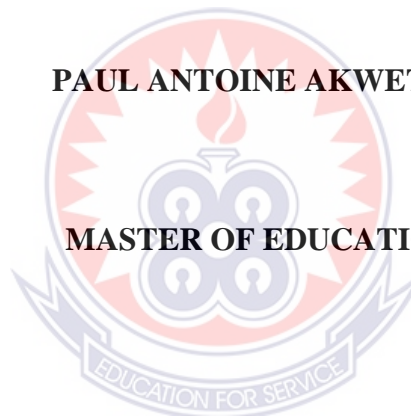**UNIVERSITY OF EDUCATION, WINNEBA**

THE TEACHING OF TENSE AND ASPECT IN SENIOR HIGH SCHOOLS (SHS): THE CASE OF GHANA SENIOR HIGH SCHOOL

PAUL ANTOINE AKWETEY

MASTER OF EDUCATION

2023

UNIVERSITY OF EDUCATION, WINNEBA

THE TEACHING OF TENSE AND ASPECT IN SENIOR HIGH SCHOOLS (SHS): THE CASE OF GHANA SENIOR HIGH SCHOOL

PAUL ANTOINE AKWETEY

(220034936)

A Dissertation in the Department of Applied Linguistics, Faculty of Foreign Languages Education, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the degree of Master of Education (Teaching English as a Second Language) in the University of Education, Winneba

NOVEMBER, 2023

ii

DECLARATION

Student's Declaration

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

SIGNATURE:………………………………
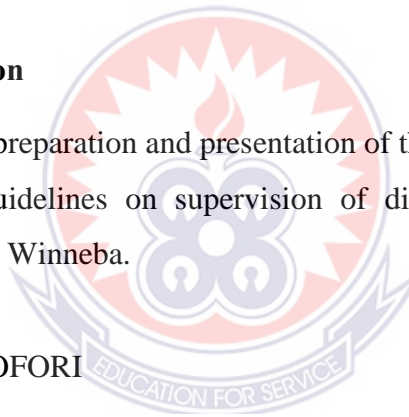
DATE:…………………………………..

Supervisor's Declaration

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

NAME: DR. KWAKU OFORI

SIGNATURE:………………………………….

DATE:…………………………………………

DEDICATION

This dissertation is dedicated to my family and friends especially Stephen Asante Ansong, Martin Ocran, Richard Nti-Gyabaah, Nana Karikari, Mrs. Francisca Arthur, Edward Akwetey and Oheneyere Aisha Osuman.

ACKNOWLEDGEMENT

My sincerest gratitude goes to God for seeing me through this program, for granting me life and health and travelling mercies.

I would also like to thank my supervisor, Dr.Kwaku Ofori of University of Education, Winneba, for the pains he took to meticulously guide me in writing this paper. Dr. Edward Asante of Koforidua Technical University, your invaluable advice and guidance shaped this project greatly. Your friendly and professional advice were invaluable. To all my lecturers in University of Education, Winneba, I appreciate your tutelage. God bless you all.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

This study was to assess the Teaching of Tense and Aspect in Senior High Schools focusing on Ghana Senior High School. The study investigated issues such as teachers making teaching and learning of tense and aspect meaningful and important to students, difficulties of teaching and learning of tense and aspect in English Language as well as the future prospect for teaching and learning tense and aspect in English Language in Senior High Schools. The research utilized mixed methods approach. The research investigates a proposed model through the implementation of quantitative cross-sectional survey. The study highlights the preferences for interactive, applied activities that incentivize and motivate student's English usage without fear of failure. Teacher modeling through consistent target language using dynamic instructional approaches were also viewed as impactful. There were mixed perceptions on whether L1 usage enables or impedes the English-speaking environment. Furthermore, the findings show respondents agreed on the vital role of tense and aspect for English acquisition, but training and resources to support tense teaching are viewed as inadequate. There was less consensus on other issues like curriculum and environment supports. The research study found that boosted English interaction between students and teachers is important for improving language mastery. Institutions should offer even more platforms for the teaching and learning of tense and aspect in English.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section seeks to look at the background of the study, statement of the problem, purpose of the study, research questions, significance, limitations and delimitations of the study.

1.1 Background to the Study

Many languages have grammatical means to indicate the time when an action or event occurs, or when a state or process holds. This phenomenon is called tense. In English, for example, adding the morpheme -ed to the verb walk, to form walked, indicates that the event denoted by the verb occurred before the present time. What is called aspect, on the other hand, deals with the internal constituency of actions, events, states, processes or situations. For instance, it may indicate that an action is completed or still ongoing. English typically uses the -ing form of verbs to indicate ongoing processes, as in "He is building a house". (Stanford Encyclopedia of Philosophy revised September 17, 2018).

Tense and aspect are both properties of verbs, but they affect verbs and the meaning of a sentence in different ways. Tense is one of the most familiar properties. The present tense or the past tense all indicate the verb's position in time – whether the verb is being used to describe something happening in the past, or in the present. Different tenses have their own rules for the structure of the sentence and the verb being used. For example, the verb "to eat" is used differently in both the present and past tenses: In the present tense: "I eat a cake." In the past tense: "I ate a cake." One important "tense" to mention is the future tense – this is not actually a tense at all in technical terms but an aspect of time. The future tense is composed of a structure used to talk about the future

1

time, and you can do this in different ways, such as: "I will eat a cake." "I hope to eat a cake." "Next week, I am eating a cake for my birthday."

Like tenses, aspects are also a property of verbs, and they relate to the verb's relationship with time. But unlike tenses, which describe the verb's fixed position in time as either past or present, aspects describe how something can be viewed in relation to time, rather than when exactly it happened. You can describe the verb "to fall" in the past tense by saying "I fell over." However, you can take this further, by looking at further categories in relation to the past. For example, you could say:

- "I fell over the bridge."
- "I had fallen over the bridge."
- "I was falling over the bridge."

The first example is in the simple past tense – and this is the simplest way of describing an event happening in the past. However, the second two examples point out two other categories, or aspects. Saying "I had fallen" uses the perfective aspect – which describes something that was important in the past, or worth noting. This is used in practical terms with the perfect version of a tense. Saying "I was falling" uses the continuous or progressive aspect – which shows that the activity described was continuing for some time, before it stopped or was interrupted by something else. You would use these by using the progressive form (Nforbie and Siewoue, 2016).

The increasing importance of the English language is largely recognized in Ghana. The English language was introduced because of the country's colonial past in the late 15th century. English is the language of administration, business, medicine, law and other professional careers (Curriculum Research Unit, Ghana Education Service, 1996). This language is used as a medium of instruction in Ghanaian schools except primaries one

to three. Thus, it is used as an official medium of expression in all our schools from primary to tertiary level (Curriculum Research Unit, Ghana Education Service, 1996). It is the language of international communication and relations (Combs, 1961; Louhiala-Salminen and Kankaanranta, 2012). Success in any form of education, training and work generally depends on the ability to comprehend and use the English language effectively and proficiently. For instance, without a good pass in English language, one is not allowed to enter into any tertiary institution of choice no matter how excellent one is in an area of specialization. It is for these reasons that English is one of the major subjects of study in Ghanaian schools and expected of all Ghanaians, especially students at all levels of education to learn and use the language proficiently. The adoption of the English language as an official language has helped to solve the problem, which may have arisen in an attempt to choose one of the indigenous languages as a national or official language.

English language has fostered national unity by providing a common medium for people of different ethnic groups and language backgrounds to communicate with one another using a single linguistic medium.

The main aim of teaching English language in our schools is to equip students with the techniques of reading, listening, writing and speaking which are the four basic skills needed in language learning. According to the syllabus for Senior High schools, English language is taught to help students to develop the habit of reading, understanding and deriving information from materials read, to communicate effectively in speech and writing and to develop the desire to create literary materials. Looking carefully at these aims, it was realized that the government's efforts at improving the quality of English language in our schools are not yielding substantial results. This can be attributed to inadequate attention on the part of government, the school administration, parents,

3

teachers and students to the use of English language. It has therefore become necessary to research into this situation so that the most common problems faced by students in learning the English language can be identified and the appropriate strategies adopted to minimize or solve them. Statistics based on the performance of students in the West Africa Senior School Certificate Examination (WASSCE) over the years indicates that the academic performance of students in the English language is below average (Daily Graphic, Sep. 12, 1993).

The external examination body, West African Examinations Council (WAEC), stated in their 2006 chief examiner's report that English language was one of the subject areas that saw a decline in the performance of their students. Out of the 120,486 students who sat for the English language paper, only 7.25% had a pass mark. Similarly, the 2007, 2008 and 2009 chief examiner's report of the WAEC states that students' recurring weakness of poor grammar has been a worry to them. This problem has been a source of worry over the years as English is an important discipline, which poses a great challenge to learners at all levels. The challenges are even greater at the initial stages of education where the learner is expected to know the fundamentals of the language in order to make a good start. The study aimed, therefore to identify some contributory factors that lead to students' poor performance in the English Language and suggest ways to minimize them.

It is believed that, the results of the study will be significantly beneficial to the Ministry of Education, Ghana Education Service and parents with wards in the Senior High schools. Moreover, the study will offer useful suggestions and recommendations to curriculum planners and textbook writers, which would improve the quality and use of English language. Furthermore, heads of schools will also benefit from this study because they will get information that would guide them to manage the affairs of their

schools effectively towards the achievement of better results in the WASSCE. Finally, it is envisaged that the outcome of this study will serve as the basis for further research work by interested researchers (Sedeya, Taale et al. 2019).

Ghana is a heterogeneous society with a wide variety of languages. Undisputedly, English is the official language of the country. The emergence of the language dates back to the early 16th century, with the arrival of the European traders on the shores of Ghana and the establishment of missionary schools. For over five centuries, English language has been the dominant lingua franca in Ghana. It is the medium of instruction in our educational setting and a pre-requisite course for entry into any higher level of education. It ensures full participation in the economic, political and even social lives of the people. It is the language of government, administration, business, medicine, law and other professional careers. The increasing importance of the language is largely recognized in Ghana. It is for these reasons that all stakeholders of education are bent on ensuring that all aspects of the language are taught and learnt at school. It is therefore necessary that teachers be trained purposely for this task. Some people think there is no such thing as language teaching. Even if true, there are still things that can be done to help learners acquaint themselves with the basic rules that form the basis or foundations of a language. Teachers are therefore charged with the duty to expose students adequately to the language. Arends (1988) stated that the base line for effective teaching are individuals who are academically able, have command of the subjects they are required to teach and those who can help students to attain high levels of academic achievement and social learning (Tom-Lawyer and Thomas, 2020).

Even though the language has become a widely acclaimed medium of communication and one would have expected a high level of the language usage in our societies, there has been a general view that there is a decline in the standard of the English language.

5

This has resulted in the poor use of the language, which is evident in the performance in the language at examinations. The external examination body, West African Examinations Council (WAEC), stated in their 2006 chief examiner's report that English language was one of the subject areas that saw a decline in the performance of their students. Out of the 120,486 students who sat for the English language paper, only 7.25% had a pass mark. Similarly, the 2007, 2008 and 2009 chief examiner's report of the WAEC states that students recurring weakness of poor grammar has been a worry to them. The WAEC stated together with other recommendations that the surest way of solving this persistent problem is for the teachers to teach grammar. Most people have attributed the decline in the standard of the English language to several factors. While others find fault with the teacher's inability to handle the subject well, others talk about the insufficient teaching and learning materials at the teacher's disposal; others also attribute it to the low motivation given to the teachers. If any of these perceptions are true, it will be appropriate that the current state of the art of teaching the language, especially grammar, be assessed to determine the extent of the effectiveness of the language teaching in our classrooms (Nforbi and Siewoue, 2016).

Since Ghana Senior High School in the New Juabeng North Municipal Area also offers English Language and partakes in examinations of the WAEC, it will not be out of place to say that Senior High Schools within the New Juabeng North Municipality of Koforidua in particular and Ghana as a whole also face this same fate. It should be noted that it is pedagogy that most directly and most powerfully affects the quality of learning outcomes. It is therefore appropriate that the teaching of English grammar (tense and aspect) in Senior High Schools within the New Juabeng Municipality be assessed to ascertain its level of effectiveness. The West African Senior Secondary Certificate Examinations (WASSCE) over the years have indicated that the academic performance

of students in the second cycle institutions in the English language is on a decline. There has been a continuous outcry about the students' recurring weakness in the grammar aspect of the language, which in turn affects their general performance in the language and other subject areas. Pedagogy, which affects the quality of learning outcomes, is the core business of the classroom teacher. Various techniques that teachers use in the learning situation have a high impact on the decline or the performance of students. Based on the concern raised, it has become very necessary to assess the effectiveness of teaching the English grammar in S.H.S. within the New Juabeng North Municipality.

1.2 Statement of the Problem

In my experience as a teacher of English, some students and teachers have treated or studied tense and aspect without recourse to noting their differences in relation to time. While tense recognizes the present and past, teachers have taught aspect of tense like the progressive and future as tenses, thus creating a generation of students in whose minds these gaps have fossilized. This has resulted in several challenges in the teaching and learning of tense and aspect among SHS students including those of Ghana Senior High School, Koforidua. There has been some studies conducted, for example Chinwendu and Mpotsiah (2018), Boateng (2019), Amponsah (2021), Tetteh, and Nuobeikaa (2015) as well as Maiguero et al (2022) conducted their studies in the teaching and learning of English in general without much emphasis on tenses and aspect in English. This clearly indicates the existence of a knowledge gap that the current research intends to fill. It is against this backdrop that the current study on teaching and learning of tense and aspect of English and improving the teaching and learning of aspect and tense in English is conducted focusing on Ghana Senior High School, Koforidua, in context.

1.3 Purpose of the Study

The study is aimed at investigating how the confusion in teaching and learning of tense and aspect of English can be eliminated to improve its teaching.

1.4 Objectives of Study

The study intends to achieve the following objectives.

i. To identify the problems associated with teaching and learning tense and aspect in English.

ii. To identify the causes of falling standards in the teaching and learning of tense and aspect in English in Ghana Senior High School, Koforidua.

1.5 Research Questions

In order to assess the teaching effectiveness of English grammar teachers in Ghana Senior High School, the following research questions guided the study.

i. How appropriately do teachers of English teach to produce deep understanding of important concepts?

ii. What are the causes of the falling standards in the teaching and learning of tense and aspect in English in Ghana Senior High School?

1.6 Significance of the Study

The outcome of this study is of immense importance to teachers by bringing to the fore any weaknesses in their teaching methodologies and encourage them to build on their strengths. For educational administrators and curriculum planners, the findings of this study will give them feedback on the English grammar teachers' effectiveness and the appropriate policies and programs in tense and aspect that could be designed to train them to improve their teaching effectiveness. Improved teaching of tense and aspect in

the English grammar will help in the general performance of students in the language and other subject areas. It is believed that the results of this study will help the Ministry of Education, Ghana Education Service and parents with wards in SHS by offering useful suggestions and recommendations to curriculum planners and textbook writers. Heads of schools will also get information to guide them to better manage the affairs of their schools to achieve better results in the performance of students in English language in their final exams.

1.7 Limitations of the Study

A limitation on this study was a lack of co-operation on the part of some Senior High School authorities (H.O.D.s and subject heads), which resulted in the researcher wasting so much time in collecting that data. Some teachers too feared their responses would be viewed as their shortcomings or deficiencies in teaching the language. Even though the study covered one senior high school in Koforidua, the researcher had to travel to and from the study area during the data collection session because of the scattered nature of teachers' time table. This was a tedious task but an interesting adventure. Besides, the interview schedule with the respondents was not easy because of their busy itinerary. Some other participants had to be contacted on their phones to be interviewed. In some cases, the researcher had to go to the teacher's homes to conduct the interview. Others, too, the researcher had to meet in public social places to elicit required information. The results and findings could not be a true reflection and generalization to cover all the teachers and students, as it was limited to some selected classes of form two.

1.8 Delimitation of the Study

The study was delimited to English teachers and form two students in Ghana Senior High School within the New Juabeng North Municipality. It employed the use of the

questionnaire and interviews. Items on the questionnaire did not cater for elements like engagement, social support, students' self-regulation and inclusivity under the quality-learning environment since observation was not a part of the instruments for data collection.

1.9 Organization of the Study

The study has been organized into five chapters. The first chapter of this project deals with the general introduction to the study. It looked at the background to the study, statement of the problem, purpose of the study, the research questions, and significance of the study, limitations and the delimitations of the study.

Chapter two will look at the review of related literature. It covers the theoretical framework of the study, (which dealt with the conceptions of teaching and models of effective teaching) as well as models of assessing teacher effectiveness.

Chapter three will look at the methodology that was adopted in the undertaking of the project; which includes: research design; population; sample and sampling technique; instrumentation; validity and reliability of instrument; data collection; as well as data analysis.

Chapter four will present and discuss the result of the study.

Chapter five will summarize, conclude and give recommendations based on the findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the literature review aspect of the study. It encompasses the definition of concepts such as tense, aspect as well as teaching and learning of grammar. The chapter further describes the theoretical framework that underpins the research and how it relates to the topic under discussion. The empirical review of existing literature on the topic equally forms an integral part of this chapter. This throws more light on the existing gaps and how the current study could be situated in the existing literature.

2.1 Definition of Concepts

2.1.1 Tense

According to Agyekum (2018) and Mensah (2020), tense is defined as a grammatical concept that indicates the time frame in which an action or state of being occurs. It serves as a fundamental element of English language instruction, encompassing past, present, and future temporal references. The teaching of tense in Ghanaian SHSs involves imparting knowledge about the various tense forms, such as simple present, past, and future, as well as their corresponding progressive, perfect, and perfect progressive forms (Agyekum, 2018; Mensah, 2020). Through structured lessons and practical exercises, students learn to recognize and utilize different tenses accurately in both written and spoken communication, thereby enhancing their linguistic proficiency and communicative competence. The teaching approach may encompass a variety of pedagogical strategies, including contextualized examples, interactive activities, and multimedia resources, to cater for diverse learning styles and promote effective language acquisition (Agyekum, 2018; Mensah, 2020).

2.1.2 Aspect

Osei-Kofi (2017) defined aspect as a grammatical concept that delves into how actions or events are presented in terms of their completion or ongoing nature. Unlike tense, which primarily focuses on when an action occurs (past, present, or future), aspect scrutinizes the internal structure of the action itself, emphasizing whether it is ongoing, completed, or repeated. Within the curriculum of Ghana Senior High Schools, aspect instruction involves elucidating various aspectual forms such as simple, continuous, perfect, and perfect continuous, and their implications for conveying precise meanings in English communication (Hammond, 2021).

Through structured lessons and practical exercises, students are equipped with the skills to discern the nuances of aspectual distinctions and apply them appropriately in written and spoken contexts, thereby enriching their language proficiency and communicative competence. Pedagogical approaches likely encompass a blend of theoretical explanations, contextualized examples, and interactive activities tailored to meet the diverse learning needs of students in Ghanaian SHSs, as outlined in contemporary educational literature and language teaching methodologies. (Osei-Kofi 2017; Hammond, 2021).

2.1.3 Teaching of Grammar

According to Boateng (2019) and Amponsah (2021), the teaching of grammar involves the systematic instruction and learning of the rules and principles that govern the structure of a language. In the context of Senior High Schools (SHS), particularly in Ghana, the teaching of grammar encompasses various aspects such as syntax, morphology, phonology, and semantics, with a focus on English grammar (Boateng, 2019). This instructional process aims to equip students with the necessary knowledge

and skills to comprehend and produce grammatically correct sentences, effectively communicate ideas, and enhance their language proficiency (Amponsah, 2021).

Teachers employ a range of pedagogical strategies, including explicit instruction, interactive activities, authentic materials, and technology-enhanced learning experiences, to engage students and facilitate their understanding of grammatical concepts. Additionally, the teaching of grammar often integrates communicative and functional approaches, emphasizing not only the structural aspects of language but also the practical use of grammar in real-life contexts (Boateng 2019 & Amponsah 2021). By fostering a deeper understanding of grammar, SHS educators empower students to become competent and confident communicators in both written and spoken English, thereby preparing them for academic success and future endeavors (Boateng, 2019; Amponsah, 2021).

2.2 Theoretical Review

This study adopts Construction Grammar theory (C&G) and uses Goldberg's (2006) approach for analysis. This theory is based on the assumption that syntactic structures are symbolic units and they combine with other forms to make meaning. These symbolic units are the linguistic expressions which are words and bound morphemes that are recognized in different-part forms. As a result, it is used to analyze the study of language learning and examines how the other forms of expressing grammatical units are paired directly with structures to bring out the intended meaning (Hudson, 2008). In this respect, Construction Grammar theory has helped to provide a deeper understanding to the current study on a grammatical level to sentence formation and how grammatical items are pieced together in a given context.

2.3 Empirical Review

Bielak and Pawlak (2011) put forward that, teaching English tense and aspect helps the development of cognitive grammar. Form-focused instruction is usually based on traditional practical/pedagogical grammar descriptions of grammatical features. The comparison of such traditional accounts with cognitive grammar (CG) descriptions seems to favor CG as a basis of pedagogical rules. This is due to the insistence of CG on the meaningfulness of grammar and its detailed analyses of the meanings of particular grammatical features. The differences between traditional and CG rules/descriptions are exemplified by juxtaposing the two kinds of principles concerning the use of the present simple and present progressive to refer to situations happening or existing at speech time.

According to Tetteh, and Nuobeikaa (2015) several factors affect the teaching of tense and aspect of English in deprived communities in Ghana. The teaching of English is a very difficult task depending on the type of students the teacher is administering the English instruction to. However, in communities which lack adequate facilities, the teaching of the English Language can pose a bigger challenge to the instructor who is committed to doing a good job. In order to establish the veracity or otherwise of this assertion, a total of two hundred and forty (240) respondents were surveyed in the school using the quota sampling technique. Sixty respondents were selected from among students and the English language teachers in the school. The data collected was analyzed using percentages, mean and standard deviation. The study found out that there are indeed very serious problems with English language teaching in the school. The study recommends among others that qualified English teachers should be deployed to deprived areas to teach English language while the education authorities

must make teachers' handbook and other tools available to them to guide and enhance their teaching skills and methods.

In another development, Chinwendu and Mpotsiah (2018) wrote on expressing tense and futurity in English. The scope of the study was to examine how the Senior High School (SHS) students in Ghana express tense and futurity in their writing. Eighty students from two SHSs were selected using the purposive sampling method. Three different test items were administered – questionnaire, words for sentence formation and essay type –as sources of data. Goldberg's (1995; 2006) Construction Grammar Approach was employed as a framework in order to indicate the patterning of grammatical items used when forming sentences. The findings of the study show that students use '– ed', '–es/s', 'will/shall', 'did + base word', 'base word + Ɵ' 'be going to', 'be to', 'be + progressive form' 'would + base word', 'will + be + progressive' and 'would + be + progressive form' in their correct forms to express various types of events in relation to time in their writing. In all of these forms, '– ed' marker recorded the highest percentage in terms of frequency, followed by 'will/shall and '– es/s' marker occupying the third slot. Other forms such as 'did + base word', 'base word + Ɵ' 'be going to', 'be to', 'be + progressive form', 'would + base word' 'will + be + progressive' and 'would + be + progressive form' which were simultaneously used, also recorded the next frequency in terms of usage, even though they were less frequent in the writing of the students. The students also recorded minimal systemic errors in relation to the use of these forms. Chinwendu and Mpotsiah (2018).

In addition, Nforbi and Siéwoué (2016) described the significance that should be given to tense and aspect as central grammatical features attached to the verb phrase, on the postulate that if tense and aspect are not mastered by the learners of English, in particular and the languages in general, they never build an acceptable sentence in the

15

target language. Analyzing the challenges that a French-speaking learner of English in particular can face with tense and aspect, the hypotheses were verified through two tests for 180 students in four secondary schools in Dschang (Nforbi & Siéwoué, 2016).

More so, Novalinda and Ayendi (2020) wrote on the description of Tense, Aspect and Mood (TAM) varies from Grammar to Grammar based on the author's preference. The researchers want to study and compare the description of TAM in Teaching English in senior high schools in Padang City, West Sumatra, with theories from modern syntactic books. The steps in conducting this research are collecting data, analyzing data, and presenting the results of the analysis. The researchers conducted observations and interviews with five teachers as the informants from 5 different high schools in Padang City (Novalinda & Ayendi, 2020).

The research interviewed 50 new entrants of 2019-year students at Universities Andalas from various faculties/departments such as Medicine, Chemistry, Information Technology, Accounting, Management, and Animal Science, who came from Senior High School in Padang. The results showed that English Grammar was not discussed in depth. In general, the teachers assumed that there were 16 tenses in English; thus, first-year students also understood that there were 16 tenses. The study of tenses was usually embedded when studying the text. The teachers also did not understand the term and concept of aspects in the form of internal time tempo (progressive and perfect).

Again, Oppong-Sekyere et al (2013) found some factors influencing the academic performance of junior high school pupils in English Language. Some Academic achievements, like any attainable goal in life, do not come by chance. Human resource, money and materials (resources) must be combined in an ideal manner to ensure its success. A total number of thirty (30) pupils; eighteen (18) boys and twelve (12) girls,

with an average age of 12 years, sampled from the Junior High School two class of Amoakrom, Nyame-bekyere and Ningo basic schools, and eight (8) teachers from Basofi-Ningo circuit in the Assin North Municipality were used for the study. Questionnaires of thirty (30) items each were administered to both teachers and pupils. The study reviewed sex, age and form (class) for the pupils, and sex and age for the teachers. For the pupils, 60% were males; the majority (43.4%), were aged between 11 and 14 with 36.7% recording sibling size of between 7 and 9. Over seventy percent (73.3%) of the pupils responded 'yes' to the availability of textbooks whereas more than half (60%) of the respondents answered 'yes' to the speaking of Pidgin English with peers (Oppong-Sekyere et al (2013).

Among the teachers, 50% were aged between 20 and 36 years, and a minority 12.5% were aged between 37 and 40 years. 62.5% of the teachers answered 'no' to the use of Teaching Learning Materials. 37.5% of the teachers held Senior Secondary School Certificate and Teachers' certificate 'A' respectively while just about one quarter (25%) held a bachelor's degree. The results revealed that two thirds (75%) of the teachers found it difficult to understand and teach some concepts in English Language (Oppong-Sekyere et al, 2013).

Furthermore, Abdou Maiguero et. al (2022) studied the Analysis of English Verb tenses in Secondary School Students' Writings in Maradi, Niger Republic. This study was carried out to examine the use of verb tenses in the writings of senior secondary school students and learners of English as a foreign language in Niger. Three hundred and seventy (370) students randomly selected from four (4) senior secondary schools in Maradi participated in the study. The data were collected using an essay test requiring the students to express their thoughts in the present, the past, and the future tenses. The results showed that the students' use of verb tenses in English was very inappropriate.

17

Furthermore, the results revealed that all the three tenses were found difficult by the students leading to verb tense errors of various types including substitutions, additions, and omissions of morphemes. Some recommendations were made to help the students use verb tenses appropriately, and minimize errors in verb tense use.

Studies such as Boateng (2019) have examined effective strategies for teaching grammar in SHS classrooms, highlighting the importance of incorporating interactive and student-centered approaches to enhance engagement and understanding. Additionally, research by Amponsah (2021) offers insights into the challenges and opportunities surrounding grammar instruction in SHSs, emphasizing the need for teacher professional development initiatives and curriculum enhancements to address students' diverse learning needs effectively. Furthermore, empirical studies have explored the impact of various pedagogical techniques, such as contextualized grammar instruction and technology-mediated learning environments, on students' grammatical proficiency and language acquisition. By synthesizing findings from recent empirical research, this review provides valuable insights into the teaching of tense and aspect in Ghanaian SHSs, offering practical recommendations for improving grammar instruction and enhancing students' language proficiency (Boateng, 2019).

Moreover, empirical investigations have explored the efficacy of various teaching techniques, including contextualized grammar instruction and the integration of technology, in improving students' grammatical proficiency and language acquisition. By synthesizing findings from these recent studies, this review not only offers a comprehensive overview of the current state of grammar instruction in Ghanaian SHSs but also provides practical recommendations for enhancing the teaching of tense and aspect to foster greater language proficiency among students (Amponsah, 2021).

Mensah (2020) offers a nuanced understanding of the challenges and successes in teaching tense and aspect, highlighting the need for instructional strategies that cater to diverse student backgrounds and learning styles. Additionally, the study by Osei-Kofi (2017) delves into the effectiveness of different pedagogical approaches, such as task-based learning and explicit grammar instruction, in enhancing students' grasp of tense and aspect. Furthermore, investigations by Agyekum (2018) shed light on the role of teacher training and professional development programs in equipping educators with the necessary skills and knowledge to effectively teach grammar concepts (Osei-Kofi 2017; Agyekum 2018).

By synthesizing findings from these diverse studies, this empirical review not only offers a comprehensive overview of current practices in grammar instruction but also identifies areas for improvement and suggests evidence-based strategies for enhancing the teaching of tense and aspect in Ghanaian SHSs (Osei-Kofi 2017; Agyekum 2018).

In addition to the aforementioned studies, recent empirical research by Addo (2021) has explored the impact of cultural and linguistic factors on the teaching and learning of tense and aspect in Ghanaian SHSs. This study offers insights into how students' cultural backgrounds and native languages influence their understanding and acquisition of English grammar concepts, highlighting the importance of culturally responsive teaching practices.

Furthermore, investigations by Essien (2018) have examined the integration of digital technologies, such as online grammar resources and interactive multimedia materials, into grammar instruction in SHS classrooms. These studies underscore the potential of technology-enhanced learning environments to engage students and facilitate deeper comprehension of complex grammar structures (Essien 2018).

By integrating findings from these diverse empirical studies, this comprehensive review provides a nuanced understanding of the multifaceted challenges and opportunities in teaching tense and aspect in Ghanaian SHSs, ultimately contributing to the ongoing discourse on language education in the context of secondary schools in Ghana.

Conclusion

More than a third of the world's population speaks English as a first or second language globally. It is projected that out of four people, one person speaks English with some degree of competence. This is the very reason why the language must be taught from the basic level through primary to the secondary school level. Teachers of English must be constantly involved in in-service training to equip them with novel methods of teaching the language to learners as this will present an opportunity for them to interact with experienced professionals in their subject area.

Teaching of tense and aspect helps the development of cognitive grammar among students. It is empirical that qualified and experienced teachers of the language be deployed to deprived communities to teach while education authorities ensure that tools like teacher's handbooks are made readily available to guide and enhance their skills and methods.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This research assesses the effective teaching, learning and the use of tense and aspect in English grammar in Ghana Senior High School in the New Juabeng North Municipality. This chapter elaborates the terms such as research paradigm, approaches, design, and research methods. The chapter also explains the target population, data collection instrument, data collected and items in the instruments.

3.2 Research Paradigm

The term research paradigm cannot be mentioned without due credit to authors such as Creswell, Kuhn, Bryman, as well as Denzin and Lincoln in their times. For example, Denzin and Lincoln (2005) describe the term paradigm as what mainly points the researcher to the philosophical assumptions about the research. The process of selecting tools, instruments, participants, and methods to be adopted in the research reflects the research paradigm to be used in the study. Although philosophical ideas remain largely hidden in research, they still influence the practice of research and need to be identified.

The underlying factor is that the information obtained helps clarify why they choose certain approaches like qualitative, quantitative, or mixed methods for their research. The argument is that, in "writing about worldviews, there should be a segment that talks about the philosophical idea anticipated in the study, and a definition of basic ideas as well as how to shape the approach of the research" (Creswell 2014). According to Creswell (2014), "there is the debate on the worldviews or inquiry of researchers in literature, however, those that are widely discussed in the current literature and on-going studies are positivist, constructivism, transformative and pragmatism.

21

3.3 Research Approach

Generally, the three main basic research approaches, which exist, are namely: qualitative, quantitative and mixed methods research (Creswell, 2014).

Adoption of Appropriate Approach

Though there exist three main approaches as indicated earlier in the study, the researcher adopted the mixed methods approach in this study. According to Creswell (2014), the adoption of mixed method approach is the type of inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. In this regard, mixed methods approach was adopted for the study. This involves the use of instruments such as questionnaire, interview schedule, and observation. Building on the contextual meaning of both qualitative and quantitative approaches, the study blended both during the data collection, data analysis and during the interpretation stage (Creswell, 2014). The justification for the mixed method approach was that it assisted the researcher to be able to triangulate the data thus by comparing both the qualitative and quantitative data.

3.4 Research Design

Ann (2014) refers to research design as the strategy of a research thus, how the sampling is conducted, whether a descriptive or experimental is selected, whether control groups are needed, the variables needed to be operationalized and measured as well as the analyses to be conducted.

Saunders, Lewis, and Thornhill (2012), define research design as a systematic collection and analysis of data to answer research questions and meet research objectives providing a reasoned justification for the choice of data sources, collection methods and analysis techniques. The current study adopted a survey research design where data was collected from a target population or a representative of the population, at one point in time. Generally, a research design could also depict the systematic application of the various tools and instruments in achieving the objectives in a study.

Research Design Adopted

Leedy and Ormrod (2015) are some of the authors who examined the types of research designs in literature. The common examples are experimental, cross-sectional, longitudinal, case study as well as comparative design. The research adopted descriptive survey case study design using Ghana Senior High, Koforidua as the study setting. The researcher adopted the descriptive survey in order to describe the emerging issues perfectly. The case study design aided the researcher to collect the required data from a confined setting, thus, Ghana Senior High, Koforidua. Here the researcher must decide what to find out, identify the study population, select a sample if needed and contact the respondents or participants to obtain the required information. This is because a study of this kind involves only one contact with the study population. The design is comparatively cheap to undertake and easy to analyse. Generally, the biggest disadvantage is that the design cannot measure change.

3.5 Research Population

Population as a concept in research methods refers to every individual who fits the criteria, thus broad or narrow that the researcher has laid out for research participants (Saumure and Given 2012). According to Saunders, Lewis, and Thornhill (2016),

23

population refers to the complete set of cases or group members a researcher is interested in. Fraenkel Wallen, and Hyun (2015), state that a population refers to a larger group to which one hopes to apply the results of a study.

The target population of this study was the two categories of participants. The first category was the form two students in Ghana Senior High School. The second category of the population was the English Teachers in the same school. The rationale for the inclusion of the English teachers was because of their teaching experience in English grammar, especially Tense and Aspect.   The form two students were considered as participants based on the number of years spent in the school. The total target population for the study was thousand five hundred 1500 students and 10 English teachers from Ghana Senior High School.

3.6 Sampling Procedures and Methods

 The term sampling refers to the process of selecting individuals to participate in a research study. The term sample is a sub-group or part of a larger population. Generally, there are various types of sampling, some of which are probability, non-probability, mixed methods, multiple methods of sampling. (Saunders et al., 2012). The researcher adopted the simple random sampling to select the students. This was to ensure equal representation and participation of the students (Fraenkel et al, 2015). Purposively, four out of the twelve classes was selected because they were identified to be the ones with the highest frequency of the problem. Out of these students numbering two hundred and forty (240). Random sampling was used to select the sixty (60) students who answered the questionnaire. Pieces of paper were mixed on which sixty (60) had "yes" written on them and one hundred and eighty (180) had "no" written on them. Students who picked "yes" were selected to answer the questions. Purposive sampling approach was adopted to select the English teachers. This made it possible to capture all the staff

needed for the study to get an in-depth and rich information on the subject matter of the subject under discussion.

3.7 Sample Size

Sampling provides a valid alternative to a census when it would be impracticable to survey the entire population, or when budget constraints or time constraints prevent the researcher from surveying an entire target population for the study (Saunders et al 2016:274). Watson (2001; Li 2014), argued that there is no set percentage that is accurate for every population. Researchers can settle on three basic principles to determine or calculate the sample size. These are using a base table of +/-3 margin of error, or +/-5 margin of error as well as using a formula or an equation (Watson 2001; Li 2014; Israel 2003). In estimating the sample size for the study, the formulae proposed by Tamane (1967) and cited by Israel (2003) was used to determine the sample size of the various categories of the population. In social science research, the acceptable level of precision is 0.03, 0.05 and 0.1 with the confidence level of 95%, 99% and 90% respectively. The researcher used 90% confidence level with a precision level of 0.1 to obtain original results. The total population of the students was 1550 and that of the teachers was 10. The sample size was 100. The formula is represented as below.

$$n = \frac{N}{1 + N\,(e)^2}$$

Where:

n is the sample size

N is the population size

e is the level of precision (0.1)

and confidence level of 90%

3.8 Data Collection Instruments

There are numerous instruments of data collection such as questionnaire, interviews, observation, and focus group discussions. Among these, questionnaire and schedule interviews were the main instruments used for this study.

3.8.1 Questionnaire

A questionnaire is a research instrument or a document consisting of a series of questions based on the objectives of the study to gather information from the respondents. A questionnaire may consist of both closed and open-ended questions. A questionnaire is known to be cheap and does not require as much effort from the researcher as the other forms or methods. It also has uniform answers that make it simple to compile and analyze after the data collection process. According to Saunders *et al* (2012), questionnaire is the term used to describe the data collection techniques in which each person is asked to respond to the same set of questions in a pre-determined order.

The questionnaire was designed in line with the specific objectives as indicated in chapter one. This consisted of five main sections capturing specific variables of the objectives. The sections were denoted with the alphabets A, B, C, D and E corresponding to the objectives of the study. The researcher distributed the questionnaire at the school under study.

3.8.2 Interviews

Interviews on the other hand, refer to a systematic conversation between the researcher and the respondents to solicit data and information. This is a simple way of understanding the experience and contributions of others on issues, but it is difficult sometimes to conduct because it requires time. Interviewing is the most common way

26

of collecting data in action research and it is used in both quantitative survey research and qualitative inquiry (Poole & Mauthner, 2014). The interview also consisted of the pertinent issues that the researcher expected to collect to augment the quantitative data with respect to the causes of falling standards in the teaching and learning of tense and aspect in English in Ghana Senior High School and also the future prospects for the teaching and learning of tense and aspect in our schools.

The interview schedule was conducted on the premises of the school in question. The various approaches to interviewing are individual structured, semi-structured and narrative approaches as well as group interviews or focus groups. In addition, interviews may be formally or casually conducted, face-to-face, over the telephone or online. The interview data may be captured through field notes, flip charts, audio tapes or using video cameras, to name just a few methods (Poole & Mauthner, 2014). The face- to- face interview strategy was adopted by the researcher. However, in situations where the teachers were not available, the telephone interview approach was used. The views and opinions of the teachers interviewed were recorded with the use of an interview guide sheet, which captured all relevant issues that the researcher expected to cover. The results were transcribed, and useful views were noted and recorded on the interview guide sheet. The participants who were not available during the process were later contacted through the telephone to participate in the study. This was done alongside the distribution of the questionnaire.

3.8.3 Pre-testing of Questionnaire and Interview Schedules

Pre-testing also known as a pilot study is very crucial in the design and administration of both questionnaire and interview schedules. These assist researchers to measure the level of validity and reliability of the instruments adopted in their studies. Before the distribution of the questionnaires by the researcher, a pre-testing was conducted among

27

selected respondents from some classes in form 3. This process assisted the researcher to make the necessary corrections and shape the questions as expected.

The pre-testing informed the researcher to redesign the questionnaire into parts. The numbering of the questions was also reformatted because of the pre-testing process. In a similar way, the interview schedule was also pre-tested in the same setting. For instance, item 3 of section A of the interview schedule was attached with an instruction of either to choose or give information appropriately. This made it simple for the interviewee to give good feedback. Again, some questions in section C were also identified as vague by the respondents and were removed. The feedback obtained helped re-design the interview guide to suit the study.

3.9 Data Presentation and Analysis

In the attempt to analyze the information collected in any research process, the researcher must do a complete filtration of the information. This clean up involves sorting or grouping, editing, matching responses, coding, transcribing recorded information into a useful format and developing a suitable scheme for the analysis. The quantitative data obtained from the questionnaire distributed were analyzed with the assistance of a software package named; Statistical Package for Social Sciences (SPSS) now known as Statistical Product and Service Solutions (version 20.0).

The software was used because it is user-friendly and easier to define variables, input data and generate outputs of the objectives. These were "coded" in the "variable view" and the answers provided were entered in the "data view" to generate the required reports. On the other hand, the interview conducted was qualitatively analyzed through Qualitative Content Analysis (QCA). The data was analyzed quantitatively and the overall results were presented in the form of tables.

Qualitative research, as emphasized by various scholars, involves collecting and analyzing narratives and open-ended observations using methods like interviews, focus groups, and ethnographies. This approach aims to explore the meaning that individuals or groups attribute to social or human problems. Qualitative research evolves a methodological framework through questions and procedures, with data gathered in the participant's setting. Researchers draw interpretations from this data, focusing on individual meanings. Qualitative research is descriptive and focuses on understanding everyday behavior in natural settings. It employs instruments like interviews, document analysis and observation, using field notes, audio, and video recordings as the basis of qualitative data.

3.10 Ethical Considerations

Universally, several scholars and institutions of higher learning consider it a norm to comply with research ethics. Ethical issues in conducting research are definite behaviors that conform to standards of the research. Any research should not endanger but protect the subjects or participants of the study from any risk. Dealing with the emotions, psychological or physical state of the participants is also a critical ethical value. Besides, the principles of confidentiality of information given by the respondents were strictly adhered to. In this regard, no information provided during the period of data collection was divulged. In addition, no participant was forced to provide information and data against their wish (Saunders *et al*, 2012).

Connelly (2014) also commented that clearance from institutional review boards, researcher's credentials, affiliation, as well as openness and honesty in reporting findings are crucial in ethical considerations. Besides, all sources cited and referred for the study were duly acknowledged. The researcher made sure all ethical considerations

were observed without any compromise. The researcher wrote to the management of Ghana Senior High School, Koforidua to seek permission to conduct the study.

3.12 Summary of Chapter

This chapter describes the methodological issues of the study. The term research, research paradigm was defined and explained. The relationship and difference in the philosophies was discussed. The chapter goes on to elaborate on the various philosophical assumptions such as positivism, constructivism/ interpretivist, transformative and pragmatism. The chapter further describes the various research approaches such as qualitative, quantitative as well as mixed methods. The choice of the appropriate approach was discussed and justified. The concept of research design was elaborated with examples and brought out the types of research design in literature and justify the choice for the study. Research methods such as population, sampling procedures, sample size determination, data collection instruments used, pre-testing phase were also illustrated. Besides, data presentation and analysis, ethical considerations, limitations were also made clear. In conclusion, the research methodology was evaluated to justify the study results. The next chapter presents the results of the data collected from the instruments such as the questionnaire and interview schedule.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the empirical data, findings, and discussions from the field of study employing the research questions as the main framework. The study distributed sixty questionnaires to the participants of the study. In all sixty of the questionnaires were retrieved from the respondents. This gave a response rate of 100% of the valid response. This was used for the analysis of the data. In the case of descriptive statistics, the study adopted a scale to interpret the results of the Standard Deviation (SD). A scale of 1.0–2.0 is less influential, 2.0-3.0 is influential, and 3.0-4.0 is more influential as per the descriptive statistics of the mean values. In the case of the qualitative data, qualitative content analysis (QCA) was used to analyze the views and opinions collected.

4.1 Demographic Characteristics of Respondents

The demographic information of the respondents considered in this study is gender, age, and status. Though this was not part of the major objectives, it throws light on the demographic characteristics of the respondents.

Table 4 1 Gender of the respondents

Gender	Frequency	Percentage
Male	27	45.0
Female	33	55.0
Total	60	100.0

Source: survey data, 2023

The results on gender of the respondents are shown in Table 4.1. The respondents were sixty (60). Out of this number, 27 representing 45.0% were males whiles 33 representing 55.0 were females.

Table 4 2Age of the respondents

Age	Frequency	Percentage
10-12	11	18.3
13-15	10	16.7
16-18	20	25.0
19-21	16	26.7
22-25	3	8.3
Total	60	100.0

Source: survey data, 2023

The results on the age of the respondents are found in Table 4.2. The ages of the respondents were sixty (60). Out of this number, 11 representing 18.3% were of the age of 10-12 years, 10 representing 16.7% were of the age of 13-15 years, 20 representing 25.0% were of the age of 16-18 years, 16 representing 26.7% were of the age of 19-21 years while 3 representing 8.3% were of the age of 22-25

4.2 How Teachers of English teach to produce deep understanding of tense and aspect of English

This objective deals with; making the teaching and learning of tense and aspect of English meaningful, making practical lessons interesting. Motivating students to speak English using the correct tense and aspect at all times.

Table 4 3 Making teaching and learning of tense and aspect meaningful

Responses	N	Mean	Std. Deviation
Error correction in passages	60	4.20	.755
Report writing	60	4.17	.763
Public speaking sessions	60	4.10	.656
Inter class debates	60	3.97	.688

Source: survey data, 2023

The first theme of the study was to make teaching and learning of tense and aspect meaningful as can be seen in the Table 4.3. In terms of the descriptive statistics, four items were evaluated. Error correction in passages was ranked 1st with a mean of 4.20 and an SD of .755. The report writing was next with a mean of 4.17 and an SD of .763. Public speaking sessions was followed with a mean of 4.10 and an SD of .656. This implies that in the study of grammar, report writing, public speaking sessions and inter class debates recorded errors but the most prevalent was errors in report writing.

Table 4 4 Making practical lessons interesting

Responses	N	Mean	Std. Deviation
Research topics for debate	60	4.25	.728
Diary keeping	60	4.23	.722
Students compete to make the debating team.	60	4.18	.770
Choose topical issues for debate	60	4.15	.732
Crowning of best public speaker.	60	4.15	.685

Source: survey data, 2023

Table 4.4 reported on making practical lessons interesting. The research topics for debate was ranked 1st with a mean of 4.25 and an SD of .728. The second was 'diary keeping' with a mean of 4.23 and an SD of .722. The 'students compete to make the debating team' with a mean of 4.18 and an SD of .770 came third. In the same way, 'choose topical issues for debate' and 'crowning of best public speaker' also with a mean of 4.15 and an SD of .685. This implies that making the study of grammar interesting, crowning of best public speaker, diary keeping, and choose topical issues for debate recorded high marks but the most prevalent was research topics for debate, with a mean of 4.25.

Table 4 5 Motivating students to speak English at all times

Response	N	Mean	Std. Deviation
Heightened confidence in speaking English without fear of ridicule	60	4.23	.698
Award of marks for completing tasks	60	4.23	.621
Students lose marks for failing to complete tasks.	60	4.22	.739
Enabling environment that allows commission of errors.	60	4.18	.651

Source: survey data, 2023

In table 4.5 above, 'heightened confidence in speaking English without fear of ridicule' was ranked 1st with a mean of 4.23 and an SD of .698. The second was 'award of marks for completing tasks' with a mean of 4.23 and an SD of .621. Students lose marks for failing to complete tasks with a mean of 4.22 and an SD of .739 came third. Lastly, enabling environment that allows commission of errors with a mean if 4.18 and an SD of .651. This implies that in the attempt to motivate students to speak English at all times, award of marks for completing tasks, students lose marks for failing to complete tasks, and enabling environment that allows commission of errors all recorded high

marks but the most prevalent is heightened confidence in speaking English without fear of ridicule with a mean of 4.23.

Table 4 6 Emphasizing the importance of speaking and writing Standard English

Response	N	Mean	Std. Deviation
Teachers accept errors	60	4.35	.732
Teachers do not accept errors in class	60	4.22	.585
Students report on their progress in understanding tense and aspect in English language	60	4.20	.659
Students watch recorded videos of L1 news casting	60	4.18	.596
Teaching and learning methods are not varied	60	4.15	.685

Source: survey data, 2023

From the analysis, the respondents indicated the importance of speaking and writing Standard English. 'Teachers accept errors' was ranked 1st with a mean of 4.35 and an SD of .732. Teachers do not accept errors in classes was next with a mean 4.22 and an SD of .585. Furthermore, 'students report on their progress in understanding tense and aspect in English language' with a mean value of 4.20 and an SD of .659 came third. 'Students watch recorded videos of L1 news casting' with a mean of 4.18 and an SD of .596 followed. Finally, 'teaching and learning methods are not varied' with a mean of 4.15 and an SD of .685. It clearly shows that among the responses, teachers do not accept errors in class, students report on their progress in understanding tense and aspect in English language, students watch recorded videos of L1 news casting and teaching and learning methods are not varied, teachers accept errors recorded a higher mean of 4.35.

Table 4 7 Teachers present themselves as role models for students to emulate

Response	N	Mean	Std. Deviation
Teachers interact with students exclusively in English language	60	4.27	.686
Teachers interact with their colleagues exclusively in English language	60	4.18	.748
Teachers speak a mix of L1 and L2 with students.	60	4.17	.785
Teachers interact with students in English language only in the classroom	60	4.15	.777
Teachers interact with each other only in the L2	60	4.12	.691

Source: survey data, 2023

Table 4.7 above shows that teachers present themselves as role models for students to emulate. The 'teachers interact with students exclusively in English language' was ranked 1st with a mean of 4.27 and an SD of .686. In the same way, 'teachers interact with their colleagues exclusively in English language' follows with a mean of 4.18 and an SD of .748. Moreover, teachers speak a mix of L1 and L2 with students follows with a mean of 4.17 and an SD of .785. The next variables, 'teachers interact with students in English language only in the classroom' presents with a mean of 4.15 and an SD of .777. Lastly, teachers interact with each other only in the L2 has a mean of 4.12 and an SD of .691. From the table, teachers interact with their colleagues exclusively in English language, teachers speak a mix of L1 and L2 with students, teachers interact with students in English language only in the classroom and teachers interact with each other only in the L2 all yielded a positive result but the most prevalent was teachers interact with students exclusively in English language with a mean of 4.27.

4.3 Difficulties of Learning of Tense and Aspect in English Language in Ghana

Senior High School

The second objective deals with five themes.

Table 4 8 Major factors that hinder the learning of tense and aspect in English

language

Response	N	Mean	Std. Deviation
Tense and aspect in English is not adequately taught	60	4.25	.654
Teachers lack the requisite knowledge in teaching tense and aspect of English	60	4.23	.673
Non-existence of textbooks on tense and aspect of English	60	4.22	.783
Teachers over use the L1 in teaching tense and aspect of English	60	4.20	.755
Teachers do not give enough exercises on tense and aspect of English	60	4.17	.717

Source: survey data, 2023

Table 4.8 reported major factors that hinder the teaching and learning of tense and aspect in English language. 'The tense and aspect in English is not adequately taught' with a mean of 4.25 and an SD of .654 presented the highest challenge. The second major factor was 'teachers lack the requisite knowledge in teaching tense and aspect of English' with a mean of 4.23 and an SD of .673. However, 'non-existence of textbooks on tense and aspect of English' with a mean of 4.22 presents an SD of .783. 'Teachers overuse the L1 in teaching tense and aspect of English' came next with a mean of 4.20 and an SD of .755. Lastly, 'teachers do not give enough exercises on tense and aspect of English' presented the least concern with a mean of 4.17 and an SD of .717. This implies that when obstacles that hinder the teaching and learning of tense and aspect of

37

English are considered, the lack of adequate instruction of tense and aspect of English presented the biggest obstacle followed closely by teacher's lack of requisite knowledge to teach tense and aspect of English. The area of least concern was teachers not giving enough exercises on tense and aspect of English.

Table 4 9 Rationale for these factors persisting

Response	N	Mean	Std. Deviation
Graded exercises do not reach students early	60	4.32	.567
Students do not apply what they study	60	4.20	.708
Students fear stigmatization when they commit errors	60	4.17	.740
Student to textbook ratio is inadequate	60	4.13	.700

Source: survey data, 2023

Table 4.9 reported rationale for these factors persisting. Out of the sixty respondents 'Graded exercises do not reach students early' was ranked 1st with a mean of 4.32 and an SD of .567. 'Students do not apply what they study' was next with a mean of 4.20 and an SD of .708. Moreover, 'students fear stigmatization when they commit errors' followed with a mean value of 4.17 and an SD of .740. Finally, 'student to textbook ratio is inadequate' comes last with a mean of 4.13 and an SD of .700. This implies that when it comes to the rationale for these factors persisting, students do not apply what they study, students fear stigmatization when they commit errors and student to textbook ratio is inadequate also recorded high marks but graded exercises do not reach students early was the most persisting factor with a mean of 4.32.

Table 4. 10 School adequately resourced to effectively teach tense and aspect in

English Language

Response	N	Mean	Std. Deviation
Teachers are overwhelmed by the large numbers of students in their classes.	60	4.22	.715
Absence of refresher courses leaves teachers stagnated	60	4.17	.806
The school is under resourced	60	4.17	.668
The school is well resourced	60	4.15	.606
Refresher courses equip teachers with new methods of teaching.	60	4.02	.813

Source: survey data, 2023

Table 4.10 indicates a general consensus from the 60 respondents regarding inadequate school resources. 'Teachers are overwhelmed by the large numbers of students in their classes' ranked the highest level of agreement with a mean of 4.22 and an SD of .715. 'Absence of refresher courses leaves teachers stagnated' was next with a mean of 4.17 and an SD of .086. Furthermore, 'the school is under resourced' also had a mean of 4.17 and an SD of .668. 'The school is well resourced' with a mean of 4.02 and an SD of .606 came next. The statement about 'refresher courses equip teachers with new methods of teaching' had lowest mean of 4.02 and an SD of .813. This implies that in terms of adequately resourcing schools for effective teaching of tense and aspect, absence of refresher courses leaves teachers stagnated, the school is under resourced, the school is well resourced and refresher courses equip teachers with new methods of teaching all recorded high results but the highest was teachers are overwhelmed by the large numbers of students in their classes with a mean of 4.22.

Table 4. 11 Are you sure teachers are motivated to teach tense and aspect adequately?

Response	N	Mean	Std. Deviation
Inadequate supply of textbooks reduces enthusiasm in class	60	4.33	.774
Students' lazy attitude does not motivate teachers.	60	4.22	.783
Students are enthusiastic about studying tense and aspect in English	60	4.22	.691
Teachers find it difficult understanding the concept of tense and aspect.	60	3.08	1.465
Teachers are highly motivated to teach tense and aspect in English language	60	2.98	1.372

Source: survey data, 2023

Table 4.11 presents students' perception of teacher's motivation. There is a wide disagreement regarding teacher motivation levels as shown by the broader range of mean scores (2.98 to 4.33) and higher SD (.691 to 1.465). Students agreed inadequate supply of textbooks reduces enthusiasm in class with a high mean of 4.33 and an SD of .774. Again, students' lazy attitude does not motivate teachers and students are enthusiastic about studying tense and aspect in English viewed the same mean of 4.22 but deviated with different deviation value which is (.783 and .691). Teachers find it difficult understanding the concept of tense and aspect with a mean of 3.08 and an SD of 1.465. Lastly, teachers are highly motivated to teach tense and aspect in English language were low with a mean of 2.98. The high standard deviations confirm a sizable variation among responses for some statements. In terms of teacher's motivation to teaching tense and aspect adequately, 'Students' lazy attitude does not motivate teachers', 'Students are enthusiastic about studying tense and aspect in English', 'Teachers find it difficult understanding the concept of tense and aspect' and 'Teachers are highly motivated to teach tense and aspect in English language'

40

recorded high means but the highest was 'inadequate supply of textbooks reduces enthusiasm in class' with a mean of 4.33.

Table 4 12 Does the school environment allow for practicing what is studied in tense and aspect in English Language?

Response	N	Mean	Std. Deviation
The environment is conducive	60	3.23	1.307
Students are reprimanded for speaking Pidgin English	60	3.20	1.493
The school's environment is not conducive	60	3.20	1.286
The unbridled speaking of the L1 makes it difficult for students to practice what they learn	60	3.05	1.241
Students interact exclusively in English language	60	3.03	1.461

Source: survey data, 2023

Table 4.12 shows conducive environment. Means drifted around the neutral midpoints of 3, ranging from 3.03 to 3.23. This highlighted divided opinion on statements. Standard. Deviation spanned from 1.241 to 1.493. The environment is conducive was high with a mean of 3.23 and an SD of 1.307. The next variable was students are reprimanded for speaking Pidgin English with a mean value of 3.20 and an SD of 1.493. The school's environment is not conducive with a mean of 3.20 and an SD of 1.286. However, the unbridled speaking of the L1 makes it difficult for students to practice what they learn with a mean of 3.05 and an SD of 1.241. Finally, students interact exclusively in English language was ranked low with a mean value of 1.461. This implies that in terms of environment that allow for practicing what is studied in tense and aspect in English language, students are reprimanded for speaking pidgin English, the school's environment is not conducive, the unbridled speaking of the L1 makes it difficult for students to practice what they learn, and students interact

exclusively in English language all recorded means ranging from 3.03 to 3.20 but the

environment is conducive had a mean of 3.23.

4.4 Future Prospect for Teaching and Learning Tense and Aspect in English

Language in Senior High Schools

The Third objective also deals with five themes.

Table 4 13 Can the current performance in the learning of tense and aspect in

English improve in the next few years?

Response	N	Mean	Std. Deviation
The current situation can improve if students interact more in English language than in their L1	60	4.23	.745
The current situation can improve if students will regularly attend classes	60	4.22	.666
The current situation can improve if textbooks are made available to learners	60	4.18	.748
The current situation can improve if teachers are adequately resourced	60	4.13	.747
The current situation will not improve as long as English language is treated as a subject for only teachers of English	60	4.10	.730
The current situation can improve if workbooks are made available to students	60	4.10	.706

Source: survey data, 2023

Table 4.13 reported improving current situation. The statistics show agreement that

the current learning situation can improve under various conditions. The means range

from 4.10 to 4.23 with a low Standard Deviation of .666 to .766. The current situation

can improve if students interact more in English language than in their L1 was ranked

1st with a mean of 4.23 and an SD of .745. The next variable was current situation can

improve if students will regularly attend classes with a mean of 4.22 and an SD of

.666. The current situation can improve if textbooks are made available to students

with a mean of 4.18 and an SD of .748. More so, current situation can improve if teachers are adequately resourced with a mean of 4.13 and an SD of .747. The current situation will not improve as long as English language is treated as a subject for only teachers of English with a mean of 4.10 and an SD of .730. Lastly, current situation can improve if workbooks are made available to students was ranked low with a mean of 4.10 and an SD .706. Under the objective can the current performance in the learning of tense and aspect in English improve in the next few years, the current situation can improve if students will regularly attend classes, the current situation can improve if textbooks are made available to learners, the current situation can improve if teachers are adequately resourced, the current situation will not improve as long as English language is treated as a subject for only teachers of English, and the current situation can improve if workbooks are made available to students had means ranging from 4.10 to 4.22, but the current situation can improve if students interact more in English language than in their L1 with a mean of 4.23 ranked highest.

Table 4 14 Are current resources enough to promote the learning of tense and aspect in English language in Ghana Senior High School?

Response	N	Mean	Std. Deviation
Resources available are inadequate	60	4.18	.770
The available resources are enough	60	4.17	.740
Students who are admitted report without the basic knowledge of the English language	60	4.08	.720
Students easily understand the concept of tense and aspect in English	60	4.08	.720
Current number of students to teacher ratio is overwhelming	60	4.07	.733

Source: survey data, 2023

Table 4.14 shows current resources enough to promote the teaching and learning of tense and aspect in English Language. The mean shows agreement that available resources are adequate ranked 1st with a mean of 4.18 and an SD of .770. Agreement also emerges that available resources are enough with a mean of 4.17 and an SD of .740. Students who are admitted report without the basic knowledge of the English language with a mean of 4.08 and an SD of .720. Students easily understand the concept of tense and aspect in English with a mean of 4.08 and an SD of .720. Finally, the Current number of students to teacher ratio is overwhelming was ranked low with a mean of 4.07 and an SD of .733. This suggests some contradiction in whether existing resources suffice. Means and standard deviation is otherwise consistent. In terms of current resources being enough to promote the learning of tense and aspect in English language in Ghana Senior High School, the available resources are enough, students who are admitted report without the basic knowledge of the English language, students easily understand the concept of tense and aspect in English, and current number of students to teacher ratio is overwhelming recorded mean ranges of 4.07 to 4.17 while resources available are inadequate recorded a mean of 4.18 with SD of .770 showing a high level of inadequate resources for the teaching and learning of tense and aspect.

Table 4. 15 Current syllabus to prioritize the teaching and learning of tense and aspect in English Language

Response	N	Mean	Std. Deviation
The current syllabus is well structured.	60	4.15	.709
More time should be allotted for teaching English language	60	4.10	.656
The syllabus should prioritize the teaching of tense and aspect in English language.	60	3.97	.688

	60	2.15	.840
The current syllabus does not allow for effective teaching.			

Source: survey data, 2023

Table 4.15 suggests revamping the current syllabus to prioritize the teaching and learning of tense and aspect in English language. There is little consensus on the syllabus, with means spanning from 2.15 to 4.15 and higher SDs of .656 to .840 among the 60 respondents. The current syllabus is well structured was ranked high with a mean of 4.15 and an SD of .709. More time should be allotted for teaching English language also ranked 2nd with a mean of 4.10 and an SD of .656. However, the syllabus should prioritize the teaching of tense and aspect in English language with a mean value of 3.97 and an SD of .688 came 3rd. Lastly, current syllabus does not allow for effective teaching presented a mean of 2.15 and an SD of .840. This implies that from the four themes presented in the table, there were mean recordings from 2.15 to 4.10 but a mean of 4.15 was recorded for the current syllabus is well structured showing the current state of the syllabus.

Table 4. 16 Tense and aspect forms the pivot to improving student's performance in the WASSCE

Response	N	Mean	Std. Deviation
English language cannot exist without tense and aspect	60	4.25	.728
Knowledgeable use of tense and aspect gives one command over the language.	60	4.23	.722
Studying tense and aspect in English would improve one's competence in writing the English language	60	4.20	.755
Tense and aspect improves communication skills	60	4.17	.763
Good grammar practices can exist without tense and aspect in English language	60	4.15	.732

Source: survey data, 2023

Table 4.16. In response to whether tense and aspect form the pivot to improving student's performance in English, collective agreement is evident among the sample that tense and aspect is the pivot to improving language competence. Means range narrowly from 4.15 to 4.25 with low SD showing accord (.722 to .763) among the 60 respondents. English language cannot exist without tense and aspect was ranked high with a mean of 4.25 and an SD of .728. The knowledgeable use of tense and aspect gives one command over the language with a mean of 4.23 and an SD of .722 came next. Studying tense and aspect in English would improve one's competence in writing the English language with a mean of 4.20 and an SD of .755 followed. Furthermore, tense and aspect improves communication skills with a mean value of 4.17 and an SD of .763 was 4th. Finally, good grammar practices can exist without tense and aspect in English language was ranked low with a mean of 4.15 and an SD of .732. This implies that from the five themes presented, thus, English language cannot exist without tense and aspect, Knowledgeable use of tense and aspect gives one command over the language, studying tense and aspect in English would improve one's competence in writing the English language, tense and aspect improves communication skills, good grammar practices can exist without tense and aspect in English language but a mean of 4.25 proves that English language cannot exist without tense and aspect.

Table 4 17 Do teachers undergo training to improve their skills in the teaching of tense and aspect in English Language

Response	N	Mean	Std. Deviation
In service training sessions are frequent and enough	60	4.23	.621
Resource personnel do not have adequate knowledge in teaching tense and aspect	60	4.22	.739
Teaching and learning of tense and aspect in English language during in service training sessions does not occur	60	4.18	.651
In service training rarely occurs	60	4.18	.770
In service training does not occur at all	60	4.15	.685

Source: survey data, 2023

Table 4.17. The 60 respondents predominantly agree that in-service training per semester is enough to equip teachers to improve their skills in the teaching and learning of tense and aspect in English language, with means ranging from 4.15 to 4.23 and low Standard Deviation (.621 to .770) suggesting consistency across the results. In service training sessions are frequent and enough was ranked high with a mean value of 4.23 and an SD of .621. Resource personnel do not have adequate knowledge in teaching tense and aspect was the next variable which was ranked second with a mean of 4.22 and an SD of .739. Next, teaching and learning of tense and aspect in English language during in service training sessions does not occur with a mean value of 4.18 and an SD of .651. In service training rarely occurs with a mean value of 4.18 and an SD of .770. Finally, in service training does not occur at all with a mean value of 4.15 and an SD of .685. From the themes presented, there were means ranging from 4.15 to 4.22 but in service training sessions are frequent and enough with a mean of 4.23 shows that there is enough in service training sessions.

**4.5 Qualitative Data Collected from Teachers of English Language**

With respect to this objective, only Teachers of English were interviewed. TE represents the Teachers of English interviewed. TE1 represents the first Teacher interviewed and TE2 is the second Teacher interviewed. In all, eight (8) teachers were interviewed, hence, TE1 to TE8 sums up the total of participants interviewed.

4**.5.1 The Difficulties in the Teaching and Learning of Tense and Aspect in English**

The participants were asked to list the causes of the falling standards in the teaching and learning of tense and aspect in English.

TE1 indicated that:

> *Lack of basic knowledge and vocabulary mastery is a cause and also most students get confused in determining tenses, because before they use verb form, they must understand the relationship between the form of the verb and their concept of time.*
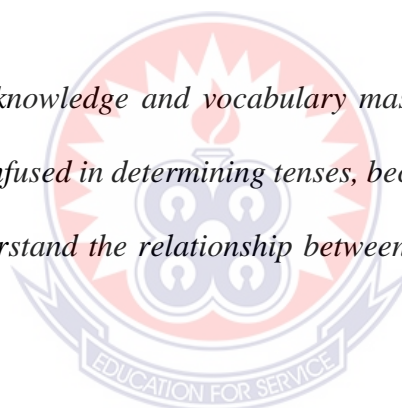
TE2 mentioned:

> *Inadequate resources and materials for teaching the topic, students unable to practice what they learn, and lack of adequate training and professional development for teachers in teaching tense and aspect, as causes.*

TE3 responded thus:

> *Interference from the local dialects, students thinking they already know it since they learnt it in the lower grade (JHS), and students' usage of some misleading textbooks, are the causes.*

TE4 alluded:

> *Students do not prioritize studying English and lack of self-confidence and the fear of making mistakes do not encourage students to speak the language.*

According to TE5:

> *The influence of L1 and students' perception that tenses and aspect are difficult are the causes.*

TE6 echoed:

> *Students lack interest in learning English and some students lack self-confidence to speak English.*

TE7 noted:

> *The lack of proper training in teaching tense and aspect, limited access to quality education resources or poor foundation in the language affects students, and large class sizes lead to limited individual attention to students are contributing factors.*

TE8 on the other hand indicated:

> *The influence of the mother tongue is a problem, inadequate training in teaching and learning of tense and aspect in English, and the motivation to study English language is lacking.*

Views were solicited from participants about how these problems could be fixed successfully in the short term.

TE1 noted:

There should be sufficient time for communicative activities in the school and students should have confidence in using oral English in class activities.

TE2 suggested:

Periodic in-service training should be organized for teachers of the language. Also, adequate teaching and learning materials about the topic should be provided.

TE3 indicated that:

Encouraging students to stick to the rules of the language, encouraging students to speak English in school and in class, and designing course books that can help in the teaching and learning of tense and aspect could help fix the problem in the short term.

According to TE4:

Teachers should not separate tense from aspect and teachers should learn the rudiments of teaching tense and aspect to be able to teach the tense and aspect well.

TE5 mentioned:

Instead of teaching each tense separately teach aspect and teachers should address students' challenges with an understanding of how lexical aspect factors in the learning of tense.

TE6 opined that:

Students should be motivated to gain interest and to develop confidence in using oral English in class activities.

TE7 on the other hand suggested:

Workshops focused on effective strategies for teaching tense and aspect should be organized and activities that allow students to apply tense and aspect concepts in real-life situations should be designed.

TE8 was of the view that:

Workshops for teachers should focus on tense and aspect and more time should be allocated to the teaching and learning of English language.

4.5.2 The Future Prospects for the Teaching and Learning of Tense and Aspect in Our School

The participant's opinions were sought on whether they see a positive outlook in efforts at improving the teaching and learning of tense and aspect in English in Ghana Senior High School.

In response TE1 said:

In his opinion, learning and teaching of tense and aspect in English in Ghana Senior High School is not possible because teachers are not given the sufficient time for communicative activities with the students and the students lack confidence in themselves.

TE2 alluded:

> *It is possible if the measures stated in question two are adhered to and leaners are made to use the structure in their everyday conversations.*

TE3 said:

> *Something has been done but not so much. Students were given some textbooks some years back but they are not available to the current students.*

TE4 noted:

> *Yes*

TE5 echoed:

> *Yes*

TE6 reiterated:

> *Yes, he sees improvement in the teaching and learning of tense in English.*

TE7 stated:

> *Yes*

TE8 mentioned:

> *No, he does not. We cannot be doing the same things and expect different results.*

The participants were asked how this improvement can be achieved.

TE1 indicated:

> *Teachers should be given sufficient facilitation time to engage with the students.*

According to TE2:

> *This can be achieved when leaners are encouraged to speak the language and teachers should be willing to correct learners' mistakes. Learners should also be motivated to read a wide range of books.*

TE3 noted:

> *Through practice and the use of textbooks as a guide.*

TE4 alluded that:

> *Teachers should be equipped to teach tense and aspect in English language.*

TE5 echoed:

> *Consistent practice and using textbooks as guide can help in achieving this.*

TE6 was of the view that:

> *Enough teaching and study materials should be given to both learners and teachers.*
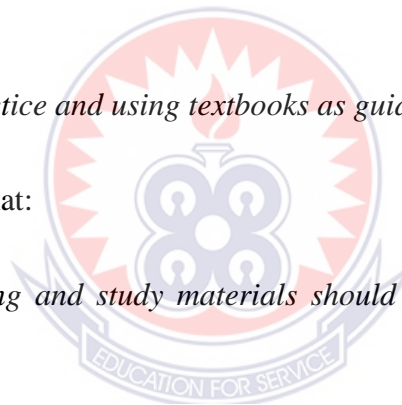
TE7 responded thus:

> *By providing up-to-date textbooks and materials specifically designed for teaching tense and aspect. Also, using peer tutoring or tutorials for students struggling with tense and aspect.*

TE8 stated:

> *In-service training of teachers training to teach students should be free to encourage all teachers to attend.*

4.6 Discussions of Findings

4.6.1 English Language Teachers Make Grammar Learning Meaningful and Important to Students

The survey data in Tables 4.4 to 4.8 provides insights into various aspects of this objective, emphasizing different themes. A germane and purposeful professional development of teachers does promote effective instructional tasks delivery, which invariably results in improved learners' performance (Ajani, 2018).

Table 4.4 on making grammar learning meaningful reveals that error correction in passages is considered the most effective strategy, receiving the highest mean of 4.20, followed by report writing (mean: 4.17), public speaking sessions (mean: 4.10), and inter-class debates (mean: 3.97). These findings suggest that error correction and practical applications like report writing are perceived as more impactful in making grammar learning meaningful. This reveals that English teachers are able to make learning meaningful and easy to grasp for students (Hirsh, 2005).

In Table 4.5, focusing on making practical lessons interesting, research topics for debate ranked highest with a mean of 4.25, followed by diary keeping (mean: 4.23) and students competing to make the debating team (mean: 4.18). This indicates that practical and engaging activities such as debates and diary keeping are considered effective in making lessons interesting. This gives the insight that engaging activities such as debates and diary keeping makes English learning interesting and improve learner's performance (Ajani, 2018).

Table 4.6, which explores strategies for motivating students to speak English at all times, indicates that creating an enabling environment for error commission is perceived as the most effective method (mean: 4.23), followed by awarding marks for

completing tasks (mean: 4.23) and deducting marks for incomplete tasks (mean: 4.22). These findings highlight the importance of positive reinforcement and creating a supportive atmosphere for language learning.

Table 4.7 addresses the importance of speaking and writing Standard English. Teachers accepting errors is considered the most effective strategy (mean: 4.35), followed by not accepting errors in class (mean: 4.22). These results emphasize the significance of a tolerant and constructive approach by teachers to enhance language learning (Hirsh, 2005).

Finally, Table 4.8 explores how teachers present themselves as role models for students to emulate. Teachers interacting exclusively in English with students received the highest mean (4.27), indicating that teachers' language use directly influences students' language acquisition. The results underline the importance of consistent language modelling by teachers both in interactions with students and colleagues (Robinson & Carrington, 2002).

Overall, the survey data demonstrates a range of effective strategies employed by English language teachers to make grammar learning meaningful and important, encompassing practical lessons, motivation, emphasizing language standards, and serving as positive role models for students.

4.6.2 Difficulties of Teaching and Learning of Tense and Aspect in English Language in Ghana Senior High School

Objective 4.3 delves into the difficulties encountered in learning tense and aspect in English language among Ghana Senior High School students. The findings, as presented in Tables 4.9 to 4.13, shed light on various factors influencing the challenges faced by both students and teachers (Chinwendu & Mpotsiah, 2018).

Table 4.9 outlines major hindrances to the learning of tense and aspect in English language, with "Tense and aspect in English is not adequately taught" receiving the highest mean of 4.25. This indicates a perceived inadequacy in the teaching of these language aspects. The presence of duplicates in the responses ("Graded exercises do not reach students early") suggests potential errors in data entry (Nforbi & Siéwoué, 2016)

Table 4.10 provides rationales for these persisting difficulties, and "Graded exercises do not reach students early" emerges as the most significant factor with a mean of 4.32. This suggests a disconnect in the timely distribution of learning materials. Other factors include students not applying what they study, fear of stigmatization when committing errors, and an inadequate student-to-textbook ratio (Tom-Lawyer & Thomas, 2019).

Table 4.11 focuses on the adequacy of school resources for teaching tense and aspect. "Teachers are overwhelmed by the large numbers of students in their classes" ranks highest, indicating that class sizes contribute to resource challenges. The absence of refresher courses is also highlighted as a factor leaving teachers stagnated (Aliyu & Hassan, 2018).

Table 4.12 explores teachers' motivation levels, with results indicating varying degrees of agreement. The inadequate supply of textbooks reducing enthusiasm in class received the highest mean (4.33), while teachers finding it difficult to understand the concept of tense and aspect and being highly motivated to teach these aspects in English language received lower means, indicating potential challenges in teacher understanding and motivation (Nforbi & Siewoue, 2016).

Table 4.13 assesses the school environment's impact on practicing what is studied in tense and aspect. The statement "The environment is conducive" received a mean of

3.23, suggesting a neutral stance, while other statements reflect divided opinions on the school's conducive nature and the impact of Pidgin English on students' practice (Wayar, 2017; Oppong-Sekyere *et al.*, 2013).

Overall, these findings highlight multifaceted challenges in the learning of tense and aspect in English language, encompassing teaching methodologies, resource allocation, teacher motivation, and the conducive nature of the school environment. Addressing these challenges requires a comprehensive approach involving both pedagogical and systemic improvements.

4.6.3 Future Prospect for Teaching and Learning Tense and Aspect in English Language in Senior High Schools

Objective 4.4 explores the future prospects for teaching and learning tense and aspect in English Language within Senior High Schools in Ghana, encompassing five key themes. The survey data presented in Table 4.14 reflects respondents' perspectives on the potential improvements in the current teaching situation:

Firstly, "The current situation can improve if students interact more in English language than in their L1" is identified as the most critical factor, with a mean of 4.23 and a standard deviation of 0.745. Following closely, "The current situation can improve if teachers will regularly upgrade their knowledge" is highlighted with a mean of 4.22 and a lower standard deviation of 0.666. Interestingly, there is a shared sentiment that "The current situation will not improve as long as English language is treated as a subject for only teachers of English," which garnered a mean of 4.10 and a standard deviation of 0.730. These insights underscore the importance of student engagement in English, continuous professional development for teachers, and a broader recognition of English as a subject beyond English teachers (Ajani, 2018),

57

Table 4.15 delves into the adequacy of current resources to promote the teaching and learning of tense and aspect. While there is agreement that available resources are adequate (mean: 4.18, standard deviation: 0.770), the data suggests some contradiction as respondents also express those students admitted often lack basic English knowledge (mean: 4.08, standard deviation: 0.720). The conflicting responses indicate a nuanced understanding of the existing challenges and resources in the teaching and learning process (Bielak & Pawlak, 2011; Chinwendu & Mpotsiah, 2018).

Lastly, Table 4.16 focuses on the current syllabus, revealing diverse opinions on its efficacy. While "The current syllabus is well structured" is rated high with a mean of 4.15 and a standard deviation of 0.709, there is a call for more time allocation for teaching English language (mean: 4.10, standard deviation: 0.656). However, there is less consensus on prioritizing the teaching of tense and aspect in the current syllabus (mean: 3.97, standard deviation: 0.688), and a notable minority suggests that the current syllabus does not allow for effective teaching (mean: 2.15, standard deviation: 0.840). These divergent views emphasize the complexity of addressing the future prospects of teaching tense and aspect in Ghanaian Senior High Schools, demanding careful consideration of various factors to enhance the overall language learning experience (Arends, 1988; Tom-Lawyer & Thomas, 2020; Dymoke & Harrison, 2007).

4.6.4 Training Sessions per Semester Enough to Equip Teachers to Improve Their Skills in the Teaching and Learning of Tense and Aspect in English Language

Table 4.18 delves into the perception of teachers regarding the adequacy of in-service training sessions per semester to equip them for the effective teaching and learning of tense and aspect in the English Language. The responses from 60 participants suggest a consensus on the frequency and adequacy of in-service training, with means ranging

from 4.15 to 4.23 and low standard deviations (0.621 to 0.770), indicating consistency in the results (Garet, Porter, Desimone, Birman & Yoon, 2001; Desimone, Birman & Yoon, 2001).

The highest-ranking factor, "In-service training sessions are frequent and enough," received a mean value of 4.23 and a low standard deviation of 0.621, suggesting that teachers perceive the current frequency of training sessions as sufficient. The next significant factor, "Resource personnel do not have adequate knowledge in teaching tense and aspect," received a mean of 4.22 with a standard deviation of 0.739, indicating concerns about the expertise of the training resources (Lee, 2005; Wayar, 2017).

The data further reveals that teachers believe "Teaching and learning of tense and aspect in English language during in-service training sessions does not occur" (mean: 4.18, standard deviation: 0.651), and there is a perception that in-service training "rarely occurs" (mean: 4.18, standard deviation: 0.770). Lastly, some respondents express the view that in-service training "does not occur at all" (mean: 4.15, standard deviation: 0.685). These findings highlight the importance of addressing the quality and content of in-service training sessions, along with concerns about the availability of knowledgeable resource personnel (Lee, 2005; Wayar, 2017).

Objective 4.5 involves qualitative data collected from English language teachers. While the details of the qualitative findings are not provided, the mention of eight teachers interviewed (TE1 to TE8) suggests a qualitative exploration of the challenges, perspectives, and experiences of English language teachers in the context of teaching and learning tense and aspect in Ghanaian Senior High Schools. The qualitative data is likely to provide rich insights into the nuances of the challenges and potential solutions

identified by the teachers, offering a deeper understanding of the issues at hand (Ajani, 2018; Dymoke & Harrison, 2007).

4.7 Summary of chapter

This chapter presented the results and discussions of emerging issues from the quantitative and qualitative data collected from the use of questionnaires and interview guide. The chapter presented the quantitative data by interpreting the outcome and also described the emerging issues from the qualitative data. The chapter situated the results and findings into the existing literature by comparing, deviations as well as similarities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions, and recommendations of the study. Areas for future research are also suggested in this chapter.

5.1 Summary of Findings

The main purpose of the study was to assess the teaching of tense and aspect in Senior High Schools: the case of Ghana Senior High School. Specifically, the study was aimed at finding out the following: English Language teachers making tense and aspect learning and teaching meaningful and important to students, difficulties of teaching and learning of tense and aspect in English Language in Ghana as well as future prospect for teaching as well as learning tense and aspect in English Language in Senior high Schools. To make practical lessons interesting, respondents indicated researching debate topics, keeping diaries, student debates, discussing current issues and best speaker awards were highly rated for spurring interest.

To whip up motivation in English speaking, the result revealed reducing fear of mistakes, performance incentives, penalties for unfinished work, and allowing errors were viewed as motivational. The importance of standard English Language findings indicates teachers accept errors, teachers do not accept errors in class, students report on their progress in understanding tense and aspect in English language and varying teaching methods were emphasized.

Lastly, teachers serving as role models; exclusive teacher - student English interaction, teacher modeling, code- switching and English only classrooms were ranked highest for teacher influence. The findings reveal preferences for interactive, applied activities

61

that incentivize and motivate student's English usage without fear of failure. Teacher modeling through consistent target language using dynamic instructional approaches were also viewed as impactful. The result is largely consistent, though some variation exists on specific motivational strategies.

The first objective was English Language teachers making learning and teaching meaningful and important to students. The result indicates error correction, report writing, public speaking, and debates were some of the methods employed by teachers to make learning interesting and meaningful. This shows agreement on interactive methods that apply grammar.

With respect to difficulties of teaching and learning of tense and aspect in English language in Ghana Senior High School, the study found major hindering factors such as inadequate teaching of tense and aspect, lack of teacher feedback, overuse of L1 and unviewed written exercises as major hurdles.

Rationale of these factors persisting identified were, delay in returning graded work, failure to apply learned concepts, fear of mistakes and textbook shortages. There was agreement that large class sizes, lack of refresher courses and under-resourcing of teachers and students are issues. But some respondents agreed that the school is well resourced, suggesting contradiction.

Teachers motivated to teach tense and aspect adequately, inadequate textbooks and student attitudes were viewed as demotivating. Students' lazy attitude does not motivate teachers, and students are enthusiastic about studying tense and aspect in English, but perspective on teacher motivation levels differed.

Again, the analysis showed indecision on whether the environment supports practicing English, with disagreement on the impact of L1 use and code-switching. The results

reveal agreement on key hindrances being inadequate instruction, feedback delays, overreliance on L1 and unrevised work. Resource inadequacies and student textbook shortages were also stated as rationales. Finally, there were mixed perceptions on whether L1 usage enables or impedes the English-speaking environment.

Concerning future prospects for teaching and learning tense and aspect in English Language in Senior High Schools, the study showed agreement that the current teaching situation can improve through increased English interaction, teacher development, textbook provision and resource adequacy. Again, the rated improvement strategy was students interacting more in English language than their first language (L1).

With the current resources, responses show contradiction regarding resource adequacy - agreement emerges both that available resources are inadequate but also current resources are enough. There are also agreements that students lack foundational English knowledge and do not easily understand tense/aspect concepts. Revamping syllabus responses on the English language curriculum, there was agreement that it is well structured but also that it does not allow for effective teaching. Most chosen English teaching time was highly rated but prioritizing tense/aspect instruction received lower agreement.

Pivot to improving performance: strong collective agreement manifests that proficient knowledge of tense and aspect pivots English language competence and performance. The sample unanimously agreed that tense and aspect are integral to English mastery. Moreover, with regard to in service training, consistent agreement emerges among respondents that available in-service training on tense and aspect instruction is deficient. The highest ranked barriers were lack of knowledge among training personnel and absence of tense/ aspect content in training sessions.

In conclusion the key findings show respondents agreed on the vital role of tense and aspect for English acquisition but training and resources to support tense teaching are viewed as inadequate. There was less consensus on other issues like curriculum and environment supports.

5.2 Conclusion

This study was to assess the Teaching of Tense and Aspect in Senior High Schools using Ghana Senior High School as the pivot of the study. The research utilized a combination of descriptive and explanatory methodologies, in addition to quantitative approach. The research investigates a proposed model through the implementation of quantitative cross-sectional survey. The study highlights the preferences for interactive, applied activities that incentivize and motivate students' English usage without fear of failure. Teacher modeling through consistent target language using dynamic instructional approaches were also viewed as impactful. The result is largely consistent, though some variation exists on specific motivational strategies. There were mixed perceptions on whether L1 usage enables or impedes the English-speaking environment. Furthermore, the findings show respondents agreed on the vital role of tense and aspect for English acquisition but training and resources to support tense teaching are viewed as inadequate. There was less consensus on other issues like curriculum and environment supports. The research study found that boosted English interaction between students and teachers is important for improving language mastery. Institutions should offer even more platforms for English speaking such as English language clubs, debating teams, and frequent public speaking sessions, among others.

5.3 Recommendations

Based on the findings, I recommend the following:

i. **Provision of textbooks and other learning resources:** Shortages of books and resources were identified as hindering effective teaching and learning tense and aspect in English. Offering books with enough grammar web content and supplemental products to institutions and students would certainly enable a lot more reliable instruction.

ii. **English language curriculum should focus more on tense and aspect**: While findings showed some differences in the structuring of the educational program, upgrading it to emphasize aspect and functional grammar could aid pivot proficiency. The syllabus evaluation should straighten goals, material and evaluation to the role of tense and aspect.

iii. **Periodic training of teachers towards the teaching and learning of tense and aspect:** The outcomes pointed to demotivation amongst learners pertaining to tense and aspect. Educators require training on spurring student interest in studying the language via interactive techniques, using methods that mitigate anxiety of blunders. This can enhance student mind-sets and results.

iv. **Policy formulation for teaching and learning of tense and aspect:** In the future, policy makers should direct more focus to the distinction between tense and aspect of English instead of lumping them up as grammar. Teachers of English should focus more on teaching and learning functional English rather than prescriptive English as the learning of rules rather the function of words creates a gap that is often left unfilled.

5.4 Recommendation for further studies

Based on the emerging issues and trend of the study findings, I wish to recommend that further studies should be conducted on the following areas:

i. Ensuring appropriate pedagogy in the teaching and learning of tense and aspect in S.H.S.

ii. Developing a specific curriculum for the teaching and learning of tense and aspect in S.H.S.

iii. Assessing the reading habits of students in the S.H.S.

REFERENCES

Arends, A. M. (2012). *The Challenges of Effective Management of a Multcultural Teaching Environment in Gauteng Primary Schools* (Doctoral dissertation, University of South   Africa).

Bielak, J., & Pawlak, M. (2011). Teaching English tense and aspect with the help of cognitive grammar: An empirical study.

Caesar, R. O., & Agyekum, N. O. (2019). A Comparative Study of Affixation Processes in Akan and Dangme. *The International Journal of Humanities & Social Studies*.

Caruso, G. (2018). Skepticism about moral responsibility. *Stanford Encyclopedia of Philosophy (ed.), Spring*.

Combs, J. E. (1969). *The language of nationalist ideology: A content analysis of Irish nationalist publications, 1906-1914* (Doctoral dissertation).

Connelly, L. M. (2014). Ethical considerations in research studies. *Medsurg nursing*, *23*(1), 54-56.

Creswell, J. W., & Creswell, J. D. (2023). Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). Carnegie Mellon University, SAGE Publications, Inc.

Crinard et at., (2023). The Influence of Operational Managerial Competencies of Business Owners and Managers on Performance of Small-Scale Businesses in Sheema Municipality, Sheema District. American Research Journal of Humanities & Social Science (ARJHSS),6 (12), 51-56.

Dahlén, B., O'Byrne, P. M., Watson, R. M., Roquet, A., Larsen, F., & Inman, M. D. (2001). The reproducibility and sample size requirements of exercise-induced bronchoconstriction measurements. *European Respiratory Journal*, *17*(4), 581-588.

Denzin, N. K., Lincoln, Y. S., & Giardina, M. D. (2006). Disciplining qualitative research. *International journal of qualitative studies in education*, *19*(6), 769-782.

Essien, A. M. (2018). The effects of project-based learning on student's English language ability. In *The 2018 International Academic Research Conference in Vienna* (pp. 438-443).

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York, NY: McGraw-Hill.

Frankel, J. R., N. E. Wallen, and H. H. Hyun. (2015). *How to Design and Evaluate Research in Education*. 9th ed. New York: McGraw Hill.

Goldberg, L. R., & Velicer, W. F. (2006). Principles of exploratory factor analysis. *Differentiating normal and abnormal personality*, *2*, 209-337.

Hammond, C. (2021). I may sound adversarial but I am being Polite':(Im) politeness strategies and tactics of self-presentation in electoral concession speeches. *International Journal of English Language and Communication Studies*, *6*(1), 21-38.

Hudson, R. (2008). World Grammar and Construction Grammar. *Topics in English linguistics*, *57*, 257.

Li, C., Wang, J., Wang, L., Hu, L., & Gong, P. (2014). Comparison of classification algorithms and training sample sizes in urban land classification with Landsat thematic mapper imagery. *Remote sensing*, *6*(2), 964-983.

Louhiala-Salminen, L., & Kankaanranta, A. (2012). Language as an issue in international internal communication: English or local language? If English, what English? *Public Relations Review*, *38*(2), 262-269.

Maiguero, A., & Mohammad, S. (2022). Analysis of English Verb tenses in Secondary School Students' Writings in Maradi, Niger Republic. *Sch Int J Linguist Lit*, *5*(3), 105- 112.

McBurney, D. H., & White, T. L. (2007). *Research Methods* (7th ed.). Belmont, CA:Thomson Learning.

Nforbi, E., & Siéwoué, B. (2016). English language needs of francophone university students in cameroon: a case study.

Nforbi, E., & Siéwoué, M. B. (2018). The pronunciation component in the competence-based elf curriculum in Cameroon secondary education. *International Journal of English Language Teaching*, *6*(5), 25-39.

Oppong-Sekyere, D., Oppong-Sekyere, F., & Akpalu, M. M. (2013). Some factors influencing the academic performance of junior high school pupils in English Language: The case of Assin North Municipality, Ghana. *International Journal of English and Literature*, *4*(5), 226- 235.

Osei-Boateng, S. (2022). *Teachers' perceptions about the medium of instruction in learning English as a second or foreign language in Ghanaian lower basic schools*

Osei-Kofi, N. (2018). Feminist Approaches to Social Justice Education. *Feminist Formations*, *30*(3), 160-171.

Poole, J., & Mauthner, O. (2014). Interviews. I Coghlan, D. & Brydon-Miller, M.(Red.).

Rudolph, J. (2015). Leedy, PD, & Ormrod, JE (2015). Practical research. Planning and design . Boston, MA: Pearson.

Saunders, M. N., & Townsend, K. (2016). Reporting and justifying the number of interview participants in organization and workplace research. *British Journal of Management*, *27*(4), 836-852.

Saunders, M. N., & Townsend, K. (2018). Choosing participants. *The Sage handbook of qualitative business and management research methods*, 480-494.

Saunders, M., Lewis, P., & Thornhill, A. 1.46 (2012). Competitive Advantage as a Mediating Variable in the Relationship between Information Technology Capability and Performance of Manufacturing Firms in Nairobi City County, Kenya 1Gitau Lucy, 2Felix Musau and 3David Nzuki. In *3rd International Business Research and Industrial Conference (IBRIC)* (p. 569).

Sedegah, S., Taale, K. D., Arkoful, S., & Henewa, R. A. (2019). The Influence Of Cooperative Learning Approach On Senior High School Students' Understanding Of Ionic Bonding In Integrated Science: The Case At Adeiso Presby Senior High School.

Tabiri, M. O., & Jones-Mensah, I. (2020). Analysing The Use of Subjunctive Mood Among University Students in Ghana. *GlobELT & GLOBETS 2020*, 80.

Tetteh, U. S., & Nuobeikaa, D. (2015). Factors Affecting the Teaching of English Course in Deprived Communities, Ghana. *African Journal of Applied Research*, *2*(2).

Tom-Lawyer, O., & Thomas, M. (2020). Re-examining the status of the English Language in Anglophone Western Africa: A comparative study of Ghana and Nigeria. *English Linguistics Research*, *9*(4).

Tsiwah, F., Lartey, N., Amponsah, C., Martínez-Ferreiro, S., Popov, S., & Bastiaanse, R. (2021). Processing of time reference in agrammatic speakers of Akan: A language with grammatical tone. *Aphasiology*, *35*(5), 658-680.

APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA.
FACULTY OF APPLIED LINGUISTICS
DEPARTMENT OF FOREIGN LANGUAGES
QUESTIONNAIRE FOR STUDENTS

TOPIC: The Teaching of Tense and Aspect in Senior High Schools (SHS): The Case of Ghana Senior High School, Koforidua, Ghana.

PAUL ANTOINE AKWETEY undertakes this academic exercise in the DEPARTMENT OF FOREIGN LANGUAGES. This is to solicit information for a project work in partial fulfilment for the award of MASTERS IN EDUCATION IN TEACHING ENGLISH AS A SECOND LANGUAGE. The information provided would be treated confidentially and used for academic purposes.

Instructions: Please tick (√) where appropriate.

SECTION A: Demographic characteristics of the respondents

Gender: Male [   ]   Female [   ]

Age Range: 15-20[   ]   21-25 [   ]   26-30 [   ]   31-35 [   ]   36-40 [   ]   41-45[   ]

Status: Student [   ]   Teacher [   ]

SECTION B: To examine how English language teachers make grammar learning meaningful and important to students in the New Juabeng North Municipality

1. What practical lessons do teachers use to demonstrate the importance of everyday use of tense and aspect in English language?

a) Students are made to correct passages with errors.

b) Students are made to write reports on given topics.

c) Public speaking sessions are organized fortnightly among the various classes.

70

d) Bi monthly debates are held among classes.

2. What aspects of these practical lessons make them interesting?

a) The research sessions prior to public speaking sessions creates excitement among students.

b) Students write reports on their daily life experiences in the form of keeping diaries.

c) Students compete intensely to get a shot at being included in the school's debating team.

d) Chosen topics in politics that inure to their daily lives as students form the motions for the various debates.

e) Students' aspirations to be crowned as best public speaker creates great anticipation before the appointed time.

3. How do teachers motivate students to speak English language more often than their native languages?

a) Students accept constructive criticism; therefore, they speak the English language without fear of reproach.

b) Students are awarded marks for their various houses as a reward for excelling at accomplishing set tasks.

c) Students lose marks against their houses for failing to accomplish set tasks.

d) An atmosphere devoid of ridicule is created to encourage students to freely commit errors as they learn and use tense and aspect in English language.

4. In what other ways do teachers emphasize the importance of speaking and writing Standard English?

a) Teachers accept errors as part of the teaching and learning process.

b) Teachers do not accept errors in class.

c) During class reviews students freely report on their progress in understanding tense and aspect in English language.

d) Students watch recorded videos of L1 speakers of English and L2 speakers' news casting and write down their observation.

e) Teaching and learning methods are not varied.

5. How do teachers present themselves as role models for students to emulate?

a) Teachers interact with students exclusively in English language.

b) Teachers interact with their colleagues exclusively in English language.

c) Teachers speak a mix of L1 and L2 with students.

d) Teachers interact with students in English language only in the classroom.

e) Teachers interact with each other only in the L2.

SECTION C: To identify the causes of falling standards in the teaching and learning of tense and aspect in English language in Ghana Senior High School of the New Juabeng North Municipality of Koforidua in the Eastern Region of Ghana

1. What major factors hinder the teaching and learning of tense and aspect in English language in Ghana Senior High School?

a) Adequate attention is not given to the teaching of tense and aspect in English.

b) Teachers lack requisite knowledge in teaching tense and aspect in English.

c) There are no textbooks on tense and aspect in English.

d) The overuse of the L1 in teaching makes it difficult for students to grasp the concept of tense and aspect in English language.

e) Teachers do not give adequate exercises on tense and aspect in English.

2. Why do these factors persist?

e) Graded written exercises do not reach students on time and reviewed so errors persist.

b) Students do not apply what they study in tense and aspect in English language in their daily interactions.

c) Some students fear stigmatization when they commit errors so they do not practice what has been taught and learned.

d) Student to textbook ratio is inadequate so students do not have the opportunity to read more about what they are taught.

3. Is the school adequately resourced to effectively teach tense and aspect in English language?

a) Teachers are overwhelmed by the large number of students in their classes, rendering their teaching of tense and aspect in English language inefficient.

b) Absence of refresher courses leaves teachers stagnated in teaching tense and aspect in English language.

c) The school is under resourced to effectively teach tense and aspect in English language.

d) The school is well resourced to teach tense and aspect in English language.

e) Frequent refresher courses enable teachers to update their knowledge of teaching tense and aspect in English language.

4. Are the teachers motivated to teach tense and aspect adequately?

a) Inadequate supply of textbooks makes does not allow for tense and aspect in English language to be efficiently taught.

b) Students' lazy response to teaching and learning of the concept of tense and aspect in English language does not motivate teachers.

c) Students are enthusiastic about studying tense and aspect in English language, thereby motivating teachers to put in more effort.

d) Teachers find it difficult understanding the concept of tense and aspect in English language.

e) Teachers are highly motivated to teach tense and aspect in English language.

74

5. Does the school environment allow for practicing what is studied in tense and aspect in English language?

a) The environment allows students to practice what they have learned in tense and aspect in English language.

b) Students are reprimanded for speaking Pidgin English while on campus.

c) The school's environment does not allow students to practice what they learn in tense and aspect in English language.

d) The unbridled speaking of the L1 makes it difficult for students to practice what they learn.

e) Students are made to interact exclusively in English language affording them the opportunity to practice what they learn in class.

SECTION C: To find out the future prospects for teaching and learning tense and aspect in English language in the schools in the New Juabeng North Municipality

1. Can the current performance in the teaching and learning of tense and aspect in English improve in the next few years?

a) The current situation can improve if students interact more in English language than in their L1.

b) The current situation can improve if teachers will regularly upgrade their knowledge and method of teaching English language in general paying attention to tense and aspect.

c) The current situation can improve if textbooks are made available to students.

d) The current situation can improve if teachers are adequately resourced.

75

e) The current situation will not improve as long as English language is treated as a subject for only teachers of English.

2. Are the current resources enough to promote the teaching and learning of tense and aspect in English language in Ghana Senior High School?

a) Resources available cannot promote effective teaching and learning of tense and aspect in English language in Ghana Senior High School.

b) The available resources can promote effective teaching and learning of tense and aspect in English language in Ghana Senior High School.

c) Students who are admitted report without the basic knowledge of the English language so they find it difficult grasping the concept of tense and aspect in English.

d) Students easily understand and grasp the concept of tense and aspect in English language.

e) Current number of students to teacher ratio is overwhelming.

3. **Would you suggest a revamping of the current syllabus to prioritize the teaching and learning of tense and aspect in English language?**

a) The current syllabus is well structured to cater for the teaching and learning of tense and aspect in English language.

b) The syllabus should allot more time for teaching English language in general since all other subjects use English language as the medium of instruction.

c) The syllabus should prioritize the teaching of tense and aspect in English language.

d) The current syllabus does not allow for effective teaching of tense and aspect in English language.

4. Can tense and aspect form the pivot to improving student's performance in the WASSCE?

a) The English language cannot exist without tense and aspect.

b) The knowledgeable use of tense and aspect in English language gives one command over the English language.

c) Studying tense and aspect in English would greatly improve one's competence in the speaking and writing the English language.

d) Tense and aspect is essential to the study of English language because it deals with time.

e) Good grammar practices can exist without tense and aspect in English language.

5. Are the number of in service training sessions per semester enough to equip teachers to improve their skills in the teaching and learning of tense and aspect in English language?

a) In service training sessions are frequent and enough.

b) Resource personnel do not have adequate knowledge in teaching tense and aspect in English language.

c) Teaching and learning of tense and aspect in English language during in service training sessions does not occur.

d) In service training rarely occurs.

e) In service training does not occur at all.

INTERVIEW GUIDE FOR THE TEACHERS OF ENGLISH

Section A: To identify the causes of falling standards in the teaching and learning of

tense and aspect in English in Ghana Senior High School.

1. List the causes of the falling standards in the teaching and learning of tense and aspect in English.
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

2. How can these problems be fixed successfully in the short term?
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Section B: To find out the future prospects for the teaching and learning of tense and

aspect in our school

3. In your opinion, do you see a positive outlook in efforts at improving the teaching and learning of tense and aspect in English in the New Juabeng North Municipality?

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

4. How can this be achieved?
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Thanks very much for your time.