

UNIVERSITY OF CAPE COAST

PROGRESSIVE ASPECT IN GHANAIAN AND BRITISH ENGLISH

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BY

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and Legal Studies, University of Cape Coast, in partial fulfilment of the  
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Language

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## DECLARATION

### Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ..... Date.....

Name:.....

### Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature.....Date.....

Name: .....

Co-supervisor's Signature.....Date.....

Name: .....

## ABSTRACT

This study gave primary attention to the provision of additional support to Ghanaian English as a legitimate and viable variety of English through the use of progressive aspect, especially in comparison with British English. The study was guided by three objectives which were to explore the use of the progressive aspect in Ghanaian English, ascertain the validity and variability of Ghanaian English through the use of the progressive aspect as well as to determine the similarities and differences that there are between Ghanaian English and British English. The explanatory sequential mixed methodology was adopted for the study with ICE-GH and ICE-BrE being the major sources of data. AntConc v3.4.3 software was used for corpus analysis. In view of the findings, it was seen that GhE is a legitimate and standard variety of English since there are several similarities in the use of progressive aspects in BrE such as the use of explanatory or interpretative progressives and the use of the infinitive and stative verbs and conversational progressives. Also, in view of the several instances of extended usage and shift in the concept of the progressive aspect in GhE and BrE, it stands to reason, therefore, to state that the differences between GhE and BrE in the use of the progressive aspects are not deviations or an error, rather, an innovative and integrative effort to extend the use of the progressive to fulfil certain communicative functions as is attested in other varieties of English including IndE, NigE, AusE and AmE.

**KEY WORDS**

Aspect

British English

Ghanaian English

ICE-GB

ICE-GH

Progressive

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**DEDICATION**

To my late beloved sister, Grace Emefa Donkor

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## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The spread of English as a global language is the key development for the emergence of English as the dominant international language of academic, economic and scientific publications (Ferguson, 2007). A language achieves a genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003). English as a foreign language and a major European lingua franca has now spread into most European as well as Non-European countries as a language of university teaching, alongside the national official languages. It has over the past two or three decades come to occupy a singular position among languages. It is today a world language; the language people use whenever they wish to communicate with others outside their own linguistic community. English has become the lingua franca of the global network and it is desired for oral and written communication across national frontiers (Hjarvard, 2009). Johnson (2009) also posits that English is everywhere and that 380 million people speak it as their first language and perhaps two-thirds as many again as their second and that billion people are learning it, and about a third of the world's population are in some sense exposed to it and by 2050, it is predicted, half the world will be more or less proficient in it. It is the language of globalization of international business, politics and diplomacy. It is the language of computers and the Internet.

The English language has, over the years, developed from a language that sought to serve the communicative needs of a group of native speakers, to becoming an international language used to serve a more global need (Kachru,

1991; Jindapitak and Teo, 2013). Factors that have led to this user transformation of the English language include among others, the imperialistic nature of the British crown – as well as their American cousins – financial and economic clout of native speakers, and scientific innovation led by native speakers (Mesthrie & Bhatt, 2008). For this reason, English is now the world’s leading language, the main vehicle of international communication and in that role it is an essential and indeed an indispensable tool for international economy, diplomacy, science, and the media. (Schneider 2003).

The interaction between the English language and the indigenous languages, as well as the interaction between English and the new socio-cultural environment, has led to the emergence of new varieties of English. These varieties that have arisen as a result of the spread and this contact have stimulated interesting debates among linguists as to the status of English and its varieties in the world. That is, while some scholars consider them as deviant forms of Standard English language, others regard them as legitimate varieties in their own right (Owusu-Ansah, Inaugural Lecture, 2015 ).The terms that are mostly used to refer to new varieties are ‘New Englishes’ or ‘World Englishes’. Thus, after much debate over the existence of Englishes aside from the (traditional) native varieties of British English (BrE), American English (AmE) and Australian English (AusE), non-native varieties such as Indian English (IndE), Singaporean English (SingE) and Nigerian (NigE) have been gradually (and somewhat reluctantly) accepted as unique varieties of the English language; varieties with their own norms. Ghanaian English can be categorized as one such varieties.

New Englishes are developing varieties of English which have spread to many countries of the world mostly in postcolonial contexts especially in Asia and Africa. They are usually institutionalized as official languages which are used dominantly in formal and public domains. They are mostly products of language contact and tend to be nativised (they are characterized by the distinctive features of the indigenous languages eg; lexis and pronunciation (Schneider 2007). Hence nativisation has therefore received much attention among scholars of world Englishes to the extent that it has become full-fledged theoretical as well as conceptual framework. (Kachru,1996, Schneider, 2007).

It is no doubt that Ghanaian English is recognised as a developing variety of English in the discussion of New Englishes. Ghana is supposed to fall in the Outer Circle since she was once colonized by the British as postulated by Kachru in his Concentric Circle model classification of world Englishes. Although English co-exists with about 50 native languages in Ghana, it appears to be the most dominant language with about half of the country's population, showing some level of communicative competence in the language (Ngula, 2014).

The state of Ghanaian English (GhE) is a debate that has been raging since Sey's (1973) monograph on what he considered as educated Ghanaian English. What may be considered as Ghanaian English today may not be exactly as Sey envisioned. However, the existence of a distinctive GhE has not always been an accepted concept. Whereas some scholars totally disclaimed the existence of the variety by stating that anything other than the target BrE was a host of errors (eg Sey, 1973, Ahulu, 1994), others such as Owusu-Ansah



(2012), Wiredu (2012) and Huber (2004), have justified its existence and uniqueness in their works. Indeed, in an attempt to settle the argument of the existence of a distinctive GhE, Owusu-Ansah (2012) sets out to provide three proofs.

These proofs are based on the Ghanaian's consciousness that the variety of English he/she speaks is different from the variety spoken by other nationals, that Ghanaians have developed emotional attachment to the variety of English that is used in the country, and finally that the English that is predominantly used in Ghana has adapted itself to its new environment "showing both stability and systematic variation according to context" (Owusu-Ansah, 2012:2). Current thinking is that Ghanaian English is in variance to other varieties of English; what are needed are attempts to describe adequately the Ghanaian variety – 'standardize' the variety through codification (Wiredu, 2012; Ngula, 2012).

There have been various attempts at the description of Ghanaian English. The bulk of the research that was done in the early period of acceptance of the variety of English spoken in Ghana as being distinct was sociolinguistic in nature. Spencer (1971: vii), in his preface to *The English Language in West Africa*, declares, "No apology is needed for the emphasis throughout this volume on the social and cultural setting of English in West Africa. At this stage sociolinguistic elucidation must precede detailed descriptive work". Thus works like Boadi (1971) and Owusu-Ansah (1994) characterized Ghanaian English in its Ghanaian social context.

The movement to forward detailed descriptive work has been gradual. The phonology of GhE has been described in works such as Bobda (2000),

Huber (2004), and Appartaim (2012). Dako (2003), de Bruijn (2006), and Huber and Dako (2008) are examples of works in the morphology of GhE. Wiredu (2012) is one of the few studies that investigate the grammar of GhE by describing pronominalisation reference in the non-native variety.

There are, also, a number of studies that describe issues within the grammar-semantics (and somewhat pragmatic) interface (eg. Ngula, 2009; Ngula, 2012; Nartey & Yankson, 2014). Many discussions have also focused on the features that make English in Ghana uniquely Ghanaian in the context of nativisation.

As a variety of New Englishes, Ghanaian English can be divided into several regional sub-varieties that are influenced by the speakers' native languages. The Received Pronunciation (RP)/British English (BrE) is still the model or standard against which Ghanaian English is measured especially in schools and colleges.

As already stated, a number of empirical studies have described some characteristic structural features of Ghanaian English for example; a study conducted by Huber and Dako (2008) reveals that in Ghanaian English there is a nonstandard extension of the progressive, in particular its use with stative verbs. Although each variety differs from the others because of differences in context yet the varieties are similar, hence this structural characteristic of the English progressive aspect has been described as typical of many New Englishes, for example, Nigerian English, Black South African English and Indian South African English (Guts & Fuchs, 2013).

### Statement of the Problem

The state of Ghanaian English (GhE) is a debate that has been raging since Sey's (1973) monograph on what he considered as educated Ghanaian English. What may be considered as Ghanaian English today may not be exactly as Sey envisioned. However, the existence of a distinctive GhE has not always been an accepted concept. Whereas some scholars totally disclaimed the existence of the variety by stating that anything other than the target BrE was a host of errors (eg Sey, 1973, Ahulu, 1994), others such as Owusu-Ansah (2012), Wiredu (2012) and Huber (2004), have justified its existence and uniqueness in their works. In an attempt to settle the argument of the existence of a distinctive GhE, Owusu-Ansah (2012) sets out to provide three proofs.

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There have been various attempts at the description of Ghanaian English. For example, Spencer (1971: vii), in his preface to *The English Language in West Africa*, declares, "No apology is needed for the emphasis throughout this volume on the social and cultural setting of English in West

Africa. Also, Boadi (1971) and Owusu-Ansah (1994) characterized Ghanaian English in its Ghanaian social context. The movement to forward detailed descriptive work has been gradual. The phonology of GhE has been described in works such as Bobda (2000), Huber (2004), and Appartaim (2012). Dako (2003), de Bruijn (2006), and Huber and Dako (2008) are examples of works in the morphology of GhE. Wiredu (2012) is one of the few studies that investigate the grammar of GhE by describing pronominalisation reference in the non-native variety. There are, also, a number of studies that describe issues within the grammar-semantics (and somewhat pragmatic) interface (eg. Ngula, 2009; Ngula, 2012; Nartey & Yankson, 2014). Many discussions have also focused on the features that make English in Ghana uniquely Ghanaian in the context of nativisation.

Quite clearly, from the foregoing discussions, it can be realised that a number of empirical studies have described some characteristic structural features of Ghanaian English; and these studies span a wider linguistic spectrum. However, it appears from the gamut of studies as shown above that the description of the progressive aspect within the ambience of whether or not GhE is a standard variety seems to receive little attention from linguistic researchers. Therefore, there is the need to expand discussions and consolidate the debate as to whether or not GhE is a standard variety in its own right by given a considerable attention to the progressive aspect. Huber and Dako (2008) reveal that in Ghanaian English, there is a nonstandard extension of the progressive, in particular its use with stative verbs.

Increasingly, the perspective that new varieties are legitimate means of communication in their own right is gaining acceptance but the other

perspective that new varieties are errors still lingers on and the only way to put it to rest is to produce more empirical evidence of their use. The position of Owusu-Ansah warrants or makes it urgent to provide more empirical basis of the use of the progressive aspect to determine the validity and variability of Ghanaian English. It is against this backdrop that this study seeks to find out the use of the progressive aspect in Ghanaian English and British English.

### **Purpose of the Study**

The purpose of study was to explore the use of the progressive aspect in Ghanaian English. In doing so, I should perform normative comparison with one native variety of English, particularly, the British variety, to find out points of convergence and divergence. This would help to ascertain the validity and variability of the Ghanaian English through the use of the progressive aspect, and determine the aspectual system and extended uses to determine their validity. Specifically, the study sought to determine the similarities and differences that there are between GhE and BrE relating to the use of progressive aspect.

### **Research Questions**

The following questions guided the research in order to arrive at a successful achievement of the purpose

1. What systematic differences are discernible in Ghanaian English and British English regarding the overall frequency of occurrence of progressive constructions in GhE in respect of the various linguistic forms?

2. What systematic differences are discernible in Ghanaian English and British English regarding the frequency of occurrence of the progressive aspect in respect of the distinct stylistic variation between GhE and BrE?
3. What are the functions and aspectual uses of the progressive aspect in GhE and compared with BrE?

### **Significance of the Study**

The study is of particular importance because it seeks to deepen the description of Ghanaian English on the level of grammar pertaining to aspect in an on-going discussion of New Englishes. More so, it would serve as a reference material for future researchers with interest in Progressive aspect as well as Ghanaian English.

### **Delimitations**

Though the study falls within grammar, specifically aspect, the whole of aspect cannot be considered for the study. It is therefore necessary to limit the study to specific part of aspect to make the study easier and convenient for the researcher to conduct. The study is therefore limited to the uses of the progressive aspect particularly the form and function of the progressive aspect as they appear in Ghanaian English. Attention is not given to the development and process of acquisition of the progressive among Ghanaians. The study was also limited to Ghanaian English as captured in ICE Ghana corpus, and will not be extended to the collection of any fresh data.

### **Limitation**

This important study cannot be said to be devoid of some challenges. One major hurdle of this study is the kind of data that is to be analysed. The spoken component of the ICE could not be used because it is not annotated, therefore analysis and findings will be limited to the written ICE-GH.

### **Organization of the Study**

This research is made up of five chapters. The first chapter dwells on the introduction which includes a brief background about the research topic. It also talks about the statement of the problem, purpose of the study, the research questions, delimitation of the study and the significance or importance of the study to other researchers.

Chapter two reviews related literature. This is divided into three; theoretical, conceptual and empirical literature. These three lay emphasis on related issues on the research topic like the phenomenon of world Englishes/New Englishes, the progressive aspect and Ghanaian English and its related studies. Chapter three also dwells on the methodology which is divided into three main areas. These include the research design, data source and description and procedure of analysis.

Chapter four also expounds on the presentation, analysis and discussion of the data in reference to the literature. Chapter five finally summarizes the major findings, concludes and also offers suggestions based on the findings of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter aims at reviewing what various writers and researchers have written and done on the area of study in order to establish a strong conceptual, theoretical and empirical support for the study. The themes reviewed in this section deal with nativisation as a theoretical issue underpinning the existence of New Englishes, the concept of progressive aspect and empirical works conducted on GhE and Progressive Aspect in Postcolonial Englishes.

#### Approach to Literature Review

It goes without saying that language grows, and by implication its grammar is dynamic and continually changing so as to accommodate new sets of habits or patterns that enhance the ability of the speakers to freely communicate with each other (Biber and Conrad, 2010; Payne, 2011; Belli, 2018). It stands to reason, therefore, that since grammar is not prescriptive (absolute) then a thorough understanding of the nature of a language, in terms of its forms, words and governing rules require, a rather more descriptive, pragmatic and data-driven approach so as to figure out how the language is currently used both in written and spoken forms (Khojasteh and Reinders, 2013).

The above-mentioned endeavour provides linguists with up-to-date information about language forms and features, and most importantly, as Biber and Conrad (2010) stated, “the coverage of the most typical language features such as grammatical patterns and lexical words” (p. 48). For the purpose of



this study, progressive aspect, a salient language feature in English was thoroughly reviewed following a descriptive, pragmatic and data-driven approach. This approach helped the researcher review several concepts and views on progressive aspect to the end of highlighting various ways that the progressive has been used in different forms across varieties of English and to ascertain whether there is a shift in the use of progressives in both the frequency and manner of usage among educated Ghanaians (Kachru, 1990; Belli, 2018).

In conducting this review, the researcher argued that there has been a major shift in the concepts on progressive aspect especially in relation to stative verbs in native and selected non-native Englishes. The researcher also contended that there are substantive proofs that speaker of selected post-colonial varieties of English, in recent times, have increased the scope and frequency of progressive aspects tremendously.

The first argument regarding by the researcher is appropriate because notable linguists and grammarians have espoused the notion, in their groundbreaking works, that progressive aspect is not compatible with stative verbs (Quirk, Greenbaum, Leech, and Svartivik, 1972, 1985; Comrie, 1976; Biber, Johansson, Leech, Conrad and Finegan, 1999). The second contention by the researcher is also appropriate in view of the fact that non-native varieties of English are seen by some scholars and grammarians as illegitimate and sub-standard in comparison to the native English (Rushdie, 1991; Schramm, 2017). The two arguments are appropriate in providing adequate insight into unravelling the focus of the study.

## **Conceptual Review**

This section deals with the reviews of concepts in aspects and progressive aspect to give adequate grounds and support to the study as well as to solidify findings of this important study.

### **Aspect**

The concept of Aspect has been variously defined by linguists. For example, Quirk et al. (1985) see aspect as “a grammatical category which reflects the way in which the verb action is regarded or experienced with respect to time (p. 188). While Quirk et al. described aspect in terms of verb action in relation to time, Biber et al. (1999) underscore verb action to the nature of events or states by defining aspect as “considerations such as the completion or lack of completion of events or states described by a verb” (p. 460).

However, from his standpoint, Comrie (1976) considers aspect in relation to limited frame of time of a situation with particular attention to what happens within by stating: “aspects are different ways of viewing the internal temporal constituency of a situation” (p. 3). It is clear from these definitions that though aspect is closely related to tense, they are quite different, because the meaning of tense can be understood upon examination of the context (deitic) while the meaning of aspect is often independent of the context.

Additionally, while tense places emphasis on a particular situation of time (time of action) to other times (usually the time of speech), and thus focuses on the form of the verb as past or present, aspect focuses on the manner in which the verbal action is regarded as complete or still in progress (Quirk & Greenbaum, 1993; Biber et al., 1999). The difference between tense

and aspect is therefore seen in the fact that tense relates the reference time of a situation to the time of speech whereas aspects relates a situation to its internal characteristics (Comrie, 1976).

Basically, there are two types of aspect in English, namely: 1) grammatical aspect or viewpoint aspect and 2) lexical aspect or situation aspect (Aktionsart). According to Smith (1980) and Nordquist (2018), grammatical aspect entails the differences between the perfective and imperfective viewpoints that a speaker can take on an event, while lexical aspect entails the way in which the real-life event is arranged with primary focus on activities, achievements, accomplishment and states of affairs or occurrences. For the purpose of this study, attention is given to progressive aspect in view of the result of several studies, such as Huber and Dako (2008) that in Ghanaian English there is a nonstandard extension of the progressive, in particular, its use with stative verbs.

### **Progressive Aspect**

The Progressive aspect expresses the temporary action or the process which is in progress. The attention is focused on the duration perceived by the speaker. Therefore, progressiveness is the issue of the subjective interpretation of speaker mostly applicable to the past and future progressive aspect.

In her study, Munoz (2006) points out that there are two major types of morphologically marked viewpoint aspect in English: Perfective and Imperfective, which are represented by verb + d/ed/n/en and a form of 'be' + verb-*ing* respectively.

1. *Kofi has/had read*
2. *Kofi was reading*

From 1 and 2, it can be deduced that progressive aspect entails “the internal structure of a situation without any beginning and without any end”. Comrie (1976:3) claimed that progressives aspect often indicate situations of long duration (Comrie 1976: 3). Biber et al (1999: 470) describe the progressive aspect as an indication of progress or duration of some event or state in the limited time. As shown above, aspects can be combined with the tenses. The following examples show that even if the tenses are the same (present) the meaning can be changed by aspect:

3. *Tony plays the piano really well.*

4. *Tony is playing the piano really well.*

In the sentence (3) the meaning is that Tony can play really well but that is not something happening at the moment. It is only his ability. However, (4) indicates that we are listening to his playing right now and considering it to be good. However, the sentences can be interpreted differently, if transferred to the past. The past simple (5) shows the event as a whole. It describes what begun and was completed in the past. The progressive aspect in (6) indicates that, the *playing* took place in the past and lasted for a specific period of time (Quirk et al. 1985: 197).

5. *Tony played the piano really well.*

6. *Tony was playing the piano really well.*

Quirk et al., (1985) further differentiate three elements of progressive meaning and as they acknowledge “not all of which need be present in a given instance” (p. 199). The elements are as follows:

- i. The event has DURATION
- ii. The event has LIMITED duration

iii. The event is NOT NECESSARILY COMPLETE

The elements with the duration (i, ii) have the notion of temporariness. Due to its presence the ability of playing in the sentence (6) is considered to have a temporary and not a permanent state. It demonstrates (5) in which the event more likely occurs in a given period of time rather than being continuous. Quirk et al. (1985, 198) posited that verbs can be spread into three categories on the basis of three senses – state, event and habit. These three categories can adopt the progressive meaning stated above.

The event which has DURATION is typical for i) single events and limited duration ii) states and iii) habits. These situations are also described in more detail below to concretize what is the difference between the sentences with the progressive aspect and those without it. NOT NECESSARILY COMPLETE event is typical for the dynamic verbs which have the meaning of “conclusive”. When comparing (7) and (8) the main difference is that (7) expresses that the whole letter was written, whereas (8) has no indication that the letter was finished.

*7. I wrote a letter yesterday.*

*8. I was writing a letter yesterday.*

The classification of linguistic events with respect to whether they proceed to a natural and necessary end point, or not, is traceable to the time of Aristotle. According to Borer (2005) this sort of classification excites a considerable interest in linguistics today. Vendler (1957) tried to establish the range of possible event types and demonstrate how these classes interact with other aspects of the linguistic system. He thus classifies verbs into State, Activity, Achievement and Accomplishment.

States endure or persist over stretches of time and have no dynamics, no progressive forms as in *know, believe, have etc.* Activity has no culmination or anticipated result and is homogeneous for example, *push, drive, swim etc.* Achievement has beginning or the climax of an act as in *notice, reach, die etc.* Accomplishment has duration intrinsically as in *paint a picture, make a chair, draw a circle and others.* Kenny (1963) however combines Vendler's achievement and accomplishment into performances. Mourelatos (1981) unlike Kenny and Vendler classifies verbs as referring to real situations out there. He thus, classifies verbs into event (achievement and accomplishment), process and state.

Dowty (1979) modified Vendler's classifications based on verb's logical entailments, interactions with temporal modifiers, and interaction with tense. Essentially, Dowty improved Vendler's classification by defining 1) states as non-dynamic situations, 2) activities as open-ended processes, 3) achievements as near-instantaneous events, which he views as over as soon as they start, and 4) accomplishments as processes which have a natural endpoint. Dowty exemplifies his classification as follows:

STATES:

Be happy, understand, love, desire, believe, know and have

ACTIVITIES:

Walk, swim, drive a car, run, and push a cart

ACHIEVEMENTS:

Reach, find/lose, recognise, die, and spot/notice

ACCOMPLISHMENTS:

Recover from an illness, draw a circle, build a house, make a chair,  
deliver a sermon, and paint a picture,

Seeing verb classification from another perspective, Smith (1991) broadened aspectual classification. He claimed that there is another type of eventuality as far as verbs are concerned and this he labelled “semelfactives”. Smith contended that these form of eventuality are “conceptualized as instantaneous” (p. 29), and like achievements, they seem to be atelic. The concept of “instantaneous” or “punctual” is underscored by the fact that the event occur at X time. The following examples buttressed his point:

- i. Kofi kicked the ball
- ii. Bridget winked at 5 p.m.
- iii. Esi coughed at 8 p.m.

From examples (i, ii, and iii) above, Smith claimed that they are atelic, because, unlike achievements such as arrive or break the bottle, “they do not seem to bring about an explicit change of state” (p. 31). However, some authors and linguists (Downing & Locke, 2006; Aalston, 2003) contended that semelfactives should not be categorized as an independent class because even though Smith (1991) asserted that they are instantaneous or punctual, it has been noted that the same form of events could also be described as activities as illustrated below:

- i. Kofi kicked the ball for half an hour
- ii. Kofi was kicking the door

From (i, ii) above, activity-type entailment occur and these progressive

Activity entails corresponding simple past sentence in the earlier example (Kofi kicked the ball). One of the main features of activities is that it has non-homogeneous event parts. This feature is present in examples (i, ii), although in a minimal way, it underscores the fact that semelfactives does not have an independent feature classification since it is viewed by some linguists as activities in Vendler's aspectual classification.

Several linguists (Quirk et al., 1972, 1985; Comrie, 1976; Biber et al., 1999; Downing & Locke, 2006) held the view that stative (STATES) verbs such as *love*, *feel*, *want* and *understand* is incompatible with progressive aspect, because they viewed stative verbs as activities or situations that are not dynamic or continuous, rather, they exist or remain for an indefinite period of time. This conclusion was due to the view espoused by Comrie (1976) that progressive aspect is marked by the “combination of progressive meaning and non-stative meaning (p. 35).

However, the findings of recent studies (Anderwald, 2012; Habonova, 2014; Belli, 2018) based on descriptive, pragmatic and data-driven methodology, refute such incompatibility. For example, Chalker (1984) remarked: “we should speak of stative meaning or use, rather than stative verbs, since some of these verbs can be used with dynamic meaning in progressive tenses” (p. 94).

Other linguists such as Mair (2006) and Hermanova (2010) discovered that several native speakers of English used stative verbs with progressive for various reasons such as to mark emotional involvement, annoyance, attitude and urgency of an expression. Some of these authors (Comrie, 1976; Mair, 2006) claimed that such occurrence (stative verbs with progressive) are



ungrammatical, in fact, Mair asserted that it is “contextually-licensed rule-breaking” (p. 93) and Payne (2011:292) tagged such occurrences “logical contradiction” claiming that an event or occurrence cannot be both in progress and at the same time be static.

These views hold sway among prescriptive grammarians such as Mair, and Payne, however it was strongly opposed by descriptive grammarians. For example, Granath and Wherrity (2014) clearly demonstrated that actual use of progressive aspect among natives in recent times demonstrated that “virtually any verb can be viewed as ‘in process’ if the communicative need exists” (p. 13). Lending credence to this view, the findings of Hilbert and Krug (2012) revealed that the use of stative verbs with progressives is not a new phenomenon because language grows; hence its grammar also grows to fulfil communicative purposes.

The following segment of the review explicates what may have been responsible for the use of stative verbs with progressives and how such usage increases and extended the scope of progressive aspects in recent times among native and non-native speakers of English, this notion underpins the hypothesized view of the researcher.

### **Progressive Aspect – Shift in Concept**

In recent times, several studies, often Corpus-based (Habonova, 2014; Brato, 2017; Vranovska, 2017; Belli, 2018), authenticate Granath and Wherrity’s (2014) findings that the need to enhance communication or achieve certain communicative goals, catalyses the use of stative verbs with progressives among English speakers. For example, Ranta (2006) discovered that the progressive aspect is found to be more common in spoken than in

written language and there has been a major shift or extended use of progressives among native and non-native users of English (p. 100).

Adducing reason for such usage, Scheffer (1975) opined that apart from using it to fulfil certain communicative functions, it offers speakers the “latitude to convey subtle shades of meaning” (p. 110). Providing insight into *subtle shades of meaning*, Ranta (2006) and Phoa (2017) posited that it signifies the need to use progressive in affective-emotional situations and in an impressive stylistic manner. This motivation, according to Ranta and Phoa, has been driving the recent surge in the use of progressive aspect, because several speakers of English want to use English in an innovative or sensational way. This recent development in the use of progressives, according to Leech, Hundt, Mair, and Smith (2009:129-130), has made it possible for English speakers, whether native or non-native to use stative verbs with progressive in four major ways as enumerated below and this has shifted or extended the concept of progressive aspect in recent times:

- 1) Verbs involving perception and sensation such as *see, hear, smell* and *imagine*
- 2) Verbs involving cognition, emotion, and attitude such as *remember, forget, hope, think, want* and *feel*.
- 3) Verbs involving having and being such as *have, cost, be, rely* and *require*.
- 4) Verbs involving stance such as *live, lie* and *stand*.

Exemplifying the third (3) category of stative verbs above, the expression

9. Batman *is* silly

10. Batman *is being* silly

In (9), it could be seen that Batman was shown to be silly in general which imply perfective aspect with static meaning (be) since he is not doing anything at the moment in terms of behaving silly. However, (10) is dynamic and represent progressive aspect because *being* was introduced which is dynamic signifying Batman is at present acting silly. In consonance with Schubert (2002) and Kroeger (2005), the second sentence (10) is re-interpreted as an event with reference to Batman's behaviour (silly), hence the static meaning in (9) takes on dynamic meaning in (10) because it is used with the progressive aspect.

Leech et al. (2009) also showed that stative verbs can be used with progressive aspect to underscore intensity of emotion as shown below:

11. I've only had one bottle of Akpeteshie and already *I'm seeing* double.

In (11), though the speaker is not seeing double, he is imagining things, hence, in line with Comrie (1976) and Drackova (2011), the stative verb was used in the progressive aspect to establish the level, intensity and depth of feelings the speaker was experiencing thereby underscore the emotive effect of his action.

Stative verbs can also be used, on special occasions, in progressive aspect to show temporariness of a situation or an event as shown below:

12. Akoz *is liking* the tactical moves of the players this afternoon

In (12), it can be deduced that the stative verb like is used in the progressive aspect to underscore feelings of *liking* lasting for a specific time within a short duration (Biber et al., 1999; Kroeger, 2005; Leech et al., 2009).

Additionally, according to Drackova (2011), stative verbs can be used with the progressive aspect to indicate repetition of an event or habitual activity as shown below:

13. *Women have needs, that's what Agyapong used to say. Needs.*

*So have I, I used to say. But I don't think we were understanding each other*

From (13) it can be deduced that the stative verb *understand* is used with the progressive aspect to denote the habitual activity or emphasize repetition of the said activity occurring at a limited duration.

It is worth mentioning that despite the increase in the use of the progressive aspect with stative verbs, there are some stative verbs, according to Schubert (2002) and Downing and Locke (2006) that cannot be used with the progressive aspect. These stative verbs include *belong, contain, want, know, sound, and seem*. In view of the fact that in recent times some grammarians are discovering stative verbs that cannot be used with progressive aspect, it means further enquiry into the use of the progressive aspect may reveal other types of verbs that the use of the progressives is being extended or restricted because, according to Linguistic Society of America, English is changing, evolving and being domesticated by speakers (Birner, 2012).

In sum, the conceptual review has shown that there is a notable shift in the concept of progressive aspect especially in connection with stative verbs. More, importantly, the conceptual review has identified possible reasons for the concomitant increase in the use of progressive aspects, especially in the spoken form of the English language. In view of the aforementioned, it can be

safely concluded that there has been a major shift in the concepts on progressive aspect especially in relation to stative verbs in native and selected non-native English.

However, there are still contentions regarding the ‘native English concept’ where several studies use the native English as a measure for standard English implying that non-native varieties of English are sub-standard or imperfect approximation of native norm at best (Shirato, 2007; Genc, 2013; Mauko, 2014). Following Kachru’s ground-breaking work on New Englishes, there has been a move among scholars to see things differently considering the result emanating from data-driven studies focused on in-depth examination of salient features in non-native varieties of English (Owusu-Ansah, 1997; Jenkins, 2003; Brato, 2017).

#### Findings of th

e above mentioned studies, corpus-based, supported the view that L2 varieties of English are not illegitimate rather they are innovative means of achieving a wide range of communicative purposes. This gap in relation to the legitimacy of non-native varieties of English informs the next section of this review. This section also provides a platform for examining the second argument posed by the researcher in the introductory section of this review.

## **Theoretical Review**

### **Nativisation**

As indicated above, there are two perspectives of the description of non-native varieties of English: the perspective that new varieties are legitimate means of communication in their own right, and the perspective that

new varieties are errors, in this section I go by the former position and set out to argue my position with the theory of nativisation.

The classifications of new Englishes presupposes that those territories where English is used as an L2 variety (e.g. West Africa, India) have a different cultural background from that of the L1 speakers in the “Western world”. Terms like nativization, indigenization, contextualization and acculturation (Kachru, 1990) used in the description of these varieties attest to this difference. Because these linguistic adaptations are mainly induced by the cultural background of the L2 speakers, the sociolinguistic approach (which emphasizes the role of culture in the formation of new Englishes) has been widely used in the analysis of English in this context.

This approach situates L2 varieties of English within the socio-cultural context of their use. Its emphasis is on the functional uses and the adaptation required suiting the variety to the demands made on it. It is not merely concerned with formal aspects of language, but goes into cultural-based norms of appropriateness.

As far as non-native Englishes are concerned, this approach accepts them for what they are and not as ‘interference varieties’ (Quirk et al. 1985: 27–28) or imperfect approximations of native norms. This implies that ‘nativization’ processes are recognized and innovations in language and style are considered as indexical markers’ (Bamgbose 1997: 15). One outcome of the sociolinguistic approach to the study of new Englishes is the successful correlation between the rhetorical thought patterns of L2 speakers and the written texts they produce in English. A number of studies on writing across cultures have emphasized the socio-cultural and ethnographic factors in such

text structures (Kachru 1983a, 1987, 1992, 1996; Choi 1988; Clyne 1987; Hinds 1987).

The growth and spread of English across the globe has given rise to many new varieties of English outside its native domains. The new Englishes have evolved into varieties which serve a wide range of communicative purposes and have developed their own characteristics (Jenkins, 2003). With regard to the new varieties of English, Kachru (1997) establishes that the localized norms have distinctive linguistic, literary and cultural identity.

Speakers of non-native varieties are bilingual, having acquired English through the educational system (Bamgbose, 1997). With non-native varieties of English, the linguistic resources are creatively exploited by users to fashion out new forms of expression. Prator's (1968: 464) view on non-native varieties of English is worth stating here: "A second-language variety of English is a tongue caught up in a process that tends to transform it swiftly and quite predictably into an utterly dissimilar tongue." In Prator's opinion, a non-native variety of English should be regarded as a new type of English.

There is now a great deal of consensus among scholars of world Englishes that the English language has been undergoing complex processes of nativisation and acculturation in many colonial and post-colonial contexts, including, for example, former British colonies in Africa and Asia which have continued to use English after independence (Kachru, 1986, 1996). In multilingual countries such as Ghana, Nigeria, India and Singapore, just to mention a few, long term contact with English has resulted in nativisation and acculturation, "the processes of change that localized varieties of English have undergone by acquiring new linguistic and cultural identities" (Kachru, 1996:

138). It is these processes that have led to the establishment of such varieties as Ghanaian English, Nigerian English, Indian English and Singaporean English.

In these non-native varieties of English, the users have unavoidably appropriated and changed English to reflect their own situation and experiences; or to be more precise (as the process is still on-going) the users are unavoidably appropriating and changing English to reflect their own situation and experiences. An integral part of the processes of acculturation relates to the linguistic changes that occur at the levels of pronunciation, lexis, grammar, discourse styles and others.

Erling (2005) posits that English has acquired new names when it comes into contact with indigenous languages and cultures around the world. Thus, it is a myth to expect that when English is spoken by non-native speakers in a certain non-native context, it has to be pure English identical with the one spoken by a native speaker in England or America. In fact, English used in various non-native settings must be multiple Englishes because they are phonologically, grammatically, lexically and pragmatically influenced by local speakers' first language.

The influence of local languages is enormous and has left a permanent mark on non-native varieties of English in terms of code-mixing, code-switching, nativisation, register-shift, loan translations and so forth. What is needed is a concept of innovation which is a dynamic and systematic process involving not only language form but culturally determined as well as creative uses of English (Bamgbose, 1997).



The process of nativization, by which non-native varieties of English emerge, consists of innovations in language form and language use. Linguistic scholars perceive nativization in varied ways. For instance, Richard (1978) uses the concept in the sense of acquisition of native like features by a learner in a second or foreign language context. This perception implies a process by which learners become like native speakers in their use of a second language.

On the other hand, Owusu-Ansah (1997) views nativization as a process of linguistic change in which a foreign language becomes an integral part of the culture of a society which employs it as an additional language while it still maintains many features of the language as it is used by the native speakers. With this process, the foreign language in question loses some of its native-like characteristics. It acquires some features of the languages in the community in which it has been introduced.

Peter (1994) also supports the latter view on nativization. According to him, before a foreign language is integrated into a non-native culture, it loses some of its linguistic features. Kachru (1992) also perceives nativization in his own unique fashion. According to him, once English was adopted in a region, whether for science, technology, literature, prestige, elitism or modernization, it went through various incarnations that were partly linguistic and partly cultural. The incarnations were essentially caused by the new bilingual or multilingual settings, and by the new contexts in which English had to function.

Gyening's (1997) position on nativization is also worth noting. In his view, as English spreads to all parts of the world, it has become necessary for its non-native speakers to fashion out for themselves words for concepts which

are in their indigenous languages and cultures but which are absent from the English language and culture. Achebe (1972) also talks about nativization in his statement on the English Language. He argued: “the English language will be able to carry the weight of its African experience; but it will have to be a new kind of English which is still in communion with its ancestral home, yet altered to suit its new African surroundings.” He therefore lend credence to nativized varieties of English later categorised and termed “New Englishes” (Kachru, 1992; Graddol, 2006).

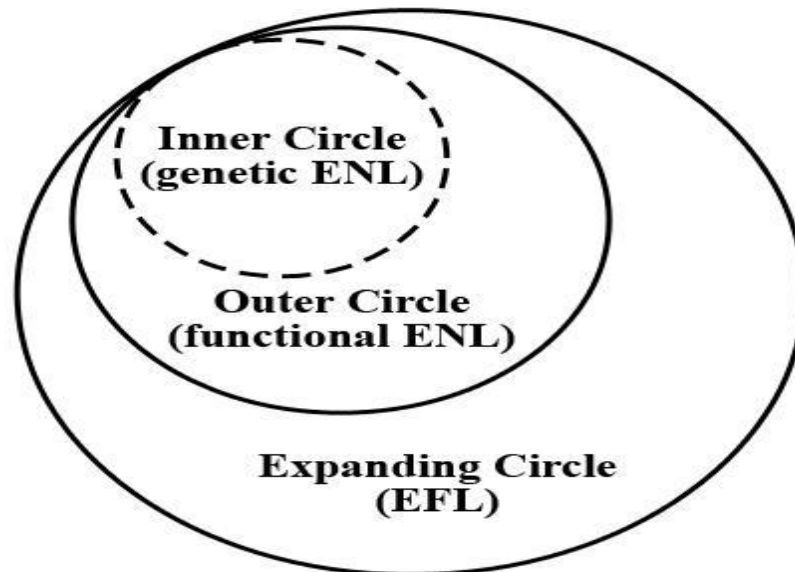
The present study focuses on nativization as a process by which a language, foreign to a community, acquires certain characteristics which were not originally present in the language as it is used by its native speakers. This nativization process which affects the foreign language, takes place at all levels of linguistic analysis such as pronunciation, meaning, grammar (morphology and syntax) and discourse and may help to distinguish the new variety so created from both native-speaker varieties and other non-native varieties. Nativization inevitably involves breaking native-speaker norms which define standard varieties.

The next section dwells on the models for classifying world Englishes, since such models focus on how a particular variety comes into existence, taking into consideration all the social and cultural factors that govern their usage. Schneider’s Dynamic model and Kachru’s Concentric circle model are reviewed since both models provide justifications that New Englishes are not mere errors but are valid and legitimate and develop as a result of the contact between native speakers and the new socio-cultural environment. Thus both

models attest to the fact that new varieties of Englishes came about as a result of colonial activities.

### Models of Classifying World Englishes

According to Kachru (1992), the spread of English can be categorized into three classical concentric circles: the Inner



**Figure 1: Kachru's three concentric circles of English**

**Source: Adapted from Yano (2001)**

Circle, the Outer Circle, and the Expanding Circle (see Figure 1). The three circles “represent the types of spread, the pattern of acquisition, and the functional allocation of English in diverse cultural contexts” (Kachru, 1992, p. 356).

These circles cut across different countries. The Inner Circle refers to countries where English was originally codified as a linguistic base and is primarily used as a mother tongue or native language (ENL) in every sphere of life. Countries lying in this circle include the United Kingdom, the United

States, Canada, Australia, New Zealand, and some of the Caribbean and Australasian territories.

However, in recent times, findings of several studies (Yano, 2001; Jenkins, 2009) show that inner circle would be better seen as the group of people who are highly proficient in English. By implication it means individuals from other countries different from those in the inner circle are able to “communicate well at an international level, not only at a local one” are included in the inner circle. As a result, it was indicated that speakers in the Inner Circle varieties around the world are estimated to be about 500 million (Yano, 2001).

Next on the circumference is the Outer Circle. English spoken in this circle is often described as English as a second language (ESL), which means that people use English alongside their mother tongue as a second language to officially communicate in several domains or carry out various institutionalized functions (Kirkpatrick, 2007). English used by people in this circle has a long history and developed from colonial periods (Kachru & Nelson, 2000).

The Outer Circle comprises countries like India, Malaysia, Singapore, The Philippines, Nigeria, etc. These countries were once colonized by either the British Empire or the United States (Kirkpatrick, 2007; Strevens, 1992).

Versions of English spoken by around 500 million in these countries are often referred to as ‘new Englishes’, ‘nativized Englishes’, ‘institutionalized Englishes’ or ‘indigenized Englishes’ (Bamgbose, 2001; Kachru, 1992).

The third and largest circle is called ‘the Expanding Circle’. Broadly speaking, this circle refers to the use of English as a foreign or additional language (EFL) in countries that do not have the history of colonization by any English native-speaking countries (Kachru, 1992). That is to say, English, in this circle, has no official role to function within domestic institutions (Jenkins, 2003b).

Countries like Thailand, China, Japan, the Russian Federation, Denmark or France are grouped in the Expanding Circle. Countries in this circle do not share the sense of colonial past that the outer-circle countries do. Kachru (2005) points out that they have gradually come under the influence of the English speaking West (USA and UK) in a wide variety of English using domains such as academia, business and commerce, higher education, media, and science and technology.

Regarding the number of English users in this circle, Crystal (1997) and Jenkins (2003b) maintain that it is difficult to estimate the exact number of current EFL users since much depends on how particular speakers are defined as competent language users. Jenkins (2003b, p. 15) further notes: “If we use the criterion of ‘reasonable competence’, then the number is likely to be around one billion”.

Kachru’s intention in portraying his concentric circles is to pull English users’ attention towards the existence of “multilinguistic identities, multiplicity of norms, both endocentric and exocentric, and distinct sociolinguistic histories” (Kachru, 1996, p. 135). From this classification of English, it can be realized that the spread of English has led to the pluralization or diversification of the language; it results in the birth of many

new varieties of English or ‘world Englishes’ which conceptualizes “the function of the language in diverse pluralistic context.” (Kachru, 1997, p. 67). These new-born Englishes that are systematically used in outer and some expanding-circle countries are different from native-speaker norms in terms of phonology, lexis, grammar, pragmatics and communication styles (Kachru, 2004; Kirkpatrick, 2007; McKay, 2002).

Kachru modifies his model by replacing the terms English as a native language (ENL), English as a second language (ESL) and English as a foreign language (EFL) with inner circle, outer circle and expanding circles respectively. By doing so, Kachru asserts that English is no longer the property of one country; it belongs to all who use it, especially in Outer Circle countries where new norms are rapidly emerging and achieving stability as a result of the on-going acculturation and nativisation processes taking place. In this regard, he argues that the norms and standards that guide usage should no longer be determined solely by Inner Circle/ENL varieties.

Besides, if English is to retain its capability of continual adjustments (especially in non-native contexts), it cannot be confined within native speaker standards, nor can native speakers dictate the norms according to which it should be used in all contexts. What is more, “the very fact that English is an international language means that no nation can have custody over it” (Widdowson, 1994: 385).

In many countries where English is used as a non-native variety, (especially in Outer Circle Countries where English has been in use for a relatively long period of time) the users of English have developed a strong

emotional attachment to the language, an indication that they feel they own English, and therefore think of it as one of their languages (Kachru, 1982).

Kachru's model has come under various criticisms lately. For instance, Canagarajah (2006) feels that there is the need to revise the model, given certain complexities it is unable to address. He maintains that in the current world where people have to "constantly shuttle between different varieties [of English] and communities, proficiency becomes complex" and "one needs the capacity to negotiate diverse varieties to facilitate communication" (p. 233).

These criticisms, while legitimate, may be seen more as isolated cases rather than as the situation with the majority and core members in each of the three circles. The model remains a useful classification of Englishes around the world.

### **The Effects of Kachru's 'Three Circles'**

#### **Model for Conceptualising World Englishes**

The pluralisation of English has led to the question of what model of accent of English should be taught in the classroom. When considering what accent of English should be used as learning and functional model, one broad consideration is whether it is native (NS) or non-native (NNS). Debates on world Englishes favour the NNS as Limsuwarnrote (2010) pleads that care should be taken not to use the NNS to rob the bright future of students.

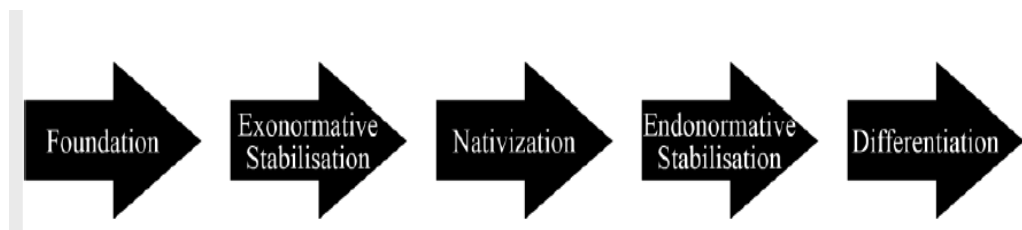
It should be noted that English is learnt not only to interact with NSs but also NNSs, and so it makes no sense to allow only American and British voices to be heard.

The thrust of Kachru's concentric model is to make English plural so that English becomes many Englishes, and that is not to suggest that one

variety is any better, linguistically, than any other Kachru (1985: 37). However, this does not mean that NS models should be completely banned in the English classroom. NS models are still good as a point of reference (Dalton and Seidlhofer, 1994) or as models for those who wish to learn EFL in order to identify themselves with native speakers in an inner-circle environment.

Finally, it can be criticized that the term ‘Inner Circle’ implies that speakers from the ENL countries are central to the effort, whereas their world-wide influence is in fact in decline. Furthermore, the model implies that the situation is uniform for all countries within a particular circle whereas this is not so.

### Schneider’s Dynamic Model



**Figure 2: Dynamic Model of Postcolonial English**

Source: Pung, 2009

Schneider’s (2003, 2007) Dynamic Model explains the evolutionary development of the new Englishes in terms of the distinctive features that emerge. As depicted in Figure 2, the flowchart reveals five main phases/stages of development: phase (1) foundation, is the starting point where English is ‘transplanted’ in a new (colonial) territory (2) exonormative stabilization is where the territory has been fully established as a colony, with a considerable number of English settlers/speakers co-existing with the indigenous people. At



this stage, English language norms are still determined by the input standard variety (usually British English), but one can already begin to notice emerging local norms especially in the areas of lexis and phonology.

Phase (3), nativization, is the stage where considerable transformation takes place, marking the starting point of the evolving distinctive local variety as seen in lexis, sound and grammar. Phase (4) endonormative stabilization is the stage after independence where English is retained as a/an (co-) official language serving a wide range of functions internally (in domains such as the press, business, governance, education etc.); the new variety of English fully evolves in this stage with users generally accepting and associating themselves with local standards and norms.

The final phase (5), differentiation, marks the point where the endonormative stabilised variety may further develop a range of regional and social dialects. It is at this stage where codification of the new variety of English is initiated.

Ghanaian English is in transition between the Nativisation and Endonormative stabilization. Huber (2012: 218) echoes this fact and maintains that Ghanaian English ‘falls between the Nativisation Phase and the Endonormative Stabilization Phase.’ As a newly nativised and developing English, the distinctive features of Ghanaian English should be fully described and codified.

Ghana acquired the English Language in the colonial times for formal discourse and has since appropriated it as a language which bridges the gap of communication between speakers of different ethnic languages in the country. It is generally known that Ghana has had the longest tutelage under the British

rule because the Gold Coast (Ghana) entered into treaty with the English earlier than any other Anglophone country in the West African sub-region (Quarcoo, 1994).

English has since remained the de facto official language of the country and enjoys prestige in Ghana. Thus, Ghanaian English can be said to have gone through the Foundation and Exonormative stabilization phases as a New English.

According to Schneider (2003, 2014), it is at the Nativization phase that linguistic transformations at all levels in the newly evolving variety via Second Language Acquisition, L1 transfer and innovations occur. Owusu-Ansah (1997) affirms that nativization often leads to recognition of transplanted varieties and their eventual acceptance as independent varieties of a language.

It can be argued that the English language used in Ghana has been nativised by Ghanaians, and that a careful examination of the phonetics and phonology, the morphology, the lexicon, the syntax, and the stylistics of the language as used by Ghanaians reveals distinctive features which are Ghanaian. Quarcoo (1994) underscores this assertion by mentioning that:

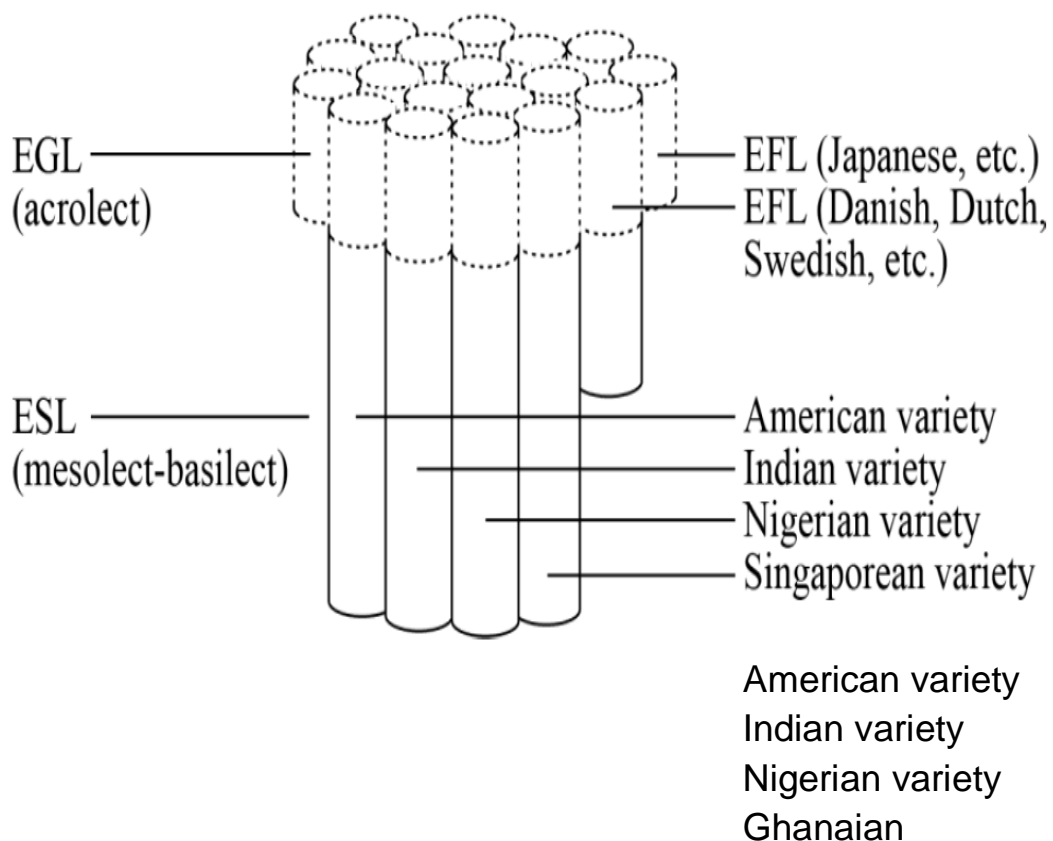
We have watched the mouths of Ghanaian speakers of English and come to the firm conclusion that after the language has been with them for over 150 years, the Ghanaian speakers of English have done a few things to it to enable us to label their English a "Ghanaian artefact" (p. 331).

Pung (2009) has indicated that while Schneider's model offers a practical explanation of varieties of English based on colonial experience, it is

unidirectional. This suggests that one variety of English may evolve, while others may devolve or stay the same. Also, according to Schneider, it is not possible for these accurately pinpoint the level of proficiency within a particular variety of English and the differences between these varieties. For example, due to being unidirectional, Schneider’s model is unclear regarding the level of proficiency in Ghanaian English among speakers.

### Yano’s Cylindrical Model of World Englishes

In his insightful article entitled “World Englishes in 2000 and beyond” Yano (2001) formulated a model that addresses several anomalies in



**Figure 3: Yano Cylindrical Model of World Englishes**

Source: Adapted from Yano (2001)

Schneider's one dimensional model. In his three dimensional (acrolect, mesolect and basilect) model, Yano provides a basis for higher level of sociolinguistic coverage. Labelled as the "cylindrical model of world Englishes", Yano's model improved and concretizes Kachruvian model of world Englishes. More importantly, this model has implications for the codification and eventual standardization of Englishes.

Yano (2001) represents each variety of English as a cylinder of which speakers' level of competence or proficiency can shift from acrolectal stage to mesolectal and basilectal stage based on the particular need of fulfilling a communicative need. In Figure 3, acrolectal form of varieties of English is represented by dotted lines, and it can be seen that the differences between these varieties are negligible and this topmost segment of the cylinder is referred to as English as a Global Language (EGL). Yano represents the section between acrolectal and other forms (basilectal/mesolectal) with dotted lines to underscore the fact that speakers can oscillate or move within a variety of English. In Figure 3, it can be seen that solid lines demarcate basilectal and mesolectal forms of the several varieties of English from each other. The length of each cylinder varies especially at the basilectal/mesolectal region of the cylinder suggesting the functional range of a variety, where Yano indicated that it demonstrates the level of functional penetration for each variety. Those with greater penetration would have longer cylinders at the basilectal/mesolectal level while those with lesser penetration would have a shorter cylinder. For languages that have attained international communicative value, basilectal/mesolectal segments are absent.

The diagram (Figure 3) showed that Nigerian and Indian speakers of these varieties of English have employed it for both international and intra-national communicative values. Being a standard variety of English due to extensive linguistic characterisation and codification (Owusu-Ansah, 1997; Hikey, 2012; Essossomo, 2015), Ghanaian English speakers have also employed it in both international and intra-national levels for communicative purposes.

However, Jenkins (2003) raised some issues regarding Yano's three-dimensional model, he questions Yano assumptions on the three dimensions by arguing that intra-national communicative needs can be utilized at the acrolectal segment of the cylinder and international communicative need can be resolved at the basilectal segment of the cylinder. Jenkins also claimed that placement of varieties within the model is arbitrary and could be misleading.

Notwithstanding what Pung (2009) posited that irrespective of these criticism by Jenkins, "Yano's graphical representation of clines within a variety brings a high degree of descriptiveness to the model". Such conclusions demonstrated that Yano (2001) model improved and concretizes Kachru's work on native and non-native varieties of English.

In sum, the theoretical review has shown that while there are several varieties of English, they are not illegitimate or sub-standard linguistically in comparison to the native English, rather, as many linguists and grammarians indicate they follow the process of nativisation wherein English loses some of its native-like characteristics to pave way for salient features of the indigenous language and cultural settings. Non-native varieties of English represent efforts by non-natives to remake, domesticate and innovate new concepts to

enhance communication in the English language. Hence, these varieties are far from being sub-standard, rather they are new Englishes with unique linguistic and cultural identities adorning the fabric of English as a living and preeminent system of communication.

In view of the aforementioned, it stands to reason therefore, that there are substantive proofs that speakers of selected post-colonial varieties of English, in recent times, have increased the scope and frequency of the progressive aspects tremendously. This has resulted in growing recognition of this form of English as legitimate and standard versions of the English language, among notable linguists and grammarians worldwide.

In their effort to develop enhanced mode of communication in English, non-native speakers are breaking native-speaker norms at all levels of linguistic analysis including salient features such as the progressive aspect. Hence, the next section reviews some empirical studies supporting this view. It involves review of studies on GhE and Progressive Aspect in postcolonial Englishes, with the main goal of underscoring the focus of the study that in a bid to enhance communication, postcolonial Englishes have innovated and extended the use of progressive aspect in their daily conversation.

### **Empirical Review**

This section focuses on review of studies on the progressive aspect in postcolonial Englishes and other non-native varieties of English. The last segment of the empirical review was directed towards thorough review of how English language is studied in Ghana based upon the indexicality of the use of the progressive aspects, which facilitated the growing recognition of GhE as a variety of English.

It is noteworthy that this section also lends credence to the argument that there has been an extended or increased use of the progressive aspect in English. Studies reviewed under this section were corpus-based, pragmatic and descriptive in nature highlighting the fact that English is a universal language with unique and interesting varieties.

### **Empirical Studies on Progressive Aspect in Postcolonial Englishes**

The timeliness of this study is highlighted by the fact that most of the postcolonial Englishes have recently had their aspectual system well described. Bernal (2015) asserts that new varieties of English appear to play a crucial role in the development of extended uses of the progressive form and these extended uses are linked with the fundamental progression accomplished by each particular variety. Equally, researchers have provided empirical evidence of the variations in the use of the progressive and different structures across varieties of English.

Bernal (2015), dwelling on a synchronic analysis of the progressive aspect in three varieties of Asian Englishes: Hong Kong, India and Singapore, aimed at determining whether the progressive aspect could be identified as a grammatically distinctive feature in South and Southeast Asian English varieties, namely Hong Kong, India and Singapore. The data source was mainly from the ICE of these English varieties. Each corpus, according to the study, contains 500 texts of approximately 2000 words each, both spoken and written (60% and 40%), with a slight emphasis on private conversations in the spoken mode.

The study revealed that the distribution of the progressive aspect was not homogenous across the South and Southeast Asian varieties of English.

According to him, while the Hong Kong variety of English recorded the lowest use of the progressive aspect, the India variety of English recorded the highest use of progressives. He dwelled on the same basilectal influence with the progressive co-occurring with stative verbs in explaining the high frequency among the Singapore variety of English. He again attributed the low frequency of the use of the progressive aspect among Hong Kong variety to the basilectal influence, in that Cantonese, the main substrate language for Hong Kong corpus speakers, has an optional marker for the progressive. As a result, as he points out, Hong Kong speakers do not feel the need to mark progressivity. He further explains that the occurrence of an inflected form with progressive meaning, that is, *be + base form of the main verb*, which could replace the typical progressive do not allow Hong Kong users of English to form the progressive.

Bernal (2015), however, admits that the low number of VPs found in Hong Kong corpus seems to indicate that, in general, verbal contractions are less used by Hong Kong speakers and for some reason the progressive form in particular is even less. It was again revealed that the progressive aspect was used mainly with simple present, followed by simple past, modal, perfects and to-infinitive in that order. It was however garnered from the study that the modal progressive is more frequent in Indian English and Singaporean English as compared to the British variety.

According to Bernal, the high proportion of the modal progressive in India and Singapore stems from the fact that the construction *will+ be-ing*, which is more frequent than contractions with modal auxiliaries other than *will* are extended in these varieties. Swan and Smith (2001) have argued that the



progressive is troublesome for L2 learners. This could possibly explain the low corpus of the combination of tense and aspect in the Indian variety of English. The study showed that the progressive is massively used with the 3<sup>rd</sup> person singular and plural NPs across all varieties considered for the study: Hong Kong, India and Singapore.

Similarly, Edwards (2014) conducted a study by focusing on the progressive aspect among Dutch English speakers. Unlike Bernal, whose study dwelled on comparative study of three varieties of Englishes of the outer circle, Edwards dealt particularly on Dutch English, which falls within the expanding circle of Kachru's concentric circle. Data was drawn from the Corpus of Dutch English, and four varietal types, from four written ICE components: Great Britain and United States (ENL- ICE-GB and ICE-USA), and India and Singapore (ESL- ICE-IND and ICESIN).

With Edwards, the aim was to explore the system of the progressive aspect marking in different English varieties covering ENL-ESL-EFL. Edwards' study dwelled on these research questions: do Dutch native speakers show the typically EFL characteristics of norm orientation and overreliance on the prototype, or the purported ESL tendency towards greater variability and extended uses of the progressive? Is there a strict divide between varietal types or do the results rather suggest a continuum?

The findings of Edward's study showed that there were no differences between the ESL varieties on the one hand and the NL corpus on the other, and hence there is a display of both ESL and EFL features. The study again revealed that in terms of lexical diversity, progressive marking in NL was concentrated more heavily on the most frequent verb types. Also, qualitative

evidence of the study suggests that NL corpus displayed similar divergence from standard English as the ESL varieties, in particular with extension of the progressive to stative verbs and contexts of habitual activity or general validity.

Further findings suggested that on the notion of a continuum, a traditionally expanding circle country like the Netherlands can fall on a gradient between Outer Circle countries. The study again identified a significant underuse of the progressive in ICE-IND, which contrasted the results of Bernal (2015) above, and Sharma (2009) who found an extensive use of the progressive aspect in the India English variety. This difference in results here presupposes that proficiency levels and register are very crucial in the use of the English language.

Heckel (2002) also conducted a study on the overuse of the progressive aspect in Indian English. The Kolhapur Corpus, which is a collection of Indian English material dating from 1978, formed the data for the study. The study, thus, focused on the Indian peculiarity of using stative verbs in the progressive aspect. The study also provides insights into the controversy of whether Indian English features should be considered “errors” or “new norms”.

Findings of the study did not support a functional differentiation other than the usual British/American pattern where progressive forms can sometimes be used for tentativeness/politeness or in order to turn the stative meaning into a process meaning. However, some other instances show a generally inconsistent use of time/aspect. The study revealed that the particular feature that was analyzed showed that the extension of the use of the progressive forms in ENL varieties suggested that the development of

progressive use in the new varieties might be part of or at least similar to a general development the English language is undergoing.

As a result, features of Indian English could display the same characteristics as those of an English dialect or other national variety and would not be qualitatively different from features of British English. This result seems to differ slightly from that finding of Edward's (2014) on the premise that the use of the progressive aspect by the Dutch pulls significantly from the standard norm as it tilts towards the characteristics of the use of the progressive aspect specifically, the extensive use of the progressive aspect.

Merapodi (2010), like Hekel (2002), investigated the use of progressive and perfective aspect in English by Botswana learners of English as a form of error analysis. However, what is different from the two researchers is the fact that Merapodi, unlike, Hekel who attempted to resolve the controversy surrounding the consideration of the extended use of the progressive aspect by Indians as “errors” or “new norm”, paid particular attention to the improper use of the progressive aspect among Botswana learners.

Merapodi collected data from a form 2 class of 36 students aged 14 who were in their ninth year of studying English as a subject and sixth year of using English as a medium of instruction at Maikano Community Junior Secondary School in Gaborone. Students were asked to write an essay under classroom condition on the topic, *‘What I have been doing during the school holidays’*. They were also given an exercise under the instruction *‘Give your own examples on either the progressive or perfective aspect, (present and past progressive, and present and past perfective)’*.

The study revealed that out of 217 sentences representing a total of 100%, 52% were errors on present perfective, followed by 20% on the past perfective. 18.40 % were on present continuous and 7.8% on the past continuous. In his discussion he stated that learners over-generalize the use of the progressive form (verb+-ing suffix) in stative verbs, yet this is not accepted in the progressive aspect in English. Also in some cases learners had omitted the auxiliary verb 'Be' that precedes the form verb + -ing to form the progressive construction. He then recommended in his study that the progressive is used to describe actions in progress, therefore it would, be ideal for teachers to teach the progressive through the use of pictures showing things going on.

Similarly, Gut and Fuchs (2013) conducted a study on the progressive aspect in Nigerian English. The data for their study was drawn from the ICE–Nigeria (NIG), which is being compiled at the University of Münster in Germany (Wunder, Voormann & Gut 2010) and which comprised 872,721 words of written and spoken language produced by 1,191 educated Nigerians, 722 male and 469 female, aged between 18 and 76 years, who use sophisticated variety associated with University Education.

The study showed that progressive constructions occur in NigE with a total number of 5,515 which comprised present progressive, past progressive, present perfect progressive, futurate progressive, present progressive passive, past progressive passive, and aux + progressive. It was further revealed that the most frequent progressive construction is a present tense form of BE + present participle in the active voice, which makes up 72.3% of all progressive

constructions and the least frequent progressive construction occurs with modal auxiliary + perfect aspect with a percentage of 0.2.

This clearly illustrates the fact that the progressives have a strong tendency to occur with present tense predicates in NigE. More so, the study further revealed some extended use of the progressive aspect in NigE such as in connection with verbs referring to habitual non-bounded durative activities or stative verbs. The results showed both distinct stylistic variation in the use of progressives in NigE and some systematic differences from their use in British English.

Gut and Fuchs (2013) therefore recommended that future research should investigate whether the extension of the progressive aspect in New Englishes can also be considered a consequence of the factors that have led to the rise of the progressive in BrE and AmE and further research could address the question of whether in addition to extended uses of the progressive aspect there are instances of a simple verb form in New Englishes where the progressive is preferred in BrE and AmE. To them such investigations would help determine whether the progressive aspect constitutes a structure whose use is determined mainly by semantic constraints in all varieties of English or whether pragmatic considerations might play a larger role in New Englishes.

Rooy (2006) also conducted a study on the use of the progressive aspect in Black South African English. Using a corpus linguistic approach, he collected and analyzed data from three comparable corpora, representing the inner, outer and expanding circle varieties. These corpora all form part of the International Corpus of Learner English (ICLE). The three corpora were the Tswana Learner English Corpus (TLE), the German Learner English Corpus

(GLE) and the LOCNESS, a corpus of essays produced by students in England and America, within the ICLE project as basis for comparison.

A total of 200,000 words in length were used in the corpora. It came to light that the progressive aspect is used almost twice as often in the TLE corpus compared to the reference corpus LOCNESS, while the GLE uses the progressive aspect slightly less than LOCNESS. Apart from the overuse of the progressive among Tswana speakers, Rooy (2006) also observed systematic meaning extensions such as the use of the progressive aspect with stative verbs. He thus interpreted the extended progressive usage as indications of substrate influence. He also claimed that unlike English, there is no marking of the perfective/imperfective distinction in Tswana.

At this juncture, it is pertinent to examine the Ghanaian standard variety of English in connection with the use of progressive aspect so as to find out the extent to which this salient feature has been extended or whether it has received adequate attention.

### **Empirical Review on Ghanaian English (GhE)**

English has gradually received some innovations and impositions, which some scholars like Ngula (2011), Owusu-Ansah (2012) and others propose to be Ghanaian standard variety of English (GhE). These innovations in the use of English language by Ghanaians (even by the educated class) have ignited researchers to explore and to describe these innovative features of GhE.

However, while some researchers focus on establishing the legitimacy of GhE as a standard nativised English, others position these deviations from the standard English (BrE and AmE) as deficiencies in the use of English

among Ghanaians. By this review, and as far as the objective of this research work is concerned, more than the usual attention given to some studies, both in the past and in recent times, conducted in legitimatizing Ghanaian English.

Wiredu (2012), focused on the pronominal reference in Ghanaian English, conducted extensive study among selected group of University students. Administering a list of 54 sentences that reflect different personal pronouns to 50 undergraduate students of the University of Ghana, his study showed that there is always a co-reference in sentences in which the lexical NP precedes the Pro-NP example '*Our team won the cup but lost it later*' and also there is no co-reference between sentences in which the pro-NP precedes the lexical NP in GhE example '*Our team won it but lost the cup later*'.

Thus, the study revealed that there is a difference in the co-referential meanings Ghanaian speakers associate to some of the pronominal structures from the meaning that has been given in grammar books based on native speakers' usage. His study was more descriptive than error analysis and it supported the argument that GhE is a distinct variety rather than host of errors and deviations from that of the native speakers. He therefore recommended that further studies be conducted in this area of language use among Ghanaian speakers of English, since the syntax of GhE is understudied and contains little detailed empirical study.

Also, focusing on the lexicon of GhE, Ngula (2014) investigated the hybridized lexical innovations in educated Ghanaian English. The data for his study was drawn from his observations and field investigation over a period of five years in domains such as political rallies, conferences, lecture situations,

shops, market places, restaurants and notices. Lexical items from Ghanaian media sources such as newspaper, radio and television collected in the year 2012 also formed part of his data.

From his analysis, Ngula posited that lexical hybridized formation in Ghanaian English is used in various domains such as the social, political, cultural, monetary, and health domains. He therefore explained that the innovative process of hybridized formation in GhE is a deliberate linguistic act which comes as a result of the awareness of the coexistence of the lexical system of English and that of the local languages.

In sum his study revealed that there is an awareness of the mutual co-existence between the lexicons of English and the indigenous (L1) languages in Ghana.

Adika and Klu (2014) in like manner, focused their study on some grammatical structures in GhE, with particular attention drawn on the relative clause as a modifier. Specifically, they considered how the three main relative clauses: defining, non-defining and sentential have been used in the two newspapers: Daily Graphic and Daily Guide. Analysing data drawn from both newspapers from 1st June – 30th November, 2011, it was noted that the relative clause as modifier was used in a redundant way; there was violation of the collocation restrictions of relative pronouns, omission of commas in non-restrictive use of the relative clause and omission of commas before sentential clauses.

Adika and Klu (2014) therefore contended that these usages of the relative clause as modifiers create violations, which create potential confusion for the reader in the interpretation of the sentences. Their findings however,



belongs to the perspective that GhE, just like other non-native varieties, GhE comprises several deviations from native varieties, hence does not support the work of Wiredu (2012) and Ngula (2014).

The review of empirical studies in GhE outlined above revealed that there is a dearth of studies into the grammar of GhE. More specifically, there is very little, if any work done on the aspectual system of GhE. It is in light of this paucity that the current study is important.

In sum, the empirical review has clearly demonstrated that whilst the aspectual systems and progressive aspects in particular, of several varieties of post-colonial Englishes such as India, Singapore and NigE have been well described, there are clear evidences to suggest that the use of the progressive aspect, particularly among Ghanaian speakers of English has not received much attention by researchers. It stands to reason therefore, to urgently conduct in-depth enquiry into the use of progressive aspects in Ghanaian English.

### **Summary of Literature and Gaps**

This chapter reviewed the focus of this study through an in-depth examination of literature related to the conceptual, theoretical and empirical underpinnings of Aspect and in particular, the progressive aspect, in native and non-native varieties of English. Ghanaian standard variety of English was also discussed based on the findings of data-driven studies.

Also, the review demonstrated that non-native varieties of English are legitimate varieties of English comprising innovative, unique and interesting features. The literature reviewed showed that salient features such as progressive aspects in most post-colonial varieties are well documented

thereby lending credence to the validity of such varieties as standard and legitimized variety of the English language. Description of salient features of post-colonial varieties also helped linguists and grammarians ascertain the variability and increased use of the progressive aspect across linguistic forms and structures in comparison to British variety of the English language.

However, while some literature reviewed in connection with Ghanaian English sees it as a deviant variety of English; several others see it as a standardizing variety represent a major source of concern requiring further research. Moreover, literature reviewed revealed that there seem to be no study on the aspectual systems of Ghanaian English.

The gaps identified in the literature revealed that there is need for urgent inquiry into the extent to which educated Ghanaians employed the progressive aspect in their daily conversation, in terms of frequency, functions and forms. This gap should be filled since it will allow a credible comparison between Ghanaian English and British English varieties and a determination can be made regarding the similarities existing between the two varieties which will lend support to the validity of Ghanaian English. The comparison will also facilitate the establishment of the variability and extended usage of the progressive aspect in both varieties of English, not in the sense of being a deviation or error, rather, as an innovative approach to the use of progressive aspect in achieving enhanced communication.

In order to address the above mentioned gaps and achieve the three objectives of the study, the corpus-based approach was used. This is in consonance with the approach employed by the authors of several studies used for the review. Such methodology comprises both quantitative and qualitative

paradigm. Also, since most of the studies were corpus-based and descriptive, this study will also be data-driven and descriptive with the major source of data being ICE-GH and BrE corpora.

## CHAPTER THREE

### RESEARCH METHODS

#### Research Design

The corpus-based approach was used for this study. The corpus-based approach enables the researcher to provide a quantitative and statistical analysis obtained from participant observation about qualitative differences between native and non-native Englishes (Schmied, 1990). The main thrust of this study was to provide a quantitative analysis of the use of the progressive aspect and complement the quantitative analysis with a qualitative discussion. In line with the theory of Nativisation, as employed for the study, the corpus analysis was to enable me determine standardisation of GhE, as both quantitative analysis and qualitative analysis of the data will be compared with the British standard variety. It is in line with this objective that Schmied (1990: 259) maintains that the subtle process of nativisation can be observed on the levels of relative frequency of lexemes and constructions or of collocations and so on.

Following the use of the corpus-based approach, it has been argued that it is only on a corpus basis will it be possible to answer questions such as the following: to what extent has the definite-indefinite distinction of Standard English been replaced by a specific-non-specific distinction in non-native varieties (Platt *et al. cited in* Schmied, 1990: 260)? How far have the progressive forms (*be* VERB-ing) really been expanded (*ibid cited in* Schmied, 1990: 260), for which verbs in which verb patterns and with which collocates? Therefore, since this study was intended to find out the frequency

of use of the progressive aspect in Ghanaian English and compared with the British Standard, and consider the extended use of the progressive aspect, the corpus-based approach became appropriate for this study. The study did not only intend to determine the frequency of use of the progressive aspect in the two corpora – ICE-Ghana and ICE-British through quantitative analysis but also to examine the functions and aspectual uses of the progressive aspect. These quantitative analysis of variation in ICE-GB and ICE-GH can then be applied to provide a procedure for the new models to be standardized. This will also provide the basis to confirm the association between conclusions of frequency and results of acceptability that lies with the new varieties.

### **Data Source**

In general, the International Corpus of English (ICE) provides data for this current study. ICE began in 1990 with the sole aim of collecting materials for the studies of English worldwide. Currently, over twenty-six research teams are preparing their electronic corpora of their own national or regional variety around the world. In most participating countries, the ICE project is stimulating the first systematic investigation of the regional varieties. Among the participating countries of ICE include Nigeria, Singapore, Ghana, Britain, Scotland, Puerto Rico, Ireland. However, the data source for the study was the International Corpus of English, Ghana Corpus and Britain Corpus (ICE GHANA and ICE BRITAIN), housed in the Justus-Liebig-Universitat Giessen, Germany and managed by Prof. M. Huber of University of Giessen and Prof. K. Dako of the University of Ghana, Legon. To ensure compatibility across the individual corpora in ICE, each team is following a common corpus

design, as well as common schemes for textual and grammatical annotation. For this reason, only the written ICE was considered for this research (ICE webpage). Each component corpus contains 500 texts of approximately 2,000 words each - a total of approximately one million words. Some of the texts are composite, made up of two or more samples of the same type. The texts in the corpus date from 1990 or later. The authors and speakers of the texts are aged 18 or above, were educated through the medium of English, and were either born in the country or moved there at an early age and received their education through the medium of English in the country. The corpus contains samples of speech and writing by both males and females, and it includes a wide range of age groups. The proportions, however, are not representative of the proportions in the population as a whole: women are not equally represented in professions such as politics and law, and so do not produce equal amounts of discourse in these fields. Similarly, various age groups are not equally represented among students or academic authors (ICE-Wiki).

**Table 1: The design of ICE corpora is as follows**

<b>SPOKEN (300)</b>	<b>Dialogues</b> (180)	<b>Private</b> (100)	Face-to-face conversations (90) Phone calls (10)
		<b>Public</b> (80)	Classroom Lessons (20) Broadcast Discussions (20) Broadcast Interviews (10) Parliamentary Debates (10) Legal cross-examinations (10) Business Transactions (10)
	<b>Monologues</b> (120)	<b>Unscripted</b> (70)	Spontaneous commentaries (20) Unscripted Speeches (30) Demonstrations (10) Legal Presentations (10)
		<b>Scripted</b> (50)	Broadcast News (20) Broadcast Talks (20) Non-broadcast Talks (10)
<b>WRITTEN (200)</b>	<b>Non-printed</b> (50)	<b>Student Writing</b> (20)	Student Essays (10) Exam Scripts (10)

**Table 1 Continued**

<b>Printed</b> (150)	<b>Letters</b> (30)	Social Letters (15) Business Letters (15)
	<b>Academic writing</b> (40)	Humanities (10) Social Sciences (10) Natural Sciences (10) Technology (10)
	<b>Popular writing</b> (40)	Humanities (10) Social Sciences (10) Natural Sciences (10) Technology (10)
	<b>Reportage</b> (20)	Press news reports (20)
	<b>Instructional writing</b> (20)	Administrative Writing (10) Skills/hobbies (10)
	<b>Persuasive writing</b> (10)	Press editorials (10)
	<b>Creative writing</b> (20)	Novels & short stories (20)

Source: ICE-webpage

Numbers in brackets indicate the number of 2,000-word texts in each category

### **Data Analysis**

Research questions were analyzed by the use of frequencies and percentages. This was done to find out the relative frequencies of the occurrences of the progressive aspect in Ghanaian and British English respectively. With this kind of analysis, the significance of the difference in the frequency of occurrence of the progressive aspect in the Ghanaian English as compared to that of the British standard was determined using Chi Square Test. Thematic analysis was also done to ascertain the various functions that the progressive aspect serves as realized in the Ghanaian English. Here, attention was given to the themes as emerged from the corpus of the Ghanaian English.

## **Data Analysis Procedure**

Within this section, I outline the steps that were followed in analyzing the data. I also provide justifications for settling on those steps.

### **Treatment of Data**

Since the data (ICE-Ghana and Britain) has already been formatted in plain text (.txt) format, the data does not need any further treatment. It is important for the data to be in plain.txt format since this format makes it possible for AntConc to be used as a corpus linguistic approach (software tool) for analysis.

The following section provides information on AntConc and how it is used in the analysis.

### **Procedure of Data Analysis**

In order to provide searches of the progressive aspect, I first of all, listed all the linguistic structures that can be considered as progressive by referring to earlier works (Heckel, 2002; Rooy, 2006; Merapodi, 2010; Gut and Fuchs, 2013; Edwards, 2014). In these research works, most of the linguistic forms of progressive have been articulated and discussed. Considering the linguistic structures of the progressive aspect, about 17 of these were identified and categorised under forms of be, perfective, infinitive and modals. In order to validate the presence of these structures in the corpora, searches were done on these structures using the string \*ing, and the results revealed the occurrence of these structures in the two corpora. The total number of each of the progressive structures were added; and in all, a total number of 3, 852 –ing structures of the two corpora appeared in the concordance.



Also, a detailed aspectual semantic analysis was done on purposive selection of 500 examples of the progressive aspect from a total of 3, 852 –ing structures of the two corpora that appeared in the concordance. The semantic analysis was done in two steps. The first step was to classify each of the 500 instances of the progressive construction in terms of the semantic attributes that are used to characterize the aspect in the literature by Vendler (1976), states, activities, accomplishments and achievements. The second step was to attribute the occurrences of the progressive constructions to the aspectual distinctions (inherent meaning) as put forward by Comrie (1976, p44), thus: (telic vs atelic, durative vs punctual, state vs dynamic). Having in mind the generalized expressions of the meanings of the progressive in the literature, the aim of this step was to classify each instance into a specific semantic category of progressive usage.

The search string \*ing was used in AntConc to extract concordance lines, and then manually inspected to remove all unwanted forms, such as nouns ending in -ing (thing), present participle verb forms in constructions other than the progressive construction, such as following aspectual verbs (e.g., they started talking) or as premodifiers of nouns from the total hits of each progressive structure. These unwanted forms were initially removed to arrive at the 3, 852 overall number of these progressive aspect.

### **Operalisation of Formal and Informal Text Categorisation**

The operational explication and categorisation of the varies text types into formal and informal stem from the fact that in formal writings, a regulatory body mandated by law sets rules and regulations with which

language of the text is monitored and scrutinised. However, in informal writings, there may be such regulatory body to check conduct and practices stemming from offensive use of language, but that body does not necessarily pay particular attention to an impeccable use of the language unlike informal writings. Thus, in informal writing, the language sometimes depends to a very extent on the style of the writer. For example, students' writing like essays and examination scripts have a formal procedure, in terms of language of which students are supposed to adhere to. Same can be said for academic writing and popular writing. But with informal writing like reportage, no one marks the use of language and check correctness of the use of language. Against this operational explanation, I categorise student writing, academic writing and popular writing as formal writings, whereas reportage, instructional writing, creative writing, persuasive writing, academic writing and letters as informal writing.

### **Chi Square Analysis**

The chi-square test is a statistical test that can be used to test the hypothesis of association between two variables. The test statistic used in the test has an approximated chi-square distribution under the assumption that the null hypothesis is true. The assumption in this test is that the set of observations are drawn from a normal distribution (Gordor and Howard, 2006). It is a statistical tool for analyzing mostly qualitative data with test of independence of two qualitative variables each of which is classified into number of mutually exclusive classes arranged in a two-way table, called contingency table.

In general, the hypothesis of independence is between two variables in which one is classified into  $r$  classes and the other into  $c$  classes, given an  $r \times c$  contingency table, where  $r$  is the number of rows and  $c$  is the number of columns

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

The purpose of this study was to determine the progressive aspect marking in Ghanaian English (GhE), as noted to be distinct from that of other varieties of English. Overall, 1761 progressive constructions drawn from the international Corpus of English (ICE)-Ghana were analysed and compared with the overall 2091 progressive constructions from the ICE-Great Britain and previous studies as well. Results were analysed using mixed method approach. That is, quantitative analysis was done, which was followed by a qualitative analysis. That is, both frequency of use of the progressive aspect and their stylistic variation in Ghanaian English and some systematic differences from their use in British English were rooted in the quantitative analysis. Also, with the quantitative analysis, consideration was given to differences between ICE-GH and ICE-GB of the various dimensions of the use of the progressive aspect by the use of Chi-Square test. This was followed by qualitative analysis of the use of the Ghanaian English. This chapter presents the results of the analysis carried out on the frequency, forms and functions of the progressive aspect in the two corpora: ICE Ghana and ICE British.

#### **Analysis of Data**

This study sought to determine the use of the progressive aspect in Ghanaian English and compared with that of the British English. Hence, following this purpose, three research questions guided the study. In this part of the analysis, overall frequency of progressive aspect and its forms, frequency of stylistic variation, and frequency of the extended use of the

progressive aspect identified in the data are discussed. This was followed by analysis of the use of the progressive aspect as well as extended use.

**Research question one:** What systematic differences are discernible in Ghanaian English and British English regarding the overall frequency of occurrence of progressive constructions in the two varieties in respect of the various linguistic forms?

Research question one sought to determine the overall frequency of the progressive aspect as well as the various linguistic forms; and some systematic differences in the two varieties. Further, I focused on the frequency of the distinct texts variation and some systematic differences in Ghanaian English and that of the British English. Lastly, I tried to find out the frequency of the extended use of the progressive in connection with verbs referring to habitual non-bounded, durative activities or stative verbs.

This part of the analysis of research question one sought to identify the overall frequency of the progressive aspect as well as the various linguistic forms; and some systematic differences from their use in British English. The various linguistic forms or categories identified in both corpora are the form of “be”, the perfective, modals and infinitives. Table 2 presents the different linguistic categories and structures of the progressive aspect identified in both corpora.

**Table 2: Linguistic categories of the progressive aspect identified in the two corpora**

linguistic forms	structures			
form of be	present	am + V-ing	is + V-ing	are + V-ing
	past		was + V-ing	were + V-ing
perfective	present	has + been + V-ing	have + been + V-ing	
	past	had + been + V-ing		
infinitive	To	to + be + V-ing		
	for	for + V-ing		
modals	present	will + be + V-ing	must + be + V-ing	
		shall + be + V-ing	ought to + be + V-ing	
		can + be + V-ing	may + be + V-ing	
	past	should + be + V-ing	might + be + V-ing	
		would + be + V-ing	could + be + V-ing	

As can be seen from Table 2, four different forms of the progressive aspect were identified in the two corpora: ICE-GH and ICE-GB. With the exception of the infinitive, each of the forms was further categorized into its present and past forms. In all, twenty (20) different structures were identified in both corpora. As part of the discussion of this study, each of the forms presented in Table 2 will be looked at to establish their frequency of occurrence in each of the corpora. First, I shall consider the overall frequency of the progressive aspect as originally identified in Ghanaian corpus compared with the British corpus. Table 3 presents the overall frequency of occurrence of the progressive aspect in the corpora.

**Table 3: A cross tabulation of Frequency of All Progressive Aspect Constructions in the ICE-GH and ICE-GB**

		Ghanaian English		British English		
All	Progressive	Observed	Expected	Observed	Expected	Total
Aspect						
Construction						
	present form of BE	614	537.2	561	637.8	1175
	past form of BE	253	283.0	366	336.0	619
	present perfective	48	37.9	35	45.1	83
	past perfective	32	22.4	17	26.6	49
Aux+	progressive	443	500.6	652	594.4	1095
present tense						
Aux+	progressive	344	348.4	418	413.6	762
past tense						
	infinitive	27	31.5	42	37.5	69
Total		1761		2091		3852

Table 3 shows the cross tabulation of the overall frequency patterns of the progressive aspect together with the various linguistic variations of the two corpora. Present progressive (form of BE) constructions are more frequent in GhE with 614 and expected count of 537.2, compared to 561 and of 637.8 in BrE; but the past progressive is less frequent in GhE with 253 and expected count of 283.0, compared to 366 and expected count 336.0 in BrE. The excessive use of the present progressive (form BE) in GhE as against BrE; and the enormous use of past progressive (form BE) in BrE over that of GhE stands to reason that there is the tendency of the past tense to be used more

frequently in BrE than in GhE, and that Ghanaian writers frequently use the present progressive. This finding is similar to that of Fuchs (2012) as he indicated that there is a general tendency of the past tense to be used less frequently in NigE than in BrE. Gut and Fuchs (2013) have also found the past progressive to be less frequent in NigE than in BrE.

Further, the present perfect and the past perfect seem to be more frequent in GhE with 48 and expected count of 37.9 and 32 with expected count of 22.4 than in BrE with 35 and expected count of 45.1 and 17 with expected count of 26.7 respectively. However, the present modal progressive and the past modal progressive are less frequent in GhE with 443 (500.6) and 344 (348.4) than in BrE with 652 (594.4) and 418 (413.6) in that order. This difference stands in variance to the findings reported by Gut and Fuchs (2013) as they found both the present modal progressive and the past modal progressive to be less frequent in NigE than in BrE. This similarity in results may be due to the fact GhE and NigE are both non-native varieties. Again, the use of the infinitive progressive aspect was seen to be more frequent in BrE with 42 (37.5) than in GhE with 27 (31.5). This finding stands in isolation to the findings of Gut and Fuchs (2013).

Throughout the analysis of this study, I tried to determine whether frequency differences of the use of the progressive aspect across different progressive constructions and the overall frequency of the progressive aspect between GhE and BrE are statistically significant or not. In this regard, a chi square test was employed. The result is shown in the table 4 below.



**Table 4: Chi Square Test of All Progressive Aspect Constructions in the ICE-GH and ICE-GB**

	Value	Df	p-value
Pearson Chi-Square	52.097 <sup>a</sup>	6	.000
Likelihood Ratio	52.163	6	.000
Linear-by-Linear Association	16.238	1	.000
N of Valid Cases	3852		
Phi	.116		.000
Cramer's V	.116		.000

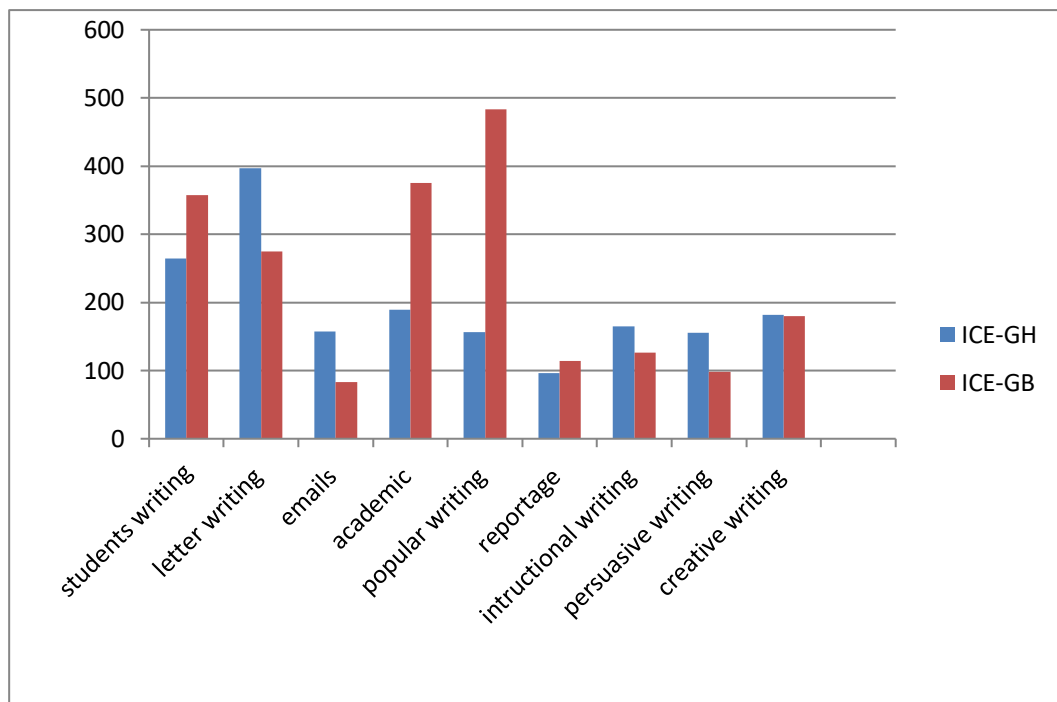
Table 4 presents the result from the Chi Square test of association between all progressive aspect constructions and the two corpora; ICE-GH and ICE-GB. The p-value (0.000) from the Pearson Chi-Square indicates that there is a significant association between the use of the progressive aspect across linguistic disciplines and the overall frequency of the progressive aspect between GhE and BrE. The Cramer's V (0.000) confirms this result and indicates that there is a weak (11.6%) association between all progressive aspect constructions and the two corpora; ICE-GH and ICE-GB.

In summary, this research question sought to ascertain the overall frequency and the various linguistic forms and some systematic differences from their use in British English; and also to determine whether frequency differences of the use of the progressive aspect across linguistic disciplines and the overall frequency of the progressive aspect between GhE and BrE are statistically significant or not. Analyses of both corpora revealed four forms of

the progressive aspect: form of be-present and past, perfective (present and past), infinitive (to and for) and modals (present and past). Analysis of the frequency of occurrence of these forms showed that the form of BE was more frequent in Ghanaian English as compared to their British counterpart; and that the past progressive was less frequent in Ghanaian English as compared to British English. Again, the Chi-Square test showed a significant association of the overall frequency of the progressive aspect between GhE and BrE. However, there was a weak association between all progressive aspect constructions and the two corpora; ICE-GH and ICE-GB.

**Research question two:** What systematic differences are discernible in Ghanaian English and British English regarding the frequency of occurrence of the progressive aspect in respect of the distinct text types between GhE and BrE?

This research question also focused on the frequency of the distinct text variation and some systematic differences in Ghanaian English and that of the British English. In all, nine different stylistic disciplines were determined for analysis. These included: students' writing, letters, emails, academic, popular writing, reportage, instructional writing, persuasive writing and creative writing. Results are presented in figure 4.



**Figure 4: Frequency of the overall progressive aspect constructions in the different text categories.**

The frequency of progressives in GhE is dependent upon text type (text categories). Figure 4 shows that in BrE progressive constructions seem to occur primarily in popular writing with a frequency of 483, academic (375), and students' writing with a frequency of 357, while frequency of progressive constructions in GhE is more frequent in letter writing with 397, emails with 157, instructional writing with 165. Gut and Fuchs (2013) have equally identified lower use of the progressive aspect in Nigerian students as compared to their British counterpart.

**Table 5: A cross-tabulation of Frequency of formal text categories in both ICE-GH and ICE-GB**

	Ghanaian English		British English		
Formal Writing	Observed	Expected	Observed	Expected	Total
Student Writing	264	207.3	357	413.7	621
Academic Writing	189	188.3	375	375.7	564
Popular Writing	156	213.4	483	425.6	639
<b>Total</b>	<b>609</b>		<b>1215</b>		<b>1820</b>

From Table 5, in registers that involve a formal presentation, Ghanaian writers of English tend to use far fewer progressive constructions with a frequency of 609. However, their British counterparts tend to use far more progressive constructions that involved formal presentation with a frequency of 1215. It is pertinent to note that even though Ghanaian writers do not seem to use more of progressive constructions in formal presentation, majority of these progressive constructions emanate from students' writing whereas in British writers, popular writing produce the majority of the progressive constructions.

**Table 6: Chi Square Test of Frequency of overall progressive aspect constructions formal text categories in both ICE-GH and ICE-GB**

	Value	Df	p-value
Pearson Chi-Square	46.391 <sup>a</sup>	2	.000
Likelihood Ratio	46.806	2	.000
Linear-by-Linear Association	46.365	1	.000
N of Valid Cases	1824		
Phi	.159		.000
Cramer's V	.159		.000

Table 6 presents the result from the Chi Square test of association between Frequency of overall progressive aspect constructions formal text categories and the two corpora; ICE-GH and ICE-GB. The p-value (0.000) from the Pearson Chi-Square indicates that there is a significant association between the use of the two corpora; ICE-GH and ICE-GB in Formal writings. The Cramer's V (0.000) confirms this result and indicates that there is a weak (15.9%) association between the frequencies of overall progressive aspect constructions of formal text categories and the two corpora; ICE-GH and ICE-GB.

**Table 7: A cross tabulation of Frequency of overall progressive aspect constructions in informal text categories in the ICE-GH and ICE-GB**

	Ghanaian English		British English		Total
	Observed	Expected	Observed	Expected	
Informal Writing					
Reportage	96	119.3	114	90.7	210
Instructional					
writing	165	165.3	126	125.7	291
Creative writing	182	205.6	180	156.4	362
Persuasive					
writing	155	143.7	98	109.3	253
Academic					
writing	157	136.3	83	103.7	240
Letters	397	381.7	275	290.3	672
Total	1152		876		2028

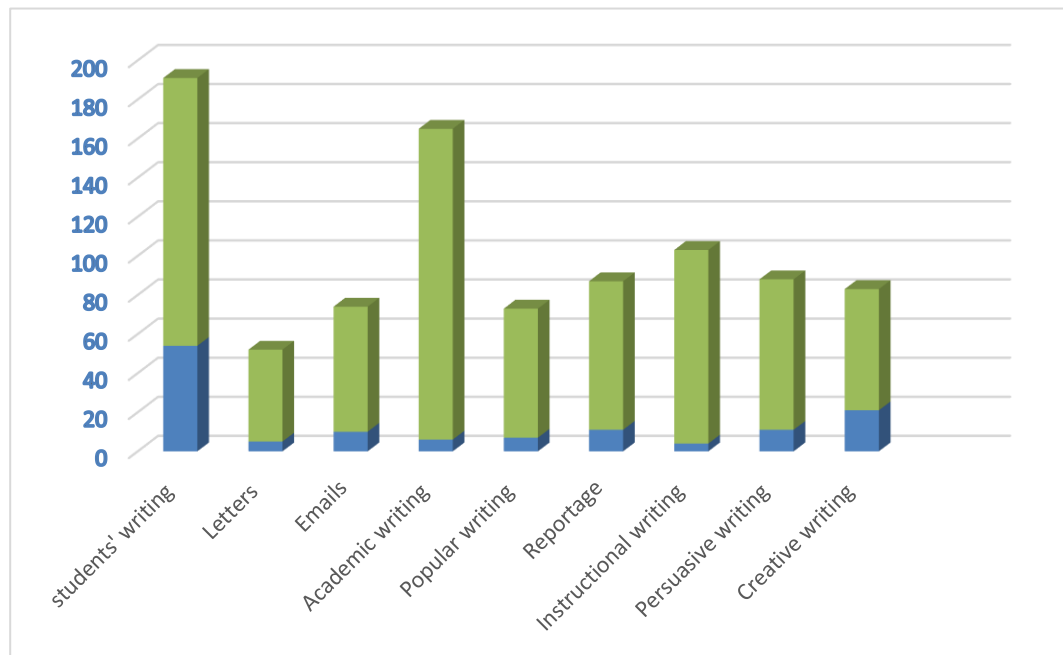
It can also be noted from Table 7 that in registers that involve an informal presentation, Ghanaian writers tend to use more progressive constructions with a frequency of 1152 whereas British writers use fewer progressive constructions with a frequency of 876. In Ghanaian writers, majority of the progressive constructions are realized in letters with a frequency of 397 with reportage producing less of the progressive constructions. Similarly, the British corpus has majority of the progressive constructions coming from letters, but Emails produced fewer progressive constructions unlike the Ghanaian corpus which saw fewer use of the progressive construction by reportage. The more frequent use of the

progressive construction in both corpora in terms of letters may be due to the fact that letters involve immediate actions.

**Table 8: Chi Square Test of overall progressive aspect constructions in informal text categories in the ICE-GH and ICE-GB**

		Value	df	p-value
Pearson Chi-Square	Chi-Square	27.536 <sup>a</sup>	5	.000
Likelihood Ratio		27.537	5	.000
Linear-by-Linear Association		13.560	1	.000
N of Valid Cases		2028		
Phi		.117		.000
Cramer's V		.117		.000

Table 8 presents the results from the Chi Square test of association between Frequency of overall progressive aspect constructions informal text categories and the two corpora; ICE-GH and ICE-GB. The p-value (0.000) from the Pearson Chi-Square indicates that there is a significant association between the use of the two corpora; ICE-GH and ICE-GB in informal writings. The Cramer's V (0.000) confirms this result and indicates that there is a weak (11.7%) association between the frequency of overall progressive aspect constructions informal text categories and the two corpora; ICE-GH and ICE-GB.



**Figure 5: Relative frequency of all progressive constructions of complex progressive aspect constructions in Ghanaian English in different text types**

Figure 5 provides the various text types in items of the relative frequency of different types of complex progressive constructions in Ghanaian English. It is evident in Figure 5 that morphological markings of verbs with the combination of the progressive and perfect are very infrequent in instructional writing, letters, academic writing, and popular writing, but frequently found in creative writing, persuasive writing, reportage and emails. Strikingly, prevalence of these constructions was in students' writing. These results seem to contradict the findings of Gut and Fuchs (2013) on the frequent use of the perfect progressive aspect in NigE. They, however, identified the perfect progressive to more frequent in text types that require a high degree of preparation such as news writing, social letters, broadcast talks, and parliamentary debates. In terms of the use of the modal progressive aspect, academic writing and students' writing recorded the highest frequent use with 159 and 137 respectively. They are moderately frequent in instructional



writing, persuasive writing, reportage, emails, popular writing, and creative writing. Letters recorded the least frequent use. Gut and Fuchs (2013) however found such constructions to be very rare in factual informational language such as in academic writing, broadcast news, and press writing. These differences in result may be due to the fact that they were focused on both spoken and written NigE while I dwelled particular on written GhE.

It is pertinent to note here that Ghanaian writers tend to use more of the modal progressive as compared to that of the perfect progressive. It is therefore crucial to compare this variation with that of the British standard and this illustrated in Table 9.

**Table 9: A cross tabulation of Frequency of complex progressive aspect construction in both ICE-GH and ICE-GB**

	Ghanaian English		British English		
Complex Progressive	Observed	Expected	Observed	Expected	Total
Perfectives	80	57.5	52	74.5	132
Modals	787	809.5	1070	1047.5	1857
Total	867		1120		1989

Table 9 shows the cross tabulation of relative distribution of individual complex progressive structures and the two corpora; ICE-GH and ICE-GB. It can be seen that both Ghanaian writers and British writers tend to favour the modal progressive aspect, but more strongly favoured in British English compared to that of Ghanaian English with 1122 and 867.

**Table 10: Chi Square Test of Frequency of all complex progressive Constructions in both ICE-GH and ICE-GB**

	Value	df	p-value
Pearson Chi-Square	16.649 <sup>a</sup>	1	.000
Likelihood Ratio	16.499	1	.000
Linear-by-Linear Association	16.641	1	.000
N of Valid Cases	1989		
Phi	.091		.000
Cramer's V	.091		.000

Table 10 presents the result from the Chi Square test of association between frequency of all complex progressive constructions and the two corpora; ICE-GH and ICE-GB. The p-value (0.000) from the Pearson Chi-Square indicates that there is a significant association between the use of the two corpora; ICE-GH and ICE-GB and complex progression. The Cramer's V (0.000) confirms this result and indicates that there is a weak (9.1%) association between the frequency of overall progressive aspect constructions complex progressive aspect construction and the two corpora; ICE-GH and ICE-GB.

**Table 11: A cross tabulation of Frequency of present, past and infinitive progressive aspect construction in both ICE-GH and ICE-GB**

	Ghanaian English		British English		
Formal Writing	Observed	Expected	Observed	Expected	Total
Present Progressive	1105	1075.7	1248	1277.3	2353
Past Progressive	629	653.7	801	776.3	1430
Infinitive	27	31.5	42	37.5	69
<b>Total</b>	<b>1761</b>		<b>2091</b>		<b>3852</b>

Table 11 shows the cross tabulation of the frequency of progressive construction of present, past and infinitive progressive aspect construction and two corpora; ICE-GH and ICE-GB. It is quite clear from Table 11 that overall, British writers tend to use more progressive constructions than their Ghanaian counterparts. Notably, both Ghanaian writers and British tend to frequently use the present progressive but most frequent in BrE compared to that of GhE, with 1248 and 1105 respectively. Again, both Ghanaian writers and British writers do not favour the use of the infinitive but this is more frequent in BrE than in GhE with 42 and 27 in that order. The test of significance between this is shown in the table 12 below.

**Table 12: Chi Square Test of Frequency of progressive construction of present, past and infinitive progressive aspect construction in both ICE-GH and ICE-GB**

	Value	df	p-value
Pearson Chi-Square	4.401 <sup>a</sup>	2	.111
Likelihood Ratio	4.416	2	.110
Linear-by-Linear Association	4.319	1	.038
N of Valid Cases	3852		

According to Table 12, there is no significant association between progressive construction of present, past and infinitive progressive aspect construction and two corpora; ICE-GH and ICE-GB. The p-value (0.111) from the Pearson Chi-Square is greater than 0.05 indicating that progressive construction of present, past and infinitive progressive aspect construction and two corpora; ICE-GH and ICE-GB are not independent.

**Table 13: A cross tabulation of Frequency of the different extended uses of the progressive in different text types in both ICE-GH and ICE-GB**

Classification of verbs by Vendler	Ghanaian English		British English		Total
	Observed	Expected	Observed	Expected	
Activity verbs	647	635.9	744	755.1	1391
State verbs	533	459.0	471	545.0	1004
Accomplishment verbs	245	346.1	512	410.9	757
Achievement verbs	336	320.0	364	380.0	700
<b>Total</b>	<b>1761</b>		<b>2091</b>		<b>3852</b>

Table 13 shows the classification of verbs by Vendler as modified and classified by Dowty (1979). Quite clearly, ICE British reveals frequent (2091) use of the progressive aspect as compared to that of ICE-Ghana 1761. With the use of the verb classification by Vendler as in Table 13, Ghanaian writers tend to use more of the activity verbs, with a frequency of 647; but the use of the activity verbs is more frequent in ICE-British with a frequency of 744. Also, while state verbs tend to be frequent 533 in ICE-Ghana, accomplishment verbs are frequent 512 in ICE-British, with state verbs being less frequent 471 in ICE-British as well as accomplishment being less frequent 245 in ICE-Ghana. The frequent use of the activity verbs by both Ghanaian and British writers shows the prototypical use of the progressive as the progressive aspect is mostly associated with activity verbs, and not with the state verbs as advanced by earlier scholars that progressive aspect is not compatible with stative verbs (Quirk, Greenbaum, Leech, and Svartivik, 1972, 1985; Comrie, 1976; Biber, Johansson, Leech, Conrad, and Finegan, 1999). However, the use of the state verbs was quite frequent in both corpuses; and buttress the earlier position that there has been a major shift in the concepts on progressive aspect, especially in relation to stative verbs in native and from non-native Englishes. It is also contended that there are substantive proofs that speaker of selected post-colonial varieties of English, in recent times, have increased the scope and frequency of progressive aspects tremendously (Kachru, 1990; Belli, 2018).

**Table 14: Chi Square Test of Frequency of the different extended uses of the progressive in different text types in both ICE-GH and ICE-GB**

	Value	Df	p-value
Pearson Chi-Square	78.189 <sup>a</sup>	3	.000
Likelihood Ratio	79.646	3	.000
Linear-by-Linear Association	5.402	1	.020
N of Valid Cases	3852		
Phi	.142		.000
Cramer's V	.142		.000

Table 14 presents the results from the Chi Square test of association between frequency of different extended uses of the progressive in different text types and the two corpora; ICE-GH and ICE-GB. The p-value (0.000) from the Pearson Chi-Square indicates that there is a significant association between the use of the two corpora; ICE-GH and ICE-GB and the classification of verbs by Vendler. The Cramer's V (0.000) confirms this result and indicates that there is a weak (14.2%) association among classification of verbs by Vendler and the two corpora; ICE-GH and ICE-GB.

Thus, this part of research question two sought to find out distinct stylistic variation and some systematic differences from their use in British English, and to determine the significance of the differences. It can be seen from the above discussion that the progressive aspect seems to be more frequent in popular writing, academic writing and students' writing respectively in BrE while the progressive aspect appears more frequent in

letter writing, Emails and instructional writing in GhE. Again, analysis revealed that in terms of registers that involve formal presentation, Ghanaian writers of English tend to use far fewer progressive constructions than their British counterparts, who favour its excessive use, whereas with registers that involve an informal presentation, Ghanaian writers of English tend to use far more progressive constructions than their British counterpart. In tandem with the significance of the differences between the two corpora, the Chi Square test results showed that there is a significant association between the use of the two corpora; ICE-GH and ICE-GB in Formal writings, but weak association between the frequency of overall progressive aspect constructions of formal text categories and the two corpora; ICE-GH and ICE-GB. On the other hand, the Chi-Square results indicated that there was a significant association between the use of the two corpora; ICE-GH and ICE-GB in informal writings; however, there was a weak association between the frequency of overall progressive aspect constructions in informal text categories and the two corpora; ICE-GH and ICE-GB.

Also, regarding the use of the complex progressive aspect constructions in GhE in different text types, analysis revealed that the complex progressive aspect was more frequent in creative writing, persuasive writing, reportage and emails but infrequent in instructional writing, letters, academic writing and popular writing. Significance test showed a significant association between the use of the two corpora; ICE-GH and ICE-GB of complex progressive aspect; but there was a weak association between the frequency of all complex progressive aspect constructions and the two corpora; ICE-GH and ICE-GB. It was also shown that both GhE and BrE favour the use of the

present progressive but more frequent in BrE, with the differences being insignificant, indicating that the differences were only due to chance. Further, in terms of Vendler's classification of verbs, it was revealed that both BrE and GhE use more of the activity verbs. The differences were noted to be significant but weak association among the classification of verbs by Vendler and the two corpora; ICE-GH and ICE-GB.

### **Research Question three: What are the functions of the progressive aspect in GhE?**

This research question sought to find out the functions of the progressive aspect in GhE in tandem with that of the BrE. In this discussion, I shall focus on the special function of the progressive also referred to as the non-aspectual use of the progressive.

#### **To show an activity which last for a certain period of time in the present**

Analysis of the Ghanaian corpus revealed that both Ghanaian writers and British writers adopt the prototypical use of the progressive aspect to express activities which last for certain periods of time in the present. Clearly, this usage of the progressive makes up the present progressive. Thus, typically, they either refer to situations that are clearly on-going at the moment of speech as in examples (1a) and (1b), or refer to accomplishment situations of longer duration as in examples 2a and b or activities of longer duration as in example 2a and b.

1ai). *The little girl is **bleeding*** (GH-W2B)

1aii). **Am missing** our gossip with love (GB-WIB)

1bi). The problem we **are facing** now... (GH-W21A)



1bii). Now I am settling down in my new flat (GB-WIB)

2ai). I **am pursuing** a degree in social work (GH-W1C)

2aii). I am writing to confirm that ... (GB-WIB)

2bi). Currently, I **am serving** as a Teaching Assistant... (GH-W1C)

2bii). It shows that he **is fighting** for a cause (GH-W1C)

The events in examples (1a) and (1b) describe an on-going process which may last for some period of time. But the event progressive with *now* is often used to indicate the duration as in example (1b). Also, in examples 2a and b, the function of the progressive is to describe temporary situations which are in progress for longer period of time but not necessarily at the moment of speaking. This same function is identified by Habonova (2014) as he points out that the progressive of event indicates that the event or situation has some duration, and the same time it does not mean that the event or situation has finished yet: incompleteness. He thus refers to this function as event progressive.

**a. To express a habitual or repeated action**

In GhE and BrE, it became evident that both Ghanaian and British writers use the progressive aspect to indicate a habitual or repeated action. In this case, the habitual situations expressed by the progressive are in most cases in some sense temporary. In the habitual usage, Ghanaian writers use the verb together with adverbs of frequency, but it is not always the case that the constructions are accompanied by temporal adverbials. Let us consider the examples below.

4ai). *He lives in Canada but is always visiting Ghana* (GH: W1B-011).

4aii). Douglas Hurd **is showing** himself **day by day** (GB-W2C).

4bi). *Zigzag Zala was bringing him a nasty note from the Pope* (GH: W2F-014).

4bii). I wonder how you **are reading** a lot ... (GB-WIB).

The examples above indicate repeated situations but only in the specific time span. Further, they suggest that by inserting the eventive predicates to the clause: time, position, frequency, the habitual progressive can also express the duration of events as in example 4a. This finding agrees with that of Kranich (2013) as she claims in temporary habitual situations the situation can be viewed as dynamically in progress, and that these uses are thus an extension of the progressive meaning. It must however be noted that there are a number of cases in ICE-GH in which the focus is not on temporariness or change like the examples provided above.

5. This in essence is **telling** us that... (GH: W1A-10).

Clearly, from this example, one cannot tell whether the action is temporal or tentative, and thus, reveals some other functions of the progressive aspect.

#### **c. To indicate that an activity took place and lasted for a certain period in the past**

Furthermore, Ghanaian and British writers tend to use the progressive aspect to express an activity which took place and lasted for a certain period in the past. In this case, the activity is momentary but rather in progress for some time as in the examples below.

6ai). Another example is the case of a Ghanaian young man who **was chatting** on the internet with a girl in Liverpool. (GH: W1A-002).

6aai). Brazil **was enjoying** growth rates of 7% per year (GB-W1A).

6bi). Everybody **was running** for dear life. (GH: W1A-014).

6bii). Both artists **were creating** freely without economic pressures (GB-W1A0).

6ci) Some of the women **were carrying** baskets filled with vegetables and tomatoes. (GH: W2F-003).

6cii). However, this time we **were travelling** through hill country (GB-W1B).

Here, the messages are that *chatting*, *running* and *carrying* in examples 6ai, 6bi and 6ci in ICE-GH and enjoying, *creating* and *travelling* in 6aii, bii and cii respectively were not momentary but rather the activities were in progress for some time. This finding stands in isolation to the findings of Agnes (unpublished) and Habonova (2014) on the use of the progressive aspect. This variation in results may be due to the differences in variety of English.

**d. To indicate that an activity took place and lasted for a certain period in the past**

Again, analysis of the data revealed that Ghanaian and British writers use the progressive aspect to indicate that one activity was in progress when another event occurred in the past. This is marked by situations which either creates another situation or the construction is used for expressing simultaneity with another situation marked by it as in examples 7a, 7b and 7c respectively.

7ai). How about the scholarship awards we **were discussing** when you came around (GH: W1B-014)?

7aii). They had surfaced just as his group **were gathering** critical evidence (GB-W2B).

7bi). Whilst the Asantes **were coming**, they brought the stool used by Kofi Akinkra and some of his people which included craftsmen (GH: W2B).

7bii). The entertainer **was playing** popular themes when he went (GB-W1B).

7ci). She passed away on the 6th of March, 2006, a day when Ghana **was celebrating** her 49th Independent Day Anniversary (GH: W2B-008).

7cii). Two years ago, when Bush was running for the White House, such warnings came up (GB-W2E).

As clearly depicted in both examples ICE-GH and ICE-GB above, the progressives are used to show that an activity was in progress when another event happened in the past. When this happens, time adverbs are used to indicate the timing of the two activities: that the activity in progress and the activity which occurred. In this case, there are two clauses: the activity in progress contains the independent clause whereas the activity which occurred contains the dependent clause mostly introduced by time adverbs as captured in the examples above.

As revealed in the examples, Ghanaian writers using the progressive aspect this way, mostly use the past progressive, which occurred in the more than 30.6% of all instances of the construction in ICE-GH and ICE-GB.

**e. To indicate an action which began in the past and is still continuing into the present**

The progressive aspect is also attributed to certain function such as describing actions which began in the past with consequences in the present, which shows repeated action and realised through the present perfect progressive. It should be admitted that this usage occurred in both ICE-GH and ICE-GB.

8ai) ... the 2008 elections are very crucial: first the NDC, which **has been complaining** since 2000... (GH: W2E-008).

8a<sub>ii</sub>). Urbanisation **has been occurring** for considerably longer time (GB-W1A).

8b<sub>i</sub>) ... lecturer/course **has been waiting** for you all these years to make a difference GH: W2D-83).

8b<sub>ii</sub>). He **has been pursuing** an unholy jihad ... (GB-W2C).

The progressives in the examples above refer to continuing actions which were not interrupted, which means that the actions are not necessarily completed and continuing until the time of speaking. And as can be seen in the examples, such functions normally use the present perfective: has/have + been + ing participial. This result was similarly reported by Gorcikova (2012) as he identified that such actions are often used with all + time reference as in she has been studying all night long (Gorcikova, 2012, p. 25).

#### **f. To indicate that something that happened in the past too often**

One notable function as realised in the corpora dwells on describing actions which happened in the past too often. This usage was recorded in both ICE-GH and ICE-GB. The examples below as taken from both corpora explain further.

9a<sub>i</sub>) ... *he had been working for two years* (GB: W1A-004).

9a<sub>ii</sub>). The United States had been refusing to supply India with high ... (GB-W2B).

9b<sub>i</sub>) *Turbulent thought had been raging in her head all morning* (GH: W2F-009).

9b<sub>ii</sub>). We had been seeing each other for 5 years ... (GB-W1B).

Quite clearly, in examples 9a and b show how the activities of working and raging continued in the past for too often. This usage most often uses the

past perfective: had + been + ing participial. However, Gorcikova (2012) identified an additional function with the use of the past perfective, which is to describe actions which happened in the distant past and ended before something else happened in the past in which one sentence is used in the past perfect progressive tense, another one in the past simple tense.

**g. To indicate temporariness**

Stative verbs mostly do not occur in the progressive form, but in situations where such verbs occur, they hold the notion of temporariness rather than permanence as in example 10a, b and c in that order. This was shown in both Ghanaian English and British English.

10ai). .... *he is **having** a drink with friends* (GH: W1A-006).

10aai). Mr. Majorrrsquo is having major difficulties... (GB-W1B).

10bi). *Abbie is **looking** so smashing and beautiful* (GH: W1B-011).

bii). Windows 3.0 is looking good (GB-W2B).

It can be substantiated from the examples that the verbs *have*, *look* and *think* are stative verbs which are used to show temporary situations. According to Kranich cited in Agnes (unpublished) stative situations to which the progressive is generally applied have the temporary nature in common with prototypical dynamic situations. Agnes (unpublished) thus, found similar uses of the progressive aspect in her studies. According to her most uses of state verbs with the progressive seem to consist of more or less routinized combinations of the progressive with verbs like *have*, *look*, *think*, and *be*.

### Extended uses of the Progressive Aspect

Analysis of the data revealed that Ghanaian writers use the progressive aspect to express other function apart from the ones to show duration, limited duration or necessarily completed situation. From the data, it was identified that Ghanaian writers use the progressive aspect to underscore near future, politeness, agentive activity or emotive overtone and prediction.

#### a. Near future

Apart from the aspectual functions discussed thus far, most of the progressives as shown in both ICE-GH and ICE-GB are more devoted to expressing the future thus, the futurate progressive. However, it does appear that the British writers tend to use the future progressive with accompanying adverbials like *tomorrow* and *for two weeks*. Thus, the use of progressive aspect can indicate that an event will happen in the near future as in examples 11a, and b.

11ai). in order that they do not accuse the Department and the university of losing their scripts, I **am returning** them to your office for the appropriate action (GH: W1B-029).

11aai). My millionaire **is buying** me an Indian tomorrow (GB-W1B).

bi). I **am forwarding** Dr. Boadu letter and unmarked scripts to you (GH: W1B-029).

bii). Chris **is going** to America for two weeks (GB-W1B).

As shown in examples 11a and b, the progressives place the situations in futurate contexts and do not necessarily indicate aspectual meaning. For this reason, Agnes (unpublished) identified similar uses of the progressive aspect in her study and pointed that the contexts of the situations referred to by the

futurate progressive are more difficult to categorize in terms of aspectual meaning. I must admit that this near future is bound with certain plan or arrangement as shown in examples 11a and b, and that their usage for the future are limited to human as something may be already planned.

**b. The near future or prediction with modal verbs**

Unlike the use of the present progressive in describing near future, both Ghanaian writers and British writers express near future with the use of the modal progressive *will* to make it more explicit in expressing the future as in examples 12a and b.

12ai). I **will be starting** my first paper... (GH: W1B-005).

12aai). I **will be sending** you a parcel made of the things you like... (GH: W1B-011).

12bi). Zux and I **will be going** to Zixton in June (GB-W1B).

12bii). We **will be bringing** in someone to help with... (GB-W1B).

However, with the use of *will* in the modal progressive, the progressive is more in the future than in the near future and hence, shifts entirely from the aspectual meaning with no indication of arrangements or planning as opined by Leech and Svartvik (2002) and Quirk (1985). Hence, it expresses or indicates prediction. This usage as with the modal **will** can occur in the present progressive sense as with the 'BE' verbs, with similar intention but slightly different meaning. That is, example 10a can be re-written as: *I am starting my first paper....* to maintain the near future progressive. It must therefore be pointed out that Ghanaian writers and British writers introduce the modal **will** for a purpose, and that is to make a strong case of prediction. According to Ngula (2015) the use of *will* expresses a prediction that is strong and more



direct, and is used where writers have enormous confidence in the evidence and knowledge that warrants their claim.

Furthermore, Ghanaian writers and British writers use *would* in modal progressives to describe prediction but with caution as in *We would be bringing our herbs for study...* (GH: W2A). Following the use of the modal verb *would*, Ngula (2015) has admitted that when writers use it they do so to portray tactfulness and politeness. However, the use of *would* as above, shows tentativeness and less strong in prediction. This is less assured and forthright and reduces the writer's level of confidence in the truth of the proposition (Collins cited in Ngula, 2015).

Similarly, the progressive use of *may* is also use to show possibility with prediction as a pragmatic meaning as in:

13ai) ...*Eva may be coming to Ghana during Xmas holidays* (GH: W1B-009).

aii) ... *while entering data to update your database program, you may be playing music at the same time...* (GH: W2A-0032).

13bi). It seems that other suppliers **may be following** a different route... (GB-W1A).

13bii). You **may be having** a few problems... (GB-W2F).

Thus, the progressive *may* in the examples above generally express possibility and prediction in tentativeness. Thus, in example 11a, the possibility of *may* has pragmatic inclination of prediction, hence it can be rewritten as: it is possible that Eva will come to Ghana during Xmas holidays. This use however runs into the use of *will* as discussed above. In example 13b on the other hand, the use of progressive modal *may*, is exclusively used to show possibility. Thus, the sentence can be recaptured as: *while entering data*

to update your database program, it is possible to play music at the same time. That is, the use of *may* generally expresses possibility (Ngula, 2015). However, inherently, such use of the progressive *may can* also denote permission. This result tallies with that of Agnes (unpublished) on the progressive use by Ghanaian writers and British writers, which according to her represents another colloquial variant to refer to planned future situations.

#### Politeness

Further, the analysis of the data showed that Ghanaian writers and British writers use the progressive to express politeness, which justifies Quirk's (1985) position that the progressive form can be used tentatively to a present wish or attitude similar to the form of modal progressive *may*, which is more colloquial. The following structures exemplify this use of the progressive aspect.

14a. *I was **thinking** that I had wronged you (GH: W1B-011)*

b. *...I was **wondering** if there were some job opportunities... (GH: W1C-022)*

c. *I was **hoping** if I could learn it here in Ghana... (GH: W1C-020).*

d. *I was **wondering**: do you have information about Mrs. Hamilton's death? (GB: W2F-009).*

e. *I **am considering** doing an M.A in Economics during my spare time (GB: W1B-022).*

Clearly, the progressives in the sentences above show some degree of politeness and tentativeness, without which the sentences would be less tentative and less polite. Habonava (2014) identified similar function of the progressive aspect as softening among British writers and American writers. He, admitting the position of Romer (2005) indicated that in some cases the

sentence could sound more aggressive in the absence of progressive form as seen in the sentences above. Agnes (unpublished) has also found similar results among British spoken English. This particular function of the progressive has been discussed detached from any other function by Habonava (2014) but Kranich and Quick et al. cited in Agnes (unpublished) discussed this function under subjective meaning of the progressive aspect. I shall therefore dwell on this meaning of the progressive aspect and bring out some other functions of the progressive aspect as identified in both data. Habonava (2014) in a similar findings identified that the most frequent adverbial which is used to make the sentence polite is *just, if, whether* or *actually*, and that another feature of this structure is that the *I* and in some cases *you* are usually being used in a subject position. However, I shall discuss the details of some of these features subsequently in this discussion.

### **Subjective or Agentive Activity**

The most occurring subjective meaning of the progressive found in both data is the explanatory or interpretive progressive as identified by Agnes (unpublished). Here, the speaker tries to interpret or explain someone's behavior. That is, the situation is characterized by non-bounded but the function of the progressive is to describe the speaker's interpretation, or in emphasizing duration, the progressive metaphorically slows down or extends the situation in order to be able to focus on clarifying its nature (Huddleston & Pullum, 2002 cited in Agnes, unpublished).

15ai.) *You know they **are trying** to polish the place for the tourist* (GH: W1B-006).

aii.) *We **are getting** used to it and people **are trying** to take things cool* (GH: W1B-010).

b). *The Mills Campaign Team Communications Director, Koku Anyidoho, on Monday issued a statement saying that due to the Ghana 2008, the professor **was suspending** all high-profile political activities* (GB: W2c-013).

As can be seen from example 15ai, aii and b, the speaker interprets someone's behavior. In example 15a and b, the speaker is interpreting the persons' activities. In example 15c on the other hand, the speaker tries to describe the person's past behavior or doing. It is pertinent to note as identified by Agnes (unpublished) that the structure or sequence are trying and are you trying is quite common in the data.

Another function of the progressive aspect identified in the data is the conversational situation. As captured in Agnes (unpublished) this use has been described by Quirk et al (2005), Biber et al (2002) and Leech (2004) as representing a casual way of reporting bounded situations in conversation, which will thus be referred to as conversational progressive here as in the examples below.

16a. *Kwasi pray for me because I think I **am falling** in love again, can you believe it* (GH: W1B-011).

b. *I **am missing** you too much, I couldn't sleep the first night you left* (GH: W1B-012).

c. *I don't know where to start because I can see that I **am lacking** some things in my life, now I have children* (GB: W1C-019).

Clearly, the uses of the progressives in the examples above do not fall into the category of subjective uses of the progressive as they do not have a

highlighting or foregrounding function as in the following examples. Agnes (unpublished) has thus, reported that the uses of these progressives express informal speech as found in the data for BrE and extensively used by some GhE speakers.

In the view of Huddleston and Pullum (2002) another category which slightly changes the meaning of verbs is waxing or waning situation and this is like the conversational situation discussed above, does not express subjective cases like:

16a. *The economy **is improving** every day and politically there is peace* (GH: W1B-004).

b. The situation **is becoming** more and more unbearable at the universities (GB: W1B-013).

These examples describe or express the increasing nature of the situation. Thus, in example *16a*, the progressive *improving* describes the improvement of economic conditions in the country, while in *16b*; it describes the increasing unbearable condition at the universities. Habonova (2014) has described as the waning situation, following Comrie's ((1976) description of this function as a developing process, in which the individual phrases are essentially different from one another. This finding falls outside the findings of Agnes (unpublished) and others.

Finally, the function of the progressive aspect as the data produced was devoted to describing state or condition of a person. Thus, it is used to express the condition of someone and the speaker himself and also to ask or inquire the condition of a person as in examples below.

17ai). *He **is doing** well...* (GH: W1B-007).

aii). *But things have changed and I am facing hell* (GH: W1B-012).

bi). *But everything is going on well with me* (GH: W1B-011).

bii). *I hope everything is going on well* (GH: W1C-001).

biii). *I think everything is going on smoothly* (GH: W1B-007)

Quite clearly, example *17a* and *b* reveals the current condition of the of a person, but in examples *b* and *c*, the progressives clearly show the state or condition of the speaker as in examples *bii* and *biii*, the progressives are used make an inquiry about the state or condition of a person. It necessary to point out that such uses fall outside the finding of previous research works (Agnes, unpublished; Habonova, 2014) and others.

In conclusion, this research question was to ascertain the functions of the progressive aspect in GhE in tandem with that of the BrE. It can be realised from the forgoing discussion that both Ghanaian and British writers of English adopt the prototypical use of the progressive aspect to express activities which last for certain periods of time in the present, habitual or repeated action, an activity which took place and lasted for a certain period in the past, an action which began in the past and is still continuing into the present, something that happened in the past too often, and temporariness. These uses were not different or variant from the uses in the British English. Also, there were some extended uses in the Ghanaian English, as to express near future or prediction with modal verbs, and subjective or agentive activity.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The main objective of this chapter is to provide a summary of the study, present the conclusion drawn and provide appropriate suggestions and recommendations based on the findings of the study. It is worth mentioning that the conclusion drawn and the recommendation thereof are directed towards establishing the use of the English progressive aspect by educated Ghanaian speakers in terms of forms, frequency and functions.

#### Summary

This study gave particular attention to the provision of additional support to Ghanaian English as a legitimate and viable variety of English through an in-depth analysis of how educated Ghanaians use progressive aspects in their day-to-day activities. Additionally, the study also conducted adequate comparison between Ghanaian English and the British variety of English so as to ascertain the differences and similarities between the two varieties, and to determine the significance of these differences. This also aided further proof that Ghanaian English is a standard variety of English.

Achieving the aforementioned aims necessitated the following objectives which guided the study:

1. Ascertain the forms, relative frequency of occurrence of the various forms of the progressive aspects in GhE, and distinct stylistic variation and some systematic differences from their use in British English.
2. Verify the functions of the various forms of the progressive aspect in Ghanaian English and compared with the British standard.

3. Analysis of data garnered for the study was guided by the following research questions:

1. What systematic differences are discernible in Ghanaian English and British English regarding the overall frequency of occurrence of progressive constructions in GhE in respect of the various linguistic forms?
2. What systematic differences are discernible in Ghanaian English and British English regarding the frequency of occurrence of the progressive aspect in respect of the distinct stylistic variation between GhE and BrE?
3. What are the functions of the progressive aspect in GhE compared with the British standard?

The mixed method approach, in particular, the explanatory sequential design, was employed for this study. In general, the International Corpus of English (ICE) provided data for this current study. However, in specific terms, since Ghana and United Kingdom are part of the participating countries of ICE, ICE-GH and ICE-BrE form the major sources of data for the study.

Analysis of data garnered was done using qualitative and quantitative paradigm. Analysis done using quantitative paradigm entails using descriptive statistic (percentages and frequencies) with graphic illustration to buttress findings and to aid determination of the extent of progressive usage while qualitative paradigm was employed using thematic approach wherein themes from data source was highlighted so as to outline the various functions and structures that the progressive aspect serves in the Ghanaian English. Using AntConc v3.4.3, a detailed aspectual semantic analysis was done on purposive



selection of 500 examples of the progressive aspect (from the written ICE) from a total of 21,749 –ing structures that appeared in the concordance.

### **Key Findings**

1. Findings of the study revealed four forms of the progressive aspect: form of BE-present and past, perfective (present and past), infinitive (to and for) and modals (present and past). Analysis of the frequency of use of these forms showed that the form of BE was more frequent in Ghanaian English as compared to their British counterpart; and that the past progressive was less frequent in Ghanaian English as compared to British English. Again, the Chi-Square test showed a significant association between the use of the progressive aspect across linguistic disciplines and the overall frequency of the progressive aspect between GhE and BrE. However, there was a weak association between all progressive aspect constructions and the two corpora; ICE-GH and ICE-GB.
2. Again, it was revealed from the findings of this study that in BrE, the progressive aspect appeared more frequent in popular writing, academic writing and students' writing respectively while in GhE, the progressive aspect appeared more frequent in letter writing, Emails and instructional writing. Further analysis revealed that in terms of registers that involve a formal presentation, Ghanaian writers of English tend to use far fewer progressive constructions as their British counterparts favour its excessive use whereas with registers that involve an informal presentation, Ghanaian writers of English tend to use far more progressive construction than their

British counterpart. In tandem with the significance of the differences between the two corpora, the Chi Square test result showed that there was a significant association between the use of the two corpora; ICE-GH and ICE-GB in Formal writings as well as informal writing, but weak association between the frequency of the overall progressive aspect constructions of both formal and informal texts categories and the two corpora; ICE-GH and ICE-GB.

3. Also, regarding the use of the complex progressive aspect constructions in GhE in different text types, analysis revealed that the complex progressive aspect was more frequent in creative writing, persuasive writing, reportage and emails but infrequent in instructional writing, letters, academic writing and popular writing. Chi square test showed a significant association between the use of the two corpora; ICE-GH and ICE-GB of complex progressive aspect; but there was a weak association between the frequency of the overall progressive aspect constructions complex progressive aspect construction and the two corpora; ICE-GH and ICE-GB. It was also shown that both GhE and BrE favour the use of the present progressive but more frequent in BrE, with the differences being insignificant, indicating that the differences were only due to chance. Further, in terms of Vendler's classification of verbs, it was revealed that both BrE and GhE use more of the activity verbs. The differences were noted to be significant but weak association among the classification of verbs by Vendler in the two corpora; ICE-GH and ICE-GB.

4. Result of the study also revealed that GhE in tandem with BrE employed progressive aspects to denote special functions or subjective meanings. It was discovered that in a bid to enhance free flowing communication with their audience, both Ghanaian writers and British writers use progressive aspects to achieve the following:

- i. Show an activity which last for a certain period of time in the present
- ii. Express a habitual or repeated action
- iii. Indicate that an activity took place and lasted for a certain period in the past
- iv. Show that one activity was in progress when another event occurred in the past.
- v. Indicate action which began in the past and is still continuing into the present.
- vi. Dwells or describing actions that happened in the past too often.
- vii. Indicate temporariness
- viii. Express something in the near future
- ix. Predicts near future with modal verbs, and
- x. Express subjective or agentive activity

Other findings emanating as a result of observable evidences in the course of the present study are as follows:

1. Result of the study revealed that both GhE and BrE extended the use of progressives innovatively to form explanatory or interpretative

progressive aspects, conversational progressive which are found in informal speech and used extensively by GhE speakers.

2. Result of the study revealed that in GhE, stative verbs denoting mental state occur frequently in newspaper reportage with a frequency of 20 hits while durative verbs referring to habitual activity occur frequently in newspaper reportage with 35 hits.
3. It was also discovered that, though, speakers of BrE and GhE do not like the use of the infinitive, yet it occurs more in BrE than in GhE with BrE scoring 42 while GhE scoring 27 respectively.

### **Conclusion**

1. In view of the findings of the study, as substantiated by corroborative evidences from the corpus of ICE-GH, it can be concluded that GhE is a legitimate and standard variety of English since there are several similarities in the use of progressive aspects in BrE, such as in the use of explanatory or interpretative progressives, use of the infinitive and stative verbs and conversational progressives. In view of the several instances of extended usage and shift in the concept of progressive aspects in GhE and BrE, it stands to reason, therefore, to conclude that the differences between GhE and BrE in the use of progressive aspects is not a deviation or an error, rather, an innovative and integrative effort to extend the use of progressive aspects to fulfil certain communicative functions as is obtainable in other varieties of English including IndE, NigE, AusE and AmE.
2. Again, based on the Chi Square test result, which showed that there was a significant association between the use of the two corpora; ICE-

GH and ICE-GB and the overall progressive constructions as well as the diverse stylistic variation of the progressive aspect, it can be concluded that the use of progressive aspect in Ghanaian English is different from that of British English but since there was a weak association between the differences in terms of the progressive aspect, it can be said that the differences are not wide apart and that the differences are not deviant from the standard uses of the progressive aspect. However, the conclusion can be drawn from the complex uses of the progressive aspect, giving the insignificant association between the corpora.

### **Recommendations**

A thorough perusal of emerging results from the investigative methodology adopted during the course of the present study, the following recommendations are inevitable:

1. The study revealed that some linguists and grammarians view differences between post-colonial varieties of English as illegitimate and sub-standard. It is therefore recommended that such scholars should conduct or critically examine the results of descriptive, data-driven and pragmatic study and see that these varieties are distinctive and unique in their own way, with speakers domesticating, integrating, and remaking salient features of English to suit communicative purposes similar to native speakers.
2. It is therefore recommended that, GhE should be taught in school alongside BrE, because, unlike Pidgin, GhE is best suited for enhanced

intra-national communication just as IndE is used for similar purpose in India (Padwick, 2017).

3. Citing Graddol (2006) as a point of reference, the study showed that the inner circle of Kachru model of new English does not only comprise native English speakers, non-native speakers are also included as long as they are proficient and can communicate on an international level in English. Hence, it is therefore recommended that further descriptive, data-driven and pragmatic studies should be conducted to update literature on how varieties of non-native English is contributing to innovative use of salient features of English to horn communicative advantage in English.

### **Suggestions for Further Studies**

In view of the scope and limitation of this study, areas for further research are stated below:

- a. The present study conducted in-depth investigation into the use of progressive aspect between GhE and BrE. Further research can be conducted in relation to comparing the use of progressive aspects between GhE and AusE since Australia is also viewed as one of the countries in the inner circle of Kachru's Model of New Englishes.
- b. The present study was conducted in relation to the frequency, form and functions of progressive aspects in GhE as a legitimate variety of English. In future, similar studies can be conducted in relation to comparing the use of English perfective aspect between GhE and BrE so as to further enhance the legitimacy of the Ghanaian English as a standard English in its own right.

- c. The present study carried out an investigative study adopting both thematic and descriptive analysis based on ICE-GH and ICE-BrE corpuses. Since compilation of ICE-GH is still on-going, in the future, researchers could use updated version of these corpuses to improve understanding on the function, forms and frequency of progressive aspects among educated Ghanaians.

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