



استخدام القصص المصورة في كتابة السرد الادبي

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ملخص البحث:

تهدف هذه الدراسة الى فحص فعالية القصص المصورة في كتابة السرد الادبي من خلال التأكيد على مجموعة من أزمنة الأفعال المختلفة فيها. لذلك ، تُظهر الدراسة أن متعلمي اللغة الإنجليزية يفضلون استخدام صيغة الماضي البسيط على جميع أشكال الأفعال الأخرى. علاوة على ذلك ، فقد لوحظ أن استخدام القصص المصورة جنبًا إلى جنب مع النموذج السردى قد يساعد متعلمي اللغة الانكليزية على دمج أشكال الأفعال المختلفة بدقة في المخرجات المكتوبة لخلق روايات أكثر إقناعًا. ومع ذلك ، فإن هذه الدراسة لها أهمية كبيرة للغة لأنها توفر إطارًا لتوسيع السياق المستخدم لممارسة أشكال الفعل.

الكلمات المفتاحية : القصص المصورة ، السرد الادبي ، اشكال الفعل.



Using Picture Stories to Write Narratives

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Abstract

The purpose of this paper is to examine the effectiveness of using picture stories in writing narratives by emphasizing numerous verb tenses inside them. Thus, the study shows that English Language Learners favor using the simple past tense verb over all the available different verbs. Furthermore, it has been observed that using picture stories with a story version additionally assists English language learners (ELL) to appropriately integrate numerous verb forms in written output to create greater compelling narratives. However, this study has a large significance for the language since it provides a framework on which to amplify the context utilized the practice of verb forms.

Keywords : picture stories, narratives, verb forms.



1. Introduction

The present study looks at how to use picture stories to facilitate the teaching and learning of the English verb forms especially in writing narratives. So, teachers and researchers have created different techniques and strategies to educate grammar in general and verb forms in particular, because learners seem to have difficulties in enhancing how to use them in appropriate setting.

1.1 Problem of the study

Learning grammatical rules of using verb tense in a suitable way and using these rules in communication have big interests for the language teachers and learners. The methods used by language teachers over the years have reflected these concepts at one time or another. The most useful method used by English teachers is the communicative language teaching (CLT). Because classroom settings can only provide limited contexts for students to take part in meaningful practice ,it is necessary to create context for students through the use of computers and other technology .One type of context is provided by the use of picture keys which have been considered the more effective method in the important language learning.

Also, the teaching of verb tense has been proven difficult for English as a second language students to learn. The simple past tense, for example, has not been easy for students to learn. So ,this paper enables students to connect the picture to verb tense in writing narratives.

1.2 Aims of the Study

The current paper aims at:

- 1- Showing how the pictures effect on the students use of verb tenses in writing narratives.
- 2- Filling the gap in the knowledge of advanced level of students, in this regard verb teaching and learning is an important part of any language cues.



3-Indecating the ability of the foreign language students to write(from their own words) different stories by using various pictures and its relation with many aspects of English grammar.

1.3 limits of the Study

It is limited to:

- 1- Using picture stories to write narratives with the emphasis on different verb forms.
- 2- For advanced level of students at University of Tikrit, College of Education for Women for the academic year 2019_2020 .

1.٤ Value of the Study

When one thinks of the use of pictures in the ESL classroom, vocabulary acquisition is what most likely comes to mind. However, little has been investigated about the effect of picture keys on students' output specifically related to verb usage. This paper may be benefit for language teachers interests in continuing the discussion of how to support learning in the language classroom.

2- Theoretical Background

2.1 Historical Overview of Pertinent Teaching Methods

The Grammar Translation Method is the oldest method in language learning because it was used for teaching Latin in Europe up until the Renaissance, as Latin was slowly being replaced as the international language of choice by Romance languages and English (Abdullah, 2013). In the 18th century foreign language began to appear on the school curricula , requiring a systematic approach to teaching them . The standard system was similar to the system of teaching Latin. Rather than speaking, the goal was for students to be able to read literature in the target language , and benefit from the mental discipline of studying language. Text books gathered abstract grammar rules, vocabulary lists with translations, and sentences for students to translate . Sentences were chosen to illustrate



grammar structures, rules were studied , and the students worked through translation exercises .

After many attempts at reforming in the failed of language teaching during the last half of the 19th century, the Natural Method by L. Sauvenr rose to prominence to rival the Grammar _ Translation Method . Sauvenr started teaching in Boston in the 1860's by focusing on translation , using L1, and by emphasizing on “demonstration and action (Richards and Rodgers, 2001: 11). Never the less , the literature states that both of these methods stressed pronunciation, speaking and listening for everyday situations, and inductive learning of grammar through class interaction with the L2 (ibid.).One important consideration for the present study in regards to the Direct Method is that it was the first time that pictures were used to teach vocabulary items.

The next method for learning language was the Audio _ Lingual Method. Richards and Rodgers (2001)state that this method originated in the United States in the 1950's as it was initially developed by the armed forces. The language training which used was intensive , based on speaking drills and memorization in small group and individual study time.

The Communicative Language Teaching (CLT) of the 1980's was a reaction to the strict rules of language learning of the Audio _lingual Method . Howatt (1984:279) says that there are two versions of this method . The weak version is concerned with providing learners opportunities to communicate in English .This version could be seemed a strategy of learning how to actually speak English. In contrast, the strong version of CLT can be seen as “ using English to learn it ” by acquiring it by communication “stimulating the development of the language system itself ”. Regardless of the version used, Finocchiaro and Brumfit (1983) in their description of the main characteristics of CLT stressed that this approach makes use of contextualization because it values communicative attempts by the learners . Thus, the struggle to communicate is the most important part of the learning process with the goal of reaching communicative competence. In this struggle, the role of the teacher is that of a facilitator while the student is the one actively interacting with others in all tasks assigned. The present study adapts these concepts to the task including picture stories since the



participants must figure out for themselves, and with the help of other, how to communicate in their writing by interacting with the stories as they attempt to use the language, in this case verb tense.

2.2 Task Based Instruction

Task-based instruction has become a significant topic in the field of second language acquisition in terms of fostering process-focused syllabi and devising communicative tasks to enhance learners' real language use via the emergence of the communicative language teaching approach in the early 1980s and much stress on learners' communicative abilities (Jeon and Hahn, 2000). The use of tasks has become important not only as a tool of gathering data from participants but also as an object of study in and of itself. Recent research studies indicate three major characteristics of task-based instruction related to classroom practice: it is in line with a learner- centered educational philosophy (Richards and Rodgers, 2001), it is made up of specific constituents such as goal, procedure, specific outcome (Skehan, 1998), and it supports content-oriented meaningful activities rather than linguistic forms (Beglar and Hunt, 2002).

Also, task-based instruction presents many benefits to aid foreign language learning. Ellis (2009) lists these benefits as follows:

- 1- It provides the opportunity for 'natural' learning within the classroom context.
- 2- It stresses meaning over form; however, it can also emphasize learning form.
- 3- It offers learners a fertile input of target language.
- 4- It is intrinsically motivating.
- 5- It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- 6- It contributes to the improvement of communicative fluency while not disregarding accuracy.
- 7- It can be deployed together with a more traditional approach.



The current study deals with the participants who interact with picture stories to support their written output . Originally, the idea of giving the participants task in the form of a picture story comes from the concept of Task_ Based Learning . According to Cook(2001 :43) indicates three types of tasks : information _gap , reasoning _gap and opinion gap activities. The picture _story task applied in this study falls under the information _gap umbrella and is appropriate as an in _class task activity because it pairs “real” content with language. The goal of these tasks was to “ consolidate the lexis and the grammatical structures which they had already met ”. One of the tasks related to the grammatical structures focused on the present tense. It was on oral presentation in which the participants presented themselves and the information on their characters would later be used for a news letters’ section titled “ spot light on us “. The results have showed that in speaking, the participants preferred to use L1, but there was enough L2 being used , especially by participants met the curriculum and personal goals . Some learners had stated that they wanted to improve their use of verb tense, for example , and they did so by the end of the task .

2.3 Form-Focused Instruction

Form Focused Instruction (FFI) is a term which used to refer to any teaching technique that employs proactive or reactive methods to attract the learners to language by implicit or explicit activities (Long, 1997). According to Long (1997), FFI includes Focus on Form, which depends on students’ attention to linguistic elements in context, and Focus on Forms, which is concerned with the teaching of explicit grammar rules.

However, Spada (2011) indicates that the success of explicit over implicit teaching refers to the fact that most of the studies analyzed were of grammar-style tests, and a little attention to communicative use of the target language. Research has shown that FonFs methods result in learners with high scores on grammar tests, but lower levels of communicative competence. While, learners who only study with FonF methods end up with high levels of fluency, but low levels of grammatical accuracy (Hu, 2003). A possible solution would be to



integrate FonF and FonFs (Azar 2007). When used the integrated FFI, the learner engages with form in communicative activities.

2.4 constructivism and Instructional Conversation

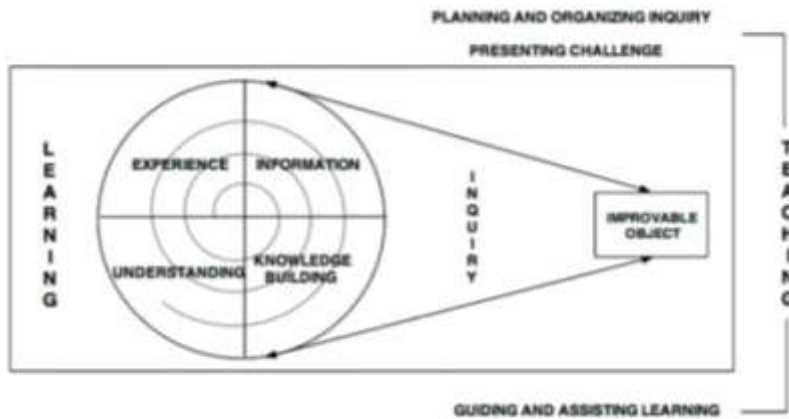
Form Focused Instruction is a term referring to any teaching technique that uses proactive or reactive methods to attract the learners to language by implicit or explicit activities (Long,1997). In recent years there has been a push towards de-centralizing teaching in the college or university classroom by providing a student-centered approach to learning (Barret, Bower and Donovan , 2007;Laverie ,2006;Barber,2007). Approaching university subjects in a student -central manner may be difficult due to a large number of students in a classroom and the nature of the content . However, the ESL/EFL classroom provides the right fits for student -centered activities like working individual, in pairs or group , and in class discussions or role-plays (Jones,2007). These types of classroom activities originated from constructivism, and they encourage learners to “ construct their understanding of the world as a product of their actions on the world ” (Mascolo, 2009:4).However , learners may feel a bit lost when left to their own devices, even if the instructor has left clear instructions on what to do. For that reason, at least in the ESL/EFL context, it is important to engage the learners in conversation often in order to check their comprehension and their progress.

Wells (2009)introduces a model called Instructional Conversation (IC), as a classroom tool to work with students . The premise is that by using an artifact which the students want to create or improve, the teachers can engage in conversation and create the instruction along with the student experience learning as a “ continuing spiral, where , in each cycle, the learner approaches a new problem armed with some relevant experience and gains new information from feedback from his or her own actions and from other sources ..” (ibid.). The students work in groups because that is the way in which they can get the most knowledge-building out of their sharing of different perspectives through conversation. The teacher’s role in this type of instruction is to provide the learners with the suitable resources, help with the challenges they may face, and track their progress by discussing through instructional conversation. Each experience got by the learner adds new information that leads to knowledge building and understanding (internalization). The internalized knowledge can help students in the performance of the new experience or task, and if it does not aid them



with the content, it may at least aid them by increasing their confidence level. This new experience will inevitably lead to new information, thus repeating the cycle. Wells' model (see Figure 1, below) is important to the study because it uses this type of cycle to introduce the learners to an experience by their own memories or picture stories (ibid.).

Figure (1) Learning and Teaching through Inquiry



Wells' approach supports the idea that second language classroom tasks must engage the learners in authentic communication. These types of communicative activities must be valuable and meaningful, as well as challenging (Canale and Swain, 1980). With these types of activities, the instructor cannot be the immovable object at the front of the class, but rather be a facilitator that empowers the learners to take part with their own authentic attempts at communication. However, in order to communicate effectively in L2 it is important to have a sound grasp of the grammatical structure of the L2.

2.5 Grammar in context

Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). Thornbury (1999:13) defines grammar as is a description of the rules for forming sentences, including



an account of the meanings that these forms convey. Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in context will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless.

Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. It should be taught for its own sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing (NCTE Commission on Composition, 1974, no. 12). One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Azar(2007) mentions that one of the principal benefits of Grammar-Based Teaching is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. With a good knowledge of grammar, the relationship between grammatical concepts gets clear.

"The teacher's chief task when teaching grammar is to show the students what the language means and how it is used; and must also show them what the grammatical form of the new language is and how it is said and written" (Harmer, 1991:56). Context-based instruction has always been useful for learners. Students need to learn language in logical contexts, either through authentic discourse-length input or through language learning materials that stimulate authentic input using sentences that follow in logical sequence (Hadley, 2003:152).



In addition, Nunan(1998:102) writes that in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill- being able to use the language for communication- more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use . Byrd(1998) indicates that when grammar is studied as arising from context, then a variety of forms emerge as essential to the expression of particular meanings in particular discourse contexts .It's not just that different types of verbs are related to each other but that in particular kinds of discourse the idea of relationship must be expanded to include the bond among verbs, nouns, adverbs, textual order, and even particular vocabulary (Byrd, 2005:546).

The concepts of knowledge building through discovery and conversation play a central role in the teaching of grammatical structures in context. When one thinks of teaching grammar, the idea of contextualizing the grammatical content is not often obvious to instructors depending on their background and their teaching philosophy. There are many advantages to teaching grammar through context. For Hinkle(2002a :195 -196) “the contextualized teaching of grammar can expose learners to ways in which language is used in real life and heighten their awareness of its conventions and complexities” . She explains that using context may be superior to explicit rule instruction because “...presentations of models and explanations may not be sufficient to improve the quality of writing production. For this reason, it is important to supplement the explanations with sample practice to allow learners to produce writing” .

2.6 Pictorial Method

The use of pictures in the classroom is not a new phenomenon. Already in the Renaissance, Comenius had proposed the learning of Latin by pictures (Allford, 2000). However, the pictorial method has not always been well accepted. By the 1950's pictures were being widely used in the ESL classrooms to stimulate the learners' interest and to reinforce the



material in providing some guidelines for the use of pictures in the classroom, concluding that pictures should require little to no explanation, otherwise their usefulness is compromised. To achieve that, pictures must clearly show cause and effect by relating all the elements present. Pictures should also contain enough examples of the actions and the relationship between the elements in the picture should also be clear for the sequence of actions or items to make sense. Pictures must also include a break in the action to introduce an element of surprise . If a picture, or a picture sequence has these elements, it can be considered a successful conveyor of meaning for classroom tasks, especially for language learners(ibid.).

There are many benefits for using pictorial method in teaching. First, pictorial aids to encourage students to communicate with the interests that makes them easier to understand the abstract ideas in the article. This proves that the image aids can be used as a “vehicle” to enrich and enhance speech. Second, the insertion of pictorial aids in teaching allowed for a genuine exchange between students. Third, the use of picture-assisted teaching can help students to better understand the concept of abstraction. Fourth , pictorial aids give students the opportunity to brainstorm ideas. They can create their own stories without right or wrong answers. In addition, they can participate in group activities such as paired reading or group activities. They will have the opportunity to create their own story based on their own background experience. In the group work, they can discuss the similarities and differences of each person’s interpretation of the photograph(Allford, 2000).

2.7 Picture and Vocabulary Acquisition

Acquisition of vocabulary is one important step toward English language acquisition (Richards, 1976). Richards and Renandya (2002) state that acquiring a language is a complex process. Nonetheless, second language learners use English only during classes (Willingham and Price, 2009).

Hunt and Beglar (2005) indicate that students have limited vocabulary input possibilities and acknowledged that vocabulary acquisition requires special attention. However, several decades ago, Krashen (1989) reports that vocabulary acquisition facilitates the mastery of the language.



Nation (2015) concedes that using the language in productive skills, such as speaking or writing, is also a key part in learning a word. This belief is based on the Communicative Language Teaching (CLT) approach that arose in the early 80's (Richards, 2003), promoting the use of the language in real-life tasks, such as role-plays, discussions (Oxford, 2002), and picture description (Ghout-Khenoune, 2012).

Particularly, this study focuses on picture description not only as a tool to acquire vocabulary and to provide vocabulary input but also because pictures interest learners, they motivate learners to learn and increase participation (Lavalle and Briesmaster, 2017). Furthermore, picture description gives the opportunity to perform and give students a greater experiencing of the language (Celce-Murcia, Dörnyei, and Thurrell, 1998).

Vocabulary acquisition is one of the most important aspects of learning language, and there are many ways in which instructors teach it, along with books and methods on the subject. In classroom activities, the use of gestures or pictures along with the vocabulary item is a common way of teaching new words as attested by the popularity of picture dictionaries such as Oxford's. (Allford, 2000: 51).

The use of technology in the ESL classroom has made researchers to experiment with multimedia techniques, especially for vocabulary and reading. Yoshi and Flaitz (2002 :64) study the effect of text and picture annotations in vocabulary retention of L2 learners. They have classified their participants into a text-only group, a picture-only group and a picture and text group. The study has examined how the participants learned vocabulary incidentally as they engaged in reading comprehension and listening activities. Once they finished reading, they answered comprehension questions and completed a survey on their impressions of the multimedia test. The participants also sequentially completed a test of word definitions, a picture recognition test and a word recognition test. The results of the study showed that the picture and text group performed better than the text-only and picture-only groups; thus encouraging "the use of pictures as alternatives or as accompaniments to textual cues" .



2.8 Picture and Narrative Writing

Writing skill is a productive skill. It helps students to learn (Raimes, 1983). Writing is a tool to measure their knowledge (Kurniati, 2015). The process of writing requires the writer to be able to brainstorm, organize ideas, review, edit and others (Almubark, 2016). Teachers play a basic role in supporting learners in the process of writing. Therefore, it is important for teachers to be prepared with the knowledge and skill to teach the skill of writing. Most learners have difficulty in generating ideas and putting them into words (ibid.).

There is a variety of instructional media available, and it is important for teachers to select the appropriate media which caters to need and preference of their students. One of them is pictures. Pictures include many forms such as photographs, drawings, advertisements, tables, posters, slides, maps, and others. Pictures are valuable sources for teachers (Raimes, 1983). Pictures help students generate ideas, choose vocabularies and put them in sentences (Asrifan, 2015). Pictures are also an exciting form of instructional media. If teachers use suitable pictures, they can help students generate ideas. Kurniati (2015) finds that students who used pictures to help them write scored higher than those who did not. In research done by Asrifan (2015), has found that students who were taught using pictures have better performance in writing compared the group which was taught using the conventional way.

Nunan(1991) considers writing as a very complex language skill which is highly cognitive, and it does not deal with only controlling various aspects such as contents, format, sentence structure, vocabulary, spelling and letter formation but also structuring and integrating information into cohesive and coherent paragraph and text.

However, narrative can be defined as a kind of retelling, often in words, or something that happened in a story. The narrative is not the story itself but rather the telling of the story . It is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional of non-fictional events. Also, it is the most common of writing because the writer just tells his/her story without any purposes. It puts acts in times and tells what happened according to natural time .It is considered as a powerful medium for changing social opinion and attitudes(Pardyono, 2007: 94).



Therefore, there are many common types of narrative can be illustrated as follows :

- 1- Descriptive narrative: It connects imagery, ideas, and details to convey a sense of time and place.
- 2- Viewpoint narrative: It introduces events or scenes to us so that we see understand them through narrators' feelings, desires, beliefs or values.
- 3- Historical narrative : Such as biography, autobiography and various historical subgenres, a lot of narration recounts events in the past.
- 4- Linear narrative: It is a narration where you tell events in the order they happened, i.e. in sequence. This type of narrative is typical of realist fiction where the author wants to create the sense of a life unfolding as a character experiences day to day or year to year.
- 5-Nonlinear narrative : It includes narration that does not follow events in the order they happened. It can represent the narrator's emotional state or consciousness(ibid.:95).

According to the Alabama Department of Archives and History (2009) narrative writing contains recounting as well as a series of actions that transpire in a given period of time, to a reader who is expected to grasp the happenings and to follow the sequence of events communicated in the storytelling.

So that, with the intention of narrating a story must develop the main skills to introduce tales and stories, and become aware of the structured description of information that involves procuring a correct writing schema. Moreover, self-expression and creativity are the basic of the narrative process in writing; yet, Schaefer (2001) indicates that teachers must lead students into developing critical skills in order to use the language for conveying their ideas and viewpoints. Also , she suggests steps for guiding students into communicating their thoughts by using conventions of language to communicate meaning and employing strategies to write coherent stories with strong characters. Therefore, narrative writing is a process that includes the participation of teachers and students, where the students use the motivation of expressing themselves through writing as their primary tool, and the teacher presents the necessary knowledge to accomplish the writing endeavor(ibid.).

In addition, description is a mainly element in a text even when it involves images as in the case of picture books since this is not only limited to describe the features or physical



attributes of a person, animal or object, a description can go beyond, attitudes, behaviors and internal characteristics of the characters in a story could be found. Murray and Hughes (2008) state that a well-written paper must contain descriptions because they allow readers to make rich images of what is intended to be exposed. Also, descriptions in the text give the readers the possibility to ground the narration and shape it into an image that fits the frame of their previous knowledge or even contextualize it in order to make it closer to their reality.

Nikolajeva and Scott (2001) explain that picture books depend on being plot-oriented instead of being character-oriented; but this does not mean that characters in a story are irrelevant or that they do not have a distinctive personality, on the contrary, picture books allow a different kind of characterization where the pictures and the words complement each other or even contradict themselves. They also indicate that the visual description in picture books is problematic given that some human qualities are difficult to display through indications such as bravery or intelligence; the opposite takes places when it is necessary to reveal the characters emotions and attitudes toward certain situations, which means that physical description is based on the illustrator's ability, who can convey information about appearance that would take many words to communicate in much reading time. Conversely, physiological descriptions that can be indicated in pictures need the accuracy of words to depict complex emotion and motivation(ibid.).

Using pictures may help in the acquisition of vocabulary, it is not far-fetched to think that pictures might also be useful in the assessment of writing skills in the ESL/EFL context. Brock-Utne and Desai (2003) have conducted a study with South African and Tanzanian grade 4 and 7 students in which they assessed the linguistic proficiency of the participants through the use of picture stories and writing in English. The researchers chose writing because it is a skill that is often assessed with greater weight in the South African and Tanzanian contexts. The participants were given a set of six scenes which they had to arrange in a sequence. Their stories had to be written in isiXhosa, their L1, and then in English in order to contrast the participants' proficiency in both languages. Their findings show that the isiXhosa stories for grade 4 and grade 7 participants are far superior to the ones written in English because the participants did not have the linguistic tools in English to match their L1 proficiency. Other researchers used the same pictures with different groups of participants and showed the same results; mainly, the stories written in L1 were much better developed



than those in English. Their L1 sentences were longer with more complex structures and interesting details, as well as with better command of grammatical rules (Brock-Utne and Desai, 2003).

Also, Alidoost et al. (2014) have tested the effect of picture stories on idea organization in written narratives. Writing a coherent narrative in English is difficult for native speakers, but for ELL the difficulty level increases (Nunan, 2001). The authors have noticed that for Iranian students of English, writing accurately was easier than writing fluently because they were not able to organize their ideas coherently. For this reason, the authors have decided to test if the picture stories had a positive influence in the organization of narratives.

2.9 Verbs Tense and Aspect

When speaking about verb tenses in the ESL/EFL context, most will think of the simple present, the simple past, the progressives and the variety of perfect tenses with their corresponding progressives, not to mention the future with all its conjugations totaling to the 12 tenses commonly found in grammar books. However, linguists have recognized that the English verb only has two tenses: the present and the past. It also has two aspects: the progressive and the perfect (Cele-Murcia and Larsen-Freeman, 1999). The tense of a verb refers to the timing of the occurrence of an event, while the aspect refers to if the event happened earlier as in the case of the present perfect, or if it “is still in progress” (p:17). Grammar books include a future tense for English verbs; however, English verbs are not inflected to express future time. Instead, English uses a modal “will,” a phrasal modal like “going to” or adverbials of time to describe a future action instead of a tense in the strict sense of the word .The authors outline the most troublesome combinations of the tenses and aspects to help students learn the meaning and usage in an effective manner. This is best achieved at the sentence level. For example:

Q1: *What are you doing this holiday?*

Versus:

Q2: *What do you do on a holiday?*

Q1 uses the present progressive to refer to a specific day while Q2 refers to a



general situation. There are other uses of these combinations that may prove problematic for ELL such as when describing temporary events and permanent situations. One can compare:

S1: “Mary is living alone.”

To:

S2: “Mary lives alone.”

In S1, Mary is living alone (temporary) until she finds a roommate, but in S2 Mary lives alone (permanently) because she does not like to live with roommates. There are many other combinations of tenses and aspects at the sentence level that serve to contrast the usage and meaning that learners must master in order to have a good working knowledge of verb tenses. However, to teach verb forms effectively one must also teach the learners how to use the forms at the discourse/narrative level by recognizing different types of discourse or narrative analysis available.

2.10 Narrative Models

One of the most important model of narrative is Suh’s (1992) Frame-Elaboration Hypothesis which states that English speakers often use one tense-aspect-modality form to very generally

introduce a type of narrative or an episode, and then they switch for the remainder of the episode to another form to elaborate the episode and provide the details (Celce-Murcia and Larsen Freeman, 1999: 167).

So, if a narrative starts with the present perfect, the speaker switches to the simple present until the last sentence where the speaker returns back to the perfect tense in its progressive aspect to relate any loose ends. For example:



- a) We've had a lot of snow this winter.
- b) I wake up every day to shovel at least two feet of snow.
- c) We can't catch a break.
- d) The snow keeps coming, regardless of the forecast.
- e) I've been shoveling so much that my back has begun to hurt.

Also, if the story are being told in the past tense, the beginning /or last sentence(s) will use the perfect tenses. For example:

- a) Last year we worked on the island for a week.
- b) We took provisions for the week.
- c) But we lost them to the bears and raccoons.
- d) We had been without food for two days when the boat finally came to pick us up.

In the above example, the story started with past tense, but finished with a past perfect construction to enhance the dramatic impact of the ending of the narrative.

By teaching verb tense usage through the models of narrative, the learners will quickly move from sentence to narrative level, which will provide them with a fuller sense of how to apply the tense/aspect system in their daily interactions.

In addition to that there is also another model which is called Labov and Waletzky's Narrative Analysis(1967). Yi (2012) states, "the majority of every day communication basically consists of engagement with an ongoing narrative. We are story-bound creatures". Stories would be common practice in the second language classroom. However, Jones (2001:11) indicates that there is a lack of methods focusing on story-telling in second language courses for in -class tasks. Most of the stories tellers are under casual conversation conditions and refer to instance of embarrassing life events hoping to get a reaction out of the



listener . So, the key of this problem is to work with a model by which to instruct learners on narrating these types of events.

This model works on “the simplest and most fundamental narrative structures...found in oral versions of personal experience” (ibid :12) . It involves five main sections: abstract, orientation , remarkable, event ,reaction and coda. The abstract happens at the beginning of the story and it sets the topic and tone of the narrative to follow. The orientation section presents an introduction of the characters to create context. This is followed by the narration of a remarkable event in temporal order. The reaction section includes the result of the narrative and this is followed by the coda , which puts the narrated event back in touch with the real world in real time by referring to what the characters in the story are currently doing .

3- Conclusions

This paper is used to examine the effects of picture stories in advanced learners’ accuracy and usage of English verb tenses in their written output. In order to get more accurate and fluent narrative , the learners must be very familiar with how to describe the events depicted in the picture stories in the target language. Otherwise, the written narratives may not make sense, or may include many errors. When looking at the written narratives, one important thing to consider is the type of mistakes that the learners were making in regards to verb tense usage . So , the learners are overusing the simple past tense and avoiding the use of the perfect tenses, specifically the present and past perfect . The simple past is the most commonly taught tense by teachers of English as a Second/Foreign language because of its saliency in every day speech .when people told stories, the simple past is commonly used only when a generic tense (the simple present) is used, the speaker/writer will be able to change the tense/aspect combination.

Using picture stories and picture cues is an effective strategy that can be used in the grammar classroom to practice the isolated rules at the sentence level, and integrate the rules in context-rich task-based activities at the paragraph level. Therefore, learners would benefit from exposure to writing tasks including picture stories in order to gain a better



understanding of how to apply the verb tenses learned in isolated exercise to the composition of paragraphs. However , the picture stories should not be used in isolation , but with models , so that students gain a better understanding of what types of verb tenses to use appropriately in their narratives. Rayo (2013) illustrates that working with picture stories has advantages and disadvantages that help teachers in order to avoid many pitfalls such as : picture stories tend to quickly engage students. They are a fast way to create in classroom experiences for students to work with. They can be used for explicit or implicit grammar instruction. They transfer grammar knowledge to real-world

contexts and aid in the transfer of fictional stories to re-telling of personalized life experiences. They close to natural communicative activities for use in class. Also, students may tire of using them. Students could get confused or distracted from explicit tasks. Students may worry too much about explicit tasks and may not engage in natural communication.

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