

Analyzing Verb Tenses Error Patterns of Bachelor of Secondary Education Major in English

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ABSTRACT

This study aimed to analyze the patterns of verb tense errors committed by Bachelor of Secondary Education (BSED) majoring in English students and to determine their proficiency level in using the twelve verb tenses through a 48-item sentence-completion test. Using Pit Corder's Linguistic Category Taxonomy, all error types were classified into one of four categories; addition, omission, misordering, or misinformation. A quantitative descriptive research design was used to survey one hundred eighteen (118) BSED English students attending a private institution of higher education in Pagadian City during academic year 2025 - 2026. Data collection was achieved through administration of a researcher-developed 48 item sentence completion test measuring student proficiency of using all twelve English verb tenses in their past, present, and future forms (simple, continuous, perfect and perfect continuous). Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze the data and the overall proficiency level of students. It was discovered that BSED English students were most proficient at using simple tenses, while they demonstrated the least level of proficiency when utilizing perfect and perfect continuous tenses. The most frequently occurring type of error was addition errors, followed by misordering errors, omission errors and misinformation errors. Based upon these findings an action plan designed to improve the students' overall verb tense proficiency was developed.

Keywords: Verb Tenses Proficiency, Error Analysis, BSED English Students

INTRODUCTION

Background of the Study

Grammar serves as the structural foundation of any language, providing the essential rules and patterns required for clear and effective communication. In the absence of this foundation, learners struggle to construct coherent sentences and convey intended meanings accurately. Mastery of English grammar is pivotal for developing practical communication skills (Andleeb et al., 2025). Frequently referred to as the language's backbone, grammar encompasses the systems and structures that govern the formation of phrases, clauses, and sentences, equipping learners with the tools to organize their thoughts, construct meaning, and ensure precise and coherent communication (Andleeb et al., 2025).

Without grammar, written language becomes ambiguous and fragmented, hindering readers' ability to interpret the intended meanings. Despite its significance, the complexity of grammar presents challenges for both students and educators in understanding, clarifying, and teaching the subject. Grammar provides the foundational structure necessary for clarity and effectiveness, preventing ambiguity and ensuring that messages are understood as intended. A strong command of grammar is frequently regarded as a marker of credibility and professionalism, directly influencing an individual's ability to express ideas logically in both spoken and written forms (Jaya & Pratiwi, 2022). The significance of grammar in communication is paramount, as it ensures clarity and effectiveness. Quiñones (2022) asserts that grammar is essential for learners because it enables them to organize and construct meaningful sentences. Furthermore, Quiñones highlights that grammar instruction employs techniques that focus learners' attention on specific grammatical forms, thereby facilitating

understanding and internalization.

Filipinos have been known for a very long time for being very good at English (Kobari, 2019; Tolentino & Santos, 2020). However, after having a strong foundation and worldwide recognition for English proficiency, the most recent data tells the opposite of what has been said. A significant decline in the Philippines' English proficiency over the past decade is alarming and poses a risk to Filipino professionals' competitive advantage worldwide. One measurement tool clearly shows the drop in the country's English proficiency: the Philippines' mean score on the TOEFL iBT fell from a very good 90 out of 120 in 2015 to only 81 in 2019. What is even more unbelievable is the Philippines' ranking on the English Proficiency Index (EF EPI) by First, which has changed drastically from 13th place in 2015 to 27th place in 2019, knocking the country out of the "High Proficiency" level (Pablo, 2022). This is a clear indication of the downward trend over the past few years, as shown by various major global English proficiency tests. It is a matter of time and urgent attention before it becomes an educational crisis. It is essential to revive and improve English proficiency among Filipino teachers and students, especially in basic grammar, to ensure that Filipino professionals can work abroad and locally.

Sahagun's (2021) research also points to a related issue that some pre-service teachers in teacher education programs are unfamiliar with basic grammar concepts (such as parts of speech and subject-verb agreement). This, however, is somewhat disturbing, particularly because educators must be grammatically proficient to teach language skills effectively to their students.

Without a doubt, a strong grasp of grammar is one of the most important things that aspiring English teachers need, as these abilities are the core of effectively raising the language level of their future students (Quiñones, 2022). The point goes back to the idea that being able to speak good English is intimately connected with knowing its grammar rules. Simply put, future English teachers, as well as any language learners, will only be able to make a breakthrough in the English language if they have a solid foundation that they can apply to the fundamental grammar principles of the language.

Most recent studies that have looked solely at pre-service English teachers, i.e., those undergoing training to become educators, have revealed that grammar continues to be a significant trouble area, specifically the proper use of verb tenses. In their research, Venta and Candilas (2023) examined the expository essays of teacher candidates in the Philippines. They found that errors in verb tense were one of the most frequent types of grammatical issues associated with problems in subject-verb agreement and vocabulary choices. This means that even at the university level, future teachers continue to struggle with applying the tense rules correctly in their academic writing. In the same way, Chavez and Valenzuela (2023) have found that the grammatical errors that are most frequently associated with argumentative essays mainly involve problems in forming verb phrases, and among those errors are also misusing the passive voice, reported speech, and non-finite verbs, i.e., all concepts that are closely related to accurate tense usage. Their findings therefore strongly suggest that pre-service teachers may know grammar rules in theory, but when given practical, communicative tasks, they still have difficulty implementing them correctly. Future studies are planned to investigate the effects of external factors on pre-service teachers' teaching practice in tense environments and on learning environments. Due to the COVID-19 pandemic, grammar instruction has been significantly impacted by limitations on in-person teaching practices; consequently, it has been challenging to develop lessons on the past continuous and passive voice (Dewi & Al Fajri, 2023). As most teaching shifted to remote instruction, a substantial number of teacher trainees did not receive the interactive feedback and contextual practice necessary to adequately prepare them to solve tense-related problems in the classroom. Besides that, Kong, Molnár, and Xu (2022) reported that, while examining how teachers provided feedback on student writing, they found that pre-service teachers were reluctant to emphasize grammatical issues, particularly tense errors, suggesting that they lack confidence or insufficient awareness of their grammatical competence.

This difference between theoretical and practical knowledge underscores the urgent need for teacher education programs to ensure well-qualified, experienced teachers implement the tense instruction module. The college students' English as a foreign language (EFL) experiments, conducted by students in the English major, Purba, Pasaribu, and team (2023), have produced the most relevant research for this paper. In their study, the authors found that misuse of the future perfect and the perfect continuous tenses occurred most frequently. The mixing

up of the students with the use of auxiliary verbs and their incorrect generalization of expressing the duration of actions over time were the leading causes of their errors. For example, learners frequently produced incorrect sentences such as "will start for an hour" or did not use the future progressive at all. Although the study focused on general EFL learners, the participants' engagement in the teaching profession makes the results particularly significant. Likewise, the work of Napanoy, Gayagay, and Tuazon (2021) focused solely on investigating the educational needs of pre-service teachers. The authors reported that most respondents found it very challenging to explain and teach the rules of tenses to others effectively. The research team identified that respondents reported the most significant difficulty in differentiating and using similar tense forms, such as the simple past, past perfect, and future tenses. This fact reveals the problem behind the façade: pre-service teachers may have a theoretical grasp of the rules, but they still lack the necessary skills for teaching and application. This series of research studies clearly shows that English verb tenses with complex constructions, especially the perfect and perfect-progressive forms, are the ones that cause the most trouble for pre-service English teachers. These problems result from several factors: students' first language interfering, insufficient classroom practice, the tenses being structurally complex, and a lack of pedagogical training in teaching tense instruction effectively. Notably, the literature acknowledges a distinction between possessing grammatical knowledge and being able to teach it effectively; thus, teacher education programs should provide a sufficient range of interventions.

The intricacy of verb tenses, which encompasses aspects of sequence, perfect forms, and agreement, is a fundamental communicative skill; however, it often becomes the primary source of errors for students, hindering their overall proficiency.

One of the biggest challenges students of English encounter is the correct use of verb tenses in their writing. A study by Mayaratri (2020) analyzing the written works of 22 non-English major undergraduates at IAIN Tulungagung revealed that most verb tense mistakes occurred in the simple present (55.4%), followed by the simple past (28.9%) and the present continuous (8.43%). The typical errors were omissions, additions, misinformations, and misplacements of tense markers, indicating that the students still face difficulties after they have been taught.

Verb forms are generally regarded as one of the most challenging aspects of English for learners (Listia, 2020). Incorrect verb forms matching the tenses and aspects to show the time of the event happen most of the time. Therefore, time is shown to be the most critical factor in selecting the correct verb. Usually, it involves either changing the verb to the proper form (such as changing "make" to "made") or adding auxiliary verbs (such as "will make" or "have enjoyed").

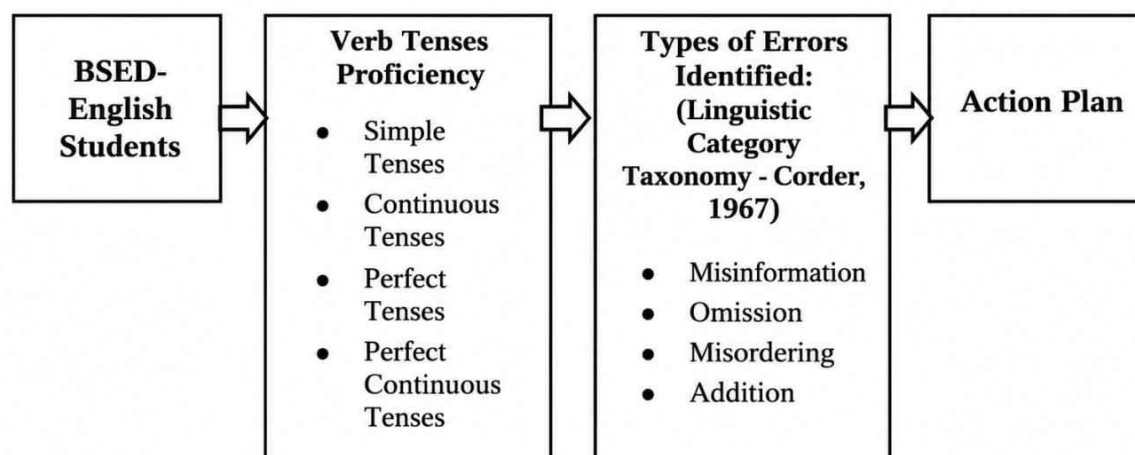
The current study, which is founded on these findings, intends to delve deeper into the details of verb tense rules that mislead pre-service teachers, figure out the causes of their hardships, and consequently, be able to facilitate the preparation of various grammar teaching strategies in teacher training that will achieve higher effectiveness. As a result, this method provided a basis for singling out verb tenses as the target linguistic area, which made sense in the context of focused intervention and study. Consequently, it has created a vital gap that this study seeks to clarify. Most research on language acquisition rightly concentrates on subject-verb agreement (SVA); however, the role of verb tenses in giving the correct meaning has been slightly neglected. Basically, SVA as well as verb tenses are two essential components of communicative competence. There is a lack of research that deeply explores the combined role of the three skills in communication, and their joint significance is still largely a matter of speculation, which is endorsed by the fact that almost all the present studies are conducted on high school students, and there are only a few studies on English majors at the university level. The primary goal of this research is to identify the particular aspects of verb tenses that most BSED English students in a higher institution in San Francisco, Pagadian City, are able to follow. As a result of understanding its importance, we are eager to discover how it functions as a source of L2 proficiency and as a means of effective communication, and the initial selection of participants by singling out college students majoring in English. By this means, we aim to offer a more vivid and applicable account of verb tenses to those deeply involved in the study of the English language, thus providing a more sophisticated understanding of grammar in everyday language use.

Conceptual Framework

Figure 1. Schematic Diagram of the Study

Conceptual Framework

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This conceptual framework depicts the methods by which the study assesses the verb-tense proficiency of BSSED English students through their performance in the four major tense classifications: Simple, Continuous, Perfect, and Perfect Continuous. Each tense category has present, past, and future forms, allowing the researchers to pinpoint the exact areas where students have difficulty understanding.

Corder's Error Analysis Theory (1967) introduces the study, stressing that learners' errors are not simply mistakes but significant signals of learning progress and the learners' mental operations. Corder argued that errors ought to be analyzed and classified using the Linguistic Category Taxonomy, a system based on grammatical categories such as verb tenses, thereby enabling researchers to locate and investigate students' challenges across the four tenses. The research, with the help of the framework, aims to identify the recurring error patterns and their frequency, and thus the findings will be instrumental in drafting a targeted action plan or intervention to deepen students' command of English verb tenses and enhance their general grammatical competence. Corder's Error Analysis Theory provides a means of studying the errors made by learners because it allows for systematic classification of errors into four categories: omission, addition, misinformation (also called as misformation), and misordering. In this sense, these error types provide the basis for the analysis of how BSSED English learners mis-use verb tense. Omission errors occur when the necessary grammatical elements (auxiliary verbs, tense markers, or verb endings) are omitted from the verb phrase resulting in an incomplete or imprecise verb tense. Addition errors occur when extraneous (e.g., redundant) auxiliary verbs or tense markers are added to an otherwise correct verb tense which results in an incorrect sentence structure. Misinformation errors consist of incorrect forms or structures of verbs; for example, the inappropriate application of the wrong tense form (e.g. past forms instead of present perfect forms) will adversely affect the accuracy of temporal reference. The final category of misordering errors is caused by the misarrangement of words in a sentence disrupting the proper syntactic structure required for the accurate expression of verb tense.

Through these categories, the framework provides an opportunity for more precise identification of repeatedly occurring patterns of difficulty among students with respect to simple, continuous, perfect, and perfect continuous tenses, thus also providing a basis for more detailed assessments of students' grammatical competence and for developing appropriate instructional interventions for students experiencing difficulties with verb tense.

Statement of the Problem

The following research questions addressed the aimed of the study, which was to analyzed the verb tenses error patterns of BSED-English;

1.What is the level of proficiency of BSED-English students in applying the twelve verb tenses?

1.1 Simple Tense

1.2 Continuous Tense

1.3 Perfect Tense

1.4 Perfect Continuous Tense

2.What Corder's error category has the highest frequency?

3. Based on the results, what action plan can be formulated?

Significance of the Study

The research study has contributed to the area of proficiency level. The researcher's significance lies in determining the level of proficiency in verb tense rules among BSED-English students and in helping the administration and educational institutions design and implement plans that advance the progress of English students. The beneficiaries and the benefits they derived from this study include the administration, which was able to design the curriculum and implement the verb rules. The research helped them in making decisions on implementing the proficiency level of the students; BSED-English Students, the study provided awareness of

their standard verb tense error and improved it; Major in English Teachers, the result of the survey helped the teacher identify which verb tenses students struggle with most and provide interventions to address it; Institution, the result of the study helped the institution assess the effectiveness of current grammar instructions; and Other Researchers, the study will helped other researchers with related topics as their baseline for studying verb tenses proficiency. This research enriched the broader academic discourse by illuminating the interplay among language pedagogy, linguistic proficiency, and educational practices, ultimately fostering superior language education and advancing linguistic proficiency among educators and students alike.

Definition of Terms

To ensure clarity and precision throughout this study, the following key terms are defined operationally based on their usage in the context of assessing English verb tense proficiency among BSED English students. These definitions provide a foundation for the statistical results and subsequent discussions within the specific framework of this research.

Error Analysis. Error analysis is a method primarily used in language instruction and related research. It revolves around identifying, describing, and explaining errors in language use that learners make. Understanding learners' mistakes and difficulties, and the teacher's decision on how to prepare effective teaching and learning strategies, are what error analysis really does for teachers' work.

Continuous Tense. Actions that are ongoing or in progress at a particular point in time require the appropriate use of auxiliary verbs "is/are/am" for present continuous and "was/were" for past continuous, followed by the main verb in its "-ing" form.

Perfect Continuous Tense. Combine the aspects of both ideal and continuous tenses, indicating actions that began in the past and have continued up to the present or as specified time, using the auxiliary verbs "has/have been" for present perfect continuous and "had been" for past perfect continuous, followed by the main verb in its "-ing" form.

Perfect Tense. Indicate actions that are completed or have occurred before a specific time, utilizing auxiliary verbs “has/have” for present perfect and “had” for past perfect, followed by the past participle of the main verb.

Simple Tense. Express actions without emphasizing their duration or completion. These tenses rely on the base form of the verb for the present tense, the past tense form for the past tense, and the addition of "will/shall" for the future tense.

Proficiency Level. It refers to a person’s ability to perform a task or use a language, typically measured through tests. Standard levels are beginners, intermediates, and advanced.

RESEARCH METHOD

This chapter presented the research method of the study. It includes discussions of the research design and research methods, covering the research environment, research participants, research instruments, data-gathering procedures, data analysis, statistical treatment, and Ethical considerations in conducting research.

Research Design

This study employed a quantitative error-analysis descriptive research design to explore which English verb tenses rules are most difficult for BSED-English students. The main goal of the descriptive research design was to depict a phenomenon in detail, objectively, and simply, based on participants' experiences and views. That emphasis lies in depicting the events or scenarios in their natural flow, staying very close to the data and not going far with interpretation or theory-building. Such a design was employed when the researchers sought a straightforward and truthful description of the events, thereby allowing themes and categories to be formed from the exact words of the participants (Kim et al., 2017). which served as the foundation for future research and targeted interventions. While descriptive-comparative has limitations, it cannot explain why a phenomenon occurs or establish cause-and-effect relationships; however, it remains one of the reliable ways to obtain an accurate picture of trends, behaviors, and challenges in specific groups (Creswell & Creswell, 2018). This research made use of the Error Analysis model that was developed by Corder (1967) to identify, categorize, and analyze the grammatical errors made by the participants of the study. The errors that had been identified were arranged into four categories, namely addition, omission, misordering, and misinformation, thereby using Linguistic Category Taxonomy. The use of this methodology was appropriate because it allowed the researchers to describe the proficiency levels of students on the one hand and to observe error trends without establishing cause and effect relationship between variables. Its key strength was the ability to provide a systematic, complete account of the variables without interference, making it the best choice for this study. Since the primary goal is not to test a solution but to identify the precise verb tense rules that cause students difficulty, this design was perfect. By pinpointing these learning gaps, the findings effectively set the stage for research focused on developing targeted solutions.

Research Environment

This study was conducted at a private higher education institution in Pagadian City, Zamboanga del Sur. The data were collected from all BSED English students who actively participated in activities that helped them grow academically and proficiently. This research focused on the BSED students majoring in English at the school mentioned above. They are excellent candidates for the study, as they were continuously engaged in the process of learning and applying English language rules, including the correct use of verb tenses, which was the main point of the research.

In this setting, many students have been observed to have difficulty correctly using English verb tenses, which has led to mistakes in writing and speaking. Misuse of tenses was prevalent during classroom activities, assessments, and academic writing tasks, indicating a gap in mastery that can affect their overall English proficiency. These challenges highlighted the need to assess and improve students' verb tense proficiency to support their academic performance and effective communication. Misuse of tenses was frequently observed in students' activities in class, tests, and academic writing, suggesting a significant language problem that may hinder their overall English proficiency. Such difficulties imply the need to evaluate and improve pupils'

knowledge of verb tenses to enhance their academic achievement and their ability to communicate effectively.

Research Participants

The study's participants were all English majors pursuing a Bachelor of Secondary Education (BSED) enrolled in academic year 2025-2026. The research design guidelines were used to determine the number of potential participants, ensuring that the sample was sufficient to reflect the population being studied. The reason for their selection was that they are closely related to the phenomenon of interest, which is the ability to use English verb tenses effectively.

Students from other majors or courses not related to the English specialization, and transfer students from another program, are excluded, whereas officially being enrolled as BSED-English students was one of the inclusion criteria.

Table 1 Participants of the Study

BSED English Year Level	Number of Students n
First Year	35
Second Year	24
Third Year	15
Fourth Year	44
Total	118

As shown in Table 1, the first-year BSED-English class consists of 35 students; the second-year class, 24; the third-year class, 15 (excluding the researcher); and the fourth-year class, 45. The expected participants in this study are 118 BSED English students.

Research Instrument

The study utilized a researcher-developed set of sentence-completion items that assessed knowledge and application of English verb tenses (simple tenses, continuous tense, perfect tense, and perfect continuous tense). The test consisted of 48 items. Each tense category was proportionally represented to ensure a balanced and comprehensive assessment. The test was developed based on standard English grammar references and learning competencies relevant to English language instruction. Prior to administration, the test was content-validated by three English advisers who are language experts provided a certification to ensure that the questionnaire was truly evaluated, to ensure the clarity, relevance, and accuracy of the items. Their recommendations regarding clarity, relevance, grammatical accuracy, and alignment with the target tense were incorporated into the final version of the test. The participants' test scores were used to identify which verb tenses yielded the highest levels of accuracy, indicating the areas of strongest to weakest mastery. The results were analyzed using descriptive statistics, including mean, percentages, and standard deviations, to identify which specific tense forms are most challenging. Also, Pit Corder's Error Analysis was employed as a basis for examining the kinds of verb tense errors made by the students. The types of errors in the students' samples of writing were divided into four general classifications; misinformation, omission, misordering and addition. For scoring purposes, one (1) point was awarded for every correct response and zero (0) points for incorrect responses, The highest possible score was 48 points. The value of the analysis was to determine the percentage, frequency of occurrence, and distribution of each type of error found in the test written by the students. The researchers aimed to describe and comprehend the current grammar proficiency levels of BSED-English students, particularly regarding their use of verb tenses, without applying any treatments in this non-experimental approach. The data revealed their grammatical knowledge gaps, which also contribute to improving teacher training programs focused on English language education.

Data Gathering Procedure

Data on the use of verb tenses were collected through a systematic procedure from BSED-English students. Firstly, before conducting the actual study, the researcher had to obtain the necessary permissions from the

students. The researchers obtained approval from the research adviser, the participants themselves, and the college dean. After receiving these permits and endorsements, the researcher visited the office to request the necessary permission to conduct the study among all BSED-English students of different years.

Second, the researchers conducted a brief orientation on how to complete the test questionnaire, which was available in a printed version. The questionnaire was a grammar test designed by the researchers, comprising all 12 English verb tenses, as well as simple, progressive, perfect, and perfect progressive forms of the past, present, and future tenses. The test consisted of 48 sentence-completion questions designed to assess participants' understanding and application of verb tense rules.

Third, the test was given in person. A 1-hour and 30-minute session, including the short orientation and answering the test questionnaire, was set to maintain consistent testing conditions. To ensure the accuracy of the results, participants will be instructed not to use dictionaries, mobile phones, or other reference materials throughout the test. Completed surveys were collected promptly after the session to prevent data loss or contamination.

Lastly, all completed tests were objectively verified and assessed, with one point awarded for each correct answer. The results were tabulated in a spreadsheet for statistical analysis. Descriptive statistics, such as frequency counts, percentages, mean scores, and standard deviations, were used to assess which verb tense categories students excelled in and struggled with. Also, using Pit Corder Classifications in assessing the errors using percentage and frequency. The full data collection process was projected to take one to two weeks, depending on participants' schedules and the number of groups involved. Throughout the procedure, the researchers uphold ethical principles, including data confidentiality and participants' right to withdraw at any time.

Data Analysis

The study employed descriptive statistics, as described by Kaur et al. (2018). Descriptive statistical methods helped summarize, organize, and present data in a meaningful way, making it easier to identify patterns and trends within a dataset.

In the research on verb tense proficiency among BSED-English students, descriptive statistics were used to efficiently summarize and analyze the data, yielding a clear picture of students' proficiency levels across tenses. This method enabled researchers to provide essential measurements, such as means, frequency, and standard deviation to help get the proficiency level in applying the twelve verb tenses. An error analysis was conducted using Corder's (1967) Linguistic Category Taxonomy. Each participant's response was compared with the correct target answer. Errors were identified and classified into four categories: omission, addition, misinformation, and misordering. An omission error was recorded when a required grammatical element was absent (e.g., She going to school yesterday instead of She was going to school yesterday). An addition error was recorded when an unnecessary grammatical element was inserted (e.g., She will goes instead of She will go). A misinformation error was recorded when an incorrect grammatical form was used (e.g., She have finished instead of She has finished). A misordering error was recorded when sentence elements were arranged incorrectly (e.g., Always she is studying instead of She is always studying). The frequency of each error type was counted and converted into percentages to determine the most common error patterns among the participants. The Mean Percentage Score (MPS) was computed using the formula: $MPS = (\text{Mean Score} \div \text{Number of Items}) \times 100$

Each tense category consisted of four (4) items, while each major tense classification (Simple, Continuous, Perfect, and Perfect Continuous) consisted of twelve (12) items. The total of all data collected was compiled into tables and analyzed using the Statistical Package for the Social Sciences (SPSS). The frequency, mean, standard deviation, and the organization of all tables for purposes of interpretation were performed by SPSS.

Ethical Consideration

The study relied on Lewis (2016) for guidance on ethical considerations to ensure they were taken into account throughout the research process. The following parameters were utilized in the study;

Voluntary participations. There should be pressure; willingness was an essential feature in study involvement. This suggests that potential research participants must be thoroughly informed about the study's procedures and potential risks before deciding to participate.

Privacy. The participants' names were not disclosed to others to protect their privacy. To maintain the confidentiality of its participants, researchers employ various strategies to ensure the integrity of their data. First and foremost, they safeguard their data by using password-protected files, encryption when transferring data over the internet, and even traditional closed doors and drawers.

Informed Consent. Those involved in the research were made aware of its purpose, processes, dangers, and advantages, and only then did they agree to participate. Their involvement was voluntary, and they also had the freedom to leave the study at any time without facing any punishment.

Confidentiality of Data. Every bit of personal data and all the participants' answers were kept strictly confidential. No identifying features would be revealed, and the information will be safeguarded to ensure participants' identities remain anonymous.

Data Security Considerations. The information gathered would be stored in locations protected by passwords or other security measures and will be accessible only to researchers who have been granted permission to view it. This was the way the data was kept safe from people who do not have the authorization to access it.

Minimal Risk. The research was free of any significant physical, psychological, or emotional hazards for the participants. Any potential risks were small and comparable to those encountered in everyday life.

Beneficence and Non-maleficence. The investigation was planned to benefit the participants and the college community, and the researchers' primary concern was to avoid causing any harm. The researchers take every necessary measure to ensure that the research's beneficial effects are many times greater than the possible risks.

Ethics Committee Approval. An institution's ethics committee reviewed the research proposal and gave its green light, confirming that the procedures were in line with ethical standards and that the rights of the participants were respected.

RESULTS AND DISCUSSIONS

This Chapter presented the results and discussions of the Verb Tenses Proficiency and Pit Corder's Error Patterns of BSED-English students.

Proficiency Level of BSED-English Students in the Twelve Verb Tenses

This research examined student proficiency levels in the use of English Verb Tenses BSED Major - English, by looking at their proficiency levels in Uses of All 12 Tenses (past, present, and future), with Groupings by 4 Major Classifications (Simple Tenses, Continuous Tenses, Perfect Tenses, Perfect Continuous Tenses).

Simple Tense. It expresses a number of concepts: events that occur on a regular basis; events that have previously occurred; and events that will happen in the future. The Simple Present Tense expresses things that occur regularly (i.e. habitual activities), the Simple Past Tense expresses completed action in the past (i.e. events that no longer have relevance), and the Simple Future Tense expresses actions that occur at a later time.

Table 2 presents the level of proficiency of BSED-English students in the use of Simple Tenses based on the computed mean scores. Among the three indicators, the Simple Future Tense obtained the highest mean score of 2.98 with a standard deviation of 1.23 and was interpreted as Moving Towards Mastery. This result indicates that the students demonstrated a better understanding and application of the Simple Future Tense compared to the other simple tense forms. The findings suggest that students were more capable of constructing sentences using future tense markers such as "will" and "shall," which may have contributed to their stronger performance. The overall interpretation implies that the learners possess a developing competence in expressing actions that will occur in the future.

The second highest mean score was obtained by the Simple Present Tense with a mean of 2.70 and a standard deviation of 1.28, interpreted as Moving Towards Mastery. This indicates that the respondents were also relatively proficient in using the Simple Present Tense in constructing grammatically acceptable sentences. The result suggests that students were generally familiar with expressing habitual actions, routines, and general truths using appropriate present tense forms. However, despite showing progress toward mastery, some difficulties in maintaining subject-verb agreement and sentence consistency were still evident among the learners.

On the other hand, the Simple Past Tense obtained the lowest mean score of 2.59 with a standard deviation of 1.06 and was interpreted as Average. This finding reveals that students experienced more difficulty in using the Simple Past Tense compared to the other simple tense forms. The result implies that learners struggled in correctly transforming verbs into their past forms, particularly irregular verbs, which affected the grammatical accuracy of their sentences. The overall mean score of 2.75 with a standard deviation of 1.19 was interpreted as Moving Towards Mastery, indicating that the students have a developing understanding of Simple Tenses but still require further reinforcement and practice to achieve higher grammatical proficiency and consistent sentence construction.

Rosari and Sianturi (2023) reported low performance in the simple past form, with a mean score of 48.6% for students using the past tense. There were also many errors in the past tense, with students demonstrating very limited mastery of action structures. On the contrary, Abdullah (2024) showed in his contrasting but complementary study that the average score for students using the simple future was 72.4%, indicating that students have better control of future time expressions than of other time expressions. In summary, it stated that students tend to have more success with the simple future than with the simple past, while their competence with either time form was low to moderate. Therefore, it is important to primarily strengthen instruction on forming the simple past while continuing to reinforce the use of the present and the application of the simple future.

Table 2 Level of Proficiency of BSED-English Students in Simple Tense

Indicators	Mean	SD	MPS	Interpretation
Simple Present Tense	2.7	1.28	67.5	Moving Towards Mastery
Simple Past Tense	2.59	1.06	64.75	Average
Simple Future Tense	2.98	1.23	74.5	Moving Towards Mastery
Total	2.75	1.19	68.91	Moving Towards Mastery

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Continuous Tense. The continuous verb form describes an activity that is presently taking place as well as activities that have occurred previously and will continue on into the future. Using a verb that is a present participle (-ing) and using a form of the auxiliary verb "to be," Making Students proficient in this area, requires them to learn both the time frame of the action, as well as what verbs can be used in a continuous form. This will impact how easily an individual is able to narrate events, as a result is a very important benchmark for language learning.

Table 3 shows the level of proficiency of BSED-English students in the use of Continuous Tenses based on the computed mean scores. The Present Continuous Tense obtained the highest mean score of 2.88 with a standard deviation of 1.28 and was interpreted as Moving Towards Mastery. This indicates that the students were more proficient in using the Present Continuous Tense compared to the other continuous tense forms. The result suggests that the respondents were more familiar with constructing sentences using auxiliary verbs such as "is," "are," and "am" together with verbs ending in "-ing" to express actions currently happening. Their performance demonstrates a developing competence in applying present continuous structures appropriately in sentence construction.

The Future Continuous Tense ranked second with a mean score of 2.09 and a standard deviation of 1.51, interpreted as Average. This finding implies that students possessed only a moderate understanding of the Future

Continuous Tense. The result suggests that learners experienced some difficulty in constructing sentences that describe actions that will be ongoing at a certain point in the future. The complexity of combining auxiliary verbs such as “will be” with present participles may have contributed to the students’ challenges in applying this tense accurately.

Meanwhile, the Past Continuous Tense obtained the lowest mean score of 2.05 with a standard deviation of 1.50 and was interpreted as Average. This indicates that students encountered greater difficulty in using the Past Continuous Tense correctly. The findings imply that learners struggled in combining the auxiliary verbs “was” and “were” with the correct “-ing” verb forms to express ongoing actions in the past. Such difficulties may have affected the grammatical structure and consistency of their responses. Overall, the Continuous Tenses obtained a total mean score of 2.34 with a standard deviation of 1.43, interpreted as Average, which suggests that students possess a moderate level of understanding of continuous tense forms but still require additional instruction and practice to improve their mastery and accuracy.

Quinones (2022) affirmed that once English majors learn to use present-tense constructions, they reach a plateau in their mastery of non-present IRFs. In contrast, according to Iamsirak and Phoocharoensil (2023), however, EFL learners in Thailand who have had sufficient exposure to English achieve over 95% accuracy for both the present and past continuous forms. Moreover, groups that have logged many hours of engagement with English overseas demonstrated knowledge of around 100% accuracy with regard to the above-mentioned tenses, suggesting that learners in different educational contexts may demonstrate varying levels of proficiency in continuous tense forms. The present study, however, did not investigate the factors influencing students’ performance and therefore does not establish reasons for the observed proficiency levels.

Table 3 Level of Proficiency of BSED-English Students in Continuous Tense

Indicators	Mean	SD	MPS	Interpretation
Present Continuous Tense	2.88	1.28	72	Moving Towards Mastery
Past Continuous Tense	2.05	1.5	51.25	Average
Future Continuous Tense	2.09	1.51	52.25	Average
Total	2.34	1.43	58.5	Average

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Perfect Tense. It is used to refer to completed actions or achievements that have occurred or ended in a specific time frame. The three Perfect Tenses each represent different types of completed actions: Present Perfect: Actions that occur in the past, but continue to have an impact on the present. Past Perfect: Actions that were completed prior to another prior occurring event. Future Perfect: Actions that will be completed prior to a defined future date. The table illustrates that students exhibited varying degrees of ability across the three Perfect Tenses (PT).

Table 4 presents the level of proficiency of BSED-English students in the use of Perfect Tenses based on the computed mean scores. Among the three indicators, the Past Perfect Tense obtained the highest mean score of 1.70 with a standard deviation of 1.48 and was interpreted as Average. This indicates that students demonstrated a relatively better understanding of the Past Perfect Tense compared to the other perfect tense forms. The findings suggest that learners were more capable of using the auxiliary verb “had” together with past participles to describe actions completed before another event in the past. Although the performance remained at an average level, the result reflects a developing familiarity with the structure and function of the Past Perfect Tense.

The Future Perfect Tense followed with a mean score of 1.36 and a standard deviation of 1.49, interpreted as Low. This finding implies that students experienced difficulty in constructing and applying the Future Perfect Tense correctly. The result suggests that the learners struggled with using structures involving “will have” together with past participles to express actions that will be completed before a specified future time. The complexity of the tense structure may have contributed to the low level of proficiency demonstrated by the

respondents.

The Present Perfect Tense obtained the lowest mean score of 1.30 with a standard deviation of 1.43 and was interpreted as Low. This indicates that students had the greatest difficulty in applying the Present Perfect Tense among all perfect tense forms. The findings imply that learners struggled to connect past actions with present relevance through the use of “has” or “have” together with past participles. Such difficulty may have affected their ability to express completed actions that still relate to present situations accurately. Overall, the Perfect Tenses obtained a total mean score of 1.45 with a standard deviation of 1.46 and was interpreted as Average. This overall result suggests that students possess only a basic understanding of Perfect Tenses and still require further enhancement in grammar instruction and contextualized practice to improve their proficiency and sentence construction skills.

As indicated by Suryati (2025), the present perfect tenses - or "present perfect for" and "present perfect since" - present a number of challenges to ESL/EFL learners as a result of their lack of a semantically equivalent form in many other dialects, causing many learners to obtain extremely low scores on assessments using these tenses. On the other hand, in Xu and Liu's (2025) quasi-experimental intervention study, tailored instruction on the present perfect tense led to significantly more proficient EFL learners than with a control group that used traditional methods. Both groups demonstrated that they were not only more accurate when using present perfect forms but were also able to use them correctly in communicative settings; thus, emphasizing form-meaning connections through contextually based practice with an understanding of the relationship between the forms and their uses, should yield mastery of the perfect aspect at performance levels corresponding to higher than average performance, which most other empirical research documenting learner difficulties suggests is possible.

Table 4 Level of Proficiency of BSED-English Students in Perfect Tense

Indicators	Mean	SD	MPS	Interpretation
Present Perfect Tense	1.3	1.43	32.5	Low
Past Perfect Tense	1.7	1.48	42.5	Average
Future Perfect Tense	1.36	1.49	34	Low
Total	1.45	1.46	36.45	Average

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Perfect Continuous Tenses. It describes actions that take place over a period of time to a specific point. Present Perfect Continuous refers to ongoing actions that begin and are still ongoing now. Past Perfect Continuous describes ongoing actions that stopped when a separate past event occurred. Future Perfect Continuous refers to ongoing actions that will continue before some specific point in the future.

Table 5 presents the level of proficiency of BSED-English students in the use of Perfect Continuous Tenses based on the computed mean scores. Among the three indicators, the Present Perfect Continuous Tense obtained the highest mean score of 1.85 with a standard deviation of 1.59 and was interpreted as Average. This indicates that students demonstrated a relatively better understanding of the Present Perfect Continuous Tense compared to the other perfect continuous forms. The findings suggest that learners were more capable of identifying and constructing sentences using “has/have been” together with present participles to express actions that started in the past and continue in the present. The result further implies that students were more familiar with this structure because of its frequent exposure in classroom discussions and exercises.

The Past Perfect Continuous Tense followed with a mean score of 1.65 and a standard deviation of 1.62, interpreted as Average. This finding indicates that students possessed only a moderate understanding of the tense form. The result suggests that learners encountered difficulties in expressing actions that were ongoing before another event occurred in the past using the structure “had been” followed by a verb ending in “-ing.” The complexity of relating two past actions within a single sentence may have contributed to the students’ grammatical confusion and inconsistent sentence construction.

Meanwhile, the Future Perfect Continuous Tense obtained the lowest mean score of 1.50 with a standard deviation of 1.58 and was also interpreted as Average. This indicates that students experienced the greatest difficulty in applying the Future Perfect Continuous Tense correctly. The findings imply that learners struggled in constructing sentences that require multiple auxiliary verbs such as “will have been” together with present participles to express actions that will continue up to a certain point in the future. The complexity of this tense structure likely caused confusion and led to more grammatical errors among the respondents. Overall, the Perfect Continuous Tenses obtained a total mean score of 1.66 with a standard deviation of 1.58 and was interpreted as Average. This overall result suggests that students possess only a basic understanding of perfect continuous structures and still need additional exposure, reinforcement, and contextualized grammar activities to improve their proficiency in using these complex tense forms accurately.

This supported the findings of Listia & Febriyanti (2020), who found that Indonesian EFL learners have difficulty producing Past Perfect Continuous and Future Perfect Continuous forms due to the complex combination of tense and aspect, as well as because these forms do not exist in their first language. On the other hand, Anden (2019) found that learners produced Present Perfect Continuous forms more frequently than before when they received instruction that incorporated contextualized tasks and communicated meaningfully. This implies that the challenges students face in producing perfect continuous forms are diminished when they receive explicit instruction and exposure to target forms in authentic contexts, indicating that previous studies have reported improvements in learners’ performance following instructional interventions. However, since the present study is descriptive in nature, it does not determine whether instruction directly caused the observed proficiency levels

Table 5 Level of Proficiency of BSED-English Students in Perfect Continuous Tense

Indicators	Mean	SD	MPS	Interpretation
Present Perfect Continuous Tense	1.85	1.59	46.25	Average
Past Perfect Continuous Tense	1.65	1.62	41.25	Average
Future Perfect Continuous Tense	1.5	1.58	37.5	Average
Total	1.66	1.58	41.66	Average

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Table 6 presents the summary of the proficiency level of BSED-English students in the four major classifications of verb tenses based on the Mean Percentage Score (MPS). Among the four categories, the Simple Tense obtained the highest MPS of 68.91 and was interpreted as Moving Towards Mastery. This result indicates that students demonstrated better performance in using Simple Tenses compared to the other classifications of verb tenses. The findings suggest that learners were more capable of constructing sentences using simple present, simple past, and simple future forms because these structures are more commonly used in daily communication and classroom instruction. The result further implies that students already possess a developing understanding of basic grammatical structures, although further reinforcement is still needed to achieve mastery.

The Continuous Tense obtained the second highest MPS of 58.5 and was interpreted as Average. This indicates that students have a moderate level of proficiency in using continuous tense forms. The findings suggest that learners were somewhat capable of expressing ongoing actions in the present, past, and future; however, they still encountered difficulties in correctly combining auxiliary verbs with present participles.

The Perfect Continuous Tense followed with an MPS of 41.66, interpreted as Average. This finding indicates that students experienced greater difficulty in using Perfect Continuous Tenses correctly. The result implies that learners struggled with tense structures requiring multiple auxiliary verbs combined with present participles to express actions continuing over a period of time.

Among all the classifications, the Perfect Tense obtained the lowest MPS of 36.45 and was interpreted as Average. This indicates that students had the greatest difficulty in applying Perfect Tenses correctly. The findings

suggest that learners struggled in connecting completed actions with past, present, or future contexts through the use of auxiliary verbs and past participles. Difficulties in understanding the functions and structures of Present Perfect, Past Perfect, and Future Perfect Tenses may have contributed to the students' low performance in this category.

Overall, the findings reveal that BSED-English students demonstrated stronger proficiency in the use of Simple Tenses, while more complex grammatical structures such as Perfect and Perfect Continuous Tenses remained challenging for them. The results emphasize the need for strengthened grammar instruction, contextualized language activities, and continuous practice to improve students' mastery of advanced verb tense structures and enhance their overall grammatical competence. The findings of Dillo and Gañon (2025) were consistent with the notion that pre-service ESL teachers typically possess an average or good level of general grammar; however, they struggle with consistently applying complex grammatical rules across varied syntactic structures. This highlights the need for stronger pedagogical approaches and enhanced grammar training within teacher education programs. Conversely, Asio and Quijano (2023) provide contrasting but complementary evidence that education students who have been exposed to enriched and language-intensive learning contexts have achieved proficiency in English at the high to advanced level. This suggests that students' grammatical proficiency may still be improved through meaningful exposure, strengthened instructional approaches, and continuous language practice within the academic environment.

The present study's findings yield information of substantial value in relation to Research Question 1 concerning the proficiency of BSED-English learners in employing the twelve verb tenses in English. In this regard, the results demonstrate that students performed better in using Simple Tenses than in their other tenses, whereas the most difficult area turned out to be Perfect Tenses and Perfect Continuous Tenses. The present research's findings are in agreement with previous studies which found that students show high achievements in the use of simpler tense structures, compared to their poor performance in the selection of more complicated combinations of tense and aspect. Therefore, it can be concluded that more teaching assistance in the use of complicated tense forms would be advantageous for students.

Table 6 Summary of the Level of Proficiency of BSED English Students in Verb Tenses

Indicators	Mean	SD	MPS	Interpretation
Simple Tense	2.75	1.19	68.91	Moving Towards Mastery
Continuous Tense	2.34	1.43	58.5	Average
Perfect Tense	1.45	1.46	36.45	Average
Perfect Continuous Tense	1.66	1.58	41.66	Average
Total	2.05	1.28	51.25	Average

Mean Percentage Score Scale: 96% – 100% – Mastered; 86% – 95% – Closely Approximating Mastery; 66% – 85% – Moving towards mastery; 35% – 65% – Average; 16% – 34% – Low; 5% – 15% – Very Low; 0% – 4% – No Mastery

Pit Corder's Error Pattern Frequency

In order to gain a more detailed, comprehensive picture of the linguistic problems of BSED-English students, the errors identified were analyzed using Pit Corder's Error Analysis (Linguistic Category Taxonomy-Corder 1967). The results of error analysis, showing the frequency distribution of errors by type, are shown in Table 7.

The error made most frequently by the learners was addition with a frequency of 739 times; in cases where students added elements of grammar to their sentences which did not belong (i.e., the verb or auxiliary 'to be'). In the results, students added too many auxiliary verbs or tense markers causing their student to produce grammatically incorrect constructions. For example, in the statement "They visit us soon", a number of students said "They will visits us soon", the suffix '-s' was wrong to be utilized subsequently after the verb "would"; while, other students used redundant auxiliary verbs in "will be waiting for you when you arrive", changing it to "will be be waiting". These repeated addition errors suggest a developmentally stage of learners in second language

acquisition's overapplication to grammatical rules. The learners add unnecessary elements in their writing to insert superfluous markers in order to add clarity to their use of tenses, even though they could have previously omitted them.

Corder (1967) states that students demonstrate over-generalization of the applicable grammar rules (whereby applying previously learned rules to other contexts where such rules do not apply) through addition error (by reason/through the addition of grammatical forms to their sentences that do not have to be added to their sentences). Dulay, Burt, and Krashen (1982) continue that students' addition of unnecessary forms is representative of the students' progressive acquisition of both knowledge and skills in relationship to appropriate or successful completion of target language structures. Therefore, these results show that students have some understanding of using tense markers; however, they do not have complete knowledge for the appropriate usages or purposes associated with using the markers.

The findings of the study imply that BSED-English students possess a basic understanding of English verb tenses but still experience difficulties in applying complex grammatical structures, particularly in Perfect and Perfect Continuous Tenses. The frequent occurrence of addition, omission, misordering, and misinformation errors further indicates the need for strengthened grammar instruction and more contextualized language activities. These results suggest that teacher education institutions should implement targeted interventions, such as grammar workshops, remedial classes, and error analysis activities, to improve students' grammatical competence and prepare them to become effective future English educators.

The research outcomes in Table 7 provide an answer to Research Question 2 focusing on the frequent mistake category made by BSED-English students. From the four categories classified by Corder's Linguistic Category Taxonomy, addition errors are most frequently present, and misordering errors are ranked second, followed by omission errors and misinformation errors. The presence of addition errors suggests that the learners insert extraneous grammar components in sentence formation that include auxiliary verbs and tense markers.

Table 7 Pit Corder's Error Pattern Frequency

Indicators	Frequency
Misinformation	518
Omission	583
Misordering	610
Addition	739

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents a summary of the findings, conclusions based on the study findings, and recommendations.

Summary of Findings

The following were the main results of the study, based on participants' responses.

1. What is the level of proficiency of BSED-English students in applying the twelve verb tenses?

The findings of the study revealed that BSED-English students have an overall average level of proficiency in applying the twelve verb tenses. This indicates that although the students possess a basic understanding of English grammatical structures, they still experience difficulties in accurately applying verb tenses in different sentence constructions and contexts.

2. What Corder's error category has the highest frequency?

Based on the results of the study, addition errors emerged as the most frequent Corder's error category, with a total frequency of 739 errors committed by the students.

3. Based on the results, what action plan can be formulated?

Using the results from this research study an action plan has been developed to increase the ability of Bachelor of Secondary Education students, majoring in English, to accurately use the twelve tenses of the verb, and to be aware of Corder's error category patterns, through conducting a symposium with a series of make-up classes, i.e., workshops to help develop the ability to master the use of verb tenses and utilize effective error correction strategies.

Conclusion

According to the results, the BSED-English students have an average proficiency level in using the 12 English verb tenses, with an overall average of 2.05 and a 51.25% average percent score. Students appear to have a higher level of knowledge of the simple tenses (especially Simple Present and Simple Future, which are "moving toward mastery") than with any of the perfect tenses but, for the perfect tenses, they have very low levels of knowledge (the present perfect and future perfect have average percent scores of 32.50% and 34.00%, respectively). These two perfect tenses are classified as two low-scoring tenses.

In addition, the total frequency of errors made for all 12 tenses was 2,650, indicating that students continued to struggle to consistently use appropriate ways to form all of the grammatical tenses in the English language. Because of the high number of additions, misorderings, omissions, and misinformation errors made by BSED-English students, it appeared that many students continued to overgeneralize rules, and/or they did not have a concrete understanding of the complex forms of verb/sub-verb auxiliary structures used in forming compound tenses. With this information in mind, one can say that although students possess a basic understanding of the use of the simple tenses, their overall levels of knowledge regarding how to correctly form more complex tenses (especially in anticipation of becoming a professional educator) suggest that they are required formal remedial instruction to address their lack of knowledge regarding how to correctly create an aspect-type form of English.

The scope of this research was confined to determining the levels of proficiency and errors committed by BSED-English students in the use of English verb tenses, although there were differences in performance based on verbal temporal categories. Nevertheless, this research could not reveal the reasons for such differences. Therefore, conclusions pertaining to teaching methods, exposure to the English language, learning experiences, and other possible factors are not the subject of the current study. Further researchers may delve into this problem through exploratory or mixed methods of research.

Recommendations

1. Grammar Symposiums: The English Major should organize specialized linguistic symposiums focusing on the twelve verb tenses.
2. Implementation of Remedial "Make-up" Classes: English faculty members should conduct targeted make-up classes that utilize Corder's Error Analysis framework. This will help students become more aware of their own error patterns.
3. Curriculum Enhancement- Language instructors are encouraged to integrate more "error spotting" activities in the major English subject so that the students can be more aware of their own error patterns and correct their errors.
4. Peer-Assisted Learning- Promote a "Grammar Peer-Monitoring" program where students who have mastered the tenses can assist those struggling with complex verb aspects through collaborative workshops.

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Dedication

This research is lovingly dedicated to our respective families who have been our anchors and inspiration in this journey. To our parents: Nieves and Pedro Bongcawel; Shella Marie Antiniero and Aldin Antiniero; Jenilyn and Albert Picpic. To our sisters and brothers and closest friends. We are forever grateful for the unwavering love, never-ending moral and financial support, for listening to our rants and for giving the shoulders to lean on in every challenge we faced. This accomplishment belongs not only to us, the researchers, but also, to them.

-The Researchers

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Appendix C

Research Instrument

Verb Tenses Test Questionnaire

Name (Optional): _____ Year Level: _____

Instructions: Read each sentence carefully. Write in the given line the correct form of the verb provided in the parenthesis () to complete the sentence. You may need to write one or more words. Spell the verb correctly and write the whole sentence clearly on the line provided below each item.

I. Simple Tenses

A. Simple Present Tense

1. She always (arrive) early for work.

Answer: _____.

2. I often (take) the bus to school.

Answer: _____.

3. How much (cost) this book?

Answer: _____.

4. The sun (rise) in the east.

Answer: _____.

B. Simple Past Tense

1. Yesterday, they (go) to the beach.

Answer: _____.

2. Last night, I (finish) my homework.

Answer: _____.

3. She did not (enjoy) the movie.

Answer: _____.

4. Where did you (buy) that shirt?

Answer: _____.

Answer: _____.

C. Future Continuous Tense

1. At 9 AM tomorrow, I (work).

Answer: _____.

2. This time next year, we (travel) abroad.

Answer: _____.

3. I (wait) for you when you arrive.

Answer: _____.

4. (use) you the car this evening?

Answer: _____.

III. Perfect Tenses

A. Present Perfect Tense

1. I (see) a solar eclipse.

Answer: _____.

2. She (read) the book five times.

Answer: _____.

3. They (finish) their project already.

Answer: _____.

4. (visit) he Paris?

Answer: _____.

B. Past Perfect Tense

1. Before he came, I (leave) already.

Answer: _____.

2. She realized that she (forget) her keys.

Answer: _____.

3. The train (leave) the station before we arrived.

Answer: _____.

4. Why (eat) the children all the candy?

Answer: _____.

C. Future Perfect Tense

1. By next month, I (complete) this course.

Answer: _____.

2. They (save) enough money by the end of the year.

Answer: _____.

3. We (move) to a new house next spring.

Answer: _____.

4. (arrive) the package by Monday?

Answer: _____.

IV. Perfect Continuous Tenses

A. Present Perfect Continuous Tense

1. It (rain) for three hours now.

Answer: _____.

2. They (live) in this city since 2010.

Answer: _____.

3. I (wait) for you all morning.

Answer: _____.

4. How long (study) she English?

Answer: _____.

B. Past Perfect Continuous Tense

1. He (run) when he broke his leg.

Answer: _____.

2. The workers (build) the road for months before it collapsed.

Answer: _____.

3. We (discuss) the issue for an hour before the boss arrived.

Answer: _____.

4. (argue) they before the neighbors intervened?

Answer: _____.

C. Future Perfect Continuous Tense

1. By the time he retires, he (teach) for 30 years.

Answer: _____.

2. Tomorrow, she (wait) for two hours by noon.

Answer: _____.

3. They (travel) around the world for a year in December.

Answer: _____.

4. (study) you at this university for four years next summer?

Answer: _____.

Appendix E

Grammar Result



Grammarly Proofreader

Writing quality ⓘ

100 / 100

The introduction is thorough and scholarly, but it may benefit from more concise and direct language throughout.

Filter by category

- Fix critical mistakes
- Improve accuracy and clarity
- Shorten lengthy sentences 5
- Use more direct language 6
- Clarify main argument 1
- Streamline word choice 7

Appendix G

An Action Plan

Key Result Area	Enhance BSED-English students' proficiency in applying all twelve English verb tenses, reduce common grammatical errors, and build their capacity to teach verb tenses effectively as future educators.
Objectives	At the end of the Symposium and Make Up class series, the participants will be able to:
	1) Raise their overall Mean Percentage Score (MPS) in applying the twelve verb tenses, through targeted instruction on both basic and complex tense structures, plus guided practice activities aligned with research findings.
	2) Reduce addition, misordering, omission, and misinform errors, by engaging in breakout workshops focused on each error category and completing error-tracking exercises throughout the program.
	3) Demonstrate competence in complex perfect and perfect continuous tenses, via structured small-group lessons on these tense forms, contextual application tasks, and individualized feedback sessions.
	4) Equip themselves with practical instructional strategies to teach verb tenses in secondary school classrooms, through a panel discussion with experienced teachers, completion of two graded lesson planning assignments, and reflection on effective pedagogical approaches.
Participants	BSED-English students, English Teachers, Dean and faculty.
Resources Needed	Symposium:
	- Venue
	- Multimedia Equipment
	- Printed Materials
	- Refreshments for Participants
	- Honoraria for Speakers
	- Promotional Materials
	For the Make-Up Class Series:
	- Classroom Spaces
	- Printed Workbooks
	- Sample Teaching Materials
	- Assessment Tools
	- Stationery and Supplies for Group Activities
Timeframe	Every Semester (Week 1-7)
	- Pre-program Preparation (Week 1-2)
	- Symposium on Verb Tense Mastery (Week 3; Friday, 8:00 AM – 4:00 PM)
	- Make-Up Class Series (Week 4-6, Tuesdays and Thursdays, 3:00 PM – 5:00 PM)
	- Post-program Assessment & Analysis (Week 7)
Tasks	Pre-program (Weeks 1-2):
	• Finalize curriculum
	• Recruit and brief facilitators/panelists
	• Prepare materials, assessments, and resources
	• Promote and register participants
	• Arrange venues and logistics
	• Administer pre-assessment Symposium Day

	(Week 3):
	• Opening (8–9:30AM): Present research findings and program overview
	• Breakouts (10AM–12:30PM): 4 workshops targeting each error category with interactive exercises
	• Lunch (12:30–1:30PM)
	• Closing (1:30–4PM): Teacher panel on teaching strategies, Q&A, and class orientation
	Make-Up Classes (Weeks 4-6):
	• Week 4: Present/future perfect tenses + first lesson plan
	• Week 5: Present/future perfect continuous tenses + peer review
	• Week 6: Past perfect/continuous tenses + final lesson plan
	• Distribute supplementary resources
	• Administer weekly quizzes Post Program
	(Week 7):
	• Administer post-assessment
	• Analyze pre/post data
	• Collect feedback surveys
	• Prepare summary report with recommendations
Assessment	1. Pre-Assessment: Baseline test on all tenses and error patterns
	2. Symposium Participation: Evaluate engagement and task completion.
	3. Formative Assessments: Weekly quizzes, peer reviews, and graded lesson plans.
	4. Post-Assessment: Measure progress in MPS and error reduction.
	5. Program Evaluation: Survey on content, facilitators, and resources.