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## Evaluation of English Language Teaching via Objective-Based Curriculum Evaluation Model

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# Evaluation of English Language Teaching via Objective-Based Curriculum Evaluation Model

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## Abstract

This study explores the effectiveness of a curriculum designed to teach the Simple Past Tense to high school preparatory students within a communicative and student-centered framework. The participants were 24 male students, aged between 14 and 15, all possessing A2-level English proficiency. Through a combination of pre- and post-tests, the study assessed progress in students' core language skills: speaking, listening, reading, and writing. Additionally, both teacher and student observation forms were employed to examine classroom engagement and instructional impact. For one week, the lessons emphasized real-life application of the past tense, aiming to create meaningful and interactive learning experiences. Quantitative data were analyzed using dependent samples t-tests to identify any significant improvements in language performance. Complementary to this, qualitative data from observation forms were subjected to thematic analysis to uncover patterns related to participation and instructional effectiveness. Findings suggest that integrating grammar instruction with real-world tasks enhances student engagement and reinforces learning outcomes. The study highlights the importance of balancing form-focused instruction with communicative practices and offers implications for refining grammar teaching strategies in similar contexts.

## Introduction

In language education, evaluating practical curricula is essential to determining how well a program helps students meet the learning objectives set by educational establishments (Kennedy, 2016). In the context of teaching English, this is especially significant since developing linguistic proficiency requires learning grammatical structures like the past tense (Harmer, 2015). Assessing individual units, like a unit on the past tense in an English language course, can reveal important information about the efficacy of the curriculum and the teaching methods used to encourage language development. One of the most generally acknowledged models for such evaluation is the Objective-Based Curriculum Evaluation Model, which offers a systematic, outcomes-oriented method to analyze educational processes (Tyler, 1949).

This model places a strong emphasis on matching curricular objectives with quantifiable learning outcomes, making sure that teaching strategies are closely related to the curriculum's objectives. Teachers can improve the

overall quality of language instruction by using this framework to pinpoint curriculum design and delivery strengths and areas for development. Additionally, these assessments help to clarify how certain language concepts—like the past tense—are internalized by students, which informs more successful teaching strategies. In this way, curriculum assessment serves as a foundation for continuous improvement in language teaching and learning as well as a way to assess current methods.

The work of Ralph W. Tyler, who described a methodical approach to curriculum design and evaluation in his ground-breaking book *Basic Principles of Curriculum and Instruction*, serves as the foundation for the Objective-Based Curriculum Evaluation Model. Tyler emphasized that a well-designed curriculum must start with precise, well-defined goals, then choose relevant material, instructional practices, and evaluation techniques that support those goals. Mastery of important language components, including past tense verb conjugation, is usually one of these goals in an English language curriculum (Tyler, 1949). According to Tyler's approach, evaluation must to be closely linked to accomplishing these goals so that teachers can determine whether or not students have grasped the material and how well the educational program has aided their learning.

When used to assess a unit on the past tense, this model aids in assessing whether or not students have met particular learning objectives, including the ability to distinguish between the simple past tense and other tenses, the proper conjugation of regular and irregular verbs in the past tense, and the appropriate use of these verbs in context (Stufflebeam, 2003). Over time, researchers like Stufflebeam (2003) have added to Tyler's model by introducing a more thorough evaluation framework that evaluates the educational program's inputs and procedures in addition to its outcomes. By highlighting the significance of employing precise, quantifiable results to guarantee impartial assessment in academic contexts, Scriven (1991) further enhanced this methodology.

Although these core ideas offer helpful insights, there is still a substantial lack of work on applying the Objective-Based Evaluation Model to particular grammar-focused courses, like teaching the Past Tense in English (Ellis, 2008). The efficacy of general language proficiency programs or more general educational goals has been the main subject of the majority of previous studies on curriculum evaluation (Kennedy, 2016; Ellis, 2008). In basic and secondary education, where less is known about the contributions of individual units, such as verb tenses, to total language acquisition, this gap is most noticeable.

In particular, there is a dearth of research that examines the congruence of teaching strategies, evaluations, and learning outcomes using the Objective-Based Curriculum Evaluation Model to grammar units such as the Past Tense unit (Harmer, 2015). Because knowledge of grammatical structures, like the past tense, is frequently a major predictor of language competency, this disparity is noteworthy (Harmer, 2015). Additionally, a hands-on assessment of these units might yield useful information for boosting student learning and teaching tactics. According to research, students' proficiency with tense structures has a major influence on their capacity for precise and clear communication, and the proper use of past tenses is essential for language fluency (Norris & Ortega, 2000). Therefore, evaluating how well a past tense unit accomplishes its goals enhances grammar education as it promotes more general language development goals.

This study evaluates the efficacy of a unit on the past tense in an English language course using the Objective-Based Curriculum Evaluation Model. The study intends to fill the vacuum in the literature and provide a more sophisticated knowledge of curriculum evaluation in the context of language education by assessing whether the teaching strategies, material, and assessments are in line with specific, quantifiable learning outcomes.

### **Purpose and Significance**

Using the Objective-Based Curriculum Evaluation Model, the study's main goal is to determine whether the unit is teaching strategies, content, and assessments that are in line with students' learning objectives, specifically their mastery of the past tense (Tyler, 1949; Stufflebeam, 2003). This evaluation focuses on determining whether the unit effectively supports students in gaining the grammatical knowledge and skills required for proficiency in English.

This work is significant because it adds to the continuous endeavor to enhance English language education curricula, particularly concerning grammar training. The broad efficacy of language-teaching curriculum has been extensively studied (Ellis, 2008; Harmer, 2015), but there is a clear lack of research on the objective assessment of particular grammar units. Knowing how effectively a unit such as the Past Tense aids in language learning can give teachers practical advice on improving their methods and raising student achievement. This study is especially helpful in addressing students' difficulties when learning intricate grammatical structures, like verb tenses, which are essential for English communication and fluency (Norris & Ortega, 2000).

Additionally, this study intends to fill this vacuum in the literature by providing a more targeted approach to curriculum evaluation that focuses on particular grammatical principles rather than more general language competency objectives. The evaluation's conclusions may have applications for teachers, curriculum designers, and legislators who want to improve the caliber and efficacy of English language instruction. Finally, this study aims to support the creation of more accurate and goal-oriented assessment procedures, guaranteeing that language instruction strategies are consistently modified to satisfy students' changing demands.

### **Research Questions**

To address the objectives outlined above, the following research questions will guide this study:

1. How effective is the instructional process focusing on the Simple Past Tense in improving high school students' grammar-writing skills?
2. How effective is the instructional process focusing on the Simple Past Tense in improving high school students' listening skills?
3. How effective is the instructional process focusing on the Simple Past Tense in improving high school students' speaking skills?
4. What is the relationship between the instructional process and improving students' language skills, as observed by teachers during the implementation phase?
5. What is the impact of the Simple Past Tense-focused grammar program on individual students' language

skill development over five days?

6. How do teacher observations of language skill development correlate with the changes observed in students' pre-test and post-test scores?
7. What factors contribute to differences in individual student progress, as reflected in the observation data, during the instructional process?

## **Literature Review**

The evaluation of curricula in language education has been the subject of extensive research, with various models and approaches developed to assess the effectiveness of instructional programs. One of the most influential models in curriculum evaluation is Ralph W. Tyler's Objective-Based Curriculum Evaluation Model, which provides a framework for aligning curriculum content, teaching methods, and assessments with specific learning objectives (Tyler, 1949). This model has been widely used in different educational contexts, including English language instruction, due to its clear focus on measurable outcomes and its ability to provide actionable insights for improving teaching practices (Stufflebeam, 2003). Tyler's model has been a mainstay in curriculum evaluation by highlighting the alignment of objectives, instructional practices, and assessments. This is especially true in language education, where students' success depends on having defined learning outcomes (Kennedy, 2016).

### **The Objective-Based Curriculum Evaluation Model**

In his seminal work, *Basic Principles of Curriculum and Instruction* (1949), Ralph W. Tyler created the Objective-Based Curriculum Evaluation Model, which highlights the significance of defining specific educational objectives as the cornerstone of curriculum design. According to Tyler, a curriculum's efficacy should be assessed based on how well it enables pupils to meet these predetermined objectives. In order to make sure that all the elements support student achievement, this model assesses how well learning objectives, material, teaching strategies, and assessment procedures coincide. In language instruction, where some abilities—like knowing how to use the past tense in English—are crucial for student advancement, this alignment is especially important (Tyler, 1949; Stufflebeam, 2003).

The model offers a methodical framework for evaluating the subject matter and teaching techniques employed in language instruction. For example, the model assesses whether the learning objectives are clear and quantifiable, whether the content is in line with the learning objectives, whether the teaching strategies effectively engage students, and whether assessments accurately measure students' comprehension of the past tense when applied to a grammar-focused unit such as the Past Tense (Tyler, 1949). Interestingly, the approach stresses that assessment should be a continuous process, enabling teachers to make changes that improve student results and the learning environment (Stufflebeam, 2003).

### **The Importance of Grammar Instruction in Language Learning**

Grammar is essential to second language acquisition (SLA), especially when it comes to improving

communication correctness and fluency. One of the hardest parts of grammar is mastering tenses, which calls on students to comprehend and use rules on verb forms, time references, and aspects. For instance, understanding the past tense is crucial for proficient English communication since it entails identifying and utilizing regular and irregular verbs in their proper forms (Celce-Murcia & Larsen-Freeman, 2016). The ability of pupils to speak effectively and clearly in English is strongly impacted by their command of grammatical structures, especially the past tense, according to numerous studies (Norris & Ortega, 2000). A crucial area of emphasis in language training is the proper use of past tenses, which is a fundamental ability that affects spoken and written language.

According to studies, students frequently have trouble putting these rules into practice in real-world situations, particularly when working with irregular verbs or differentiating between the simple past and present perfect tenses (Ellis, 2008). For example, students could misinterpret the usage of past tenses in narrative and descriptive situations, or they might overgeneralize regular verb endings to irregular verbs (Larsen-Freeman, 2015). These difficulties show how crucial focused education and practice are in assisting pupils in internalizing these grammatical norms. Therefore, assessing the English curriculum's Past Tense unit is essential to determining whether teaching methods successfully handle these typical difficulties and help students become grammatically proficient.

Furthermore, there has been much discussion regarding the function of grammar training in SLA; some scholars have emphasized its significance for accuracy, while others have focused on communicative competence (Long, 2015). However, there is growing consensus that a balanced approach that incorporates both explicit grammar instruction and meaningful communicative practice yields the best results for language learners (Spada & Tomita, 2010). This method guarantees that pupils comprehend the fundamental ideas and gain the capacity to use them in practical settings. By evaluating the effectiveness of grammar-focused modules like the Past Tense, teachers can identify teaching gaps and modify their approaches to better meet the needs of their students.

### **Curriculum Evaluation and Grammar-Focused Units**

While the Objective-Based Curriculum Evaluation Model has been widely applied across various educational contexts, there remains a notable gap in the literature concerning its application to specific grammatical units in language teaching. Most curriculum evaluations have focused on broader language proficiency goals rather than assessing the effectiveness of individual grammar units (Kennedy, 2016). As a result, there is limited research evaluating the teaching methods and materials designed explicitly for mastering specific grammar points, such as the past tense.

Some studies have explored the effectiveness of grammar-focused teaching strategies and their impact on students' language proficiency. For instance, Ellis (2008) discusses various approaches to teaching grammar, including explicit instruction and communicative methods. He emphasizes that a combination of explicit focus on form and meaningful practice in context tends to be most effective in helping students internalize grammatical rules. Similarly, Larsen-Freeman (2015) highlights the importance of teaching grammar as a dynamic system where learners are encouraged to use grammatical structures flexibly in real-world contexts. However, there is limited

research on how these teaching strategies align with the specific objectives of a grammar unit, particularly when evaluated using structured models like the Objective-Based Curriculum Evaluation Model (Tyler, 1949; Stufflebeam, 2003).

The lack of research on the objective-based evaluation of grammar units, such as the Past Tense, underscores the need for more focused studies that assess how well specific language skills are taught and whether the intended learning outcomes are being achieved. By applying Tyler's model to a grammar-focused unit, this study aims to contribute to the growing body of knowledge on curriculum evaluation and address this gap in the literature. Such an approach could provide valuable insights into the alignment between teaching strategies, content, and assessments, ultimately enhancing the effectiveness of grammar instruction in language education (Spada & Tomita, 2010; Long, 2015).

### **The Role of Assessments in Grammar Instruction**

In order to ascertain if students have grasped the learning objectives of a grammar course, assessments are essential. Assessments for a past tense lesson must gauge students' proficiency with both regular and irregular verbs in context. Effective evaluation in language instruction should measure students' understanding of grammatical rules and their capacity to use them in conversational contexts, claims Harmer (2015). This is in line with Tyler's (1949) approach, which highlights the need for evaluation to be directly linked to meeting the established learning objectives to guarantee that tests accurately represent the curriculum's intended results.

Numerous studies have emphasized the value of formative evaluations in language learning, contending that consistent feedback enables students to pinpoint areas in which they can benefit from additional practice (Black & William, 2009). Quizzes, peer reviews, and class activities are examples of formative assessments that give students continual chances to practice and improve their comprehension of grammatical structures like the past tense. In order to address prevalent issues, these assessments also enable teachers to modify their teaching methods in real time (Carless, 2007).

Summative assessments, including final exams, written projects, or oral presentations, offer a more comprehensive assessment of students' comprehension and application of linguistic structures in authentic situations than do formative evaluations. For instance, assignments that encourage students to recount a past incident, compose a reflective essay, or have a conversation using suitable past tense forms could be included in a well-crafted summative assessment for a past tense unit (Brown & Abeywickrama, 2019). These exercises guarantee that students may use what they've learned about the past tense in genuine and significant ways.

Examining how well these tests represent the particular learning objectives associated with past tense usage and if they offer a complete picture of student performance are crucial when assessing a past tense course. Do the tests, for example, evaluate both past-tense correctness and fluency? Do they encourage students to use what they've learned in a variety of situations, such as reporting, storytelling, or summarizing prior experiences? Teachers can make sure that assessments are in line with the goals of the unit and offer insightful information

about students' learning by answering these questions (Bachman & Palmer, 2010).

### **Gaps in the Literature and Future Directions**

The application of the Objective-Based Curriculum Evaluation Model to particular grammar units, such as the Past Tense, is mostly lacking in the literature, despite the fact that a great deal has been written on curriculum evaluation models in general and grammar instruction in particular. Few studies have concentrated on assessing individual grammar units using structured models like Tyler's (1949), even though more general studies have examined the efficacy of language education curricula (Kennedy, 2016). By using Tyler's technique to assess a unit on the past tense in an English language curriculum, this study fills this knowledge deficit. The study will specifically investigate if the unit's instructional tactics, material, and assessments support students' mastery of the past tense and whether they are in line with specific, quantifiable learning objectives.

Given the significance of grammar instruction in second language acquisition (SLA), the paucity of research in this field is especially noteworthy. According to studies, improving communication accuracy and fluency requires knowing grammatical structures like the past tense (Norris & Ortega, 2000). However, little is known about how certain grammar units affect total language ability when assessed using an objective, structured framework. This study intends to offer a more nuanced knowledge of how curriculum design and instructional strategies might be tailored to support students in obtaining particular grammatical competencies by concentrating on the Past Tense unit (Ellis, 2008).

This study intends to close this gap in the literature and offer useful advice to curriculum designers and teachers. The research will help provide more targeted and efficient grammar training that can better assist students in grasping this crucial component of language learning by assessing the effectiveness of the Past Tense unit. For instance, the results could guide the creation of instructional strategies, teaching materials, and assessments that are directly related to learning goals (Spada & Tomita, 2010). In the end, this study aims to close the gap between theory and practice by providing practical suggestions for enhancing grammar education in English language instruction.

## **Method**

### **Research Design**

Using a mixed-methods research design, this study attempts to assess high school preparatory English classes objectively. Mixed-approach research mixes quantitative and qualitative data gathering methods, thoroughly comprehending the curriculum's success by integrating numerical data with rich, in-depth insights (Creswell & Poth, 2018; Tashakkori & Teddlie, 2021).

The study's quantitative component measures students' language proficiency before and after the course using a pre-test and post-test design. This approach allows for a clear assessment of learning outcomes and progress over time. Additionally, qualitative data is collected through structured classroom observations, focusing on teaching



methods, student-teacher interactions, and overall classroom dynamics. By combining these two approaches, the study ensures a holistic evaluation of both student performance and the effectiveness of the teaching process, capturing both measurable outcomes and contextual factors that influence learning.

### **Population and Sampling**

This study used a state project high school sample of high school students, specifically 24 male students in a preparatory class who are 14–15 years old and have an A2 level of English language proficiency based on placement tests taken at the start of the school year. The study's participants were chosen using a purposive sampling technique. A non-probability selection method called purposeful sampling selects participants specifically based on attributes pertinent to the study's goals (Etikan et al., 2016). The participants were chosen in this instance since the study's objective was to assess activities of the usage of the Simple Past Tense, and they satisfied the particular requirements of being enrolled in a preparatory course with a particular level of English proficiency (A2).

Since the selection process's main goal was to assess how well the English grammar curriculum fit into the school's curriculum, particularly regarding the usage of the Simple Past Tense, no random assignments were made. As a result, this student body was chosen as a purposeful group to assess tasks on this grammatical subject. It is crucial to remember that purposive sampling may restrict the findings' applicability to a larger student population, even when it offers insightful information on a particular participant group pertinent to the study's goals (Palinkas et al., 2015). Nonetheless, the chosen sample closely reflects the objectives of the study, guaranteeing that the results are significant and relevant in the particular setting of preparatory English classes.

### **Data Collection Tools**

The study used a Student Observation Form, Classroom Instruction Observation, and Speaking, Listening, Writing, and Reading Tests (Pre-Test and Post-Test) to gather data on students' progress and the efficacy of the teaching process. The purpose of the pre-test and post-test was to evaluate students' proficiency in the past tense, including all four language skills, to gauge their development in comprehending and utilizing past tense structures (Weir, 2017). Students' baseline abilities were established by the pre-test. Concurrently, the post-test assessed their progress following the lesson, offering a clear gauge of their proficiency with the past tense in various communication situations. A teacher observation form was also utilized to gauge how well the teaching methods and resources worked as well as how well the students were progressing in the four language skills. Offering qualitative insights into students' learning experiences, this form concentrated on how successfully students employed the past tense in many settings and how involved they were in class activities (Merriam & Tisdell, 2016). To assess the quality of the materials, the efficacy of the activities in the classroom, and the teacher's capacity to explain the past tense, systematic observations of the classroom were finally carried out. The teacher's ability to assist learning and if the teaching strategies helped students grasp the past tense were the main topics of these observations (Glickman, 2016). When combined, these resources provide a thorough analysis of the learning outcomes of the students as well as the efficiency of the teaching strategies, guaranteeing a fair appraisal of the

influence of the curriculum.

### **Data Collection Process**

In order to thoroughly assess the past tense unit, the data gathering procedure was carried out in four stages. First, to gauge students' initial understanding of the past tense, a pre-test spanning all four language skills—speaking, listening, writing, and reading—was given at the start of the study (Alderson et al., 2021). This created a starting point for tracking advancement. Second, the unit on the past tense was taught over a week, with interactive classroom activities incorporated to keep students interested and promote active involvement (Hattie & Yates, 2014). The past tense was used in a variety of assignments that gave students real-world experience using it in relevant situations. Third, lessons were observed by the teacher, who filled out observation questionnaires after each class to record the performance, involvement, and challenges of the students. Understanding the success of the teaching process and pinpointing opportunities for improvement required careful consideration of these findings (Glickman, 2016). Finally, a post-test measuring changes in students' past tense knowledge and skills was given at the end of the unit using the same test as the pre-test. This methodical methodology guaranteed a comprehensive assessment of the efficacy of the teaching strategies as well as the learning outcomes of the students.

### **Data Analysis**

Both quantitative and qualitative techniques were used in the study to analyze the information gathered. The changes between pre-test and post-test scores were evaluated using statistical techniques for the quantitative data. Students' progress in utilizing the past tense was clearly understood thanks to a dependent samples t-test that was used to examine changes in student performance across the four language abilities (speaking, listening, writing, and reading) (Field, 2021). An unbiased assessment of the educational unit's efficacy was made possible by this analysis. To confirm the validity of the statistical analyses, the normality of continuous variables was further examined using the Skewness and Kurtosis tests. IBM SPSS 27 software was used for all statistical methods.

The qualitative data from the teacher's observation forms were subjected to descriptive analysis. The observations were divided into three categories: the efficiency of the teaching materials, the teacher's explaining abilities, and student achievement (Creswell & Poth, 2018). This thematic analysis offered a greater understanding of the contextual elements impacting learning outcomes by shedding light on patterns of student language usage and the teaching process as a whole. The study ensured a thorough assessment of student progress and the teaching strategies employed in the past tense unit by integrating quantitative and qualitative evaluations.

Table 1. Normality Assumptions of Achievement Test and English Sub-skills

	Skewness	Standard Error	Kurtosis	Standard Error
Pre-Grammar-Writing	732	472	-377	918
Pre-Listening	354	472	-370	918

Pre-Speaking	430	472	-240	918
Post Grammar-Writing	-872	472	268	918
Post Listening	-1552	472	1706	918
Post Speaking	-802	472	1521	918

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\*p<.05

The skewness and kurtosis values used to assess the instructional process are between +2.0 and -2.0, as indicated in Table 1. Tabachnick and Fidell (2013) state that parametric tests can be used appropriately when the values of skewness and kurtosis fall between +1.5 and -1.5. The use of parametric testing is also supported by values between +2 and -2, according to George and Mallery (2010). Because the pre-test and post-test variables satisfy these requirements, parametric analyses are appropriate for assessing the study's instructional process.

### **Reliability and Validity**

By using observation forms consistently and aligning the tests with the goals of the past tense unit, the study's dependability was guaranteed. To ensure consistency in data collection, the teacher filled out the observation forms based on the same standards throughout the study (Mertens, 2020). The assessments' validity was also verified by an expert evaluation, guaranteeing that they effectively assessed students' knowledge and proficiency with past tense structures (Brown, 2020). By taking these steps, the study's conclusions were shown to be accurate and credible.

### **Evaluation Criteria for Each Objective**

Accuracy, fluency, and effectiveness in the use of the past tense were the main criteria used to evaluate students' achievement for each learning objective in the study. Students were assessed on their ability to correctly use past tense forms for at least 85% of regular and irregular verbs in both written and spoken exercises, as well as their ability to differentiate between regular and irregular past tense forms in comprehension and production tasks, to meet Objective 1 (Identify and Use Past Tense Forms). Students had to correctly construct positive, negative, and interrogative sentences in the past tense while exhibiting appropriate word order and usage of auxiliary verbs in both negative and interrogative forms to meet Objective 2 (Form Sentences in the Past Tense). Students were required to focus on sentence structure and verb conjugation, minimize errors, especially with irregular verbs, and use past-tense verbs in writing assignments with at least 85% accuracy to meet Objective 3 (Accuracy in Written Exercises). Objective 4 (Speaking Skills) evaluated students' ability to participate actively in role-plays or conversations and to use the past tense correctly to describe experiences and events. It also evaluated their ability to construct clear and fluent oral sentences in the past tense with little hesitation. With an emphasis on both regular and irregular verbs, Objective 5 (Listening Skills) assessed students' ability to correctly recognize and comprehend the use of the simple past tense in spoken English, as well as their comprehension and interpretation of audio recordings or dialogues containing past actions, events, and experiences. These standards made sure that pupils' proficiency with the past tense in a variety of language abilities was thoroughly assessed.

## Ethical Considerations

The integrity and respect of each participant were guaranteed by rigorous adherence to ethical norms throughout the investigation. Teachers and students participated in the study voluntarily and were fully aware of its objective. All participants gave their informed agreement, stressing their freedom to discontinue participation at any moment without facing repercussions. Furthermore, confidentiality was upheld at every stage of the study, guaranteeing the security and anonymity of all data gathered (Berg & Lune, 2020). These actions were done to respect moral principles and safeguard the privacy and rights of all study participants.

## Results

This study assesses the efficacy of a high school preparatory English grammar program that emphasizes the use of the Simple Past Tense. This section's findings are intended to evaluate how the teaching process affects students' language proficiency. Comparative statistical tests, descriptive statistics of pre- and post-test scores, and observational data on teachers' and students' evaluations of language ability growth are all included in the analysis. The outcomes show that the instructional intervention was effective, as evidenced by the notable gains in speaking, writing, grammar, and listening skills. Furthermore, observational data gathered throughout the implementation phase offer qualitative insights into the development of each student as well as the general efficacy of the instructional strategies. Collectively, these results provide a thorough insight into how the program helped students improve their general language skills and master the Simple Past Tense.

### Descriptive Statistics of the Achievement Test and Its Subdimensions

Table 2 presents the descriptive statistics for the pre-test and post-test results of the achievement test.

Table 2. Descriptive Statistics of Pre-Test and Post-Test Achievement Test Results

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Grammar-Writing	24	15.00	60.00	30.96	13.13
Pre-Listening	24	10.00	50.00	29.33	10.63
Pre-Speaking	24	10.00	55.00	28.25	11.34
Post-Grammar-Writing	24	70.00	100.00	88.58	7.94
Post Listening	24	73.00	100.00	92.33	6.75
Post Speaking	24	70.00	100.00	89.79	7.21

\*p <.05

Table 2 shows that the results show how participants felt about the teaching process. The post-test mean scores were as follows: Listening (M = 92.33, SD = 6.75), Speaking (M = 89.79, SD = 7.21), and Grammar-Writing (M = 88.58, SD = 7.94). These findings show that following the educational process, all assessed skills significantly improved.

## Comparison of Pre-Test and Post-Test Scores

### Paired Samples *t*-Test Analysis

A paired samples *t*-test was used to compare pre-test and post-test results in order to assess how effective the teaching process was. The results are shown in Table 3.

Table 3. Paired Samples *t*-Test Comparison of Pre-Test and Post-Test Results

Variable	Test	N	Mean	Std. Deviation	t	df	P
Grammar-Writing	Pre-Test	24	30.96	13.13	-18.40	37.84	.000*
	Post-Test	24	88.58	7.94			
Listening	Pre-Test	24	29.33	10.63	-24.50	46	.000*
	Post-Test	24	92.33	6.75			
Speaking	Pre-Test	24	28.25	11.34	-22.44	38.99	.000*
	Post-Test	24	89.79	7.21			

\**p* < .05

The independent samples *t*-test in Table 3 indicates a statistically significant difference between pre-test and post-test mean scores for all subdimensions of the achievement test. Specifically, post-test scores for Grammar-Writing (*M* = 88.58, *SD* = 7.94), Listening (*M* = 92.33, *SD* = 6.75), and Speaking (*M* = 89.79, *SD* = 7.21) were significantly higher than their respective pre-test scores (Grammar-Writing: *M* = 30.96, *SD* = 13.13; Listening: *M* = 29.33, *SD* = 10.63; Speaking: *M* = 28.25, *SD* = 11.34). These findings suggest that the instructional process, which included five weeks of five-block lessons totaling ten sessions, effectively improved participants' language skills.

## Observations of Students' Language Skill Development During Implementation

Over five days, students' language skills were observed, and the results are summarized in Table 4.

Table 4. Observations of Students' Language Skill Development

Day	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13
1	1	2	1	1	2	1	2	1	2	1	2	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	2	2	2	2	2	2	1	1	1	2	2	2	2
4	3	3	3	3	3	3	2	2	2	3	3	3	3
5	3	3	3	3	3	3	3	3	3	3	3	3	3

According to Table 4, student I8 demonstrated slower language skill development compared to others. Similarly, students I7 and I9 showed relatively slower progress. Conversely, students I2, I5, and I11 exhibited the fastest

language skill development.

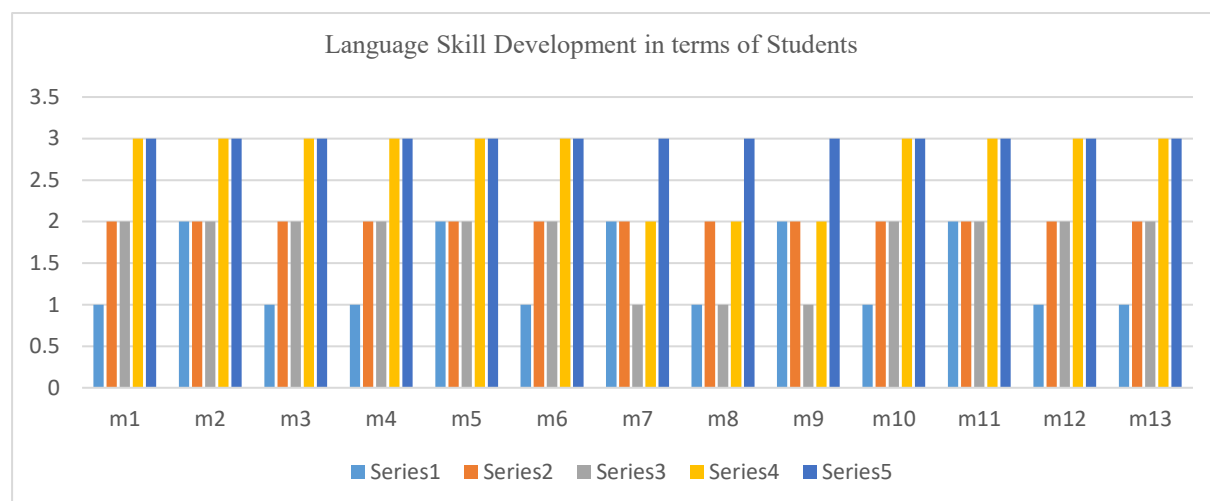


Figure 1. Language Skill Development in terms of Students

According to Figure 1, students coded as m8 exhibited slower progress in language skill development compared to others. Similarly, students m7 and m9 also showed slower language skill development than their peers. On the other hand, the students who demonstrated the fastest language skill improvement were those coded as m2, m5, and m11.

### Observations of Teachers' Language Skill Development During Implementation

Language skill development was also assessed by two teachers over five days, as shown in Table 5.

Table 5. Observations of Teachers' Language Skill Development

Day	I1	I2
1	3	3
2	3	3
3	3	3
4	3	3
5	3	3

The results of Table 5 indicate that both teachers consistently rated students' language skill development with a score of 3, signifying noticeable progress throughout the instructional period. Over five days, the teachers reported that all students improved their language skills. The findings indicate that the instructional process significantly improved students' language skills, as evidenced by the pre-test and post-test comparisons and observational data. The structured lessons contributed to notable grammar, writing, listening, and speaking advancements.

Based on the results of Figure 2, both teachers indicated that they had improved the language skills of all students

by using the response "YES" (3 points). They have stated that they developed the language skills of all students over 5 days.

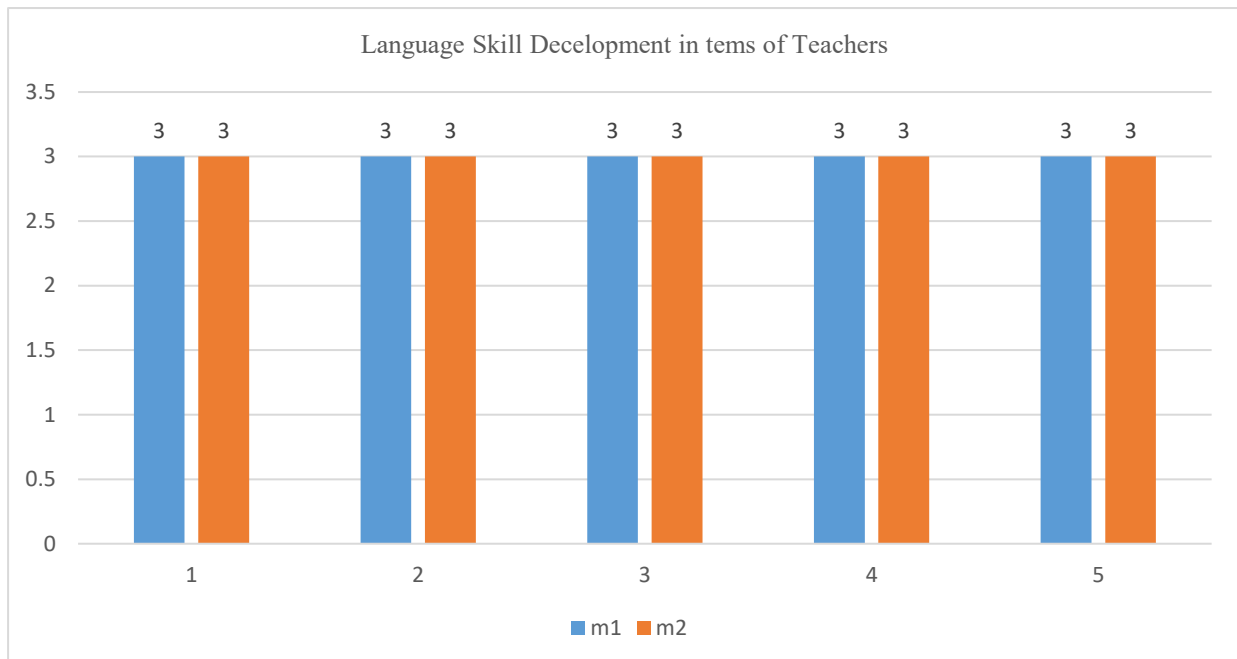


Figure 2. Language Skill Development in terms of Teachers

## Discussion

The findings of this study provide strong evidence of the effectiveness of an English grammar program focused on the Simple Past Tense in improving high school students' language skills, particularly in grammar, writing, listening, and speaking. The results from pre-test and post-test comparisons, along with observational data, demonstrate significant improvements across all measured skills. This section highlights the instructional intervention's strengths and points out opportunities for future development by discussing these results in light of prior research and the theoretical framework of language learning.

The notable gains in speaking, writing, hearing, and grammar post-test scores are consistent with results from prior research on the value of organized, grammar-focused language learning programs. Higher mean scores were found in all sub-dimensions by the statistical analysis, with speaking, listening, and grammatical writing showing the most noticeable improvements. These findings support the claims made by Van den Broek et al. (2021) that focused grammar training can improve speaking and listening comprehension as well as grammatical accuracy. The fact that students' writing and grammar skills have improved is particularly noteworthy, as it indicates that the intervention was successful in equipping them with the skills they needed to communicate clearly in writing.

Schmidt's (2022) contention that focused grammar education, mainly when targeting specific structures, facilitates pupils' more efficient internalization of language patterns is supported by the emphasis on the Simple Past Tense as a key grammatical point. Schmidt's assertions are supported by the study's findings, which show that students'

enhanced proficiency with the Simple Past Tense is reflected in their improved writing results in grammar.

The efficacy of the teaching procedure was demonstrated by a paired samples t-test analysis, which revealed statistically significant increases between pre-test and post-test scores. These results are consistent with Ortega's (2020) study, which emphasizes the value of targeted grammar training in improving particular language abilities, including speaking, writing, and listening. This study supports Ortega's findings by demonstrating that the instructional intervention enhanced students' understanding of grammar while also having a broader impact on their ability to utilize the language in social situations. This bolsters the notion that teaching grammar improves language competency generally when it is skillfully incorporated into communicative tasks.

Notably, the gains in speaking and listening abilities observed suggest that grammar-focused training may have a broader impact on language development than previously thought. According to Ellis (2021), there is a reciprocal relationship between spoken language ability and grammar knowledge: frequent speaking experience reinforces grammatical structures, while grammar knowledge improves speaking fluency. The results of this study lend credence to this notion, demonstrating that students' comprehension of the Simple Past Tense is enhanced in tandem with their capacity for successful speaking and listening.

The qualitative information from observational records provided important insights into each student's growth, while the quantitative data from achievement exams demonstrated a clear overall improvement. While the majority of students demonstrated notable growth during the five-day educational session, several kids—including M8, M7, and M9—progressed more slowly, according to observations. These variations could be attributed to factors such as motivation, prior knowledge, or individual learning rates (Dörnyei, 2020). The slower progress of these pupils emphasizes the value of varied education in meeting a range of learning demands, as well as the potential advantages of specialized interventions.

This result is consistent with studies by Lightbown and Spada (2021), which highlight the importance of individual learner characteristics, including motivation, prior knowledge, and learning style, in determining how quickly students acquire new language structures. To address these disparities and ensure that every student benefits from grammar-focused education, specialized methods for students with learning difficulties could be implemented.

All students had discernible improvement, and teachers' evaluations of the students' progress during the five days regularly gave language skill growth a positive rating. According to the teachers' observation scores, the teaching strategy not only helped students become more proficient but also actively involved teachers in the learning process. Teachers play a crucial role in monitoring and guiding students' progress as their observations inform future instructional strategies and provide valuable feedback on the program's effectiveness. This result supports Harmer's (2020) assertion that teachers play a crucial role in supporting and evaluating the growth of language proficiency in communicative classrooms. The reliability and efficacy of the teaching process are further demonstrated by the teachers' ratings, which remained consistent throughout the five-day course.

The results of this study support Richards and Rodgers' (2021) claim that, in terms of instructional practice, the



effectiveness of language programs frequently relies on the teacher's ability to provide students with opportunities to practice new skills in context, as well as consistent and clear guidance. The premise that targeted grammar instruction, along with interactive and communicative tasks, can effectively develop language skills across various domains is supported by the teachers' consistent evaluations of students' growth.

### **Limitations and Future Directions**

Although the results of this study indicate that the grammar-focused educational program is beneficial, several considerations are worth noting. First, the generalizability of the findings is constrained by the tiny sample size ( $N = 24$ ). To determine whether the observed effects are consistent across different educational contexts, future research should attempt to replicate this study with more extensive and more diverse participant groups.

Second, the results may not be directly applicable to other grammatical structures, as the study only examined the Simple Past Tense. A more comprehensive study of how targeted grammar education affects overall language ability might be possible if the program were expanded to include more tenses or language points. Furthermore, including longitudinal evaluations would enable an assessment of the intervention's long-term impacts on students' language proficiency.

Lastly, further research may be conducted on individual learner characteristics, including motivation, language anxiety, and learning preferences. Future studies could investigate how these elements interact with teaching strategies to impact language learning outcomes.

### **Conclusion**

To summarize, the results of this study suggest that a simple past-tense-focused educational program can significantly improve high school students' language proficiency, particularly in speaking, writing, and listening. The findings indicate that targeted education, when combined with interactive learning exercises and consistent practice, can yield significant improvements in language proficiency. Furthermore, the reliability of teachers' evaluations of students' improvement underscores the effectiveness of the teaching strategy in promoting language proficiency growth. The overall results support the use of focused grammar education to improve students' language skills, despite individual variations in student improvement being noted. To further improve teaching methods, future studies should examine individual learner characteristics and the effects of grammar-focused education in various contexts.

### **Suggestions**

The following recommendations are offered to increase the efficacy of grammar-focused language curricula and to improve language learning outcomes in light of the study's findings and the discussion above:

Future research could benefit from broadening the instructional tactics employed in grammar training, despite the

encouraging results obtained with a focus on the Simple Past Tense. Students can better understand how grammar rules apply in everyday conversation by combining explicit grammar instruction with communicative language teaching (CLT) techniques. Students' comprehension of grammar in practical application could be further enhanced by using task-based learning or project-based learning, in which they complete real-world projects and apply grammar structures in relevant contexts (Willis, 2022). Multimedia resources, such as online games or interactive grammar apps, can also be introduced to engage students and promote interactive learning.

According to the study's findings, some pupils advanced at a slower rate than others, which suggests that individualized education is necessary. To accommodate diverse learning styles and individual needs, educators should adapt their pedagogical approaches. For instance, while some students can benefit from additional experience with speaking and listening exercises, others may require more visual or kinesthetic learning activities. All students could benefit from the program if more individualized help is provided by grouping students based on their proficiency levels and assigning tasks that are appropriate for their skill levels (Tomlinson, 2021).

Although students' skills were significantly enhanced by the five-day learning period, the study only examined immediate results. Longitudinal evaluations should be conducted in future studies to understand the long-term effects of grammar-focused training. It would be possible to determine whether the gains are maintained and whether additional practice or reinforcement is needed to sustain language competency by monitoring students' performance over extended periods, such as six months to a year (Schmidt, 2022). This could be especially helpful for assessing whether learned grammar is retained over time and transferred to different language domains.

Investing in teacher training programs that emphasize grammar instruction and language evaluation is vital because teachers are vital to the success of language instruction. Workshops on formative assessment techniques, integrating technology into language training, and efficient grammar teaching approaches should all be included in professional development opportunities. Schools can ensure that teachers are equipped to implement grammar-focused programs and support students' language development by providing them with the necessary resources and techniques (Richards & Rodgers, 2021). Teachers will be able to deliver more focused and effective instruction if they are trained to identify and meet the individual needs of each student.

Maintaining student involvement during grammar education requires creating a positive learning environment, and motivation is essential to language acquisition. Teachers should employ techniques that promote intrinsic motivation, such as offering students choices in their education, utilizing culturally relevant materials, and acknowledging their accomplishments. Student engagement and readiness to actively participate in the learning process can be increased by fostering a good and encouraging learning environment in the classroom where students feel comfortable making mistakes and learning from them (Dörnyei, 2020).

Future research should explore extending the teaching of grammar beyond the Simple Past Tense to encompass other crucial grammatical structures, such as the conditional tenses, present perfect, and past perfect. Students' overall language ability will increase as a result of being exposed to a broader range of language structures through the incorporation of diverse grammar themes. Furthermore, covering grammatical concepts that are frequently

challenging for students, such as articles, prepositions, and word order, may provide a more comprehensive language foundation. Teaching grammar in context, where students can see how different tenses are used in real-life situations, would further enhance their ability to apply grammar rules in authentic communication (Basturkmen, 2021).

Future studies could investigate the long-term effects of grammar-focused training on general language ability. Longitudinal studies that monitor students' development over longer timeframes, such as six months or a year, would offer more profound insights into whether these gains are sustained and how students continue to apply grammar in everyday communication, even though this study demonstrated short-term improvements (Schmidt, 2022). Determining the broader efficacy of specific grammar education would also entail examining whether it enhances other language skills, such as oral communication or writing fluency.

Additional research might also compare various methods of teaching grammar. Studies comparing the efficacy of explicit instruction with implicit learning strategies, such as exposing students to grammar through lengthy reading or communicative tasks (Norris & Ortega, 2000), may reveal the most successful approaches for different learner profiles. Analyzing the effects of incorporating technology, such as gamified learning, AI-driven language platforms, or adaptive learning software, may also show how digital tools affect students' engagement and grammar acquisition (Godwin-Jones, 2021).

Additionally, research could focus on the degree to which grammatical knowledge corresponds to real-world language use. It remains unknown whether students can effectively apply these structures in unstructured discourse despite performing well on controlled grammar assignments. Grammar training may or may not encourage the creation of meaningful language, according to research examining students' written and spoken work in authentic contexts, such as class discussions, email correspondence, or storytelling projects (Larsen-Freeman, 2015).

Peer teaching and collaboration can be effective strategies for language acquisition. Students' comprehension of grammar can be improved, and collaborative learning can be fostered by encouraging them to work together on grammar tasks and practice speaking in small groups or pairs. Peer feedback helps students better comprehend and apply grammatical principles by providing them with the opportunity to evaluate their classmates' language use critically. To maximize student participation and promote cooperative learning, future language programs should incorporate group work, discussions, and collaborative writing assignments (Swain, 2020).

Learning grammar can be significantly improved by utilizing technology and artificial intelligence techniques. Grammar checks, virtual assistants, and adaptive learning platforms are examples of AI-powered tools that could be incorporated in the future to provide students with personalized feedback and help them identify areas where they need improvement. Through games, tests, and simulations, technology may make grammar practice more dynamic and engaging. Real-time assessments, customized activities to reinforce specific grammatical points, and learning experiences tailored to each student's needs are all possible with AI-driven language systems (Godwin-Jones, 2021).

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