Tense and Aspect:
A Pedagogical Linguistic Study

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TENSE AND ASPECT:
A PEDAGOGICAL LINGUISTIC STUDY

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Award of the Degree of

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By

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CERTIFICATE

This is to Certify that the dissertation entitled "**Tense and Aspect: A Pedagogical Linguistic Study" submitted** to Madurai Kamaraj University, for the award of Master of Philosophy is a record of *bonafide* work done by the candidate, Shiny K.P., under my guidance and that the dissertation has not been submitted previously for the award of any degree or diploma of any university.

Place: Hyderabad

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DECLARATION

I here by declare that this dissertation entitled **"TENSE AND ASPECT: A PEDAGOGICAL LINGUISTIC STUDY",** is the record of original research work done by me under the supervision of **Dr.V.Prakasam, Prof.of English, SDE, CIEFL, Hyderabad.** This work has not been submitted earlier, in part or in full, for any degree or diploma of any University.

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Date: 28.12.2007

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ABSTRACT

In this dissertation entitled "**Tense and Aspect: A Pedagogical Linguistic Study**" an attempt is made to find out the most insightful way of explaining and teaching the concepts of 'tense' and 'aspect' in English. The present research argues that the learners need to acquire a functional use of tenses and aspects which would aid them to communicate in English. As there are several views on tense and aspect, it is essential to find out which concept is more insightful and useful for the learners at under graduate level to learn tense and aspect with ease. The grammar aspect should not be taught in isolation, feeding the students with only rules without exposing them to the real situations. The teaching of grammatical categories should be functional and situational.

The study is carried out by taking the concepts of the three well known grammarians on tense and aspect. The concepts are taught to the learners over a period of time through various examples and pair based-tasks. The teaching was followed by a test which assessed the learners' understanding on the items that have taught.

Chapter – 1

In this chapter time, tense, aspect and related categories are defined and illustrated. Tense express universe time i.e. past, present and future and if they are marked in verb form, the marking is called tense. Similarly when the event time is marked in a verb form it is

termed as aspect. It also throws light upon the morphology, the semantics and the discourse of tense and aspect.

Chapter – 2

The second chapter reviews the research carried out in the area of tense and aspect. This is done with the purpose of placing the present study in the map of ongoing research in the field of grammar. An attempt is made to draw theoretical support for the study by taking the analysis of tense and aspect by Quirk et al., Huddleston and Pullum, Zandvoort, Leech and Svartvik.

Chapter – 3

This chapter presents a detailed analysis of the ideas of Comire, Halliday and Prakasam on tense and aspect. In Comrie's view, tense expresses the universe time i.e. present, past and future. On the other hand, aspect is a different ways of viewing the internal temporal constituency of a situation i.e. event, state and process. He discusses the concepts of absolute and relative tense and treats tense as a deictic category. Absolute tense relates the universe time to the moment of speech and relative tense relates the universe time to the time of some other situation. Here, the progressive and perfective aspects also discussed in detail. Halliday discusses that tense is carried by a logical structure. The verbal group is the constituent that functions as finite and predicator and it provides tenses forms to the sentence. To describe the tense from of a verbal group one must analyze the event time, speaking time and reference time. And he names the tense combination for a verbal group by considering the inverted order of the choices. Halliday doesn't recognize aspect as a category for English. Prakasam defines tense as a categorization of the relationship between the time of speech and the time of the process, whereas aspect referees to the state of the process completed (Perfective), not

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completed (non-perfective). He assumes that the verb 'he' and 'have' carry tense and all other verbs carry aspect verb forms are distinguished along the axis of finiteness; and non-finite.

Chapter – 4

This chapter deals with the interpretation of the data and furnishes a detailed discussion of the teaching strategies which involved the teaching of tense and aspect as presented by Halliday, Comrie and Prakasam. This teaching was done over a period of one week and as end-test was administered to the learners to asses their understanding of the concepts that were taught. The response of the students and the findings of the study are presented. It discusses the implication for the teachers, pedagogical significance of the study and an over view of the study.

The present study is limited to only a group of 30 degrees students of regional medium. The nature of the test conducted is very rudimentary. The study concludes with a positive note on the possibilities of further research in this area which may come up with some new ideas that would enable the learners to comprehend tense and aspect more clearly.

Chapter - 1

Introduction

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1.0   Introduction

Chapter one discusses the concepts of time, tense and aspect. In this discussion time is viewed as a universal phenomenon. It has two facts: universe time and event time. An attempt is made to explain the morphology, semantics and discourse aspects of tense and aspect. It explains how tense work in natural languages like English, and how they interact with other temporal determiners or temporal adverbials. In modern English the traditional difference between shall and will has almost disappeared, and shall is not used very much at all, especially in American English shall is now only used with I and We, and often sounds formal and old-fashioned. People are more likely to say: I'll (=I will) be late and you'll (=you will) apologize immediately. 'No I Won't! In British English shall is still used with I and We in questions or when you want to make a suggestion or an offer: for example:

1.   What shall I wear to the party?

1.1   Time and Tense

The word tense comes from Latin Tempus meaning 'time'. Time is often perceived as a continuum with three main divisions, past, present and future defined in relation to the time when the event is described. Tense locate a situation in relation to some other time (Such as speech time).

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Therefore it is a category that signifies temporal deixis. Aspect on the other hand, is not concerned with relating a situation with some other time (i.e. it is non deictic), bur rather characterizes different ways of viewing the internal temporal constituency of a situation (Comrie, 1976)

The difference between 'he is eating' and 'he was eating' is that of tense, since the is/was contrast signifies the difference between the two in relation to speech time. The difference between 'he ate bread' and 'he was eating bread , however, is one of aspect, since the difference is about how the action of eating is viewed by the speaker, the former views he situation in its entirely (external view) while the latter views the situation as consisting of phases (internal view) (Comrie, 1976)

1.2   The concept of Time

Time is universally conceived as a concept which is unidirectional, moving from left to right (Bull, 1960:50). This onward movement of time can be represented by one straight line.
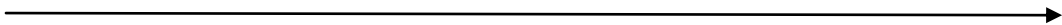
Figure: 1 Unidirectional movement of time

This is the concept of time at the experiential level. At the level of contemplation, however, the time of the situation can be viewed in a bidirectional sequence.

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Figure: 2 Bidirectional Sequence of time

In the sentence,

    2   We are out dinner at eight last night.

The time has already elapsed away and we cannot eat out last night's dinner again, but we can still think about it in retrospect. That is to say, impossible though it is to live backwards in time, we can all the same recapitulate about the past events of our lives. Similarly in the sentence

    3.   *We'll* have our dinner at nine tonight

The event will take place in the future and we cannot have the experience of eating our tonight's dinner before the event happens. But we can still think about it in anticipation. There is also a kind of event the time of which does not involve recapitulation in retrospect or in anticipation. In this case, the time of the event coincides with the moment of speaking.

    4. We are eating our dinner now.

These observations enable us to have three main divisions of time: past, present and future. This image of time can be presented in the following way:

Past	**Present**	**Future**

                       The moment of speech
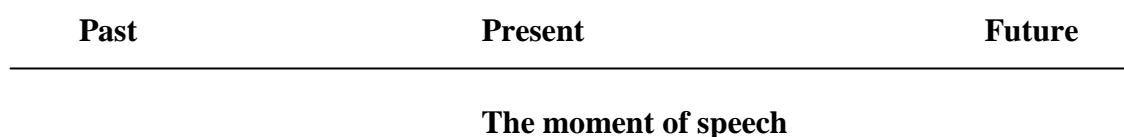
Figure: 3 Main Divisions of time

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All these divisions of time are related to a reference point, commonly known as the moment of coding or speech (Allen, 1966: 165, Comrie, 1976: 2). Thus past represents the time prior to the moment of speech; future stands for the time anterior to the moment of speech; and present indicates the time simultaneous with the moment of speech. Example:

5. a) John Sang

   b) John was singing

Past

6. a) John is singing

    b) John sings

Present

7. a) John will sing

   b) John will be singing

Future

The concept of time analyzed above is extra linguistic, as it is not restricted to any specific language; it exists independently of the grammar of any particular language. It is common to all mankind and all languages and therefore universal (Quirk et al.1972:84).

According to Comrie, time can be represented as straight line, with the past represented conventionally to the left and the future to the right. The present moment will be represented by a point labeled 'O' on that line (Comrie, 1985; 2)

|
Past   O   Present

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Figure: 4 Representation of time

This figure shows an adequate representation of time for the purpose of analyzing expression of time in natural language. Comire (1985:14) states that "tenses locate situations either at the same time as the present moment, or prior to the present moment or subsequent to the present moment".

This definition presents the logic of the space- time analogy, but in fact there is reason to question whether tense "locates situations". If the situation in question is an event, then it is certainly true, for example, that a past-tense sentence like (8a) locates the cab ride prior to the time of speech, but do past tense state predications as in (8b), localize the situations that they donate in a similar way?

8. a) I took a taxi back to the hotel.

   b) The taxi driver was a Latvian.

If a speaker makes the assertion in (8b) following that in (8a), no sensible hearer will respond by asking whether the taxi driver is still Latvian now.
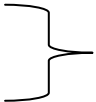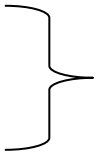
1.3 The Concept of Tense

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Tense indicates the time that the process of the verb takes place (now, earlier, later or present, past, future). It is grammaticalised expression of locating a state, an event or an action in time. There are three tenses: Past, Present, and Future.

```
|                              |                              |
Past                        Present                        Future
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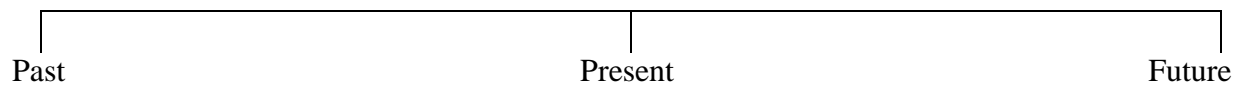
Figure: 5 Representation of Tense

1.3.1 Present Tense

a. Present Continuous (or "Present progressive") For example: 9. "I am listening". This tense expresses actions in the present taking place as the speaker is speaking

b. Simple Present (or simply "Present"), For example: 10. "I listen". This tense expresses actions in the present on a habitual or repetitive basis, but not necessarily happening at the moment the speaker is speaking.

c. Present Perfect Continuous: For example 11. "I have been listening". This tense expresses actions in the present taking place at this precise moment and that have been occurring in the past.

1.3.2 Past Tense

a. Simple Past: For example, 12. "I listened". This is used to express a completed action that took place at a specific moment in the past.

b. Present Perfect or Perfect: For example: 13. "I have listened". This is used to express a completed action that took place at a non – specific moment in the past. (The term "present perfect" refers to the auxiliary verb "to have" which is conjugated in its present form for this tense; nonetheless, the tense is a past tense expressing actions in the past and the shorter term perfect is therefore often considered preferable to avoid confusion with actual present tenses.

c. Past Continuous (It is also known as the imperfect or past progressive) for example, 14. "I was listening". This is used to express an incomplete action in the past (thus an "imperfect action, as opposed to a completed and therefore "perfect" action).

d. Past Perfect or Plu Perfect: For exmple: 15. "I had listened". This express an action completed prior to some other action in the past (often expressed by the simple past). The pluperfect is thus expressing an action locates before another action already located in past. For example: 16. "He realized he had lost his way, I was going to town because he had spoken to me".

e. Present Perfect Continuous: For example: 17. "I had been listening". This is used to express that an event started at some time in the past and continuing to the present.

f. Past Perfect Continuous: For example: 18. "I had been listening". It is usually used with an explicit duration; this indicates that an event was ongoing for a specific time. e.g.19. "When Peter entered my room, I had been listening to music for half an hour."

1.3.3 Future tense

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a. Simple Future: For example: 20."I shall/will listen". This is used to state that an event will occur in the future, or that the speaker intends to perform some action later.

b. Future Continuous: For example: 21. "I shall/will be listening". This is used to express an ongoing event that has not yet been initiated.

c. Future Perfect: For example 22. "I shall/will have listened". This indicates an action which will occur before a specific moment in future or before another action located in future. Normally two actions are expressed, and one of them will be expressed in the past. (e.g. "I will know the tune next week because I will have listened to it".)

d. Future Perfect Continuous or future imperfect: For example23. "I shall /will have been listening." This indicates an ongoing action that occurs in the future before some other event expressed in the future, "I am going to listen" is a construction using "be going to" as an auxiliary. It is referred to as 'going to' future or immediate future and has the same sense as the simple future, sometimes with an implication of immediacy. By varying the tense of the auxiliary "to go", various other meanings can be achieved, i.e. I am going to be listening (future continuous), I was going to listen (conditional perfect continuous).

1.3.4 Conditional tense

a.   Present Conditional or simply conditional: For example: 24, "I would listen". This is used to express that an event would occur in the future in the past, or that the speaker intended to perform some action.

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b. Present Continuous Conditional: For example: 25.” I would be listening”. This is used to express an ongoing event that had not yet been initiated.

c. Conditional Perfect: For example: 26.” I would be listened”. This indicates that an action would occur after some other event.

d. Conditional Perfect Continuous: For example: 27. "I would have been listening". This is used to express an ongoing action that would occur in the future in the past, after some other event.

Tense changes involve a change in the form of the verb, e.g. "Walk/Walked". Future events and possibilities are expressed in English by using adverbs and modal auxiliaries. Example:

28. "The train leaves soon."

29. "The train <u>will</u> leave at nine."

There are various ways of indicating futurity in English. Example:

30. 'They will arrive next week'.

31. They are going to arrive next week'.

32. "They are arriving next week'.

Or simply,

33. 'They arrive next week'.

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Formally, 'will' and 'shall' behave like other modal auxiliary verbs and so they have been classified under modality rather than tense.

In English, tense often anchors an even to present or past time. However, present tense combine with simple aspect also expresses plain. 'timeless' facts (The world is round') and habitual actions ("she jogs every morning").

To sum up, there are three basic tenses: past, present and future. Each of these tenses has four possible aspects. Simple, progressive (also called continuous), perfect and perfect progressive. That makes total twelv tense- aspect combinations, which some people count as twelve tenses.

English has a set of "modal auxiliary verbs" and "modal like verbs" that are combined with other verbs to give a number of shading to the basic meaning; they show features like probability and obligation. The use of these modal verbs is not generally called a distinct tense. Some linguists claim that English has no true future tense. According to some grammarians there is conditional tense formed with the modal auxiliary would. For instance, at some point in time, Robin made a statement about the future:

34. "I am going to attend college after I graduate".

Now some one else will tell us that Robin said <u>he would attend college after he graduated.</u>

This sentence uses the modal auxiliary verb "would". It is not one of the named tenses. The word' should' is a modal auxiliary verb and like other modal auxiliaries, it is used with an infinitive (without the particle to.)

This infinitive can be either the ordinary infinitive (the base form of the verb) or the perfect infinitive which is formed with the infinitive have and a past participle. Perfect

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infinitive is used to speak of actions that have completed, which are generally past actions. For example, the sentence, "I should have done this", uses the modal auxiliary 'should' with the perfect infinitive have done.

According to (Comrie, 1976:2) there are two kinds of tense: Absolute and relative tense Comrie defined tense as a category which relates the universe time to the moment of speech. He terms it <u>absolute tense.</u> Besides it, he talks of another kind of tense, called <u>relative tense</u> which, instead of relating the universe time to the moment of speech, relates the universe time to the time of some sentences, the tenses of the participle constructions depend upon the tenses of the finite verbs:

35 a) When walking down the road, I often meet Harsha

b) When walking down the road, I often met Harsha

36 a) Having met Harsha earlier, I don't need to see him again

b) Having met Harsha earlier, I did not need to see him again

In the first pair of sentence, the same present participle involves present tense in (35a) and past tense in (35b), as the finite verb 'meet' in (35a) is in the present, whereas the finite verb 'met' in (35b) is in the past. Similarly the perfect participle "having met" is in the present in (36a), whose finite verb "do" is in the present, and in the past in (36a), whose finite verb did is in the past. In English, the <u>finite verbs take</u> <u>absolute tense</u> and <u>non-finite verbs</u> use <u>relative tense.</u>

Hornstein (1977) develops a theory of tense within the Reichenbachian framework which postulates three theoretical entities. S (the moment of speech), R (a reference point), and E (the moment of event.). The key idea is that certain linear orderings of the three time points get grammatical zed into the six basic tense of English. The following is the list of basic tense structures:

37a. Simple past e.g. I did

b. Past Perfect e.g. I had done

c. Simple present e.g. I do

d. Present perfect e.g. I have done

e. Simple Future e.g. I shall do

f. Future Perfect e.g. I shall have done

Hornstein proposes three formal constraints that limit the class of derived tense structures that can be generated from the basic tense structures in such a way as to capture the acceptability of sentences containing temporal   adverbs (e.g. now, yesterday, tomorrow), temporal connectives (e.g. when, before, after), and indirect speech.

1.4 Tense and Aspect

Tense relates the time of the situation referred to some other time, usually to the moment of speaking. Aspects are different ways of viewing the internal temporal constituency of a situation (Comrie, 1976:1).

The essential ingredient of a tense morpheme is that it is an external way of looking at some "event "or "situation".

38. a. Robin built a house

b. Robin will build a house

c. Robin was building a house

d. Robin will be building a house (when Raheem arrives here next month)

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(38a) is in the past tense, while (38b) is in the future tense. Despite the difference in tense form, both of them state that Robin does something that result in the coming about of a complete house. It is the "proposal content" of (38a-b). A tense morpheme does not alter the propositional content of the sentence in question and simply locates it at an appropriate position on the time continuum. On the other hand, (38c-d) are progressive sentences. When a native speaker interprets (38c) or (38d) its "propositional content" is different from that involved in (38a) or (38b) in that it does not involve a complete house. The difference between (38a-b) and (38c-d) can be summarized in the following manner: both (38a) and (38b) entail that there will be a complete house built by Robin at some further time, whereas neither (38c) nor (38d) guarantees this outcome. In other words, tense morpheme simply locates "the same thing" at different temporal positions, whereas an aspect morpheme such as the progressive changes the propositional content itself. For example, an aspect morpheme looks into the internal structure of the type of situation described by the main predicate and focuses on one particular aspect of the situation described by the predicate say the beginning, the ending, or the middle.

The grammars of different languages describe verbal meanings in different ways. English has a two formal system of tense, indicating past or present only; walk, walked. Here the form of the verb changes. To indicate futurity, however, English speakers do not change the form of the verb, In fact they might use an auxiliary verb like "will" or "shall".

For example:

39. I will go there tomorrow.

Because a modal auxiliary is used to express future actions, it can be said that in English the time is expressed through the system of modality rather than the system of tense. There are three aspects in English such as simple, progressive and perfect. These aspects add

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meanings too the verb. Because aspect and tense combine to produce different forms and meanings, particular combine such as the present simple (i.e. present tense, simple aspect) is sometimes referred to as 'tense' as in 'the present simple tense'. The simple aspect expresses actions as a <u>fact</u> ('we play cricket') or as a <u>completed event</u> at a specific point in the past ('we played cricket on Friday night').

The progressive (or 'continuous') aspect is formed using the auxiliary "be" and the present participle adds a sense of duration to the action ('we were playing cricket'). The present progressive aspect expresses the idea that the action is taking place right now. 'We are playing cricket'.

Perfect (or 'perfective') aspect is formed by combining the auxiliary 'have' with the past participle perfect aspect has a range of possible meanings. (1) With the present tense, it can be used for events that have recently happened (we have just played cricket). Here the adverb 'just' reinforces the idea of recent event. (2) Alternatively, it can be used to express that the event had taken place at some unspecified   time in the past.

40. 'We have played cricket before'.

With the past tense, perfect aspect can express an event which happened before a specified point in the past ('we had finished the game by ten').

Perfect aspect can combine with progressive aspect to add a sense of duration to the meaning given above. The verb phrase consists of two auxiliaries (have+be) plus the present participle:

41. We have been playing for hours when she arrived.

Both tense and aspect share certain characteristics, that is to say both of them indicate time by the same means, i.e. modifications in the verbal sequences, but in quite different ways. Tense is a deictic category and relates the time of situation to the moment of speech or other situations. Aspect is on the other hand, a non- deictic category; it does not relate the times of the situation to any other time – point, but rather concerns itself with the internal temporal phases of the situation. In brief, tense expresses situation- external time, whereas aspect refers to situation – internal time (Comrie, 1976:5).

Aspect is regarded as a higher- node than tense in the analysis of tense-aspect system of a language. Hence aspect precedes tense in the analysis.

1.4.1 Classification of Aspects

The finite verb forms in English exhibit the following aspectual oppositions in the indicative mood (Leech, 1971:14-29).

Aspect
- Perfect
- Non-Perfect

Perfect
- Progressive
- Non-Progressive

Non-Perfect
- Progressive
- Non-Progressive

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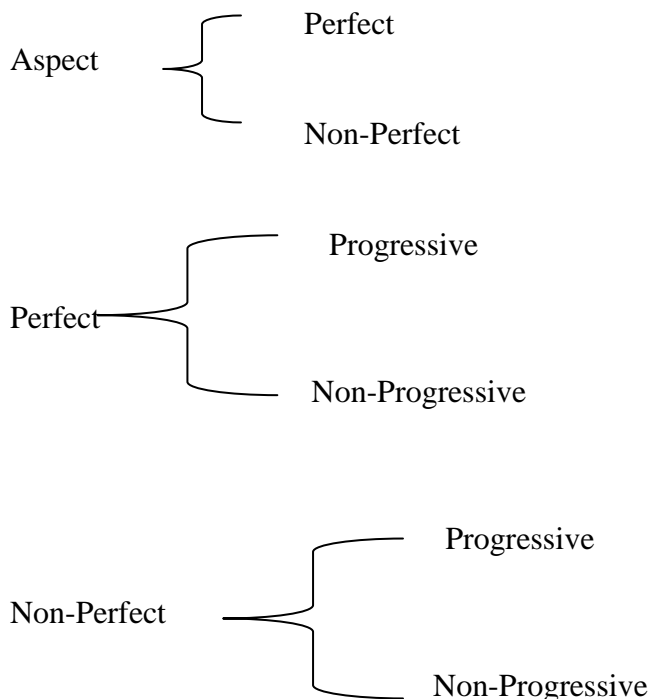
Figure: 6 Classifications of Aspects.

For example:

A. **Simple (Non- perfect, Non-progressive**)

        42. a. Robin wrote

          b. Robin writes

          c. Robin will write

B**. Non-perfect progressive**

        43. a. Robin was writing

          b. Robin is writing

          c. Robin will be writing

C. **Perfect (Non-progressive)**

        44. a. Robin had written
          b. Robin has written

          c. Robin will have written.

D. **Perfect progressive**

        45. a. Robin had been writing

          b. Robin has been writing

          c. Robin will have been writing

1.4.2 Morphology of aspects and tense in English

Tenses used to express different notions and aspects shows an internal temporal constituency

of an action.

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The following are the morphological representation of the verb forms Morphology of verb form

	Aspectual distinctions	Verb forms	Containing tense	Containing Aspect marker
1.	Simple	Wrote Writes Will write	V+ Tense	
2.	Progressive	Was writing Is writing Will be writing	V+Tense	V+ing
3.	Perfect	Had written	Have+ tense	V+en
4.	Perfect progressive	Had been writing Has been writing Will have been writing	Have+tense	Be+en V+ing

Table: 1 Morphology of verb forms

The above table shows that;

a. The simple form is unmarked for aspect; it simply consists of a main verb and a tense marker, e.g. wrote=V+Past

b. The progressive marker is –ing which is always proceeded by 'be' attached with tense. E.g. is writing +be+tense+V+ing

d. The perfective marker is –en, which never appears without have attached with tense,

appears. Example: have written= have+tense+v+en

e. Both the progressive marker –ing and perfective marker –en are inflectional; they are attached to a verbal element by suffixing

f. The perfect combines with the progressive to yield a combined aspect, called the perfect progressive, which is marked with –en, -ing. For example. I have been writing=have+tense+be+en+V+ing. In this sentence, 'have –en' and 'be-ing' occur simultaneously.

g. In all the verb forms, aspects are marked periphrastically. Thus the aspects in English can be realized in four ways:

    1. Unmarked (simple)

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2. Marked with –ing (Progressive)

3. Marked with –en (Perfect) and

4. Marked with both –en and –ing (Perfect Progressive)

According to the morphological material one can distinguish marked and unmarked categories (Comrie, 1976:114) marked categories have more morphological material than unmarked ones. When the markedness of the aspectual categories in English is examined, one gets the following binary oppositions, in which the first members of the oppositions are marked and the second members are unmarked:

a. Perfect progressive vs. Perfect (non- progressive)

b. Progressive vs. non-progressive (i.e., simple)

To conclude the marked/ unmarked contrasts in the aspectual system of English verb forms;

Aspects in English

Perfect   Non-Perfect

Progressive   Non-Progressived   Progressive   Non-Progressive
(Marked)   (un marked)   (Marked)   (un marked)
(She) has been   (She) has written   (She) is writing   (She) writes
 Writing
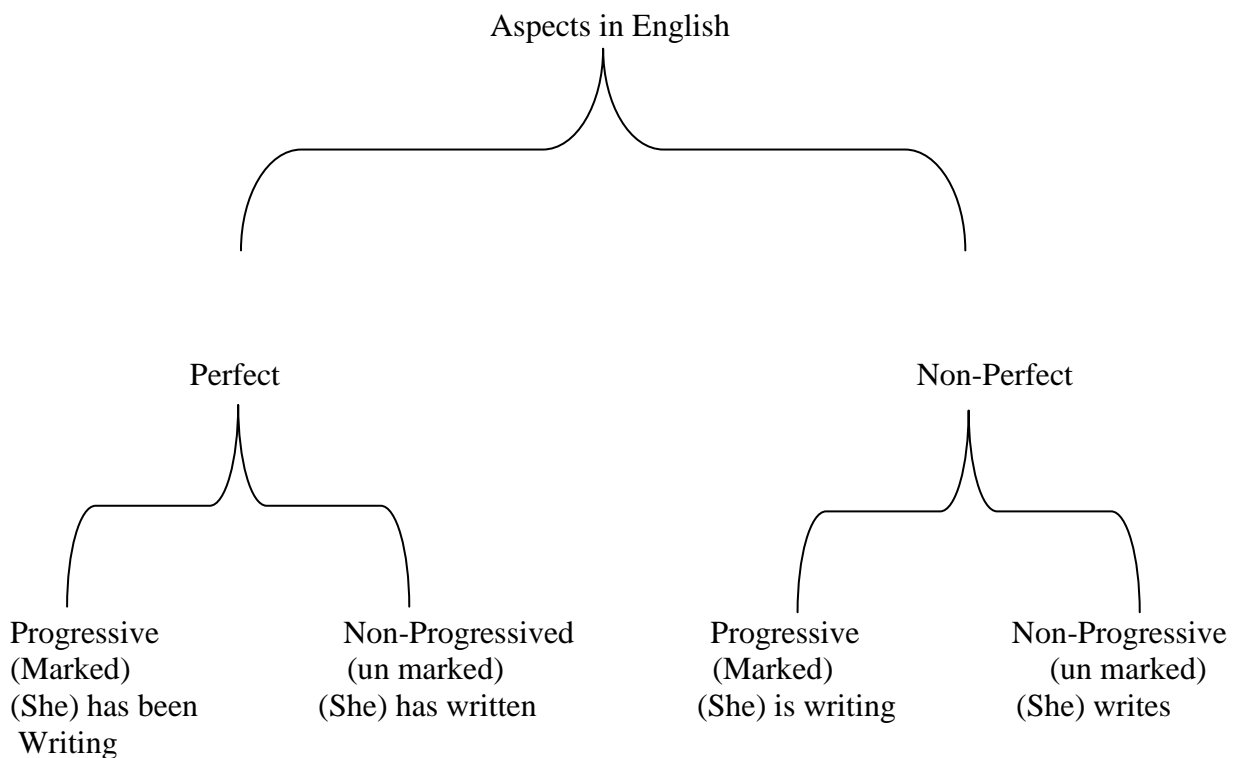
Figure: 7 Aspects in English

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1.4.3. Variations of Aspect markers

A. Progressive marker: -ing

The progressive marker remains stable, irrespective of the forms of lexical verbs to which it is always affixed. It is –ing added to the base of both regular and irregular lexical verbs except modals (shall, will, etc) which are not inflected in the present tense third person singular number (Quirk et al.1972:105)

For example:

Base	-ing form
Agree	agreeing
Pass	passing
Push	pushing
Weep	weeping
Carry	carrying

Though the –ing form itself remains unchanged, it sometimes affects the spelling of the base to which it is affixed. Example:

Base	-ing form
Lie	lying
Bar	barring
Traffic	trafficking
Come	coming

B. Perfect marker

The –en form is a cover form used to indicate all kinds of realizations of the past participle form of both regular and irregular verbs. It is highly unstable; it is generally realized as –ed when added to the base of regular verbs.

Example:

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Base	-en form
Look	looked

But when it occurs with irregular verbs, it has various orthographic and phonetic realizations, which are not easily predictable and cannot therefore, be brought under one rule.

Example:

Base	-enform
Bring	brought
Hang	hung
Eat	eaten 2

---

1 Quirk et al. (1972) deals with this point under three kinds of exceptions: doubling of consonants (e.g. bar-barring), treatment of –y(e.g. die-dying), and deletion of –e (e.g. come-coming).
Quirk et al (1972: 110-121) make a detailed analysis of the phonetic realization of –ed.

1.5 Morphology of Tense in English

Let's take the following sentences:

46. Robin <u>is</u> writing
47. Robin <u>was</u> writing

When these both verb forms are compared, they have the same aspect, i.e., progressive (-ing) what makes them differ is their reference to different times first sentences refers to present and the second to past. The difference time- reference is matched with the difference in their first verbal elements, i.e. 'is' in first sentence and 'was' in second sentence.

The first verbal elements are carriers of tense in English. The full paradigm of the verb writes (with the subject Robin) exhibiting all the tense distinctions is given below:

      i.   Robin writes

      ii.   Robin wrote

      iii.   Robin has written

      iv.   Robin had written

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		Robin is writing
v.		Robin is writing
vi.		Robin was writing
vii.		Robin will write
viii.		Robin would write
ix.		Robin has been writing
x.		Robin had been writing
xi.		Robin will be writing
xii.		Robin would be writing
xiii.		Robin will have written
xiv.		Robin would have written
xv.		Robin will have been writing
xvi.		Robin would have been writing

The paradigm above consist of sixteen verb forms in English (Xv) and (Xvi) are marked with a question mark, as these forms occur very rarely. Thus only fourteen of these forms are commonly used.

A look at the full paradigm of the verb forms makes it obvious that there are four pairs of first verbal elements. They are: writes/wrote, has/had, is/was and will/would.

Their morphological analysis is presented in he following table

	First Verbal Element	Morphological analysis	Type of tense
	Writes	V+es	Non Past
	Wrote	V+ed	Past+
	Has	Aux(have)+es	Past
	Had	Aux(have)+ed	
	Is	Aux(be)+es	Non- past(Present)
	Was	Aux)(be)+ed	Past
	Will	Modal+es	Non-Past(Present)
	Would	Modal+ed	Past

Table: 2 Morphological analyses of First Verbal elements

From the study of the table above, the following generalizations can be made about the marking of tense in English.

1. Tense is a category marked obligatorily in the first element of the finite verb forms.

2. The first element may be a main verb(e.g. wrote), an aux(e.g. has/is), or a modal(e.g. will)

3. All the forms indicate two kinds of tense marketing: past and non- past

4. The past marker is –ed, where as the non-past marker is –es.

5. The non-past can be further subdivided into present (marked with -es) and future (marked with modal+-es)

1.6.1 Variations of Tense markers

In English, tense markers have several variations. There are two reasons for these variations: firs, the first verbal elements do not express the function of tense only, but also categories like person number of the subject. Secondly, the irregular verbs (especially in the past) mark tense in an idiosyncratic way which cannot be easily accounted for.

The following analysis shows how the tense markers are affected in various ways.

(A)   **Past tense**

The past tense marker is –ed an inflectional marker added to the base from of regular verbs. Example:

Base	-ed from
Work	worked
Serve	served
Appoint	appointed

It has three allomorphs; [id], [t], [d]. These allomorphs are manifest in pronunciation.

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They are phonologically conditioned; that is [-id] occur s after alveolar stops /t/ and /d, /t/ after voiceless consonants   others than; t; and /-d/ after vowels and voiced consonants other than /d/.

This statement can be formulated as follows:

The rule3

Past   (d/ed)   ⟶   d   /   t/d……………

                 ⟶   t   /   C-v…………….

                 ⟶   d   /   V/C+v…………….

[C-v: voiceless consonant; V: vowel; C+v: voiced consonant]

In the case of irregular verbs, the past is also marked inflectionally but in a different way, namely modification of the stem of base form (Jakobcczyk, 1974:387-388).

a. **Vowel change only:**

Base	Past form
Lead	led
Shoot	shot

b. **Consonant change only**

Base	**Past form**
Build	built
Make	made

c. **Vowel and consonant change**

Base	**Past form**
Sell	sold
Bring	brought, etc.

_____

3 Quirk et al. (1972: 110-121) have made a detailed analysis of past tense of irregular verbs.

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d. Different root in the past(suppletive forms)

Base	Past form
Be	Was, were
Go	went

The past tense forms of verbs, regular or irregular are not affected by the person and number of the subject, but the verb 'be' is an exception. It is the only verb which has two distinct past forms: was (singular) and were (plural).

(B.) Present tense

In presence tense, however, there is no difference between regular and irregular verbs. It has two markers: - (e) and o. The − (e) s form is marked, whereas the o form is unmarked. Example:

48 a) He writes (marked present tense)

b) They write (unmarked present tense)

The − (e) s from is inflectional added to the base of a verb by suffixing.

Base	-es from
Write	writes

This marked form indicates three categories: person, number and tense. Thus 's' of 'writes' indicates the present tense of the verb, third person and singular number of the agreeing 'subject'.

It has three allomorphs which are predictable from their phonological environment: [-iz] occurs after /s, z, ∫, 3, ∫, d3/ [-s] after voiceless consonants other than those listed above, and [-z] after vowels and voiced consonants other than those listed for /iz/. The above statement can be formulated as follows.

But there are some irregular present tense forms which are difficult to be derived by rules e.g.

Base	-es form
Have	has
Be	is

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are
                                                                    am

The unmarked (o) present form is used for all persons and both numbers except for third person singular number

 Example:

48. a) I write

b) We write

c) You write

d) They write

(c) Future Tense

The future tense is not marked inflectionally like the past and the present tense 3rd singular. Instead, it is formed by means of a periphrasis, namely shall/will followed by the base of verb. Example:

Base	shall/will form
Write	shall write
	Or
	Will write/

The future markers 'shall' and 'will' are called modals, as they indicate future tense. It also serves to express modalities like intention, permission, and promise and so on.

Shall is generally used with first person pronouns (e.g. I and we) and will with the second person pronoun (you) and third person pronouns(he, she, it, they) and nouns (e.g. boy, man, cat, etc) Example;

50. I shall be late this evening.

51. When will you get your exam results?

52. She will pass the exam.

The following are the forms of different tense- aspect combinations available in English;

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A. Simple (non-perfect, non-progressive)

53. Past: Robin wrote.

54. Non- past: a. Present: Robin writes.

                  b. Future: Robin will write.

B. Progressive (Non-Perfect)

55. Past: Robin was writing.

56. Non-Past: a. Present: Robin is writing.

                  b. Future: Robin will be writing

.

C. Perfect (Non-Progressive)

57. Past: Robin had written.

58. Non-Past: a. Present: Robin has written.

                  b. Future: Robin will have written.

D. Perfect Progressive (Non-Perfect)

59. Past: Robin had been writing.

60. Non-past:a. Present: Robin has been writing.

                  b. Future: Robin will have been writing.

Including the tense distinctions, the following diagram presents the complete tense-aspect system in English

Tense – Aspect System

Perfect   Non-Perfect

Progressive   Non-Progressive   Progressive   Non-Progressive

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Past   Non-past   Past   Non-past   Past   Non-past   Past   Non-past

Present   Future   Present   Future   Present   Future   Present   Future
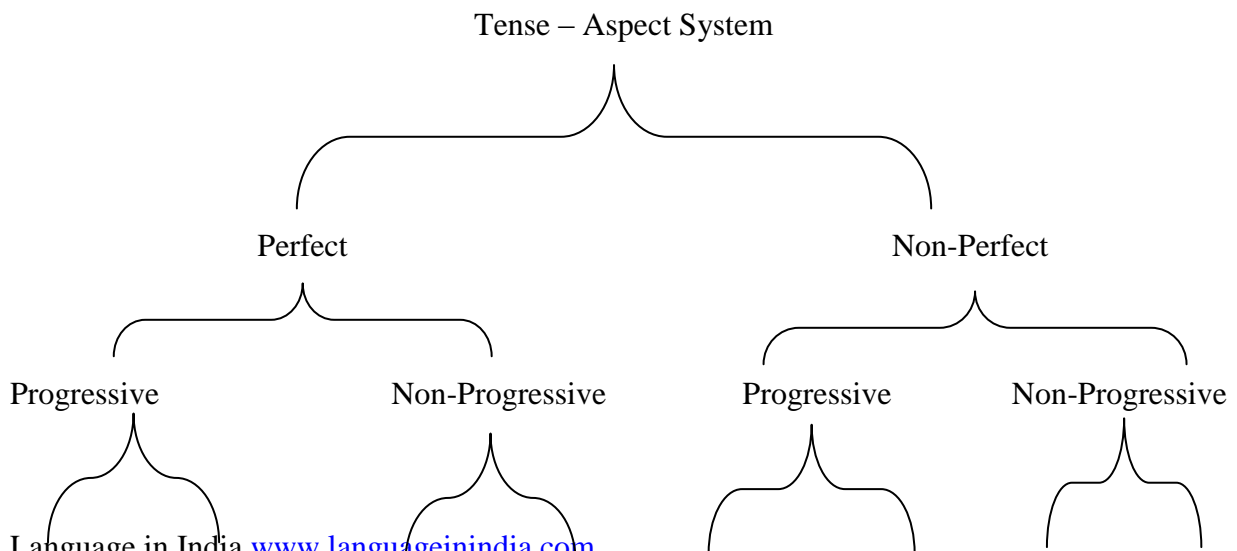
Figure: 8 Tense and Aspect system

1.6 Semantics

Verbs are restricted by their meaning, verbs can be classified into stative and non-stative (also called dynamic) in terms of their meaning. A stative verb refers to a state, whereas a nostative verb refers to an action or event which indicates a change of state. Example:

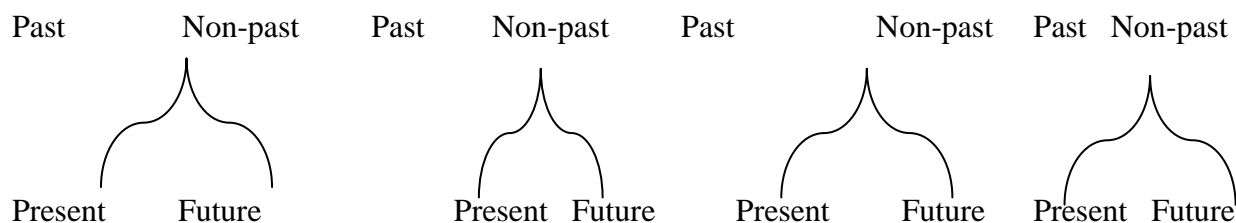61. Robin knows where I live.

62. The dog is running.

In (61) <u>knows</u> is a stative verb which refers to the state of Robin's knowledge which does not undergo any sort of change. On the basis of the action indicated by (62) the dog can be described as the running dog. However this noun phrase cannot   be used, if the dog has stopped running. This is because the verb run is a verb of motion which indicates a change of state. The progressive form in English is used only with nonstative verbs and not with stative ones.

(A) **Stative Verb**[4]

63. a. yes, I understand it now (An answer to the question: "do you understand it?"

b. yes, I am understanding it now.

(B) **Dynamic verb**

64. a. The train arrived (completive)

b. The train was arriving (progressive)

As mentioned above, the two sets of lexical verbs stative and dynamic are not always mutually exclusive, there are many verbs which can function either as stative or as non stativ verbs in different situations. In sentence (38a) the verb understand is stative, as it refers to a state of comprehension which does not change but the same stative verb can be used as dynamic verb.(Comrie, 1976:36)

63 c. I understand more about quantum mechanics.

Here, understand indicates a change in the degree of understanding. It means, the person understood more about quantum mechanics than on any previous day.

Thus the lexical verbs in English sometimes overlap with regard to their division into stative and non stative

---

[4] 1.Quirk et al. (1972:94), however, argues that it would be more accurate to speak of stative and dynamic verbs, since some verbs be sometimes stative and sometimes dynamic verbs,

Since some verbs are sometimes be stative and some times dynamic whether they refer to stative and some times dynamic in regard to whether they refer to stative or dynamic situations. Be is an example of such verbs: a) be as a stative verb: Sophia is a good girl (is by nature a good girl)

b) Be as a non-stative verb: Sophia is being a good girl today (is behaving well).

5. Zandvoort (1962:59) calls the use of the simple present with stative verbs actual present.

1.6.1 Perfect

Perfect serves to relate some state to a preceding situation that creates it. The analysis of the following examples will make the distinction clear:

65. a) I am eating now

b) I have already eaten

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In (65a), the present progressive indicates that the situation of eating is in progress, whereas in (65b) the present indicates that the situation of my eating is already over, but its after –effect, i.e., I don't feel like eating now, still exits a post- effect related to an anterior situation.

As the perfect relates two time-points, the time of the state and the time; of the preceding situation their relations will vary from tense to tense. The combination of the perfect with three tense will thus produce the following three kinds of relations:

	Tense+ Aspect	Relations	Examples
a.	Present Perfect	Present state related to past situation	(a) Robin has eaten the mango
b.	Past Perfect	Past state related to an earlier situation	(b) Robin had eaten the mango (before I came)
c.	Future Perfect	Future state related to a situation prior to it	(c.)Robin will have eaten the mango(before I came)

Table: 3 Tense-Aspect Relations

   (A) Present Perfect

The basic meaning of the present is often described as referring to past with present relevance, retrospective present or 'the continuing relevance of a previous situation. (Comire, 1976:56)

It has the following manifestations in English
   i.   the resultative perfect

   ii.   the experiential perfect

   iii.   the continuative perfect and

   iv.   the perfect of recent past

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i.   Resultative Perfect

The present perfect refers to a past event, the refers to a past event, the result of which still exists at the present time Example:

66. He has cut his hand with a knife.

In this sentence, cutting his hand took place in the past. But its effect still exists: i.e. the cut has not yet healed. The resultative perfect does not need the adverbials of time. (Leech, 1971: 34)

ii.   Experiential Perfect

The present perfect may refer to some event that has taken place at least once in a period leading up to the present. Example:

67. Mr. White has been to Burma.

It means, Mr. White once visited Burma, but he is not there now. The experiential perfect gives indefinite past meaning which is often indicated adverbially, especially by ever, never or before (now).

iii.   Continuative perfect

It is used to indicate a situation that begins in the past continuous up to the present and may extend into the future. Example:

68. We have lived here for 10 years

In this sentence, the situation of our living here began 10 years above and is still valid, but it does not explicitly mention whether it will continue in future or not.

iv.   Perfect Recent past

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The present perfect also indicates a situation completed in the recent past.

Example:

69. Robin has just gone out.

This type of perfect generally occurs within adverbials like a moment ago or a few moments ago. Example:

70. Robin went out a moment ago.

The recent past also include what McCauley (1971:105) terms hot news which belongs to the past but is still sensational. Example:

71. Mr.Gopi has been assassinated.

(B) Past perfect

(i)   Basic meaning

The past perfect or pluperfect refers to a time further in the past seen from the view point of time already in the past (Leech, 1971:42).

72. Robin had lived in London for ten years (when I met him).

When two events happen one after another in the past, the first event is called EI and second one E2. If both events are narrated in the order in which they occurred, one may use simple past or the past perfect for E1 and the simple past for E2. This is usually the case, when the conjunction is 'before':

                        died
73. a E1 [the patient/had died /before]
    E2 [the doctor came]

But if E2 is mentioned before E1, E1 must have the past perfect form only

73. b. [The doctor came] but E1 $_{E1}$ [The patient had died.}

Moreover, with conjunctions "other than before, the past perfect tense is usually needed to indicate E1 the earlier of two events:

73. c. When the patient had died the doctor came.

In (73c) one event follows the other. This example may be compared toe (73d) in which two events occur together.

74.d When the doctor came the patient died.

(ii)Use of the past perfect in indirect speech

The present perfect and the simple past forms of verbs in the direct speech are changed into the past perfect if the reporting verb is in the past.

74. a. He said, "I have never read this book"

is equal to

74.b. He said that he had never read that book.

75.a He said, "I went home last month"
is equal to
75.b. He said that he had gone home last month."

But in English the simple past is left unchanged.

(c) Future perfect

The future perfect is used to predict an action which at a give future time will be in the past. Example:

76. He will have reached home by four today.

1.6.2 Perfect progressive

The basic meaning of the perfect progressive suggests both aspectual meanings: the

perfect and the progressive.

(I)   Present Perfect Progressive

(A) Resultative Perfect progressive

77. She has been crying again (look, her eyes are red)

In this case, it is not necessary for the activity to continue right up to present moment.

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(B) Experiential Perfect Progressive

Here the situation may be an ongoing process. (Comrie, 1976:62)

Example:

78. Have you ever being watching television when the tube has exploded?

(C) Continuative perfect progressive

It means a temporary situation leading up to the present and possibly extending to the future. Example:

78. a Robin has been living in New York since 1970.
79. b.Robin has lived in New York since 1970.

In certain contexts, present perfect and the present perfect progressive are interchangeable. (Leech, 1971:45)

80. a) Robin has looked after the business for several years.

   b) Robin has been looking after the business for several years.

Like the non-perfect progressive, the perfect progressive also occurs only with dynamic verbs, and not with stative one. Example:

81. I have known him for a long time

*82. I have knowing him for a long time

But
83. I have been speaking for ages

(II) Past perfect progressive

The past perfect progressive can be used to refer to all the meaning discussed above with respect to the present perfect progressive. Furthermore, it may refer to a past event preceding another past event. It is often used with an adverbial of time

84. My friend's servant ran away with his money; I had been warning him for quite some time.

1.7 Discourse

Tense and aspect can be viewed from an interactive perspective that is how he speaker switches from one tense to another to emphasize particular stages in the narrative. The analysis is done with some excepts from novels by Virginia Woolf, Jean Rhys, Margaret Arabble and Doris Lessing (Maria del Mar Rivas Carmona 2001)

This analysis is done to show how the choice of verbal aspect may not just be a matter of location in time but also a sign of the addresser's intentions to highlight different elements of the message. The role of the addresser is to establish temporal assumptions and draw the necessary inferences in order to interpret the text, in the case of literary texts, writers make use of aspect variation in order to foreground particular events and to involve or detach the readers with respect to them

The following illustration shows the shift from the past to the present and from the historical present tense to continuous for emphatic purposes in the recounting of a ghost story:

A: Not all that long since, perhaps ten years age, this friend of mine, her son was in hospital, and he had a serious accident and he was unconscious for a long time, anyway, she went to see him one day and she said, " has anybody been to see you?', and he says 'no', but a right nice young lady came to see me', he said,' she was lovely, she stood at the foot of my bed, you know, she …………had a little

Word with me.' Well eventually he came home, and they'd a lot of the family in the house, and Emma, this friend of mine, brought these photographs out, of the family through the years, and, passing them round, and he is looking at them and he said 'oh! That's the young lady that came to see me when I was in bed.' She had died when he was born….so.

B: Good God.

A: He had never seen her

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B: No…..heavens. (in McCarthy, 1991; 61)

From this extract it can be deduced that the choice of tense an aspect is not just a matter of precise location in time but also a sign of the speaker/writer's intentions to foreground certain elements. The role of the hearer/reader will be to interpret these sentences by establishing temporal assumptions / presuppositions and capturing inferences based on tense and aspect choice. Thus, temporal inference is vital in a discourse/pragmatic approach to a text.

In the introductory lines of the summer before the Dark by Doris Lessing, the reader has access to the protagonist's inner thoughts, which are introduced with the progressive aspect:

A woman stood on her back doorstep, arms folded, waiting, and thinking? She would not have said so. She was trying to catch hold of something ---; for some time she had been 'trying on' ides- - - she was letting words and phrases slide around her tongue Ah yes, first love! - - - Growing up is bound to be painful - - Marriage is a compromise - - -, A woman stood on her back doorstep, arms folded, waiting for a kettle to boil. (Lesting, 1973; 5)

The protagonist, Kate: Brown, is presented and located ("she stood") at the very beginning of the narration and the tense selected is the past simple, in accordance with the conventions of the genre. Then the progressive from "waiting" opens up a path to her mental process, revealing her thoughts;. "Thinking - - - she was trying to thoughts in the present tense without any projecting clause ("Ah yes, first, loe- - -etc"), When the perfective reappears, the objective standpoint of the narrator returns with it."A woman stood on her back doorstep- - -."

This passage provides both perfective and simple present tense. The use of the progressive form is also a frequent device for thought - representation in Virginia Woolf. In **To the Lighthouse** it is a fundamental vehicle for approaching Mrs

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Ramsay's, Lily Briscoe's or Mr.Tansley's thoughts. For instance, the use of the progressive in the following excerpt helps readers interpret these lines as being part of Mr Tansley's thoughts and not as an objective description by the narrator:

'Oh, Mr Tanley', [Lily, Briscoe] said, 'do take me to the Lighthouse with you. I should so love it.'
She was telling lies he could see. She was saying what she didn't mean to annoy him, for some reason. She was laughing at him- - - He felt very rough and isolated and lonely. He knew that she was trying to tease him for some reason; she didn't want to go to the Lighthouse with him; she despised him.' So did Prue Ramsay; so did they all. But he was not going to be made a fool of by women - - - (Virginia Woolf, To the Lighthouse, 1927; 1964: 99-100).

This paragraph is a clear example of an episode of thought – representation. The projecting clause "he could see [that] - - ", "he knew that - - - "introduce his thoughts. And, even when not introduced by these mental processes, we perceive sentences such as "She was saying what she didn't mean - - - "or "she was laughing at him - - -"as though they were projected from his subjective perspective.

In After Leaving Mr. Mackenzie, Jean Rhys presents us with Julia Marin's life. The following two dialogues between the protagonist, Julia and her sister, the relevance of the use of the progressive in certain contexts will become apparent:

Julia sat silently by the fire. She looked ill. Norah thought she had lost- her expression, but Norah was too busy to think about that. She came in to ask' 'Look here, Julia, do you think we ought to have the Choir?" 'No, "said Julia. 'Why?'
Norah said: 'I think she'd have liked it'
'Oh, well, have it then, have it.'

'it's that I have so little ready money.'

Said Norah unhappily. (1930) 1971:p.92)

(Julia) shut her eyes on the twilight of the room and began to mutter:

Eternal rest gives into her, O Lord.
Let perpetual light shine upon her.

Her lips were dry - - she went on praying, Norah was whispering: 'would you like something to eat?"

'No'------
Norah stood up and went spoke- - - to the nurse. She was saying.' Go and have something to eat – or some tea, and the nurse was answering.'
'No, my dear, no'
But after that Julia stopped praying- - - (p.88)

In the first dialogue, the sentences that introduce the direct speech of the interlocutors are in the past simple. This provides and objective perspective of the conversational event. In the second passage, on the other hand, the interaction between both sisters and between Julia's sister and the nurse parallel to another action. Julia's praying. The progressive aspect helps to interpret these words as if heard thought Julia's ears while praying.

At the beginning of the novel, Julia is about to leave a room at a hotel and she is thinking about her future. The progressive aspect provides a broad lens - - angle and close perspective of some events which the audience also fuel to be perceived through her ears:

- - - - She started to walk up and down the room with the palms of her hands tightly together- - -
  As she put on her hat she stared at herself in the looking - - glass.
  She told herself,' I must get some new clothes. That's the first thing to do.'
  And she longed for some one to whom she might say,' 'I don't look so bad, do i?- - -
  Now the gramophone next door began to play again - - - People were laughing, talking, pushing, Crowds of people were elbowing each other along a street, going to affair. And you heard the tramp of feet and the noise of the fan's coming nearer; and the people calling - - - (p.15)

In **Jerusalem the Goldan** by Margaret Drabble, shows the use of the progressive to represent the character's inner perceptions:

"Clara seeing [a portrait], understood entirely, as she had never understood entirely, as she had never understood before, why one should wish the perpetuate such things- - -
She liked the look of Gabriel. She looked, anxiously, in search of his adult image - - - but the only revealing picture was one - - - at the christening of Mangus's first child Gabriel was, in fact, holding the baby; a baby elaborately draped in the ancient lace robe of the Denham's - - -

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Candida had herself been christened in it - - - Gabriel was not looking at the Camera, but at the child, and he was smiling. (1967; 110-111)

In these lines, the protagonist, Clara Maughans, is looking at the Denham's family album. The progressive aspect marks the difference between what is and is not in the pictures. The rader interprets or, rather, infers that sentences such as "Gabriel was holding the baby" or "Gabriel was smiling" refers to what he is doing in the pictures as seen through Clara's eyes.

In short, the analysis of different text excerpts from **To the Lighthouse** by Virginia Woolf, After Leaving Mr. Mackenzie by Jean Rhys, Jerusalem the Golden by Margaret Drabble and The summer before the Dark by Deris Lessing provides evidence supporting an interpretation of interactive perspective, that is, on the one hand, focusing on the writer's intentions to highlight particular events (by establishing temporal frame works involving or detaching the readers); and on the other, focusing on the readers' ability to establish temporal assumptions and making the right inferences by basing them on aspect choice.

1.8 Tense and Temporal Adverbials

(A) Tense

A common view of the English tense system recognizes six tenses in English, represented by six different verbal forms exemplified in the following sentences,

(Werner Saurer, 1984)

Forms	Name of Tense
a. Robin Walks	(simple) tense
b. Robin has walked	present perfect
c. Robin walked	(simple) past
d. Robin had walked	Past Perfect (or plu-perfect)
e. Robin will walk	(Simple) Future
f. Robin will have walked	(Future perfect)

A certain parallel between the forms in (a), (c), and (e) on the one hand and (b), (d), and (f) on the other is quite obvious. The former are "simple tenses" and the latter "perfective tenses" and the latter"perfective tenses." the perfective tenses can be conceived as complex tenses, consisting of a combination of a simple tense (past, present, or future) and the "perfect"

(B) Temporal Adverbials

The simple temporal adverbs are yesterday, today and tomorrow. The complex adverbials of the prepositional phrases are 'at 5º' clock, after the dinner, etc. And certain "sentential" adverbials are 'when Robin arrived, after Robin, etc.'

A theory of temporal adverbials in general should explain, in conjunction with a theory of tense, why some adverbials are compatible with a particular tense only while others are compatible with more than one tense. It should give an explanation of why yesterday requires past tense and tomorrow future tense whereas today is compatible with all three tenses.

For Example

85. Yesterday Robin left at 5pm

In this sentence both yesterday and at 5pm are considered as frame adverbials that refer to different times.

Another example:

86. Yesterday, Robin walked after the dinner

This sentence asserts that within the past frame time, specified b past tense together with the frame adverbial **Yesterday** there were, two events, the dinner and Robin's walk, that occurred in a certain temporal order, viz, the latter after the former.

Similarly the sentence:

87. Yesterday John walked after the dinner

Is and example for prepositional phrase adverbials.

(C) Count Adverbials

The count adverbials are like **twice** which is a definite count adverbial and **frequently** which an indefinite one is.

For example;

88. Robin smoked twice.

This sentence asserts that within the contextually specified frame time. there are two different past events.

Past (yesterday)   twice (Robin smoke)

When there is no count adverbial such as in the sentence

89. Yesterday Robin smoked.

There is at least one occurrence of a (Robin smoke) - - events within the day before the speech time of that sentence. That is the sentence (88) to be synonymous with

90. Yesterday Robin smoked once.

91. Yesterday Robin smoked at least once.

This view of count adverbials faces a problem; it does not work for activity and stative sentence. Consider the sentences:

92. Robin walked.

93. Robin walked twice.

94. Robin was tired.

95. Robin was tired frequently.

Wherever (92) is true there is a (Robin walk) – event that occurs with in the period contextually specified by the past tense. But then, because of the subinterval- property of

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activity sentences, there is always more than one, in fact a very large number of such events. So (93) would come out true relative to the same index. (92) does not imply (93) intuitively, however.

This analysis shows that, count adverbials do not count events but something else. The count events can be taken as count occasions. For example:

96. Robin walked on two (different) occasions.

Here occasions means certain times or periods at which events happen or states obtain.(96) asserts that, there are two different and non − overlapping periods of time, contained within the frame time specified by the past tense, for which it is true that Robin walked. In addition, those two periods of walking by Robin must be separated by a period during which Robin doesn't walk. This is to make sure that the two non − overlapping periods are not merely parts of one longer period of walking by Robin.

Thus, if count adverbials were to count events and not occasions, they have to count two simultaneous events of the same kind as two. For example:

97. Robin raised an arm twice.

98. Robin smoked a cigarette twice.

To be true in a situation where Robin raises both of his arms at the same time once, or where he smokes two cigarettes at the same time, provided one can conceive of the event of John raising both of his arms as a complex event having two simultaneous parts, one being his raising of his right arm and the other being his raising of his left arm, and with a similar provision for the cigarette smoking case. But, one cannot - judge that (97) and (98) to be true under those circumstances. For (97) and (98) to be true there must be two events of the right kind , occurring at two different times, one before the other, and the two events must be easily recognized as two different events.

We have so far had an elaborate description of the concepts of time, tense and aspect. Time is viewed as a universal phenomenon. It has two facts: Universe time and event time. It also deals with morphology, semantic and discourse of Tense and aspect. The analysis shows how tenses work in natural languages like English and how they interact with other temporal determiners or as temporal adverbials. Tenses must not be conceived as determining the relation between the event time and the time of utterance directly, but that the concept of frame time is needed, and the tenses are conceived as determining the relation between the time of utterance of the sentence and its frame time. The frame time is here conceived of as providing a temporal frame for the "sentence event". The frame time serves also as the referent of some type of temporal adverbials, accordingly called frame adverbials.

Traditionally, tenses have been taught to English medium students from lower classes. But this is not the case with the regional medium students. Hence, mastering tenses is a major problem for them. Various factors which cause difficulties are as follows:

a) Less exposure to English Language
b) No English Learning atmosphere at home
c) Less training
d) Traditional method of teaching

Hence, the students from regional medium find it difficult to comprehend tenses and its aspects and to use it in their conversation or even to produce a sentence in English using g correct tense. So, in order to help the regional medium students in learning tenses and its aspects in a more easy insightful way, this study (Tense and Aspect: A Pedagogical Linguistic Study) has been taken up.

This study analyzes different concepts of tense and aspect in order to help he learners who are at average and below average levels. Though there are various

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concepts of tense and Aspect by many grammarians, this study emphasizes mainly upon the concepts of Halliday, Comrie and Prakasam. Halliday states that there is no aspect and he speaks about tense in different angels. Bernard Comrie describes the terms tense and aspect as tense relates the time of the situation referred to some other time usually to the moment of speaking. Aspects are different ways of viewing the internal temporal constituency of a situation. Prakasam brings out the distinction between finite and nonfinite verbs or perfect and non- perfect verbs, and 'tense' carrying verbs and 'aspect' carrying verbs. I have chosen these three concepts in the context of language teaching, analyzing the three concepts to find out, which concept is more comprehensible for the regional medium students. Finally, the result of the analysis will be based on the student's response to the teaching of these three concepts as they are the target of this study to decide upon the concept that they understood most.

Chapter - 2

Review of Related Literature

2.0 Introduction

The last chapter has attempted to define the time, tense and aspect of English. The aim of this chapter is to review with the different analyses of tense and aspect of English by well known grammarians.

2.1 Review of Related Literature

It presents a brief review of the concepts analyzed on tense and aspect by the following linguists.

2.2 Quirk et al (1973)

Quirk et al classifies verbs as lexical verbs and auxiliary verbs. Auxiliary verbs are again divided into primary and modal. Lexical verbs are the main verbs and the Auxiliary verbs are the helping verbs. And tense expresses the universe time through verbal form that is past, present and future. Aspect concerns the manner in which the verbal action is experienced or the action is completed or an incomplete one. Example:

1. Robin <u>wrote</u> the letter yesterday.

2. While Robin <u>was writing </u>the letter, the postman <u>came.</u>

In (1) the lexical verb <u>wrote</u> shows Robin's writing the letter was completed in the past, whereas in (2) he thinks that the situation had started and was in the middle when the postman's arrival took place. They explained this concept showing the variations of tense and aspect markers such as –ed, -es will/shall which are used to indicate past, present and future tense and the progressive marker –ing and the perfective marker –en to indicate aspect. The progressive marker remains stable, irrespective of the forms of lexical verbs to which it is always affixed. It is –ing added to the base of both regular and irregular lexical verbs except modals (shall, will, etc) which are not inflected. Though the –ing form itself remains unchanged, it sometimes affects the spelling of he base to which it is affixed, e.g. die-dying. The perfective marker-en form is a cover form used to indicate all kinds of realizations of the past participle form of both regular and irregular verbs. It is generally realized as person and singular number. Instead, it is formed by means of a periphrasis, namely shall/will followed by the base form of verb. The future markers <u>shall</u> and <u>will</u> are called modals, as they in addition to indicating future tense, also serve to express modalities like intention, permission, promise and so on. They describe the present and past tenses in relation to the progressive and perfective aspects.

Quirk et al also speak about the uses of dynamic and stative verbs, since some verbs are sometimes stative and sometimes dynamic in regard to whether they refer to stative or dynamic situations. Stative verbs are not usually used in the progressive tenses such as be, seem, and like etc. Example:

3. Sheela is a good girl (is by nature a good girl)

Dynamic verbs are used in the progressive tense such as eat, grow and so on.

Example:

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4. She is eating a banana.

However, there are situations where 'be' is used as non-stative verb. Example:

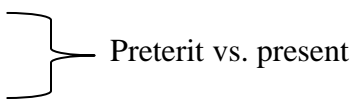5. Sheela is being a good girl today. (is behaving well)

The above analysis shows the use of verb forms to indicate tense: past, present, future and the progressive marker- ing and the perfective marker – en to indicate aspects in English.

2.3 Rodney Huddleston & Geoffrey K.Pullum (2002)

Huddleston and Pullum emphasize on the verbal systems of tense, aspect and mood, which are marked inflectionally on the verb in just one case (the distinction between present and preterit tense) and otherwise analytically by auxiliaries. Tense is used to locate the situation or period or time. The two tense systems are present tense and perfect tense. Example:
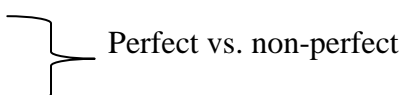
6. a) She <u>went</u> to school

   b) She <u>goes</u> to school   — Preterit vs. present

7. a) He may <u>have known her</u>

   b) He may <u>know</u> her   Perfect vs. non-perfect

The verb forms in the sentences refer to past and present time. The present perfect involves two tenses: past and noon- past. Example:

8. I have read only two of the books.

Both <u>have</u> and <u>read</u> are verbs by themselves and they carry respective tense selections <u>have</u> is "non-past" and <u>read</u> "past".

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Here Huddleston and Pullum are of the view that all occurrences of the auxiliary <u>have</u> are underlying past tenses. They argue that the terms past, present and future refer to certain parts of time itself. They are relational notions. For example:

9. a) He <u>died</u> of lung cancer.(past time)

   b) I <u>promise</u> to let you have it back tomorrow. (Present time)

   c) If you <u>see </u>her tomorrow give her my best regards (future time)

In (9a) the time of dying is past and it is understood as a time earlier than now, than the time when I utter the sentence. There are tow terns in the relation as the<u> time referred to,</u> symbolized 'tr', and the timer of orientation, symbolized 'to'.

In (9a) Tr is the time of dying, To is the time of utterance, and the relation is "earlier than: or "anterior to ". In (9b), Tr is the time of promising. To again the time of utterance and the relation is "simultaneous with". In (9c), Tr is the time of your seeing her, To the time of utterance and the relation is "later than" or "posterior to".

The above statement can be symbolized as follows:

Past time   Tr anterior to To- Tr=To

Present time   Tr simultaneous with To-Tr=To

Future time   Tr posterior to To-Tr>To

Present Tense is used to indicate occurrence and state. Example:

10. a) I promise to let you have it back tomorrow.(Occurrence)

   b. I live in Berlin. (State)

In (10a) the time of promising coincides with the time of speaking. Here the time taken to promise is precisely the same as the time taken to utter the sentence. In (10b), the situation is referring to the present time. The time does not show when it began or how long it

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will continue. Thus, there is a major difference between occurrences and states with respect to the interpretation of the simple present. State has no distinction between limited and unlimited situations. For Example:

11 a) She has a headache (limited)

b. The sun rises in the east (un limited)

On the other hand, the occurrences in the simple present impose severe constraints on dynamic situations. Present tense is also used to indicate future time situations. Example:

12. If he doesn't help me, I am finished.

This sentence shows that the time can be a period extending from the present into the future. The future tense is used to predicate cyclic events in nature, scheduled events and conditionals. Example:

13. It is going to rain soon. (Cyclic events in nature)

In this statement, the time of event (rain) is scientifically calculated.

14. Australia meets Sweden in the Davis Cup final in December. (Scheduled events)

In (14), the future event is already arranged.

15. If he doesn't play according to the rules, he doesn't play at all (Conditional)

And past tense is used when the event took place in the past. Example:

16. He published an article.

2.3.1 Perfect Tense

Perfect Tense "expresses a present state resulting from past action". In other words, the present perfect is used when an event that occurred previously is viewed by the speaker as having some relevance, some affect at the present moment, i.e. the moment of utterance. Example:

17. He is believed to have written it last week.'

The following are the manifestation of perfect tense:

(a) Present Perfect

The Basic meaning of the present perfect is described as referring to past with present relevance of a previous situation. The following are the four major uses of the present perfect.

i) the continuative perfect
ii) the experiential perfect
iii) the resultative perfect
iv) the perfect of recent perfect
(i)   The Continuative Perfect

It is used to indicate a situation that begins in the past, continues up to the present and may extent into the future. Example:

18. She <u>has lived</u> in Berlin ever since she married.

(ii)   The experiential perfect:

The present perfect may refer to some event that has taken place at least once in a period leading up to the present. For Example;

19. We have now walked ten miles.

(iii)   The Resultative Perfect
(iv)

The present Perfect in English refers to a past event, the result of which still exists at the present time. Example:

20. She <u>has broken</u> her leg.

(v)   The perfect of recent past

The present perfect indicates a situation completed in the recent past. Example:

21. Harsha <u>has</u> just <u>gone</u> out.

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(b) Past perfect

It refers to a time further in the past, seen from the view point of a definite point of time already in the past. For Example:

22. Harsha <u>had lived</u> in London for ten years. (When I met him)

In the indirect speech, if the reporting verb is in the past, the verb of the reported speech which in the simple present is changed into the simple past. It is called back – shift. Example:

23. He said, "I <u>like</u> it." = He said that he <u>liked</u> it.

(c) Progressive Aspect

Progressive aspect is marked with the periphrastic form: be –ing. Example;

24. Harsha <u>is singing</u> now.

This sentence describes a situation in progress.

2.4 R.W. Zandvoort (1957)

Zandvoort speaks about 'tense' as that which denotes two verbal forms (past and present) and an equal number of verbal groups (perfect and future) whose main function is to denote the 'time' at which an action takes place. Tense expresses the time (past, present and future) through verbal forms. Example:

25. Harsha is playing (Present)

26. Harsha played (Past)

27. Harsha will play (Future)

2.4.1 Simple Present

The simple present in English mainly used in three ways (Zandvoort: 1962: 59)

(i) Neutral Present

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(ii)   Iterative Present
(iii)   Actual Present

(a) Neutral Present: The neutral refers to the state which extends into past and future without any limitations of time. Hence Leech (1971:1) and Qurik et al. (1972: 85) term it "the unrestrictive use of the simple present" It includes "eternal" truths. Scientific statements and other similar states. Example:

28. The Ganga flows from the Himalayas
.
29. Water boils at 100oc.

30. We live in Sweden.

However, the unspecified duration of the situation referred above can be specified by adding adverbials of time to this. Example:

31. At present we live in Australia.

(b)   **Iterative present**: The habitual or iterative present refers to a situation that can be successfully repeated at intervals within a period of time. The repetition of the situation is usually denoted by adverbials of time like everyday, twice, weekly, always, often, in summer etc. example:

32. I <u>get</u> up at six every day.

33. This paper <u>appears</u> twice a week.

34. We always <u>go</u> to the sea-shore in summer.

(c) Actual present

Actual present is to indicate a stator action in the present. Example:

35. The manager wants to speak to you.

36. It is very hot.

37. Guess! What I have in my hand.

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The simple present also is used to indicate the future or the past. Example:

38. I start work tomorrow.

39. Robin tells me that you have been abroad (….has told…)

In such a situation, normally one use the present perfect but the simple present can also be used as a shifter. This use is restricted to communication verbs like <u>tell</u>, <u>here, learn</u> and <u>write</u> etc.

As indicated earlier, the simple present is used to describe past events. Example:

40. He just <u>walks</u> into the room and <u>sits</u> down in front of the fire without saying any word to any one.(Historic present)

This type of narration is used to create rhetorical effects

2.4.2 Simple Past

The simple past is used to indicate the past events that completed at a definite time Example:
41. I <u>met</u> her <u>yesterday</u>

In this regard, the present perfect also refers to the past events without a definite reference to the past. Example:

42. I <u>have</u> just <u>met</u> her.

In both sentences, the meeting took place in the past, but in (41) the time is specified i.e. <u>yesterday</u>. Hence, the simple past is generally used with adverbials of the time referring to definite past. There are, how ever, certain cases in which adverbials of time are not explicitly mentioned but implied in the situation it self.

43. He worked in that bank for four years.(but he does not work there now)

(a) Iterative past

The simple past in English may be used with habitual or iterative meaning. Example:

44. I <u>saw</u> her every day.

How ever, there is a separate habitual aspect in English (though only in the past tenses) with the construction used to + inf. Example:

45. I <u>used to see</u> her every day.

2.4.3 Perfect tense

It is used to indicate an action that falls with in the time –sphere of the present. Example:

46. I have already eaten

This sentence indicates that the situation of my eating is already over, but it is after – effect, i.e. I don't feel eating now, still exists a post – effect related to an anterior situation.

The present perfect has the following uses such as:

a) **Continuative perfect**

Perfect is used to indicate a situation that begins in the past, continues up to the present and may extend into the future. Example:

47. We've <u>lived</u> here for ten years.

In this sentence, the situation of our living here began ten years ago and is still valid, but it doesn't explicitly mention whether it will continue in future or not.

The continuative perfect also refers to some habit which extends over period of leading up to the present. Example:

48. I have always <u>walked</u> to work.

(b) **Resultative perfect**

It refers to past events, the result of which still exists at the present time. Example:

49. I have bought a new T.V

In this sentence, buying T.V took place in the past, but its effect still exists. The resultative perfect does not need the adverbials of time.

(b) Experiential perfect

It refers to some event that has taken place at least once in a period leading up to the present. Example:

50. Mr. Varma <u>has been</u> to Japan

It means, Mr.Varma once visited Japan, but he is not there now. The experiential perfect gives indefinite past meaning which is often indicated adverbially, especially by ever, never or before (now).

2.5 Geoffrey Leech and Jan Svartvik (1975)

Geoffrey Leech and Jan Svartvik talk about time, tense and aspect. Verbs may refer to an event or to a state.

(a) Event verb

An event verb shows a definite beginning and end. Example:

51. He became unconscious

(b) State verb

A state verb does not have well – defined beginning and end. Example:

52. He remained unconscious

2.5.1 Present time

It is used to refer to something which occurs at the present time. Example:

53. I admire your hand writing

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The following are the main ways of refereeing to something which occurs at the present time.

    (a) **Present state (the simple present tense)**. Example:

      54. She is hungry.

    (b) **Present event** (the simple present tense). Example:

55. He declares the meeting closed.

    In this sentence, an event has begun and ended at the every moment of speech.

    (c) **Present Habit** (the simple present tense). Example:

56. I walk every day in the morning.

    It shows an event that is repeated every day.

    (d). Temporary present (the present progressive). Example:

57. My brother is living in a rented house.(temporarily)

    (d) **Temporary Habit** (the present progressive). Example:

58. She is walking to work while her kinetic is being repaired.

    It shows a temporary habit 'walking'…………….

2.5.2 Past time

It refers to past actions. Example:

59. I read your book yesterday.

    The past tense refers to a definite time in the past. The past tense also implies a gap between the time referred to and the present moment..

60. Her father suffered from T.B. all his life.(i.e he is now dead)

2.5.3 Present perfect

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Present perfect is often described as referring to past with present relevance. Example:

61 She has written the letter.

Present perfect has the following uses.

a) **Resultative Perfect**

It refers to a past event with results in the present time. Example:

62. His leg has been broken. (i.e. it is still not healed)

b) **Indefinite Event**

It is used to indicate an indefinite situation. Example:

63. Have you ever been to France?

c) **Habitual Perfect**

It refers to a habit in a period leading up to the present time. Example:

64. She has played at a wimbledon since she was eighteen.

d) **Stative Perfect**

It refers to a state up to the present time. Example:

65. The super market how long has it been open?

2.5.4 Perfect progressive

The perfect progressive deals with present and past. Example:

66. She has been writing a letter. (Present perfect)

67. She had been writing a letter. (Past perfect)

According to Leech and Svartvik, in some contexts, the present perfect and the present perfect progressive are interchangeable.

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68. Robin <u>has looked</u> after the business for several years.

69. Robin <u>has been looking</u> after the business for several years.

Chapter - 3

Pedagogical study of the tense and aspect
(Analysis of Comrie, Halliday and Prakasam)

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3.0 Introduction

The present chapter presents an elaborate description of the ideas of Comrie, Halliday and Prakasam on Tense and Aspect. Comrie and Prakasam state about tense and aspect whereas Halliday talks only about the functional use of tense and oits forms.

3.1 Bernard Comrie(1985)

According to Comrie, tense expresses the universe time through verbal forms. The universe time is past, present, or future.
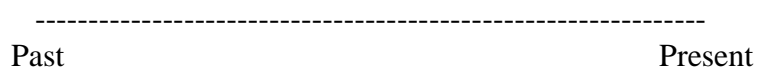
```
        ----------------------------------------------------------------
        Past                                              Present
```

Figure: 9 Representation of time

The straight line represents the universe time.

For example:

1. <u>Hari was reading</u> when I <u>entered</u>

In (1) there are two verbal sequences: <u>was reading</u> and <u>entered</u> both of them express the same kind of universe time, i.e., past, but what makes them differ is their variant representation of the event time. The first verbal sequence (was reading) refers neither to the beginning nor to the end of the situation – Hari's readings but to its internal portion, i.e., his reading in progress. The verbal form, which can convey this meaning related to the event time is said to have imperfect meaning. If a language has a distinctive verbal form to express this meaning, it is called <u>imperfective aspect.</u> In the second verbal sequence (entered), the situation is presented as a single whole, and all its successive phases of entry – beginning, middle and end merge into one. If a language has a several from marked to express this kind of perfective meaning, it is called <u>perfective aspect</u>. Aspect thus expresses the time distinction contained with in a situation. Comrie rightly defines aspects as different ways of viewing the internal temporal consistency of a situation. Comrie uses the word <u>situation</u> as a cover – term for an event, state and process.

There are various lingustic realizations of the universe time in different languages of the world. Many languages express the universe time by means of their verbal forms, so called "tenses". This has appeared to many grammarians so natural that they have considered tense distinction the main characteristics of verbs. In addition to indicating time, the verbal forms also serve other purposes, the manifest person, number, gender honorifics and mood in their endings for example, the ending in the sentence:

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2 she feels hot now.

Express indicative mood, present tense, third person and singular number. Some languages, however, do not express time through the verbal forms. That is to say, they do not have grammaticalised time reference, i.e. have temporal adverbs to indicate time. Comrie defines **tense as a grammatical category** which manifests it self in the verbal forms of a language. Its role is to relate the universe time of the situation. (i.e past, present, future) to the moment of speech.

For Example:

3. Ramesh worked for nine hours yesterday.

4. Ramesh feels terribly hot now.

5. Ramesh will come tomorrow.

The verbal forms in all these sentences differ:- ed in (4), -s in (4) and will in (5), which indicate the time of the situations prior to, simultaneous with and anterior to the moment of the situation respectively. Hence Comrie calls it as deictic category. There are two kinds of tense namely, **Absolute tense and Relative tense**. As stated before, tense is a category which relates the universe time to the moment of speech and Comrie terms it as an Absolute tense. And Relative tense relates the universe time to the time of some other situation. Nonfinite participle construction in English use relative rather than absolute tense. In the following pairs of sentences, the tense of the participle constructions depend upon the tense of the finite verbs:

6. a) When <u>walking</u> down the road, I often <u>meet</u> Ramesh.

b) When <u>walking</u> down the road, I often <u>met</u> Ramesh.

7. a) <u>Having met</u> Ramesh earlier, I <u>don't</u> need to see him again.

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b) <u>Having met</u> Ramesh earler, I <u>didn't</u> need to see him again.

In the first pair of sentences, the same participle involves present tense in (6a) and past tense in (6b) as the finite verb <u>meet</u> in (6a) is in the present, whereas in the present in (7a), whose finite verb <u>did</u> is in the past. In English, the finite verbs take absolute tense and non-finite verbs use relative tense.

Tense relates the time of the situation referred to some other time, usually to the moment of speaking. The time is divided as present, past and future. Example:

8. Raju wrote the Exam (Past)

9. Raju writing the exam.(Present)

10. Raju will write the exam. (Future)

This present tense indicates the time simultaneous with the moment of speech, past represents the time <u>prior</u> to the moment of speech, future stands for the time <u>subsequent</u> to the moment of speech. Since tense locates the time of a situation relative of the situation of the utterance, Comrie describes as tense as deictic category. Aspects are different ways of viewing the internal temporal constituency of a situation.

These are two aspectual oppositions such as perfective aspect imperfective aspect. Example:

11. Ramesh <u>was writing</u> when I <u>entered</u>.

The two verbal sequences: <u>was writing</u> and <u>entered</u>, express the universe time, i.e past.

The first verbal sequence (was writing) is imperfective aspect the second verbal sequence (entered) is perfective aspect. The different between perfective and imperfective aspect is that, the perfective look at the situation from outside, without necessarily distinguishing any of the internal structure of the situation, where as the imperfective looks at eh situation from inside.

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The choice of aspect is not necessarily a matter of objective judgment. It depends upon the individual's attitude towards a situation. For instance, one may consider the same situation as a complete event or an incomplete one. Example:

12. Ramesh wrote the letter yesterday.

13. While Ramesh was writing the letter, the postman came.

In both the sentences, the verb to write refers to the same situation, i.e writing.

But in (12) the speaker considers Ramesh's   writing the letter as a complete event without referring to its temporal phrases, whereas in (13), the speaker thinks that the situation had started and was in the middle when the postman's arrival took in the verbal sequences, but in quite different ways. As noted earlier, tense is a deictic category and relates the time of situation to the moment of speech. Aspect is, on the other hand, a non-deictic category; it does not relate the time of the situation to any other time –point but rather concerns itself with the internal temporal phases of the one situation.

In brief, we can state that tense expresses situation-external

 time, whereas aspect refers to situation- internal time.

3.1.1 Classification of aspectual oppositions

The following diagram presents the aspectual oppositions:
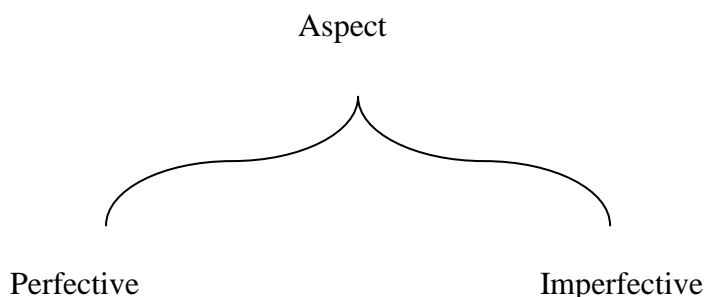
Aspect

Perfective   Imperfective

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```
                    Habitual              Continuous
                                              |
                                  Non-progressive      Progressive
```

Figure: 10 Classification of aspectual oppositions

For Example:

13. The phone was ringing when I entered. (Imperfective)

14. The phone has rung twice (Perfect)

15. The phone was ringing (Progressive)

16. The phone rang (Non-Progressive)

17. He is going to college on foot.(Habitual)

18. She has worked her since 6 years. (Continuous)

3.1.2 Progressive Aspect

The progressive aspect is marked with the periphrastic form: be-ing.Example:

19. Meena is studying now.

The basic function progressive aspect is to describe a situation in progress. In (19) the verb forms refer to the situation that Meena's studying is going on at the moment the speech act is performed. The progressive is restricted by their meaning. Verbs can be classified into stative and dynamic in terms of their meaning. A stative verb refers to a state, whereas a non-stative verb refers to an action or event which indicates a change of state. Example:

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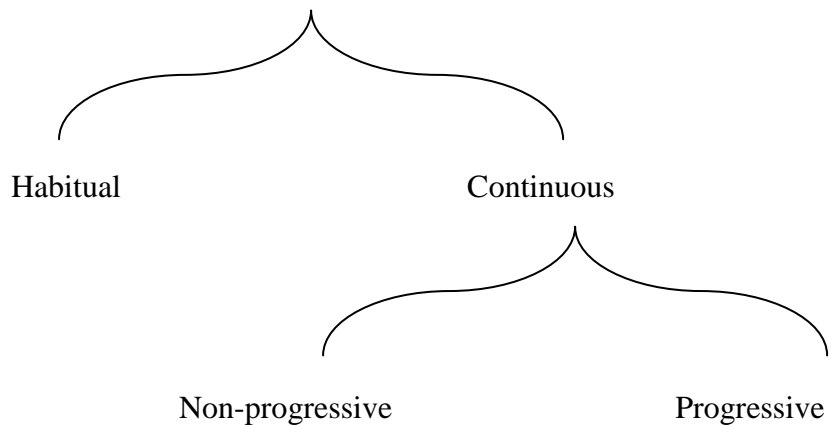*Tense and Aspect: A Pedagogical Linguistic Study*

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20. Meena <u>knows</u> where I live.

21. The dog <u>is running.</u>

In (20) knows is a stative verb which refers to the state of Meena's knowledge that does not under go any sort of change. On the basis of the action indicated by (21) one can aptly describe the dog as the running dog. However, one cannot use this noun verb of motion which indicates a change of state.

3.1.3 Perfect

The perfect aspect serves to relate some state to a preceding situation that creates it, for example:

22. I am eating now.

23. I have already eaten

In (22) the present progressive indicates that the situation of eating is in progress, where as in (23) the present perfect, indicates that the situation of my eating is already over, but its after effect i.e. I don't feel like eating now, still exists- a post effect related to an anterior situation. As the perfect relates two time-points the time of the state and the time of the preceding situation, their relations will vary from tense to tense.

The perfect has three combinations as:

Present perfect: It is present state related to past situation. Example:

24. Ramesh has eaten the mango.

Past perfect: It is past state related to a situation earlier to it. Example:

25. Ramesh <u>had eaten</u> the mango, before I came.

Future perfect: It is future state related to a situation prior to it. Example:

26. Ramesh will have eaten the mango (before I came).

(I) Present Perfect

The meaning of the present perfect is often described as referring to <u>past with present relevance,</u> retrospective present or the continuing relevance of a previous situation.

It has the following manifestations in English

(a) The resultative perfect

(b) The experiential perfect

(c) The continuative perfect

(d) The perfect of recent past

a) **Resultative perfect** The present perfect refers to a past event, the result of which skill exists at the present time. Example:

27. Ramesh has cut his hand with a knife.

In this sentence, cutting his hand took place in the past, but its effect will exists, i.e. the cut has not yet healed. The regulative perfect does not need the adverbials of time.

b) **Experiential perfect**

It refers to some event that has taken place at least once in a period leading up to the present, Example:

28. Mr. Varma <u>has been</u> to London.

It means, Mr. Varma once visited London, but he is not there now. The experiential perfect gives indefinite past meaning which of often indicated adverbially, especially by ever, <u>never</u> or <u>before</u> (now).

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c) **Continuative perfect**

It is used to indicate a situation that begins in the past, continues up to the present and may extend into the future. Example:

29. I <u>have lived</u> here since 20 years.

In this sentence, the situation of living here began 20 years ago and is still valid, but it is not explicitly mentioned, whether it will continue in future or not.

d) **Perfect of Recent past**

It is used to indicate a situation completed in the recent past. Example:

30. Peter <u>has</u> just <u>gone</u> out.

This type of perfect generally occurs with adverbials like just, recently.

(II) Past perfect

The past perfect or pluperfect in English refers to "a time further in the past, seen from the view of a definite point of time already in the past. For example:

31. Peter <u>had lived</u> in Paris for 15 years (when I met him).

(III) Future perfect

The future perfect is used to predict an action which at a given future time will be in the past. Example:

32. He <u>will have reached</u> home by four today.

3.1.4 Perfect progressive

The perfect in English can combine with the progressive to yield the perfect progressive, which further conjugates with the present and past. Thus, there are two kinds of perfect progressive namely, present perfect progressive (has been writing) and past perfect progressive (had been writing). The basic meaning of the perfect progressive suggests both aspectual meanings: the perfect and the progressive.

(I) **Present Perfect Progressive**

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It has the following manifestations as:

(a) Resulative perfect progressive.

For example:

33. She has been crying again (look, her eyes are red)

In this case, it is not necessary for the activity to continue right up to the present moment.

(b) Experiential perfect progressive

It is used to indicate a situation which is an on going process.

For example:

34. <u>Have</u> you ever <u>been watching</u> television when the tube has exploded?

(c) **Continuative Perfect Progressive**

It means a temporary situation leading up to the present and possibly extending to the future.

For example:

35. Hari <u>has been living</u> in London since 2000.

(I) Past Perfect Progressive

The past perfect progressive can be used to refer to all the meanings discussed above with respect to the present perfect progressive. Further more, it may refer to a past event preceding another past event. It is often used with an adverbial of time.

36. My friend's servant ran away with his wife; <u>I had been warning</u> him <u>for quite</u> some time.

3.2 M.A.K. Halliday (1985)

Halliday speaks about tenses in different angles and he doesn't speak about aspects.

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According to him, tense system is carried by a logical structure. He organizes the rank group in his book entitled, <u>An introduction to Functional Grammar</u> in the following way.

He distinguishes two different units within the same rank: phrases (a reduced strain of clause) and groups (an enlarged strain of word) within phrases, he only includes one type of structure: prepositional phrases. With in groups, he distinguishes three basic structures: the verbal group, the nominal group and the adverbial group. Besides these elements, he also introduces two more groups the preposition group and the conjunction group. But in this study of tense only the verbal group and the nominal group functions are described to understand Halliday's analysis of tense.

The verbal group is the constituent that functions as finite plus predicator (or as predicator alone if there is no finite element) in the mood structure (clause as exchange); and as process in the transitivity structure (clause as representation). Example:

37. Some one has been eating may porridge.

In (37) the verbal group is has been eating. Thus, a verbal group is the expansion of a verb, in the same way that a nominal group is the expansion of a noun. Let us look as the following example:

(38) He stayed <u>three weeks</u>

In (38) the nominal group three weeks has verbal values as one could paraphrase it as" he stayed being three weeks".

Halliday gives several examples for process nominal groups (the building of the bridge, the defacing of status of national heroes, the departure of the boats, his handling of situation etc).

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The verbal group ends with an event. Example:

39. He <u>has been eating</u>.
       Aux   Event

In (39) the verbal groups <u>has been eating</u> provides three tenses, present, past and present as 1) present, expressed by the –s in has 2) past, expressed by the verb <u>have plus</u> the –en in been 3) present, expressed by the verb be plus the –ing in eating (i.e plus the fact that the next verb is in the present/active participle form v-ing).

The tenses form of the sentence (39) is **present in past in present tense.**

According to Halliday, to choose the tense form of a sentence, we must not only know the relation between the time of the events described in the sentence, but also the relation which holds between the event time or reference time i.e., the interval of time the situation described in the clause refers to. Example:

40. By the end of next month, I shall have finished writing the novel.

In (40) the speaking time in 'now' and the event time is given by the time interval associated with the action to finish writing the novel, and the reference time is the future action that is "by the end of next month." Halliday uses a systemic approach to tense selection. The name for a tense combination in the systemic approach is determined by considering inverted order of the choices. Example:

41. He is <u>going</u> <u>to have</u> <u>taken.</u>

      Present   future   past
The tense form of this sentence is **past in future in present**. In the view of Halliday up to <u>quinary tenses</u> (such as will have been going to have been taking, **present in past in future in past**) are admissible in English. But some tense combinations how ever are not allowed in

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English. For instance, there is no **future in future in present** and such sentences are considered as ungrammatical. Example:

*42. Hari is <u>going to be</u>   <u>going to be</u>   <u>to cook dinner</u> (un grammatical)
         Future   future   present

For this Halliday points out certain rules as:

a) The present can occur only at the end of the tense sequence (as a beginning or final device)

b) Except in the last and penultimate place, the same tense cannot occur in two consecutive positions.

c) The future can occur only once, apart from the last postion.

Halliday presents three distinct systems of tense in English.

Tense system I: finite   -- 36 tenses

Tense System II: Sequent   -- 24 tenses

Tense systemIII: non-finite/modalised --12 tenses

Tense system I is presented in the following manner.

Tense system—I

The tense system—I, is illustrated by building up clasuses with associated time expressions.

1) I song   --   past
2) I sing   --   present
3) I will sing   --   future
4) I had sung   --   past in past
5) I have sung   --   past in presence
6) I will have sung   --   past in future
7) I was singing   --   present in past
8) I am singing   --   present in present

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9) I will be singing   --   present in future

10) I was going to sing   --   future in past

11) I am going to sing   --   future in present

12) I will be going to sing   --   future in future

13) I was going to have sung   --   past in future in past

14) I am going to have sung   --   past in future in future

15) I will going to have sung   --   past in future in future

16) I had been singing   --   present in past in present

17) I have been singing   --   present in past in future

18) I will have been singing   --   present in past in future

19) I was going to be singing   --   present in future in past

20) I am going to be singing   --   present in future in present

21) I will be going to be singing   --   present in future in future

22) I had been going to sing   --   future in past in past

23) I have been going to sing   --   future in past in present

24) I will have been going to have sung   --   future in past in future

25) I had been going to have sung   --   past in future in past in present

26) I have been going to have sung   --   past in future in past in present

27) I will have been going to have taken   --   past in future in past in future

28) I was going to have been singing   --   present in past in future in past

29) I am going to have been singing   --   present in past in future in past

30) I will be going to be singing   --   present in past in future in future

31) I had been going to be singing   --   present in future in past in past

32) I have been going to be singing   --   present in future in past in present

33) I will have been going to be singing   --   present in future in past in future.

34) I had been going to have been singing   --   pre.in past in future in past in past

35) I have been going to have been singing   --   pre.in past in future in past in past

36) I will have been going to have been singing   -   pre.in past in full. In past in fut.

Thus tense system –I, has 36forms of tenses according to Halliday.

Tense system II, is neutralized as past, past in present and past in past. For example:

1) He arrived yesterday

2) He has arrived just now.

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3) He had arrived before that.

4) They said he had arrived just then.

5) They said he had arrived before that

All these sentences are represented as past in past. Since there are six such groups, system II has 12 fewer tenses than system I.

System III has non- finite form where as system II is a finite one using the clause having arrived, system III represents 12 forms.

For example:

a) **Non-finite**

1. Having arrived yesterday, she shared her experience.

2. Having arrived just now, she shared her experience.

3. Having arrived before that, she talked about her trip.

b) **Modalised**

1. She must have arrived yesterday.

2. She must have arrived just now.

3. She must have arrived before that

c) **Non- finite**

1. Being about to arrive tomorrow.

2. Being about to arrive just now.

3. Being about to arrive after that

d) **Modalised**

1. She must be going to arrive tomorrow

2. She must be going to arrive just now.
3. She must be going to arrive after that.

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In system-III past, past in present and past in past are all represented by past. In the same way, future in present and future in future are all represented by future. So, the total number of tenses in system III is twelve (12).

The Halliday represents different tense systems and he doesn't speak about aspect in English.

3.3V. Prakasam(1970 and 2004)

Prakasam defines tense referring to the concept of Crystal (1980) and brings out his own functional views on tense and aspect. Tense is defined as "a category used in the grammatical description of verbs (along with aspect and mood), referring primarily to the way the grammar marks the time at which the action denoted by the verb took place" (Crystal, 1980: 352) Aspect is defined as "a category in grammatical description of verbs (along with tense and mood), referring primarily to the way the grimmer marks the duration or type of activity denoted by the verb" (ibid: 34)

Here 'tense' is referred as categorization of the relationship between the time o speech and the time of the 'processes'.' Aspect' refers to the state of the process completed (perfective), not completed (non-perfective). One needs to look at time per se. can it ever be 'present', i.e 'now',('now' is the moment of speech), hence one can establish or talk of 'before now' for the past, and the future as 'after now' and the present as 'during now' but not 'now'. Adding to this point, one needs to distinguish between the auxiliary or 'modal' colour of 'tense' and the internal or inflexional expression of tense. 'Be' and "Have' are the only English verbs which can really refer to 'now' or 'during now'. Example:

43. He is a doctor.

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44. He <u>has</u> two daughters.

No other verb in English can refer to the 'now' of time correlation (tense).

The sentences,

45. He teaches at the University.

46. He taught at the University

do not really refer to any time correlation. The sentence (45) refers to the profession of 'He' which is "not yet over". The other sentence (46) shows that his teaching at the university is 'over'. It is not about 'when' the sentences are talking about but the 'state' of the process that is being talked about.

If so, Praksam argues against bringing in the category of tense in this regard. In this context, he talks about aspect as follows:

teaches   --   non perfect (not yet completed)

taught   --   perfect (completed)

The other important point that he brings out here is the distinction of finite and non-finite verbs. Example:

Aspect	Finite	Non- finite
Perfective	did took built	done taken built
Non Perfective	do(es) take(s) build(s)	Doing (to) do (inf) taking building

Table: 4 Perfective and non-Perfective aspects:

The main point being made here is that verbs, except **'be'** and **'have'**, express only aspect. **'Be'** and **'have'** carry **tense** while in colligation with the main verbs carrying aspect. For example:

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(47) He <u>pained</u> the door.

expresses the fact that the job of painting is 'over' or completed. On the other hand,

(48) He <u>has painted</u> the door.

refers to the completion of action as relevant to the present. The structure 'has painted' shown here is different from the traditional representation.

Pre+have-en+point –(traditional)

Pre+ have+painted – (here)(perf.Nonf)

Here 'painted' is 'perfective' and 'has' is 'present' (III person singular).

Look at the following sentences

(49) Did you see Taj Mahal?

(50) Have you seen Taj Mahal?

Sentence (49) is referring to 'seeing' per se and sentence (50) is referring to seeing in the present. The sentence (50) will be relevant to a situation where the addressee is talking of his visit to Agra. Sentence (49) may come up when someone is talking about Taj Mahal and asks the addressee whether he ever saw it.

Sentences (49) and (50) shows that 'have' is the tense carrier when the main verb is in the perfective- finite (did see) or non-finite (seen).

On the other hand, if 'be' is used as tense carrier with the perfective form of the verb, the sentence construction will be passive. If non-perfective is used with 'be' then it gives a progressive construction. Example:

51. He <u>is painting</u> the door.

52. He <u>was painting</u> the door.

53. The door <u>is painted</u> by her.

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54. The door <u>was painted</u> by her.

In (53) and (54) 'be' is passive marker in colligation with the nonfinite perfective form of a verb. When a verb is in 'perfective' it takes an adjunct expressing specific time, but if the verb is already marked for tense it doesn't take a specific temporal adjunct.

55. Did you see her on Monday?

    Is acceptable where as

56. Have you seen him on Monday?

      is not.

 because, one cannot use 'perfective' form where the 'presentness' of perfectness is meant.

57. Did you see Mr.Rahu?

58. Have you seen Mr. Rahu?

When 'aspect' and 'tense' are marked more than once, then we get he complex cases. For example:

59. Rahu <u>has been painting</u> it for a week now.

60. This Flyover <u>has been being built</u> for the last five years.

'has been painting' and 'has been built' are complex verbal groups and are semantically

reflecting several simple groups;

61. i) has painted + is painting =preperfective +present progressive
    ii) has + -en + be + painting =present nf.perf   pre nf. Non-perfective
   iii) has   been   painting

        Present   perfective   progressive

 Here a part of the painting has been completed in pas and the rest is being painted now.

The verbal group in (60) is more complex.

62. (i) has built   + is building   +is built
    Pre.perfect   Progressive   pre.passive

    (i)   Has+-en   +he –ing   +be built

    (ii)   Has been being built

Here the Flyover is built in parts. The construction work is going on. The builders have completed building it in parts. The verbal group here reflects the complexity of the work process. The 'passive' seems to 'subsume' the 'active' activity of building. What is shown here in (61) and (62) is what one can call <u>Syntactic Sandhi</u> where,

    (i)   The main verb gets deleted except in the last unit and

    (ii)   The aspect marker gets appended to the next tense carrier.

Complex situations are reflected in complex verbalization. Telescoping takes place as part of 'non repetitive' and 'time saving' activity.

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Chapter - 4

Summation: Research Findings and

Futuristic View Points

4.0 Introduction

This chapter begins with a discussion on the procedure followed to conduct the study. The researcher taught the students the general concept of tense and aspect first and then the concepts of Halliday. Comrie and Prakasam through various examples: at the end of each session a group discussion was followed that helped the learners to understand the grammar aspect easily. Finally a test was administered to here in a descriptive nature. The pedagogical significance of the study, limitations of the study, scope of the study and an over view of the study entitled 'Tense and Aspect: A Pedagogical Linguistic Study are also presented in this chapter.

4.1 Procedure for Data Analysis

In the present study, the data is collected purely from students' response and it presented in a descriptive manner because the students find it difficult to respond to the question that are given in English. As they are from regional background most of them expressed their understanding of the concept taught in their mother tongue (Telugu). For this very reason the researcher taught the concepts using bilingual method and the data presentation is descriptive. The researcher, the questionnaire, classroom observation, group and pair based tasks and an end-test are the tools that are used in order to collect the data.

4.2 Teaching Strategies

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In order to arrive at the suitable strategies for teaching tense and aspect of Halliday, Prakasam and Comrie the researcher divided the teaching into four stages. From the active interaction with the learners, it was found that the following strategies would be useful for these learners who are from regional background.

(a) Teaching through various examples
(b) Group discussions and pair based tasks

(c) Motivating them to use it in situations and conversations

(d) Teaching through bilingual method.

These strategies have been used to teach the tenses and aspects for English. These strategies proved to be quite useful and served the purpose of teaching tense and aspect. Now let's look at the teaching procedures in detail.

The concept of Halliday, Comrie and Prakasam on tense and aspect was taught to a group of 30 students for a week and their understanding of these concepts were studied. The selected students were from the regional medium within the age group of 17-18 years. The teaching was divided into four stages. The first two days the ideas of Comrie was taught and the following two days involved the teaching of the concept of Prakasam and the next two days the ideas of Halliday. At the end of the teaching, a questionnaire was administered to 30 learners to test their understanding.

The class started with a motivation session asking a few questions on tense and aspect such as:

1. What is tense?

2. What are the basic tenses in English?

3. How tense is related to time?

4. What is your understanding about aspect?

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Only a few of the students responded to all the questions. Most of the students were familiar with the basic tense in English: Past, Present, and Future. But they had very little knowledge of the term 'aspect'. However, after eliciting some ideas from them the basic three tenses and their other forms were taught. For example:

1. Tom works hard   (Present tense)

2. Tom worked hard   (past tense)

3. Tom will work hard   (Future tense)

Here these tenses indicate the time of the action that take place in the present past and future. Each tense is again divided into four forms as:

(a) Present tense

(a) I take   (Simp. Pre. Ten)
(b) I am taking   (Pre. Cont.)
(c) I have taken   (Pre. Perf.)
(d) I have been taking   (Pre. Perf. Cont. Ten)

(b) Past tense

(a) I took   (Simp. past)
(b) I was taking   (Past. Cont)
(c) I had taken   (Past Perf.)
(d) I had been taking   (Past Perf.Cont.)

(c) Future tense

(a) I shall take   (Simple Future)
(b) I shall be taking   (Future Cont.)
(c) I shall have taken   (Future Perf.)
(d) I shall have been taking   (Future Perf. Cont.)

After teaching these basic tense forms, the concept of Comrie was taught through various examples such as:

1. Praveena worked for eleven hours yesterday (Past)

2. Praveena feels terribly hot now (Present)

3. Praveena will come tomorrow (Future)

In (1),(2),(3), the verbal forms –ed,-s, and will represent different times, i.e. the universe time: past, present and future.

Look at the following sentences:

4a) When walking down the road I often meet Raju.

4b) When walking down the road I often met Raju.

The above constructions show that 'meet' and 'met' relate the universe time to the moment of speech and Comrie terms it as Absolute tense.

Look at the following sentences:

5a) Having met Raju I don't need to see him again

5b) Gaving met Raju I don't need to see him again

The above sentences show that it relates the universe time to the time of some other situation and Comrie calls it Relative Tense. Thus, Comrie examined tenses with absolute time reference, where a situation is located at, before or after the present moment: and relative tenses, where a situation is located at, before or after a reference point given by the context. (Comrie, 1985:64-65)

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Few of the students respond well to teaching of this concept. They find it difficult to understand the idea of aspect such as imperfective and perfective. Yet, few of the learners grasped the meaning of 'aspect' when it is explained through various examples as:

5. Mary was studying when I entered.

In (6), there are two verbal sequences: was studying and entered. Both of them express the same kind of universe time, i.e. past. But what make them different are their variant representations of the event time. The first verbal sequence (was studying) refers neither to the beginning nor to the end of the situation- Mary's studying, but to its internal portion, i.e. her studying is in progress. The verbal form which can convey this meaning related to the event time is said to have imperfective meaning. If a language has a distinctive verbal form to express this meaning it is called imperfective aspect. The second verbal sequence (entered), the situations is presented as a single whole, and all its successive phases of entry- beginning, middle and end merged into one. If a language has a verbal form marked to express this kind of perfective meaning, it is called perfective aspect. Aspects thus express the time distinctions contained within a situation.

The next two days the ideas of Halliday on tense were taught through various examples such as:

7. She has been reading

Here in (7), the verbal group has been reading presents event time, experiential time and speech time. The event is reading, the verbs 'have' expressed the experience in the past and the speech time is in the present. Here Halliday gives a logical tense form to the sentence as; present in past in present. In (7), 'present' expressed by the –s in has, 'past' expressed by the verb 'have' plus the –en been and 'present' expressed by the verb be plus the –ing in reading. In this view to choose the tense form of a sentence, one must not only know the

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relation between the times of the events described in the sentence, but also the relation between the event time and reference time. Here Halliday does not speak about aspect.

The students find it difficult to grasp the ideas of Halliday. They expressed that his analysis is confusing and beyond their level of understanding. A further effort may help the learners to understand the concept better.

The following two days the concept of Prakasam on tense and aspect was taught through a number of examples such as:

8. He is a lawyer.

9. He has two houses.

The above sentences (8),(9) refer to the time' now' or 'during now'. He assumes that 'Be' and 'Have' are the only English verbs which can refer to 'now' or 'during now'. No other verb in English can refer to the "now' of time correlation (tense). Look at the following sentences;

10. She works in the bank.

11. She worked in the bank.

The sentences (10), refers to the profession of 'she' which is not 'over'. The sentence (11) shows that her service is 'over'. Here the state of the process is being talked about. Thus, the verb 'works' in (10) is not completed and the verb 'worked' in (11) is completed. Here Prakasam brings out the concept of perfect and non perfect aspects in English. For example, in (10), works – non perfect (not yet completed).

And in (11), worked-perfect (completed).

Verbs except 'be' and 'have' express only aspect. And 'be 'and 'have' carry tense. In this context, Prakasam speaks about finite and non finite verbs, non finite perfective and non finite non perfective verbs. For example:

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	Perfect	**Non-perfect**
fn.	Went	Go(es)
nf.	Gone	Going

Table: 5 Verb Forms

Here the finite verb **went** shows the action completed and the non finite verb refers to the action that is not completed. For example:

12. He went home   (fn.Perf)

13. He goes   (fn.Non perfect)

14. He has gone   (nf. Perfect)

15. He is going   (nf.Non perfect)

The students responded well and participated actively in the class. They expressed that the ideas of Prakasam on tense and aspect are rather simple and clear. The learners were asked to express their understanding of the concepts taught through group discussions. The draw back of the learners is that their mind is attuned to traditional method of learning grammar rules rather than using it in the situational context. They expressed their difficulty to use this knowledge for communication purpose. The students need more exposure to English language use. How ever they expressed their interest for further learning in this area. Hence a further research on this area is essential.

4.3 Test and Findings of the Study

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After one week of teaching of the three concepts of "Tense and Aspect", the learners were a test to assess the degree of their learning. This test covered all the items that have been taught to the learners during the time span of one week. The learners were given one day to prepare for the test. It was found that the performance of the learners in the test was far from being satisfactory. Because some of them did not attempt all the questions as they found it difficult to express in English language. The nature of the test was very simple with only six questions, testing learners' understanding of the three concepts. The test consisted of five objective type questions and one question was descriptive type. However, the conducted study is very elementary and it can be considered as a pilot study. The following are the six questions administered for the test;

1. Identify the following underlined verbal groups and write what tense they are in.
   a. Ramu has come back.
   b. I missed my flight.
   c. He has lived in London
   d. They had been in business all their lives.
   e. Hari will have written.
   f. Robbin wrote a letter.'
   g. Robin had written.
   h. Have you ever visited Indonesia?
   i. He was president for ten years.
   j. How long have you been living here?

2. Comrie speaks about Absolute and Relative tense. (True or False)

3. Halliday explains both tense and Aspect (True or False)

4. Prakasam brings out the distinction between finite and nonfinite verbs relation to tense and aspect (True or False)

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5. Explain any one of the concepts based on your understanding with two examples.

6. Whose concepts, did you understand the most?
      a) Halliday   b) Comrie   c) Prakasam

From the above questionnaire the following findings emerged.

For the first question, 18 students identified the tenses of the given sentences following the concepts of Prakasam, 9 students marked the tenses according to the ideas of Comrie and 3 students marked the tenses following the views of Halliday. To the second, third and fourth questions, most of the students responded correctly. To the fifth question, 12 students explained the concept of Prakasam with examples, 7 students explained the concept of Comrie with examples and 2 students explained the idea of Halliday and 9 students did not respond to the question. For this question the learners couldn't give a satisfactory answer as many couldn't express their views in English and some of them used their mother tongue. For the final question, out of 30 students 17 of them wrote that Prakasam's concept is more comprehensible and easy to grasp the meaning of tense and aspect, 11 students expressed that Comrie's concept is more comprehensible and 2 students were interested in Halliday's concept. The following are the findings of the study.

(a) Students grasped the concept of Prakasam easily and luscidly

(b) Students find it difficult to comprehend the views of Halliday.

(c) Students understood the concept of Comrie but it is not so clear

(d) Students find it difficult to express in English

(e) They do not apply this learning in communication

(f) Students are good at listening and interacting

(g) Students need a lot of help and motivation

(h) Students performed better in group activities than individual tasks.

(i) Students' poor socio-economic background has a lot of negative impact on their learning.

4.4 Implication for the Teachers

The teachers may focus their attention on teaching the views of tense and aspect taking into consideration the students level of understanding using different modern techniques,

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The teacher may motivate learners and make classroom teaching as interesting as possible in order to make the learning easy. The classroom teaching may provide a room for the learners to use the grammar elements in real situations which may enable the learners to use their theoretical knowledge for communication purpose.

4.5 Pedagogical Significance of the study

Chapter II and III present the analysis of different writers on Tense and Aspect system in English. Particularly,the functional analysis of **tense and aspects** of Comrie, Halliday and Prakasm. The test administered to the learners and the students' response showed that the learners grasped the ideas of Prakasam more easily than the concept of Halliday and Comrie. Thus the study gives an insight into the following aspects;

(a) Teachers need to be aware of the learners' level of understanding and implement in the teaching of tense and aspect which is more insightful to the letters.

(b) Teachers may adopt new methods of teaching to avoid the learning difficulty of the students.

(c) Various examples and group discussions and pair based tasks can be used in the classroom teaching.

(d) Teachers may communicate with the learners in English and if it is really necessary the teacher may use bilingual method for teaching.

4.6 Limitations of the Study

The following are the limitations of the study.

a) The study has attempted to study only the concepts of Halliday, Comrie and Prakasam.

b) The study has concentrated on the teaching of only the tense and aspect of English. As a result, not much attention has been paid to other aspects of grammar.

c) This study takes into consideration only the 30 degree students who are from regional medium.

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d) The nature of the test has been very rudimentary and this can be considered only as pilot study.

e) The teaching sessions are limited to a period of one week and the nature of the test was very simple with six questions covering the items that have taught. Hence further research and an elaborate exploration of the three concepts and more teaching sessions may make the study more concrete.

4.7 Scope of the Study

Further research could be carried out to assess the present analysis on tense and aspect which may enable the learners to comprehend the concept of tense and aspect more insightfully. A similar study can be taken up for the second language learners at school and intermediate level students to enable them understand the concept of tense and aspect as it is the basic knowledge for the communication.

4.8 Overview of the study

The present study entitle, **Tense and Aspect: A Pedagogical Linguistic Study** has been undertaken with a view to teaching tense and aspect more clearly to the learners at degree level as tense and aspect are basic to the use of English. The inspiration to take up this study has emerged from the researcher's personal teaching experience as she found it difficult to teach the students traditional rules of tense and aspect.

The study has attempted to enhance our knowledge of tense and aspect in English. Details of different tenses and aspects have been presented in chapter II and III. These are presented from different view points. The work of Quirk et al, Huddleston and Pullum, Zandvoort, Leech and Svartvik, Halliday, Comire and Prakasam gives us a very comprehensive picture of the English verbal group from the two crucial angles of 'time' and the 'state' of process.

The teaching of three specific variant view points has added to our knowledge of students needs. Students need precise picture of a given grammatical category and a clear presentation of the same. Once the basics are comprehended clearly, it will be easier for the

teacher to take the students to more difficult and complex categories. The morphological, semantic and discourse aspects of a category can make the students grasp the ideas analytically and later synthesize them for their cognition and storage.

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