UNIVERSITY OF EDUCATION WINNEBA

INVESTIGATING THE EFFECTIVE USE OF TENSE AND ASPECT,

A CASE STUDY OF ANYABONI D/A JHS

KWESI ABRAHAM LAWER

DECEMBER, 2017

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A DISSERTATION IN THE DEPARTMENT OF APPLIED LINGUISTICS, FACULTY OF FOREIGN LANGUAGES EDUCATION AND COMMUNICATION, SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF EDUCATION, WINNEBA. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE (M.E.D TESL)

DECEMBER, 2017

DECLARATION

STUDENT'S DECLARATION

I, **Kwesi Abraham Lawer,** declare that this thesis, 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 submitted either in part or whole, for another degree elsewhere.

SIGNATURE:……………………………..

DATE:…………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR:………………………………..

SIGNATURE:……………………………..

DATE:……………………………………

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This research work has been made successful for me as a result of diverse contributions and help given by some people. It would be unfair if I did not express my gratitude to them.

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DEDICATION

This work is dedicated to my beloved mother, Kwesi Mary Korkor and my family members for their financial support and inspiration in my educational career.

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ABSTRACT

This is an action research work which is aimed at investigating the effective use of tense and aspect in Anyaboni D/A JHS and how problems identified could be addressed. This work proved that some students could not use tense and aspect effectively in their oral communication and the written aspect. The population for the study was thirty five (35) for JHS two students. All the 35 students were selected for the study. The researcher used the qualitative research design for the study. Research instruments used for the study were observation, interview, test and questionnaire. The data presentation and analysis revealed a lot of findings about why pupils do not use tense and aspect effectively. Teachers teaching the English language are not trained English teachers. They do not use teaching and learning materials (TLMs) for teaching tense and aspect.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter, I discuss the background to the study, the statement of the problem, the objectives of the research questions, limitation and delimitations to the study, the significance of the study and the organization of the research work.

1.1 Background to the Study

English plays very important roles in the academic pursuit of students of Junior High, Senior High and other levels of education. English is used as a medium of communication at all sectors of life. In our schools, English plays a pivotal role since most of the textbooks and instructional materials like syllabus (syllabi) and teachers guides have been written in English. English happens to be one of the core subjects taught in both Junior and Senior high schools levels of education, and any individual who aspires to climb high on the academic ladder owes it an obligation to, at least have a pass or a credit in English in the West African Secondary Schools Certificate Examination. Therefore, using tense and aspect correctly is very important to students in Ghana.

Students are obliged to communicate and use tense and aspect correctly in English whenever in school, and doing of their exercises, writing essays but the reverse is what we see in Anyaboni D/A Junior High School in the Upper Manya District in the Eastern Region of Ghana. This is not helping the proficiency of our students in the L2 since a good control of the language is a panacea in other subject areas. In that case, everybody is expected to be competent in the use of tense and aspect effectively in the language in order to function effectively in school, at

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workplaces and among other speakers of the language. The downward performance of students especially in English language has been a source of worry to the parents in the Upper Manya Krobo District, government and other stakeholders. If this trend is not curtailed, I wonder the kind of future this nation has, since it will be unimaginable and suicidal to entrust the nation in the hand of leaders who cannot use tense and aspect effectively in the formal language of the country. Indeed, the level of proficiency in the English language at all levels of education raises concerns from the public, and the students of Anyaboni D/A JHS are not left out in the bracket.

The syllabus for Junior High School aims to improve students' communicative competence, raise their level of proficiency in English usage and also prepare them to function effectively on their own. To achieve these goals, students should be more conversant with grammar in the English language.

Grammar refers to the rules that govern the way a language works Kirt Patrick (2007:17); grammar can therefore in simple terms be explained as conversational system of rules for putting words together in sentences. It therefore means that its writers, except for special stylistic effects, failed to combine words in the accepted way to form sentences, sentence that they form will be grammatically unacceptable. It is however, generally, expected that a piece of writing worthy to be endorsed as an academic work should be devoid of too many grammatical errors. This calls for adherence to the acceptable way of using words to form sentences.

There is a saying among students of a foreign language that English is a difficult language with lots of complicated grammar to master. This is a misconception. As a largely "analytic" language; English has a lot less grammar to learn than "synthetic" language such as French or Spanish with their table of tenses and endings and agreement while English does have tenses and endings and

agreement, it has far less than many languages do, and the rules for using them are often quite simple and intuitive.

First of all, we are in the global village and English has become an international language all over the world. We as Ghanaians are to some extent more disadvantaged and we are already battling it out because English is studied in Ghana as a second language compared to the British who have it as a first language. If the leaners/ students are not guided to grab the base principles of how the language operates, then we are compounding the problem and the leaners will suffer severe impediments of language transfer.

Language is spoken and written and it follows some systematic principles which have been accepted and used by members of any given society. Grammar is one of the most integral part of the English language which needs to be given the necessary attention. One main aspect of grammar which poses a lot of problems to students is the effective use of tense and aspect. It is believed that a good grab of the concept is panacea to good performance in English language as well as other subject areas. The researcher's experience through interaction with students in and outside the classroom as well as colleague teachers reveals that effective use of tense and aspect is a problem in Anyaboni D/A JHS and Upper Manya District as a whole.

It is this reason that the classroom teacher needs to investigate the effective use of tense and aspect knowing why they do not use tense and aspect effectively to enable him devise appropriate strategies to eliminate them.

WAEC, therefore, called for a return to the policy of placing emphasis on lexis and structure. Also, there has been a cry from the whole public on how student fail in their English examination in Ghana. The poor performance of student in BECE results is making parent and guardian's worried. It has been traced in English to poor

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tense construction WAEC Chief Examiner's Report (2010). Teachers have a lot to do both in the classroom and outside the classroom. When this is done certain difficulties that students face would be addressed to minimize errors students commit in communication and examination. The tense and aspect form part of the English language if students are not conversant in it, it is necessary to salvage the situation.

Every year WAEC Chief Examination's Report always mentions grammatical errors construction committing in examination that the students make. We cannot talk about these grammatical mistakes without considering tense and aspect in the English language. It is for this reason that the researcher decide to investigate   the effective use of tense and aspect, and look into possible areas of tense and aspect and what can be done about the situation to improve students' competency in English.

Anyaboni is a resettlement town. During the construction of the Akosombo Dam those whose houses were destroyed by the floods were given that place. Fifty percent of the people there are Krobos, thirty percent are Ewes and twenty percent are Akan's. There are villages which feed the school in terms of population. Some of these villages are far from the school and others are near. The villages are Aflamase, Agajajeter, Anyaboni Old Town, and Dawa. Some Students come to school late especially those from far.

At first, the school had a lot of teachers but most of them were untrained and some also were not qualified and the government realized it and dismissed those who were not qualified and for this reason the school lacked teachers for some time before they posted qualified teachers who are now the English teachers. When those teachers were there English was taught by unqualified teachers and not teachers who were really trained to teach English Language. This is another contributing factor for students or learners not using tense and aspect effectively.

The place is a farming community so most parents could not help their children to learn after school. Recently, Plan Ghana came to build a library for the community but it was built in our school compound, yet students who do come to the library to learn are about two percent.

1.2 Statement of the Problem

Many people express serious concerns about the poor standard of the English language at various levels of education in our country. This poor standard is attributed to a number of factors, among which is the ineffective use of tense and aspect. Speaking and writing are useful only when they communicate meaning to both the speaker and the listeners or the writer and the reader. This is called language usage. It makes language the same for everyone. Students of Anyaboni D/A Junior High School have serious problems with the effective use of tense and aspect. These becomes bear when they communicate both in speech and writing.

The students are confronted with this problem as a result of their inability to adequately grasp the concept of tense and aspect and their rules. Most students do not understand tense and aspect. This reflects every aspect of their work in the classroom. Abudu (2009); stated in his research work that in the acquisition of any skills, practice and frequency are the very important determinants as far as the successful understanding and the use of the skill is concerned. It is assumed that it is because students have not acquired the rules governing this grammar items adequately that, their inabilities to communicate properly using these tense and aspect arise in any form of their communication which stand out in their writing or conversation is tense and aspect and inflection associated with the subject verb agreement (concord).

Students inability to use tense and aspect effectively pose a lot of problems in our educational system.

Their problems for not using tense and aspect effectively leads to poor performance in other core subjects which need to be addressed by the English language teachers all over the country. Plotnik (2003); discusses the effect of tense. Every narrative has a base tense, one that moves the action of the communication forward. The use of the tense establishes the mood for the conversation or the story being told – past tense is traditionally the story teller's medium, in which events have taken place and people have acted out their destinies. There is a finite basis to expired time. Present tense, on the other hand, promote feeling or mood of immediacy and the potential for change or flexibility.

Tense is the grammatical expression of the location of event in time. It anchors ('grounds') an events to the speaker's experience of the world by relating the event time to a point of reference Downing & Lockes (2006).

Anyaboni D/A JHS 2 students do not know how to use present and past tense in their conversation, and in sentence constructions and also in writing of their essays.

1.3 Research Objectives

The objectives of this research are:

1. To highlight the ineffective use of tense and aspect in Anyaboni D/A Junior High School.

2. To investigate   the causes of ineffective use of tense and aspect by students.

3. To come out with useful suggestions that will help students use tense and aspect effectively.

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1.4. Research Questions

This study sets out to provide answers to the questions

1. What are the problems that students of Anyaboni D/A Junior High School face in the correct usage of tense and aspect?

2. What are the causes of these problems?

3. What measures can be put in place to assist students of Anyaboni D/A Junior High School to overcome the difficulties they face in the use of tense and aspect.

1.5 Purpose of the Study

The purpose of the study is to help students use tense and aspect effectively.

1.6 Significance of the Study

This research will enhance students' academic performance in all subject areas and their general life as a whole since they turn to be good communicators and writers. That is, it will improve students' grammatical competency and accuracy in their articulation and build upon their proficiency in the English language. This research work is justifiable because English is an important springboard for the learning of other subjects and so it needs to be taught and learnt well. The study will also help all teachers in Upper Manya Krobo District and whoever used English language to be able to use tense and aspect effectively in the language.

Finally, it will motivate teachers to adopt new ways of teaching grammar especially tense and aspect.

1.7 Limitation of the Study

The generalization of the findings of the study is limited to tense and aspect in English grammar. The success of this study depends on several factors related to the researcher, research site and research population among others. The major limitation is that some respondents felt that answering certain questions could lead to revealing the secrets of their profession even though they were assured of the confidentiality of the information given.

1.8 Delimitation of the Study

Anyaboni D/A Junior High School comprise only one stream which has a population of about one hundred and fifty students. However, for the sake of quality work and time constraint the study is confined to only JHS 2 students.

1.9 Organization of the Study

This research work has five chapters. The chapter (1) talks about the background of the study, statement of the problem, research objectives, research questions, significance of the study, limitation, delimitation and organization of the study.

Chapter two captures literature review of the study. Chapter 3 describes research methodology, context population, sample and instrument used. Chapter 4 includes presentation, analysis and discussions of survey instrument. Chapter 5 deals with findings from the study, recommendations and conclusions of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature on the topic under discussion. It looks at the importance of literature to this research and specific direction it can give to the researcher with regard to the analysis of the data on the effective use of tense and aspect.

The following are examined?

1. What is tense?

2. What is aspect?

3. Possible areas where effective use of tense and aspect problems arise.

Language is very important in our society. Any language which is not learnt would be endangered. Many languages have been endangered in the world .As we grow in the society language also grows, we add and we remove what will make it simple for every human being. Most languages have rules governing it if not all of them. In English language the rules governing them is the grammar. Metcalfa and Astle (2010 page 15) assert that "grammar is a basis of language, the framework on which ideas are hung and the loftiest imagery of thought can fall flat if ungrammatically expressed". Crystal (2004); grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. Maugham (1938); says that it is necessary for one to know grammar, and it is better to write grammatically than not, but it is well to remember than grammar is common speech formulated. Grammar treats the principles of the language, the study of the

forms of speech, and their relation to one another, the act concerned with the right use and application of the rules of the language in speaking and writing. It is well established that it is a matter of applying rules and principles and the same principles apply to tense and aspect. According to Quirt et al (1985: 27); many people see grammar as the form of structure". This includes the ordering of words, the correct addition of suffixes and prefixes and then correct use of the article. Wiredu (1999: 1); said that grammar deals with how words in a language combine to form correct sentences in that language". He said the major language combine with other and what we do with these combinations. According to Downing and Lockes (2006); tense is the grammatical expression of the concern of grammar is to describe how words in a particular location of events in time. It anchors ('grounds') and event to the speaker's experience of the world by relating the event time to a point of reference. The normal universal and therefore, unmarked point of reference if the moment of speaking – speech time. What has been called the inescapable and constantly changing "now" in which verbal interaction take places, Past events take place before the "now" while future events are taught of as taking place after it. The location of the speaker, the moment of speaking and the speaker himself /herself make up the "I" the here and now – 'the deistic centre' – which serves as the point of reference for definiteness and proximity. Tense, therefore, has a deistic function, it distinguishes a "proximal" events expressed by the present tense from a "distal" event expressed by the past tense. Tense is a grammatical category that is realized in English morphologically on the verb. According to Downing and Lockes (2006); English language has just two tense, the present and the past as on "goes/went", respectively. English has no verbal inflexion to mark a future tense. The forms ''shall' 'and '' will'' are not verbal inflection but modal auxiliary which, when reduced, are attached to pronounce not to

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the verb root (he will wait there). Also, important are the form – meaning relationship shall and will belong to a set modal auxiliaries and can express meaning other than reference to future tense, English makes use of a number of combination such as " be going" to refer future events. To compare the sentence below.

a. They do the shopping on Fridays (present tense)

b. They did the shopping on Fridays (past tense).

c. They are going to do/ will do the shopping on Fridays (lexical auxiliary/modal).

In general, as these examples illustrate, past and present events are to have a status of real event, while reference to the future are not potential that is unreal events. According to Wiredu (1998), the term tense refers to the form a verb takes in order to show whether the action took place in the past, or the action is taking place in present, or it will take place in the future, Green (1993). Define tense with respect to time. Time is a universal, non-linguistic concept with three divisions past, present and future. By tense, we understand the correspondence between the form of the verb and concept of time. Aspect concerns the manner in which the verbal is experienced or regards. According to J. Crosby Annan, (2014); tense is a category use in the grammatical description of verbs (along with aspect and mood) referring primarily to the way the grammar marks the time at which the action donated by the verb took place. The actions which verbs express may take place at different times in relations to the time of speaking or writing – in the present, in the past, or in the future. In English, an expression such as I dance; they dance; she dances; indicates present time action; and another such as 2. I danced; they danced; she danced; indicates past time action. This means that the grammatical category of tense is related to real – world time. Some grammarians believe that tense must always be shown by the actual form

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of the verb; and in many languages present, past and future are indicated by changes in the verb forms. From general theories of language development, scholars like Skinner, Vygotsky and Baudura said a lot in terms of learning language. According to Skinner (1957); language is a behaviour that develops in the same manner as other skills. This means that language develop through regular practice. Skinner's view of language learning which includes literacy skills as behaviour is not different from Baudura (1977); social learning theory which posits that people learn from one another, observation, imitation, and modeling. People also learn through interaction. In relation to Baudura's theory, Vygotsky (1962); social development theory which emphasis the importance social learning and it argues that social interaction proceeds development. Plotnik (2003); discusses the effect of tense every narrative has a base tense, one that moves the action of the communication forward. The use of the tense and aspect establishes the mood for the conversation of the story been told: past tense is traditionally the story tellers medium, in which events have taken place and people have acted out their destinies. There is a finite basis to expired time. Present tense, on the other hand, promote a feeling or mood of immediacy and the potential for change or flexibility. Huddleston (1984); noted that past time is an inherently relational concept: the past tense inflection indicates that the time the situation or event took place is part in relationship to another time, usually at the sentence is said. The time of the situation in the present tense will normally be present or future, and may also be expressed in temporal terms, using subordinate clause such as 'when he come here, I will be talking to him, which tell future; subordinate change is restricted to cases when the future situation in which the predicted event will take place is assured. Huddleston uses the example "she is ill next week" as a non sensical misuse of the present tense as opposed to the action verb in "we leave for Somanya next week".

This example shows how incorrect usage of past and present tense can not only impair communication and understanding but have the potential to affect "face" of the speaker/ writers in social and work setting/ place as well.

Mudambathayu (2002); holds the view that there are two main tenses in English, the past and present. According him there is no future tense in English instead, there are several ways for destiny future time. Futurity, modality, and aspect according to him, are closely related be future time is rendered by means of modal auxiliaries or semi- auxiliaries or simple present form or progressive forms. Wiredu (1998); indicates that there are four means of expressing future activities in English. According to him, the major ways of expressing future activities are: a. the use of modal auxiliaries. b. the simple present. c. the use of be going to. d. the present continuous.

Wiredu (1998); holds the view that there are two main tenses in English. These are the present and the past. Gere Ruggles (1985:428); also holds the view that in English there are only two tenses, the present- and the past tense. This scholar of English emphasizes that although verbs have only two inflection, there are other means for conveying complex time relationship. They include adverb that signal time. Example the man comes tomorrow. The time of the verb is obviously in future though we do not have future tense. Also certain auxiliaries like will, shall and might. Example: the Ngmayemi festival will take off next week. When these auxiliaries' verbs precede a main verb they suggest future actions. Forlini et al (1987:164); state that a tense tells us whether a verb is in the present, past or future. Bergman and Senn (1990:168); said tense is the form exhibit to show time. According to these scholars there are six: present, past, future, present perfect, past perfect and future perfect tense. These scholars do suggest that there are at least more than two types of tense in

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English. Most of the scholars define tense in relation with time. Thakur (2006:67); holds the view that tense is a grammatical category perhaps time is non- grammatical concept. He said that tense refers to a certain type of classification of verbs forms in any language but time is the passing of days, week, months and years. We understand time to be in the present, past and in the future that is how everybody in this planet believe about time. However, tense forms do differ from one language to another. According to the way they believe time. Downing and Lockes (2010); explain that both tense and aspect have to do with time relations expressed by the verb, but from the different perspective. While basically situation and event or state in present or past time, aspect is concerned with such notions and duration and completion or incompletion of the process expressed by the verb. According to these scholars, English has two aspect they are the: perfect and the progressive. Also, Downing and Lockes (2010); said while tense is use to locate events in time, aspect is concerned with the way in which the event is viewed with regards to such consideration as duration and completion when encoded by a verb. Compare, for instance, the following representations of a situation.

1. He locked the safe.
2. He was locking the safe.

As regards tense, both are the same- the past. They both locate the situation in past time. The difference is one of aspect, expressed by the verbal form was locking as opposed to the ordinary past locked.

2.1 Present and Past Tense

Present refers to a single uninterrupted state, which began before the moment of speaking and may well continue after it. They include timeless a statements which apply to all time, including speech time.

Example:

Jupiter is the largest planet in the solar system.

They also include states whose time span is not endless. Example

'Think'

"Belong"

2.2 Present Tense

Present tense is to locate a situation holding at the present moment. According to Downing and Lockes, present tense itself does not say whether that same situation continuous beyond the present moment and the past. These are implications which we derive from our knowledge of the world and from the type of situation encoded in the clause.

2.3 Forms of Present Tense

Simple present

The simple present has the following forms.

Regular Verb	Irregular Verb
I walk	I eat
You walk	You eat
He/ She /it walk	He/ She/it eat
We walk	We eat
They walk	They eat

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The simple present may be used for the following functions

(a) It may be used in statement about an event which true in the past, is true in the present and will be true in the future. Examples:

    i. The earth revolves round the sun."

    ii. "The moon appears only at night."

(b) "These sentences contain information which has been true for all ages". For example the earth has revolved round the sun in the past: and it continuous to revolve round it in the present. It will continues to do so in the future until, possibly, the earth ceases to exist. Accordingly, if one wants to express timeless truth, then the simple present can be used.

(c) It may be used to express a habitual or repeated activity. In this usage, the verb usually goes with adverb, like always, often, regularly, usually.
Theresa Teye repeated slips on this floor. You usually come to school late, in these examples, we understand that the action take place very often.

(d) It may be used to describe the customary practices of a group of people. Ghanaians call on their ancestors in time of need. The Gas revere their kings. The two examples can be interpreted as: a custom of Ghanaians to call on their ancestors. It is customary for the Gas to revere their kings.

(e) It may be used to refer to an action which has been planned for the future. In this usage, the verb is usually followed by adverbial like tomorrow, next month, the following year, etc. examples are: the visitor leave for USA this evening. My friend arrives from last week.

2.4 Present Continuous

Regular Verb	Irregular Verb
I am walking	I am eating
You are walking	You are eating
He/ She/ it is walking	He/ She/ it is eating
We are walking	We are eating
They are walking	They are eating

The present continuous may be used

(a) To show an activity which last for a certain period of time in the present for instance, if we have a sentence like Kwesi is eating now. We mean that the activity Kwesi is engaged in is not momentary but that it is still in progress.

(b) To express a habitual or repeated behaviour. In this usage, the verb may take an adverb of frequency like always, continuously, often, regularly etc. That girl is usually coming home late, the boys are always playing outside, we must say, however, that when we use the present continuous this ways, it means that we disapprove of the activity, thus, the examples above indicate that we are complaining about the girls' lateness or the boys' playing outside.

(c) To refer to an event which has been definitely planned for the future. The African- American tourists are arriving tomorrow. Our club is meeting next month. These are certain verbs which are not normally used in the continuous form. Instead, their simple present form are used.

Below is a list of some of these verbs:

(i) Verb which describes the senses, feel, hear, notice, see, smell, taste.

(ii) Verb which describes the emotion/attitude: abhor, adore, agree, detest, dislike, hate, intend, doubt, prefer, like, despise, wish, and want.

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(iii) Verb which describes the state of the mind: believe, doubt, imagine, known, mean, perceive, recognize, realize.

(iv) Verb which deals with bodily reaction: ache, itch, hurt, tickle.

(v) Verb which deals with possession: have, belong to, own, posses. What this means is that, in most cases, the classes of verbs listed above will not be used in the continuous- "ing" forms. For instance, it is not correct to say: we are looking pipe- borne water in our village. Kwaku is resembling his father. Rather, we will use the simple present forms. We look for pipe- bone water in our village. Kwaku resembles his father.

2.5 Present Perfect

Regular Verb	**Irregular Verb**
I have walked	I have eaten
You have walked	you have eaten
He/she/it has walked	He/she/it has eaten
We have walked	we have eaten

The patterns for these are:

This is used to refer to a complete activity that occurred in the past, though its effects is still felt in the present. For instance, Theresa has eaten that food. We can see that eaten took place in the past. However, we are talking about it in the present. That is at the present time when we are discussing the event, the eaten itself is completed. This implies that the act of eating has been completed by a given time in the present. In other words, the activity has taken place and ended in the past, but its effects extends to the present. According to Wiredu (2010); there are three main uses. These are:

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(a) The activity is being reported as news, though the event itself occurred just before the present time. We have just received our salaries. The people have won their case.

(b) The activity begun in the past but extends to the present and may even continue in the future. They have owned this car since 1978. Kweku has always been honest with me.

(c) The activity which repeatedly occurred in the past continue to occur in the present. In such cases, the continue form is used: He has been telling lies since childhood. Workers have always been rioting. Without the use of the auxiliary verb (help verb) the aspect cannot function. With the help of auxiliary they function, does why we can called the auxiliary verbs operators.

2.6 Past Tense

Simple past: This has the following forms

Regular Verb	Irregular Verb
I walked	I ate
You walked	You ate
He / She/ it walked	He /She it/ ate
They walked	They ate

They may be used;

(a) To refer to past activities which took place and was completed in the past. Lawer ate the food. Dr. Kwaku Ofori visited USA last year. Usually, to reinforce the idea to completion adverbial like yesterday, last week, a week ago etc. are often used.

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(b) To indicate a past habitual repeated activity which does not occur any more. Two years ago, she played tennis regularly. In the past, people walked along distances. This use of the simple past had the same interpretations as: Two years ago, she used to play tennis regularly. In the past, people used to walk along distances.

2.7 Past Continuous

The various forms of these are:

Regular Verb	Irregular Verb
I was walking	I was eating
You were walking	You were eating
He/she/it was walking	He/she/it was eating
We are walking	We are eating

(a) This may be used to indicate that an activity took place and lasted for a certain period in the past. Theresa was watching the match here, the message is that watching the match was not momentary but rather the activity was in progress for some time.

(b) It may be used to show that one activity was in progress when another event occurred in the past. Abraham was sleeping when I arrived. That is, at the time I arrived, Abraham was performing some activity.

(c) It may be used to express idea that two activities were in progress at the same time. As Banahene was playing the piano, I was washing the plates.

(d) It may be used to express a past repeated or habitual activity which lasted for a period of time. In this usage, adverbials of frequency may be used. That teacher was always beating his students. My son was often coming home late.

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It may be pointed out that, when used this way, there is an implied disapproval of the event. Thus in the example above, the interpretation that the speaker is not happy with the teacher and my son.

2.8 Past Perfect

This may be used as follows

(a) To indicate that one activity occurred earlier than another one in the past. That, it refers to a time past which is earlier than another past time. After we had slept, the thieves broke into the house. This means that the sleeping took place earlier than the stealing. Thus, sleeping is placed in the past perfect form.

(b) It may be used with the verb: expect, hope, intend, suppose and want, which is used to express a past expectation, hope intention or which was not realized. Example: They had intended to leave the school.

2.9 Future Time

According to Wiredu (2010) and Downing and Lockes (1998); future time has three major ways by which future activities are expressed in English. These are:

(a) The use of modal auxiliary will, shall .Examples: Raphael will win the race. I shall travel outside next week.

(b) The use of be going to" as in, I am going to sing tomorrow. Aku is going to sit for the exam next year. This usage has the implication that the event has been definitely planned for the future. When one is very certain about the future event, it is expressed this way.

(c) The simple present and the present continuous may also be used to express future time as in: the meeting is starting next month. According to

Downing and Lockes (1998); English has two aspect. The perfect aspect and progressive.

Aspect is concerned with such notions as durations and commotion or incompletion of the process expressed by the verb. The present perfect is a retrospective aspect which views a state or event as occurring at same indefinite time within a time frame that lead up the speech time. The event is viewed as psychological relevant to the present. By contrast, an event encoded the past tense viewed as disconnected from the present. Consequently, the perfect is not normally interchangeable in English with the past tense. For the same reason, the time adjuncts accompany them are normally different. Implication of recently completion and result derived from the combination of present perfect and verb type, are all manifestation of current relevance. The past perfect is used to refer the events previous to those expressed by a past tense or by a present perfect. According to Green Baum (1993); time is a universal non –linguistic concept with three divisions: past, present and future; by tense we understand the correspondence between the form of the verb and our concept of time. Aspect concerns a manner in which the verbal action is experienced or regarded (for example as completed or in progress), While mood relate the verbal action to such conditions as certainty, obligation, necessity, possibility, in fact, however, to a large extent, these three categories impinge on each other: in particular, the expression of time present and past cannot be considered separately from aspect, and the expression of the future is closely bound up with mood. We here consider the present and past tenses in relation to progressive and perfective aspect.

Present	**Past**	**Progressive**
Write	Wrote	am writing/was writing

2.10 Perfective

Present	Past	Progressive
Write	Wrote	am writing/was writing

Perfective

Present perfect: have written

Past perfect: had written

Green Baum (1993) distinguish three basic type of present.

Perfect progressive

Present perfect: have been writing

Past perfect: had been writing.

Green Baum (1993); distinguish three basic type of present.

(a)Timeless: expressed with the simple form:

I (always) write with special pen when I sign my name) as well as expressing habitual action as here, the timeless present is use for universals statement such as the sun set in the west. Spiders have eight legs

(b)   Limited, expressed with the present progressive: I am writing (on his occasion) with a special pen (since I have mislaid my ordinary one). Normally he lives in Accra but at present he is living in Somanya. Indicating that the action is viewed as in process and of limited duration, the progressive can express incomplete event with a verb like stop whose action cannot in reality have duration: thus the bus is stopping means that it is slowing down but has not yet stopped. The progressive (usually with an adverb of high frequency) can also be used of habitual action, conveying an emotional colouring such as irritation.

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(c)Instantaneous, expressed with either the simple (especially in a series or the progressive form) I write with my ordinary pen: now, I write with a special pen.

2.11 Present Progressive

The present progressive refers to a future happening anticipated in the present. Its basic meaning is fixed, arrange, plan, or programme. She's moving to Japan. Since the progressive is used to denote present as well as future, a time adverbial is often used to clarify in which meaning of the verb is being used. They are washing the dishes (now/later). The present progressive is especially frequent with dynamic transitional verb like arrives, come, go, land, start and stop etc. which refers to a transition between two states or position: the plane is taking off at 6:20 pm.

The perfect progressive limited duration incompleteness add current relevance and can be jointly expressed with the perfect progressive compare: he has eaten my food (they are all gone) he was eaten my food (but I stop him) he has been eating my food (but there are some left) frequently the perfective progressive implies an especially recent activity, the effect of which are obvious, and the adverb just commonly accompanies these usage: it has rained a great deal since you were here. Oh look! It has just been raining. According to Green Baum (1993); progressive occurs only with dynamic verbs (or more accurately, with verbs in dynamic use), these verbs fall into five classes while the state verbs which disallow the progressive, can be seen as belonging to one of two classes.

2.12 Dynamic Verbs

1. Activity verbs: ask, beg, call, drink and eat etc.

2. Process verbs: change, grow, mature and slow

3. Verbs of boldly sensation (ache, feel, hurt and itch etc.) can have eight simple or progressive aspect with little difference in meaning.

4. Transitional event verbs (arrive, die, fall, land, live, lose etc.) occurs in the progressive but with a change of meaning compared with simple aspect. The progressive inception that is only approach to the transition.

5. Momentary verbs (hit, jump, kick, knock, nod, tap and etc.) have little duration, and does the progressive aspect suggest repetition.

According to Downing and Lockes (2006); the basic function of the English progressive aspect is to indicate a dynamic action in the process of happening. Attention is focused on some internal stage of the process which cognitively is viewed as something directly observed, unfolding before our eyes. English makes a grammatical contrast between the progressive and non- progressive. There is an obligatory choice between viewing the situation as in the process of happening and viewing it as a complete whole.

2.13 Why students of Anyaboni D/A JHS use tense and aspect ineffectively

Most of the English language period on the timetable of the school are in the first and the second periods. A lot of the students come from far places and most of them come during second period so by the time they come, the period has past and only few of them will be in the classroom by that time:

Most of their parents are illiterate and they do not help them in the house. Formally, it was not English teachers teaching them English. Their problems of tense

and aspect can be identified when speaking outside, inside the classroom, and in doing of their exercises. The particular problem is that they interchange the present tense and the past tense both in communication and in writing of their essays. John Dewey and George Herbert advocate that the best way a child can learn is by practice, and I do agree. They said the best way a teacher can involve their students is by the use of language games and makes the classroom lively if effectively used, and it will improve student's oral communication skills. I want to advice that on the time table of the Anyaboni D/A JHS English should not be placed at the first period but rather after the first break so that by that time most of the student will be present. Gyamiah (2009); stated that for a student to be fluent in a language they need a constant practice in and drilling is one of the basic tools that can be used to achieve this. She says using drills to improve pronunciation and in effective communication is recommended, she carried out this research.

CHARPTER THREE

METHODOLOGY

3.0 Introduction

Methodology refers to ways of obtaining systematizing and analyzing data (Polit and Beck 2004). Creswell (2003); portrays it as a coherent group of methods that harmonizes one another and that have the capability to fit to deliver data and findings that will reflect the research questions and suit the researcher's purpose of the research. Research methodology is an important component of any study in the sense that, it provides the framework upon which the process is conducted (Brown, 1996). It is therefore important that the methodology used in a study is sound and thorough enough to efficiently produce accurate data in order that the stated research goals and objectives will be achieved. This chapter opens with a presentation of the various techniques employed in carrying out the study. It discusses the following: The research design, the sample size, population, the sample and sampling techniques and research instrument. It also provides the pre- intervention, intervention and post intervention process.

Finally, it describes the data analysis plan adopted by the research. In order to ensure the success of the investigation, an appropriate research design was selected to arrive at valid findings. A research design according to Punch (2005); is the strategy to plan and restructure of conducting a research project. It encompasses the methodology and procedures employed to conduct a scientific research.

To Adentwi and Amantei (2006); research design refers to the overall plan the researcher employs to collect data in order to answer the research questions including the research data, analysis techniques or methods. The research design chosen by researchers to collect, analyze and interpret data is action research.

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According to Owu- Ewie (2012); action research involves solutions that have the potentials to take into account the physical, emotional, aesthetic, spiritual, intellectual, moral and social life of those involved.

3.1 Research Design

Research design according to Kothari (2004) is a plan, road map and blue print of investigation conceived so as to obtain answers to research questions. It is the heart of any study. Burn and Grove (2002); support the view of Kothari (2004); that research design is a blue print for conducting a study with a maximum control over factors that may interfere with the validity of the findings. Thus, research design is a model or action plan upon which the entire study is built, it dictates the manner in which the study maters and provides the road map of the study in terms of the sample data collection analysis procedure. According to Punch (2005); it is the strategy to plan and restructure a research project. Wiredu (1996); says that the design of any research describes in details, all the procedures and methods the researcher employs in his work. Research design answers the research questions, this is in line with Polit et al (2001); who define a research design as the researcher's overall for answering the research question or testing the research hypothesis. Polit et al definition is in line with Kothari (2008). Who believes research design shows how research questions are connected to the data and the required tools and procedures that are needed to answer the research question. Nuhu thinks a research design guides the researcher in data collection and analysis. He said that a good research design enables a researcher to generate valid findings.

All research design helps in data collection. The overall purpose of this study is to investigate into the effective use of tense and aspect among students of Anyaboni D/ A Junior High School in the Upper Manya District in the Eastern region of Ghana. The researcher used qualitative design for this research.

Ordinarily, qualitative research involves detailed verbal description of characteristics case, and setting by using interviews, observations and documents as the data collecting procedures. It is non-numerical in nature.it is sometimes referred to as interpretive research Owu-Ewie (2002).

Qualitative research is defined as inquiry process of understanding, based on a clear methodological process that uses a social or human problem by building on a complex, holistic picture, analyzes word, report detailed views of informants, conducted in a natural setting Creswell (1998). Also, qualitative research involves deriving information from observation, interviews or verbal interactions and focuses on the meanings and interpretations of the participants. Holloway Wheeler (1985). Again, said qualitative research is a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means qualitative researchers study things in their natural setting. It involves the collection of a variety of empirical materials,-case study, personal experience, life story, interview, observational ,historical, interactional and visual texts-that describe routine and problematic moment and meaning in individuals lives Denzin & Lincoln,(1994;p.2). According to De Vos et al (2002); qualitative research design refers to research that elicits participants of meaning, experiences or their perceptions. Verma and Mallick (1999); is of the view that qualitative research collects data in the form of "words" rather than "numbers". Kahn (2006); sees qualitative research as a research that seeks to provide answers to carefully outlined research questions before the bias of hypothesis.

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According to these scholars on what a qualitative research is, the study is a model of qualitative research. Tables and numbers were involved in the analysis of data collected.

3.2 Data Presentation

Data presentation is essential in qualitative research. The manner in which data is presented helps readers to understand the research and make meaning out of it. Chenail (1995); recommends that in presenting qualitative data, the researcher should bear the following in mind:

i.   Be open to readers about the method-creating Constas (1992); the researcher should consider the data collected as the centerpiece of the research and should make all efforts to feature it prominently in the data presentation. You should focus your descriptive and narrative skills on yourself and your researching activities, and present the story of your method construction in your qualitative research presentations. Being open will build trust between the researcher and the reader. The main focus in qualitative research is the data itself, in all its richness, breadth, and depth.

3.3 Population

According to Castillo (2009); research population is generally a large collection of individuals, object that is the main focus of a scientific query. Agbeke and Denkyirah (2001); said population as a total set form which the individual or unit of a study is chosen. It is the totality of events or organizational units with which the real research problem is concerned. Also, according to Owu-Ewie (2012); citing Beck and Kahu (2006), population is a group of individuals that have one or more characteristics in common which is of interest to the researcher. The characteristics

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are normally determined by the purpose of the study. The population may be all the individuals of a particular type or a more restricted parts of that group. Seidu (2007); says population is the entire group of people who agree that the population is the entire group of people, objects, animals, institutions which the researcher intends to study in this research; the current population of Anyaboni is One Hundred and Fifty students. So out of this population sixty are girls while boys are Ninety. Due to time and the cost involved in studying all Junior High School students, in Upper Manya Krobo District in the public system, the researcher selected Anyaboni D/A J.H.S. The target population for the study is J.H.S. Two which will be more convenient for the researcher for easy collection of data and analysis.

3.4 Sample Technique

Tuckman (1999) defines sample as a small population of the population that is selected for observation and analysis. He said that sampling is the act, process or the techniques of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population.
This helps the research to select the participants for the study to achieve the research purpose. The sampling technique used here is the descriptive sampling technique.

Tuckman (1999); defines sample as a small population of the population that is selected for observation and analysis. He said that sampling is the act, process or the techniques of selecting a suitable sample or representative part of a population for the purpose of determining parameters or characteristics of the whole population. This helped the researcher to select the participants for the study to achieve the research purpose. The descriptive sample technique was used.

3.5 Sample Size

A sample refers to a group of elements or subjects from which data are determined. The primary purpose of research is to discover principles that have universal application. Some populations are so large that their characteristics could not be measured before the measurement had been completed, the population would have changed. The process of sampling makes it possible to draw valid inferences of generalization on the basis of careful observation of variables with a relatively small proportion of population. JHS two has a population of thirty five (35), twenty (20) are boys and fifteen (15) are girls. All the students in the class will be used for the study. The researcher will use test, observation, interviews to draw his conclusions.

3.6 The Research Site

This research was conducted at Anyaboni D/A JHS in the Upper Manya Krobo District in the Eastern Region of Ghana. Anyaboni is in the Eastern part of Asesewa. From Apimsu then you get to Anyaboni. The school is near Anyaboni Clinic that was built by Plan Ghana. It is a resettlement area. The school is located at the left hand side of the road when coming from Apimsu.

The school was established in 1964 by the Presby Unit. It was Presby Primary and later the government came to build a structure for JHS and gave it to the District Assembly. Both school are on the same compound headed by the same headmaster. Later Plan Ghana came to build a standard library for the school which serves all schools in the Apimsu circuit. The school has six unit classrooms block and a headmaster's office. The major Ghanaian language of the area is Dangme, however, Akan and Ewe are also spoken in its environs. The school competes with four other government schools in the circuit.

Apart from Anyaboni Township, the villages which feed the school with population are far especially Agajajeter in which students who come from that place come to school after the first lesson is over and most of the English lessons are in the first and the second period on the timetable.

3.7 Data Collection Strategies

This research used qualitative case study design. The data collection strategies employed included interview, direct observation, questionnaire and test. The structured interview was used to gather in-depth information from participants and also to get direct quotes to represent the voices of participants. The researcher interviewed participants for twenty minutes to test their oral skills on tense and aspect. The questionnaire was used by the researcher to guide him, to know methods and techniques the English teachers used during grammar lessons.

3.7.1 Observation

Observation is the primary technique of collecting data on non-verbal behaviour Owu- Ewie (2012). This method of collecting data was used because it provided direct access to the phenomena under consideration. The researcher wanted to get first-hand experience with informants. Instead of relying on some kind of self-report, such as asking pupils what they would do in a certain situation, the researcher actually observed recorded their behaviour in that situation. This principle at least, helped the researcher avoid the wide range of problems associated with self-report.

Observation can take diverse forms, from informal and unstructured approaches through to tightly structured, standardized procedures and it can also yield associated diverse types of data both qualitative and quantitative. Observation therefore, is applicable in a wide range of contexts. The researcher observed students

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inside and outside the classroom without participating in the events or activities. This helped the researcher to get first-hand experience.

The researcher observed that one of the reasons for the pupils not using tense and aspect effectively was that there is too much of the L1(Dangme) interference in the English Language. Researcher paid vivid attention to pupils when they were writing their essays in the classroom. He always observed the pupils interacting with their colleagues in the classroom.

The researcher had observed pupils during the observation period both in the classroom and outside the classroom. In the classroom the researcher asked pupils to tell what they do on Saturdays. Pupils narrated what they do on Saturdays, also asked them to write composition to see how they organized their essays and how tense and aspect are used effectively especially a past and the present markers. You can get a sample of their essays in appendix 'D'.

37.2 Questionnaire

Questionnaire is a data collection tool where participants answer questions or respond to statements in writing. A questionnaire is used when factual information is desired. Best & Kahn, (2006). According to Gall & Borg (2007); questionnaires are printed forms that ask the same questions of all individuals in the sample and for which respondents record their answers in verbal form or written form. Questionnaire can be administered personally or by mail. According to Owu-Ewie (2002); questionnaires are very often used in quantitative research because of their close form nature.

Advantage of questionnaire

- ❖ The respondents can fill as their convenience

- ❖ If administered personally, rapport is established

- ❖ There is economy of time if respondents are at the same place

- ❖ If questionnaires is mailed it saves money

A questionnaire is a tool that is used to collect data diverse, large and the widely scattered group. A questionnaire is a written listing a series of questions pertaining to the problem under study, which the investigator requires to answer Khan (2012). It could also be defined as a research instrument consisting of a series questions and other prompts for the purpose of gathering information from respondents. It is a carefully selected and ordered set of questions which is presented to respondents to obtain data. Formally two teachers were teaching English language but one teacher has left the school to another school so it was only one teacher who is teaching English. Questionnaire was chosen by the researcher to ensure anonymity on the part of the respondents. It could be used under situations where the respondents are more completely anonymous than someone being interviewed can be and once they have decided to co-operate, their answers can be more reliable and valid. The questionnaires are given out to the respondents to complete the answers provided by the respondents constitute the data for the research.

The questionnaires used for the study consisted of both open-ended and close-ended questions. They were designed to collect information from two teachers, the headmaster and the teachers responsible for the teaching of English language.

The questionnaires for the teachers contained fourteen (14) questions (items). The questionnaire was given uniformly so that the data may be easily comparable. It was to find out from the teachers why students did not use tense and aspect effectively

in doing of their exercises, writing their essays, and oral communication. The researcher want to know how the problem can be curtailed. And also to make pupils to be aware that English grammar especially tense and aspect help for achieving greater success in their academic pursuits. The questionnaires are in appendix "A".

3.7.3 Interview

An interview is a method of data collection in which one person (the interviewer) ask questions from the other (a respondent), interviews are conducted face to face or by telephone (Polit and Hungler, (1991). Interview is part of data collection process or data collection instrument to get or elicit facts from the learners. Frey and Oishi (1995:01); define interviews as a purposeful conversation in which one person asks prepared questions (interviewer) and another answers them (respondent)". This is done by the researcher to gain information on a particular topic or particular area to be researched interviews are useful tools which can lead to further research using other methodologies such as observation experiments (Jansen and Jankowski 1991:101). Interviews can have one of two basic structures.

Interviews can be either structured (closed interview) or unstructured (open interview). There are two basic types of interview used in everyday research. The one to one interviews, and personal interview or intensive interview.

The researcher interviewed ten (10) students to come out with the problem why students did not use tense and aspects effectively.

This interview was good for the researcher because the interview helped to know their communication ability of the pupils.

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3.8 Pre- Intervention Test

Macmillan and Schumacher (1997); define test as a standard set of questions that require the completion of a cognitive test to its subject. This test was administered for the research to identify areas pupil do not use tense and aspect effectively in their essays. Thirty five (35) pupils took part in the test. This was done during class hours. They were made to write on the topic "what I do on Saturdays".

After the pre-intervention test, a remedial lesson was taught by the researcher for the students to know the areas they do not use tense and aspect effectively.

The samples of this test are displayed under appendix "C"

3.8.1 Test

Test is a procedure intended to establish the quality performance or reliability of something especially before it is taken into widespread use.

McMillian and Schumacher (1989); considers "test" as the use of test score as data. Test includes the subject's response to either written or oral questions to measure knowledge, ability, aptitude, or some other trait.

The researcher tested the pupils on singular and plural marker, this had supported the research for the researcher to get successful findings on the pupils about why they do not use tense and aspect effectively.

An essay test also was given to the pupils to know if pupils use past tense and present effectively.

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3.8.2 Intervention

Mills (2000) cited by Owu- Ewie (2012); states that teachers embark on action research to improve their students' learning and their own professional performance. This research was carried out to investigate the effective use of tense and aspect.

The researcher deemed it necessary to find solutions to the problem based on the findings made from the pre-intervention test and observation. The researcher describes series of concrete measures, approaches and strategies put in place to help Anyaboni D/A JHS students to use tense and aspect effectively.

The researcher used three weeks to help students minimize the challenge they have in using tense as aspect. The intervention lesson were organized between 6:00 am to 6:30 am on Tuesdays and Thursdays before the start of the normal classes at 8:00 am to improve pupils knowledge on tense and aspect especially singular and plural markers and the present and past tense. The researcher used communicative and traditional approach to teach singular plural markers, to assist students minimize the errors they commit on singular and plural markers so that students can improve upon their oral communication   and also, in the writing of students essays.

In the first week of the intervention the researcher   used the traditional approach to support the children learn correct usage of tense and aspect of the English Language since I have observed that teachers at the area use that method when teaching the English. The researcher used this approach for the first week. The researcher has taken the children through several activities on the proper usage on tense and aspect. The researcher took children through several activities involving the correct usage of singular and plural verbs. The researcher used sentence cards and other teaching learning materials for the intervention. The communicative approach was used in the second and the third week to support the children on the perfective

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and progressive aspect. The researcher has done it so for the children to grasp the concept easily.

3.9 Post Intervention

The researcher evaluated the outcome of the teaching methods and strategies during the intervention. The results of the intervention strategies were discussed with the teacher who teach the English Language in form one and form three as part of the evaluation. The effectiveness of the strategies used at the various stages of the grammar lesson taught were discussed against the improved scores of the students in post-test on the effective use of tense and aspect. The factors which led to wrong usage of tense and aspect effectively were also discussed. This was followed by a discussion on the teaching methods that the English teachers of Anyaboni D/A JHS should adopt and adapt to teach the English grammar lesson. The communicative approach, traditional approach and also, the use of TLMS for teaching both oral and written was adopted.

Also, the researcher took students through so many activities and samples of text for them to improve upon the use of tense and aspect effectively.

After several activities were conducted after the intervention to see how effectively the intervention had been with the students. Students were asked to form sentences on present and past tense, singular and plural, perfective and progressive aspect and essay on "what I normally do on Saturdays" .As the researcher observed, the student performance has improved.

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3.9.1 Documentation

Documents are about an event or phenomenon which people have prepared, Tuckman, (1999). They are written account to describe and occasionally to explain phenomenon that have taken place. They provide historical and contextual dimensions to observe and interview; it sometimes holds the key to hidden information which interviews and observation cannot unlock. Patton (2002); examples of educational document include textbook, curriculum, timetables etc. Creswell (2009:180); list the following as advantages of using documents.

❖ It enables the researcher to obtain the language and words of participation.

❖ Secondly, can be accessed at a time convenient to the researcher.

❖ Again, when compiling data provided by participants, one needs to pay attention.

❖ Its saves the researcher time and expenses of transcribing.

In this research, the researcher looked into pupil's exercises, homework and test. The researcher identified that pupils used past tense and present tense interchangeably.

3.10 Conclusion

This chapter dealt with the methodology used in the research. The chapter presented the following sub- headings: research design, the population, sample techniques, sample size, the research site and data collection strategies which include observation, interview conducted, pre-interview test, test intervention and post interventions and data analysis presentation.

CHAPTER FOUR

ANALYSIS OF RESULTS

4.0 Introduction

This chapter provides a discussion of the findings the researcher obtained from the respondents during interview, test, observation and information gathered after carefully considering the feedback from the questionnaires administered. It gives the raw data that was collected by the researcher thereby drawing inferences from these series of information. It is very necessary that some data collected are presented in a tabular form using percentage in order to give the work more accurate with regard to prompts reference of data collected .The researcher took his time to correct pupils mistakes when they speak the English during assembly or when they are in the canteen eating. He also corrected pupils during worship time on Wednesdays where students have been given the chance to lead. The researcher made the teachers aware about this research, therefore he told the English teachers and the non-English teachers to correct pupils mistakes whenever they do not use tense and aspect effectively. Kerlinger (1993); observed that narrative logic approach is widely used for collecting data in educational research because it is designed or developed to answer research questions. During the data collection the researcher did not find too much difficulties because respondents did not prove stubborn to him.

4.1 Research Questions

What are the problems that students of Anyaboni D/A junior high school face in the correct usage of tense and aspect?

A full analysis of student's errors usually required investigation of the causes of these, and is usually followed by suggestions for remedial teaching (Patton, 2002). The analyzed data indicated against the use of tense and aspect effectively of Anyaboni D/A JHS students.

There was lack of learner centered activities in teaching the English grammar lessons in the previous years. Modern strategies for language teaching are geared towards active involvement of the students in the teaching and learning process. To achieve this, teachers are expected to use a variety of teaching styles and teaching materials in their lessons.

Teachers are seen as custodians of knowledge and their duties are to pass on such knowledge to learners. The collected data shows that, most of the teachers do not use activity based lessons in their grammar lessons though they were aware of the different methods of teaching grammar.

Some teachers do not use teaching and learning materials (TLMs) for the teaching and it made the teaching abstract for learners and definitely it will bring about low performance in the subject. The teaching is in abstract so pupils find it difficult to understand some grammar topics like tense and aspect.

A lot of the pupils also come from nearby villages and so do not come to school early. Before they come, the first lesson is over which also contributes to the factors why pupils do not use tense and aspect effectively.

Most parents also do send their children to Asesewa market on Mondays and Fridays which is a contributing factor for not using tense and aspect effectively

because they absent themselves in most of the English grammar lessons and most of the grammar lessons are taught on Mondays and Saturdays. Mostly, the villages which feed the school with its population are Aflamase, Agajajeter, Dawa, Anyaboni Old Town and Anyaboni Resettlement itself where the school is situated.

Agajajeter is the most far among all the four villages, followed by Aflamase, Anyaboni Old Town and the village which is somehow nearer is Dawa. The children who come from these four villages always come to school late. Some come to school after the first lesson is over, some during the second lesson and some also during break.

When the researcher compared pupils from Anyaboni Township, he realized that though all of them do not use the tense and aspect effectively but those from the villages are worse due to their late coming to the class during the English grammar lessons.

After the researcher realized that lateness is one of the contributing factors why the pupils do not use tense and aspect effectively, the researcher has reported the lateness issue to the PTA to be addressed.

4.2 Analysis on the Interview

The researcher used ten (10) students for the interview.

Among the ten students interviewed, two representing (20%) who said speaking and using tense and aspect is not difficult because it is a matter to listening in the classroom and also learning from other teachers when they are communicating in the English language (L2).

The other eight (8) students representing 80% who also said tense and aspect is difficult and that they did not find it easy in the classroom and   outside the

classroom and   when they are using tense and aspect in their communication, other students laugh at them, so, they do not have much interest in the area of study tense and aspect in the English language.

Through the interview the researcher observed that pupils knowledge about tense and aspect is below standard and thereby made their communication ineffective. Teachers teaching them were not English teachers but it was the headmaster who said they should teach English Language because trained English teachers have not be posted there.

Students also complained that their parents did not buy English grammar textbooks for them, so they only depended on what the teachers are teaching them. Also,   they complained that, most of their parents are uneducated and so they do not speak to them in the English but in the Dangme, Akan and Ewe (which is the L1) have greater influence on the students and they code switch when they are communicating in the second language (L2). The researcher discussed the research questions in chapter three by analyzing the data collected.

4.3 Observation

I presented the analysis of the data gathered from my observation of the students observed as they communicated orally both in the classroom and outside.

I observed students as they communicated with their colleagues and their teachers. I observed that 10% of the students who use tense and aspect correctly in the classroom. 20% use the Ewe and 10% use the Akan and 60% use Dangme.

One of the instruments I used for this research was test.

Test is a procedure used to elicit certain behavior from which one can make inference about certain characteristics of an individual.

A test is a measurement instrument designed to elicit a specific sample of an individual's behavior. A test necessarily quantifies characteristics of individuals according to explicit procedures.

A test is often used for pedagogical purposes either as a means of motivating students to study, or as a means of reviewing materials taught. Test may be used for purely descriptive purposes. The researcher gave JHS 2 of Anyaboni D/A test on "what I do on Saturdays". I prompted them before the work was conducted to ensure reliability and validity of the data collected and to ensure that procedure had been followed in data collection.

According to Maree et al. (2007); reliability has to do with the consistency or the repeatability of a measure or an instrument. High reliability is obtained when the measure or instrument will give the same results if the research is repeated on the same sample.

During the administering of the test, the researcher gave students a time of twenty (20) minutes to work. This helped the researcher identify how fast and slow pupils can write with few error or write with more errors on tense and aspect.

The researcher did not allow pupils to copy from their friends to ensure validity of the test. Validity simply means that a test measures what it is supposed to measure. It involves the meaningfulness and appropriateness of the interpretation that we make on the basis of test scores. Validity is therefore refers to the extent which we can interpret a given test scores as an indicator of the ability (abilities) we want to measure. For example, if a language test is meant to measure what students have learned over a period of time through instruction that is achievement test, the content of the test do exactly that .On the other hand, if a test meant to identify the weakness and strength of students in a language class that is diagnostics test, has content which

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aims at checking on what students have achieved over period of time, the test is not valid because it test what student have not been taught. It can be valid when it test what students have been taught.

When the test was administered by the researcher, he presented the scores in a table form. The researcher marked the essay test over ten (10). The topic is "what I do on Saturdays"

From the table below the researcher used each sample of the scores in appendix 'D''

Here is the presentation of the scores on the test.

Table 1: Test Scores in Percentages (%)

Number of Students	Number of Students who had 7/10	Number of Students who had 6/10	Number of Students who had 5/10	Number of Students who had 4/10	Number of Students who had 3/10
Number of Pupils	2	3	10	16	4
Percentage (%)	5.7	8.6	28.6	45.7	11.4

The researcher used the marks in the table to tell how effectively or ineffective pupils can use tense and aspect in their essay writings.

Anyaboni D/A JHS 2 of 2016/2017 academic year were 35 and all of them were present when the test was administered.

Two students had 7/10 which shows that they can use tense and aspect effectively in their essay writing. Three students had 6/10 these students have few problems on present and past tense markers. They use it interchangeably when writing their essays and also in other subject like Social Studies and Home Economics. The researcher sought permission and went through the exercises of other subjects and he had found

out that, when pupils write essay in Social Studies and Home Economics they used present and past tense markers interchangeably.

Also, they use plural and singular markers interchangeably but the past and present marker is the most serious one.

Examples of how pupils use present and past tense marker interchangeably

❖ Simple present

Wrong one

1. He always wrote long letters

It is wrong because "wrote" is in simple past and refers to just a point in time.

Correct one

He always writes long letters

It is correct because "writes" is in the simple present which agree with the subject "He". It does not give the specific time yet it is in the simple present.

Wrong one

2. He examined each letter before posting it.

It is wrong because "examined" is the simple past so it does not agree with posting in the same sentence as used to reflect simple present

Correct one

He examines each letter first before posting it.

It is correct because the first verb used "examines" and the second verb "posting" are all in the simple form which make the sentence simple present one.

Ten students had 5/10 which shows that they always use past and present tense markers interchangeably and also plural and singular markers interchangeably.

❖ **Simple past**

Wrong one

    1. He write a letter yesterday.

It is wrong because the verb "write" is in the simple present but the action has taken place in the past. So the verb write must also be in a simple past.

Correct one

He wrote a letter yesterday.

This is correct because the verb "wrote" is in simple past form since the action has taken place a day before the previous day thus "yesterday".

Wrong one

    1. He examines each letter first before posting it.

It is wrong because the verb "examines" is rather in the simple present and posting is also used in the same way. Therefore putting the sentence in the simple present rather than the simple past.

Correct one

He examined each letter first before posting it.

It is correct because the verb "examined" is used in the simple past to show that the action "examined" has been done before the posting.

Example of how pupils use singular and plural marker interchangeably

Plural marker

Wrong one

1. I bought three orange.

It is wrong because three things has been bought not one. Since the things bought are three it should carry a plural marker to show the quantity hence "oranges" and not "orange".

Correct one

I bought three oranges.

It is correct because the number of "orange" bought is more than one. So the plural marker "s" makes the quantity corresponds with the quantity of the orange bought. This has nothing to do the subject "I". The agreement is not between the subject and the object but the agreement comes between the object and the quantifier.

Wrong one

1. I bought a few bus.

This is wrong because a few must go with the plural form of object that comes after it.

Correct one

I bought a few busses.

This is correct because a few must go with the plural form of the object that comes after it.

Wrong one

1. I bought many mango.

It is wrong because "many" place before an object changes it to a plural form hence "many mangoes" is accepted

**Correct one**

I bought many mangoes.

This is correct because the quantifier and the object agreed. And it is a grammatical rule.

Sixteen (16) students had 4/10 which the researcher has realized that students use present and past tense interchangeably, singular and plural marker also interchangeably.

Four (4) students had 3/10 and those students have the same problem but their work have more errors .When the research mark the essay test he also released that students use homonyms interchangeably .Example collect and correct are used interchangeably and also the student spell words the way they hear it in their ears.

4.4 Conclusion

The research presented interpreted and analyzed data collected. The data collected include observation, test, interview and questionnaire .Through the data collection the researcher found out that the students face problems in the correct usage of tense and aspect.
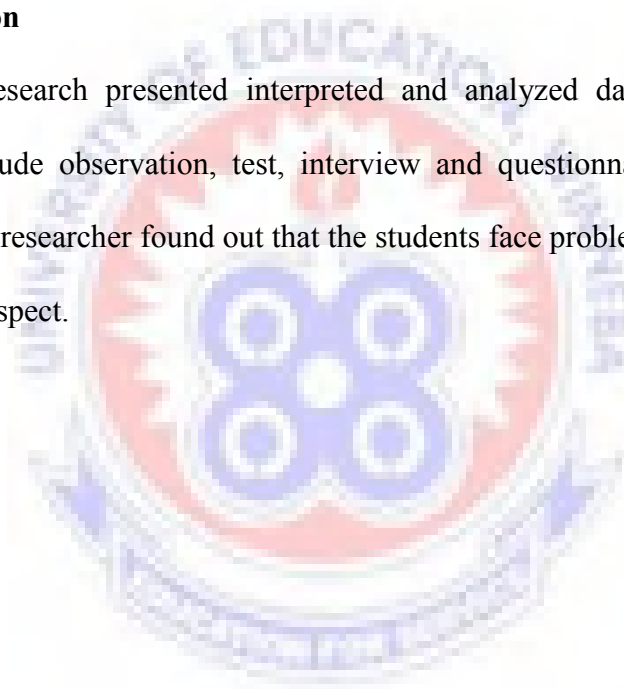
CHAPTER FIVE

SUMMARY OF THE FINDINGS, RECOMMENDATIONS, SUGGESSTIONS AND CONCLUSION

5.0 Introduction

This chapter is a summary of the four chapters and the discussions of the findings of the research presented and analyzed in chapter four. The chapter also deals with the conclusion of the study and recommendations and suggestions for improving teaching and learning of the tense and aspect in the basic level of education and also, prepares students/learners in their oral communication and written aspect in their examinations in school and suggestions for further research and the conclusion of the research work

5.1 Summary

The chapter one dealt with the introduction of the study. It talked about the importance of oral communication and written aspect of the English Language since it is the medium of expression and officer Language in Ghana and that it needs to be thoroughly taught to learners

The English Language plays very important roles in a child's education and our daily life situations. This is why I deem it important to probe into the problems of the usage of tense and aspect. Therefore with the statement of the problem, the researcher has dealt with the problems on the tense and aspect by looking for solutions to avert them by suggesting ways to deal with them. The main objective of this research is to find solution to the problems perceived

The research questions have brought to the fore usage of tense and aspect. The purpose of the study is to support students to use tense and aspect effectively. The

significance of the study is to produced more expert Language users and make them vibrant speakers or communicators for productive life

The researcher has taught it wise to use five chapters in this research thereby using four chapters to cover everything in the research and use the last chapter to give his suggestions for any further research work that could be carried out by any researcher after this research work.

The chapter two dealt with literature review on tense and aspect. What academia has said about tense and aspect those that the researcher has agreed with them? He comments on them and picked those which are relevant to this thesis .The researcher comments on their definitions which helped him identified the problems.

Chapter three dealt with the methodology of the study .The researcher used qualitative research design to do the research work. The researcher used qualitative research design simply because it is a research tool which is used for easy data collection. This was done through observation, test, interview and questionnaires .The researcher used Anyaboni D/A JHS with the population of hundred and fifty and used form 2 class in the research which is made up of 35 pupils.

In chapter four the researcher analyzed the results of the findings of his work He came out that the wrong use of tense and aspect in the afore- mentioned school was true.

This is because the teachers teaching the English Language were not trained English teachers and the teaching was done in abstract and teacher- centered .Both pupils and teachers lack textbooks that tense and aspect are well treated in it. Parents do not buy books for their wards. . Going through all these things it helped the researcher to substantiate that pupils cannot use tense and aspect correctly.

The following formed some of the major findings from the study:

Students come to school late and in most of the English grammar lessons. This is because most students come from villages which are far from the school.

There were not sufficient English grammar textbooks for students to study and for teachers to use.

They used their own reference books which sometimes did not have the appropriate context on tense and aspect.

Teachers teaching English were not trained English teachers. Tense and aspect is in the syllabus but the way teachers teach the topic makes students find it difficult to understand.

Students could hardly differentiate present and past tense markers. Therefore they use them interchangeably.

Students could hardly differentiate between singular and plural subjects and also singular plural verbs, because of poor foundation in tense and aspect in English language.

The school timetable does not favour the English language on Mondays and Fridays. Since Mondays and Fridays are Asesewa market days and the students do go to the market in these days absenting themselves from classes.

a. Most parents in these areas are illiterate and they use their children for farming in some of the school days.

b. Most parents did not buy the English grammar textbooks for their children.

c. Most students come from far places and therefore some English lessons are taught before they come.

d. Some students feel shy when speaking English and also have some fear that they will make mistakes.

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What measures can be put in place to assist students of Anyaboni D/A JHS to overcome the difficulties they face in the use of tense and aspect?

a. G.E.S should post trained teachers of English to overcome this serious problem

b. G.E.S and parents should supply English grammar textbooks to schools so that students can learn them on their own at home.

c. More English teachers should be trained and their posting should be done evenly, so that every JHS should get qualified English teachers.

d. Anybody who will teach English in the JHS level should be a trained English teacher.

e. The teachers should inform the P.T.A for parents to minimize sending students on Mondays and Fridays to Asesewa market during school time.

f. A conscious effort should be made by all stakeholders in education to ensure that tense and aspect is effectively treated at the pre basic level of education. This can be done by regular inspections of GES officials to schools.

g. Parents who use their children for child labour should be educated through P.T.A meetings to stop.

h.   Formally Plan Ghana was helping the District by supplying the schools with textbooks but now they have left the District. The government should encourage another NGO to come and help the District, Upper Manya Krobo.

i. The menace that children go to Asesewa on Mondays and Fridays should be stopped. Students must be oriented to be regular and punctual at all the time so as to make them participants in all lessons.

How can the problem be addressed

- Teachers must be given regular in- service training to help them update their knowledge and skills in the methodology of tense and aspects.

- Adequate measures should be put in place to check students from speaking Pidgin English which derail student's grammatical competence. Also, the timetable must be changed to suit the teaching of the English Language in the school.

5.2 Recommendations/Suggestions

Students

Knowledge of tense and aspect is very important for oral and written communication. It helps students to speak correct English with few grammatical mistakes. Also students write good essays when they master tense and aspect. It will help students to write and learn other subjects. It makes students learn more since they know what they are doing is correct and right. It puts confidence in students. Students turn to be good users of the language and it influences others to learn more. It helps students to pass their exams and be successful in life. It promotes good leadership qualities in children/students.

Teachers

Here are some recommendations for other teachers;

The researcher recommends that English teachers in JHS should teach tense and aspect very well in all the aspects of English they teach. Teachers must teach the structures of the English language both the speaking and the writing. Also teachers must teach all aspects of the English language holistically. English teachers should insist that pupils should understand tense and aspect before they move to other topics.

Further investigations are needed to establish the causes of student errors in the use of Tense and aspect.

Policy Makers

Policy makers should make sure their policies will favor pupils, teachers and parents to have quality education in Ghana. Policy makers should make sure their policies concerning education should benefit learners since they are the future leaders of the country. The policies should improve and be the best over that of the previous years.

Parents

Parents must give more time for their children to learn. Parents must also not overuse their children to work for them.

Other Researchers

There is the need for other researchers to investigate the various methods of teaching "tense" and "aspect". The findings of this research will help improve the teaching and learning of English at all levels of education by the teachers and the students as well. The researcher further recommends that future researchers can investigate into all the aspects of the English grammar.

5.3 Conclusion

The objectives of this research were to investigate the effective use of tense and aspect. Tense and aspect is very important in effective communication in the English Language. Second Language learners cannot perform well in the English Language without having much knowledge in tense and aspect .This research is of a

great benefit to the school where this research was investigated and all J.H.S in the Upper Manya Krobo District. This research has revealed the reasons why pupils do not use tense and aspect effectively, so it will help English teachers to use the right methodology to effectively teach tense and aspect in oral and written aspects of English.

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APPENDICES

APPENDIX 'A'

Questionnaire for Anyaboni D/A JHS English Teachers

University of Education, Winneba

Department of Applied Linguistics

M.E.D. TESL SANDWICH

Questions

1. Sex

    Male [   ]   Female [   ]

2. Age

    (20 – 30) [   ]   (31 – 41) [[42-52]

3. What is your professional/academic qualification?

    Diploma [ ] HND [   ] First Degree [ ] Second Degree [ ]

    other specify [   ]…………………………………………….…………

4. i. Are you a trained English teacher?

    Yes [ ]   No [   ]

    ii. If No what subject were you trained for?..

5. Which class/form do you teach?..

6. What aspect of English do you teach?

    Grammar [   ] Literature [   ] Essay [   ] All aspects [   ]

7. How long have you been teaching English?

8. How long have you been doing in-service training?

9. Do you attend workshop on how to teach an aspect of English?

10. What technique do you often use to teach English grammar?

11. What do you think are the causes why students do not use tense and aspect effectively in oral communication?

12. How can you describe students' in the use of tense and aspect in their oral communication?

    Effective [   ]   Ineffective [   ]

13. How can this problem be solved?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………….…………………………………………………………………………

14. What do you think can be done to improve upon the teaching of tense and aspects in Ghana?

    …………….…………………………………………………………………………
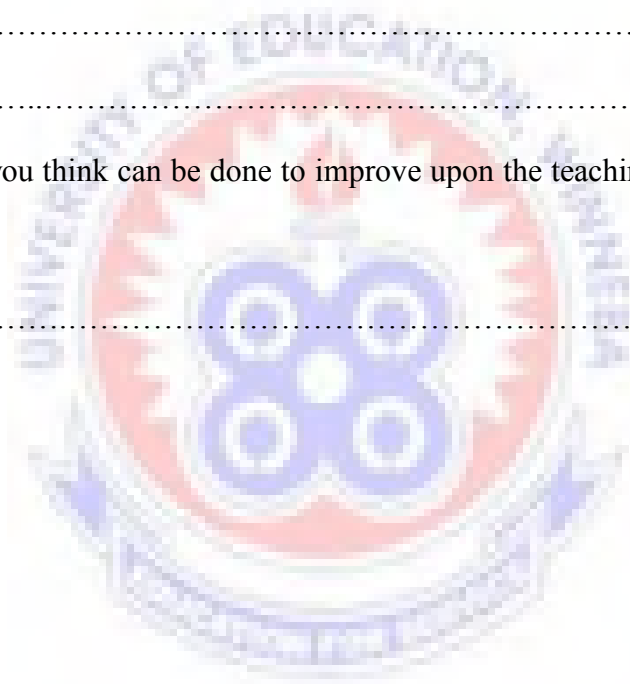
APPENDIX 'B'

Questionnaire for Anyaboni D/A JHS Headmaster

Questions

1. Sex

   Male [   ]   Female [   ]

2. Age

   When did you start heading this school?..

3. What is your professional qualification academic qualification? ……………

4. Do your teachers who have been trained as English teachers who teach English?

   Yes [   ]   No [   ]

   If No what subject were they trained for?

5. Which aspect of English do they teach by your observations?

   Grammar [   ]   Composition [   ] Summary [   ] Writing [   ]   Literature [   ]

6. Do you supply them with English grammar textbooks which tense and aspects has

   been well treated?..

7. Do you observe teachers teaching English?

   Yes [   ]   No [   ]

   If yes which English do they teach most?...

8. Who appointed the teachers for teaching English?...................................

9. Have you been doing in-service training for them?

   Yes [   ]   No [   ]

10. If No why?……………………………………………………………

APPENDIX 'C'

Pre-Test Exercises

13/02/17

Select the correct verb forms to fill the blank spaces in the sentences below

1. What were supposes to be new proposals…………turned out to be more modification (has/have)

2. Whatever idea the newspapers support ……..the public (influences/influence)

3. Nobody except his children ………….him (praises/praise)

4. You and him…………a big problem to solve. (has/have)

5. What he proposes and does…………her own affair (is/are)

6. Rice from Thailand and Denmark…………imported last year. (was/were)

APPENDIX 'D'

Test

WHAT I DO ON SATURDAYS

APPENDIX 'E'

Post Test Exercise

WHAT I NORMALLY DO ON SATURDAYS