

A Comparative Study on Sri Lankan University Students' Ability to Learn Tenses of English Language

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Abstract:- English language has turned out to be such a crucial aspect of higher education, as it has become a global language to teach numerous subjects at the university level. It could understandably have a major impact on the education in a country like Sri Lanka, which includes very few native speakers of English. However, one of the issues faced by university students in Sri Lanka is not being able to understand English tenses. Hence, this study attempts to investigate student's ability to learn English tenses. A case study was put in place to analyze the data collected through cluster sampling from three government universities of Sri Lanka, and it was discovered that most of the students struggle to understand the past tense while they tend to produce reasonably better sentences in present and future tense. Another notable finding was the students' lack of knowledge on verb forms, which is instrumental in mastering past tense. Students also seem to find ways to produce accurate future tense sentences using the helping verbs 'will' or 'would' along with the base form of verbs. The study has provided sufficient evidence to conclude that it is necessary to focus more on the past tense in comparison to present tense and future tense in order to improve the English writing skills of university students in Sri Lanka.

Keywords: English Tenses, Present Tense, Past Tense, Future Tense, University Students of Sri Lanka

I. INTRODUCTION

A proper understanding of tenses is the key to mastering any language. Hence, the tenses have become a major component in English language learning and that is one of the reasons why tenses have been given a considerable attention at school. Usually, the best students from schools enter the university and after 13 years of learning English, they are expected to be fluent in this language, which has unfortunately not been the case. The lack of English knowledge within university students has been a major issue in most of the government universities. The manner in which the university students use English during spoken activities in particular indicates how they are struggling with the tenses, but the performance during a spoken activity could be influenced by factors such as anxiety, poor presentation skills and lack of communication skills in addition to knowledge in tenses. However, it is very clear that during a written activity there is virtually no chance of presentation skills and communication skills influencing the outcome, so it is thought

that writing tasks could be considered as the best method of evaluating student's competency in tenses. Therefore, the prime objective of this study was to investigate the Sri Lankan university students' ability to learn tenses in English language.

II. LITERATURE REVIEW

An error analysis carried out by Cristina Rosado Romero and Carmen Gloria Garrido in the Universidad San Sebastián in Chile on the students' understanding of the twelve aspects of English language through a translation method has revealed that present perfect progressive has seen the highest frequency of errors. "A group of forty-eight native speakers of Spanish studying to become EFL teachers at Universidad San Sebastián participated in this study. All participants were first year students who had studied English tenses and aspects for a year in their English and Grammar. A translation into English of the letter written in Spanish was prepared and those sentences containing tenses studied in class which differed from the reconstructed version were identified."

The research has indicated that the "wrong choice of aspect is the main type of covert error. Present perfect progressive and present progressive show a high frequency of this type of error. From a pedagogical perspective, these results suggest that it would be helpful to implement remedial tasks to raise students' awareness of the importance of aspect to convey meaning. Utterances containing past perfect and simple future also showed a high frequency of covert errors, but the problem was not the wrong choice of aspect but the wrong choice of tense. To overcome problems using past perfect, we suggest that teachers use exercises that contrast the use of present perfect and past perfect since students seemed to over generalize the use of present perfect. Finally, some contrastive analysis between English and Spanish could help students internalize the use of simple future in English".

Dorothy V. M. Bishop in a research conducted in 2013 based on the problems faced by children when learning tenses, has revealed that "past two decades confirms that tense marking is often an area of particular difficulty."

III. METHODOLOGY

As the study attempted to explore the Sri Lankan university students' ability to understand tenses in English language, it

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Action Research Craig A. Mertler, 2009 *Action Research* Second Edition introduces practicing teachers to the process of conducting classroom based action research The book s practicality stems from its focus on research methods and procedures that teachers can use with their everyday instructional practices and classroom activities Detailed practical information is included for teachers as they design and conduct applied classroom based research projects Features and Benefits Action Research Portraits 3 portraits in each chapter These portraits show how teachers and other educators can actually conduct action research in order to address their own specific local level problems Lists of online resources updated The comprehensive lists are comprised of Web sites that readers can pursue for additional related information Discussion of rigor in action research new This discussion communicates to the reader how to maintain the high level of rigor and validity in action research Writing Up Action Research Special sections titled Writing Up Action Research are included in Chapters 3 through 8 These sections provide annotated excerpts from published or otherwise disseminated action research reports highlighting specific concepts presented in each particular chapter

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