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Construction and Effectiveness of Remedial Program for the Unit Tense of English

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Abstract

This study addresses the persistent challenge students face in mastering English tenses, a foundational component of grammatical competence crucial for effective communication. Utilizing a remedial program specifically designed for the Unit 'Tense of English,' the research investigates its impact on improving the tense proficiency of secondary school students. A pre-test/post-test single group design was adopted, involving all 52 students from St. Xavier's High School. The study outlines the development and implementation of diagnostic and remedial interventions, employing carefully structured assessments targeting common tense-related errors. The methodology details the step-by-step construction of tools and the delivery of tailored instructional support, although it is limited by the absence of a control group. Data analysis primarily revolves around the application of t-tests to evaluate the statistical significance of score differences before and after the intervention. Results show a marked improvement in students' grasp of tense concepts, as indicated by a significant increase in post-intervention scores, affirming the efficacy of the remedial program in addressing specific grammatical deficiencies. However, the absence of detailed error analysis and control comparisons tempers the generalizability of the findings. Limitations regarding sample representativeness and research design are acknowledged, alongside recommendations for further studies incorporating broader samples, enhanced statistical rigor, and operational definitions of key concepts. Ultimately, this research contributes practical insights for educators developing remedial grammar programs, highlighting both the effectiveness and methodological challenges inherent in such interventions within the school context.

Keywords: *English Tenses, Remedial Program, Grammar Improvement, Secondary School Students*

Introduction

Success in any endeavor is rarely achieved without persistent effort and continuous practice. The adage, "Try and try until you succeed," encapsulates the essential role of perseverance in overcoming challenges and achieving goals (Smith, 2019). This concept is particularly relevant in academic and

scientific pursuits, where repeated trials, careful analysis, and refinement of methods are fundamental to producing reliable and impactful results (Johnson & Lee, 2020). Similarly, language acquisition, especially in a complex language such as English, demands sustained dedication and strategic learning interventions.

In the contemporary global landscape, English has become the lingua franca, serving as the primary medium of communication in international business, education, diplomacy, and technology (Crystal, 2012). Mastery of English is often considered a key skill that opens doors to academic success, career advancement, and cross-cultural communication. However, despite its global prominence, English presents numerous challenges to learners, particularly in mastering its grammatical structures and vocabulary.

One of the most intricate aspects of English grammar is the system of tenses. Tenses are essential in expressing time relationships between events and actions, and their correct usage is crucial for clarity and precision in communication (Azar & Hagen, 2017). The English tense system, which includes present, past, and future forms along with their progressive, perfect, and perfect progressive aspects, can be confusing for learners, especially those whose native languages have simpler or different tense structures (Celce-Murcia & Larsen-Freeman, 1999). Errors in tense usage not only affect grammatical accuracy but can also lead to misinterpretations and reduce the effectiveness of communication (Swan, 2016).

Furthermore, English vocabulary is vast and nuanced, featuring numerous technical terms, idiomatic expressions, and words with multiple meanings or synonyms (Nation, 2013). This lexical complexity, combined with the syntactic sensitivity of English—where even the addition or omission of a single word can change the meaning of a sentence—poses significant hurdles for learners (Swan, 2016). These challenges underscore the importance of focused instructional programs that address specific language components, such as tense usage, to support learners in achieving linguistic competence.

Remedial teaching programs have been recognized as effective interventions to help students overcome particular learning difficulties by providing targeted practice and feedback (Brown, 2014). In the context of English language learning, remedial

programs focusing on tense structures can help learners internalize correct patterns, improve their grammatical accuracy, and build confidence in both written and spoken communication. Such programs often incorporate diagnostic assessments, customized learning materials, and interactive activities that cater to the learners' specific needs (Harmer, 2015).

This study aims to design and implement a remedial program specifically for the English tense unit and to evaluate its effectiveness in enhancing students' understanding and application of tense forms. By identifying common errors and misconceptions related to tense usage, the program seeks to provide systematic instruction and practice opportunities that address these gaps. The anticipated outcome is an improvement in learners' grammatical proficiency, which in turn is expected to contribute to better overall language performance and academic achievement.

Literature Review

The English tense system is widely recognized as one of the most challenging aspects of English grammar for second language learners. Vaezi and Alizadeh (2011) emphasize that mastering the temporal system and applying it correctly, especially in spontaneous communication, remains a significant difficulty for learners. Peterson (2000) further argues that the complexity lies not only in forming tenses but more critically in selecting the appropriate tense according to the context and timeline of the event. Understanding the semantic meaning and timeline associated with each tense is crucial for effective communication (ERIC, 2021). Traditional grammar frameworks, such as those by Wren and Martin (2000), simplify English into three main tenses—present, past, and future—but modern pedagogical approaches stress the importance of aspect and time reference for clarity in usage (ERIC, 2021).

Research on the difficulties faced by learners in acquiring tense knowledge consistently highlights common errors related to tense choice, verb form, and agreement. A study on senior high school students revealed that learners struggle to grasp the nuanced differences between similar tenses, such as the simple past and present perfect, which often leads to errors in both spoken and written English (Sari & Rahayu, 2020). These difficulties are compounded by the learners' limited exposure to authentic language use and insufficient practice opportunities.

Remedial programs have been identified as effective interventions to address these challenges. Such programs focus on diagnosing learners' weaknesses and providing targeted instruction to reinforce fundamental grammatical concepts, including tense usage (Kulkarni, 2021). The scope of remedial courses typically encompasses basic grammar, sentence structure, verb forms, tenses, and writing skills, aiming to elevate students' proficiency to meet academic standards (MIS, 2021). Kulkarni's (2021) quasi-experimental study demonstrated significant improvement in students' English proficiency after participation in a remedial course, with post-test scores showing marked gains over pre-test results, indicating the positive impact of structured remedial instruction on grammar and composition skills (Kulkarni, 2021).

Error analysis studies further shed light on the nature and causes of tense errors among remedial learners. Research conducted at Kebbi State University of Science and Technology revealed that students frequently commit errors due to incomplete understanding of grammatical rules, interference from their first language, and inadequate prior instruction (Yankson, 1989; TERAS, 2021). The study emphasized the importance of early identification of problem areas and continuous revision to prevent fossilization of errors. It also highlighted that despite early exposure to English, many learners enter higher education with insufficient command over basic grammatical structures, necessitating remedial support (TERAS, 2021).

The effectiveness of remedial programs is also linked to their ability to build learners' confidence and motivation. According to Harmer (2015), remedial teaching that incorporates interactive and communicative activities helps learners internalize grammatical concepts more effectively than traditional rote learning methods. Moreover, integrating vocabulary development and phonics into remedial courses supports comprehensive language acquisition, as vocabulary knowledge facilitates better comprehension and production of tense forms (Nation, 2013; Kulkarni, 2021).

In summary, the literature underscores the complexity of the English tense system and the persistent difficulties faced by learners in mastering it. Remedial programs designed with a focus on tense usage, combined with diagnostic assessment and learner-centered pedagogy, have been shown to significantly

improve grammatical accuracy and overall language proficiency. This research builds on these findings by constructing a remedial program specifically targeting the unit of English tenses and evaluating its effectiveness in enhancing learners' competence.

Definition of Technical words

As we all know, English is a language where same sentence can create different meaning. It depends on the way of speaking. Words used for research are sometimes mistaken and the meaning of sentence changes. Therefore, the words which are accepted and word used worldwide are most preferable. We need to study the limited use of real words.

W.S Monaro and Engel hart, the element of research, New York (1956) states that "Understanding correctly in depth is the solution to any problem"

Remedial Education

Theoretical Definition: "Through Remedial Education help is given to the students who faces problem in their field" – Olive C. Samson

Operational Definition: The education given to students who are unable to achieve the expected goals due to many reasons such as the upbringing of the student or the atmosphere in which he/she lives is called Remedial Education. The process of Remedial Education includes the Questionnaire with difficult questions and based on which the capacity or the weakness of the student is diagnosed and education is given in such weak area.

Tense- A Tense may be defined as that form of a verb which indicates the time and the state of an action or event.

The Present Continuous Tense- A verb which indicates the process will be continue at present.

Simple Present Tense-A word which indicates present time.

Past Continuous Tense-Past continuous represents an action as going on at some point past time.

Past Perfect Tense-Past perfect denotes an action completed at some point in the past time before another action is commenced.

Simple Future Tense-The Future indefinite or simple future is used of a single act that has till to take place.

Past Perfect Continuous Tense- This tense is used for action which began before the time of speaking in the past and continued up to that time.

Effectiveness: Effectiveness includes the Diagnostic assessment of the Questionnaire examining minutely and weakness of the studied is studied. Depending on such assessment Remedial Education is provided and the improvement in student regarding the content knowledge, Understanding and skills is examined.

Purpose of Study: For Realization of the purpose of the study by the researchers, following points are determined:

- For Standard 9- in English Grammar, the difficult topics regarding Tense should be sort out depending on which diagnosis exams should be conducted.
- The weak and deficiency area in English Grammar for Tenses should be examined.
- Remedial Program should be prepared to remove the weak points of English Grammar and Tense.
- Last but not the least, the effectiveness of Remedial Education should be examined.

Hypothesis of the Study

Ho_1- There is no significant difference between the between the scores of diagnostic examination and the Remedial Examination.

Research Area: Area covered by the present research is Language Education.

Type of research: The type of research is Applied Research.

Population and Sample: Population is 52 students of St. Xavier's High School (Mehsana Area) for the academic year 2013-14. The population is the sample of the study.

TABLE 1.1

SCHOOL NAME	NO. OF STUDENTS
SAINT XAVIER'S HIGH SCHOOL	52

Tool of the Study : Two Diagnostic tests are used for Standard 9 students for tenses in English language which are as under-

- Pre test
- Post test

Research Methods: Experimental Research Method is used for the present study.

STEPS TO DESIGN THE DIAGNOSTIC TEST:

- Selection of Units
- In-depth study of units
- Analyze the contents of units
- To determine the purpose according to the subject matter.

- To determine behavior, change according to the purpose.
- Creating clauses.
- Form an early diagnostic test.
- To determine the experts for the review of the initial diagnostic test.
- Reviewing the initial diagnostic test.
- Review to make subsequent improvements.

Remedial Education Plan.

Design of Re Diagnosis test: Try to find the harder issues which the researcher was not able to get expected results through diagnostic test. Reexamine the answer sheet of Standard 9 students for English Grammar tense questions and find out the effectiveness of Remedial Education on student's knowledge.

Implementation of Remdial Program: Through this study, the researcher developed a remedial program in which to teach the English Grammar Tenses six tests were conducted, in which using appropriate method, remedial teaching was performed.

Data Collection: The information is obtained by researchers through Diagnostic test. Where the weakness of students was examined and depending on which treatment program was designed through Remedial program. Re diagnostic test is conducted on the samples and information is obtained.

Data Analysis Technique: After implementation of Diagnostic test(Pretest) in English Grammar and tenses, the weakness of students is examined thoroughly and in-depth as possible and then re diagnostic test are conducted. The marks achieved by the students in the test are noted and numbered. The t-value was used for data analysis for score of student's pretest and effectiveness of the method was analyzed.

Analysis and Interpretation of data : The data in the present study is presented in the form of scores. This data is obtained through diagnostic and re diagnostic test. The scores of this test were analyzed and t-value is calculated.

Major points from data

- Highest mark in diagnostic test is 24.
- 13 students have lowest marks i.e. 0.
- Highest marks in re diagnostic test (30)
- Lowest mark in re diagnostic test is 1

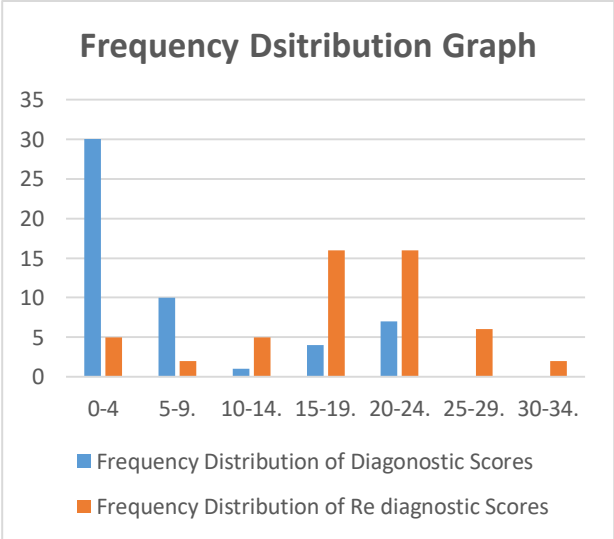
Analysis of scores obtained in Diagnostic test: 52 students participated in the Diagnostic test of Standard 9 of English Grammar tenses and gave feedback which was then examined. The result of Diagnostic

test is prepared and has been analyzed by statistical calculation such as averages, proportion deviations, Median, Correlation. The significance level of hypothesis presented by t and was also presented by graphs.

TABLE 1.2

FREQUENCY DISTRIBUTION OF SCORES OBTAINED IN DIAGNOSTIC TESTS

Sr. No.	Frequency Distribution	Scores of Diagnostic test	Scores of Re diagnostic Test
1	0-4	30	5
2	5-9	10	2
3	10-14	1	5
4	15-19	4	16
5	20-24	7	16
6	25-29	0	6
7	30-34	0	2
	Total	52	52
	On average	12.03	1.5
	Proportion Deviation	9.52	0.50



Hypothesis Testing

Table 1.3 Mean, t score for diagnostic and re diagnostic test

Group	N	M	σ	r	t	Significance Level
Diagnosis Test	52	12.03	9.52	0.60	11.634	Significant and 0.01 Level
Re-Diagnostic (Remdial) Test	52	1.05	0.50			

The t value obtained is 11.634. The Table value for t-value is 2.33 for a large sample at 0.01 level for two tail test. The resulting value is greater than the table value. Hence the t-value is significant and hypothesis is rejected.

The remedial teaching is found to be effective in improving the scores of the students.

Discussion of Results obtained: In the present study a group gave a diagnostic test and Re diagnostic test, a diagnostic test was designed on the difficult issues of tense grammar under the scheme, student's weakness was examined and Therapeutic work was formulated, which have been proven effective. Results from the present study and the previous research was reviewed. It is observed that the average of the Re diagnostic test is more than the scores of Diagnostic tests. This means the weakness made in Diagnostic test are lessened in the Re diagnostic test. From the above learnings, it is clear that therapeutic teaching work results in the grammar of the English subject. Therefore, Diagnostic as well as remedial teaching in other subjects is essential for the entire educational program of the school.

CONCLUSION

The present research covers everything from the problem to the findings of the study. The study in this research includes collection of information and classified, analyzed and interpreted. On its basis the findings, recommendations and future research of the experiment were pointed out. Thus the whole study process is reported here. Under the quality improvement of language education in secondary education, students to form a difficult unit based diagnostic test as well. The present study will be useful for carrying out remedial education work.

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