%) of them were males and the remaining 80 (40 %) were females. The results indicated that there were more male pupils than female pupils in the selected schools but the margin is very small.

Table 4.2: Age distributions of Respondents (Pupils)

Age-Range	No. Pupils	%
11-14	140	70
15-18	60	30
Total	**200**	**100**

Source: Field survey (2017)

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Table 4.2 shows that 140 of the pupils were between the ages of 11-14 representing 70% whilst 60 of the pupils were within the age range of 15-18 representing 30%. It can be deduced from the results that majority of these pupils in the Service basic school are relatively young and as such not matured academically.

Table 4.3: Gender distributions of respondents (Teachers)

Gender	**Freq**	**(%)**
Male	2	40%
Female	3	60%
Total	**5**	**100**

Source: Field survey (2017)

Table 4.3 shows that out of the 5 English language teachers in Services basic school, two (2) representing (40%) of them were males and the remaining three (3) representing (60 %) were females. The results indicated that there were more female teachers in the school than male teachers in the selected schools but the margin is very small.

Table 4.4: Age distributions of Respondents (Teachers)

Age-Range	**No. Teachers**	**%**
20-30	3	60
40-50	2	40
Total	**5**	**100**

Source: Fieldwork (2017)

Table 4.4 shows that three (3) of the teachers were between the ages of 20-30 representing 60% whilst 2 of the teachers were within the age range of 40-50

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representing 40%. It can be deduced from the results that majority of these teachers in the Service basic school are relatively young.

4.2 Teaching experiences of respondents (Teachers)

Since all the teachers that were used in this study are involved in providing teaching English language as services, it was important the number of years they had served or practised was also known since this could inform how teachers have been teaching as well as how experienced they were with teaching.

Table 4.5: Teaching experiences of respondents

Years	**Freq**	**(%)**
1-10	3	60
11-20	2	40
Total	**5**	**100**

Source: Field survey (2017)

Table 4.5 shows that 3 (60%) had spent 1-10 years teaching English language as a subject whilst 2 (40%) had spent 11-20 years teaching. The result expresses that about 3(60%) of the teachers had spent more than 5 years in the teaching service and is therefore assumed that the teachers are in good position to provide responses that reflect their expertise.

4.3 Academic qualification of respondents

Teachers were asked to indicate the academic qualifications. The results are presented in Table 4.6 below.

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Table 4.6: Academic qualification of respondents

Qualification	Frequency	Percentage (%)
Certificate 'A'	1	20
Diploma	1	20
B.A., B.Ed	2	40
M.Ed, MA,	1	20
Total	**5**	**100**

Source: Field survey (2017)

Table 4.6 shows that 1 (20%) of the teachers was Certificate 'A' holder, 1 (20%) was Diploma holder, 2 (40%) were Degree holders and 1 (17.7%) was Masters Degree holder. The results clearly shows that majority of the respondents had qualification ranging from Diploma to Masters Degree which meets the present requirement of a teacher at the basic school level. It can also be deduced from the results that majority had degrees which is in the right direction for teachers in the educational area. Professional upgrading has become very flexible in the Ghanaian educational setting where through various means teachers top-up their qualification. Therefore researchers such as Darling-Hammond and Young (2002) found that the teachers credential was a factor in determining students' achievements. They found that the higher education one has the more knowledge he is perceived to have.

4.4 SECTION B: TEST ANALYSIS OF STUDENTS ANSWERS

Comprehension of the present perfect time maker:

There were twenty questions in the test. The subject of the sentences in the multiple choice were time makers: since, for, yet, already, ever, never, ago.

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Table 4.7: Summary of number of correct answers found in the multiple choices Test

Question No	Total Correct Answer	Percentage%
1	54	98.20
2	54	98.20
3	48	87.30
4	48	87.30
5	55	100
6	55	100
7	54	98.30
8	55	100
9	23	45.50
10	24	47
11	54	94.50
12	16	29.10
13	54	98.20
14	51	92.70
15	46	83.40
16	31	56.40
17	46	83.60
18	41	74.50
19	54	98.20
20	55	100

Source: Field survey (2017)

From the table 4.7 above the highest percentage (100%) of students answered 4 questions correctly

1 Question no 5, The film started 30 minutes…….

The aim of this question is to test ability of the pupils to recognize a situation that had already happened and to place " ago" at the end of the sentence ."Ago" would be the only choice that could fit in the sentence.

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2) Question no. 6; Ama; What are you going to do….

Kofi: I don‟t know, I haven‟t decided …….

The purpose of this question was to test pupil‟s use of negative sentence of the present perfect. ”Yet is the correct answer.

3) Question No.8,Fred and Sue have lived in Accra…….1990

This question tested the use of “Since” when year is provided in the sentence

4) Question No.20 ……..to one of these seminars?

The question was designed to test the comprehension of using an appropriate word to make question by using:” Have you ever”……at the beginning of the sentence.

The second highest percentage (74.5 % up to 98.20%) that students could answer questions correctly were question nos.1,2,3,4,7,11,13,14,15,17,18 and 19

For example: Question No. 15.

A: Do your maths homework first .ok

B: I‟ve……..done my maths. doing my spelling now.

The pupils were tested on how to use “already” in the sentence to explain mission.

The third highest percentage of students that could chose the correct choice range from 45.50%-56.40% which were question nos 9,10, and 26.For example:

Question no.10,

Fred is a construction worker. He‟s worked in the construction business……He graduated from Senior high School.

Students were tested for the comprehension of using for + total period of time.

The lowest percentage of pupils that could choose the correct answer on question no. 12 was 29.10%.The question was not the most difficult question to test present perfect (has/have+V3).

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In conclusion, from the multiple choice questions pupils who had the highest score to the lowest score from the 20 questions are broken down as below in the table 4.7.1

4.7.1 ANALYSIS OF STUDENTS TEST SCORES (FROM HIGHEST UP TO LOWEST)

Total correct answers	**Total No. of Pupils**	**Percentages**
14	2	3.60
15	6	10.90
16	11	20.0
17	23	41.80
18	11	20,0
19	1	1.80
20	1	1.80
Total	55	100

Source: Field survey 2017

From the table above it is evident that only one pupil could answer question 20 and question 19 correctly which accounted for 1.80 %.There were 11(20%) students who could answer 18 questions correctly. Most students (23 student/41.80) got 17right.11 students (20%) could answer 16 questions and 6 students (10.90 could answer 15 correctly. The lowest score on the multiple choice test was 14 which was 3.60 and there were 2 students in this rank.

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4.7.2 Summary of total students that could answer each questions correctly (By Sentence type)

Question No.	Total Students	Percentage
Affirmative sentence		
1	49	89.10
2	55	1000
8	51	92.70
Negative sentences	36	65.50
3		
9	37	67.30
10	52	94.50
Question sentence		
5	43	78.20
6	45	81.80
7	34	61.80
Complex sentence		
4	20	36.40

Source: Field survey 2017

From the table 4.7.2 it is evident that 6, students understood how to use modal verb (has/have) with subject verb agreement, but they could not use regular and irregular verb appropriately. When pupils wrote question sentence in the present perfect, many of them did not change the form of the main verb to the past participle.

Moreover, most of the students used correct grammatical structure in writing affirmative sentence was 100%.

Lastly 36.40% of the pupils had the ability to write complex sentences which combines the present perfect and the past simple tense (Sub+Has/have+V3+ object+ when+subject+V2+ object). Most of them used present perfect with the past perfect for complex sentences.

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4.5 Interview Results

ET 1

The researcher interviewed a teacher on 15th June 2017 who has been teaching English grammar for the past 12 years. This interview took place at 1:30 pm at the staff common room. According to the interviewee, there is a major problem with pupils choosing and using the appropriate tenses in communication their ideas. According to the interviewee the major problem have to do with the use of the perfect aspect or time maker which reflects heavily in the pupils oral and written communications. The respondent attributed the error analysis to the following problems:

The use of the present simple tense instead of the simple past, the omission of the auxiliary verbs in interrogative and negative sentences, incorrect subject –verb agreement in present simple tense, incorrect verb form, the use of simple past tense to express habitual actions in the present simple tense, incorrect subject –verb agreement in the past simple tense.

According to the interviewee a clearer analysis of the problem emanates as a result of the following: Difference in the Ghanaian and the English language structure, Interference from the local Ghanaian language, method of teaching English language as foreign language to the pupils, lack of practice by the pupils, word for word translation. The interviewee believed that if the appropriate pedagogical skills are adopted in teaching the subject and pupils are able to practice what they are taught in the classroom, they would be able to communicate properly using the perfect aspect.

ET2

This interview was conducted 18th June in the residence of the interviewee at exactly 12:00 noon. The interviewee is also a classroom teacher in the Service Basic School

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and teaches English language in JHS form one (1).According to the interviewee though most of the pupils are able to communicate well in the English language, there is a major problem with the use of the perfect aspect or the time maker among the pupils which need major attention to correct. According to the interviewee most pupil misapplied the correct subject-verb rules thus unable to use the appropriate tenses when communicating among themselves. Thus the use of the present simple tense instead of the simple past, the omission of the auxiliary verbs in interrogative and negative sentences, incorrect subject–verb agreement in present simple tense, incorrect verb form, the use of simple past tense to express habitual actions in the present simple tense, incorrect subject–verb agreement in the past simple tense are the some of the wrongful grammatical error committed by the pupils. According to the interviewee the major problem has to do with direct translation of the local language by the pupils into English is a major problem since the grammatical structure of the local language and English are different. The interviewee also mentioned the lack of grammatical practice by pupils as a major cause of the problem among pupils. The interviewee is of the opinion that to solve the problem of poor uses of the perfect aspect and for that matter grammatical error among pupils there is the need for stakeholders to collaborate to solve the problem. He mentioned some of the strategies as: the use of the appropriate pedagogical approaches in teaching grammar to pupils, the use of appropriate and recommended textbooks and the encouragement of parents to their children‟s to communicate more in the English language.

ET3

The researcher conducted this interview on 20th June 2017 at 10:30 am. The interview involved a teacher who teaches Twi (a local Ghanaian language).Though not an English language teacher the researcher deemed it fit to interview her since Twi is an

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applied linguistic program and the teacher would be able to appreciate the challenge better. According to the interviewee, it is evident in the oral and communication skills that most pupils in the service basic school are deficient in using the perfect aspect in the communicative approaches hence need urgent attention. According to the interviewee the use of time makers in Ghanaian language mostly resulted with negative transfer to the use of the English tense by pupils, lack of grammar proficiency by the pupils is also a major cause, Infrequent practice using grammar rules in both written and in oral communication. The interviewee recommended greater emphasis on the teaching grammatical aspects to pupils and adopting the appropriate teaching approaches to overcome the situation.

ET4

The researcher interviewed a teacher who teaches social studies in the services basic school on 5th July on the school premises. According to the interviewee though he teaches social studies he has vast knowledge in English language teaching since he studied English language as part of this studies at the university and thus have enough appreciation of the problem at hand. According to the interviewee the complexity of pupils of service basic school not able to use the perfect aspect in their communication can be attributable to some reasons such as unsuitable learning materials, improper teaching methods used by some incompetent teachers, and possibly low motivation on the part of a large number of learners. According to the interview the use of aspect is quite more complex than the use of tense and as such more proficient pedagogical approaches should be adopted in teaching this aspect of the grammar.

4.6 Results and Discussion

The research is intended to identify and analyze the errors made by the pupils of Services basic school in the oral communication using the perfect aspect. For that

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purpose, a test interview and a questionnaire were introduced to this group. Regarding the statistical tools used to arrive at such results, percentages were used. The analysis is supported by tables including numbers of frequencies of correct and incorrect use of tense and aspect in the case of the test administered on the respondents of the study. Clearly, the respondents' replies to the different test items were presented in the tables given in this section. This section discusses the learners' responses to the items of the questionnaire.

A: The information presented in table (1) includes the data of the first section of the test comprising a number of items that are meant to test the use of the English tense and aspect by the learners investigated for the purpose of this research.

Referring to the summary of the table,1.3, the errors in using adverb indication in the present perfect tense from the multiple choice test suggest that since the verbs in interrogative and negative sentences in the present and past tense, most of the pupils (80%) had a good understanding about the present perfect tense makers (since, already, yet, ever, ago). However there is direct translation of these tense in to oral communication skills of the pupils which created a lot of linguistic problems in terms of communication. This finding is similar to a previous research conducted Muttavankul (2003) which revealed that though most local languages have tense markers the adverb of time are used to express change of time both in present and past actions or event just as in the English language through the use of verb inflections (as in the past „‟were/was, the present is/am/are, the future" will" and the perfect "has/have. She further revealed that English language has a large number of verb inflections as compared to the local Ghanaian languages which does not have enough language aspect which affects language acquisition hence its use in oral

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communication among pupils which may have direct effect on its usage among the pupils.

Again, an indepth analysis of the multiple test result revealed wrong answers that were chosen in the fill in the blank and making the sentence show that pupils had difficulty transforming the present participle to the past participle. For example on question no.7 from the fill in the blank test, there were only (27) pupils who could answer this correctly. Thus the most common error was the misusing the past participle. Pupils did not change “teach” in the present particle to “taught in the past participle appropriately. This error could be attributed to the poor teaching of English as a foreign language by not putting enough emphasis on regular and irregular verbs in the past participle. Richard and Platt (1997) claimed that when learners repeatedly make errors without been corrected, those errors become permanent (fossilization) and are difficult to correct. Again the study revealed that most of the errors that occurred result from infrequent practice with using grammar rules in both writing and in speaking.

As far as the pupils use of tense and aspects in a connected piece of language are concern, the respondents' treatment of the items expressing such a grammatical area is given in the table and details below.

In using the simple past, it is seen in the table that the correct use of such a tense was a little lower (47%) than the incorrect use (53%). The respondents dealt with the use of the past perfect in the way that those who used it correctly were very low (17%), whereas those who used it incorrectly were largely many (83%). Examining the use of the simple present, the numerical data in the table tell us that their correct use of such a tense was quite lower (48%) than their correct use which was (52%).

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4.7 Implications of the Results Obtained in the Test

To establish a link between the questions of the research and the results discussed in these sections, it is of concern to refer to the first question that was focused on how common are the errors made by the pupils in the use of tense and aspect. This question also tried to find which grammatical category of tense or aspect was more complex than the other.

Looking carefully into this analysis of the results, it is obvious that the pupils included in this study are still away from the right track as far as the use of tense and aspect is concerned. However, variation is there as it is seen that such pupil seem to be more familiar with the use of the simple present, and the simple past tenses as the percentages of their correct use support this (56%) and (59%) respectively. These results imply that those pupils have some difficulty in these uses up to the levels shown above. The explanation that can be made regarding these results is that since such pupil had a certain amount of English learning in their basic level, and also in their oral communication practices and this had possibly facilitated their task in using these tenses in addition to quite a lesser ability of using the present and past progressive aspects. Nevertheless, the complexity arises when it comes to their use of the present perfect and past perfect aspects. The results achieved by such learners in the two aspects suggest that they are still having a great deal of complexity in such uses as their correct uses were (48%) and (45%) respectively. Such a complexity can be attributable to some reasons such as unsuitable learning materials, improper teaching methods used by some incompetent teachers, and possibly low motivation on the part of a large number of pupils.

As far as the question on the use of tense or use of aspect is concerned, it can be inferred from the statistical information in the table below that the use of aspect is

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quite more complex than the use of tense. However, this complexity is not that remarkable as they got the correct use of the tenses (55%) compared to the correct use of the aspects as (48%).

The question concerning whether pupils find it more complex to use tense and aspect in isolated sentences and/or in sentences that are connected, the study revealed that pupils encounter a greater complexity in the use of tense and aspect in sentences that are written in connection, *a paragraph*, while this complexity is not that sharp in the case of using tense and aspect in isolated sentences. The inference made is that such learners have received most of their learning of the uses of tense and aspect in isolated sentences (69%).

4.8 Conclusions gathered from the test and the questionnaire

The research posits a number of questions that have been answered in the discussion attempted earlier, and depending on such a discussion, the following conclusions can be made. It can be gathered that the real problem of the respondents of this study is that they find it a hard task when they attempt to recall the rules of this area of grammar in order to use these tenses and aspects correctly. It is a hard task mentally that they have to think and rethink about such rules, which in turn, has its influence on their learning as a whole. Meantime, they have to revise these rules every now and then, otherwise, they are likely to forget them. Thus the pupils like almost other learners in similar learning settings encounter a great deal of complexity in their use of tense and aspect. This is clearly observed, particularly in the case of the use of the progressive and the perfective aspects in English.

The number of errors ascribed to the pupil‟s unfamiliarity with the English aspect is greater than the number of errors ascribed to their low level of mastery of English

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tenses. Thus, the English aspect is a greater cause of complexity to such learners than the English tense.

The pupils, taken as the respondents of this research, seem unclear about such uses which were not possibly made clear to them at the earlier stages of learning on how to use tense and aspect. The Present and Past simple tenses are given more learning and possibly additional practice than the perfective aspects.

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CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Overview

This chapter presents a summary of the findings, conclusion and outlines recommendations including areas for further research.

5.1 Introduction

The purpose of this study is to find out why pupils of Services basic school cannot use properly the perfect aspect in their communication. It is envisaged that the study will delve deep into possible obstacles that contribute to the poor usage of the perfect aspect in everyday communication of the students. It also attempts to unearth the factors that hinder the proper usage of perfect aspect by the students. This research further outlines some strategies that can help to improve the use of the proper tense among the students and to improve communication.

5.2 Summary

The findings of the study were obtained through administered survey questionnaires, test and structured interview guide and analyzed using both qualitative and quantitative methods. Purposive sampling technique was used. The target population for this study comprises students in Service Junior High School and teachers who are teaching English language in the Services Junior High School in Burma Camp in the La-Dadekotopon Municipality. The accessible population was made up of students, English language teachers of Service Junior High School. In all, a total two hundred and five (205) population comprising (5) English language teachers and 200 students were used for the study. All the information from the questionnaires was entered into Microsoft excel spreadsheets. The Microsoft excel program was used to generate descriptive statistics, graphs, tables and charts. The interpretation of the descriptive

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statistics made it possible to make appropriate inferences in terms of determining the proper usage of perfect aspect by the students and strategies that can be put in place to arrest the situation

5.3 Summary of Findings

The result from the test of the error analysis in the use of the perfect aspect is as follows:

1. From the study most of the pupils do not know how to use the perfect aspect with the past participle in compound sentences. Many of the pupils used the present simple tense with the present simple tense or the perfect aspect with the present simple tense instead.
2. From the study, the pupils had the ability to write question sentences and negative sentences in the form of present perfect although some of the pupils could not use the regular and irregular verb forms in the present perfect tense correctly. The most frequent errors were not changing the present participle to the past participle.
3. From the study, most the students were not able to use the auxiliary verb (have/has) with the past participle correctly, for example, taught (V3 of teach).
4. From the study, most of the students were not able to use the grammatical structure in the form of the present perfect tense. The highest percentage of the students who could answer making the sentence test was 55% and the lowest was 45%.
5. From the study most of the student did not have the ability to use the auxiliary verb (has/have) with subject agreement and use the correct regular forms of the past participle. The highest percentage of the students who could the fill in the blank test correctly was 55% and the lowest percentage of 45%

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5.4 Conclusion

The result of the study provided interesting information about the difficulties students of Services Basic School faces in the use of the perfect aspect in conjunction with other tenses in their oral communication which occurred in the multiple choice test, fill in the blank test and the making structure test.

From the findings, it can be concluded that most of the students were not able to use the perfect aspects tenses in their oral communications but had the ability to use the adverb indications in the present perfect tense. The grand total of the students that could not answer the multiple test correctly 55%.This shows that most the students do not have good knowledge on how to use all types of time makers in the past perfect tense. The result shows that one in four students were weak in using grammatical structure in order to organize sentence in the form of the perfect aspect. It is thus unlikely that students will have the flair in creating correct perfect aspect in their everyday oral communication.

5.5 Recommendations

1. Teachers are supposed to build their teaching to pupils in a way that the areas of greater complexity should be given extra attention and care. To do that effectively, learners should be drilled on the rules of tense and aspect so that such learners can have a clear understanding of the difficulties that they encounter when it comes to use.
2. Teachers should try their best to clarify as much as possible the problems that may result from differences between the language learnt and the learners' mother tongue.

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5.6 Suggestions for further research

English teachers in basic schools in Ghana must conduct further research to evaluate the teaching of English grammar and to provide information about the current English curricula. Based on this information, more accurate and practical teaching suggestions could be offered.

Teaching, from time to time, should be linked to students' daily life situations. For example, the students can be drilled on writing sentences about their daily routines so that the perfect aspect can be well learnt.

.In the case of the other aspects such as the present progressive, past progressive, present perfect, past perfect teachers can make use of a number of activities such drills and activities that are discussed and presented in different grammar textbooks.

Practice of comparison and contrast is definitely an effective measure giving students a clear way of such uses. Further, it helps learners differentiate and remember easily and quickly such rules.

When correcting errors made by learners, these errors must be corrected in the manner that they should not be treated as something bad on the part of learners, but rather as attempted strategies to arrive at the correct use of a rule.

Educational authorities are required to give priority to this very important component of the English language. Teaching English can never do without teaching grammar.

Such authorities are urged to provide the teachers of English, with adequate training on how to deal with grammar points like this one. In such training, the learning areas that are of greater complexity to learners should be given a longer span of time and a greater deal of effort.

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Appendix A

Dear student**,**

This test is a part of a research that is conducted for the purpose of finding out the difficulties and/ or complexities that you encounter in the use of the English tense and aspect. Kindly answer the test items as correctly and honestly as possible**.**

Thanking you

Section 1: **Kindly read each item carefully, and answer it as correctly as possible.**

A: Encircle the correct verb/ choice.

1. Aku _____ to France last summer.

a. goes b. went c. go

2. Don‟t go out. It _____ outside.

a. is raining b. rains c. rain

3. Bob usually _____ a sandwich for lunch.

a. eat b. ate c. eats

4. They _____ to this city four weeks ago

a. come b. comes c. came

5. _____ you a student?

c. Is b. Do a. Are

6. The students _____ English now.

a. learn b. learns c. are learning

7. kofi _____ many games at the age of 15.

a. played b. plays c. play

8. While the teacher _____ on the board, Daniel raised his hand.

a. writes b. write c. was writing

9. We _____ home at 10 o‟clock yesterday.

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a. arrive b. arrived c. arrives

10. The light suddenly went off while they _____ TV.

a. watches b. watch c. were watching

11. Kuma _____ English since she was six.

a. learns b. learn c. has learnt

12. He knew later that he _____ the door.

a. hadn‟t locked b. doesn‟t lock c. isn‟t locking

13. My father and mother _____ two cups of coffee every morning.

a. had b. have c. had

14. Melody speaks French, but right now, she_____ English.

a. is speaking b. speaks c. speak

15. We _____ TV at the moment.

a. watch b. watches c. are watching

16. The students _____ in the classroom for 50 minutes.

a. have stayed b. stays c. stay

17. Our class usually _____ at ten every Monday.

a. starts b. start c. started

18. On arriving at the airport, the plane _____.

a. leave b. leaves c. had left

19. His brother _____ his wallet.

a. lose b. is losing c. has lost

20. All the family love their house very much because they _____ in it all their life.

a. have lived b. live c. lives

21. By the time they got to the office, the manager _____.

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a. had left b. leaves c. leave.

22. She was unhappy because she _____ the test.

a. fails b. fail c. had failed

23. Sami _____ his homework when his friend visited him.

a. does b. was doing c. did

24. While he _____, the phone rang.

a. sleep b. sleeps c. was sleeping.

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Appendix B

The Questionnaire

Questionnaire on the Difficulties and/ or complexities encountered by pupils in the Use of the English Tense and Aspect

Dear student,

This questionnaire includes questions on the difficulties and/ or complexities that pupils learners of English encounter in the use of the *present simple* and *past simple* tenses. The questionnaire also includes some other questions on the difficulties and/ or complexities that pupils encounter using the *perfect aspects*. The questions are given below. You are kindly requested to answer the questions completely and correctly. The answers given will be used only for the research purposes and not for any other purposes.

Section One: **Please tick (/) the correct choice/ answer.**

If **Yes**, how **Question Yes No** much difficult is it?

Moderately Difficult

Just Difficult

Very Difficult

1. Do you think that the use of the Simple Present is difficult and/ or complex?
2. Do you think that the use of the Simple Past is difficult and/ or complex?
3. Do you think that the use of the Present Progressive is difficult and/ or complex?
4. Do you think that the use of the Past Progressive is difficult and/ or complex?
5. Do you think that the use of the Present Perfect is difficult and/ or complex?
6. .Do you think that the use of the Past Perfect is difficult and/ or complex?

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7. In which skill or activity do you find it difficult and/ or complex when using the past aspects? Is it, for example, in? . Reading : Yes / No, Writing: Yes / No

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