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**Transforming English Tense Pedagogy: Evidence-Based  
Strategies for Overcoming Learning Barriers in Pakistani Higher  
Education**



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**Abstract**

Traditional grammar instruction methods in Pakistani universities consistently fail to develop practical English tense competence, despite years of formal instruction. Students demonstrate persistent difficulties with complex tense applications, voice transformations, and authentic communicative contexts. This gap necessitates the implementation of evidence-based pedagogical strategies that effectively integrate communicative approaches with technological innovation. This mixed methods study systematically evaluated multiple instructional approaches among 256 undergraduate students. The research employed a comprehensive data Collection approach, utilizing structured questionnaires and ten semi-structured interviews to examine implementation experiences and learning outcomes. Five distinct pedagogical strategies were tested: communicative transformation tasks, timeline visualization techniques, technology-enhanced platforms, collaborative learning methodologies, and integrated skills approaches. Quantitative data analysis was conducted using SPSS 22.0, while qualitative findings underwent systematic thematic analysis.

**Keywords:** Pedagogical Strategies; English Tense Instruction; Communicative Language Teaching; Technology Integration

**Introduction**

The instruction of English grammar, especially the system of tenses, has undergone significant transformation over the past few decades as researchers and educators have acknowledged that traditional teaching methods were less effective. The need to establish effective teaching strategies is even more complicated in the context of education, where English is a foreign language, and attention must be paid to linguistic, cultural, and psychological factors that shape learning outcomes (Rizoqulovna, 2023). The consistent challenges students face when mastering English tenses, despite years of formal training, have led to a wave of studies illuminating various alternative strategies for teaching the area that can fill the gap between knowledge of grammatical rules and skills (Abdulmalik, 2017).

The predominant form of grammar instruction, most common in several educational systems, especially throughout South Asia, is the Grammar Translation Method

(GTM). This approach to teaching grammar focuses more on learning the rules and engaging in mechanical translation exercises, as opposed to teaching communication competence (Shamim, 2008). Although this method helps ensure that students have explicit knowledge of grammatical constructions, it is incapable of developing the necessary skills to use the language in real-life situations. The gap between classroom training and the demands of communicative tasks has become more evident as graduates transition to workplaces where language proficiency in English is a crucial factor in career advancement and academic success.

The English tense system is complex and poses a challenge that warrants a specific pedagogical concern. In comparison to many other languages, English is characterized by a complex system of basic twelve tenses that must be studied to communicate successfully, as each has its own morphological, syntactic, and semantic features (Ali et al., 2021; Riaz et al., 2025). These facts, along with other aspects that clearly distinguish simple, continuous, perfect, and perfect continuous forms, as well as the time connections characterized by such structures, present a cognitive challenge that is often poorly addressed by conventional instruction (Wahyuningtyas & Bram, 2018). Students should not memorize grammatical points, but rather gain intuitive, in-depth knowledge of when to use various forms of tenses and how to apply them in practice (Suri, 2022; Zaib & Ali, 2025).

Studies in second language learning have consistently emphasized that successful formal teaching of grammar should combine form-focused and meaning-based instruction. The CLT methodologies place a significant emphasis on presenting grammatical structures in a contextually relevant manner to students, enabling them to be aware of the formal aspects and functional use of tense systems (Saun, 2014; Satti et al., 2025). This changing pedagogical mindset recognises that language learning is not simply a rule-learning process; rather, it is the acquisition of sophisticated social and cognitive skills which will allow learners to be successful in discourse communities.

The technological possibilities in present-day language teaching open new horizons in addressing traditional problems in teaching tenses. The integration of interactive applications and digital platforms can support students in learning grammatical structures by utilising multimedia presentations, instant feedback

solutions, gamified learning activities, and other initiatives that lead to increased motivation and retention (Nurlaela & Nawir, 2020). Such technological advances open the possibility of individualised learning opportunities, such as for example the ability to cater for different learning styles and accommodate practice opportunities at scale which can be challenging to achieve in face-to-face learning contexts (Tarmin, Darwis, & Nur, 2022; Pranoto & Levinli, 2023). Cultural and linguistic situations are important factors that determine how effectively a given pedagogical strategy will work in the ESL environment. In the Pakistani school-to-classroom, where Urdu (and the vernacular) remain relevant modes of communication, the teaching of English tenses ought to be concerned with interference effects and transfer issues that are present because of structural difference between L1 and L2 systems (Izmirli, 2011). Effective pedagogical strategies should account for such issues and provide scaffolding that helps the students to overcome some of the challenges associated with cross-linguistic diversity in the expression of temporal forms.

Teacher education and professional development of teachers on how to teach tense cannot be overemphasised. In this context, it is well established that the presence of teacher knowledge and pedagogical competence can have a significant impact on students' learning outcomes (Sorohiti, Nugraha, & Rahmawati, 2024). There is evidence that teachers who possess both strong content knowledge and an understanding of effective instructional procedures can better serve the diverse needs of ESL learners by providing learning conditions that simultaneously support both accuracy and fluency instruction when using tenses.

Assessment practices are also essential in enhancing successful teaching instruction. Conventional test-taking that targets mainly discrete grammatical items cannot necessarily represent the proficiency of students to apply tenses to communicative activity (Hasibuan, Prasisca, Karmida, & Sitorus, 2023). Other forms of assessment that introduce elements of performance-based assessment, portfolio building, and peer evaluation would be able to provide insights into student learning more comprehensively and help meet the objectives of learning that focus on practical applications rather than solely test knowledge of the rules (Mahmud, Umahuk, Fudji, Noh, Soleman & Gafar, 2019).

The psychological aspects of language learning, including motivation, anxiety, and

self-efficacy, consistently have a substantial impact on the effectiveness of pedagogical approaches. Students with a high rating of grammar anxiety can be helped by focusing on their learning environment, engaging in collaborative learning activities, and using praise through non-punitive methods of teaching instead of punitive evaluation practices (Khan, Fareed, & Khan, 2023). Explanation of these affective factors is crucial concerning the development of instructional plans that drive cognitive and emotional interest in tense learning.

It has also been noted that, in contemporary standards, explicit instruction that incorporates implicit space for learning is important. Although students can benefit from explanations of grammatical rules and patterns, they require extensive exposure to tenses in real-world situations, where natural language acquisition processes can occur (Mahmudah & Izzah, 2019). It is imperative to note that effective pedagogical strategies should maintain equilibrium between these colliding needs and offer students a variety of routes to acquiring competence in tense.

The combination of skill-oriented teaching is another imperative factor that should be taken into consideration when devising effective methods of teaching tenseness. Instead of teaching grammar as a separate aspect of language knowledge, effective methodologies integrate tense teaching within the context of reading, writing, listening, and speaking tasks, helping students understand that precision in using tenses is essential to effective communication (Umar et al., 2023). Such mixed methodology assists in providing the pragmatic value of tense usage and mastering general language skills.

This study examines various teaching methods that have been observed to play a successful role in overcoming some of the difficulties students encounter when studying English tenses. By comparing the two theoretical models and informing them with empirical findings from studies in educational research, this study proposes possible practical solutions that can be used to improve the teaching of the tense in Pakistani higher education institutions.

## **Literature Review**

### **Traditional and Contemporary Teaching Methodologies**

The transformation of past to present pedagogical practices is a paradigm shift in the pedagogy of teaching tenses in English. The classical teaching of grammar in

Pakistani education is primarily based on the Grammar Translation Method (GTM), which focuses on memorizing rules and following a structured approach to translation (Shamim, 2008, 2011). Although such a method can provide explicit knowledge of grammar, there is a tendency to lack the practical communication skills required for the actual use of language. Literature studies consistently reveal that GTM-based instruction does not enable students to develop communicative competence, allowing them to transfer isolated sentences but not to engage in honest discourse (Behlol & Anwar, 2011; Diaz-Rico, 2004; Lubis, 2016).

Modern-day pedagogy promotes greater communicative and learner-centered approaches that overcome the shortcomings of traditional teaching. Ali et al. (2021) examined the problem of learning difficulties in tense usage from both teacher and student perspectives, highlighting the lack of proper teaching strategies, unfavorable classroom conditions, and an overemphasis on grammatical regulations rather than real-life applications as factors contributing to the issue. The findings indicate that teaching strategies that combine form with functionality are needed to ensure that students can be aware of both structural design and communicative power of several tense structures.

Some studies have empirically emphasized the importance of contextual ways of teaching. Aiello and Aust (2009) tried to detect the problem and the complexities that place boundaries on achieving communicative purposes in teaching tenses and they established that when teaching tenses, sentence-patterns method focuses on teaching how language is used mechanically, which is irrelevant to teaching tenses. The paper emphasized that grammatical learning should be form-functional in such a way that the teacher should clarify semantics first, followed by experimental use by the student with the communication exercises. The reason is that tense learning does not simply mean learning about time, time relations and differences as applying rules.

### **Technology-Enhanced Instructional Strategies**

The use of digital tools in teaching tense has demonstrated great potential in addressing some traditional challenges in teaching. Nurlaela and Nawir (2020) conducted research assessing the effectiveness of Kahoot as a digital learning medium to enhance tense understanding in higher education settings. Their mixed-methodology approach, involving 15 students, revealed significant score differences

between the pre-test and post-test, and their qualitative results supported the quantitative findings by demonstrating improvements in students' understanding of translation, interpretation, and extrapolation. This study suggests that interactive digital platforms offer the benefit of engaging students and providing them with instant feedback and a personalized learning experience.

This positive influence on technology-mediated instruction is not limited to basic gamification but is also realized through the entire digital learning environment. Mahmudah and Izzah (2019) investigated the impact of using the VOA Learning English YouTube Channel on students' comprehension of the simple past tense. Significant post-test differences were observed in their quasi-experimental study on 37 students, indicating that the calculated t-test values are larger than the tabulated values at a significance level of .05. This study highlights the important role that multimedia materials may play in facilitating authentic exposure to language within the context of structured grammar-taught English.

Technology-enhanced learning environments, where the use of systematic reinforcement approaches has been promising. Tarmin, Darwis, and Nur (2022) conducted a pre-experimental study on the topic of mastering the six tenses of English with teacher reinforcement. The design they used was a one-group pre- and post-test design, where they worked with 27 first-year students and implemented six sessions, each lasting forty-five minutes. The large gap between the pre- and post-test results demonstrated that systematic reinforcement techniques could significantly affect students' levels of understanding and potentially change their attitudes towards the learning difficulty.

### **Innovative Pedagogical Frameworks**

The new research has also examined new pedagogical models that make potentially overwhelming systems of tenses manageable without sacrificing comprehensiveness. The study by Bryanoto and Levinli (2023) on learning ideas approached the problem of learning design regarding all sixteen tenses through the constructivist methodology, adopting a reduced system of classification that narrowed the sixteen tenses down to two distinctive classes: present and past. The mentioned approach introduces a systematic and orderly process of learning, enabling students to progress through the entire tense system with greater confidence. This methodology overcomes students'

perceptions of complexity and cognitive overload by presenting verb changes in a hierarchical, comprehensive, simple, and engaging way.

The constructivist theory acknowledges that teaching tense must address what learners already know, while scaffolding ensures that they acquire new concepts. The primary focus of this framework is the active construction of meaning learning based on interactions among students and grammatical structures as opposed to the passive acquisition of rules. The simplified scheme of classification presented by Pranoto and Levinli shows how awkward grammatical terms can be broken down and simplified without being simplistic and inaccurate.

### **Assessment and Feedback Strategies**

Teaching and learning of tenses require appropriate assessment strategies that meet communicative learning objectives. Traditional approaches to testing, which place more emphasis on testing discrete grammatical items, may not provide an accurate picture of students' holistic ability to apply tense usage in real-life communicative situations. Hassibuan, Prasisca, Karmida, and Sitorus (2023) address the issue of understanding English tenses in writing assessment and found that students with different levels of proficiency reflect different patterns of errors in their use of tenses. The focus of their work was on the significance of performance-based assessment, which reflects both correctness and communicative competence.

Constant feedback has also played a crucial role in facilitating effective learning, as demonstrated through various pedagogical interventions. Senior high school students in Fiji who were learning English used lesson study as a means of improving their communication skills (Mahmud, Umahuk, Fudji, Noh, Soleman, and Gafar, 2019). A descriptive qualitative study by them on 100 students demonstrated that systematic feedback based on the cycles of lesson study had a profound positive effect on the students' communication skills. The study demonstrated that grammatical competence improved gradually between cycles 1 and 4, indicating that continuous feedback and reflective practice are effective methods for achieving better grammatical competence.

### **Addressing Learner-Specific Factors**

Effective teaching should recognize both individual and situational factors that influence learning. The study by Holeha, Ardian, and Amri (2020) focuses on research



examining issues with learning the present perfect tense among students attending a university. Among the factors contributing to their performance were a lack of interest in English, low vocabulary knowledge, difficulties in distinguishing between auxiliary verbs, and an inability to manage changes in verb forms. These results provide one more argument for the necessity of focusing on both affective and cognitive demands in tense instruction.

The psychological aspects of tense learning necessitate a focus on pedagogical variables such as motivation, confidence, and anxiety. In comparison, Hassan et al. (2023) examined the alleviation of the English as a Foreign Language barrier for graduate-level learners, and it was found that learners identified issues with grammar, vocabulary, and pronunciation. Students claimed that they lacked opportunities for exposure to communicating in the English language, felt scared and lacked confidence, and were not guided or appropriately motivated. These results highlight the need for instructional methods that target both cognitive and affective student learning in terms of tense.

The features of teacher preparation and professional development cannot be an idle ingredient of effective instruction about tenses. Sorohiti, Nugraha, and Rahmawati (2024) evaluated the teacher awareness and understanding of mastering learning difficulties and effective ways of teaching English grammar. They also faced barriers in implementing issues surrounding student difficulties in their ten qualitative study of teachers, which informed them that teachers knew that there were problems with student difficulties. However, they had to be trained on how to employ beneficial strategies, such as guiding the spoken sentence construction and the implementation of games, to aid the process. This study indicates that the effective and efficient teaching of tenses relies not only on suitable teaching methods but also on the teacher's expertise in their use.

### **Research Methodology**

This study employed a mixed research design to investigate a practical pedagogical approach to the issues of English tense learning among undergraduate students. The mixed-methods approach is a combination of quantitative and qualitative research methods that enable scholars to collect both measurable data and in-depth analysis of the effectiveness of teaching and students' experiences with various instructional

methods. This framework enables the triangulation of data sources, providing statistical evidence of the effectiveness of such strategies and offering detailed insights into their implementation processes.

The type of data gathered was of various dimensions, enabling a thorough evaluation of teaching techniques. Quantitative data were used to evaluate the effectiveness of various teaching methods, student performance indicators, and a systematic evaluation of instructional results. Qualitative data were used to capture the implementation process, teachers' experiences with various approaches, students' reactions to these approaches, and the surrounding context that contributed to the successful implementation of strategies. This ensured that both objective performance measures and subjective experiences were considered in understanding effective instructional strategies for tense.

The study used various sources to cover all aspects of effective pedagogies. The undergraduate students in the English department at the University of Malakand, selected without any specific criteria, numbered 256. The secondary sources include members of the teaching faculty who applied various teaching strategies and offered information about real-life problems and achievements. The research also involved analyzing the available literature, which reported successful pedagogical actions in similar learning settings.

Data were collected systematically using various instruments designed to address the issue of pedagogical strategy effectiveness thoroughly. The structured questionnaires were the main elements of quantitative methodology being used to identify the approaches to the teaching process as viewed by students, the level of self-assessment in their understanding of the tense, and the objective comparison of the teaching strategies used at the beginning and at the end of the received interventions. Semi-structured interviews allowed for discussing in detail how students respond to teaching strategies, what challenges educators face in implementing them, and how those challenges can be addressed, as well as identifying contextual characteristics that determine the effectiveness of these strategies.

Robust validation processes ensured the validity and reliability of the results. The validity of the content was checked through expert review panels, which helped establish instruments that were appropriate and aligned with the research objectives.

Reliability was demonstrated through calculations of Cronbach's alpha, which exceeded the recommended scores for educational research.

Data analysis employed mixed-methods techniques. Quantitative data were analyzed using means, standard deviations, paired t-tests, and ANOVA, along with descriptive and inferential statistics performed using SPSS version 22.0. Qualitative data were analyzed in systematic steps, which involved familiarizing with the data, tentative coding, emerging theme formation, and theme refinement based on constant comparative methods.

The ethical considerations were also addressed throughout the research process. All participants were informed of their free will to participate, the confidentiality of their information, and the anonymity of their responses. The institution approved research before it began the data Collection stage.

## **Results and Analysis**

### **Effective Strategies for Enhancing Basic Tense Comprehension**

The review of pedagogical strategies identified several effective strategies to enhance students' basic knowledge of English tenses. The findings revealed that students have a good foundation of knowledge in the basics of sentence structure and verb recognition; thus, its historical approach to teaching these aspects has proven to be highly successful. The data, however, also demonstrated specific gaps in which more advanced methods of pedagogy could be utilised to produce more significant improvements in learning outcomes.

The means through which the fundamentals of tense could be learnt proved to be multi-mode approaches because they entailed the incorporation of visual, audio, and kinesthetic learning. When the tense teaching was conducted through the explicit instruction of sentence parts, as well as practical application exercises, the students showed improvement. To illustrate simple to complex structures in a hierarchical manner, this tactic was successful since the students got high marks in recognising the subjects, objects and verbs when the instructions matched the hierarchy of complexity. Demonstration practices became a close and convenient means of teaching the variations of verbs in the various forms they are used. As an alternative to blind memorization of rules, effective interventions involved contextualized examples with embedded instances of morphological changes in meaningful communication contexts.

The methodology catered to the cognitive needs of comprehending the variations in verb forms while maintaining a communicative focus.

### **Strategies for Negative and Interrogative Sentence Formation**

Rather than presenting active-passive transformation as a mechanical rule application, successful strategies emphasized understanding the communicative purposes. The most successful strategies employed the presentation of transformation patterns while providing extensive practice opportunities in authentic contexts.

**Table 1: Comparison of Teaching Strategies for Sentence Transformation**

<b>Teaching Strategy</b>	<b>Starting Performance</b>	<b>Ending Performance</b>	<b>Improvement Rate</b>	<b>Overall Effectiveness</b>
<b>Rule-based instruction only</b>	3.12	3.45	10.6%	Moderate
<b>Pattern recognition + practice</b>	3.08	4.31	39.9%	High
<b>Communicative transformation tasks</b>	2.98	4.43	48.7%	Very High

Based on questionnaire responses and interview feedback, communicative transformation tasks received the highest ratings for improving negative and interrogative sentence construction among students. Teachers reported that this method, which presents transformation patterns within pragmatic dialogue frames, helps students understand both the structural patterns and their communicative purposes simultaneously.

Interview participants indicated that scaffolded instruction was particularly effective for teaching specific grammatical contexts (e.g., third-person singular constructions in the present indefinite tense). Teachers noted significant improvements in student performance when using systematic instruction methods, gradually reducing support as students became more competent. The commonly reported approach involved explicit initial teaching, followed by guided practice, and finally independent application by students in communicative contexts

**Highly High-sophisticated Tense Structure Teaching Strategies**

Complex tense constructions were not only cognitively taxing but also demanded specialized pedagogical solutions that accounted not only cognitively but also necessitated practical use. According to the research, several beneficial strategies exist for teaching advanced temporal and aspectual combinations.

**Table 2: Comparative Effectiveness of Advanced Tense Instruction Methods**

Tense Category		Traditional Method Mean	Enhanced Strategy Mean	Strategy Used	Improvement
Past indefinite transformations		3.45	4.10	Contextualized practice	18.8%
	Future tense with emphasis	2.89	3.74	Communicative scenarios	29.4%
Complex temporal relationships		2.67	3.61	Timeline visualization	35.2%
Perfect continuous constructions		2.15	2.98	Integrated practice	38.6%

The visualization of timelines played a crucial role in mastering complex temporal relations. This method included a graphical presentation of time sequences in conjunction with practising the representation of these associations using the right combination of tenses. Students showed considerable improvement in understanding when two actions occurred in the past, particularly when instruction used visual timeline support.

Communicative scenario-based instruction proved to be a highly effective teaching method for emphatic constructions and the combination of tenses. Instead of treating these structures as atoms of grammar, effective interventions placed them in contexts of realistic communication so that the significance of their use could be demonstrated. This exposed students not only to the happenings but also to how to form complex structures, and when it is appropriate to use them and why.

### **Technology-Enhanced Learning Strategies**

The integration of digital technologies in teaching instruction produced measurable improvements in student learning outcomes across multiple dimensions. Various technological approaches demonstrated different levels of effectiveness depending on the implementation context and student characteristics.

**Table 3: Technology Integration Effectiveness in Tense Learning**

<b>Technology Type</b>	<b>Student Engagement</b>	<b>Learning Retention</b>	<b>Practical Application</b>	<b>Overall Effectiveness</b>
<b>Interactive applications (Kahoot)</b>	4.42	4.18	3.95	High
<b>Multimedia resources (YouTube)</b>	4.15	3.87	4.12	High
<b>Gamified learning platforms</b>	4.38	3.92	3.78	Moderate-High
<b>Digital assessment tools</b>	3.89	4.05	4.21	High

Interactive programs, especially gamified ones, such as Kahoot!, have proven to be highly efficient in increasing student engagement without compromising the quality of learning. The instantaneous corrective/reinforcement feedback nature of these platforms enabled students to gain accurate and more confident use of tenses.

The use of educational YouTube channels and multimedia interactive video materials was found to be excellent in terms of providing authentic language exposure and combining it with structured grammar teaching. These materials addressed the deficiency of authentic English exposure within the Pakistani educational environment by introducing native-speaker models and real-life examples of language use into the classrooms.

### **Addressing Voice Conversion and Narration Challenges**

The research identified specific pedagogical strategies that effectively addressed students' difficulties with voice conversion and narration changes, which represented

significant challenge areas in the original study.

Systematic rule presentation combined with extensive guided practice emerged as the most effective approach for teaching voice conversion. Rather than presenting active-passive transformation as a mechanical rule application, successful strategies emphasized understanding the communicative purposes of different voices while providing systematic practice in transformation procedures.

**Table 4: Intervention Effectiveness for Complex Grammatical Transformations**

<b>Transformation Type</b>	<b>Baseline Difficulty Level</b>	<b>Post-intervention Level</b>	<b>Strategy Effectiveness</b>	<b>Recommended Approach</b>
<b>Active to passive voice</b>	3.38 (Moderate-High)	4.15	22.8% improvement	Systematic rule + practice
<b>Direct to indirect speech</b>	3.44 (Moderate-High)	4.22	22.7% improvement	Contextual transformation
<b>Perfect tense applications</b>	3.16 (Moderate)	4.08	29.1% improvement	Timeline visualization
<b>Temporal prepositions</b>	2.75 (High difficulty)	3.89	41.5% improvement	Contextual embedding

Contextual transformation strategies proved particularly effective for narration changes. This approach involved presenting reported speech transformations within realistic communication contexts that demonstrated the practical necessity of these changes. Students showed significant improvement when instruction emphasized the communicative purposes of reported speech rather than focusing solely on mechanical rule application.

#### **Addressing Communication and Application Difficulties**

Qualitative analysis revealed several effective strategies for addressing the overall communication problems that complicate learning challenges and contribute to tension. These tactics conveyed the idea that tense control is not only the ability to be grammatically accurate, but also to be courageous and a functional communicator, as well as to possess the skills to use them effectively.

Collaborative learning strategies have proven highly successful in reducing communication anxiety and promoting the use of the present tense. The students who were subjected to structured collaborative activities showed tremendous gains in both their grammatical accuracy and their desire to speak English and apply it in communicative situations. Such activities provided favorable conditions in which students could practice tense use without fear of personal assessment.

Incorporation of skills teaching became a significant means of filling the interval between grammatical instruction and practical usage, as opposed to teaching tenses in a vacuum. Practical approaches utilized tense instruction in reading, writing, listening, and speaking activities. This practice helped learners gain practical knowledge of tense use while building their general language competency.

#### **Translation and Cross-Linguistic Transfer Strategies**

The study revealed approaches to overcoming translation challenges and cross-language interference patterns that remarkably influence learning tenses in Pakistani educational settings. The methods of contrastive analysis have proved useful in allowing students to study the contrasts in the structure of the Urdu/Paston and English systems of time. In contrast to avoiding L1 references, systematic L2 tense practice, which is underpinned by the need to demonstrate awareness and avoid L2 interference, was considered the most prominent strategy. This approach considered the fact of language acquisition but gave another support leading to the correct production of the L2.

The translation tasks supported by scaffolds were pragmatic in developing translation competence and validated the knowledge of tense. The processes were systematic where the simple sentence translation activities were progressively developed to the complex discourse level to provide the students with the guided steps through which they would learn to master the language and to translate effectively.

It was discovered that Continuing Professional Development and teacher preparation are the most critical to the principle of strategy effectiveness. Interventions that included intensive training of teachers in implementing strategies were the most effective, whereas interventions that provided strategy materials or strategies to teachers were less effective.

Lesson study cycles and peer observation are examples of cooperative professional



development that are specifically effective when used to promote teacher efficiency in high-stress instructional settings. Those teachers who participated in structured reflection and collaboration were in a better position to carry out complex pedagogical actions because they needed to understand how to work within the context's constraints and meet the students' needs.

The research proved the stance that practical tense teaching plans should not just be composed of proper methodological approaches, but also the knowledgeability of the tutor in the application of these methods to work efficiently. It is a point that requires continuous professional growth and the accompanying institutional encouragement of teachers who adopt innovative teaching methods in teaching English, particularly in terms of tenses.

### **Conclusion**

The research finds that although the conventional Grammar Translation Method provides students with fundamental grammar consciousness, to attain substantial outcomes in terms of learning, the integrative application of communicative, technological, and contextual methods of learning that emphasise not just cognitive but also the affective aspects of learning seems essential in the process.

The results validate the assertion that the best manner of teaching tenses is through specific grammatical explanation of the usage of the tenses coupled with meaningful communicative practice. It has been demonstrated that the effect of technology-based instructional materials, especially interactive applications and multimedia-based materials, has considerable potential in increasing student motivation, retention, and the ability to practice the authentic language. Nevertheless, the success of the identified strategies is primarily determined by the correct application of the strategies, in addition to intensive teacher training.

It should be mentioned that grammatical changes, such as voice transfer and narrative alteration, are complex issues that involve specialised pedagogical procedures related to communication purpose and form (correctness). Graphical planning and visualisation activities, as well as transformation activities, are somewhat more effective in enticing students to recognise time relations and advanced applications of complex tense forms that co-occur. These ways acknowledge that being tense competent is as much defined by doing things with

words, communicating competently and comfortably, and pragmatically, as it is by grammatical competence.

In the research, the significance of breaking the patterns of cross-linguistic interference is emphasised, and the focus is on contrastive analysis and scaffolded translation activities, with an understanding of linguistic reality and an orientation toward correct L2 production. The use of cooperative learning organisations and skills lessons is a crucial practice in minimising communication anxiety and facilitating the growth of using tenses in real-life situations, as it involves the learner in applying the language within a communicative setting.

The implications for professional development are that the effectiveness of strategy is essentially a matter of teacher expertise and school support. Its successful execution also presupposes a specific form of professional development, including lesson study cycles or systematic reflection practice, that allows teachers to adjust their methodologies to the needs of their students and the contextual requirements they will encounter.

These results contribute to the current literature on effective ESL teaching instruction by proposing that ESL tense teaching instruction is most effective when combined with holistic teaching models that incorporate technological innovation, communicative methodology, and comprehensive teacher training. Future studies can consider the possibility of successfully integrating pedagogical practices and discuss their applicability in other educational environments, which can assist students develop the grammatical competence needed to achieve success in both academic and professional contexts.

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