A CORPUS-DRIVEN STUDY OF THE ENGLISH PRESENT PERFECT

IN GENERAL AND TEXTBOOK CORPORA

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การศึกษาปัจจุบันกาลสมบูรณ์ในคลังข้อมูลทั่วไปและคลังข้อมูลหนังสือเรียนโดยใช้คลังข้อมูลนำ

น.ส.ชนากานต์ เจริญกุล

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาอักษรศาสตรมหาบัณฑิต
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ชนากานต์ เจริญกุล : การศึกษาปัจจุบันกาลสมบูรณ์ในคลังข้อมูลทั่วไปและคลังข้อมูลหนังสือเรียน
โดยใช้คลังข้อมูลนำ. (A CORPUS-DRIVEN STUDY OF THE ENGLISH PRESENT PERFECT
IN GENERAL AND TEXTBOOK CORPORA) อ.ที่ปรึกษาหลัก : ผศ. ดร.รักสงบ วิจิตรโสภณ

งานวิจัยด้านภาษาศาสตร์คลังข้อมูลแสดงให้เห็นว่ารูปแบบภาษา (pattern) และความหมาย
(meaning) มีความสัมพันธ์ซึ่งกันและกัน (Hunston and Francis, 2000; Römer, 2006) อย่างไรก็ตามงานวิจัย
เกี่ยวกับความสัมพันธ์ระหว่างรูปแบบภาษาและความหมายของปัจจุบันกาลสมบูรณ์ (present perfect) ยังไม่
เป็นที่ปรากฏมากนัก ประกอบกับงานวิจัยด้านการเรียนรู้ภาษาที่สองแสดงให้เห็นว่าผู้เรียนภาษาอังกฤษเป็น
ภาษาที่สองมักพบปัญหาในการเรียนรู้ปัจจุบันกาลสมบูรณ์ โดย Yoshimura et al. (2014) พบว่าผู้เรียนภาษาที่
สองมักพบปัญหาในการจัดผังคำ (mapping) ระหว่างรูปแบบภาษาและความหมายของปัจจุบันกาลสมบูรณ์ จาก
เหตุผลดังกล่าว งานวิจัยชิ้นนี้มีวัตถุประสงค์เพื่อศึกษาความสัมพันธ์ระหว่างรูปแบบภาษาและความหมายของ
ปัจจุบันกาลสมบูรณ์ในคลังข้อมูลทั่วไปและคลังข้อมูลหนังสือเรียนโดยใช้ระเบียบวิธีวิจัยคลังข้อมูลนำ ผล
การศึกษาพบว่าความสัมพันธ์ระหว่างรูปแบบภาษาและความหมายของปัจจุบันกาลสมบูรณ์สามารถจำแนกได้
ทั้งหมดเจ็ดกลุ่ม ได้แก่ เหตุการณ์ในอดีตที่ส่งผลต่อปัจจุบัน (accomplishment with relevance to the
present) เหตุการณ์ที่ต่อเนื่องมายังปัจจุบัน (continuing from the past to the present) สภาวะการ
เปลี่ยนแปลง (change of condition) การบอกเล่าประสบการณ์ (experience) เหตุการณ์ที่เพิ่งเกิดขึ้น
(recency) การค้นพบ (discovery) และการแสดงความเป็นเจ้าของ (possession) โดยรูปแบบภาษาและ
ความหมายทั้ง 7 กลุ่มนี้ยังปรากฏให้เห็นในหนังสือเรียนภาษาอังกฤษที่ใช้ในประเทศไทยอีกด้วย หากแต่ปรากฏ
ด้วยความถี่ที่แตกต่างจากคลังข้อมูลทั่วไปซึ่งอาจมีผลต่อการเรียนรู้ปัจจุบันกาลสมบูรณ์ของผู้เรียนผ่านหนังสือ
เรียน งานวิจัยฉบับนี้มีประโยชน์ในแง่ของการเสนอมุมมองใหม่ในการให้คำอธิบายของปัจจุบันกาลสมบูรณ์
(present perfect) อีกทั้งยังแสดงข้อมูลเชิงประจักษ์เกี่ยวกับรูปแบบและความหมายของปัจจุบันกาลสมบูรณ์ซึ่ง
จะเป็นประโยชน์ต่อการพัฒนาหนังสือเรียนและสื่อการเรียนการสอนต่อไป

สาขาวิชา	ภาษาอังกฤษ	ลายมือชื่อนิสิต ....
ปีการศึกษา	2561	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

5980118822 : MAJOR ENGLISH

Chanakarn Chareonkul : A CORPUS-DRIVEN STUDY OF THE ENGLISH PRESENT PERFECT IN GENERAL AND TEXTBOOK CORPORA. Advisor: Asst. Prof. Raksangob Wijitsopon, Ph.D.

Corpus linguistic research has consistently shown that there is an interconnectedness between patterns and meanings in language use (Hunston and Francis, 2000; Römer, 2006). With regard to the present perfect, little attention has been paid to the relationship between verb patterns and meanings expressed through the tense. This may be one of the reasons why second language learners frequently encounter difficulties in mastering the English present perfect. As Yoshimura et al. (2014) argue, language learners are likely to have a problem with the form/pattern-meaning mapping in the use of the present perfect. To fill this gap, the present study takes a corpus-driven approach to the pattern-meaning relationship of the present perfect through an investigation into British and American English general corpora. It is found that there are seven meanings of the present perfect, namely 'accomplishment with relevance to the present', 'continuing from the past to the present', 'change of condition', 'experience', 'recency', 'discovery', and 'possession'. These meanings are found to be associated with specific distinctive patterns. The corpus-informed insights were then applied to an analysis of textbooks used in Thailand's universities. This relationship between patterns and meanings can also be found in the sampled textbooks, but with different ratios. That is, the groups 'continuing from the past to the present' and 'experience' are found to occur significantly frequently in the sampled textbooks while such a core group as 'accomplishment with relevance to the present' shows a significantly lower frequency than that in the general corpora. The study offers a new light on the description of English present perfect and also provides empirical evidence to EFL pedagogical concerns in the development of textbooks and teaching materials.

Field of Study:	English	Student's Signature ....
Academic Year:	2018	Advisor's Signature ....

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Chapter 1

Introduction

1.1 Background of the study

The present study aims to investigate the use of present perfect in general corpora and present perfect samples presented in textbooks used at the tertiary level in Thailand. The present perfect is considered "one of the most semantically complex verb forms" (Kearns, 2011, p. 182) since it can be used to convey several meanings (Comrie, 1975; Eastwood, 1995; Greenbaum & Nelson, 2002; Kearns, 2011; Quirk, Greenbaum, Leech, & Svartvik, 1985). This complex nature of the present perfect may be the reason why the present perfect is likely to cause difficulties for second language learners (Han & Hong, 2015; Karpava & Agouraki, 2013; Thumvichit, 2016). As an example, it has been found that second language learners tend to convey the present perfect meanings in other tenses in English, e.g. the past and the present simple tenses. This might be because they fail to work on the form-meaning mapping of the present perfect (Yoshimura, Nakayama, Fujimori, & Sawasaki, 2014). Despite the form-meaning relationship, most of the previous studies on the present perfect tend to treat forms and meanings separately (see e.g. Comrie, 1975; Quirk et al., 1985; Eastwood, 1995; Biber et al., 1999; Greenbaum and Nelson, 2002; Kearns, 2011).

In addition to the complex nature of the present perfect, which poses difficulties among EFL learners, previous studies on the present perfect and language

learners have centered around learner output. That is, they focus on how learners use the present perfect (see e.g. Arakkitsakul, 2008; Han & Hong, 2015; Karpava & Agouraki, 2013; Patanasorn, 2013; Payre-Ficout, Brissaud, & Chevrot, 2009; Petchtae, 2011; Thumvichit, 2016; Yoshimura et al., 2014). Few studies have concentrated on such input for learners as textbooks, which are considered as a key component in language learning and teaching (Richards, 2001). In addition, it has also been observed that textbooks which contain inadequate descriptions could be the reason why second language learners encounter difficulties in mastering the present perfect (Thumvichit, 2016). The few studies that have investigated the present perfect in textbooks are Shortall (2007) and Fujimoto (2017), which found that textbooks tend to highlight forms of the present perfect with an extensive presentation of time adverbials used in the present perfect construction, e.g. 'already', 'just', 'ever', 'never'.

The present study, therefore, seeks to fill these gaps by addressing two important questions. The first one is oriented towards a linguistic question with regard to the pattern-meaning interface of the present perfect as observable from general corpora. Since previous studies on the present perfect are more likely to treat these two notions separately (see Chapter 2 for details), and this may be a reason why language learners tend to have difficulties with the present perfect, the present study thus takes a corpus-driven approach to investigate a relationship

between the meanings and patterns of the present perfect suggested by recurrent patterns found in general corpora. In addition, since previous linguistic studies of the present perfect are mainly based upon introspection, the present study is hoped to contribute to the study of English grammar by presenting an empirical study of the pattern-meaning interconnectedness of the present perfect in authentic use.

The second issue the study seeks to explore is oriented towards applied linguistic interests, involving an analysis of the present perfect samples presented in textbooks used in universities in Thailand. This is in order to investigate whether the patterns and meanings of the present perfect that can be found from general corpora correspond to those found in textbooks.

1.2 Research questions

On the basis of a corpus-driven approach to investigating the pattern-meaning interface of the present perfect in general and textbook corpora, the research questions can be spelled out as follows:

1. What are meanings of the present perfect that emerge from corpus data and how are they realized formally through surface patterns?

2. What are frequencies of the different patterns and meanings of the present perfect found in corpus data?

3. To what extent do the meanings, form and distribution patterns found in general corpora correlate with those found in textbooks used by Thai universities?

1.3 Objectives of the study

1. To investigate meanings of the present perfect and its patterns, in terms of verb categories and co-occurrences between lexical items

2. To investigate frequencies of the different functional groups of the present perfect

3. To investigate whether meanings, forms and distribution patterns of the present perfect found in general corpora correspond to those found in a corpus of textbooks used in Thai universities

1.4 Scope of the study

The scope of the study can be defined as follows. First, since the English present perfect is the main focus of the present study, it must be noted that the study covers only the present perfect simple. Other perfect constructions, for example, the past perfect and the present perfect continuous, are not included in the study.

The study also focuses on the analysis of the present perfect in textbooks used by universities in Thailand, but it must be noted that only the commercial

textbooks were compiled and collected as sampled textbooks used for the analysis. In-house textbooks and other teaching materials, which can also be other sources of exposure for learners, were not included in this study. This is because the use of a commercial textbook as a main teaching material is shared by the ten universities in Thailand in the present study. Thus, it is selected as a representative corpus of textbooks used by Thai universities.

With regard to the sampled textbooks, the present study collected ten textbooks from a foundation course of ten universities in Thailand. The textbooks compiled from the foundation course cover only the intermediate level. Therefore, only the intermediate-level textbooks were examined in terms of how it presents the present perfect samples. In other words, the present study investigates how the present perfect is presented as an input for learners at the intermediate level.

1.5 Significance of the study

The present study contributes to the field of linguistics by adding new details on the description of English present perfect in terms of the interconnectedness of patterns and meanings. It also provides pedagogical contributions by presenting empirical evidence of how the present perfect is presented in textbooks and teaching materials. Therefore, the findings from the present study can be applied to the development of EFL textbooks and teaching materials.

1.6 Outline of the study

The present paper is divided into six chapters:

Chapter 1 presents rationales and background of the study including research objectives and research questions.

Chapter 2 provides a literature review on the English present perfect, the theoretical frameworks, the role of textbooks and teaching materials, and related empirical studies on corpus and textbooks.

Chapter 3 outlines the methodology used in the study. It includes corpus data and compilation and data analysis.

Chapter 4 provides qualitative results from general and textbook corpora. The discussion of the meanings and patterns of the present perfect suggested by recurrent patterns found in the two types of corpora under study is also provided.

Chapter 5 presents quantitative results from general and textbook corpora. Frequencies and distribution of present perfect meanings and patterns are also discussed.

Chapter 6 provides a conclusion to the present study.

Chapter 2

Literature Review

The present chapter outlines different accounts of the English present perfect. The theoretical basis of the study, i.e. the pattern-meaning relationship, is also explained. In addition, as one of the main aims of the present study is to examine the present perfect in general and textbook corpora, the role of textbooks and teaching materials including related empirical studies on corpus linguistics and textbooks are outlined.

2.1 The English present perfect

The English language expresses the concept of time through the use of tense and aspect. Kearns (2011) explained that both tense and aspect give temporal information about an event, but they are viewed in different ways. Tense locates the whole event in a specific period of time -- in the past, in the present, or in the future. Aspect adds a further time perspective and reflects the way an action is viewed. According to Comrie (1975, p. 16), aspect can be divided into two types i.e. 'perfective' and 'imperfective'. As Comrie (1975, p. 16) put it, 'perfectivity' indicates "the view of a situation as a single whole" while 'imperfectivity' focuses on "the internal structure of the situation". However, Comrie emphasized that such 'perfective' aspect is different from the 'perfect' aspect in the present perfect since the latter tells nothing about how the situation itself is viewed. In fact, the 'perfect'

aspect in the present perfect "rather relates some state to a preceding situation" (Comrie, 1975, p. 16). In other words, the perfect aspect does not tell whether the situation itself is complete or whether it is in progress, but rather it refers to some state which is associated with the past time. Therefore, it can be concluded that the present perfect is indicated by the 'perfect' aspect, which is in a different sense from the 'perfective' and the 'imperfective' aspects. To further discuss the present perfect in more details, studies on meanings of the present perfect are discussed below.

2.1.1 Meanings of the present perfect

The present perfect has several meanings, and this complexity is a problem among L2 learners. Kearns (2000) stated that meanings of the present perfect is the subject of considerable debate because the present perfect construction can be interpreted in several ways. This section presents various discussions of the meanings of the present perfect, both from linguistic descriptions and from grammar references, which are considered influential in terms of their explanation on English grammar. These include Comrie (1975), Quirk et al. (1985), Eastwood (1995), Greenbaum and Nelson (2002), and Kearns (2011).

2.1.1.1 Comrie (1975)

One of the most influential works related to the present perfect is Bernard Comrie's

Aspect, which was published in 1975. Comrie (1975, p. 56) outlined four different

functional categories of the perfect aspect including: (1) 'the perfect of result', (2)

'the experiential perfect', (3) 'the perfect of persistent situation', and (4) 'the perfect

of recent past'.

2.1.1.1.1 Perfect of result

Comrie (1975, p. 56) stated that 'the perfect of result' is used when "a

present state is referred to as being the result of some past situation". For instance,

the sentence "John *has arrived*" indicates the result of John's arrival and it implies

that John is still here.

2.1.1.1.2 Experiential perfect

As Comrie put it, "the experiential perfect indicates that a given situation has

held at least once during some time in the past leading up to the present" (p. 58).

For this type of perfect, he added that the distinction has to be made between the

verb 'be' and 'go'. While the verb 'be' in "Bill *has been* to America" is considered

as 'the experiential perfect', the verb 'go' in "Bill *has gone* to America" is 'the

perfect of result'. Comrie (1975, p. 59) gave an explanation as follows:

> *Bill has gone to America* is perfect of result, and implies that Bill is now in
>
> America, or is on his way there, this being the present result of his past action
>
> of going to (setting out for) America. In *Bill has been to America*, however,

there is no such implication; this sentence says that on at least one occasion (though possibly on more than one) Bill did in fact go to America.

To put it more simply, while 'the perfect of result' indicates the present result of past action, 'the experiential perfect' describes the speaker's experience which occurred some times in the past but matters in the present time.

2.1.1.1.3 Perfect of persistent situation

This type of perfect describes "a situation that started in the past but continues [persistently] into the present" (Comrie, 1975, p. 60). The examples given by Comrie (1975, p. 60) are "We*'ve lived* here for ten years" and "I*'ve shopped* there for years".

2.1.1.1.4 Perfect of recent past

The perfect of recent past, according to Comrie (1975, p. 60), can be used to indicate recentness or to indicate that the past situation is very recent e.g. "I *have* recently *learned* that the match is to be postponed" and "Bill *has* just (this minute) *arrived*".

2.1.1.2 Quirk et al. (1985)

Quirk et al. (1985, p. 192) listed three different meanings of the present perfect, i.e. (1) "state leading up to the present", (2) "indefinite event(s) in a period leading up to the present", and (3) "habit in a period leading up to the present".

2.1.1.2.1 State leading up to the present

According to Quirk et al. (1985, p. 192), this meaning can be illustrated by the two examples as follows: "That house *has been* empty for ages" and "*Have* you *known* my sister for long?". Quirk et al. (1985) pointed out that these two examples show the use of present perfect that is similar to the simple past since it also indicates that the states started in the past. However, for the present perfect use, the meanings for these two examples are different from the simple past in that it shows the states (i.e. the state of the house being empty and the state of knowing a person), which have been in existence to the present moment.

2.1.1.2.2 Indefinite event(s) in a period leading up to the present

The next meaning of the present perfect in Quirk et al.'s account is 'indefinite event(s) in a period leading up to the present', e.g. "*Have* you (ever) *been* to Florence?" and "All our children *have had* measles" (Quirk et al., 1985, p. 192). Quirk et al. explained that the past time for this use of present perfect is indefinite and the period of time still leads up to the present. In addition to a general explanation of this meaning, Quirk et al. added that this indefinite past meaning is associated with three implications i.e. "that the relevant time zone leads up to the present"; "that the event is recent"; and "that the result of the action still obtains at the present time" (Quirk et al., 1985, p. 193).

The first implication deals with what Quirk et al. called "an implicit time zone" which has not yet finished. They gave an example by marking a contrast

between the present perfect and the simple past in the following sentences: "*Have*

you *seen* the Javanese Art Exhibition?" and "*Did* you *see* the Javanese Art

Exhibition?" (Quirk et al., 1985, p. 193). Quirk et al. pointed out that the first one

implies that the exhibition is still open, but the latter implies that the event is over.

Therefore, the use of the present perfect for the indefinite past meaning can indicate

that an event or action still exists in the present.

The second implication is that the event is recent and that it is often used to

report news e.g. "*Have* you *heard* the news? The president *has resigned*" (Quirk et

al., 1985, p. 193). The third implication for the indefinite past meaning is that the

result of the action still obtains at the present time. Three examples given by Quirk

et al. (1985, p. 194) are: "The apples *have* all *been eaten*"; "My mother *has*

recovered from her illness" and "*Have* any of the visitors *arrived*?" The first example

implies that "There are no apples left"; the second implies "My mother is now

better"; and the third can be referred to the question "Are there any visitors here?".

2.1.1.2.3 Habit in a period leading up to the present

For the meaning concerning 'habit in a period leading up to the present', the

present perfect is used to talk about a recurrent event. However, that recurrent

event must occur in a period that still continues to the present. Examples for the

use of this meaning are "Mr. Terry *has sung* in this choir ever since he was a boy"

and "The province *has suffered* from disastrous floods throughout its history" (Quirk

et al., 1985, p. 192). Since these two examples are used with the present perfect, it implies a habitual meaning; that is, Mr. Terry has sung in the choir many times ever since he was a boy, and that the province has frequently suffered from floods throughout its history.

2.1.1.3 Eastwood (1995)

Eastwood (1995) explained that the use of present perfect connects the past and the present times together, and there are three main usages of the present perfect. The first use of the present perfect is for "an action in the period leading up to the present" e.g. "The shop *has just opened*" and "The post *hasn't come* yet" (p. 86). The second is for repeated action e.g. "Debbie *has been* to Scotland twice". The last usage is for states e.g. "I*'ve had* these skis for years" and "I*'ve always known* about you and Diana" (p. 86).

2.1.1.4 Greenbaum and Nelson (2002)

Unlike other descriptions, Greenbaum and Nelson (2002) stated that there are only two meanings of the present perfect. First, it is used to refer "to a situation set in some indefinite period that leads to the present" (p. 56). The examples are "They *have been* unhappy for a long time" and "I *have lived* here since last summer". Another usage is when the present perfect is used to refer to an event which "is

viewed as possibly recurring" (p. 57), e.g. "We *have discussed* your problems"; "I *have phoned* him every day since he fell ill"; and "He *has read* only newspaper until now" (p. 57).

2.1.1.5 Kearns (2011)

Kearns (2011) explained that the present perfect generally indicates an unidentified event time. She divided the present perfect meanings into three categories, i.e. (1) 'current result states' perfect, (2) 'hot news' perfect, and (3) 'continuing state' perfect.

2.1.1.5.1 Current result states perfect

For the 'current result states' perfect, the present perfect is used to report an event in the past which is currently relevant because its results are still in the present. This is generally called the 'present relevance' of the present perfect. The examples of the perfect in this type are as follows:

a. Jill won't need that checkout job, she *has won* the lottery?

(Jill is now rich.)

b. Henry can't dance the pas seul, he *has pulled* a tendon.

(Henry is now injured.)

c. Kane *has broken* into our files, so we'll have to whack him.

(Kane now knows our secret.)

(Kearns, 2011, p. 182)

It can be seen from Kearns' examples that the 'current result states' perfect involves the implication. For instance, the example (a) implies that the person is now rich because she has won the lottery. These examples indicate that listeners have to rely on their own interference that the previous situation is still in force in the present since the results of the situation are shown implicitly.

Kearns (2011) also added an interesting point about the resulting state. That is, the present perfect "must hold of the subject of the sentence at the time of utterance" (Kearns, 2011, p. 183). In other words, the subject of the sentence should be relevant at speech time. To clarify, Kearns mentioned Chomsky's well-known contrast between "??Einstein has visited Princeton." and "Princeton has been visited by Einstein." Kearns said that the former example is odd because Einstein is dead; thus, the subject of the sentence at the time of utterance is invalid. On the contrary, the latter example which shows that Princeton has been visited by Einstein sounds fine because the subject "Princeton" still exists and still has the property of being visited by others.

2.1.1.5.2 Hot news perfect

The second type of the present perfect is 'hot news' perfect. Kearns described 'hot news' perfect as a recent event effect. The examples below are from Kearns (2011, p. 183).

a. Russia *has invaded* Poland.

b. Krakatoa *has blown up*.

c. Jones *has had* an accident.

d. The big tree *has fallen* over.

Kearns explained that while Examples (c) and (d) are clearly recent, Examples (a) and (b) seem to be odd from the current explanation since they report distant events. However, similar to Comrie's explanation on recentness of the perfect, she pointed out that the present perfect in (a) implies that Poland is still occupied by Russia and (b) implies that the aftermath of an eruption is still present. Therefore, these kinds of hot news effects can be used with the present perfect construction.

2.1.1.5.3 Continuing state perfect

The 'continuing state' perfect describes "a state of affairs beginning in the past and continuing up to the present" (Kearns, 2011, p. 184). For example,

a. I *have stayed* in today. (I am still in)

b. Sheila *has worked* in the library since December. (Sheila still works in the library.)

c. The door *has been opened* for ten minutes. (The door is still open.)

Taking all of the above explanations on meanings of the present perfect into consideration, Table 1 below summarizes how each description categorizes and interprets meanings of the English present perfect.

Table 1 Meanings of the English present perfect in five descriptions

Comrie (1975)	Quirk et al. (1985)	Eastwood (1995)	Greenbaum and Nelson (2002)	Kearns (2011)
1. the perfect of result	1. state leading up to the present	1. an action in the period leading up to the present	1. a situation set in some indefinite period that leads to the present	1. 'current result states' perfect
2. the experiential perfect	2. indefinite event(s) in a period leading up to the present	2. repeated action	2. an event which "is viewed as possibly recurring"	2. 'hot news' perfect
3. the perfect of persistent situation	3. habit in a period leading up to the present	3. states		3. 'continuing state' perfect
4. the perfect of recent past				

2.1.1.6 Synthesis of the present perfect meanings

It can be seen that the present perfect descriptions outlined in Section 2.1.1.1 –

2.1.1.5 show several meanings which can be derived from the tense. Some meanings

overlap, while others differ from one another. Table 2 below illustrates overlapping

and different meanings associated with the present perfect tense.

Table 2 The overall meanings of the English present perfect

Meanings of the present perfect	Grammar references
1. Continuing action/ event/ state from the past to the present	• Comrie (1975) • Quirk et al. (1985) • Eastwood (1995) • Greenbaum and Nelson (2002) • Kearns (2011)
2. Result states	• Comrie (1975) • Kearns (2011)
3. Experiential states	• Comrie (1975)
4. Repeated action/ event	• Comrie (1975) • Quirk et al. (1985) • Eastwood (1995) • Greenbaum and Nelson (2002)
5. Recent action/ event	• Comrie (1975) • Quirk et al. (1985) • Kearns (2011)

It can be seen that five meanings of the present perfect can be derived from different descriptions, including: (1) 'continuing action/ event/ state from the past to the present', (2) 'result states', (3) 'experiential states', (4) 'repeated action/ event', and (5) 'recent action/ event'. Based on this semantic categorization, it seems that the meaning concerning 'continuing action, event, or state from the past to the present' is a core meaning of the present perfect since it is stated in five out of five accounts. Other meanings, on the other hand, may be taken as relatively marginal. Nevertheless, it should be noted that the descriptions of present perfect meanings above are various introspection-based accounts on the present perfect. None of these studies show empirical evidence on the authentic use of the present perfect to illustrate their descriptions. This, in turn, can be a limitation if a communicative perspective, which is often adopted in a pedagogical context, is taken in the description of the present perfect. Therefore, empirical evidence is important as it can add a quantitative dimension, e.g. frequency of each use, to the present perfect descriptions. Frequency information, according to Leech (1997), is useful for pedagogical applications since it can point to the ways in which some uses may be highlighted to learners more than others.

2.1.2 Patterns of the present perfect: verbs and adverbials

While meanings of the present perfect have rarely, if any, been approached from a corpus-based perspective, there have been a couple of corpus-informed studies on formal patterns of the present perfect. A notable one is Biber et al. (1999), which shows that some verbs are particularly frequently used in the present perfect construction. To illustrate, Biber et al. (1999) have found that the three most frequently used verbs are 'been', 'had', and 'got'. Verbs which designate "physical or communicative activities with consequences that can exist over an extended period of time", e.g. 'go', 'do', 'say', and 'make', are also found to be commonly used with the present perfect (Biber et al., 1999, p. 465).

Apart from verbs that commonly occur with the present perfect, Biber et al. (1999) also listed a number of verbs which rarely occur in the present perfect construction. They stated that verbs which are in the domain of the mental states and existence are rarely used in the present perfect tense since they refer to a state which only exists at a particular point of time, e.g. 'need', 'want', 'doubt', and 'believe'. They also added that verbs designating body actions e.g. 'kiss', 'scream', 'nod', 'smile', and 'glance' are also rarely found used with the present perfect.

It has also been found that the present perfect tends to co-occur with some adverbials in its context of occurrences. Most of the adverbials in the construction indicate the duration or the beginning point of time (Biber et al., 1999). The examples

of such adverbials are 'since' and 'already' as in "We*'ve had* it <u>since last January</u>"

and "The bigger nations, for their part, *have* <u>already</u> *developed* systems of takeover

supervision" (Biber et al., 1999, p. 468). Other adverbials that have been shown to be

used with the present perfect are those which mark the present moment e.g.

'today', 'this month', and 'this year' (Quirk et al., 1985). These adverbials make

speakers feel that the period referred to is still present and is not in the past.

Another corpus-informed study on formal patterns of the present perfect is

Elsness (1987), which focused on forms and the contextual information of the

present perfect in the Lancaster/Oslo-Bergen Corpus of British English (LOB), the

Brown University Corpus of American English (BUC), and the corpus of contemporary

English compiled specifically for the study (CONTCORP). With regard to adverbials

used in the construction, Elsness (1987) found that the present perfect construction

co-occurs with time adverbials, e.g. 'recently', 'already', 'since + a point of time', in

386 out of 1,179 instances of the present perfect samples, while 793 out of 1,179

instances of the present perfect samples are used without time adverbials.

To conclude, it can be seen that these studies focus on the surface patterns

of the present perfect construction, i.e. verbs and adverbials; however, the

connections of the patterns to the meanings of the tense have rarely been found. In

fact, as illustrated earlier, the previous studies on the present perfect deal with its

patterns and meanings separately. Based upon the corpus linguistic emphasis on the

interface between patterns and meanings, the present study seeks to fill this gap by investigating this relationship in the present perfect construction. The theoretical framework on the relationship between patterns and meanings is explained below.

2.2 The theoretical framework: The relationship between linguistic patterns and meanings

Many previous corpus studies found that there is a close relationship between patterns and meanings in English (Hunston & Francis, 2000; Partington, Duguid, & Taylor, 2013; Römer, 2004, 2006, 2009). In corpus linguistics, where lexis is prioritized (Mahlberg, 2007), 'pattern' is defined by Hunston and Francis (2000, p. 37) as follows:

> The patterns of a word can be defined as all the words and structures which are regularly associated with the word and which contribute to its meaning. A pattern can be identified if a combination of words occurs relatively frequently, if it is dependent on a particular word choice, and if there is a clear meaning associated with it.

From the definition above, it can be seen that patterns can only be identified if they involve words and structures, which are shown to be recurrent, and those recurrent patterns must have meanings related to them. Thus, it can be said that there is an interconnectedness between pattern and meaning in language.

The concept of 'pattern', however, is not a recent concept in linguistics. According to Hunston and Francis (2000), one of the earliest works contributing to the emergence of the study on patterns is Hornby (1954), which focused on patterns and usage in English. His interest in the study of patterns and usage stems from his agenda in which he intended to give practical guidance on usage in English to language learners. Hornby (1954, p. v) stated that

> ... the learner is, or should be, more concerned with sentence-building. For this he needs to know the patterns of English sentences and to be told which words enter into which patterns.

Since Hornby's concept is primarily concerned with patterns for learners to create sentences, his work is based on several patterns found in English including verb patterns, noun patterns, and adjective patterns. As an example, Hornby (1954, p. 21) investigated verb patterns such as *Verb + Noun + to-infinitive* and provided the list of verbs that can be used in this pattern as follows:

> advise, allow, ask, (can't) bear, beg, cause, challenge, choose, command, compel, dare (=challenge), decide, determine, encourage, entreat, expect, force, get, give (someone to understand...), hate, help, implore, instruct, intend, invite, lead (=cause), leave, like, love, mean (=intend), oblige, order, permit, persuade, prefer, prepare, press (=urge), promise, remind, request, teach, tell, tempt, trouble, urge, want, warn, wish

These are verbs that can be used in the pattern *Verb + Noun + to-infinitive* as in 'We can't *allow them to do that'* and 'They *warned me not to be late'*. Noun patterns are, for example, the pattern *Noun + to-infinitive,* e.g. 'Anne's *desire to please her mother-in-law'*; and adjective patterns are, for instance, the pattern *Adjective + Preposition + Noun* e.g. 'Are you *afraid of the dog*?'

Hornby's (1954) work can be considered as a beginning of the study related to patterns in English although it does not show the association between those patterns and their meanings. Nevertheless, the rise of technology in the following decades promotes the use of electronic corpora, which allows linguists to see the association between patterns and meanings.

One of the most important works which prioritizes the use of electronic corpora to derive a description of language is Sinclair (1987, 1991, 1996). Sinclair (1987) adopted a corpus-driven approach to identify the relationship between patterns and meanings. However, Sinclair (1987) used the terms 'sense' and 'structure' to refer to the concept of meaning and pattern. 'Sense' refers to meanings, and 'structure' is closely related to patterns. The notion of 'structure' for Sinclair (1987, p. 53) also includes "lexical structures in terms of collocations and similar patterns". According to Sinclair (1987, cited in Hunston and Francis, 2000, p. 20), sense and structure are associated with each other in that:

If a word has several senses, and is used in several patterns, each pattern will occur more frequently with one of the senses than the others, such that the patterning of an individual example will indicate the most likely sense of the word in that example.

It can be seen that Sinclair's (1987) sense and structure reveal the relationship between meaning and pattern. The idea that meanings are associated with patterns (or in other words, sense is associated with structure) is further developed by Sinclair (1991) with regard to two principles on how language is interpreted and used. These two principles include the 'open-choice principle' and the 'idiom principle'. According to Sinclair (1991, p. 109), the 'open-choice' principle "is a way of seeing language text as a result of a very large number of complex choices". However, according to Sinclair, the choices are not entirely free and open-ended. A choice of a word or structure is somehow constrained. This is illustrated in Sinclair's explanation on the 'idiom principle' which is defined as follows:

The principle of idiom is that a language user has available to him or her a large number of semi-preconstructed phrases that constitute single choices, even though they might appear to be analysable into segments. To some extent, this may affect the recurrence of similar situations in human affairs; it may illustrate a natural tendency to economy of effort; or it may be motivated in part by the exigencies of real-time conversation. However it

arises, it has been relegated to an inferior position in most current linguistics, because it does not fit the open-choice model.

(Sinclair, 1991, p. 110)

Sinclair gave an example on the phrase 'of course', which consists of two elements, i.e. 'of' and 'course'. According to Sinclair (1991), these two elements do not behave as in an open-choice model. Because in the open-choice model, 'of' is considered as a preposition, which must be followed by a noun, and 'course' is considered as a countable noun which must be preceded by a determiner. According to Sinclair (1991), the two elements 'of' and 'course' have lost their own properties; that is, they are not a preposition or a noun according to the open-choice model. Thus, the meaning of 'of course' does not depend on each word, rather it depends on the whole phrase. The phrase 'of course' therefore behaves according to the idiom principle.

However, the 'idiom principle' goes far beyond the choices between two words. Sinclair (1991, p. 111) explained that one of the features of the principle also includes a co-occurrence pattern, i.e. the way words or phrases co-occur with particular groups of lexical items in its close environment. As an example, the phrase 'set eyes on' seems to co-occur with a temporal conjunction, e.g. 'the moment', 'the first time', or an adverbial, e.g. 'never'. The principle of idiom is thus considered

important in the explanation of how meaning in text arises from co-occurrence patterns (Sinclair, 1991, p. 112).

Following Sinclair (1987, 1991, 1996), Francis (1993, 1995) and Hunston and Francis (2000) took the approach and further developed the concept. However, while Sinclair focused on how meanings of a lexical item can be distinguished by its co-occurrence patterns, Hunston and Francis (2000, p. 29) concentrated on how "certain patterns 'select' words of particular meanings". As an example, Francis (1995) argued that the pattern *it + link verb + adjective + clause* selects only words relating to "modality, ability, importance, predictability, obviousness, value and appropriacy, rationality, truth" to be filled in the adjective slot e.g. "It is *interesting/likely/clear/important/true* that or It is *useful/sensible/possible* to" (Francis, 1995 as cited in Hunston and Francis, 2000, p. 29).

Based on the theoretical perspective above, it is hypothesized in the present study that the present perfect construction, i.e. HAVE + past participle verb, selects some particular groups of verbs (following Hunston and Francis, 2000) in the construction and co-occurs with particular (groups of) lexical items in its close environment (following Sinclair, 1991, 1996) in its expression of different meanings. These hypotheses form the basis of the analysis of the present perfect in this study.

2.3 The role of textbooks and teaching materials

Richards (2001) stated that textbooks are the main teaching material in language learning. They are considered as a language input and language practice for learners. They provide learners sources of contact and exposure to a language. Cunningsworth (1995, p. 7) pointed out that textbooks have multiple roles in English language teaching and learning. He listed a number of textbook roles as follows:

- A resource for presentation materials (spoken and written)

- A source of activities for learner practice and communicative interaction

- A reference source for learners on grammar, vocabulary, pronunciation, and so on

- A source of stimulation and ideas for classroom activities

- A syllabus (where they reflect learning objectives that have already been determined)

- A support for less experienced teachers who have yet to gain in confidence

From the list above, it can be seen that textbooks are important to language learners in a number of ways as it is a main source for them in language learning. However, the use of textbooks has both advantages and disadvantages. Richards explained that while textbooks may help teachers provide lessons and language models for learners, they may contain invented language and may not present a real language

use. The following section, therefore, presents some of the related empirical studies

which focus on how content in textbooks are presented to learners.

2.4 Corpus linguistics and teaching materials

Although it has often been demonstrated that corpus linguistics can be applied to

language teaching and learning, corpus-based studies in this area are more likely to

focus on learner corpora (see e.g. Chen & Baker, 2010; Lozano & Mendikoetxea, 2013;

M. Paquot, 2010; M. Paquot & Granger, 2012; Serholt, 2012; Wang, 2012; Wei & Lei,

2011; Wijitsopon, 2017). In other words, the focus has extensively been on the

output from learners. Few studies have concentrated on the input in ELT, like English

language textbooks, although textbooks are the main teaching material in language

learning. Römer (2006, p. 239) has called for studies that focus on textbooks and

teaching materials for the following reason:

> if we want to improve language teaching (material), we first need to compare
>
> the language that is used with the language we teach, in order to discover
>
> which language phenomena are still inadequately described and cause
>
> problems for learners.

Nevertheless, only a handful of studies focusing on textbooks and teaching materials

compared with corpus data have been found. As an example, Barbieri and Eckhardt

(2007) investigated the use of reported speech in seven popular English grammar

textbooks compared with the Longman Spoken and Written English Corpus (LSWE), and the results show the mismatch between the textbooks and the corpus. That is, it was found in the corpus that the use of reported speech varies across registers. For example, indirect reported speech is more frequently found in a newspaper than in a conversation. However, the descriptions of reported speech in the textbooks seem to neglect the information about registers and tend to highlight forms of the reported speech, including the back-shifting and the transformations of form.

Römer (2006) investigated the use of English progressives in German EFL textbooks and in the British National Corpus (BNC). The findings show that there is a difference between what is presented in textbooks and what English native speakers tend to use, as represented in general corpora. For example, the meaning concerning a repeated action, which can be expressed by the present progressive (e.g. I remember that from when we *were looking* at houses down there) is found in the BNC, but no single instance is found in German EFL textbooks. Römer argued that the absence of the 'repeatedness' meaning of the present progressive might mislead learners that progressive forms and repeatedness do not go together.

Besides the English progressives, Römer (2004) also explored the use of modal auxiliaries in the same textbook series compared with the British National Corpus (BNC). The discrepancy between the textbooks and the corpus was also observed with regard to frequencies of the modal auxiliaries. For instance, it was

found in the textbooks that the modal 'would' is significantly underused, while it is the second most frequent modal in the BNC. Mukundan and Khojasteh (2011) also found the discrepancy in the frequencies of modal auxiliaries between Malaysian English textbooks and the British National Corpus. For example, while it was found in the BNC that the modal 'could' is one of the most frequent modals, it is relatively rare in the Malaysian English textbooks. Mukundan and Khojasteh (2011) mentioned that the reason for the discrepancy between the textbooks and the corpus might be because of different text types as the BNC includes both written and spoken texts but the textbooks contain only texts specifically written for pedagogical purposes. They also added that a discrepancy might come from the fact that textbook authors might unwittingly use their intuition to present content in textbooks. Regardless of these possible reasons, Mukundan and Khojasteh (2011) argued that frequency information of modal auxiliaries are important and should not be neglected by textbook authors since it can be used to highlight common uses of modal auxiliaries for learners.

Khojasteh and Reinders (2013) also investigated the use of modal auxiliary verbs in Malaysian English textbooks compared with several general corpora, i.e. the British National Corpus (BNC), the corpus of Survey of English Usage (SEU), the Lancaster-Oslo/Bergen Corpus (LOB), and the Longman Grammar of Spoken and Written English Corpus (LGSWE). The results show that most of the modals in the

Malaysian textbooks do not match those found in general corpora. For example, the modal auxiliary 'should' is over-represented, and it is the third most frequently used in the textbook corpus. However, according to Kennedy (2002) and Quirk et al. (1985) (cited in Khojasteh and Reinders, 2013), the modal 'should' is in the sixth place of modal auxiliaries frequently found in general corpora. Another example is the modal 'may', which is more frequent in the textbook corpus than 'could' and 'would'; however, in general corpora, 'could' and 'would' are significantly more frequent.

Nordberg (2010) also examined the use of modal auxiliaries in Finnish upper-secondary English textbooks. The results show that the frequencies of the modal auxiliaries in the textbooks are in line with the frequencies of modal auxiliaries in the corpus as reported in the previous studies (e.g. Leech, Hundt, Mair, & Smith, 2009; Römer, 2004). However, Nordberg (2010) found that the meanings of some modal auxiliaries as portrayed in the textbooks are different from those in real language use. As an example, he explained that in general corpora, the four modals, 'may', 'might', 'can', and 'could', can be used to designate the meanings related to 'permission', 'possibility', and 'ability'. However, only the 'ability' meaning is emphasized and exemplified in the textbooks. Other meanings, such as 'permission' and 'possibility', are quite uncommon. Therefore, Nordberg (2010) suggested that in order for learners to be exposed to authentic use of modal auxiliaries, a full range of meanings of modal auxiliaries should be provided for learners.

Apart from grammatical features in the English language, the mismatch between textbooks and authentic language use are also found with regard to how textbooks present the English language at a discourse level. As an example, Lam (2009) investigated the use of a discourse particle, 'well', in Hong Kong English textbooks compared with the Hong Kong Corpus of Spoken English (HKCSE). The results show that while 'well' is frequently found in the HKCSE, it is found to be relatively rare in the sampled textbooks. Besides frequencies, the position of 'well' in the textbooks is also observed to be different from the HKCSE. That is, the initial positions of 'well' is highly emphasized in the textbooks, while in fact, both initial and medial positions are common in the HKCSE.

Interaction strategies between speakers were also observed to be different in Hong Kong English textbooks comparing with the HKCSE. Cheng and Warren (2007) found that the frequently used forms of interaction strategies between speakers in the HKCSE are 'I mean', 'right', 'okay', 'you know', 'alright', 'yeah', 'you see', and 'yes'. However, only 'okay' was found in the Hong Kong English textbooks. Seto (2009) also found significant differences in the expressions of agreement in Hong Kong English textbooks and the HKCSE. That is, in the HKCSE, there are no single instances of such expressions as 'I agree with you', 'I think so too', and 'I support your view'. However, these expressions are extensively presented in the textbooks. At the same time, the expressions which appear to be common in the HKCSE, such

as 'of course', 'certainly', and 'that's right', are rarely found in the textbooks. Seto (2009) concluded that the presentation of agreement expressions in the sampled textbooks does not reflect the use of expressions for the same purpose in the real language use. He, therefore, argued for the authenticity of textbook material by suggesting that textbook writers should consult corpora as it is an important source of naturally occurring expressions.

It can be seen from the above previous studies that content and language samples used in textbooks can sometimes be different from what tends to be used in authentic communication. This might be partly because the presentation of language in textbooks is based on the pedagogical grammar perspective, which emphasizes rules that are more learning-oriented and easy for learners to learn and understand. Swan (1994, p. 46 – 50) listed six criteria of pedagogic grammar as follows:

1)   Truth: Rules should be true.

2)   Demarcation: A pedagogic rule should show clearly what are the limits on the use of a given form.

3)   Clarity: Rules should be clear.

4)   Simplicity: A pedagogic rule should be simple.

5) Conceptual economy: An explanation must make use of the conceptual framework available to the learner.

6) Relevance: A rule should answer the question (and only the question) that the student's English is 'asking'.

Based on these six criteria, Swan (1994) seems to stress the importance of 'simplicity' as it is what sharply distinguishes pedagogic grammar from other types of grammar, such as linguistic grammar or reference grammar. This is because pedagogic grammar is learner-specific, and it is necessary for learners to understand what they learn. Even 'clarity' and 'truth' cannot compete with 'simplicity' since there will be no use of pedagogic rules although the rules are true and clear but they are too difficult to understand.

It appears that pedagogic grammar is strongly learner-oriented. However, pedagogic grammars have some certain disadvantages. According to Tognini-Bonelli (2001, p. 15),

Pedagogic grammars are often criticised for misrepresenting linguistic facts. This is often reflected in the frustration that most students experience when they are taught some rule, but when they have to produce language themselves the rule, even if applied literally, is not sufficient to guarantee a good linguistic production. What has gone wrong? Berry (1999) argues that this mismatch cannot be attributed to the process of pedagogic simplification, but

to wrong input. Discussing 'the seven sins' of pedagogic grammar, one of the main points he makes is that quite often pedagogic grammars "get their facts wrong".

It can be seen that pedagogic grammars can sometimes lead learners to problems. Thus, authenticity of language in textbooks and teaching materials are important and should not be overlooked if we want to develop language teaching and teaching materials (Römer, 2006).

With respects to the present perfect, very few studies have been conducted on the analysis of the English present perfect in textbooks in comparison with general corpora. Two of them are Shortall (2007) and Fujimoto (2017). Shortall (2007) studied how the English present perfect is used in ELT textbooks comparing with real spoken English used by native speakers. The objective of the study is to see whether corpus data can help design textbooks with a more accurate representation of the present perfect. The present perfect was analyzed in terms of structures (e.g. present perfect simple, present perfect continuous, present perfect passive), adverbials (e.g. yet, already, since, for), and verb frequencies. A total of 45 textbooks from beginner to upper-intermediate levels were compiled as a textbook corpus while the Bank of English corpus was used as a reference corpus. The results from the comparison show that textbooks present the present perfect continuous excessively with some adverbials, such as 'yet' and 'already', but this is not the case with the Bank of

English corpus. Shortall (2007) explained that this discrepancy between textbooks and general corpora is due to the pedagogical purposes in which textbook authors might want to highlight some structures to learners. For instance, the adverbials 'yet' and 'already' can be considered as a flagging device, which could help learners identify the present perfect tense.

Fujimoto (2017) studied the English present perfect and temporal adverbials in English textbooks published in Japan. The objective of the study is to investigate how the English present perfect and temporal adverbials are presented in English textbooks published in Japan compared with general corpora. There are three types of corpora used in Fujimoto's study: longitudinal learners' corpus of Japanese students' essays, four sub-corpora of fiction and general prose in the BROWN family (Brown University Standard Corpus of Present-Day American English), and a corpus of six high school textbooks. Results show that textbooks over-represent the English present perfect construction with temporal adverbials. For example, while it was found in the four sub-corpora in the Brown family that the present perfect with time adverbials occurs around 29% – 39%, textbooks in the study present the present perfect with time adverbials as frequently as 80.6%. Fujimoto (2017) therefore concluded that there is a discrepancy of the presentation of the present perfect between general corpora and textbooks.

From the two previous studies on the present perfect in textbooks compared with general corpora, it can be seen that temporal adverbials are likely to be highlighted in textbooks. However, to the researcher, an interesting question seems to arise here: while time adverbials have been found to be over-presented in the teaching of the present perfect, are there any more realistic clues that should also be taught as 'flagging devices' to students so that they can better understand and use the present perfect naturally.

For these reasons, the other main aim of the present study is to focus on the English present perfect in textbooks in comparison with general corpora. Since previous studies in this line tend to focus on forms and adverbials used with the present perfect, but not on meanings and their relationship with patterns, an investigation into correspondence between present perfect meanings and patterns in general corpora in this study will also be compared with those in textbooks. This is hoped to be a contribution to studies in corpus linguistics and language teaching, especially ELT material development.

Chapter 3

Methodology

This chapter describes the methodology adopted in the study. It includes two sections: (1) corpus data and compilation and (2) data analysis.

3.1 Corpus data and compilation

Data used in this study are from two types of corpora: (1) general corpora, i.e. corpora which contain "texts from different genres and domains of use including spoken and written, private and public" (Kennedy, 1998, p. 20), and (2) a corpus of present perfect samples in textbooks.

3.1.1 General corpora

Two general corpora, i.e. British English 2006 (henceforth BE2006) and American English 2006 (henceforth AME2006), were employed in the present study. The two corpora, which were compiled by Paul Baker, Lancaster University, are available at Lancaster CQP web system. BE2006 is a tagged corpus, which contains 500 contemporary British English written texts collected randomly from 15 different genres from the online sources, e.g. press, general prose, learned writing, and fiction. All of the texts in BE2006 contains 1,147,097 tokens. Although its size can be considered relatively small when compared with general corpora often used, such as the British National Corpus (BNC), which contains approximately 100 million words,

BE2006 was selected in this study as it has more recent samples of English texts than the BNC.

AME2006 is a comparable American English corpus of BE2006. It is an electronic collection of 500 American English written texts containing 1,175,965 tokens in total. The texts also encompass 15 genres, e.g. press, general prose, learned writing, and fiction, similarly to BE2006. Although the aim of this study is to collect data from a contemporary American English, the Corpus of Contemporary American English (COCA), which contains over 500 million tokens from American English texts during 1990 to 2015, was not selected because COCA is a monitor corpus whose size can change over a period of time. Therefore, AME2006 was selected instead because of its equal size and similar design to the BE2006. Hence, results from general corpora in the present study are based on approximately 2,000,000-token database of two major varieties of English.

The choice of both British English and American English corpora was made because it is related to the comparison with English textbooks. Most of the English language textbooks in Thailand are from UK and USA publishers, e.g. Cambridge University Press, Pearson ELT, Oxford University Press, Cengage Learning, and McGraw-Hill Education. Thus, in order to compare the use of the English present perfect in authentic English and that in English textbooks used in Thailand, both BE2006 and AME2006 were opted.

Also, no distinction has been made between spoken and written corpora in this study because most of the textbooks aim to develop integrated skills including speaking and writing in English. However, it must be noted that as BE2006 and AME2006 contain only written data, spoken data embedded in fiction were therefore used in the present study instead. Though not real, dialogues in written fiction is often seen as portraying natural language conversation (Oostdijk, 1990). Therefore, the spoken data in fiction from the two corpora were included in the study.

3.1.2 English textbooks

Because one of the aims of the present study is to examine how the present perfect in textbooks used in Thailand corresponds with real-life usage, present perfect samples in textbooks (Henceforth TB) were compiled. English language textbooks from the foundation English course in the top ten universities of Thailand according to 2017 QS Asia University Rankings were collected. Textbooks used in the foundation English course were selected because the course is normally required for all first-year students in those universities. The sampled textbooks analyzed in the present paper cover the same level, i.e. the intermediate level. They are therefore representative and comparable in terms of their target learners.

With regard to the ten sampled textbooks (see a list of the textbooks in Appendix A), three out of ten textbooks state that they are 'corpus-informed' while others claim that they present authentic language, but no information on a corpus

used is provided. The term 'corpus-informed', however, is relatively broad. There are different ways a textbook can be labeled as 'corpus-informed', for example, using frequency lists for a selection of what should be included (e.g. vocabulary or structures) in textbooks, or using corpus data for a selection of appropriate texts as a prompt (Meunier & Reppen, 2015). Still, although three textbooks are corpus-informed, it is worth investigating how these textbooks present the English present perfect. Therefore, the present perfect samples in the ten sampled textbooks were collected and extracted from the chapters with the present perfect as a focus. These chapters from the ten textbooks contain approximately 70,000 tokens and yield 1,360 present perfect instances. All of these instances were extracted from the present perfect descriptions in the lessons, examples of uses, reading texts, dialogues, exercises, and transcriptions of the audio or video files. All of them were digitized and converted to plain text (.txt file) in order to create an electronic corpus of the present perfect samples in textbooks.

3.2 Data analysis

Data from general corpora and from textbooks were analyzed from a corpus-driven perspective, i.e., as explained by Tognini-Bonelli (2001, p. 87), an approach that is used "to derive linguistic categories systematically from the recurrent patterns and the frequency distributions that emerge from language in context". A corpus-driven

study gives priority to data; analysis of data leads to the generalization of rules in which it finally brings new linguistic categories or theories. Examples of corpus-driven studies are Biber (2009), Tognini-Bonelli (2011), Granger and Paquot (2015), and Feng, Crezee, and Grant (2018). As an example, Tognini-Bonelli (2011) found that apart from negative sentences, interrogative sentences, and conditional sentences, 'any' can also be used in the other two structures from the observation of patterns, i.e. 'semi-negative sentences' and 'lexicalised negative sentences'.

The present study, therefore, adopts this inductive approach to investigate the English present perfect in general corpora and in present perfect samples in textbooks. Meanings of the present perfect were interpreted on the basis of textual patterns found in the corpora under study. Identification of the meanings might differ from or overlap with the existing descriptions outlined in Section 2.1.1, but they all can be described and explained in the light of textual patterns in which each case of the present perfect occurs.

3.2.1 Analysis of the present perfect in BE2006 and AME2006

The first step in the pattern-meaning analysis was extracting present perfect concordance lines from BE2006 and AME2006. In order to examine the present perfect in the two corpora, query expressions of the English present perfect were set. These include both non-contracted and contracted forms of the present perfect:

1. have + past participle verb

2. has + past participle verb

3. 've + past participle verb

4. 's + past participle verb

Table 3 below shows the query expressions used to search for the English present perfect construction. As the focus of the study is on the present perfect simple, the concordance lines with the present perfect continuous and modal verbs were excluded. Concordances in each corpus were then thinned to 680 concordance lines (1,360 concordance lines in total). This is in order to match the number of present perfect samples found in TB. Consequently, after all data were filtered and thinned, each concordance line was studied. Those which express a similar group of present perfect meaning were put together in a notional group. The concordance lines in each group were then examined in terms of the verbs in the present perfect construction (following Hunston and Francis, 2000) and lexical items that co-occur with the tense (following Sinclair, 1991, 1996). This is in order to examine formal patterns that contribute to the meanings or uses of the present perfect in each group and to find out if the concordance lines in each functional group share any common features.

Table 3 Query expressions for searching the English present perfect construction in general corpora

Forms	Query Expressions
have + past participle verb	have <<2>> *_VVN
	have <<2>> *_VBN
has + past participle verb	has <<2>> *_VVN
	has <<2>> *_VBN
've + past participle verb	've <<2>> *_VVN
	've <<2>> *_VBN
's + past participle verb	's_VHZ <<2>> *_VVN
	's_VHZ <<2>> *_VBN

Note: *<<2>> represents a query for searching a maximum of two items within a specified range of another*

*_VVN represents a query for searching the past participle form of lexical verbs

*_VBN represents a query for searching the past participle form of the verb BE: been

's_VHZ represents a query for searching the shorten form of the verb HAVE

(Hoffmann, Evert, Smith, Lee, & Berglund-Prytz, 2008)

As meaning in language can be fuzzy, apart from the researcher, co-raters who are native speakers of English of British and American English were asked to identify meanings of each concordance line. This is to enhance the degree of reliability in the researcher's interpretation of meanings associated with each case of the present perfect. Inter-rater reliability in the present study was calculated by means of percentage agreement. The percentage agreement in the present study reaches 86.09% for BE2006 and AME2006, higher than the acceptable rate of 75%, as noted in Mackey and Gass (2016).

3.2.2 Analysis of the present perfect in textbooks

A corpus of present perfect samples in TB was analyzed in comparison with those in the general corpora. The 1,360 instances of the present perfect in TB were generated through AntConc (Anthony, 2014) (see Figure 1 for the example of concordance lines generated through AntConc). These include both non-contracted and contracted forms:

1. have + past participle verb

2. has + past participle verb

3. 've + past participle verb

4. 's + past participle verb

Similar to the analysis of general corpora, the concordance lines with the present perfect continuous and modal verbs found in TB were excluded. The ten sampled textbooks, therefore, yield 1,360 instances of the present perfect. Similar steps were taken in analysis of present perfect samples in TB, including the use of co-raters, in which case the percentage agreement reaches 84.72%. Results from TB were then compared with those from general corpora to see if patterns and meanings of the present perfect in the general and textbook corpora correspond with one another.

It should also be noted that in order to find out whether differences between general corpora and present perfect samples in textbooks are significant,

AntConc 3.4.4w (Windows) 2014

File Global Settings Tool Preferences Help

Corpus Files
Language Leader Unit
Language Leader Unit

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 65

Hit	KWIC	File
29	) has been c) was being 8 a) has completed b) completed c) was completing 9	Language Le
30	) had attended c) was attending 6 a) has decided b) was deciding c) decided 7	Language Le
31	are correct. 1 In Iceland, the Ice has disappeared / has been disappearing at an	Language Le
32	, an active volcano is one that has erupted in historical time. Vesuvius, which	Language Le
33	time in the past. Our lesson has finished at four o'clock. X	Language Le
34	project on wind farms. a) Michael has finished the project. b) Michael has	Language Le
35	the scientific journal Arctic this week has found that, far from thriving, the	Language Le
36	the Advice Centre. Each of you has had a conversation with one of	Language Le
37	you read any journals scientific? 3 This has had effects significant on the climate. 4	Language Le
38	Form the present perfect continuous with has/have + been + -ing. John's been	Language Le
39	2.4 SCENARIO SITUATION A British power company has identified a commercially viable site for	Language Le
40	20 years, but the rate of rise has increased rapidly in recent years. Polar	Language Le
41	Faculty at Georgetown University since 1979 and has lectured all over the world. \x85	Language Le
42	) is leading b) had led c) has led 4 a) appeared b) has appeared	Language Le
43	magma exerts on the crust above has lifted Yellowstone and its surrounding territo	Language Le
44	10 a) had lived b) lives c) has lived KL 4 Complete the dialogue with	Language Le
45	volcanic eruptions, but the park already has lots of earthquakes - twelve hundred and	Language Le
46	and insensitive - Tom is unemployed and has no money. He does not like	Language Le
47	has finished the project. b) Michael has not finished the project yet. 6 The	Language Le
48	a natural way that the Earth has of cooling off ... well, the Earth	Language Le
49	? Are they still rising? 2 How long has polar ice been shrinking? Is it	Language Le
50	her academic research and writing, she has published poetry, short stories and essays.	Language Le
51	levees, the president of the Maldives has sent / has been sending 200 copies of	Language Le
52	Quelccaya ice cap in South America has shrunk / has been shrinking at the	Language Le
53	their area of expertise in what has so far proved to be an	Language Le
54	c) wrote 2 a) had sold b) has sold c) was selling 3 a) is	Language Le
55	completed action in the past which has some relevance to the present (e.	Language Le
56	up. Even the Mexican business community has stopped trying to give a _ that	Language Le
57	do you think the Advice Centre has to deal with? Bradfield University Student	Language Le
58	he listen to us? J: He has to. It's his last chance.	Language Le
59	from a poor family and he has to work part-time to pay	Language Le
60	heads of state. 6 The environmental lobby has tried / has been trying to get	Language Le
61	) had written b) was writing c) has written 10 a) had lived b) lives	Language Le

Search Term ☑ Words ☐ Case ☐ Regex
has
          Advanced

Search Window Size
50

Kwic Sort
☑ Level 1R   ☑ Level 2 2R   ☑ Level 3 3R

Start   Stop   Sort

Total No.
2

Files Processed

Clone Results

Figure 1 Concordance lines of the present perfect samples in the sampled textbooks generated through AntConc

the chi-square goodness-of-fit test was also conducted in the present study. The

significance level (α) set for the present study is at $p \leq 0.05$.

Chapter 4
Qualitative results and discussion:
Meanings and patterns of the present perfect
in general and textbook corpora

On the basis of textual patterns found from analyses of concordance lines in general and textbook corpora, seven groups of present perfect meanings were identified. These seven groups of meanings include:

1) Accomplishment with relevance to the present

2) Continuing from the past to the present

3) Change of condition

4) Experience

5) Recency

6) Discovery

7) Idiomatic meaning related to 'possession'

Details on each category of present perfect meanings including their verb types and patterns are explained below.

4.1. Accomplishment with relevance to the present

This group of meaning indicates an action or event which has already finished in the past but has some kind of relevance to the present. This group of meaning can be

realized formally through the use of an accomplishment verb – a semantic type of verbs classified as telic, durative, and dynamic. This means that the verb has a finishing point, occupies time, and is not stative (Vendler, 1967). When an accomplishment verb is used in the present perfect construction, it can indicate an action or event which has already finished or completed.

When an accomplishment verb is used in the present perfect construction, it can indicate relevance of a past action or event in the present time. The notion of relevance in the present time has been mentioned in several studies (e.g. Comrie, 1975; Kearns, 2011), but none of them explains precisely what sort of past-present relationship can be and how it can be realized. The analysis of corpus data in the present study, however, reveals that relevance of an action or event can be observed textually. That is, the relationship between a past action or event and the present time can be realized in several ways through the rhetorical structure of the text, in which the present perfect is embedded. These include: (1) 'completion', (2) 'cause-effect', (3) 'purpose', and (4) 'sequences of action'. Sections 4.1.1 – 4.1.4 below illustrate this.

4.1.1. Completion

'Completion' is a group of meaning which indicates a completed action or event in the past. However, the past action or event is linked to the present time because it is relevant to the current point of discussion. This can be realized formally

through the use of an accomplishment verb in the present perfect construction surrounded by sentences in the present tense. The present perfect with an accomplishment verb shows that an action or event has already completed, but the fact that it co-occurs with the present tense suggests that the completed action or event is relevant to the present time. The pattern of 'completion' can be manifested as follows (see Figures 2 – 3 for samples of concordance lines illustrating this pattern in general and textbook corpora).

HAVE + Past participle accomplishment verb + co-occurrence with the present tense

Examples (1) – (3) demonstrate the present perfect samples of the 'completion' group.

(1)   This paper *analyses* the problem of expertise matching and *presents* a RDF-based solution to the problem. This approach **has been tested** through a case study that can assist Ph.D. applicants to the School of Computing, University of Leeds, locate the potential supervisors with the required expertise. (BE2006, J23; emphasis added)

(2)   In particular, Messick *argues* that followers are often given vision, protection, and achievement by leaders. These are among the task effectiveness dimensions that **have been discussed** by past theorists. They are also given social inclusion and respect, qualities that are

previous studies of the associations of headache	**have looked** at specific headache diagnoses or severe
Puebloan interregnum, I would hope that I	**have made** a partial synthesis, one that previous
minister, said the research "shows that it	**has made** a promising start". But a government
vast array of information that the Internet	**has made** available, to satellite imaging, air samplin
Ramsay, who has succeeded to Admiration, and	**has made** me a most valuable Portrait. The
er Laffit Pincay Jr . Still , Maliki already	**has made** more progress in that direction than
to admit that many of us too	**have made** obeisance to Mammon. When you hear
of birth, Ivy is here because she	**has made** something fine and noble of herself
press , in particular the New York Times ,	**have made** the job of defending against further
Virginia-born brothers Pusha T and Malice	**have made** the popular move "from crack to
Oregon Warrior on Oct. 28 , 1974 , Baze	**has made** 9,528 trips to the winner 's circle ,
to explain our upright posture , not one	**has managed** either to win the support of
to Mammon. 31. When you hear that scientists "	**have mapped**" the human genome, this is what
en put in place . Since 2005 , 21 regulators	**have merged**, with an additional seven mergers in

Figure 2 Samples of concordance lines of 'completion' in general corpora

luxury breaks in Egypt. The WCS	**has financed** the work. What has happened?
we go now? B: Not before the others	**have finished** Adam, how are you getting on? Have
in historical time. Our lesson	**has finished** at four o'clock.
sentences refer to activities which	**have finished** or which are continuing - or to both?
finished at four o'clock. Michael	**has finished** the project.
has learnt to speak six languages and	**has founded** many schools for poor children
poor children Since 1995, Shakira	**has founded** schools for poor children all over Columb
confident and capable when you	**have made** an effort to smarten your appearance.
Lulla's work for Bollywood movies	**has made** her almost as famous as the celebrities
The children	**have made** loads of biscuits. Would you like to
Avatar	**has made** the most money since it appeared
describe each person you	**have written** down. Compare and explain your answers i
short stories and essays. Deborah	**has written** for most major newspapers and magazines.
Match each expression you	**have written** in Exercise 3a with the correct function.
has painted more than 500 pictures and	**has written** over 70 books. During his lifetime,

Figure 3 Samples of concordance lines of 'completion' in textbooks

subsumed by the traditional role of social-emotional leadership.
(AME2006, J28; emphasis added)

(3)   The children **have made** loads of biscuits. *Do* you *want* to take some

home with you? (TB07; emphasis added)

Example (1) shows that the action of 'testing' was already completed in the past because of the accomplishment verb 'tested'. Nevertheless, it is used in the present perfect construction together with the present tense co-text to show that the test is still relevant to the present, specifically to the 'solution', which the paper discusses. In Example (2), the verb 'discussed' is an accomplishment verb; and, thus, the action of 'discussing' was already completed in the past, but it still has relevance to the present in that it is important to the writer's argument. Example (3) shows the present perfect sample from TB with a similar semantic type of verb, i.e. an accomplishment verb 'made', and similar co-occurrence patterns, i.e. the present tense.

Thus, it can be concluded that the 'completion' group can be manifested through the use of an accomplishment verb and the present tense in its co-text. This co-textual feature is very important as it can highlight the use of the present perfect. That is, although the 'completion' group indicates a completed action or event in the past, its co-text appears to be different from the past simple tense.

To illustrate this, a comparison of the co-textual features between the present perfect and the past simple tense was made with the investigation of the most frequently used verb in the group, i.e. the verb 'made'. Thus, the concordance lines of the present perfect construction 'HAVE made' were extracted in comparison with the past simple 'made' in the general corpora. All of 18 instances of 'HAVE

made' in the 'completion' group were taken into an investigation. The concordance lines of the past tense 'made' were also thinned to 18 lines to match the number of 'HAVE made'.

It can be observed from Figure 4 that the present perfect construction 'HAVE + made' co-occurs with the present tense strengthening the fact that the past action of 'making' is relevant to the current point of discussion. Figure 5 shows the concordance lines of the past simple 'made', and it can be observed that they occur together with the past tense in other clauses. Examples (4) – (5) highlight the past tense as co-occurrences of the past simple verb 'made'.

(4)   They **made** no overall sense, but they *were* vivid and overwhelming. They *were* like the closing credits of a film after the audience *had left*. (BE2006, G30; emphasis added)

(5)   Sterne and Lindsay *stuck* with Josephine James, but still *kept* a level of authorial control that **made** the books their own, and their true identities *were* an open secret. (AME2006, G56; emphasis added)

Therefore, it can be concluded here that the present tense co-text is indeed a 'flagging device' for an occurrence of the present perfect, apart from adverbials.

a ladybird among the rubble . I	**'ve made** a ladybird , ' he announces . Claims have been
closure He said , I think you	**'ve made** a mistake .
their granddaughter a shiksa. " You	**'ve made** a mistake . " " You hear what I said ?
, managed in the previous year . " You	**'ve made** a mistake . " " You hear what I said ?
interregnum, I would hope that I	**have made** a partial synthesis, one that previous commentato
, said the research "shows that it	**has made** a promising start". The first argument is
array of information that the Internet	**has made** available, to satellite imaging, air sampling and
is certainly not unique . It	**has been made** by many individuals and Muslim
community . Significant progress	**has been made** including : the merger of the Intervention
security forces. Still, Maliki already	**has made** more progress in that direction than his
admit that many of us too	**have made** obeisance to Mammon. " Late in the 1932
birth, Ivy is here because she	**has made** something fine and noble of herself in
a ladybird , ' he announces . Claims	**have been made** that regional production might soon
in particular the New York Times ,	**have made** the job of defending against further terrorist
the LA Times ' food critic	**have all made** the pilgrimage . Why is it worth the
born brothers Pusha T and Malice	**have made** the popular move "from crack to rap"
marriage to a commoner. Now I	**'ve made** their granddaughter a shiksa. " You 've made
Warrior on Oct. 28 , 1974 , Baze	**has made** 9,528 trips to the winner 's circle , more

Figure 4 Samples of concordance lines of 'HAVE made' in BE2006 and AME2006

They	**made** a lot of choices over the years that
chasing it along the sidelines . Darva	**made** a tsking sound . Pondering such thoughts made my
of women employed post-partum	**made** attempts to breastfeed ; however , most gave it
When he	**made** his travels in later life , he would take
As a result , Jared loved no one . He	**made** his way to White 's , the gentlemen 's
personal character , a stamp that	**made** it recognizably his , the way a Picasso
the others would agree with me but they	**made** it very clear that my departure would not
recognizably a Picasso . This	**made** me feel a little better . He actually came
availability of maternity leave . It	**made** me feel a bit funny when I was
husband had got himself blown up . It	**made** me feel quite poorly actually .
a story about her childhood , Mom	**made** me love words . Sterne and Lindsay stuck with
tsking sound . Pondering such thoughts	**made** my chest ticklish and weak . I felt my
majority should have their way . They	**made** no overall sense , but they were vivid and
if the sale were to go through , they	**made** plain their desire for a registered social landlo
kept a level of authorial control that	**made** the books their own , and their true identities
for his position . On May 14 Nasser	**made** the first of his fateful moves . I opened
director of athletics Bob Mulcahy	**made** was to hire Schiano . His work had a

Figure 5 Samples of concordance lines of 'made' in BE2006 and AME2006

With regard to verbs, it should be noted that this group of meaning occurs with a variety of accomplishment verbs, e.g. 'developed', 'tested', 'participated', 'made', and 'finished' (see Table 4). The verb 'made' is the most frequently used verb for the 'completion' group in BE2006 and AME2006, and the verb 'done' is the most frequently used verb in TB. However, it should be emphasized here that while the verb 'done' occurs as frequently as 40 times in TB, it occurs only two times in BE2006 and one time in AME2006. This is because in the textbooks, certain phraseological patterns of 'done' are repeated, such as one(s) has/have done something, e.g. "Zuckerberg's also **done** a lot for education" and "They **have done** business with him before," which cannot be found in the general corpora. This difference in verb token instances in general and textbook corpora is not very surprising, given that they serve different purposes. It can therefore be concluded that although verb varieties of the 'completion' group in the two corpora are different from each other, the verb type, i.e. an accomplishment verb, remains the same.

Table 4 Verbs which are used with the 'completion' group

BE2006		AME2006		TB	
made(8)	claimed (2)	*made (10)*	decided (2)	*done (40)*	read (3)
come (7)	completed (2)	issued (5)	detected (2)	lost (16)	asked (2)
said (7)	considered (2)	participated (4)	eliminated (2)	finished (10)	bought (2)
created (5)	denied (2)	written (4)	ended up (2)	gone (9)	brought (2)
given (5)	developed (2)	come (3)	established (2)	made (9)	come (2)
told (5)	done (2)	given (3)	fixed (2)	won (9)	complained (2)
announced (4)	dropped (2)	gone (3)	flocked (2)	written (8)	cooked (2)
suggested (4)	failed (2)	happened (3)	keyed (2)	learned / learnt	designed (2)
achieved (3)	hypothesised (2)	hit (3)	led (2)	(6)	drawn (2)
asked (3)	presented (2)	identified (3)	let (2)	received (6)	locked (2)
established (3)	privileged (2)	produced (3)	noted (2)	happened (5)	painted (2)
happened (3)	proposed (2)	provided (3)	used (2)	looked (5)	produced (2)
put (3)	published (2)	published (3)	proposed (2)	missed (5)	published (2)
reported (3)	reached (2)	refused (3)	reached (2)	taken (5)	put (2)
set (3)	shut down (2)	reported (3)	received(2)	traveled /	raised (2)
taken (3)	signed (2)	saved (3)	said (2)	travelled (5)	run (2)
won (3)	spoken (2)	succeeded (3)	scuffed (2)	achieved (4)	spent (2)
written (3)	tested (2)	applied (2)	sent (2)	directed (4)	surfed (2)
admitted (2)	testified (2)	asked (2)	shown (2)	eaten (4)	thought (2)
agreed (2)	warned (2)	born (2)	spent (2)	tried (4)	walked (2)
appeared (2)	won out (2)	built (2)	taken (2)	appeared (3)	
approved (2)		come out (2)	tested (2)	applied (3)	
argued (2)		confirmed (2)	won (2)	flown over (3)	
				founded (3)	

Note: Verbs with the frequency less than two are excluded from the table.

4.1.2. Cause-effect

'Cause-effect' indicates relevance of an action or event in the past to the present in terms of the cause-effect relationship. In most cases, past actions or events are a cause of a particular event in the present. The 'cause-effect' meaning can be realized formally in terms of accomplishment verbs in the present perfect construction, which co-occurs with a subordinating conjunction or with a word or a phrase indicating a cause-effect relationship, e.g. 'because', 'result in', and 'cause'. The pattern below shows the verb group and the co-occurrence patterns of this meaning group, which can be derived from concordance lines shown in Figures 6 – 7. However, as the span of concordance lines in TB is less than those in the general corpora, the pattern in TB shown in Figure 7 is therefore not clear as in the general corpora (Figure 6). The clear pattern in TB can be seen from Example (8) below.

HAVE + Past participle accomplishment verb + co-occurrence with a coordinating/subordinating conjunction, e.g. 'because', or with a phrase indicating cause-effect, e.g. 'results'

This can be demonstrated in Examples (6) – (8).

(6)   Full circle Back in the Chilterns, red kites **have bred** *so* successfully *that* numbers have soared from zero in 1990 to around 2,000 today. (BE2006, E13; emphasis added)

Directorate, described the riots which	**have already caused** tens of thousands of pounds
been achieved. First, that the patterns	**have been** a result of underlying differences in
essenger describes a disaster: the hero	**has caused** it; Manoa and the Chorus celebrate
Grantham's antics over the past year	**have caused** the show immense damage. The NAO
nice to win the bracelet because it	**has now taken** a little bit of pressure
Already this year, the NMW Helpline	**has passed** a number of complaints about local
assessment of the benefits that	**have resulted** from the money spent on consultants,
A recent NanoSonic project	**has resulted in** a new material that the
outlook. A recent NanoSonic project	**has resulted** in a new material that the
two key features of globalization that	**have resulted** in transnational feminist responses, I b

Figure 6 Samples of concordance lines of 'cause-effect' in general corpora

I think she deserves to win because she	**has led** and inspired people for more than 20 years
magma exerts on the crust above	**has lifted** Yellowstone and its surrounding territory
in about fifteen different countries so I	**have often lived** (often / live) abroad.
and confidence that the British people	**have placed** in me and the things in which I
Artists	**have started** uploading their music directly to

Figure 7 Samples of concordance lines of 'cause-effect' in textbooks

(7)   Some observers have wondered whether a significant share of the

dramatic appreciation reflected in the OFHEO HPI **has been** *caused*

by home remodeling activity as opposed to fundamental price

increases. (AME2006, H09; emphasis added)

(8)   She deserves to win *because* she **has led** and **inspired** people for

more than 20 years. (TB07; emphasis added)

In Example (6), 'bred' is an accomplishment verb, and it is used in the present

perfect construction to indicate that the success of the act 'breeding' has led to an

increase of the numbers. This cause-effect relationship is signaled textually through the conjunction 'so...that'. In Example (7), an accomplishment verb, i.e. 'caused', is used. Thus, it suggests a cause-effect relationship in that the current situation, i.e. a significant share of the dramatic appreciation, is an effect of 'home remodeling activity' as reflected in the present perfect construction. Example (8) shows the instance of the 'cause-effect' group in TB. The subordinating conjunction 'because' is also used to indicate the 'cause-effect' relationship.

With regard to verbs selected in the pattern, a variety of accomplishment verbs are found to be used with the 'cause-effect' group (see Table 5 for examples of verbs used in this group in general and textbook corpora). The most frequently used verbs are 'caused' and 'resulted in', which are found in BE2006 and AME2006, respectively. However, no frequently used verbs can be identified in TB since all of the verbs occur only once. This might be due to the small amount of present perfect samples indicating the 'cause-effect' group in TB.

Table 5 Verbs which are used with the 'cause-effect' group

BE2006		AME2006	TB
caused (3)	made (1)	*resulted in (3)*	brought (1)
become (2)	passed (1)	caused (2)	inspired (1)
developed (2)	resulted in (1)	allowed (1)	joined (1)
identified (2)	said (1)	confined (1)	led (1)
published (2)	taken (1)	punished (1)	lifted (1)
arranged (1)	used (1)	brought (1)	placed (1)
ascertained (1)		cleaved (1)	run (1)
rendered (1)		taken on (1)	started (1)
bred (1)			
left (1)			

Note: Because a small number of instances, verbs which occur only once are also included in the table.

4.1.3. Purpose

'Purpose' is a group of meaning which indicates an action or event that is accomplished in the past in order to serve a purpose of the present situation. This group of meaning, again, can be realized through the use of an accomplishment verb and also co-occurs with a to-infinitival clause. The pattern of 'purpose' can be

manifested as follows (see Figures 8 – 9 for samples of concordance lines illustrating this pattern in general and textbook corpora).

HAVE + Past participle accomplishment verb + co-occurrence with a to-infinitival clause

This is illustrated in Examples (9) – (11).

(9)   *To better understand the issue involved in the design of RDF-based expertise matching,* the following case study **has been chosen**. (BE2006, J23; emphasis added)

(10)   In addition, they **have tested** a variety of means *to further reduce emissions,* such as alternative and low-sulfur fuels, post-combustion catalysts and particulate filters. (AME2006, J72; emphasis added)

(11)   Sonia and Carlos Silva **have saved** enough money *to buy a sailboat.* (TB09; emphasis added)

It can be seen from Examples (9) – (11) that 'chosen', 'tested', and 'saved' are accomplishment verbs. All of them are embedded in the present perfect constructions co-occurring with a to-infinitival clause. This, therefore, suggests that these actions have been completed in order to fulfill a particular purpose of the state of affairs under discussion.

and Citizenship education and Sex education	**has allowed** the State , via the school , <u>to</u>
Placement on TV The European Parliament	**has approved** plans <u>to allow limited product</u>
for their children. 2. Time and again we	**have asserted** our religious obligation <u>to seek the</u>
to store the duplicate information, some systems	**have been built** <u>to find up-to-date</u>
expertise matching , the following case study	**has been chosen** . A good example of this
unconscious in the Chiefs' season opener,	**has been cleared** <u>to practice.</u>
In comparison, organism relationship	**has been designed** <u>to capture interactions and</u>
and diffusion exists and a new model	**has been developed** <u>to aid interpretation over thi</u>s
for Parenteral and Enteral Nutrition, little	**has been done** <u>to improve patient care or</u>
have received and from the networks that	**have been established** <u>to help them learn from</u>
Westminster, at 11 a.m. Some attempts	**have been made** <u>to improve the validity of</u>
this region. To date, no effort	**has been made** <u>to optimise the algorithm and</u>
ore proceeding to interview under caution. We	**have done** our utmost <u>to ensure that the</u>
a strategy that capitalizes on synergies and	**have joined** forces <u>to form the Reporting Structure</u>
Ministry says, many of the construction workers	**have quit** Poland <u>to work abroad</u>, lured by

Figure 8 Samples of concordance lines of 'purpose' in general corpora

Sonia and Carlos Silva	**have saved** enough money <u>to buy a sailboat</u>.
What	**have you done** <u>to help the environment</u>?

Figure 9 Samples of concordance lines of 'purpose' in textbooks

Regarding verbs in the 'purpose' group, although a variety of accomplishment verbs are found (see Table 6 for examples of verbs used in this group), it is observed from the general corpora that the most frequently used verbs are 'made' and 'used', which are found in BE2006 and AME2006, respectively. However, due to the small number of instances for 'purpose' in TB, no frequently used verbs are found as the two accomplishment verbs, i.e. 'saved' and 'done', occur only once each.

Table 6 Verbs which are used with the 'purpose' group

BE2006		AME2006		TB
made(6)	managed (1)	*used (3)*	proved (1)	saved (1)
chosen (3)	ordered (1)	brought (2)	said (1)	done (1)
developed (2)	performed (1)	made (2)	served (1)	
tried (2)	picked (1)	quit (2)	sought (1)	
adopted (1)	prayed (1)	signaled (2)	tested (1)	
allowed (1)	provided (1)	begun (1)	trained (1)	
approved (1)	pulled (1)	bought (1)	used (1)	
asserted (1)	rebuilt (1)	clashed (1)	voted (1)	
built (1)	recommended (1)	cleared (1)	written (1)	
coloured (1)	recorded (1)	developed (1)		
designed (1)	said (1)	employed (1)		
done (1)	selected (1)	empowered (1)		
edited (1)	sent (1)	focused (1)		
encouraged (1)	staked (1)	given up (1)		
established (1)	strengthened (1)	invoked (1)		
expanded (1)	suggested (1)	joined (1)		
instructed (1)	taken care (1)	labored (1)		
invited (1)	teamed up (1)	promised (1)		
joined (1)	used (1)	proposed (1)		

Note: Because a small number of instances, verbs which occur only once are also included in

the table.

4.1.4. Sequences of action

'Sequences of action' is a group of meaning which indicates a sequence of actions in which the previous action is framed in the present perfect construction, and that action also relates to the subsequent action. This group of meaning is found to co-occur with a conjunction indicating sequences, e.g. 'before', 'after', 'until', and 'then'. This can be illustrated in the pattern below (see Figure 10 for samples of concordance lines illustrating this pattern in general corpora).

HAVE + Past participle accomplishment verb + co-occurrence with a conjunction indicating sequences

Examples (12) – (14) illustrate the pattern.

(12)　　The lecturer reveals how many students **have voted** for each option and *then* there can be a debate about which is the correct answer. (BE2006, J67; emphasis added)

(13)　　Then *after* you **have finished** contacting Kinley, do a little background investigation on the magistrate while he is in London. (AME2006, P15; emphasis added)

(14)　　Continue *until* everyone **has used** all the words at least once. (TB03; emphasis added)

He added , " To retreat <u>before</u> victory	**has been won** would be a reckless act--
food and bring it up <u>after</u> you	**have eaten** it, if you feel you were
Quinn who, only months <u>after</u> their affair	**has ended**, resists any attempt by Mr Blunkett
colors of the spectrum. Then <u>after</u> you	**have finished** contacting Kinley, do a little backgrou
time women carry on <u>after</u> the men	**have finished** .

Figure 10 Samples of concordance lines extracted from 'sequences of action'

The verb phrase 'have voted' in (12) is framed in the present perfect construction with the conjunction 'then' showing the sequences of action after the event of voting. This is the same as Example (13) where the present perfect construction with an accomplishment verb 'finished' co-occurs with the conjunction 'after' showing the sequences of action after the previous situation is finished. Example (14) is the only instance from TB, and it shows that 'used', which is an accomplishment verb, is embedded in the present perfect construction, which co-occurs with a subordinating conjunction 'until'.

With regard to verbs used in the 'sequences of action' pattern, Table 7 below illustrates a variety of accomplishment verbs found in general corpora. The verbs 'finished', 'brought', 'made', and 'given' are found to be the most frequently used verbs for this group of meaning in the general corpora while the verb 'used' is the only accomplishment verb, which is found in TB.

Table 7 Verbs which are used with the 'sequences of action' group

BE2006	AME2006	TB
finished (2)	*made (3)*	used (1)
brought (2)	given (2)	
cut short (1)	agreed (1)	
dragged (1)	charged (1)	
eaten (1)	finished (1)	
ended (1)	gone (1)	
forgotten (1)	left (1)	
signed (1)	puffed (1)	
split up (1)	requested (1)	
thwarted (1)	said (1)	
voted (1)	won (1)	

Note: Because a small number of instances, verbs which occur only once are also included in the table.

On the basis of textual patterns, it can be concluded here that the 'accomplishment with relevance to the present' group can be divided into four sub-categories in accordance with textual rhetorics suggested by surface co-occurrence patterns, i.e. 'completion', 'cause-effect', 'purpose', and 'sequences of action'. This is in line with Stubbs (2000) where he noted that grammar and rhetoric should not be separated from each other.

4.2. Continuing from the past to the present

The meaning group 'continuing from the past to the present' is used to talk about an action or event which occurred in the past and that action or event still continues to the present. This group of meaning is found to occur with particular groups of verbs, i.e. state and activity verbs, according to Vendler's (1967) verb categorization. Unlike accomplishment verbs, these two types of verbs occupy time and have no finishing point; thus, they can be used to convey the idea that an action continues from the past to the present.

The meaning group 'continuing from the past to the present' identified in the present study is similar to the group 'continuing action/ event/ state from the past to the present', addressed in the literature, e.g. Comrie (1975), Kearns (2011), Quirk et al. (1985), Greenbaum and Nelson (2002), and Eastwood (1995). However, based on the analysis of corpus data, it was found that the continuation can be further distinguished into two sub-categories, i.e. (1) persistence and (2) repeatedness. Details about these sub-categories are provided in Sections 4.2.1 – 4.2.2 below.

4.2.1. Persistence

'Persistence' indicates an action or event which lasts for some time and that action or event still exists and continues to the present. The state or activity verb types in this group are found to co-occur with time adverbials indicating frequency and duration, for example 'always', 'for + a period of time, 'since + a point of time'. Thus, the pattern for 'persistence' is summarized as follows (see Figures 11 – 12 for

samples of concordance lines illustrating this pattern in general and textbook corpora):

HAVE + Past participle state/ activity verb + [Time adverbial e.g. always/since/ for]

Examples (15) – (17) illustrate this meaning.

(15)   The Sun **has** *always* **been** a great supporter of our troops and I would ask that you, the readers, continue with that support for all our troops. (BE2006, B06; emphasis added)

(16)   Now on FatCat Records with Animal Collective and equally atmospheric compatriot Sigur Rs, the band **has persisted** *for almost a decade*. (AME2006, F15; emphasis added)

(17)   I**'ve worked** for a travel magazine *for five years*. (TB04; emphasis added)

more important than knowledge. Easy parking	has always been a selling point for indoor
er the 2005 Single Payments Scheme. The Sun	has always been a great supporter of our
ability to make strong and telling substitutions	has always been an aspect of his style .
There is a side to George that	has always been attracted to unstable, needy women
boy with a little charm , the odds	have always been favourable : in summer the
played the game, has always joined in,	has always been tough in the face of
played the game , has always joined in ,	has always been tough in the face of
. He said : " The occupancy in Hull	has always been very high for the simple
out to only a few hundred. Mobilities	have always involved expert systems but these are
her Mum has always played the game,	has always joined in, has always been tough
Bureau (the Bureau). And yet her Mum	has always played the game, has always joined
over the sharp stones towards the sea -	has always seemed a natural extension of childhood
In the midst of our losses we	have always taken fragments of our homes with
the Church of England. Most of us	have always taken pride in the fact that
we enriched every land we touched. I	have always understood that it is in the

Figure 11 Samples of concordance lines of 'persistence' in general corpora

I	have always been able to express myself
I	have always been afraid of deep water.
people become successful. His work	has always been popular.
Humans	have always developed commercial and cultural connecti
Cowboys	have always had a romantic image. I have been (
myself clearly since I was a child. I	have always loved playing games. No,
I wanted when I was a child. I	have always loved playing games. In fact
complicated these connections. I	have always wanted to go to the
Jill Richardson	has always wanted to be an actor.
I	have always wanted to try scuba diving.
I	have always wanted to go to Egypt.
No, I haven't. I	have always wanted to go to Egypt.
The engineer	has always worked for the same company.

Figure 12 Samples of concordance lines of 'persistence' in textbooks

Although this group of meaning can occur with both state and activity verbs, it is found that the verb 'been', which is a state verb, is the most frequently used verb for the sub-group 'persistence' (see Table 8 below). That is, 'been' occurs 64 times each in BE2006 and AME2006, and occurs 127 times in TB. Therefore, it can be concluded that the sub-group 'persistence' is likely to occur with the state verb 'been'.

It should be noted that the sub-group 'persistence' also includes the negative form of the present perfect construction (e.g. 'have not', 'has not', 'haven't', 'hasn't'). This is because when negation is used with the tense, it indicates the persistence of situation that has not yet happened. Examples (18) – (20) can be used to clarify why the negative form has to be included in this group of meaning.

(18) The Code has been in operation for only a short time and we lack any firm evidence to suggest why the volume of complaints **has not been** as high as we anticipated. (BE2006, H23; emphasis added)

(19) Nuclear weapons **have not been used** since 1945, and any further use would come as a profound shock. (AME2006, G72; emphasis added)

(20) My cousin lives there. He has invited me several times, but I **have not had** enough money to go. (TB09; emphasis added)

Table 8 Verbs used with the sub-group 'persistence'

BE2006		AME2006		TB
been(64)	described (2)	*been (64)*	based on (2)	*been (127)*
shown (6)	died (2)	shown (8)	come (2)	had (59)
known (5)	disappeared (2)	called (5)	deemed (2)	worked (42)
associated (4)	imposed (2)	lost (5)	developed (2)	lived (35)
lost (4)	included (2)	kept (4)	disappeared (2)	tried (20)
considered (3)	incorporated (2)	proven (4)	enabled (2)	wanted (20)
gone (3)	left (2)	used (4)	focused (2)	known (18)
involved (3)	maintained (2)	begun (3)	learned (2)	gone (12)
kept (3)	passed (2)	described (3)	left (2)	played (9)
started (3)	played (2)	emerged (3)	lived (2)	studied (7)
understood (3)	proved (2)	felt (3)	taken (2)	saved (4)
withdrawn (3)	stopped (2)	included (3)	tended (2)	forgotten (3)
allowed (2)	suffered (2)	involved (3)	trusted (2)	owned (3)
attracted (2)	termed (2)	proved (3)	wanted (2)	used (3)
called (2)	tried (2)	replaced (3)		begun (2)
		worked (3)		disappeared (2)
		acted (2)		provided (2)
		administered (2)		waited (2)

Note: Verbs with frequency less than two are excluded due to a large number of examples of

the group

The verb 'been' in (18) is used in the present perfect construction with the negation 'not'; thus, it indicates the persistence of situation of the volume of complaints not being high. Typically, the verb 'used' in an affirmative sentence can be used to talk about the completion of something being used; however, the fact that it takes the negation form in (19) indicates the persistence of something not having been used. This is similar to the instance from TB in (20) that the present perfect construction together with the negation form 'have not had' indicates the persistent situation of someone not having had money. Thus, this is the reason why the negative form of the present perfect construction is included in the sub-group 'persistence'.

4.2.2. Repeatedness

'Repeatedness' is a group of meaning which indicates an action or event which repeatedly occurs from the past to the present. This group of meaning overlaps with the previous studies (e.g. Comrie, 1975; Greenbaum and Nelson, 2002; Eastwood, 1995). However, it is considered as a sub-category of the 'continuing from the past to the present' group in the present study because it indicates the period of an action or event which begins from the past and continues to the present time.

The sub-group 'repeatedness' is similar to the sub-group 'persistence' in that the present perfect construction in this group selects a state or an activity verb type. However, it is distinguished from the sub-group 'persistence' since it can also be expressed through an accomplishment verb, together with a time adverbial indicating

repetition, e.g. 'how many', 'many times', '[NUM] times', 'again and again'. This suggests that the action is already finished but still occurs again and again and continues to the present time. Nevertheless, although this group of meaning associates with an accomplishment verb, it is not categorized as a sub-category of 'accomplishment with relevance in the present' because of its co-text, which shows a repetition that still occurs in the present. This can be demonstrated by the pattern summarized below (see Figures 13 – 14 for samples of concordance lines illustrating this pattern in general and textbook corpora).

HAVE + Past participle state/ activity/ accomplishment verb + [Adverbial indicating repetition]

Examples (21) – (23) illustrate 'repeatedness'.

(21) *Year after year*, pensioners **have protested** that they are treated almost like an invisible section of the population. (BE2006, B25; emphasis added)

(22) She**'s asked** me the same exact question *every day this summer*. (AME2006, P21; emphasis added)

(23) I'**ve watched** that film *ten times*. (TB01; emphasis added)

place of the "inconvenient" woman. It	**has beaten** the Standard & Poor's 500 index in
gain for the S&P. Hirschman, who	**has been arrested** numerous times in social protest,
of a misnomer , as I will explain)	**has been cited** persistently as evidence for the
on tasks that require speeded performance	**have been observed** repeatedly in persons
with multiple sclerosis. Ehrlich's results	**have been questioned** over the years.
accidentally banged the phone. For years we	**have been told** that eating less fat and
the Border and Immigration Agency). Much	**has been written** about how black women's

Figure 13 Samples of concordance lines of 'repeatedness' in general corpora

skiing? B Yes, I have. Actually I	**have gone** many times. Last year, I skied
year, I skied in the Andes. I	**have gone** windsurfing three or four times this
year. It's fun. Well, Carlos and I	**have gone** sailing a few times with friends, and
Kara	**has gone** to Mexico five times.
Yeah. I	**have gone** to the cafe three times already this
we say how many times something	**has happened**.
Bob Dylan	**has toured** the world continuously for many years.
Sara traveled	**has traveled** alone several times.
traveled alone several times. She	**has worked** with 350 films.
They	**have written** their own songs for many years.

Figure 14 Samples of concordance lines of 'repeatedness' in textbooks

The verbs 'protested', 'asked', and 'watched' in the three examples above are accomplishment verbs. However, because the present perfect constructions in the examples co-occur with adverbials, e.g. 'year after year', 'every day this summer', and 'ten times', it conveys the meaning concerning repetition when it is used with an accomplishment verb.

With regard to verb varieties, no verbs in the general corpora have been found to occur more than once because of the small number of instances. However,

it can be seen from Table 9 that the verb 'gone' is the most frequently used verb found in TB. This might be because of the fact that textbooks contain different contexts from the general corpora, and that the textbooks give many examples focusing on the context where ones have gone to somewhere several times. For example:

(24)   I **have gone** windsurfing *three or four times this year*. (TB09; emphasis added)

It can be concluded here that on the basis of textual patterns, the 'continuing from the past to the present' group can be divided into two sub-categories, i.e. 'persistence' and 'repeatedness'. These two sub-groups are exhibited in a similar way in general and textbook corpora.

Table 9 Verbs used with the sub-group 'repeatedness'

BE2006	AME2006	TB	
held (1)	arrested (1)	*gone (18)*	come (1)
protested (1)	asked (1)	been (8)	competed (1)
published (1)	beaten (1)	had (4)	counted (1)
rejected (1)	challenged (1)	played (4)	designed (1)
understood (1)	cited (1)	traveled/travelled	done (1)
used (1)	come off (1)	(4)	employed (1)
written (1)	helped (1)	used up (3)	flown (1)
	observed (1)	written (3)	helped (1)
	questioned (1)	appeared (2)	invited (1)
	received (1)	given (2)	lived (1)
	repeated over (1)	happened (2)	lost (1)
	spoken (1)	published (2)	phoned (1)
	sprained over (1)	run out of (2)	slept (1)
	told (1)	thought (2)	spent (1)
	wanted (1)	worked (2)	sung (1)
		applied (1)	taken (1)
		been married (1)	toured (1)
		broken (1)	visited (1)
		built (1)	watched (1)

Note: Because a small number of instances in BE2006 and AME2006, verbs which occur only

once are also included in the table.

4.3. Change of condition

This group of present perfect meaning indicates changes that occur in the past and have an impact on the present time. This group of meaning can be realized through a specific group of verb, i.e. those which can denote change, e.g. 'change', 'adapt', 'transform', improve', and 'become' (McArthur, 1981). It is also observed that the 'change of condition' meaning co-occurs with the present tense in order to indicate an impact of changes on the present time. A specific pattern for this meaning group is shown below:

HAVE + Past participle change verb + co-occurrence with the present tense

Examples (25) – (27) illustrate this meaning.

(25)   Since the 1990s, the community **has become** a more diverse group: Cardiff and Newport *are* now home to Somalis from the south, e.g. Mogadishu, as well as the north. (BE2006, G53; emphasis added)

(26)   Specifically, that entertainment values **have transformed** what we used to call news, and individuals with independent voices *are* routinely shut out of the public discourse. (AME2006, F21; emphasis added)

(27)   Buying music online **has become** more popular than many music companies imagined: you *can* now *order* CDs online easily, or

download music files directly to your music player. (TB03; emphasis

added)

It should be emphasized here that 'change of condition' is considered as a new group of meaning emerging from the corpus data in the present study because of the specificity of the semantic type of verbs. (See Figures 15 – 16 for samples of concordance lines illustrating the 'change of condition' group with a specific group of verb – 'change' verb)

though, that both Bush and his war	**have become** unpopular, even in communities where, as
war and a shadow enemy, the stakes	**have become** very high - for the press, for
I write is who I am, or	**have become**, yet this is a case in
2002 Budget, NHS expenditure plans	**have been changed** and appropriate adjustments made fo
2002 Budget, NHS expenditure plans	**have been changed** and appropriate adjustments made fo
Economic and social attitudes	**have been transformed**.
In the past two seasons that	**has changed**, although the change has come with
irrational thought : " My whole life	**has changed** " as he fixed his megawatt stare
Farming	**has changed** dramatically in the last 30 years , " Lit
their relationship with their children	**has changed** on completion of a massage intervention
, the rules for forming questions	**have changed** over the centuries.

Figure 15 Samples of concordance lines of 'change of condition' in general corpora

amazed that an energetic ten-year-old	**has become** a bridge between two cultures.
between two cultures. Now, Tyler	**has become** a star at Chinese opera performances all
blogs and sites. Buying music online	**has become** more popular than many music comp
to your music player. Youssou N'Dour	**has become** very popular since his collaborat
World fusion	**has become** better-known since the release of Paul
Compare your ideas and how things	**have changed** in your area or country.
Since then, this discovery	**has changed** many people's lives - in good and
Make notes about how things	**have changed** since the year 2000.

Figure 16 Samples of concordance lines of 'change of condition' in textbooks

In addition, it can also be observed from Table 10 that the verbs 'become' and 'changed' are the two most frequent verbs in the 'change of condition' group similarly in both general and textbook corpora.

Table 10 Verbs used with the 'change of condition' group

BE2006	AME2006	TB
become (15)	*become (13)*	*become (11)*
changed (7)	changed (7)	changed (9)
improved (3)	grown (2)	grown (4)
increased (3)	improved (2)	doubled (2)
fallen (1)	reduced (2)	increased (2)
outgrown (1)	accelerated (1)	accelerated (1)
outnumbered (1)	depleted (1)	declined (1)
ratcheted up (1)	dropped (1)	devastated (1)
reduced (1)	increased (1)	gone up (1)
risen (1)	jumped (1)	improved (1)
subsided (1)	moderated (1)	readied (1)
thrived (1)	transformed (1)	reduced (1)
transformed (1)	tumbled (1)	

Note: Because a small number of instances, verbs which occur only once are also included in the table.

4.4. Experience

This group of meaning indicates an experience one has had in the past. With regard to a semantic type of verbs, it is found that the present perfect construction concerning the 'experience' meaning selects verbs denoting sensory, such as 'see', 'hear', 'experience', 'notice', and 'taste' (McArthur, 1981). It also co-occurs with the present tense or an adverbial indicating the present time, e.g. 'now', to indicate that a past experience still matters at present. The pattern for 'experience' is therefore summarized as follows (see Figures 17 – 18 for samples of concordance lines illustrating this pattern in general and textbook corpora).

HAVE + Past participle sensory verb + co-occurrence with the present tense or adverbial indicating the present time

Examples (28) – (30) illustrate this group of meaning.

(28) *Now* people **have seen** the magnitude of what happened between the Sunnis and the Shi'ites, we can only pray that nothing else like this or even the assassination of a prominent religious leader takes place because the next time Iraq will certainly blow up. (BE2006, A35; emphasis added)
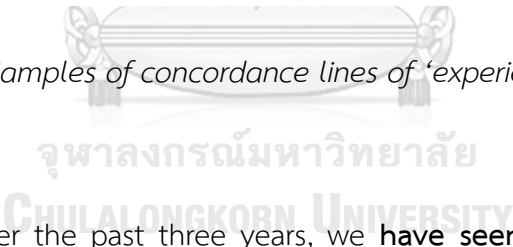
You	**have heard** of him!
Henry	**has heard** that early onset tends to indict the
who walked in darkness	**have seen** a great light
Anyone who	**has seen** Conner's bikini strut -- and if you
continuously and that they	**have seen** directly the tremendous opportunity and eco
I	**have seen** exquisitely dressed African ladies selling
' Media Council , who	**has seen** extracts of the drama , said that Christian
Mr. Piech	**has seen** his influence at Volkswagen grow as a
In the last year , Mr Cameron	**has seen** his party bungee jump into the abyss .

Figure 17 Samples of concordance lines of 'experience' in general corpora

problems you	**have experienced** communicating in your life
about something the speaker	**has experienced**?
problems you	**have experienced** recently communicating with men and w
your partner about people you	**have heard** about.
We	**have heard** lots of great music today.
I	**have seen** every one of his films and in my
All my friends	**have seen** it, and they loved it.
We	**have seen** this training film three times before.
word web about a movie you	**have seen**. Then describe it to a partner.

Figure 18 Samples of concordance lines of 'experience' in textbooks

(29) "Over the past three years, we **have seen** the length of pregnancy extended by two to two-and-a-half weeks," *says* Martha Delehanty, Verizon Wireless's vice president of human resources. (AME2006, E30; emphasis added)

(30) I**'ve seen** lots of photos where people have put baby faces on adult bodies and they make me laugh every time! (TB05; emphasis added)

It should be noted that this group of meaning occurs with a variety of sensory verbs, e.g. 'seen', 'heard', 'experienced', and 'witnessed' (see Table 11). However, the verb 'seen' is the most frequent verb for the 'experience' group. It can also be observed that the verb 'been' is the second most frequent verb in the 'experience' group in TB. However, it should be emphasized here that the verb 'been' used with this group of meaning is different from the past participle of the state verb 'be', which frequently associates with the 'persistence' meaning. The verb 'been' in this group conveys the meaning of traveling or visiting somewhere. It frequently co-occurs with the preposition 'to'.

Table 11 Verbs used with the 'experience' group

BE2006	AME2006	TB
seen (9)	*seen (17)*	*seen (48)*
heard (4)	heard (3)	been (36)
experienced (3)	shown (2)	heard (25)
witnessed (1)	tasted (2)	tried (22)
	witnessed (2)	met (11)
		experienced (3)

Note: Because a small number of instances, verbs which occur only once are also included in the table.

Although the examples above show that general and textbook corpora exhibit the 'experience' group similarly, a distinctive pattern in TB can also be found. That is, in TB, 159 out of 270 concordance lines (58.89%) illustrating the 'experience' meaning are all in an interrogative phraseology, e.g. 'Have you ever + V?' and 'Have you + V?' (See Figure 19). The high frequency of the pattern 'Have you ever + V?' and 'Have you + V?' comes from dialogues extensively presented in the textbooks.

	Have you heard about SkyWatch?
	Have you heard any news stories about gorillas?
Monkeys CD has just come out.	Have you heard it?
at the photos. Which people	have you heard of?
have you heard of?	Have you heard of Charles Dickens?
you use it? What	have you heard on the grapevine?
A: Let me see ... er ... Pierre,	have you met Karimah, Karimah Salar? B: Yes, I think
Let me see ... er ... Pierre,	have you met Karimah, Karimah Salar?
Debra: Have you?	Have you seen any good movies lately?
any good movies lately?	Have you seen Funny Guy yet?

Figure 19 Samples of concordance lines of 'experience' with an interrogative form in textbooks
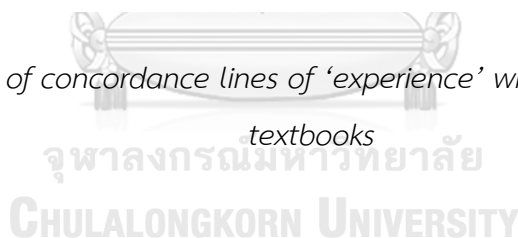
4.5. Recency

This group of meaning indicates an action or event which occurred not long time ago at the point of discussion. It is found that the present perfect construction with this group of meaning is used with an accomplishment verb, and it frequently co-occurs with specific adverbials, i.e. 'just' and 'recently'. This is summarized in the pattern below (see Figures 20 – 21 for samples of concordance lines illustrating this group of meaning in general and textbook corpora).

Carnegie Hall Concert two disc set that	**has just been released**. 11. The new joint Parliament
Sally loves her job at Citibank , and	**has just bought** a flat in Tooting with
Miss Caroline	**has just come** in from the garden , bearing
Kitchen with Gordon Ramsay He	**has just completed** a sold-out national tour
October 23rd Miss Caroline	**has just entered** the Library, where I have
solicitor there - and that he	**has just returned** from three months' back-packing
Bezos, the Amazon.com billionaire,	**has recently bought** 239,000 acres of land north of
Delaware, Kentucky, and other states	**have recently conducted** economic impact studies and h
between two major subway stations ,	**has recently surged** with sparkling blocks of new
store owners , many of which	**have recently taken over** local post office services ,

Figure 20 Samples of concordance lines of 'recency' in general corpora

The new Arctic Monkeys CD	**has just come out**. Have you heard it?
many challenges in recent years. You	**have just completed** the Congo Basin 'Megatransect' wit
job at a newspaper last week, and they	**have just emailed** me to offer me
something that began in the past and	**has just finished**, or something that happened at an
My brother	**has just got engaged**.
remote Himalayan country of Bhutan	**has just granted** its citizens access to television -
Look at the photos. What	**has just happened**?
In fact, my brother and I	**have just started** a band with some friends called
They	**have recently improved** this concert hall.
What have you learned to do recently? I	**have recently learned** to
gym with me three times a week. (She	**has recently started** coming.)

Figure 21 Samples of concordance lines of 'recency' in textbooks

HAVE + [just/recently] + Past participle accomplishment verb

Examples (31) – (33) demonstrate this group of meaning.

(31)   I've *just* **listened** to [Sarah] crying down the phone. (BE2006, C09; emphasis added)

(32)   A couple of states over in Arizona for example, there's Frank Lloyd Wright's Taliesin West, James Turrell's Roden Crater, Paolo Soleri's

Arcosanti; and Jeff Bezos, the Amazon.com billionaire, **has** *recently* **bought** 239,000 acres of land north of Marfa where he intends to build a spaceport. (AME2006, J62; emphasis added)

(33)   The National Ballet **has** *just* **announced** its new season. (TB03; emphasis added)

With regard to verb tokens, it can be seen from Table 12 that a variety of accomplishment verbs occur with this group of meaning. In general corpora, the most frequent verbs used with the 'recency' group cannot be observed since all verbs in this group occur only once. However, the verbs 'learned' and 'offered' are the two most frequent verbs in TB. Verb varieties in TB are also different from the general corpora. This may be because textbooks contain different contexts from the general corpora, which contain texts from different genres and domains of use.

Table 12 Verbs used with the 'recency' group

BE2006		AME2006	TB	
argued (1)	learnt (1)	arrived (1)	*learned (5)*	completed (1)
arrived (1)	listened (1)	bought (1)	offered (4)	done (1)
bought (1)	received (1)	burgeoned (1)	announced (2)	downloaded (1)
called for (1)	released (1)	conducted (1)	finished (2)	emailed (1)
come (1)	returned (1)	expressed (1)	heard (2)	faced (1)
completed (1)	reviewed (1)	located (1)	installed (2)	given (1)
developed (1)	revived (1)	shifted (1)	read (2)	gone out (1)
earned (1)	showed (1)	surged (1)	run (2)	engaged (1)
entered (1)	taken over (1)		started (2)	granted (1)
established (1)			used (2)	happened (1)
graduated (1)			bought (1)	landed (1)
increased (1)			come out (1)	left (1)
				moved up (1)
				painted (1)
				repaired (1)
				rung (1)

Note: Because a small number of instances, verbs which occur only once are also included in the table.

4.6. Discovery

'Discovery' is a group of present perfect meaning which is used to indicate an act of discovering or finding something that already occurred, and that the findings are relevant to the point under discussion. It can be formally realized by an accomplishment verb which has a specific semantic field, i.e. verbs indicating finding, showing, and investigating (McArthur, 1981). This group of verb, according to McArthur (1981), is a general or abstract term related to discovery or exposure, e.g. 'find', 'show', 'expose', 'reveal', 'demonstrate', 'exhibit', 'indicate', 'observe', and 'examine'. The pattern of the 'discovery' group is thus summarized as follows (see Figures 22 – 23 for samples of concordance lines illustrating this group of meaning in general and textbook corpora).

HAVE + Past participle finding/ showing/ investigating verb

Examples (34) – (36) show the present perfect samples for the 'discovery' group from general and textbook corpora.

(34)   This pragmatic study **has demonstrated** a statistically significant difference between groups undertaking three different types of conservative hand treatments. (BE2006, J40; emphasis added)

(35)   But Bush's advisers believe he **has discovered** a formula for dealing with the Continent that is working for him. (AME2006, A12; emphasis added)

This pragmatic study	**has demonstrated** a statistically significant differen
. Yet Lula	**has demonstrated** that being "fiscally responsible" in
of the ideal, as Peter Butter	**has demonstrated**.
But Bush's advisers believe he	**has discovered** a formula for dealing with the
BHF-funded scientists	**have discovered** that a mothers poor diet could
right in asserting that scientists	**have empirically demonstrated** that only physical thing
configurational properties we	**have examined** are in fact part of musical
Studies that	**have examined** the experiences of women doctors give
Few published studies	**have examined** the relationships of atopic markers with
up to take back City Hall ,	**has found** a dream candidate : the chairman of
East and particularly in Iraq, I	**have found** my thoughts returning in the past
than Young and McVeigh	**have found** novels to be useful manuals.
ng boosts IQ Studies	**have found** that breast-fed babies are brighter ,
mediator oxidations , we	**have found** that it is also vital to
on and the Health Commission	**has found** that mental health service users are

Figure 22 Samples of concordance lines of 'discovery' in general corpora

Meanwhile, in Denmark people	**have discovered** a new interest in Italian food, and
But I	**have discovered** that cultures are as resourceful, resi
recently and she thinks that she	**has finally found** one.
Since then, Chris and Stephanie	**have found** chemicals in their drinking water and pollu
British singer Lily Allen,	**have found** mainstream success that way.
Congi	**has found** hundreds of coins, old spoons, and pieces
my uncle from Brisbane	**has found** me a job there for the summer!
Many people	**have found** new jobs.
interviewer is pleased Ruby	**has found** out about El. Books.
journal Arctic this week	**has found** that, far from thriving, the polar bear

Figure 23 Samples of concordance lines of 'discovery' in textbooks

(36)   Since then, Chris and Stephanie **have found** chemicals in their

drinking water and pollution in the air. (TB06; emphasis added)

It should be noted that this group is also regarded as a new meaning group

which emerges from the corpus data in the present study. Like the 'change of

condition' group, this group of meaning is labeled relatively more specifically than

other groups because verbs with a specific meaning, i.e. verbs indicating finding, showing, and investigating, occur repeatedly in the present perfect constructions. A list of verbs indicating finding, showing, and investigating is provided in Table 13 with the verb 'found' as the most frequently used verb.

Table 13 Verbs used with the 'discovery' group

BE2006	AME2006	TB
found (14)	found (7)	found (25)
demonstrated (2)	demonstrated (3)	discovered (2)
discovered (2)	discovered (1)	shown (1)
examined (2)	examined (1)	
reported (1)		
revealed (1)		
shown (1)		
unearthed (1)		

Note: Because a small number of instances, verbs which occur only once are also included in the table.

4.7. Idiomatic meaning related to 'possession'

The present perfect construction can also be used to indicate an idiomatic meaning related to possession which indicates the state in which one has or owns something. This group of meaning occurs in the present perfect construction with the verb 'got'

only (see Figures 24 – 25 for samples of concordance lines illustrating this group of meaning in general and textbook corpora).

HAVE + got

This is illustrated in Examples (37) – (39).

(37)　Like, you know, my cousin who normally looks after my kids when I am going out, she **has got** two of her own as well, but like, she leaves them down here as well to play in the garden and everything. (BE2006, J70; emphasis added)

(38)　He**'s got** some trouble. (AME2006, A28; emphasis added)

(39)　Becky **has got** insurance. (TB05; emphasis added)

That would be great, but we '	**ve got** a bit of work to do yet
'I '	**ve got** a friend who could do your colours for
'They '	**ve got** a lunchtime special on ; a pie , a pint
You '	**ve got** paint in your hair, you know.
We '	**ve got** six midfield players, why would we be interes
He '	**s got** a store card for ...
He 's actually really funny - he '	**s got** an incredibly sharp , witty sense of humour .

Figure 24 Samples of concordance lines of 'possession' in general corpora

I always tell everyone at home it'	**s got** everything you need for a holiday -
He'	**s got** great skills.
On her CV she says she'	**s got** lots of experience, but in fact
She'	**s got** strong principles.
He'	**s got** strong principles.
She'	**s got** strong principles and she inspires respect.

Figure 25 Samples of concordance lines of 'possession' in textbooks

4.8. Summary of meanings and patterns of the present perfect in general and textbook corpora

This section summarizes and discusses categories of the present perfect found in general and textbook corpora. Based on the textual patterns in concordance lines, seven groups of meanings have been identified. This is summarized in Figure 26 below.
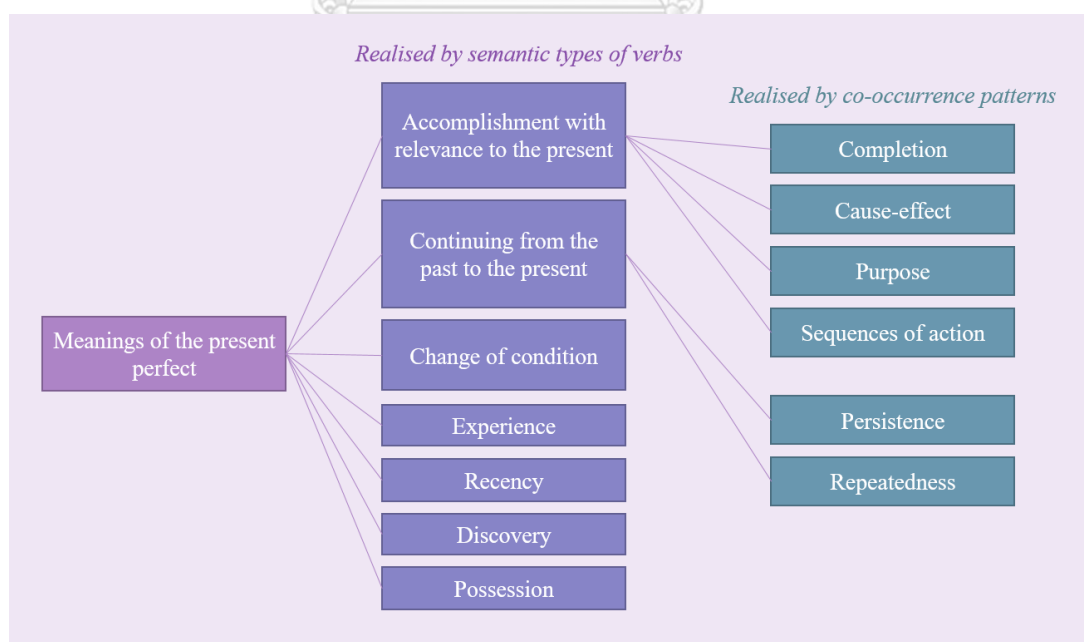
Figure 26 Meaning categories of the present perfect found in general and textbook corpora

Based on the corpus-driven approach, some of these seven groups of meanings are found to overlap with the existing categories. These include: (1) 'accomplishment with relevance to the present', (2) 'continuing from the past to the present', (3) 'experience', and (4) 'recency'. The groups 'accomplishment with relevance to the present' and 'recency' may be seen as similar to what Comrie (1975) and Kearns (2011) addressed as 'the perfect of result/current result states' and 'recent actions', respectively. The 'continuing from the past to the present' group overlaps with the 'continuing action/ event/ state from the past to the present' meaning as raised in Comrie (1975), Quirk et al. (1985), Eastwood (1995), Greenbaum and Nelson (2002), and Kearns (2011). The 'experience' group is similar to 'experiential states' mentioned in Comrie (1975).

Regarding the 'accomplishment with relevance to the present' group, although this group overlaps with the existing descriptions, the analysis of corpus data in the present study, however, reveals that relevance of the past action can be realized in terms of (1) 'completion', (2) 'cause-effect', (3) 'purpose', and (4) 'sequences of action'. These sub-categories extend what has been addressed in the previous studies in that they point to possible kinds of relationship between the past and present time that emerge in authentic communication, which have not been explicitly nor systematically tackled in previous research.

Also, new groups of meanings have been identified as a result of the concordance analysis in the present study. These include: (1) 'change of condition', (2) 'discovery', and (3) 'idiomatic meaning related to 'possession''. These notional groups are more specific than those in the literature because specific semantic groups of verbs have been found to be particularly associated with the present perfect constructions. This suggests that, in line with Hunston and Francis (2000), the present perfect construction, i.e. HAVE + past participle verb, also exhibits a tendency to select some particular groups of verbs in the construction, thereby demonstrating the pattern-meaning interface. These groups of verbs can also be added to the lists of verbs typically co-occurring in the present perfect construction, observed in Biber et al. (1999).

It should also be noted that these semantically specific groups of present perfect meanings might be argued to be part of a more general group, e.g. 'accomplishment with relevance to the present'. However, the researcher treats them as separate groups because the verbs in these groups of meaning are semantically specific, and they occur obviously repeatedly while verbs in the other groups are only loosely related in more general terms, i.e. telic/atelic, durative/non-durative, and stative/dynamic.

Furthermore, it has also been shown that the present perfect construction co-occurs with particular groups of lexical items in its close environment,

corresponding to Sinclair's (1991, 1996) approach to meaning. That is, the groups 'continuing from the past to the present' and 'recency' co-occur with specific adverbials, e.g. 'always', 'since', 'for', 'just', and 'recently'. Apart from adverbials, co-occurrences of the present perfect are also found in its surrounding context, for example, the use of the present tense in other clauses. This can be observed from the groups 'completion' and 'experience', as shown in Section 4.1.1 and 4.4. While most studies on the present perfect often highlight adverbials, the present study argues that the present tense also has great importance as it can distinguish the present perfect from the past simple tense. In other words, consideration of co-textual feature in the descriptions of the present perfect is argued to also include the present tense, in addition to a time adverbial, which has already received much attention in the study of the present perfect.

Overall, it can be concluded that the pattern-meaning interface can be found similarly in general and textbook corpora. In other words, both general and textbook corpora show the interconnectedness between meanings and patterns of the present perfect. However, differences in patterns can be found in one of the meaning groups. That is, the 'experience' group in TB seems to have a distinctive pattern, i.e. the interrogative form of the present perfect construction, such as 'Have you ever + V?' and 'Have you + V?'. This is different from the general corpora in that the concordance lines expressing the 'experience' meaning in the general corpora are all

in an affirmative phraseology. This difference will be discussed in relation to the pedagogical context in Chapter 5, Section 5.3.

With regard to verb varieties, it can be seen in some meaning groups that TB seems to offer different verb tokens from the general corpora. This might be because of the fact that textbooks present content with different contexts from general corpora, which contain texts from different genres and domains of use. Another possible reason is that the present perfect construction seems to select several types of verbs and that there are a variety of verbs which can occur with the present perfect. Therefore, it is possible for a textbook author to select verbs depending on themes of the lessons; thus, verb instances in the sampled textbooks can sometimes be different from the general corpora. However, it can still be observed that semantic types or groups of verbs in the general corpora and in the sampled textbooks are similar.

Chapter 5

Quantitative results and discussion:

Frequencies and distribution of the present perfect

in general and textbook corpora

This chapter reports and discusses results from a quantitative perspective. Information on frequencies and distribution of meanings and patterns of the present perfect, which are outlined in Chapter 4, is provided in three sections: (1) frequencies and distribution of the present perfect uses in general corpora, (2) frequencies and distribution of the present perfect uses in TB, and (3) a comparison between frequencies and distribution of the present perfect uses in general and textbook corpora.

5.1 Frequencies and distribution of the present perfect uses in general corpora

Chapter 4 has revealed seven groups of present perfect uses, which can be detected from concordance lines in the general and textbook corpora. This section thus answers the second research question, which addresses the quantitative aspect of the present study: *What are frequencies of the different patterns and meanings of the present perfect found in corpus data?*

Table 14 and Figure 27 below illustrate that based on frequencies and percentages in the general corpora, i.e. BE2006 and AME2006, the seven groups of

Table 14 Frequency and percentages of seven meaning groups in general corpora

Groups of meaning	Total	BE2006		AME2006		*P*-value
		Frequency	%	Frequency	%	
1. Accomplishment with relevance to the present	617	311	45.60%	306	45.00%	0.840
2. Continuing from the past to the present	521	239	35.15%	282	41.47%	0.060
3. Change of condition	71	37	5.44%	34	5.00%	0.127
4. Experience	43	17	2.50%	26	3.82%	0.170
5. Recency	33	23	3.38%	10	1.47%	0.024*
6. Discovery	37	24	3.53%	13	1.91%	0.071
7. Idiomatic meaning related to 'possession'	38	29	4.26%	9	1.32%	0.001*
Total	1,360	680		680		

Note: *- The significance level is at p≤0.05.*

*- * indicates the group which is significantly different in two types of corpora.*
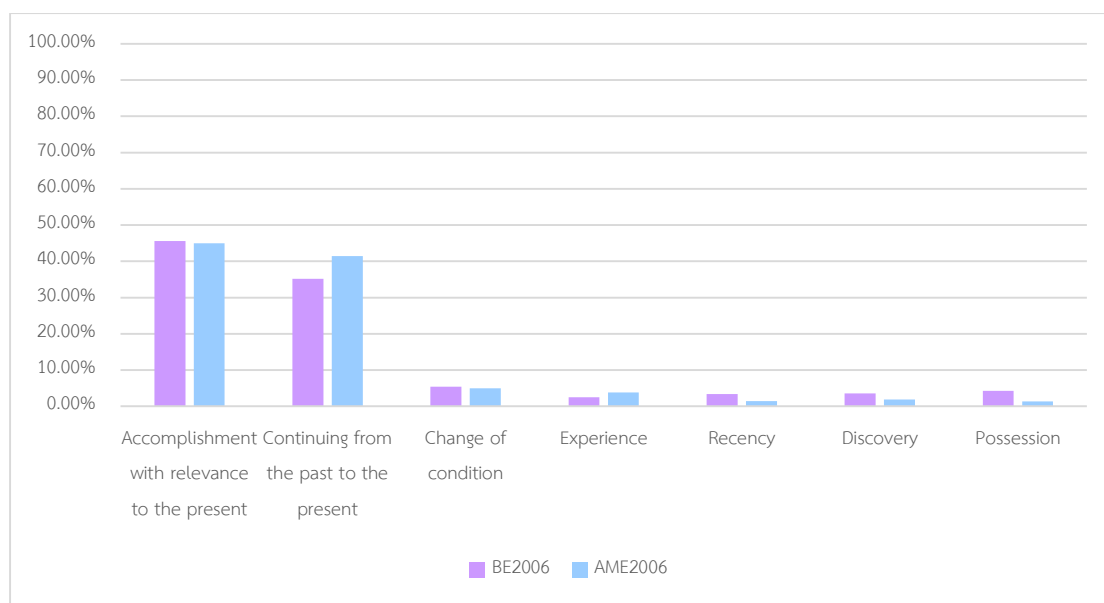
Figure 27 Distribution of seven meaning groups in general corpora

present perfect meanings can be divided into two categories, i.e. core and non-core meanings. The core meanings include the groups 'accomplishment with relevance to the present' and 'continuing from the past to the present' with the raw frequencies at 617 and 521 out of the 1,360 concordance lines, respectively. These two meaning groups are considered as core meanings because their percentages are more than 10%, which are largely different from the rest of the meaning groups. The other five groups, i.e. 'change of condition', 'experience', 'recency', 'discovery', and 'idiomatic meaning related to 'possession'' may be taken as relatively more marginal because their percentages are less than 10% of BE2006 and AME2006 examples.

Although the focus of the study is not on the present perfect uses in the two varieties of English, i.e. British English and American English, it is worth mentioning

that most of the present perfect meanings analyzed in the present study reflect a similar distribution in the two general corpora, i.e. BE2006 and AME2006. These groups include: (1) 'accomplishment with relevance to the present', (2) 'continuing from the past to the present', (3) 'change of condition', (4) 'experience', and (5) 'discovery'. Especially the groups 'accomplishment with relevance to the present' and 'continuing from the past to the present', which are considered the core groups of the present perfect in this study, the *p*-value shows that these two groups are not significantly different in the two varieties. This hints at a similar tendency of the present perfect uses in both varieties of English.

Nevertheless, there is an exception with the groups 'recency' and 'idiomatic meaning related to 'possession''. The frequencies of these groups are significantly different in BE2006 and AME2006. Regarding the 'recency' group, there is a high tendency in British English to convey recentness through the present perfect construction, while in American English, the 'recency' meaning can be conveyed with or without the present perfect construction. That is, in some case, it is found in AME2006 that the 'recency' meaning can also be conveyed in the past simple tense (see Examples (40) – (41)).

(40)   I *just* **accepted** that a long time ago. (AME2006, C17; emphasis added)

(41)   Darling, we *just* **spent** all this money on your education. (AME2006,

         E35; emphasis added)

With regard to the 'idiomatic meaning related to 'possession'' group, it should be noted that higher frequencies in BE2006 are in line with Biber et al. (1999), which found that 'has/have got' occurs more frequently in British English (approximately 2,600 per million words) than in American English (approximately 2,000 per million words). Thus, it can be concluded that the variation between the two varieties can be found regarding these two groups of present perfect meanings.

Overall, it can be said that the two corpora, i.e. BE2006 and AME2006, reflect a similar tendency of the present perfect uses, especially with the core groups of meanings, 'accomplishment with relevance to the present' and 'continuing from the past to the present'.

With respect to the present perfect uses in general corpora as a whole, more details on the 'accomplishment with relevance to the present' group can be added as follows. First, while the 'accomplishment with relevance to the present' group is found to be the most predominant group of the present perfect meaning in this study, the finding is in contrast with the synthesis of the existing descriptions presented in Section 2.1.1.6, which seems to point at the 'continuing from the past to the present' group as the most dominant group of meaning since it is addressed in all five out of five accounts. On the other hand, the 'accomplishment with relevance to the present' group, which is addressed as 'the perfect of result/current result states' in the literature, is raised only in Comrie (1975) and Kearns (2011). That

being observed, the present perfect meanings in the literature are based upon introspection. Quantitative data of present perfect meanings have not been suggested. On the other hand, the present corpus-driven study can provide frequency tendency of different uses of the present perfect. This, in turn, suggests common uses of the present perfect.

Furthermore, as mentioned in Chapter 4, the analysis of corpus data also reveals the relationship between the present perfect and rhetorical patterns, as illustrated in the 'accomplishment with relevance to the present' group. This 'relevance' can be spelled out in four ways, including: (1) 'completion', (2) 'cause-effect', (3) 'purpose', and (4) 'sequences of action'. Table 15 and Figure 28 below demonstrate the distribution of these four sub-groups. 'Completion' is the most frequent sub-group of 'accomplishment with relevance to the present'. Other three sub-groups, i.e. 'cause-effect', 'purpose', and 'sequences of action', are found to be less frequent sub-groups of meanings. It is worth mentioning that overall, the sub-categories of 'accomplishment with relevance to the present' reflects a similar distribution in BE2006 and AME2006. However, there is a significant difference in the 'purpose' group, in which case it is not clear enough from corpus data to give a solid explanation why it is significantly different in the two varieties.

Table 15 Frequency and percentages of four sub-groups of 'accomplishment with relevance to the present'

Sub-groups	Total	BE2006		AME2006		P-value
		Frequency	%	Frequency	%	
1. Completion	476	229	73.63%	247	80.71%	0.574
2. Cause-effect	33	22	7.07%	11	3.59%	0.366
3. Purpose	56	47	15.11%	9	2.94%	0.005*
4. Sequences of action	16	13	4.18%	3	0.98%	0.180
Total	617	311		306		

Note: *- The significance level is at p≤0.05.*

*- * indicates the group which is significantly different form each other.*
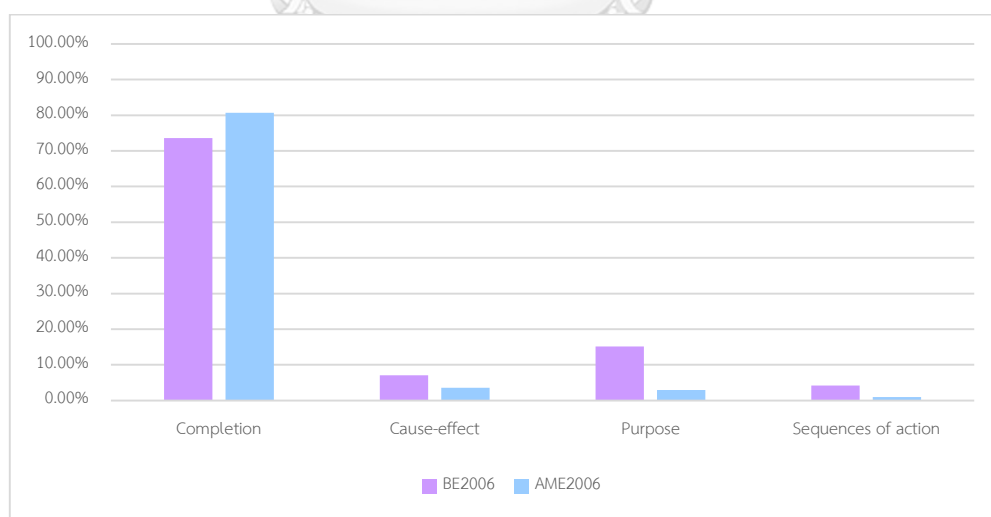
Figure 28 Distribution of four sub-groups of 'accomplishment with relevance to the present'

To summarize, this section reports and discusses frequencies and distribution of seven present perfect uses in the general corpora, in which it is found that seven groups of present perfect meanings can be divided into two categories, i.e. core and non-core meanings. Section 5.2 below will report and discuss quantitative results from TB.

5.2 Frequencies and distribution of the present perfect uses in textbooks

Table 16 and Figure 29 below show that based on frequencies and percentages in TB, there are three groups of present perfect meanings which can be regarded as major groups of meanings in TB. These include (1) 'continuing from the past to the present', (2) 'accomplishment with relevance to the present', and (3) 'experience'. These three groups can be considered as major uses of the present perfect in TB because their percentages are more than 10%, which are largely different from other meaning groups. The other four groups, i.e. 'change of condition', 'recency', 'discovery', and 'idiomatic meaning related to 'possession'' may be taken as relatively marginal because their percentages are less than 10% of present perfect samples in TB.

Table 16 Frequency and percentages of seven meaning groups in textbooks

Groups of meaning	Frequency	%
1. Continuing from the past to the present	613	45.08%
2. Accomplishment with relevance to the present	332	24.41%
3. Experience	270	19.85%
4. Recency	49	3.60%
5. Change of condition	37	2.72%
6. Idiomatic meaning related to 'possession'	31	2.28%
7. Discovery	28	2.06%
Total	1,360	
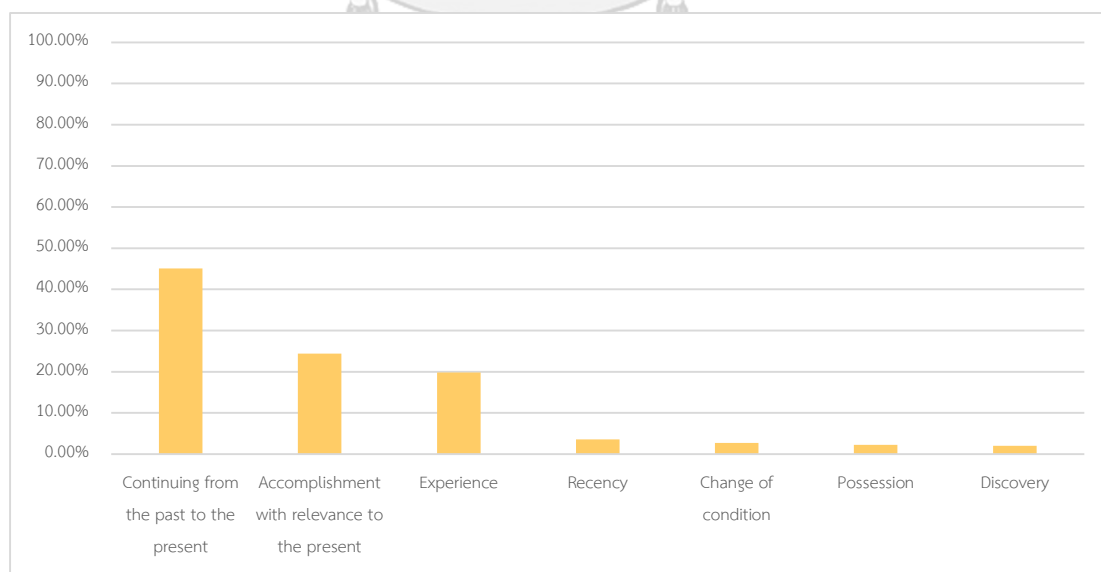
Figure 29 Distribution of seven meaning groups in textbooks

With regard to the 'accomplishment with relevance to the present' group, frequencies and percentages of the four sub-groups, i.e. (1) 'completion', (2) 'cause-effect', (3) 'purpose', and (4) 'sequences of action', are reported in Table 17 and Figure 30 below. It was found that 'completion' is the most frequent sub-group of the 'accomplishment with relevance to the present' meaning in TB. Other three sub-groups, i.e. 'cause-effect', 'purpose', and 'sequences of action', are found to be remarkably less frequent sub-groups of meanings based on the percentages which are less than 10% of the present perfect samples in TB.

Table 17 Frequency and percentages of four sub-groups of 'accomplishment with relevance to the present' in textbooks

Sub-groups	Frequency	%
1. Completion	316	95.18%
2. Cause-effect	12	3.61%
3. Purpose	3	0.90%
4. Sequences of action	1	0.30%
Total	332	
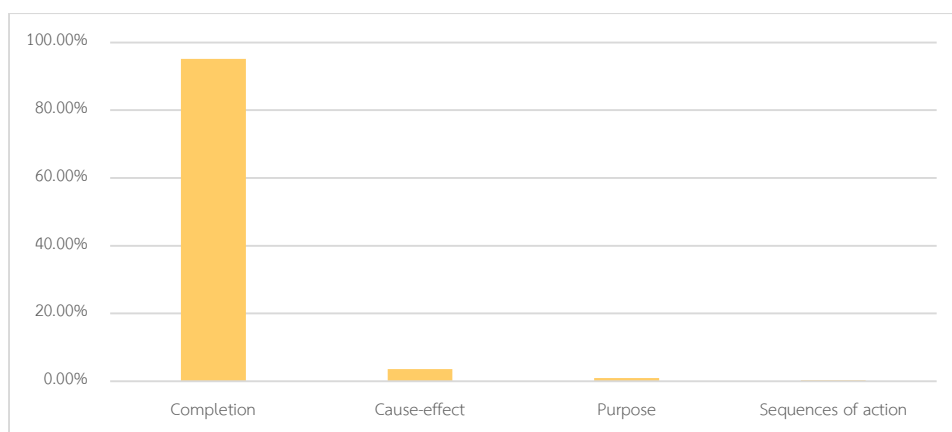
Figure 30 Distribution of four sub-groups of 'accomplishment with relevance to the present' in textbooks

It must be noted here that frequencies and percentages of the present perfect uses shown above are calculated from the ten sampled textbooks as a whole. A look at the distribution of these present perfect meanings in individual textbooks can give us a clearer picture of the presentation of the present perfect in TB. Table 18 and Figure 31 below show a breakdown of frequencies and percentages of the present perfect uses in the individual textbooks. This breakdown of frequencies and percentages exhibits four important points. First, it can be seen from Table 18 that the 'continuing from the past to the present' group is presented in all of the ten textbooks. This strengthens the fact that this group of present perfect is the most dominant group of meaning in TB as its highest frequency is coupled with its distribution across all the textbook samples in the corpus. Thereby, it can be said that all of the textbooks tend to highlight this group of meaning.

Table 18 Breakdown of frequency and percentages of seven meaning groups in textbooks

| Groups of meanings	TB01		TB02		TB03		TB04		TB05		TB06		TB07		TB08		TB09		TB10	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Continuing from the past to the present	25	33.33	10	19.61	109	40.07	157	57.09	66	43.14	58	55.77	60	37.04	13	39.39	92	46.00	23	65.71
2. Accomplishment with relevance to the present	29	38.67	0	0.00	86	31.62	57	20.73	36	23.53	15	14.42	74	45.68	1	3.03	27	13.50	7	20.00
3. Experience	8	10.67	41	80.39	37	13.60	48	17.45	13	8.50	9	8.65	13	8.02	19	57.58	79	39.50	3	8.57
4. Recency	1	1.33	0	0.00	10	3.68	7	2.55	22	14.38	0	0.00	5	3.09	0	0.00	2	1.00	2	5.71
5. Change of condition	3	4.00	0	0.00	22	8.09	4	1.45	1	0.65	5	4.81	2	1.23	0	0.00	0	0.00	0	0.00
6. Idiomatic meaning: Possession	7	9.33	0	0.00	4	1.47	0	0.00	14	9.15	1	0.96	5	3.09	0	0.00	0	0.00	0	0.00
7. Discovery	2	2.67	0	0.00	4	1.47	2	0.73	1	0.65	16	15.38	3	1.85	0	0.00	0	0.00	0	0.00
	75	100	51	100	272	100	275	100	153	100	104	100	162	100	33	100	200	100	35	100
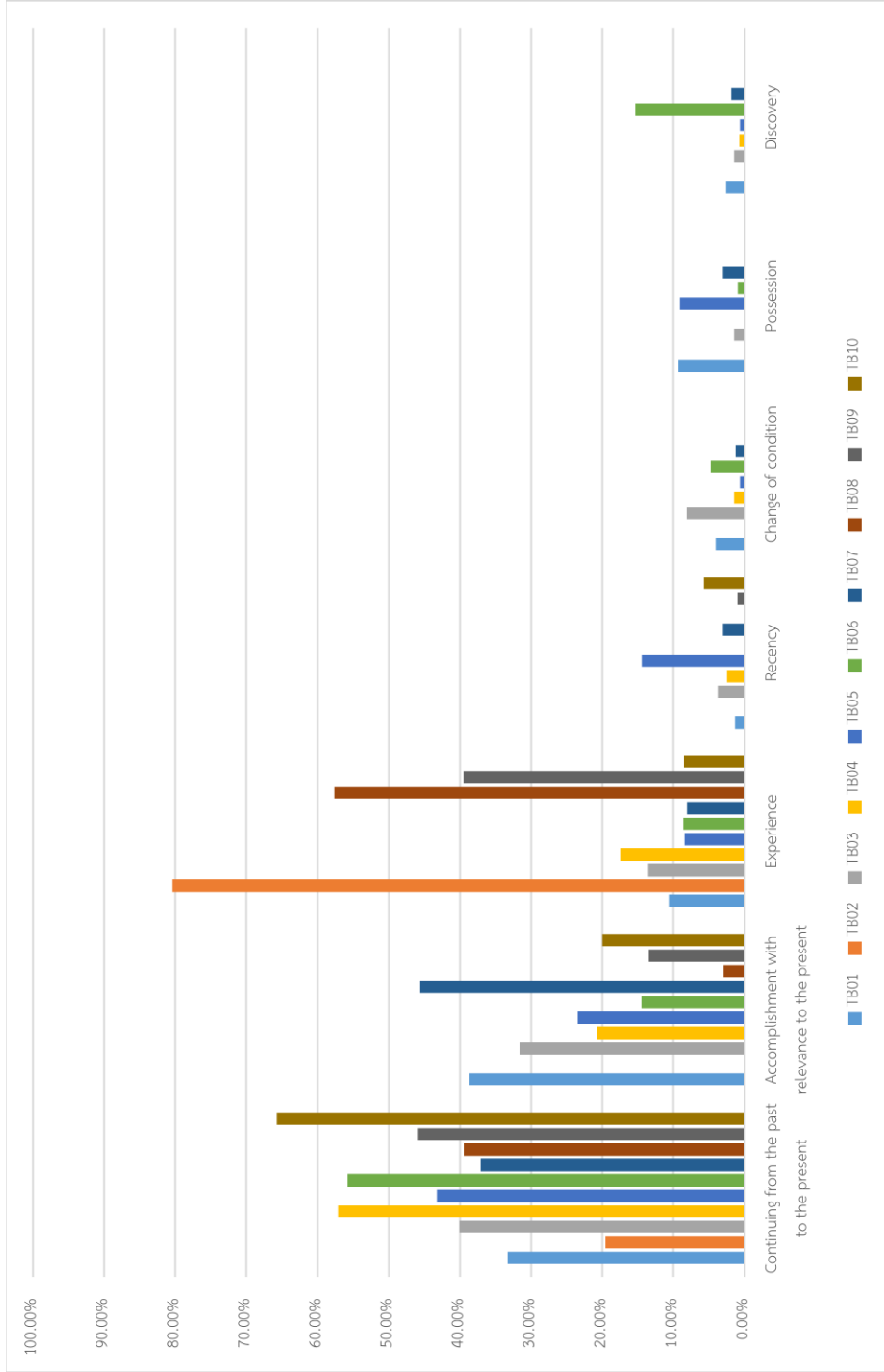
Figure 31 Breakdown of frequency and percentages of seven meaning groups in textbooks

Second, although the 'accomplishment with relevance to the present' group is the second most frequently found group of meaning in TB, it is found that this group of meaning is not included in one of the ten textbooks (TB02) and also has a low frequency in the other sampled textbook (TB08). Nevertheless, it can still be observed that a high frequency of the 'accomplishment with relevance to the present' group comes from eight out of ten textbooks, in which it can still be said that overall, textbooks tend to emphasize this group of meaning.

With regard to the 'experience' group whose frequency is also higher than 10%, it can be observed that this group of meaning is extensively highlighted in three of the sampled textbooks (TB02, TB08, and TB09). This may affect the overall frequency and percentage of this group of meaning. Still, the 'experience' group is presented in all of the sampled textbooks. Thus, it is arguable that textbooks are likely to highlight this group of meaning.

As mentioned earlier, the other four groups of the present perfect uses in TB are considered as relatively marginal. These groups include: (1) 'recency', (2) 'change of condition', (3) 'idiomatic meaning related to 'possession'', and (4) 'discovery'. It can be observed from Table 18 and Figure 31 that these groups of meanings are presented in some of the sampled textbooks, and that when they are presented, they have a low frequency. Therefore, it can be concluded that these four groups of meanings are less likely to be emphasized in the textbooks.

From the breakdown of frequencies and percentages of the present perfect uses in the individual textbooks, it can be seen that the distribution of some present perfect uses in the ten sampled textbooks is different from each other. This might affect the overall frequency and percentage of a meaning group in TB when it is taken as a whole. The interpretation of overall frequencies and percentages of the present perfect uses in TB should therefore be taken with caution.

5.3 Frequencies and distribution of the present perfect uses: a comparison

Table 19 and Figure 32 below show a comparison of frequencies of present perfect uses in general corpora (see Section 5.1) and TB (see Section 5.2). This quantitative information will be discussed in two aspects: predominance of some present perfect uses in TB and rarity of some present perfect uses in TB.

Table 19 Groups of meanings found in the corpora under study

Groups of meanings	General corpora		TB		*P*-value
	Frequency	%	Frequency	%	
1. Accomplishment with relevance to the present	617	45.37	332	24.41	<0.001*
2. Continuing from the past to the present	521	38.31	613	45.08	0.006*
3. Change of condition	71	5.22	37	2.72	0.001*
4. Experience	43	3.16	270	19.85	<0.001*
5. Recency	33	2.43	49	3.06	0.077
6. Discovery	37	2.72	28	2.06	0.264
7. Idiomatic meaning related to 'possession'	38	2.79	31	2.28	0.399
Total	1,360	100.00	1,360	100.00	

Note: *- The significance level is at p≤0.05.*

*- * indicates the group which is significantly different form each other.*
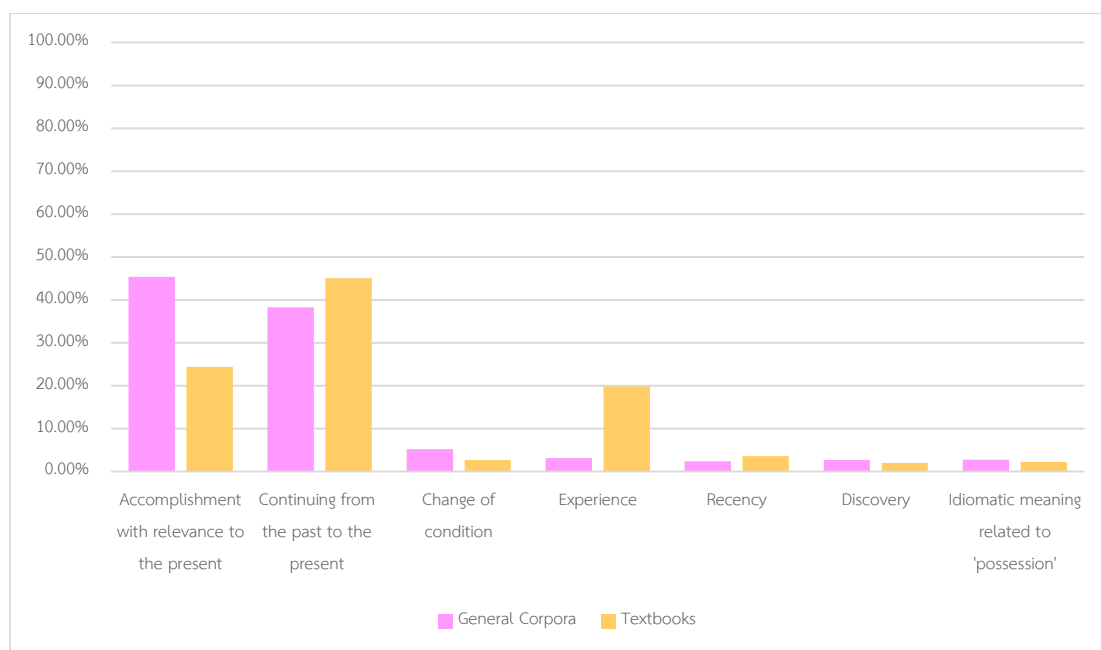
Figure 32 Distribution patterns of seven groups of present perfect meanings

5.3.1 Predominance of some present perfect uses in textbooks

It can be observed from Table 19 and Figure 32 that the core meanings of the present perfect are similar in general and textbook corpora. That is, in TB, the core meanings of the present include the groups 'continuing from the past to the present' and 'accomplishment with relevance to the present' with the percentages of 45.08 and 24.41 of the 1,360 present perfect samples, respectively. However, as shown in Table 19 and Figure 32, the rankings for these two groups of meaning swap between the two types of corpora. That is, while the groups 'accomplishment with relevance to the present' and 'continuing from the past to the present' are ranked first and second, respectively, in general corpora, the sampled textbooks exhibit 'continuing from the past to the present' as the most dominant meaning, followed

by 'accomplishment with relevance to the present'. The discrepancy of present perfect core meanings in general and textbook corpora lies not only in the ranking but also the fact that their differences in frequency are statistically significant. That is, it can be seen from Table 19 and Figure 32 that the 'continuing from the past to the present' group is significantly emphasized in TB (p=0.006) while the 'accomplishment with relevance to the present' group is significantly less than that in the general corpora (p<0.001). This suggests that although the two core meanings of the present perfect are also major in TB, there is a tendency of the 'continuing from the past to the present' group being more highlighted than the 'accomplishment with relevance to the present' group in textbooks.

In addition, the 'experience' group, which has a very low frequency in the general corpora, is significantly highlighted in TB (p<0.001). Upon a close look, as observed in Section 4.4, TB is likely to present this group of meaning with an interrogative phraseology, i.e. 'Have you ever + V?' and 'Have you + V?' (See Figure 19 in Section 4.4). That is, in TB, 159 out of 270 concordance lines illustrating the 'experience' meaning (58.89%) are all in these patterns. From a pedagogical point of view, it is possible that the emphasis of these patterns can strongly prime learners for this pattern as its association with this meaning, Hoey (2007, p. 8) explained:

We are, I argue, primed by each encounter so that when we come to use the word (or syllable or combination of words) we characteristically replicate the contexts in which we had previously encountered it.

Thereby, when learners encounter the 'experience' meaning with the patterns 'Have you ever + V?' and 'Have you + V?', they may be able to use the present perfect construction only with these patterns, while in fact, there are several other meanings and patterns of the present perfect. An example of such 'priming' for specific patterns of the present perfect can be found in Thumvichit (2016), which shows that the pattern 'Have you ever + V?' is the most frequently used present perfect pattern in the Thai Learner English Corpus (TLEC).

5.3.2 Rarity of some present perfect uses in textbooks

In addition to a remarkable frequency of the 'experience' group in TB, it has been found that some certain groups of present perfect meanings and patterns do not tend to receive much attention in the textbooks. To demonstrate, it can be seen from Table 19 and Figure 32 above that the 'accomplishment with relevance to the present' group (45.37%, $p<0.001$), which is the most frequent group of meaning in the general corpora, is significantly uncommon in TB. Hence, it seems that textbooks used in Thai universities are not likely to serve to prime Thai EFL learners with such

common uses of the present perfect as 'accomplishment with relevance to the present'.

The rarity of some present perfect uses in TB can also be found from the 'change of condition' group, and the sub-groups 'purpose' and 'sequences of action' (See Table 20 and Figure 33). However, these groups are not considered as dominant groups of meanings in the general corpora. Thus, it is possible that they may not receive much attention by textbook authors.

Table 20 Distribution of four sub-groups of 'accomplishment with relevance to the present'

Sub-groups	General corpora		TB		*P*-value
	Frequency	%	Frequency	%	
1. Completion	476	77.15	316	98.14	0.112
2. Cause-effect	33	5.25	12	3.61	0.739
3. Purpose	81	13.13	3	0.90	0.001*
4. Sequences of action	27	4.38	1	0.30	0.046*
Total	617		332		

Note: - The significance level is at p≤0.05.

- * indicates the group which is significantly different form each other.
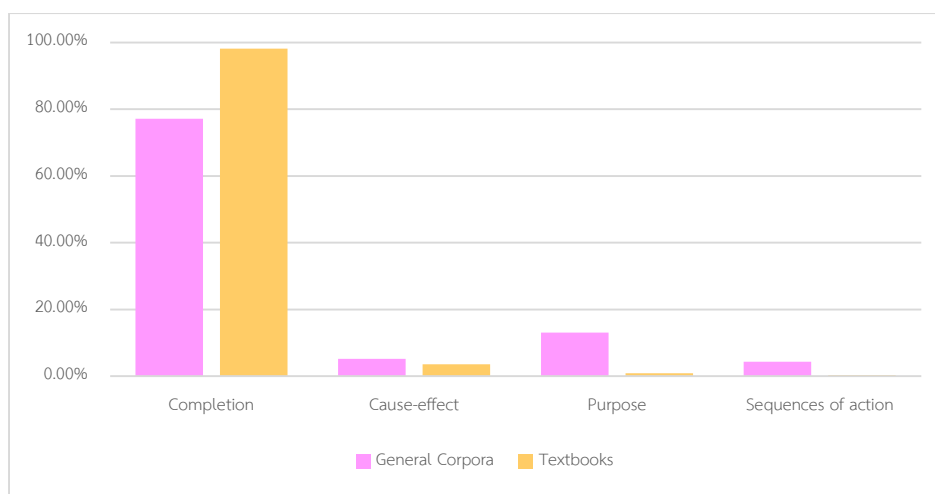
Figure 33 Distribution of four sub-groups of 'accomplishment with relevance to the present'

Overall, the predominance and rarity of some particular groups of present perfect uses in the sampled textbooks suggest a discrepancy between textbooks and the real language use to a certain extent. According to J. Richards (2001, p. 13), this might be because textbooks tend to be specially written for pedagogical purposes, and that there are other criteria to consider for developing teaching materials apart from frequency of a particular grammatical feature, i.e. simplicity and learnability:

Frequency may also compete with other criteria. The present continuous is not one of the most frequent verb forms in English, yet it is often introduced early in a language course because it is relatively easy to demonstrate and practice in a classroom context.

The researcher agrees that factors other than frequency are also important, but it must be emphasized that frequency should not be discarded in favor of simplicity and learnability. As Römer (2004) has argued, frequencies of occurrence are necessary as it can point to words and structures that are common in language use. Without frequency information, "it is difficult to decide what should be included in teaching materials" (Römer, 2004 as cited in Khojasteh & Shokrpour, 2014). This can be applied to the present study in that frequency information is important and helps textbook authors or developers see what present perfect meanings and patterns are more common than others, and hence should be highlighted in textbooks.

While the core meanings of the present perfect are argued to receive more attention in textbooks, it does not mean that the non-core meanings should be neglected. The presentation of non-core meanings and patterns is also important. Barlow (1996, p. 11) stated in his study on the patterns of reflexives that "less frequent patterns is important in moving the language learner from intermediate to more advanced levels of proficiency." In the present study, it is observed that most of the less frequent meanings and patterns are not ignored. That is, the groups 'recency', 'discovery', and 'idiomatic meaning related to 'possession'' in TB are presented corresponding to those in the general corpora. Nevertheless, the 'change of condition' group is significantly rare. Therefore, it is suggested that textbook

authors and developers pay attention to this group of meaning as it may be an important part in moving learners towards a more advanced level.

That said, it must be emphasized that the present study does not suggest that textbooks should only comply with the exact frequency of patterns and meanings found from corpora. The researcher is aware that textbooks have pedagogical purposes while general corpora contain samples of language use in different contexts. What the present study has attempted to show is that corpora are helpful in providing essential information for EFL practitioners, e.g. that there is correlation between meanings and patterns of the present perfect and that some meaning groups are more common than the others, of which EFL practitioners can make use in the development of textbooks and teaching materials.

Chapter 6

Conclusion

6.1 Summary of the study

The present study adopts a corpus-driven approach to the pattern-meaning interface of the English present perfect to study the correlation between general and textbook corpora. It is found in the present study that corpus data have demonstrated that the present perfect can be manifested through different textual patterns, and these textual patterns are associated with different meanings of the present perfect. Meanings of the present perfect that have been observed from the analysis of general corpora include: (1) 'accomplishment with relevance to the present', (2) 'continuing from the past to the present', (3) 'change of condition', (4) 'experience', (5) 'recency', (6) 'discovery', and (7) 'idiomatic meaning related to 'possession''. The study also highlights the importance of patterns in the description of the English present perfect. That is, it is found in the present study that verb types, adverbials, and the use of present tense co-texts are key to identifying the present perfect meanings.

Quantitative analysis was also conducted in the present study to examine frequencies and distribution of the present perfect meanings and patterns in general corpora. The results show that seven groups of the present perfect uses can be divided into two main categories, i.e. core and non-core meanings of the present

perfect. Core meanings of the present perfect include 'accomplishment with relevance to the present' and 'continuing from the past to the present'. The other five groups, including 'change of condition', 'experience', 'recency', 'discovery', and 'idiomatic meaning related to 'possession'', are considered non-core based on their low frequencies.

From the analysis of the sampled textbooks used by Thai universities, the present study has found that overall, meanings and patterns of the present perfect in the textbooks correspond to those in the general corpora. Semantic types of verbs in the present perfect construction are also similar. However, a small difference in verb tokens and varieties can be found in the textbooks, but this is not surprising since the textbooks may present content with different contexts from the general corpora, which contain texts from different genres and domains of use.

In addition, the textbooks also portray a similar tendency in terms of core and non-core uses of the present perfect to those in the general corpora. That is, both 'accomplishment with relevance to the present' and 'continuing from the past to the present' groups are the most dominant groups of the present perfect uses in the textbooks. However, a discrepancy between the general corpora and textbooks can still be found in terms of frequencies and distribution. For example, while the 'experience' group has a low frequency in the general corpora, it is highlighted to a significant extent in the sampled textbooks. On the other hand, the groups

'accomplishment with relevance to the present' and 'change of condition' seem to be significantly uncommon in the sampled textbooks. From the pedagogical view, the predominance and rarity of representation can more or less influence learners. That is, in case of the predominance of some particular groups of meanings, e.g. 'experience', it is possible that learners may be mainly primed for those patterns, while in fact, there are several patterns and meanings of the present perfect. In case of the rarity of representation, it is possible that it might decrease learners' opportunities to be exposed with some important uses, i.e. 'accomplishment with relevance to the present' and 'change of condition', and to learn how to use the present perfect to convey these meanings.

6.2 Implications of the study

Implications of the study can be identified in two ways: (1) pedagogical implications and (2) implications on corpus linguistics.

6.2.1 Pedagogical implications

The present study can be seen as having the following pedagogical implications. First, the results of the study shed light on the material designs in that the presentation of the present perfect construction in textbooks should not be isolated from its co-text since the study has shown that the co-texts are important in the expression of the present perfect meanings. Also, as the study provides the findings on the pattern-

meaning relationship of the present perfect, the results can be used to apply to teaching methods in that teachers can draw learners' attention to this relationship in terms of verb types, adverbials, and the importance of the present tense co-texts. The use of 'data-driven learning' in classrooms, which is an inductive approach in teaching and learning, is, therefore, supported by the results of the present study as it will allow learners to discover the patterns and meanings of the present perfect by themselves. To put simply, apart from the presentation of the present perfect in textbooks and teaching materials, teachers can provide learners a supplement task with concordance lines of the present perfect construction in order to allow learners "to read vertically," "to read fragmentarily," and "to focus on repeated events" (Tognini-Bonelli, 2001, p. 41), so that they become aware of the pattern-meaning relationship of the present perfect.

Second, frequency information is beneficial for teachers and textbook developers since it can play a role in decision-making on the weight given to each use of the present perfect to be taught or covered in grammar lessons. To illustrate, the results of the study suggest that the common uses of the present perfect, e.g. 'accomplishment with relevance to the present' and 'continuing from the past to the present', should be particularly highlighted to learners at all levels, but at the same time, the less frequent uses, e.g. 'change of condition', 'discovery', 'recency',

should perhaps receive more attention at a higher level of study because the less frequent use is an important part in moving learners towards a more advanced level.

6.2.2 Implications on corpus linguistics

The study provides a corpus linguistic contribution to an integration of English linguistic and applied linguistic research. That is, the present study has proposed a novel description of the present perfect through an investigation into corpus data, and at the same time, these corpus-informed insights were applied to an analysis of textbooks used in Thailand's universities. Also, quantitative empirical evidence has been provided, not only for developing a systematic account of core and non-core uses of the present perfect, but also for a comparison between real-life and taught grammar.
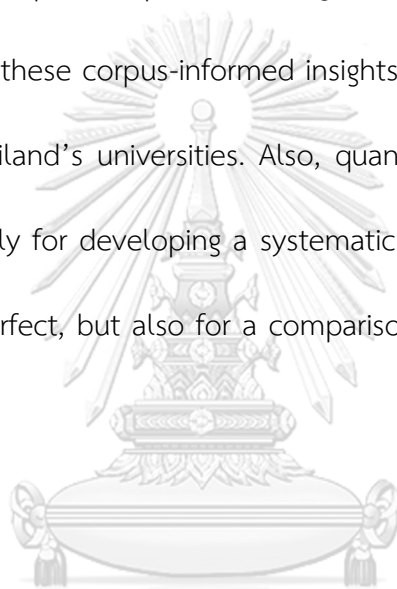
6.3 Limitations and suggestions for further studies

Since the textbooks analyzed in the present study are all from the intermediate level, further studies can investigate textbooks with various levels in order to compare how the textbooks from different levels present the present perfect meanings and patterns. In addition, further studies focusing on textbooks and other grammatical aspects will be useful.

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APPENDIX A List of textbooks used in universities in Thailand

Title	Year	Author(s)	Publishers
New Language Leader Upper Intermediate	2015	David Cotton, David Falvey, and Simon Kent	Pearson Education Limited
Cambridge English Empower Intermediate	2015	Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, and Peter Lewis-Jones	Cambridge University Press
Life Pre-Intermediate	2013	John Hughes, Helen Stephenson, and Paul Dummett	Cengage Learning
New Headway: Intermediate B1	2012	Liz and John Soars	Oxford University Press
Stretch 3	2014	Susan Stempleski	Oxford University Press
Cutting Edge Intermediate	2016	Surah Cunningham, Peter Moor, and Jonathan Bygrave	Pearson Education Limited
Four Corners 2	2011	Jack C. Richards, and David Bohlke	Cambridge University Press
Speak Now 2	2012	Jack C. Richards, and David Bohlke	Oxford University Press
Touchstone 3	2014	Michael McCarthy, Jeanne McCarten, and Helen Sandiford	Cambridge University Press
Viewpoint 1	2012	Michael McCarthy, Jeanne McCarten, and Helen Sandiford	Cambridge University Press

APPENDIX B Inter-raters' identification of present perfect meanings

Part 1: British English 2006 (BE2006)

		Rater 1	Rater 2	Rater 3
1.	British brand DAKS and London Fashion Week favourite Giles Deacon **have announced**, after only three seasons, that they're no longer going to be producing Giles' luxury women's wear collection.	Completion	Completion	Completion
2.	At different times in my life I **have attended** Anglican and Roman Catholic schools, worshipped in a variety of churches and been employed by the Church of England.	Persistence	Persistence	Persistence
3.	Since Sussex University agreed to house the Mass-Observation Archive in 1970, three individual diaries have been edited for publication as well as numerous diary extracts **have been published** in M-O anthologies and academic publications.	Cause-effect	Cause-effect	Cause-effect
4.	Many people **have said** we'd never make any breakthroughs in politics until we had more policies.	Completion	Completion	Completion
5.	Although Malcolmson's and Searby's approach to editing the diaries is conventional, they **have supplemented** the diary with extracts from other personal writing.	Completion	Sequences of action	Completion

		Rater 1	Rater 2	Rater 3
6.	The lecturer reveals how many students **have voted** for each option and then there can be a debate about which is the correct answer.	Sequences of action	Sequences of action	Sequences of action
7.	Is she still in the lavatory? **Have** you **checked**?	Completion	Persistence	Completion
8.	The plan, details of which **have been leaked** to The Daily Telegraph, envisages that Euronext shareholders would own 50pc of the top holding company, with the remaining 50pc owned by Deutsche Brse and Borsa Italiana.	Completion	Change of condition	Completion
9.	EU countries **have been given** the option of allowing product placement in most genres of commercial television, but not for news, sport, children's programming, and current affairs.	Completion	Completion	Completion
10.	These are representative of the alkane, aromatic and alcohol solvents that some of the authors **have** previously **investigated** in SRNF experiments.	Completion	Repeatedness	Completion
11.	The story must not have been entered in or won a prize in any other competition anywhere in the world or **have been** previously **published**.	Completion	Persistence	Completion
12.	Military chiefs **have warned** Taliban troops may launch a major offensive next year after re-arming in the winter.	Completion	Change of condition	Completion

		Rater 1	Rater 2	Rater 3
13.	Senior staff from this Office **have held** regular liaison meetings with the Director General of IND (now the Chief Executive of its successor body, the Border and Immigration Agency).	Repeatedness	Repeatedness	Repeatedness
14.	Cultural differences between students from the Far East and the West, and the impact on student interaction and participation **have been documented.**	Completion	Cause-effect	Completion
15.	The government **has admitted** an outbreak is significantly more likely after cases were confirmed in France.	Completion	Change of condition	Completion
16.	Pargeter **has arrived** from Pemberley.	Recency	Recency	Recency
17.	In comparison, it **has been reported** that mono-aldehyde (H) can be produced from (G) in 70% yield using 66 mole equivalents of manganese dioxide in chloroform [21].	Discovery	Discovery	Discovery
18.	But the Mayor has been strongly criticised for his plan to use public funds, continuing his battle with the council when a compromise deal **has been suggested**.	Completion	Persistence	Completion
19.	Much **has been written** about how black women's voices have had an impact upon the discourses of feminism.	Repeatedness	Repeatedness	Repeatedness

		Rater 1	Rater 2	Rater 3
20.	For this reason, EU governments have committed themselves to an increase in investment in research to 3% of GDP within the decade and the UK government **has developed** a ten-year investment framework for science and innovation.	Cause-effect	Cause-effect	Cause-effect
21.	So, in his discussion of creation in Systematic Theology, Vol. 2, Jenson recapitulates what he **has said** in Systematic Theology, Vol. 1 and extends it.	Completion	Repeatedness	Completion
22.	It **has said** it will pay an extra 10 for each share if its ongoing litigation to regain control of its Polish business is successful.	Purpose	Purpose	Purpose
23.	But, like I say, something terrible **has happened**.	Completion	Completion	Completion
24.	Holmes **has held** meetings with Cooper and claims the minister privately admits the reason Labour builds so few council houses is because it does not want to borrow and break Brown's golden rule.	Completion	Sequences of action	Completion
25.	But a mad German scientist (Wallace Shawn) **has invented** an alternative energy source (and a psychedelic drug) from the ocean.	Completion	Completion	Completion

		Rater 1	Rater 2	Rater 3
27.	He **has** also **denied** four charges of possessing replica guns without a certificate and one of possessing a double-barrelled 12-bore shotgun without a certificate.	Completion	Completion	Completion
28.	BBC Worldwide plans to end the system whereby you need one player for BBC, one for Channel 4 and so on and **has announced** a partnership that should see its new iPlayer, codenamed Kangaroo, become a one-stop shop for online television.	Completion	Purpose	Completion
29.	The only disappointment so far is that Jane Woodward's husband **has arranged** a family holiday in Vietnam so we won't have Shades of Cashmere yam at the show.	Cause-effect	Cause-effect	Cause-effect
30.	Even though the plan **has been approved**, we keep improving it and adding to it and we hope to spend our grant money on installing new cycle shelters so the children can bike to school.	Completion	Completion	Completion
31.	The language convenient to the computer **has been structured** according to mathematicians' habits of thought in the first place.	Completion	Discovery	Completion

		Rater 1	Rater 2	Rater 3
32.	AAM results show storming recovery ABERDEEN Asset Management **has completed** the latest stage in its remarkable recovery from near collapse just four years ago, with record new business levels, a 118 per cent rise in profits, and a prediction of a strong year to come.	Completion	Sequences of action	Completion
33.	Yet the Government has admitted that its official 'rescue' scheme **has failed**.	Completion	Completion	Completion
34.	But a government body regulating the use of healthcare products, **has** now **issued** new advice that some departments are so distant from equipment that there is no risk from mobile phones.	Completion	Completion	Completion
35.	We**'ve** already **said** it's your turn next.	Completion	Recency	Completion
36.	We**'ve printed** the photograph, sir.	Completion	Completion	Completion
37.	I'm disgusted with the things I**'ve said**	Completion	Experience	Completion
38.	He**'s been told** that when he comes home from Afghanistan, he will not be able to go on leave.	Completion	Discovery	Completion
39.	The NAO said it was not possible to make an overall assessment of the benefits that **have resulted** from the money spent on consultants, partly because departments rarely collect information on what has been achieved.	Cause-effect	Sequences of action	Cause-effect

		Rater 1	Rater 2	Rater 3
40.	Examples where the internal reflection configuration is chaotic or reflection-free are likely to result from cases where no internal layering **has developed**, or it has not been imaged.	Cause-effect	Repeatedness	Cause-effect
41.	We **have performed** the following experiment to test the integration layouts of Hardin and Sloane [26] and Fliege and Maier [27].	Purpose	Purpose	Purpose
42.	They **have strengthened** the requirement to consider all available evidence and the likelihood of prosecution before proceeding to interview under caution.	Purpose	Change of condition	Purpose
43.	Rather than creating a new database to store the duplicate information, some systems **have been built** to find up-to-date expertise information by monitoring users' emails.	Purpose	Purpose	Purpose
44.	Media and communications discussion **has been provided** to overcome the negative press that can surround transport schemes.	Purpose	Purpose	Purpose
45.	In Region B it is envisaged that a mixture of viscous flow and diffusion exists and a new model **has been developed** to aid interpretation over this region.	Purpose	Cause-effect	Purpose
46.	Values of 1 SEM and 1.96 SEM **have been recommended** for determining the MID-D.	Purpose	Purpose	Purpose

		Rater 1	Rater 2	Rater 3
47.	And no such committee shall proceed to business until the said declaration **has been signed** by each of such members.	Sequences of action	Change of condition	Sequences of action
48.	Though thousands of people are already past retirement age, struggling without their pensions, and many more **have** already **died** leaving widows without financial provision, the Government's Financial Assistance Scheme, set up two years ago, has paid out to only a few hundred.	Persistence	Persistence	Persistence
49.	They made straight for the tops of the nearest trees; they and their successors **have stayed** around those parts ever since.	Persistence	Repeatedness	Persistence
50.	Some students believe that they **have understood** a particular concept but then produce work which shows evidence to the contrary.	Persistence	Persistence	Persistence
51.	Critics say the reforms, which **have been** in preparation since the late 1990s, have been overwhelmed by the recent surge in binge drinking among young people, especially women under 25, who are being admitted to hospital for alcohol-related problems in growing numbers.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
52.	There **have been** numerous cases of abuse of power and transgression of lawful authority on both sides.	Persistence	Discovery	Persistence
53.	Where **have** you **been** all my life?	Persistence	Repeatedness	Persistence
54.	Iraqi leaders **have shown** their ability to stay together in the face of strong provocation.	Persistence	Repeatedness	Persistence
55.	Market background Global air traffic rebounded strongly in 2004, though air fares **have remained** under strong downward pressure from vigorous competition.	Persistence	Persistence	Persistence
56.	Since it started in 2003, over 1,600 businesses **have claimed** support, totalling more than 130 million.	Completion	Completion	Completion
57.	We **have defined** East London as comprising six boroughs fanning out from the city eastwards north of the river Thames to the M25 motorway.	Persistence	Persistence	Persistence
58.	London **has been considered** a success in terms of reducing congestion, the primary objective, although revenue has been lower than expected.	Persistence	Persistence	Persistence
59.	Western media carping about the Darfur and Tibet **has been portrayed** in Chinese state and more significantly non-state media as nothing more than opportunistic hubris.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
60.	Generally, but not always, selection of a suitable primary school **has been seen** as relatively non-problematic; concerns about education increase as the eldest child approaches the primary/secondary transition.	Persistence	Discovery	Persistence
61.	The ICQ **has been shown** to have adequate factor structure, internal consistency, and testretest reliability and is convergent with other questionnaire ratings of temperament.	Persistence	Persistence	Persistence
62.	Throughout history, it **has been understood** that wars make unique demands on those who fight them.	Repeatedness	Repeatedness	Repeatedness
63.	Marc said he felt sorry for Sarah, despite the fact she **has branded** him a cheat and a liar.	Persistence	Recency	Persistence
64.	The men and women of the British National Party are motivated by love and admiration of the outpouring of culture, art, literature and the pattern of living through the ages that **has left** its mark on our very landscape.	Persistence	Cause-effect	Persistence
65.	This **has left** Jersey with a low tax revenue take of 11.34% of GNI.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
66.	He **has maintained** that social theory should embody features of practical social life and that the proper purpose of theory is to enable practitioners to develop better understandings of that life.	Persistence	Purpose	Persistence
67.	Marxism and Christianity contains the condemnation of the capitalist mode of organization that **has persisted** in his work.	Persistence	Persistence	Persistence
68.	Evan Parker, the British jazz revolutionary who started rewriting the sax-vocabulary book nearly 40 years ago, **has played** a crucial role in this evolution.	Persistence	Persistence	Persistence
69.	Reason tells me that my memory **has played** tricks on me, but it's still hard.	Persistence	Persistence	Persistence
70.	As things stand, Hefce's careful and discreet monitoring of troubled universities **has proved** successful - and if it ain't broke, why ask the market to fix it?	Persistence	Discovery	Persistence
71.	It focuses on the changing relations between Christianity and society and looks, in particular, at the ways in which Christianity **has related** to power.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
72.	This is the mark of a true bureaucracy whether or not you engage with it does not matter, it **has satisfied** an internal process and just carries on to its next hapless victim.	Persistence	Repeatedness	Persistence
73.	From its inception, the MCB **has been** a pioneer in creating a space for the many rich traditions of Islam.	Persistence	Persistence	Persistence
74.	I**'ve been** a civilian seven years.	Persistence	Experience	Persistence
75.	I**'ve been** the victim of this kind of betrayal more times than I care to remember.	Persistence	Repeatedness	Persistence
76.	She**'s been** really nice to me.	Persistence	Experience	Persistence
77.	Small parties benefit: at the last election seats were won by the Greens and the right-wing UK Independence Party (UKIP), which **have** never **elected** an MP.	Persistence	Persistence	Persistence
78.	We **have** never **been** interested in Veloso at any stage.	Persistence	Experience	Persistence
79.	That **has not stopped** people making the absurd comparison.	Persistence	Persistence	Persistence
80.	The Code has been in operation for only a short time and we lack any firm evidence to suggest why the volume of complaints **has not been** as high as we anticipated.	Persistence	Completion	Persistence

		Rater 1	Rater 2	Rater 3
81.	Unlike many professional sportsmen on tour, I**'ve** never **suffered** from homesickness when abroad.	Persistence	Experience	Persistence
82.	This year alone the mycobacterial research team **has published** 25 peer-reviewed papers, including a number in prestigious journals.	Repeatedness	Repeatedness	Repeatedness
83.	When people **have become** a little deluded by a whiff of power, no matter how trifling, they can start to exhibit knee-jerk reactions and even make up rules and regulations of their own.	Change of condition	Change of condition	Change of condition
84.	Eat for life The BHF website **has become** a significant feature of our work with young people.	Change of condition	Completion	Change of condition
85.	The truth is that flying **has become** one of the most miserable experiences in modern life.	Change of condition	Change of condition	Change of condition
86.	In 2003, Marks and Spencer announced plans to gradually reduce the amount of peat used to grow flowers and plants, and since then **has increased** the amount of non-peat growing media.	Change of condition	Change of condition	Change of condition
87.	In 2004, for the first time, the region attracted more investment projects than any other city-region in Scandinavia and it **has become** a European hub for investment in IT, telecoms and electronics and life sciences.	Cause-effect	Cause-effect	Cause-effect

		Rater 1	Rater 2	Rater 3
88.	Bulimia can occur in people who **have experienced** physical illness or sexual abuse.	Cause-effect	Cause-effect	Cause-effect
89.	Henry **has heard** that early onset tends to indict the paternal gene.	Experience	Experience	Experience
90.	Aye, yer do make them up, yer tell the worst jokes I**'ve** ever **heard**.	Experience	Experience	Experience
91.	The Bank of England controls, or at least heavily influences, the price of very short-term money, and we **have** just **seen** that come down a little.	Recency	Recency	Recency
92.	October 23rd Miss Caroline **has** just **entered** the Library, where I have been writing.	Recency	Recency	Recency
93.	I**'ve** just **listened** to [Sarah] crying down the phone.	Recency	Recency	Recency
94.	Analysts **have found** that such variables influence information processing.	Discovery	Discovery	Discovery
95.	Three years on and the Health Commission **has found** that mental health service users are still not getting equal treatment within the NHS.	Discovery	Recency	Discovery
96.	A huge fossilised sea scorpion claw, 46cm in length, **has been found** in south-west Germany by palaeontologist Markus Poschmann of Mainz Museum.	Discovery	Discovery	Discovery
97.	I**'ve got** a friend who could do your colours for you.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession

		Rater 1	Rater 2	Rater 3
98.	I**'ve got** an incredibly busy morning and - She stood up and Seb stood with her.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession
99.	It's not as if I**'ve got** anyone to spend it on since you blew up my husband and my boy.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession
100.	Dad**'s got** this fab pencil sharpener clamped to his desk.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession
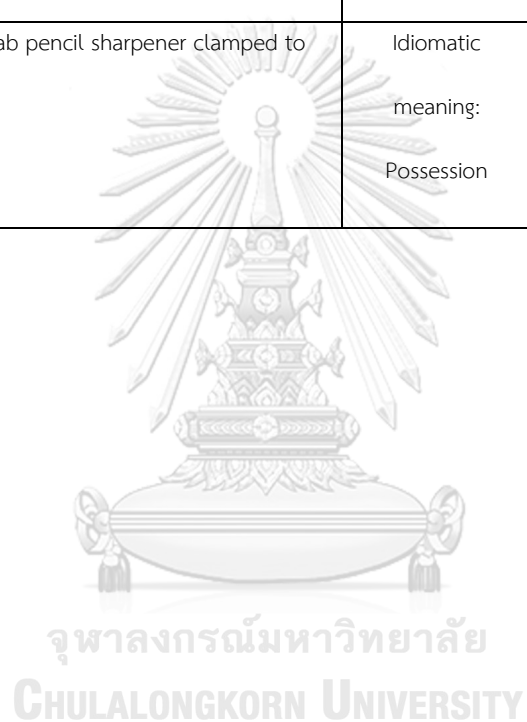
Part 2: American English 2006 (AME2006)

		Rater 1	Rater 2	Rater 3
1.	So-called values voters also **have been buffeted** by the scandal involving Foley's lewd computer messages to former House pages.	Completion	Completion	Completion
2.	Similar proposals **have been introduced** in seven other states.	Persistence	Persistence	Persistence
3.	They say the amnesty didn't go far enough to include insurgents who **have killed** Iraqis or foreign troops.	Completion	Completion	Completion
4.	While both companies **have made** progress, much more needs to be done.	Sequences of action	Sequences of action	Sequences of action
5.	These two men **have paid** enough for their mistakes.	Persistence	Persistence	Persistence
6.	The employers **have participated** at all levels of planning, design and testing, in conjunction with the federal government.	Completion	Completion	Completion
7.	Surveys conducted by non-Muslims **have produced** much lower estimates, some in the neighborhood of only two million or three million.	Completion	Repeatedness	Completion
8.	In addition, they **have tested** a variety of means to further reduce emissions, such as alternative and low-sulfur fuels, post-combustion catalysts and particulate filters.	Purpose	Purpose	Purpose
9.	**Have** they **talked** to Peter?	Completion	Experience	Completion

		Rater 1	Rater 2	Rater 3
10.	His arguments **have** already **been reproduced** in the Wall Street Journal, National Review and The New Criterion; by Accuracy in Media; and by pundits like Michael Barone.	Completion	Completion	Completion
11.	Among the many books that **have been published** on 9-11 in less than five years, only a few argue that 9-11 was more than a devastating terror attack and a declaration of war.	Discovery	Discovery	Discovery
12.	What piece of gossip **have** you **read** about yourself that you only wish had been true?	Completion	Experience	Completion
13.	She lives by the slogans and catchphrases used to sell products and hype celebrities, even though it is clear she **has dropped out** of the culture itself; she has no car of her own, after all, but is reduced to bumming rides from other people.	Completion	Discovery	Completion
14.	Baker, current president of the National Association of Attorneys General, counters that he **has accomplished** a great deal.	Completion	Completion	Completion

		Rater 1	Rater 2	Rater 3
15.	After all, Bonds **has admitted** that he used "the clear" and "the cream," substances he claims he thought were flaxseed oil and some kind of emollient, only later to discover that they were actually steroids.	Completion	Discovery	Completion
16.	Incubated by the foundation over five years, TrustAfrica **has** already **convened** innovative African leaders who are addressing the violence, discrimination and economic isolation that impact many nations on the continent.	Completion	Completion	Completion
17.	Adobe **has asked** the EU to examine Microsoft's inclusion in Vista of new Microsoft programs that perform functions similar to Adobe's, at no cost to consumers.	Completion	Completion	Completion
18.	In Sennett's (1998) study of bakery workers, the potential for pride and satisfaction in the craft of baking **has been eliminated** through computerization.	Completion	Discovery	Completion
19.	But that does not mean that Florida's insurance system **has been fixed**.	Completion	Completion	Completion
20.	Early in the film we learn that the Beast, once a prince, **has been punished** for his selfishness, because he offended a blonde enchantress who was at the time disguised as an old woman.	Cause-effect	Cause-effect	Cause-effect

		Rater 1	Rater 2	Rater 3
21.	The RNC **has built** a get-out-the-vote machine renowned for its sophisticated technology and targeting of potential supporters.	Completion	Completion	Completion
22.	"He **has carved out** a sizable space for cultural expression [for] many Cuban artists and writers since he became minister of culture," says Julia Sweig.	Completion	Completion	Completion
23.	Someone **has come** for her - someone is here!	Completion	Recency	Completion
24.	Training NATO **has created** three anti-trafficking awareness training modules for all troops, commanders, and military police personnel.	Completion	Completion	Completion
25.	Instead of raising taxes on health insurance, the administration **has decided** to cut taxes on out-of-pocket spending.	Completion	Completion	Completion
26.	Indeed, it could be argued that over the course of his nine books of poetry, he **has developed** a method of writing political poems in which an unusually labile lyric sensibility moves among historical and current events.	Persistence	Persistence	Persistence
27.	Because many of its female workers are in their childbearing years, the company **has developed** wellness programs aimed at ensuring healthy pregnancies and babies.	Purpose	Purpose	Purpose
28.	The ILWU **has participated** in these forums as well.	Completion	Completion	Completion

		Rater 1	Rater 2	Rater 3
29.	She also **has produced** numerous advertising and product images in her characteristic hyperpolished style for clients from Procter & Gamble to DreamWorks to Smirnoff.	Completion	Completion	Completion
30.	A permanent international criminal court shows promise, though the United States **has refused** to join it because it does not want Americans to fall under its jurisdiction.	Completion	Completion	Completion
31.	To his credit, Chief Hurtt **has refused** to respond in kind, saying only that he is "really disappointed that the character displayed was not more professional.	Completion	Completion	Completion
32.	Whether the I.R.S. **has responded** to those complaints is unknown; the agency is barred by law from disclosing its investigations.	Completion	Completion	Completion
33.	But Syria, seeking to make mischief, **has said** that it is Lebanese, and it certainly is not Israeli.	Purpose	Purpose	Purpose
34.	Given that the President **has said** there are currently no prisoners in the special CIA interrogation program, we are uncertain of the urgency in passing this legislation right now.	Completion	Completion	Completion

		Rater 1	Rater 2	Rater 3
35.	Representative Henry Waxman, top Democrat on the House Government Reform Committee, **has sent** a letter to Labor Secretary Elaine Chao--whose department oversees the MSHA--arguing that if the inspector notes for the Sago citations had been disclosed, "it is possible that lifesaving reforms could have been identified and put in place.	Completion	Purpose	Purpose
36.	I just want to know two things, God - first, that I 'm going to be forgiven for every stupid thing I**'ve** ever **said or done**, and second, that I 'm going to be in heaven with you if I never live to see another day.	Sequences of action	Sequences of action	Sequences of action
37.	As he opened it, Bradley dissolved into tears, muttering, "Oh, God, what**'s happened**?	Completion	Completion	Completion
38.	You might even say she**'s rescued** me.	Completion	Experience	Completion
39.	In discussing Islamic fundamentalism and neoliberal capitalism as two key features of globalization that **have resulted in** transnational feminist responses, I bring together topics that are usually discussed separately.	Cause-effect	Cause-effect	Cause-effect

		Rater 1	Rater 2	Rater 3
40.	Clearly, the Labor Ministry says, many of the construction workers **have quit** Poland to work abroad, lured by higher wages yet they register as unemployed back home in order to remain in the state health insurance system and receive other benefits.	Purpose	Purpose	Purpose
41.	FTM spectroscopy **has been used** with good success in the past nine years by our group to detect a large number of molecules of astronomical interest: more than 130 by late 2005.	Purpose	Persistence	Purpose
42.	The administration **has invoked** a similar "preventive" rationale to defend the use of cruel, inhuman, and degrading treatment to interrogate al-Qaeda.	Purpose	Purpose	Purpose
43.	Fighting Bird Flu in China Safeguard **has joined** with the Red Cross Society of China to educate the public about prevention and transmission of bird flu and to reduce bird flu's threat to communities.	Purpose	Purpose	Purpose
44.	Now that Watada **has been charged**, the next step is for an Army officer to conduct a pretrial inquiry known as an Article 32 investigation, which is similar to a grand jury investigation in civilian criminal courts.	Sequences of action	Sequences of action	Sequences of action

		Rater 1	Rater 2	Rater 3
45.	I **have** always **understood** that it is in the escape provided by these 843 acres that real beauty lies.	Persistence	Persistence	Persistence
46.	You **have been married** a week or two now.	Persistence	Persistence	Persistence
47.	Both forms of participation **have been shown** to be indicators of classroom engagement and predictors of achievement.	Persistence	Cause-effect	Completion
48.	For example, the answer to a rebus puzzle was "CSI: Miami," and the tribal names of this season's "Survivor: Cook Island" **have come** into play.	Completion	Completion	Completion
49.	Of course there were earlier maps, but they **have disappeared**.	Persistence	Persistence	Completion
50.	These principles **have helped** the Company develop and retain extraordinary executive talent.	Repeatedness	Repeatedness	Repeatedness
51.	It's 10 o'clock in the morning in this village outside Johannesburg, home to some 300 children, many of whom **have lost** their parents to AIDS.	Persistence	Persistence	Persistence
52.	"I **have loved** you from the very first moment," he tells her blandly.	Persistence	Experience	Persistence
53.	The initiatives **have been** successful in some places, but, for a variety of reasons, less so in others.	Persistence	Discovery	Persistence

		Rater 1	Rater 2	Rater 3
54.	Traditionally, those trends **have been** the key to lifting living standards for everyone -- the cornerstone of a stable, successful society.	Persistence	Persistence	Persistence
55.	If students do not enter into the online classroom - do not post a contribution to the discussion - the instructor has almost no way of knowing whether they **have been** there.	Persistence	Persistence	Experience
56.	Plates **have been described** as rigid but this implies long-term and long-range strength.	Persistence	Discovery	Persistence
57.	Hugh Johnson, chairman of Johnson Illington Advisors in Albany, N.Y., said that although it's true the sin sectors **have outperformed** the broader market in recent years, there's no assurance that will continue.	Persistence	Persistence	Persistence
58.	Although that is a misrepresentation of the tradition, it is important to recognize that contemporary practitioners of the Orisha traditions in the United States, Cuba, and even Nigeria **have** all **been influenced** by the Western colonial project and are familiar with at least the popular rendition of Western Christian theological and philosophical concepts.	Persistence	Persistence	Persistence
59.	So far, none of the 1,005 people executed since the U.S. Supreme Court reinstated the death penalty in 1976 **have been proven** innocent using DNA.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
60.	No member of an armed force is eligible to serve as a member of a military commission when such member is the accuser or a witness for the prosecution or **has acted** as an investigator or counsel in the same case.	Persistence	Persistence	Completion
61.	It **has been administered** for the last 60 years by the International Tracing Service, an arm of the International Committee of the Red Cross, which helped people locate information on lost relatives who perished under the monstrous Nazi regime.	Persistence	Repeatedness	Persistence
62.	In addition, although sociologists, anthropologists, and feminists have long recognized the family as a social institution, the study of gender in the family **has been excluded** from research in this area.	Persistence	Persistence	Persistence
63.	The concern **has been motivated** in part by a divergence between appreciation shown in the OFHEO index and house price growth reflected in a "constant-quality" index produced by the Census Bureau.	Persistence	Persistence	Cause-effect
64.	The "God's-eye view" of reality that was the earlier ideal of scientific materialism **has been replaced** by the ideal of the "view from nowhere.	Persistence	Sequences of action	Change of condition

		Rater 1	Rater 2	Rater 3
65.	Couric's NBC assignments in recent years have included myriad interviews with tough subjects -- and she **has** consistently **shown** herself to be up to the challenge, whether the interview is a world leader or a shaken survivor of the Columbine High shooting.	Persistence	Persistence	Persistence
66.	This **has included** the production of at least two documentary films by Westerners on bissus.	Persistence	Persistence	Persistence
67.	The old place has gone, but Wood **has kept** their stories.	Persistence	Persistence	Persistence
68.	The Dallas-based Vice Fund **has left** political correctness to others and boldly gone where other mutual funds fear to tread - Sin City.	Persistence	Change of condition	Persistence
69.	He **has left** the morbid world of Only Black behind and now embraces other colors of the spectrum.	Sequences of action	Sequences of action	Sequences of action
70.	The closure principle **has proved** to be a useful hypothesis for the investigation of a wide range of interactions among physical phenomena.	Purpose	Purpose	Purpose
71.	He is a Key Scholar and vice president of the National Honor Society, and he **has worked** as a tutor; "Imagination is more important than knowledge.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
72.	Easy parking **has** always **been** a selling point for indoor malls, a contrast to downtown districts that struggle with issues of paid parking, street parking and reserved spaces.	Persistence	Repeatedness	Persistence
73.	In an open letter to President Bush and Congress last week, more than 500 prominent economists, including five Nobel laureates, proclaim that "immigration **has been** a net gain for American citizens.	Persistence	Persistence	Persistence
74.	Thus, the quasimystical quest of earlier scientists to view God's creation from God's own perspective **has been replaced** by the ideal of viewing a mindless, meaningless universe from a nonhuman, purely objective perspective.	Persistence	Change of condition	Change of condition
75.	The prevention of disease **has** long **been based** implicitly on taking action on the assumption that a disease is caused by a factor that can be controlled.	Persistence	Persistence	Persistence
76.	Gestalt therapy **has** long **been used** with success in the treatment of substance abuse.	Persistence	Repeatedness	Repeatedness
77.	Unfortunately, America **has been overwhelmed** by the mantra that the enemy is always the government or the state.	Persistence	Persistence	Change of condition

		Rater 1	Rater 2	Rater 3
78.	"I**'ve** always **believed** that people who work hard get what they deserve, and Russell is as hard a working rider as there ever was," Hollendorfer said.	Persistence	Experience	Persistence
79.	Think you're so much better than everyone else around here, just because you have all that land and because you**'ve been** in this county since creation.	Cause-effect	Cause-effect	Cause-effect
80.	"It**'s been** a very long and horrible week trying to write an impact statement that will have no impact," Mattera said yesterday.	Persistence	Persistence	Persistence
81.	They **have not obtained** judicial review of their habeas claims.	Persistence	Recency	Completion
82.	They **have not been** able to hit big, symbolic targets, especially ones involving Americans.	Persistence	Persistence	Persistence
83.	He just **hasn't slept** for a couple of days.	Persistence	Persistence	Persistence
84.	A mix of social, political, and economic stimuli caused each of these religious awakenings, but it is worth noting that Islam **has not been** alone in witnessing a powerful welling up of fundamentalism.	Persistence	Persistence	Persistence
85.	Ehrlich's results **have been questioned** over the years.	Repeatedness	Repeatedness	Repeatedness

		Rater 1	Rater 2	Rater 3
86.	Hirschman, who **has been arrested** numerous times in social protest, was a notable supporter of Gonzalez, the then-president of the Board of Supervisors and Green Party member who was Newsom's chief opponent in the 2003 mayor's race.	Repeatedness	Repeatedness	Repeatedness
87.	Many other people, in turn, **have become** atheists as a result of the influence of such luminaries.	Change of condition	Change of condition	Change of condition
88.	It is clear, though, that both Bush and his war **have become** unpopular, even in communities where, as the joke goes, they like both kinds of music: country and western.	Change of condition	Change of condition	Change of condition
89.	His grandfather also taught him to play golf, which **has become** an important part of his life.	Change of condition	Completion	Change of condition
90.	The law school generally maintains a gender balance in its student body, even as the number of women **has grown** in the last few years.	Change of condition	Persistence	Change of condition
91.	Such a view **has become** fashionable in recent efforts to historicize psychoanalysis.	Change of condition	Change of condition	Change of condition
92.	I **have seen** exquisitely dressed African ladies selling 20 kilos of graded tanzanite, old men flashing a handful of two- to four-carat faceted tsavorites.	Experience	Experience	Experience

		Rater 1	Rater 2	Rater 3
93.	After having taught for more than a decade in postsecondary institutions in various cities in Canada and the United States, I **have** often **heard** and read comments like the ones Luisa mentions in the preceding quotation.	Experience	Persistence	Experience
94.	I don't think I**'ve** even **heard** of them.	Experience	Experience	Experience
95.	This was unlike any junior-high game I**'ve** ever **witnessed**, before or since.	Experience	Experience	Experience
96.	I'm sitting with my legs straight out on an examining table at the Georgia Warm Springs Polio Foundation, where I **have** just **arrived**.	Recency	Recency	Recency
97.	A couple of states over in Arizona for example, there's Frank Lloyd Wright's Taliesin West, James Turrell's Roden Crater, Paolo Soleri's Arcosanti; and Jeff Bezos, the Amazon.com billionaire, **has** recently **bought** 239,000 acres of land north of Marfa where he intends to build a spaceport.	Recency	Recency	Recency
98.	ADM **has broken** ground on new plants in Cedar Rapids, Iowa, and Columbus, Neb., that will add 550 million gallons in yearly production.	Discovery	Discovery	Discovery
99.	Often, people want to get you something, and I **have found** you can never have too many journals.	Discovery	Discovery	Discovery
100.	But hey, let me know next time you**'ve got** a show on.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession

Part 3: Textbooks

		Rater 1	Rater 2	Rater 3
1.	Michael **has finished** the project.	Completion	Completion	Completion
2.	As many as two in five people annoyed by noise have complained to their council or the police, while one in four **have complained** directly to neighbours.	Completion	Sequences of action	Completion
3.	Deborah Tannen **has written** several books on communication.	Completion	Completion	Completion
4.	I know, we**'ve** already **cleared out** the cupboards.	Completion	Completion	Completion
5.	One holiday operator has filled all the places on its spa holidays in Spain for this season, but they **have sold** only half of their available luxury breaks in Egypt.	Completion	Completion	Completion
6.	Well, **have** you **looked** through all your pockets?	Completion	Persistence	Completion
7.	What **have** they **added** to traditional taiko drumming in the United States?	Completion	Persistence	Completion
8.	Projects such as the Project Protection des Gorilles 6 **have rescued** young gorillas.	Completion	Completion	Completion
9.	The director Baz Luhrmann says that in his career he **has achieved** many of the dreams he had as a kid.	Completion	Persistence	Completion
10.	Besides his work in Africa, Fay **has done** extensive conservation work in North America.	Completion	Completion	Completion

		Rater 1	Rater 2	Rater 3
11.	And in Gabon, the government **has created** thirteen new national parks covering 26,000 square kilometres of forest.	Completion	Change of condition	Completion
12.	Paul Simon **has worked** with artists Ladysmith Black Mambazo.	Completion	Completion	Experience
13.	Fay **has worked** on several major conservation projects in Africa and America.	Completion	Completion	Completion
14.	I**'ve run** twenty kilometres and I'm very tired now.	Cause-effect	Cause-effect	Cause-effect
15.	They**'ve completed** about half of the route.	Completion	Completion	Completion
16.	He**'s done** conservation work in Africa but not in America.	Completion	Completion	Completion
17.	I **have read** five books already.	Completion	Recency	Completion
18.	For over a month now, and I still haven't finished it. But it's really fun and creative. **Have** you **finished** yours yet?	Completion	Completion	Completion
19.	They **have done** business with him before.	Completion	Persistence	Experience
20.	A: Do you want some pizza? B: No thanks. I **have eaten** five slices already.	Completion	Completion	Completion
21.	A: How many jobs **has** Jennifer **applied** for today? B: She's applied for three jobs today.	Completion	Sequences of action	Completion
22.	**Has** your mother **cooked** Moroccan tagine before?	Completion	Completion	Experience
23.	I**'ve given** many presentations before. Believe me. There's nothing to worry about.	Completion	Completion	Experience

		Rater 1	Rater 2	Rater 3
24.	I**'ve missed** a flight once.	Completion	Experience	Experience
25.	She**'s gone** rock climbing before, but she had an accident five years ago.	Completion	Completion	Experience
26.	There **has been** a severe storm and the airport is now closed.	Cause-effect	Cause-effect	Cause-effect
27.	Deborah **has been** in the Linguistics Faculty at Georgetown University since 1979 and has lectured all over the world.	Persistence	Sequences of action	Persistence
28.	I**'ve lived** here all my life.	Persistence	Repeatedness	Persistence
29.	He**'s worked** there since 1995.	Persistence	Repeatedness	Persistence
30.	I **have been** in my current job since 2005.	Persistence	Repeatedness	Persistence
31.	I **have** always **wanted** to go to the UK.	Persistence	Persistence	Persistence
32.	Zap Mama **have had** several hits in Belgium.	Completion	Completion	Completion
33.	I **have lived** in this town for 5 years.	Persistence	Persistence	Persistence
34.	The flight **has been delayed**.	Persistence	Persistence	Persistence
35.	Popular culture **has crossed** borders in ways we have never seen before.	Persistence	Change of condition	Persistence
36.	The band **has played** at the same festival for five years.	Persistence	Persistence	Repeatedness
37.	I've **lived** in Japan three months now and I'm really enjoying it.	Persistence	Persistence	Persistence
38.	He**'s lived** in central Africa for six years.	Persistence	Completion	Persistence
39.	I **have been** a fan of Susan Singer's work for many years, ever since I first saw her beautiful wildlife photographs.	Cause-effect	Cause-effect	Cause-effect
40.	I **have been** a police officer since last year.	Persistence	Completion	Persistence

		Rater 1	Rater 2	Rater 3
41.	We **have had** this car for five years.	Persistence	Persistence	Persistence
42.	Ken and I **have known** each other for ten years.	Persistence	Repeatedness	Persistence
43.	A: How long **has** Leo **been** a graphic designer? B: He's been a graphic designer for three years.	Persistence	Persistence	Persistence
44.	Your family **has lived** here since I was born.	Persistence	Completion	Persistence
45.	Margo **has worked** as a mechanic for four years.	Persistence	Persistence	Persistence
46.	I**'ve been** a photographer for five years.	Persistence	Persistence	Persistence
47.	I**'ve had** six lessons so far, and I've just learned how to stand up on the board. It's a little intimidating, but exciting, too.	Persistence	Persistence	Persistence
48.	I work for the city. I**'ve had** this job for six years.	Persistence	Completion	Persistence
49.	I**'ve lived** here since I graduated from college. I love this neighborhood.	Persistence	Experience	Persistence
50.	A: How long have you wanted that bike? B: I**'ve wanted** it since last summer.	Persistence	Persistence	Persistence
51.	She**'s been** a teacher since 2012.	Persistence	Completion	Persistence
52.	Now, we both build websites. He**'s been** a web designer for five years, and I've been building websites for two years.	Persistence	Persistence	Persistence
53.	I **haven't tried** the desserts.	Persistence	Persistence	Persistence
54.	I **have not been** to the ballet since I was a child.	Persistence	Experience	Persistence
55.	I **haven't been** to the opera yet, but I'd like to go one day.	Persistence	Persistence	Experience
56.	Manu Chao **has not been** successful in the French-speaking world.	Persistence	Persistence	Persistence

		Rater 1	Rater 2	Rater 3
57.	Our luggage **hasn't arrived**.	Persistence	Persistence	Persistence
58.	For over a month now, and I still **haven't finished** it. But it's really fun and creative. Have you finished yours yet?	Persistence	Repeatedness	Persistence
59.	We **haven't met** a famous person before.	Persistence	Persistence	Experience
60.	I **have not seen** you in a long time.	Persistence	Persistence	Persistence
61.	Sarah **has** never **played** on a team.	Persistence	Persistence	Experience
62.	**I've** never **liked** indoor activities much. What I really like is being outdoors and getting some exercise.	Persistence	Change of condition	Persistence
63.	I**'ve watched** that film ten times.	Repeatedness	Repeatedness	Repeatedness
64.	They **have written** their own songs for many years.	Repeatedness	Repeatedness	Repeatedness
65.	Bob Dylan **has toured** the world continuously for many years.	Repeatedness	Repeatedness	Persistence
66.	He**'s had** malaria in Africa many times and on one occasion he nearly died.	Repeatedness	Repeatedness	Repeatedness
67.	Sara traveled **has traveled** alone several times.	Repeatedness	Repeatedness	Experience
68.	Kara **has gone** to Mexico five times.	Repeatedness	Repeatedness	Experience
69.	A: Has Josh ever visited a local market? B: Yes, he has. He**'s visited** them many times.	Repeatedness	Persistence	Experience
70.	Gorilla numbers **have declined** at a disturbing rate down over 50 per cent since the 1990s.	Change of condition	Change of condition	Persistence

		Rater 1	Rater 2	Rater 3
71.	Buying music online 3 **has become** more popular than many music companies imagined: you can now order CDs online easily, or download music files directly to your music player.	Change of condition	Discovery	Change of condition
72.	World fusion **has become** better-known since the release of Paul Simon's film Graceland.	Change of condition	Change of condition	Change of condition
73.	Now, Tyler **has become** a star at Chinese opera performances all over California.	Change of condition	Recency	Change of condition
74.	**Have** you ever **used** a service like this? Would you use it?	Experience	Experience	Experience
75.	**Have** you ever **been** to an unusual restaurant?	Experience	Persistence	Experience
76.	**Have** you ever **had** a really expensive meal?	Experience	Experience	Experience
77.	**Have** you ever **tried** Thai food?	Experience	Experience	Experience
78.	**Have** you ever **been** to a Korean restaurant?	Experience	Experience	Experience
79.	**Have** you ever **tried** the green tea flavor?	Experience	Experience	Experience
80.	**I've been** to World Cafe.	Experience	Experience	Experience
81.	**Have** you **been** on any of these kinds of holidays?	Experience	Experience	Experience
82.	We **have heard** (hear) lots of great music today.	Experience	Experience	Experience
83.	**Have** you ever **been** to a dance class or learned a dance?	Experience	Experience	Experience
84.	**Have** you **heard** Shakira's new single?	Experience	Experience	Experience
85.	Kim **has been** to the USA.	Experience	Experience	Experience
86.	**I've seen** elephants in the wild.	Experience	Experience	Experience

		Rater 1	Rater 2	Rater 3
87.	I saw Tom Cruise at the mall once. **Have** you ever **met** someone famous?	Experience	Experience	Experience
88.	**Have** you ever **visited** Europe?	Experience	Experience	Experience
89.	**Have** you ever **been** to a local market?	Experience	Experience	Experience
90.	A: **Has** Ana ever **met** a famous person? B: No, she hasn't. Has Patrick ever met a famous person?	Experience	Persistence	Experience
91.	**A: Has** Patrick ever **met** a famous person? B: Yes, he met Angelina Jolie in 2011.	Experience	Experience	Experience
92.	We stayed at a really nice condo with the biggest water slides I**'ve** ever **seen**.	Experience	Experience	Experience
93.	The biggest country I**'ve visited** is China.	Experience	Experience	Experience
94.	**Has** she ever **had** Japanese food?	Experience	Experience	Experience
95.	The National Ballet **has** just **announced** its new season.	Recency	Recency	Recency
96.	In fact, my brother and I **have** just **started** a band with some friends called The Glass Orange.	Recency	Recency	Recency
97.	I've had six lessons so far, and I**'ve** just **learned** how to stand up on the board. It's a little intimidating, but exciting, too.	Recency	Recency	Recency
98.	But I **have discovered** that cultures are as resourceful, resilient and unpredictable as the people who compose them.	Discovery	Discovery	Discovery
99.	Sophie, I think you**'ve got** some ideas about that.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession

		Rater 1	Rater 2	Rater 3
100.	It depends to a large extent on where they live and how much money they**'ve got**.	Idiomatic meaning: Possession	Idiomatic meaning: Possession	Idiomatic meaning: Possession

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