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Tense Instruction and Writing Development: A Quasi-Experimental Study with Pakistani EFL Learners

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ABSTRACT

This study investigates the impact of tense instructions among elementary level English as a foreign language (EFL) learners of district Faisalabad, Pakistan. It observed the importance of tense mastery for effective written communication and this research also explore how explicit tense-based instructions help to improve the accuracy and fluency in the writing of the students. It employed quasi-experimental pre-test/post-test design and total 60 individuals were involved and equally divided into two experimental and control group. The experimental group was given explicit present, past and future tense-based instructions with the help of PPP (presentation, practice and production) model while the control group just followed the regular curriculum-based lessons. Data was collected in the form of written tasks from both groups before the intervention of instructions and after the intervention and results were quantitatively analyzed. The statistical results showed significant improvement in the writing performance of experimental group after the intervention of the instructions. These results support to the effectiveness of tense instructions for the improvement of grammatical accuracy and writing proficiency among English as a foreign language (EFL) learners of Faisalabad, Pakistan. This study also highlights the importance of form focused instructions in teaching communicative language to EFL learners within such contexts where students have limited or no exposure to English outside their classroom.

Keywords: tense instruction, EFL learners, writing skills, grammar teaching, elementary education, Faisalabad, explicit instruction

INTRODUCTION

Effective language teaching in second language acquisition (SLA) often depends on grammar instruction, particularly in formal educational environments with restricted opportunities for naturalistic input. In various grammatical features which are taught in English as a foreign language (EFL) classroom, verb tense occupies a very important position because it plays fundamental role in conveying temporal meaning, certifying coherence in the text, and enables to make written communication accurate. It was necessary for the learners to master the tense forms so that they can construct clear, logically sequenced, and correct grammatical text, making tense instructions linked with writing focused curricula.



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In Pakistan English is the mandatory subject in schools, and holds the status of second official language of the country but English is taught as a foreign language in many low cost private and government schools and being taught under strict exposure outside the classroom. And in this type of constrained environment usually grammar instructions rely on decontextualized drills and textbook exercises, offering very little opportunity to learners in their writing tasks to meaningfully apply their grammatical knowledge. These structural limitations are very common in urban districts such as Faisalabad where unequal allocation of resources, large class sizes, exam driven teaching practices, ability to analyze and apply grammatical concepts like tenses.

Current research in the context of EFL suggest that despite years of formal instructions many learners struggle with tense accuracy. Most common issues include overgeneralization of rules, confusion between simple progressive or perfect aspect, and usage of inconsistent tense in extended discourse. This type of errors undermines grammatical accuracy and also damage the clarity and coherence in student's writing. Scholars such as Celce-Murcia and Larsen-Freeman (1999) and Ellis (2006) emphasize that tenses are discourse level phenomenon (not just a set of morphological set of rules to be memorized) that requires contextual awareness and cognitive control. As a result, grammar instructions that separates tense from meaningful language yield very limited yet long term results.

In recent years researchers are increasingly advocating grammar focused tense instructions, especially features that are cognitively required and are persistent to persistent learner errors such as tenses. Targeted teaching strategies are indicated by focused instructions that often draw the learner's attention in the communicative or writing tasks. Such form focused approaches have shown in meta-analytical studies (e.g., Norris & Ortega, 2000) especially when explicit and embedded in meaningful activities are more effective than implicit or incidental grammar learning. Furthermore, some models like task-based language teaching (TBLT) and presentation, practice and production (PPP) offer practical framework for the integration of tense instruction in the classroom writing tasks.

Instructional Model: PPP (Presentation, Practice, Production)

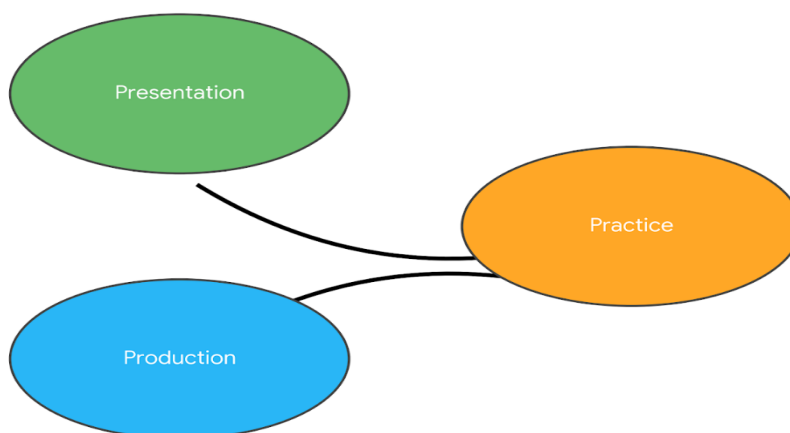


Figure 1.1: Instructional model: presentation, practice and production

Despite the growth of international interest in focused grammar instructions, in local context Pakistan lack any empirical research and its application in this regard especially at the elementary school level. Very few researches that exist tend to focus on the



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secondary level learners and tertiary level learners and they do not specifically focus on impact of tense instructions on the writing proficiency of the student rather they focus on general grammar performance. In district Faisalabad a major educational hub, industrial city of Punjab, Pakistan this research gap requires immediate attention. In this district students are facing a range of instructional difficulties including undertrained teachers, very minimal exposure to English outside the classroom, and rigid curricula. Consequently, students reach to their secondary school level with very less understanding of grammar particularly of tense usage which limits their academic and communicative competence.

This study explores the impact of explicit tense instruction on language learning objective of elementary-level EFL learners in Faisalabad. The focus was on investigation of how targeted instruction on English tenses upgrades the learner's ability to use suitable verb forms in their writing. Tenses as the center of grammar are essential for the understanding of the order of events in time, which was crucial for clear communication. The study follows a quantitative approach, examining student's performance in written tasks before and after receiving clear tense instruction. By doing this, it intends to provide factual evidence on the productiveness of tense-focused grammar instruction in an EFL context.

In second language acquisition the role of grammar instruction has been a subject of debate since long time. Tenses, as an essential component of grammar allow learners to describe time relations and helping them convey meaning with clarity and accuracy. Some researchers claim that explicit grammar instructions are crucial for learners to grasp the formational feature of language, especially tenses, which are crucial for effective communication (Ellis, 2002a; Norris & Ortega, 2000). While some suggest that implicit learning was adequate to acquire language skills. However, studies have shown that clear instruction focused on specific tenses like grammatical structures impact the capacity of student to process and use the language effectively (Celce-Murcia, 2015; Shiolbial& Gowon, 2024). Past studies suggests that tense instruction was effective especially when it was carefully formulated and focused by helping students to gain the ability to accurately use tenses in different contexts (Ng, 2020).

This study was conducted in response to the need for more focused research on the effectiveness of tense instruction in EFL contexts. English functions as a critical academic and professional language in the context of Faisalabad. EFL learners usually find difficulty while dealing with the correct use of tenses in written communication which results in less coherent and comprehensible texts (Tribushinina et al., 2022). Past studies describe that mostly students retain very limited understanding of grammatical structures which does not effectively convert into practical usage without having specific understanding especially in composition (Celce-Murcia, 2015; Shiolbial& Gowon, 2024). It was also indicated by the research that general grammar instruction can foster some language skills with focused instruction such as tense-based teaching can significantly impact the ability of students to make grammatically accurate and contextually relevant sentences. This thesis addresses the gap of impact of focused tense instructions on writing abilities of the elementary level EFL learners in district Faisalabad. In the light of current SLA insights, data driven research, and localized classroom realities, the study aims to evaluate whether focused and structured instructions can improve the writing proficiency of the students. By doing so it aims to advance both theoretical understanding and grammatical learning and to improve the effectiveness of teaching methods in local education system.



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Literature Review

In the field of second language acquisition (SLA) grammar instruction plays a central role in effective language teaching making a structured framework for the students which helps them to develop linguistic competence. It includes a vast range of sub skills but perhaps none was more central to written communication than verb tense mastery. Tense instructions enable students to correctly describe sentences in chronological order, arrange them logically and coherence in both written and spoken discourse (Celce-Murcia, 2015). In the period of last twenty to thirty years, the place of grammar in language classrooms was highly contested. Conventional methods that are focused on explicit grammar teaching methods were questioned under the communicative approach, supporting more implicit, meaning-focused instructions (Krashen, 1982; Ellis, 2009). While the communicative language teaching (CLT) movement led to a renewed concentration on interaction and fluency, at times it also de-emphasized the importance of instructions that are form-focused. But mounting research now refers that a moderate approach one that integrates both form and meaning is most beneficial, especially for complex grammatical structures like verb tense (Norris & Ortega, 2000; Spada & Tomita, 2010). Students who get explicit grammar instructions tend to perform better than their peers in controlled grammar tasks and writing accuracy, especially in the context of EFL where there was very little exposure to English outside the classroom (Ng, 2020; Mastan et al., 2016). The importance of tense mastery in writing was quite essential.

Grammar instruction is the fundamental element of English language teaching while tenses are fundamental basic aspect for written communication, students often fail in local classroom when it comes to the application of tense structure accurately in their writing. Even after years of instruction their writing continues to be grammatically incorrect especially in conveying chronological sequence resulting in textual incoherency and difficulty in understanding text because of lack of clarity. clarity (Tribushinina et al., 2022; Celce-Murcia, 2015) Various empirical studies show that elementary level EFL learners find it challenging to maintain correct tense usage throughout their work causing confusion and incoherence (Tribushinina et al., 2022; Shiolbial & Gowon, 2024). These struggles are usually complicated by instructional practices that highlight memorization of rules over meaningful application in writing. While students who receive tense-focused instructions, especially task-based instructions, show very prominent improvements in their writing fluency, coherence and overall textual quality (Bukhari, 2018; Mastan et al., 2016). At the heart of the discussion in SLA was the question of how grammar should be taught — explicitly or implicitly. Explicit instruction alludes to intentional teaching of grammatical rules and structures, commonly joined by metalinguistic explanation and structured practice. Comparatively, implicit instruction includes interaction with language in context, motivating learners to infer grammatical rules through interaction and use (Ellis, 2009; Krashen, 1982). Both of the approaches have theoretical support: the Skill Acquisition Theory (DeKeyser, 1998) favors explicit instructions proceduralizing knowledge, while the Input Hypothesis (Krashen, 1982) and the Interaction Hypothesis (Long, 1996) support learning through meaningful interaction. Yet, latest meta-analyses and classroom research suggest that explicit instructions result in better outcomes in grammar accuracy and writing proficiency, especially for EFL learners (Norris & Ortega, 2000; Spada & Tomita, 2010). The district of Faisalabad in Punjab, Pakistan provides a very unique and little-known context for the exploration of impact of grammar instructions among elementary-level EFL learners. English was a mandatory subject from initial grades onward, yet research shows considerable variation in the quality of instruction, professional development of teachers, and access to resources (WAEC Reports, 2019–2022).



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Many schools depend on exam-oriented instruction that emphasizes memorization of rules and isolated correction of sentences instead of meaningful production of written and spoken language (Bukhari, 2018). Moreover, students have very less or no exposure to English language outside their school and so classroom-based instructions become the primary source of their exposure. These restrictions have serious consequences for the acquisition of grammar, especially for intricate features such as tense and aspect. Additionally, tense-related errors are among the most persistent and widespread issues in the written output of EFL learners at the elementary level. One of the most common patterns noticed in the writing of students was inconsistent use of verb tense in narrative or descriptive tasks. Students usually shift from present to past tense in the same paragraph without any clear objective. For example, a student can write, “I went to the park and I see many birds,” where the conversion from “went” (past) to “see” (present) causes confusion about time. Studies such as Jabeen, Kazemian, and Mustafai (2015) have found such intra-textual tense shifts as an ongoing issue in the writing of Pakistani learners. Another common mistake was overgeneralization of regular past tense rules specifically the -ed suffix (Ellis, 2008). Researchers suggest that in these input restricted settings, a sole reliance on implicit methods can lead to fossilization, where mistaken errors form become deeply rooted with time because of lack of corrective feedback or explicit instructions (Han, 2004). While some suggest that implicit learning was adequate to acquire language skills. However, studies have shown that clear instruction focused on specific tenses like grammatical structures impact the capacity of student to process and use the language effectively (Celce-Murcia, 2015; Shiolbial& Gowon, 2024). At first Interference of L1 was an important and at Second, insufficient exposure to varied input and written models of correct use of tenses limits the opportunities for students to assimilate appropriate pattern. students are mainly exposed to simplified language found in textbooks or repetitive sentence drills in multiple EFL settings which indicate inauthentic use in various linguistic contexts. Third, a lack of metalinguistic awareness restricts students from identifying and correcting their own mistakes. Students have slightest chance to evolve the control over grammar required for accurate use of tense in writing in absence of explicit instruction and chances for revision and refinement. (Spada&Lightbown, 2008).

The research demonstrates that tense instruction plays a crucial role in developing EFL writing skills among students in under-studied and resource-constrained areas like district Faisalabad. By analyzing a big range of theoretical frameworks, empirical results and localized classroom realities this review has established the foundation for instructional reforms that are informed and context sensitive. The conclusion highlights the immediate need for evidence-based teaching strategies and rigorous classroom research that can help to overcome the existing gap in grammar instructions and elevate writing proficiency of EFL learners. Focused tense instructions can improve the need for instructions and a catalyst for greater educational equality and linguistic competence with continuous increase in accessibility to English education in Pakistan. Mean score comparison of impact of tense instructions on the writing performance is shown below in Figure 2.8.1



Impact of Tense Instruction on Writing Performance: Mean Score Comparison

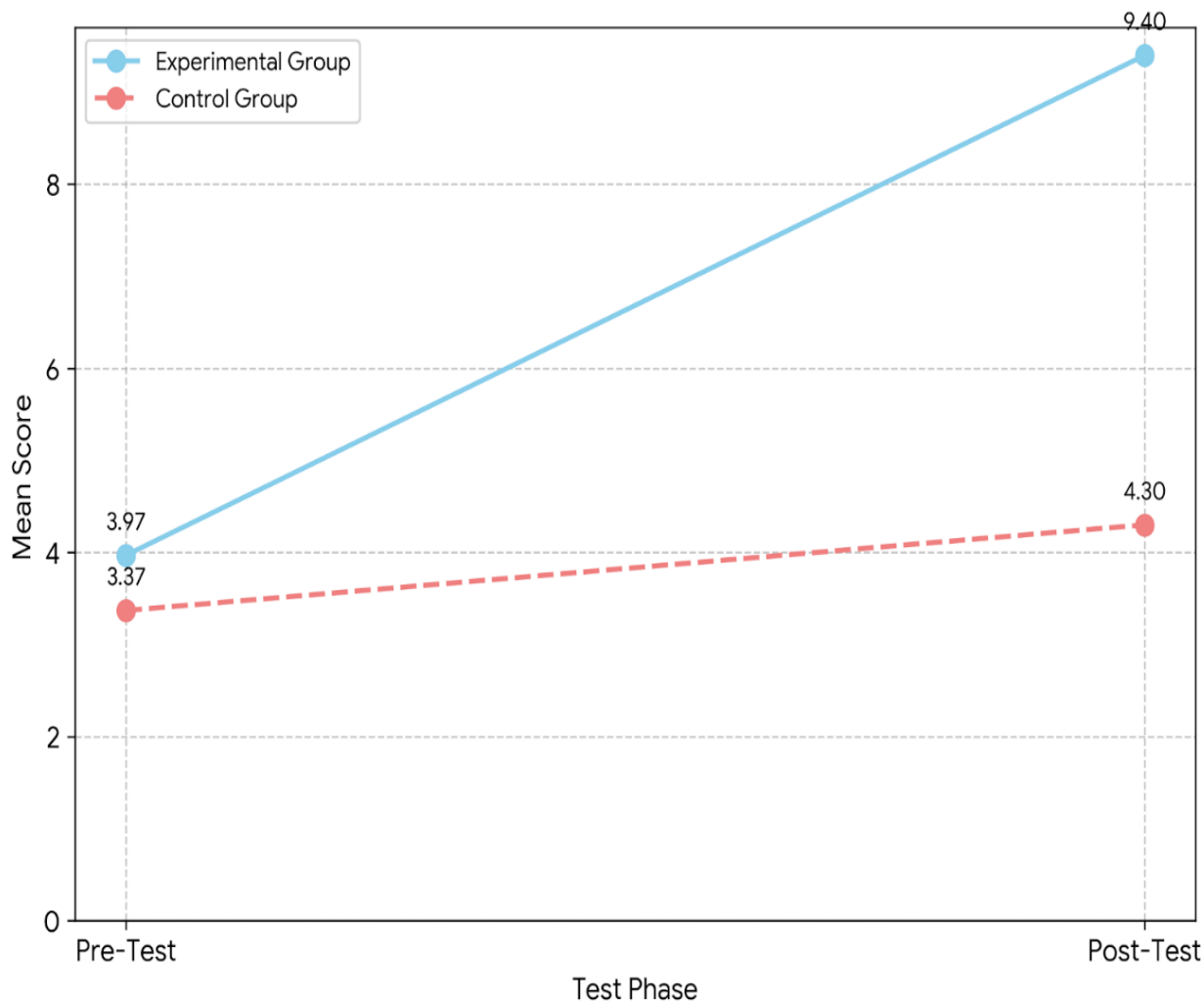
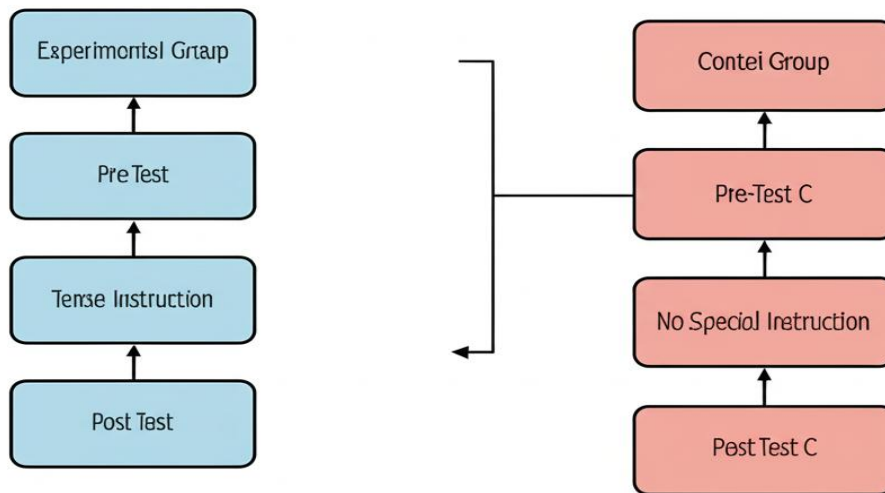


Figure 2.1: Mean score comparison

Methodology

Research Design

Quasi-experimental, pre-test/post-test design was used in this study for the investigation of the impact of explicit tense instruction on the writing abilities of elementary-level EFL learners in District Faisalabad, Pakistan. Two groups were involved in this research an experimental group and a control group. Experimental group received targeted instructions about English tenses whereas control group did not receive any special grammatical instructions they just continued with their standard curriculum. This research design allowed the comparison of written tasks of the students before receiving the instructions and after the intervention of the tense-based instructions and provided measurable data for the measurement of the effectiveness of applying tense instructions. In this study quasi-experimental design id used with the use of pre-test and post-test for the comparison of writing performance of control group and experimental group. The design is illustrated below in fig.3.1



Conner of Distribution

Figure 3.1: Research design

This structure ensured the internal validity of both pre-test and post-test for both groups. Explicit tense instructions that included present, past and future tense were provided to the experimental group for the period of six weeks. To elicit the natural use of tenses in the written tasks of students proper writing tasks were designed so that they could use tenses in meaningful context and make the unbiased assessment easier for the measurement of the grammatical development in the English written tasks of the students.

Population and Sample

The population selected for this study was elementary level learners from four different government and private schools of district Faisalabad. The total number of participants selected for this research were 60 students between the age group of 9 to 11 years both girls and boys equally from government and private schools and were from grade 4 and 5. These participants had just received regular curriculum-based instructions and according to the previous school record they were at the comparable proficiency level. Participants were randomly divided into two groups for the balanced comparison. Experimental Group (n=30): number of participants in this group were 30 and they were given explicit tense-based instructions. Control Group (n=30): number of participants in this group were also 30 and they followed regular curriculum instructions.

Table 3.2: Description of population and sample

Characteristic	Description
Grade Level	Class Four and Five
Age Range	9-12 years
Gender	Equally represented
Total Number	60 participants
Location	District Faisalabad



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Sampling Method

Sample for this research was selected through random sampling method at classroom level from four different schools of district Faisalabad. It was selected from two government and two private schools. Complete classes were chosen as a whole with the permission of school administration and were randomly assigned to control group and experimental group without disturbing or interrupting the schedule of school. Students were randomly selected from each class for fair and unbiased distribution of participants.

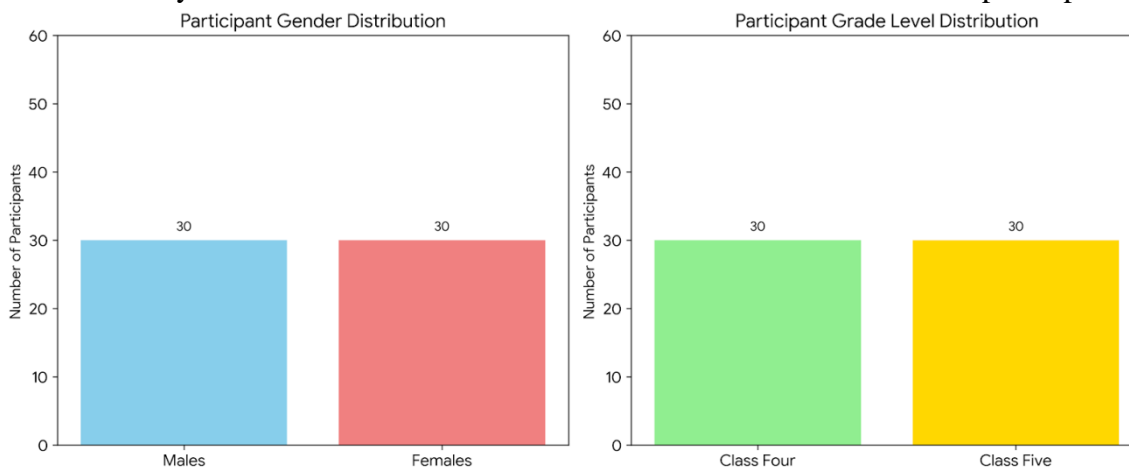


Figure 3.3: Distribution of participants

Research Tools and Instruments

The main instrument for the collection of data was writing task which included two tests pre-test from both groups before the intervention of tense-based instructions and post-test after the intervention of the instructions with PPP method. These tasks were designed to check the usage of present, past and future tense in the writing of students. Another reason for the development of this design was to naturally use the target tenses and also their usage according to their grade level to meet the expectations of the contextual situation.

Pre-Test and Post-Test Task:

The impact was measured by giving two tasks as pre-test and post-test tasks under the topic "summer holidays" for the proper use of tenses. Data was collected in the form of written tasks from both groups before the intervention of instructions and after the intervention. These tasks were designed to elicit the use of verb tenses in writing by focusing on narrative and descriptive writing, requiring students to employ past, present, and future tenses.

Data Collection Procedure

The data was collected within the period of six weeks. In the first week pre-test was taken from both control group and experimental group and in the period of week 2-5 experimental group received structured explicit tense-based instructions with the help of PPP method during regular English classes. And the control group kept learning from their regular curriculum without any additional instructions about grammar. In the final 6th week post-test was taken from both of the control and experimental groups by assigning the same task bearing the topic "How I Spent My Summer Vacation."

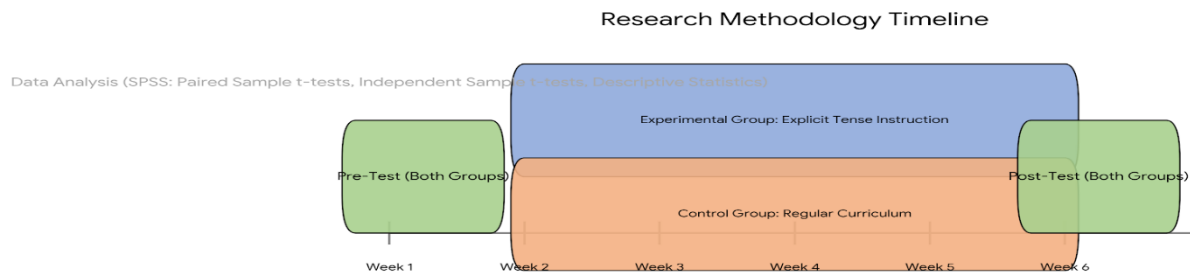


Figure 3.6: research Methodology timeline

The qualitative strand involved reviewing student results before the intervention began. The tool used for document analysis of academic records allowed researchers to establish baseline performance levels and writing abilities. The qualitative data supported the quantitative pre-test/post-test scores by providing additional information about student development throughout the study. Classroom observations were also conducted to collect qualitative data about teaching methods and student learning activities. The observation process examined student participation during tense instruction as well as their reactions to feedback and their methods for using tense rules in their writing assignments. The observational data served to validate the statistical results by providing specific examples from the classroom environment.

Ethical Considerations

The research was conducted with the permission of school authorities and it was assured to participants that their responses would be kept under wraps. The research design made sure that no participant was disadvantaged as the control group continued to follow the standard curriculum, while the experimental group received an additional treatment aligned with established grammar teaching practices.

Results

This study aimed to investigate the impact of explicit tense instruction on the writing skills of elementary level EFL learners in district Faisalabad, Pakistan. The collected data was analyzed through descriptive and inferential statistics. The results are presented in the following sections.

Descriptive Statistics

Initially, descriptive statistics (including means and standard deviations) were computed for both the pre-test and post-test scores of both the experimental and control groups. The descriptive results revealed that the mean score of the experimental group in the pre-test was considerably low but after receiving explicit tense instruction in the post-test, the performance of the experimental group improved significantly. The mean scores of the control group showed only minor improvement between the pre-test and post-test as they were not exposed to the explicit tense instruction treatment.

Table 4.1: standard deviation between pre-test and post-test scores



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Group	Test	Mean Score	Standard Deviation
Experimental	Pre-Test	3.97	1.67
Experimental	Post-Test	9.40	3.08
Control	Pre-Test	3.37	1.71
Control	Post-Test	4.30	1.56

Experimental Group Pre-Test and Post-Test Comparison

The findings indicated that the experimental group showed a marked increase in their writing performance after the intervention. The students demonstrated improved ability to use correct verb tense forms in their writing tasks. Pre-test results showed frequent verb tense errors and lack of coherence while after the intervention of instructions post test scores showed significant improvement in the tense accuracy, sentence construction and paragraph coherence.

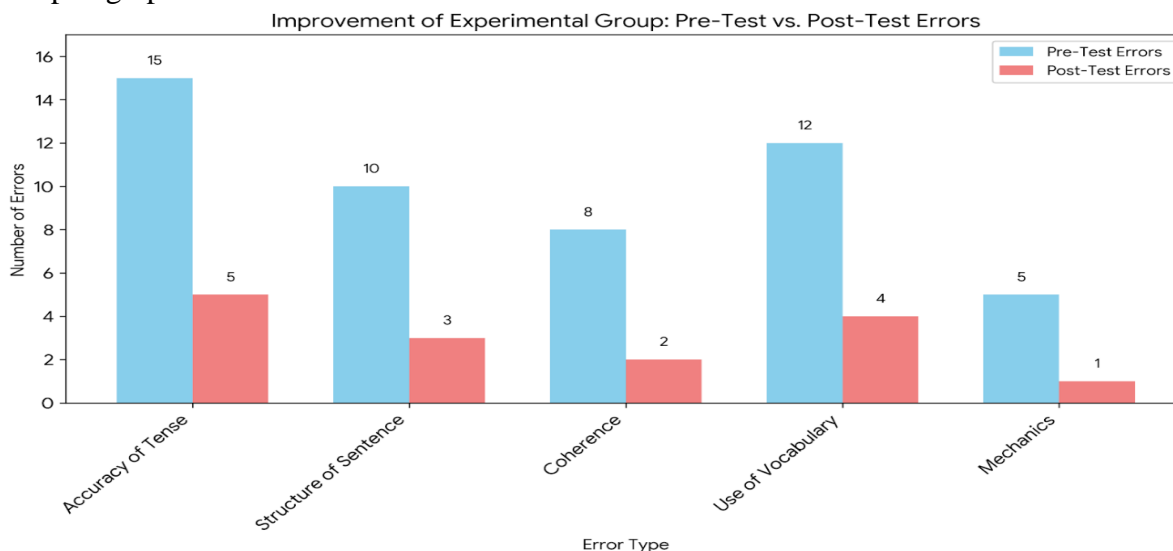


Figure 4.1: improvements of experimental group: pre-test vs post-test errors

Control Group Pre-Test and Post-Test Comparison

The control group did not receive any particular instructions and they just followed their regular curriculum showed very little improvements in post-test than pre-test and their writing samples continued to show errors in usage of tense and sentence constructions and also in paragraph coherence. This showed that just regular curriculum-based instruction did not substantially enhance students’ mastery of tense usage in writing.



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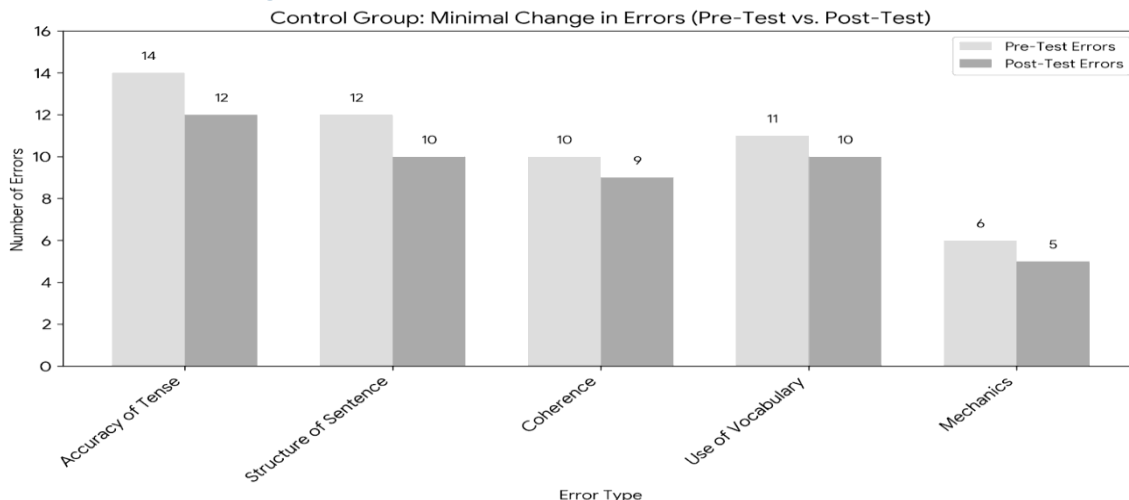


Figure 4.2: control group: minimal change in errors (pre-test vs post-test)

Comparison of Experimental and Control Groups

These examples from the writing samples of pre-test and post-test of both control group and experimental group confirms the validity of application of tense instructions on the experimental mental group. As these students have shown better structured sentences with the correct usage of verb form and tenses and also coherence between paragraphs in their post-test. While on the other hand writing samples of control group has shown their struggle with the use of verb form and agreement issue. Which clarifies that just exposure was not sufficient and also indicated towards the need of proper instructions. The below given table also shows the frequency of errors of both groups and decrease in the number of mistakes of experimental group after receiving the instructions. Table 4.3.1 shows the frequency of errors of both experimental and control group in both pre-test and post-test.

Table 4.1: Error frequency

Error Type	Pre-Test (Experimental Group)	Post-Test (Experimental Group)	Pre-Test (Control Group)	Post-Test (Control Group)
Accuracy of Tense	15	3	14	13
Structure of Sentence	10	4	12	12
Coherence	8	2	10	9
Use of Vocabulary	12	5	11	11
Mechanics	5	1	5	5

Inferential Statistics

Inferential statistics were used for the analysis of the statistical significance of the differences that were observed. An independent-samples t-test was conducted.



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Paired Sample t-Tests (Within Groups):

Experimental Group:

$t(29) = 14.67, p < 0.001$

These results indicate that explicit tense instructions have made a very clear improvements and major gains in their writing performance.

Control Group:

$t(29) = 4.16, p < 0.001$

The effect was limited and marginal despite statistical significance which was because of the general exposure of the control group with English rather than focused grammar-based instructions.

Independent Sample t-Test (Between Groups – Post-Test Scores):

$t(58) = 8.09, p < 0.001$

The difference between the mean of post-test signifies that the difference between experimental and control group was statistically clear which shows the impact of tense instructions and also confirm the effectiveness of tense instructions.

Discussion

The results clearly show the effect of explicit tense instructions in the improvement of the writing abilities of the students to construct grammatically cohesive sentences. post test scores of the experimental group are the evidence of statistical improvement as the mean score increased from -3.97 to 9.40 and in post-test students displayed their strong control over the construction of sentences and the use of tenses. The writing samples also support these results by showing the transition of the students from unstructured and incorrect tenses to grammatically correct and accurate tenses e.g. a student from experimental group wrote in his pre-test sample "I going to my village" which was grammatically incorrect and the same student showed improvement in his post-test same e.g. "I went to my village with my family" by using grammatically accurate forms. These improvements in clarity and quality were observed in the post-test output though there were not added any separate editing task or instructions in the study. On the other hand, control group stents repeated the same mistake of their pre-test in their post-test. Which shows that students from control group have very limited ability to recorrect and independently fix their issues. So, the results support to the conclusion that tense instructions develop the understanding and also improve the ability of the students about the function of form.

The findings of this study are in line with the previous research. Norris and Ortega (2000) conducted a meta-analysis and concluded that explicit grammar instruction is more effective than implicit instruction. Spada and Tomita (2010) also found that explicit instruction has significant positive effects on grammar acquisition. Similarly, Ng (2020) reported that explicit grammar instruction improved the accuracy of learners in using complex structures. The results of the present study also support the views of Celce-Murcia (2015) and Ellis (2006) who argued that tense instruction plays a fundamental role in the development of writing skills by ensuring coherence and clarity in communication.

The results further indicated that students who received explicit tense instruction were able to construct grammatically accurate sentences, organize their ideas into coherent paragraphs, and edit their writing for tense accuracy. This confirmed the findings of Bukhari (2018) and Mastan et al. (2016) that targeted grammar instruction not only



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improves grammatical accuracy but also enhances overall writing quality in EFL contexts. In contrast, the control group which continued with the regular curriculum without any special intervention showed only limited progress between the pre-test and post-test.

The current work was based on the results of previous researches by offering data from a Pakistani urban context of District Faisalabad. In this context English language was taught under very limited conditions for instructions. Tribushinina et al. (2022), emphasized the connection between tense mastery and grammar accuracy these results of current research match with the research outcomes of Tribushinina. However, the control group has shown very minimal gains and Ellis (2009), identifies this continuous issue that the lack of explicit support becomes a hurdle in the way of development of grammatical accuracy of the students especially when instructions are not form focused. This supports to the expanded pedagogical agreement that explicit instructions play a very important role in the learning of intricate grammatical structures like tenses.

In contexts like Faisalabad this study has very obvious outcomes for both classroom practice and educational policy. In English language teaching it reinforces the value of adding tense based grammar instructions at the elementary level. These statistically important results of experimental group are the illustration of the fact that if age appropriate and well-organized tense-based direct instructions are provided to young aged learners can also get benefit from them. These results also suggest to the teachers that guided instructions, continuous practice with contextualized examples in explicit grammar teaching can provide benefit to improve the writing of the young students. It should also be ensured by the designers of curriculum and text book that tense instructions should be added into the material in a meaningful way instead of making it just a set of rules.

Conclusion and Recommendations

In this study both quantitative and qualitative data was combined for the measurements of the improvements in the performance of the students. Statistical results of the written task of the student showed improvement in the score of the experimental group who received the instructions and the qualitative analysis showed the improvements in the grammatical accuracy and the logical sequencing in sentences and paragraphs in the writing tasks of the students. These results are the proof in favor of the effectiveness of explicit grammar instructions as an effective strategy for the improvement of writing proficiency in young EFL learners of Faisalabad, Pakistan.

Major Findings

Below given results directly answer the research questions of this research:

Table 6.2: Key findings of research questions

Q: NO.	Research Question	Key Finding	Supporting Evidence
RQ1:	Effect on the cohesion of the sentence	In the formation of sentence structure cohesion was improved	Accurate and fluent formation of sentence was revealed in the qualitative data analysis. Mean scores of experimental group improved from 3.97 to 9.40



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RQ2:	Impact on the coherence of paragraph	Logical sequence of ideas and improvement in the coherence was found in the writing	Logically linked and chronologically organized paragraphs were added into the post-test tasks.
RQ3:	Improvements in the editing skills	Improvement in the ability of self-correction of errors and awareness about language	In the post-test students corrected their tense related mistakes independently by themselves

Additionally:

Minimal Improvement in the Control Group

The control group showed very minimal or no improvements which prove that just implicit instructions and exposure cannot be sufficient for the learning of intricate structures like tense in grammar.

Enhanced Editing Skills

After receiving explicit instructions, the experimental group showed improvements in the grammatical accuracy and in the ability to students to identify and correct their mistakes in usage of tenses and show the improvement in the awareness of students about the language.

Pedagogical Implications

This study throws light on the need for the application of explicit grammar instructions in the educational plan of EFL learners in regions where the exposure of students with English language outside their classroom was very limited like in Faisalabad.

Integration of tense instructions that are structured for regular lessons.

Use such type of contextualized writing tasks that urge to naturally the tenses.

Give regular feedback and opportunities for the students to improve their editing skills.

Balance between proficiency and accuracy and analysis that can support the holistic development of language.

Suggestions for Future Research

Though this study has provided valuable findings but still there is need for further research to deal with its limitations. Conduct longitudinal studies for the assessment of the effect of the use of tense instructions on the writing skills of students over long period of time. And include diverse geographic and demographic samples to increase the applicability. Also Explore the role of technology by using those digital platforms and writing tools that support tense instructions. Investigate the development of oral language along with the writing for the understanding of acquisition of grammar. And examine affective factors like motivation and anxiety that can positively or negatively change the responsiveness of the learners on the way they react to the explicit teaching methods.

Concluding Remarks

This study supports the increasing number of evidence in favor of explicit grammar-based instructions in foundational areas like tenses. And it was revealed by the results that even the young students can considerably benefit from form focused approach that was specifically designed for the benefit of the students. With the improvement in the ability of the students to correctly use tenses they also enhance their grammatical competence and overall communicative writing competence. The results of this research



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are widely applicable and relevant to similar international EFL learners' contexts e.g. in rural India, East Africa, and Southeast Asia because in English language learning their time of instruction and exposure to instructions was also limited and also, they do not give much value to grammar instructions. In contexts like Faisalabad where English plays a greater role at both academic and professional level. So, in such type of context application of these pedagogical methods are necessary and would be very beneficial. The results of this study favor to the intervention of teaching methods that are grammar focused and that can improve the outcomes of the writing skills that can help students to become successful at both global and local contexts.

Empowerment of students with grammatical accuracy was not just an educational choice in fact it was the linguistic right of the student that impact their academic future.

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