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Austrian teaching and learning materials

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1. Introduction

Since 2014 I have been tutoring native German students of various ages in English. All of the young as well as the adult learners of English I have taught so far shared one common problem, namely, they all had difficulties with the present perfect simple tense. This observation did not surprise me as I myself experienced frustrating attempts in comprehending the present perfect in numerous English lessons at school. Still, it made me wonder why so many people find it difficult to master the present perfect tense apart from the fact that a tense with a function similar to that of the present perfect does not exist in German nowadays. Furthermore, I wanted to find out if there was a different way to explain the perfect than the one being presented in Austrian schoolbooks and worldwide in use mobile learning apps. Therefore, this thesis consists of a theoretical part about the present perfect simple tense and a material analysis of the two currently used coursebooks *More!* and *Into English* for Austrian AHS schools as well as the popular learning app *English Grammar in Use*.

Throughout the last decades the present perfect has been a highly discussed topic amongst researchers. The difficulties already begin with the uncertainty of whether to consider the perfect a past tense or a present tense, or a tense at all. There are various theories about the meaning of this tense which is often put in opposition to the past simple in order to emphasize the perfect's unique status of combining the past and the present. In doing so, it is being recognized that a present perfect utterance started in the past and is still valid at present (McCoard 1978:31). However, the impossibility of a sole semantic description of the perfect can be explained by pragmatics which is also the key for truly understanding the present perfect and for providing answers to questions such as why in some contexts both, the past simple and the present perfect, are suitable options, or why the present perfect in some cases may be accompanied by a past tense adverbial like *yesterday*. Furthermore, there are also different views about the uses and the number of uses of the present perfect. It seems, however, that a four-way classification of the present perfect into the continuative, the experiential, the resultative and the recent past has proven to be convenient as it has been adopted by a multitude of linguists. These observations lead to the question whether these four uses are also dealt with in pedagogical

materials and if pragmatic explanations and practice opportunities for pragmatic understanding are offered to students.

In order to indicate the necessity of pragmatics when analyzing grammar, chapter 2 starts out by introducing the three dimensions of language by Larsen-Freeman (2003), which demonstrates that every grammatical item consists of a form, semantic meaning and pragmatic use (cp. section 2.1). After a few statements about the form of the present perfect, section 2.2 invites the reader to a discussion whether the present perfect is to be considered a tense, an aspect, both or neither of the two. Furthermore, with the help of a model by Reichenbach (1947) the internal semantic structure of the perfect is presented visually in order to grasp the notion of the perfect which describes a past event while being connected to the present. Moreover, an examination of the four most widespread semantic theories about the perfect, namely, the current relevance theory, the indefinite past theory, the extended now theory and the embedded past theory, demonstrate once again that a pragmatic interpretation is vital in order to fully make sense of the perfect. This can be illustrated by the present state approach, a pragmatic theory, discussed in section 2.3. In section 2.4 details to the four uses of the present perfect simple are given. Additionally, some insights into the differences between the uses can be gained when investigating the main verb in present perfect utterances (see section 2.5). Chapter 2 concludes by identifying specific aspects which can only be explained by pragmatics. Chapter 3 gives a brief insight into second language teaching of English tenses which focuses on learning and teaching grammar in a communicative context. This teaching environment calls for practicing the form, meaning and use of a grammatical item. Chapter 4 introduces the empirical part of this thesis by presenting the materials which will be analyzed, the methodology behind the analysis and the research questions. Chapter 5 continues with the in-depth analysis of the present perfect simple of the chosen materials and ends with a summary of the overall results. Chapter 6 sums up the most important aspects of this thesis and proposes suggestions for further research in this field.

2. The present perfect simple tense

The aim of this chapter is to equip the reader with the relevant terms and concepts relating to the present perfect simple, which forms the basis of the empirical part of this thesis. After a short introduction of the differences between the three dimensions of language, form, meaning and use, the present perfect will be interpreted, first, from a semantic point of view, and second, from a pragmatic viewpoint. The semantic observation involves the form as well as the meaning of the present perfect. Terms, such as, time, tense and aspect will be contrasted. Furthermore, insights into the temporal semantic structure of the perfect will be given. From the pragmatic interpretation it becomes clear that the present perfect cannot be explained through semantics alone. Especially the four uses of the perfect, namely, the continuative, the experiential, the resultative and the recent past, its differences as well as its distinctness to the simple past and other tenses can only be grasped with a pragmatic understanding. In addition to this, the different kinds of verbs will be examined since the verb can already reveal differences between the four uses in many cases.

2.1. The three dimensions of language

As a basis for the analysis of the present perfect the language model of the three dimensions of language by Diane Larsen-Freeman (2003) is used. It is exactly this model by Larsen-Freeman which corresponds to the demands made by the Austrian curriculum for the lower as well as for the upper grades of AHS schools and the Common European Framework of Reference, which will be explained in more detail in chapter 3. As Figure 1 clearly shows, a grammatical item can be explained from three different perspectives, its form, its meaning or semantics and its use or pragmatics, which form an interrelated whole, but could, or even should be learned and taught separately (Larsen-Freeman 2003:34-35, 41).

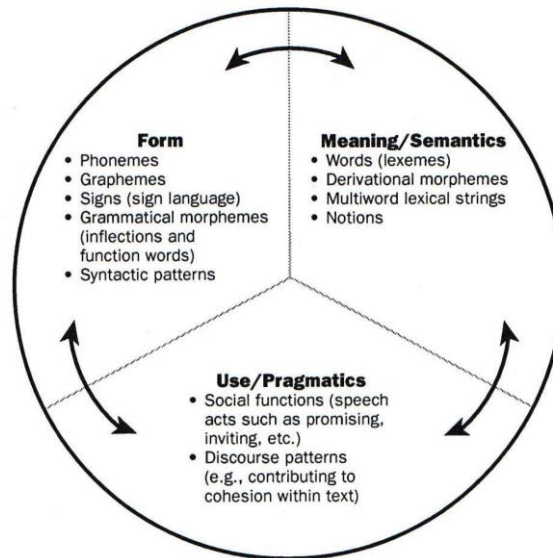


Figure 1. The three dimensions of language, model by Larsen-Freeman (2003:35).

Consequently, the form of the present perfect simple can be analyzed, which includes the knowledge of its pronunciation, its spelling, its formation and its syntactic behaviors. For example, one would recognize that the present perfect simple consists of the auxiliary *have / has* and the past participle. Concerning the meaning dimension, a dictionary will provide the necessary information. As a result, the present perfect can be explained as being “the form of a verb that expresses an action done in a time period up to the present” (Oxford Learner’s Dictionaries). (Larsen-Freeman 2003:36)

As will be discussed later in this thesis, a semantic interpretation of the present perfect alone cannot account for all situations found in communication (Yao 2013:995). Therefore, it is essential to know when it is appropriate to use the present perfect in contrast to the other tenses, especially the past simple tense. Additionally, it is important to understand which of the four uses of the present perfect is the most suitable one in a given situation and why one use is chosen over the other. For instance, a sentence such as *Laura has lived in Vienna for many years* can be interpreted as being an experience, which would be the experiential perfect, or as a continuative perfect, meaning that the person is still living there. Furthermore, knowing in what contexts to use the present perfect and the reasons for using it is important for successful communication. Consequently, it is important to think about

when and for whom a particular grammatical choice is appropriate. (Larsen-Freeman 2003:36)

In addition to this, as Larsen-Freeman points out, various methods are available in language teaching to practice one, two or all three of these dimensions and sometimes it might be wise to focus the students' attention on only one of the dimensions at a time. (Larsen-Freeman 2003:43). For that it is helpful to keep three questions in mind, namely, 1) "How is the unit formed?", 2) "What does it mean (its essential meaning)?" and 3) "When and why is it used?" (Larsen-Freeman 2003:36). Activities which focus on form may ask students to identify or repeat certain content to help learners to remember and automatize specific grammatical forms and rules. Other activities "strive to create memorable scenarios that help students make important form-meaning connections" (Keck & Kim 2014:79). For instance, students could be asked to practice all four meanings of the present perfect. Here it is about their general meanings independent from any context. The exercises can be combined with a topic which is relevant for their lives. (Larsen-Freeman 2003:36;118-120) Finally, the teacher can use contextualized activities which focus on the use dimension, where students have to decide on a particular grammatical item, for example, choosing the correct tense form or the correct use of the four uses of the present perfect (Keck & Kim 2014:79). Additionally, role plays are especially suited to deal with pragmatics (Larsen-Freeman 2003:43). Most importantly, use-focused activities should relate to situations and language with its particular grammatical choices which students may encounter in real life (Keck & Kim 2014:79).

From the observation that all three of the dimensions should be taught to students without leaving one out (Larsen-Freeman 2003), the question arises if all of the three dimensions of the present perfect are actually presented in the various teaching materials under scrutiny. This question is all the more relevant as previous research has noted that a two-way distinction between form and meaning is more commonly used. (Larsen-Freeman 2003:42-44). This is extremely paradoxical since it is the use dimension which is usually the most challenging for learners (Larsen-Freeman 2003:45-47). In this study I will focus on all three dimensions of language, but for reasons of practicality the dimensions of meaning and use will be treated jointly. Nevertheless, it has to be kept in mind that it is not always easy to draw a clear line

between these two dimensions and, therefore, the question in how far it is beneficial for students to learn the three dimensions separately is not yet fully answered, (Larsen-Freeman 2003:42).

2.2. Semantic interpretation: form and meaning

2.2.1 The form of the present perfect

The present perfect is built by taking *have* or *has* as an auxiliary and adding the past participle of a verb as the following examples, taken from Brinton (1988:10), demonstrate:

1. I have eaten lunch.
2. He has caught a cold.

From the auxiliary one can already see the emphasis on the present, which in terms of form distinguishes itself from the past simple (McCoard 1978:170). Similarly, the past participle stresses the past and, consequently, the present perfect consists of the present and the past. Additionally, the past participle can be either regular, thus, ending in *-ed*, or irregular. (Van Gelderen 2010:109)

In order to form a question, the auxiliary changes places with the lexical verb, occupying the first position of the sentence, as in *Has she gone yet?* (Van Gelderen 2010:109). Thus, the subject is placed between the auxiliary and the past participle (Swan 2005:465).

A present perfect sentence is negated by adding *not* after the auxiliary *have* or *has* (Van Gelderen 2010:109). It is also possible to use contracted forms of *have* / *has* and *not* as in *I haven't seen him for ages* (Swan 2005:120). Instead of *not*, *never* can be used as well to express negation (Swan 2005:344, 347). Furthermore, concerning the formation of negative questions, it depends on whether a contraction is used or not. In the former case *not* is placed between *have* or *has* and the subject whereas in the latter case *not* is put after the subject, which is preceded by *have* or *has* (Swan 2005:345).

2.2.2. Time, tense and aspect

First of all, time and tense are different from one another in that time is an autonomous concept existing alongside tense regardless of the language spoken while tense is not the same in every language. Generally speaking, tense is the “linguistic expression of time-relations”. (Jespersen 1954:1) This abstract concept of time is made accessible by presenting it on a time line or axis, which, in English, can be experienced at three different levels, namely, in the past, in the present and in the future (Dirven, Engles, Van Beckhoven, De Bisschop, Goethals & Kortmann 1989:312). While there seems to be a consensus about the concept of time among linguists, the same is not true for tense (Brinton 1988:4). Due to different criteria assigned to the term tense, there is no general agreement about how many English tenses there are and, consequently, if the present perfect should be considered a tense or not (Depraetere & Langford 2012:136). In a variety of grammar books the present perfect is indeed listed under the category tense. Sometimes it is considered a present tense, namely, a “retrospective present” (Jespersen 1954:47), which describes a result of a past situation at the moment of speaking, thus representing the so called resultative perfect (exemplified in section 2.4.3). Simultaneously, the perfect can be seen as an “inclusive present” (Jespersen 1954:47), with which the speaker can lend importance to a past event at present, arguing that this past situation is also true at the present moment (Jespersen 1954:47). However, the present perfect can also be found within the past tenses (McCawley 1971:99). Arguments include, for instance, that the auxiliary *have* in a sentence, such as *I should have asked him*, foregrounds anteriority, which would not be the case without the auxiliary. However, it does not specify to what it is temporally prior as, for example, the past simple does. (McCoard 1978:13) Consequently, “the essential characteristic of the category of tense is that it relates the time of the action, event or state of affairs referred to [by the speaker] in the sentence to the time of utterance (the time of utterance being ‘now’)” (Lyons, 1968:305, see also Dirven, Engles, Van Beckhoven, De Bisschop, Goethals & Kortmann 1989:312; Comrie 1976:2-3). It can be either anterior, simultaneous or posterior (McCoard 1978:13,16) and, therefore, tense has a deictic function (Andersen & Shirai 1996:530). What is important to be aware of is that the time the speaker refers to depends on the subjective experience of that time (Dirven, Engles, Van Beckhoven, De Bisschop, Goethals & Kortmann

1989:312). To put it in a nutshell, as already stated above, the main function of tense is to “express time” (Dirven, Engles, Van Beckhoven, De Bisschop, Goethals & Kortmann 1989:315).

Similarly, there is an ongoing discussion about the concept of aspect. All in all, there are various definitions of aspect around; however, in the most general sense, aspect has something to do with time and how one views time and the verb engaged in it (Brinton 1988:2). Thus, aspect means view, deriving from the Russian word “vid” (Gonda 1962:9; Fenn 1987:23; Brinton 1988:2). Andersen & Shirai (1996) present a comprehensive example which makes the difference between tense and aspect clear:

For example, the difference between *he is eating* and *he was eating* is that of tense, because the contrast of *is* and *was* signifies the difference between the two in relation to the speech time. The difference between *he ate bread* and *he was eating bread*, however, is that of aspect, because the difference is about how the action of eating is viewed by the speaker. (Andersen & Shirai 1996:530)

In addition to this, to fully make sense of this topic, aspect must be distinguished from “aktionsart”, the semantics of the verb (Brinton 1988:38). In other words, a differentiation between grammatical and lexical aspect must be made. On the one hand, grammatical aspect concerns the individual point of view chosen by the people engaged in a conversation or any other type of communication, viewing a situation as completed (perfective aspect), as ongoing (imperfective aspect); as beginning (ingressive aspect), as continuing (continuing), as ending (egressive aspect), or as repeating (iterative or habitual aspect). Lexical aspect, on the other hand, is “the inherent nature of the situation portrayed: whether it is static or dynamic, punctual or durative, bounded or unbounded, continuous or iterative” which can also be seen as a certain “kind of action”. (Brinton 1988:3; see also Andersen & Shirai 1996:530-531) A widely used and accepted classification of lexical aspect is the one by Vendler (1974:97-121), who distinguishes between states, activities, accomplishments and achievements (Fenn 1987:39). More details to the role of the verb in present perfect sentences will be discussed in subchapter 2.5.

Furthermore, some researchers believe that tense can express progressive aspect, perfective aspect or even both (Close 1995:241), while others only recognize the progressive type as being an aspect, thus, viewing the present perfect a tense. On

the one hand, according to linguists, such as Comrie (1976), Dirven (1989) and Close (1995), English has only two fundamental tenses, namely, present and past (Close 1995:241; Biber 2002:150) since only these two can be “distinguished by the form itself” (Jespersen 1954:3). In such a case its main characteristic is inflection (Depraetere & Langford 2012:136). Then the label “future tense” cannot be considered a tense since it is realized by different aspects, such as present tense or modality (Dirven, Engles, Van Beckhoven, De Bisschop, Goethals & Kortmann 1989:313). Additionally, tense can express progressive aspect, perfective aspect or even both (Close 1995:241). Progressive aspect views the situation as ongoing, whereas perfective aspect refers to the totality of a completed event (Biber 2002:156;). This distinction was also recognized by Comrie, however, he calls the former imperfective aspect. Furthermore, this distinction between perfective and imperfective aspect can be made by examining the situation from an external or an internal point of view (Comrie 1976:4). As Comrie puts it, “aspects are different ways of viewing the internal temporal constituency of a situation” without any connection to a particular point in time (Comrie 1976:3,5) and it might be argued that, in the case of the present perfect, this is not done directly (Comrie 1976:52). On the other hand, due to the fact that perfective aspect is different from the traditional sense of aspect, the present perfect may not always be recognized as an aspect (Comrie 1976:52). Depraetere & Langford (2012), for instance, list eight different tenses, including simple and perfect tenses, basing their definition of tense on the idea that tense “locates a situation in time” (Depraetere & Langford 2012:136). Furthermore, each of these tenses can be combined with progressive aspect, which emphasizes a particular part of an action or state whilst the tenses without the aspect marker present the situation as a completed whole (Depraetere & Langford 2012:137-138).

To connect to the previous thoughts, as one can see, it is still an ongoing discussion whether the present perfect is to be considered a tense or an aspect. It can be summarized that, on the one hand, concurring with the linguists who believe that the present perfect can express aspect, the experiential perfect, the resultative perfect and the perfect of recent past fall into the category of the perfective aspect, whereas on the other hand, the continuative perfect describes an imperfective aspect (Smith 1991:243; Uno 2014:34). Furthermore, if the present perfect is regarded as an aspect, the notions of the perfect may embody result, current relevance, completion

and transcendence. If it is considered a tense, it may be connected to readings that see it as indefinite past, embedded past or extended now (McCoard 1978:6; Brinton 1988:7). The most prevailing interpretations of the present perfect will be presented in more detail in the section 2.2.4.

Furthermore, due to the difficulty of classifying the perfect, some scholars reject the idea of the English perfect, viewing it neither as a tense nor as an aspect, but instead create a separate grammatical category. For example, McCoard puts the perfect into the category “inclusion”, meaning that the present is included in the past (McCoard 1978:151-154) and Bauer believes that the perfect can be considered a “status” where an action is presented as an accomplished fact and “as being in a STATE of completion at the point of reference” (Bauer 1970:197). Additionally, Fenn agrees to the treatment of the English present perfect as a separate category, however, he does not suggest a name for it, while dismissing the terms suggested by Bauer and McCoard (Fenn 1987:249). Due to lack of space, I cannot go into more details about the reasons for placing the perfect into a distinct grammatical class (see Fenn 1987). Another solution to this debate provided by linguists is to eliminate the concept of tense, hence, its indication of time, altogether (McCoard 1978:16). In addition to this, the most apparent resolution to the categorization of the present perfect might be to consider a combination of tense and aspect (Van Gelderen 2010:109), which will be the recognized point of view in this thesis.

2.2.3. The temporal semantic structure of the perfect

As already discussed in section 2.2.2, there are three different time levels in English, namely, past, present and future. Additionally, each tense can be described by its internal temporal structure, which allows to depict the differences between the various tenses visually. A common interpretation of the temporal semantic structures of the English tenses is the one by Reichenbach (1947). In order to draw a distinction between the tenses, he differentiates between the “point of speech (S)”, “the point of the event (E)” and “the point of reference (R)” (Reichenbach 1947:288). For instance, in the utterance *Peter had gone* S would be the time this sentence is uttered, E would be the time of the event of going somewhere and R would be the time preceding S, hence, the past. In other words, R indicates the time when, in case of a story, the

event or events take place. Reichenbach points out that without any context, as with the example above, it may not be always that easy to discover the exact point of reference. Furthermore, R can be expressed by temporal adverbs, such as *now*, *yesterday* or *in 1944*, which could also lead to the co-occurrence of E and R, as in the sentence *I met him yesterday*. (Reichenbach 1947:288,294) All in all, following Reichenbach's analysis, one can arrive at thirteen different schemata. However, due to the fact that some of them do not show meaning differences, the temporal representation of the English tenses can be summarized by nine central possibilities (see Figure 2) (Reichenbach 1947:296). Each of these structures can also be represented on a time line. In the notational form, presented in Figure 2 below, the dash stands for a temporal distance between the three points and the comma indicates that two or all three of the points are occupying the same place on the time line (Reichenbach 1947:290-291).

Structure	New Name	Traditional Name
E – R – S	Anterior past	Past perfect
E, R – S	Simple past	Simple past
R – E – S	Posterior past	-
R – S, E		
R – S – E		
E – S, R	Anterior present	Present perfect
S, R, E	Simple present	Present
S, R – E	Posterior present	Simple future
S – E – R	Anterior future	Future perfect
S, E – R		
E – S – R		
S – R, E	Simple future	Simple future
S – R – E	Posterior future	-

The position of R relative to S is indicated by the words 'past', 'present' and 'future'. The position of E relative to R is indicated by the words 'anterior', 'simple' and 'posterior', the word 'simple' being used for the coincidence of R and E.

Figure 2. Reichenbach's interpretation of the temporal semantic structures of the English tenses (1947:297).

Therefore, the difference between the past simple and the present perfect can also be explained by their temporal arrangements. As can be seen in Figure 2, in a past simple sentence E and R coincide and precede S, whereas in a present perfect structure only E lies in the past and R is concurrent with S, making a past event relevant at the present moment (Reichenbach 1947:289). As a result, the difference between the past simple and the present perfect is due to the position of R, either in the past or in the present (Yao 2013:998).

2.2.4. The overall meaning of the present perfect

The following theories try to assign a single overall meaning to the present perfect, which can be described semantically as well as pragmatically. Starting with the semantic theories, there does not seem to be a consensus among researchers about which of the different semantic representations of the present perfect is the generally applicable one, deriving either from an aspectual point of view or a non-aspectual one. Furthermore, these concepts stand in contrast to the past simple (Jespersen 1977:20) and, additionally, include a discussion on temporal adverbials, since they are often used as distinguishing factors between these two tenses. The most widespread aspectual overall reading of the present perfect is the current relevance theory. This contrasts with three theories, i.e. the indefinite past theory, the extended now theory and the embedded past theory, which are considered non-aspectual approaches to explain the meanings of the present perfect (Brinton 1988:12-15). In addition to this, apart from a semantic representation of the present perfect, a pragmatic view, such as the present state approach (see section 2.3), should be acknowledged to fully explain the present perfect and account for the problems identified with the various semantic theories. In the next paragraphs I will briefly present the most prevailing theories so as to give an overview of the most important distinguishing facts about the present perfect.

The current relevance theory (CR) can be regarded as the most widely discussed theory concerning the English present perfect. One of the earliest entries of the fundamental ideas of the CR theory can be found in White (White 1761, referred to in McCoard 1978:32-33). In its most general sense, this theory states that when using the present perfect to express a past event, this event receives a high degree of importance in the present. In other words, a past situation is made relevant at S, meaning that a state or action is still valid at the moment of speaking. (McCoard 1978:31; Ritz 2011:883) For instance, the difference between *he's gone to bed* and *he went to bed* lies in that the whereabouts of the person being in bed is only made explicit when using the present perfect since the past simple does not convey if the person is still in bed or not (McCoard 1978:31). As Jespersen puts it, the present perfect is a phenomenon "belonging at once to the past and to the present time. Two

tenses may be combined: I was (then) and am (still) an admirer of Mozart. I have been and am an admirer of Mozart.” (Jespersen 1977:271-272).

Concepts generally associated with the CR theory are recency, present connection and present existence, meaning that the present perfect can only be used when talking about people who are alive and objects which actually exist (McCoard 1978:33,36,40). In some cases, however, present existence can be interpreted when talking about famous or successful people who passed away long ago because their contributions still have an effect on the moment of speaking. Thus, the present perfect can be used in examples, such as *Shakespeare has written impressive dramas*. Nevertheless, there are also limits and, consequently, utterances like *Shakespeare has quarrelled with every other playwright in London* would not be valid. (Bryan 1936:372; Lakoff 1970:844, McCoard 1978:40) Therefore, the decisive factor in determining when the present perfect is suitable in such special cases is “a continued truth value” (Twaddell 1960:6) and, hence, “presently valid” (McCoard 1978:41) and at present still of importance. Other attributes of this theory include continuity, iteration, experientiality and present possibility, which will not be discussed further in this thesis (McCoard 1978:64-65). Additionally, another concept associated with CR is completion, which differs from the present simple in that it has come to a termination or result (McCoard 1978:143). Nevertheless, actions in utterances in the continuative perfect may persist and, thus, such events may not be fully concluded (Poutsma 1926:210, McCoard 1978:143-144). As a result, the concept of completion cannot account for all four uses of the present perfect.

Opponents of the CR theory also argue that relevance alone cannot explain the difference between the present perfect and other tenses, the past simple in particular, in all cases (McCoard 1978:32). For instance, sentences such as *I have been born in 1944* should be acceptable since being born is indeed pertinent to the speaker. However, the CR theory fails to explain why some linguists find sentences alike the one above erroneous. (McCoard 1978:45) Furthermore, it may also seem rather difficult to see current relevance in situations, such as pushing a button or knocking on a door (McCoard 1978:145). Similarly, a continuative perfect sentence like *I have lived here* does not at all convey the notion of the person currently living there. Therefore, to make sense of what is meant semantically, it seems necessary to add a

temporal adverbial such as *for ten years*, *now* or *since 1638* for specifying the length of living in that place. (McCoard 1978:46-47) From the above discussion it becomes clear that a pragmatic interpretation is inevitable for speakers to fully comprehend what is communicated when using the present perfect.

Continuing with the indefinite past theory (ID), its basic meaning can be explained by imagining the various English tenses arranged on a time line (Jespersen 1977:256-257). In case of the present perfect a past situation is described. In contrast to the past simple the difference between these two tenses lies in the exactness of the point in time on that time line, namely, “the time-reference of the perfect is [...] indefinite” (McCoard 1978:75). Adverbs, such as *yesterday*, *one week ago*, *last year* as well as years, such as *1999*, locate the past event in a more or less definite, concrete sense before S. This idea of definiteness and indefiniteness is not a new phenomenon only found when analyzing the present perfect and the past simple. It can also be seen, for instance, in the case of the definite and indefinite article as in *the book* vs. *a book* or *the occasion* vs. *some occasion*. (McCoard 1978:75)

Furthermore, it becomes clear that there are adverbs that can only go with the present perfect, others that can only accompany the past simple and some that can be used with both tenses (McCoard 1978:75). However, there are always two sides of the same coin. Firstly, there is a difficulty in defining the term definiteness. Secondly, since instances of the present perfect describing definite time references as well as past simple utterances displaying indefinite adverbs can be found, such as sentences 3 and 4 show, authors like McCoard feel that the criterion of definiteness “is neither a sufficient nor a necessary condition for the choice of tense-form” (McCoard 1978:76; cf. also Bryan 1936:364; Porter 2011:469).

3. I have gone back to visit two months ago, last weekend, and just yesterday (so far). (McCoard 1978:76)
4. European civilization originated on the shores of the Mediterranean and for long ages existed only in the lands bordering upon this great inland sea. (Bryan 1936:365)

What can be observed from example 3 is that instead of the present perfect, which changes the individual time reference to an overall period of time, the past tense can be used as well. The adverbs do not lose their definite character just because the

present perfect is used. (McCoard 1978:76) Example 4 demonstrates that definiteness is not obligatory in a past simple utterance and that the main distinguishing factor differentiating the past simple from the present perfect is that there is no association with the now or attachment between the past and the present (Bryan 1936:364-365). Additionally, the sentence *John was punished many times* is as indefinite as its present perfect counterpart (Bryan 1936:377). Other adverbs, which can be combined with both tenses, include *never*, *ever* and *always*. For example, one can say *I never learned how to swim in my youth* or *I have never yet learned how to swim*, giving the present perfect sentence the notion of no limits or restrictions in terms of its end point (McCoard 1978:80). Additionally, the difference between the meanings of these two sentences and the ones before can only be fully understood by pragmatics (Dowty 1979:340). Furthermore, some scholars demonstrate that a continuative reading of the present perfect is impossible to be described under the ID theory (Porter 2011:467). Similarly, the ID theory fails to explain the necessity of the person to be alive in sentences like *Gutenberg has discovered the art of painting*, since with the absence of a past tense adverbial, this utterance seems totally correct (Porter 2011:469).

Another reading of the present perfect is the extended now theory (XN), in which the past situation of a present perfect sentence is “included within the overall period of the present, the ‘extended now’” (McCoard 1978:123) and, therefore, continuing, stretching into the present. Exactly this aspect differentiates the present perfect from the past simple, which delineates a completed event in the past. (Bryan 1936:366; McCoard 1978:123; Dowty 1979:341) Furthermore, on the one hand, the XN theory seems to be the most unproblematic theory according to various scholars. Dowty, for example, states that “I have not been able to find any other treatment which makes as many correct predictions about adverbials and time reference with the perfect as this does” (Dowty 1979:348). On the other hand, in the majority of cases, aspects of this theory can be found in the other theories about the present perfect as well, making it difficult to view it as an independent theory (McCoard 1978:153). Bryan (1936) is considered to have successfully separated the XN theory from other theories (McCoard 1978:126), which he believes to be the only reading necessary in order to understand the present perfect (Bryan 1936:382). Using Bryan’s words,

[t]he perfect tense in English can not place an action or state at a point in the past, as the preterit can, but only within a period which began in the past and extends up to or into the present. [...] from the point of view from the present the speaker looks back upon some continuous stretch of the past and within this he places the action or state. This period of past may be momentary [...], of considerable extent [...] or include all past time, as in Shakespeare's 'Men have died from time to time and worms have eaten them, but not for love' (Bryan 1936:366).

Therefore, the past simple is to be used whenever the occurrence does not continue into the present and, hence, past tense adverbials such as *yesterday* cannot be used with the present perfect since they do not have an extended-now property (Bryan 1936:381; Dowty 1979:344-345).

Furthermore, Bryan even suggests that it is unnecessary to distinguish between different uses of the perfect, such as a continuative perfect and a resultative perfect, since the former already accounts for Bryan's explanation of the present perfect, which then also becomes the only reading of the present perfect from Bryan's point of view. The latter does not automatically lead to a resultative reading due to its tense form, but rather due to the kind of verb used or the context. Hence, the present perfect emphasizes Bryan's perception of an extended-now time conception, where an action continues from the past into the present. For example, the consequence of not feeling well enough to go to work inferred from a sentence, such as *I have been ill all night and do not feel like going to work this morning*, according to Bryan, would not change if the past simple was used instead. Hence, the listener arrives at this conclusion not by observing the tense form but by common sense. (Bryan 1936:370-371) This already suggests the importance of a pragmatic interpretation. Similarly, from the point of view of the extended-now theory, the same argument can be made for the experiential perfect where the notion of repetition is not conveyed by the verb tense, but by the idea that the present perfect "gives wider scope for the presentation of a repeated or habitual action than does the preterit which cannot carry a survey as far as the present moment" (Bryan 1936:375).

Nevertheless, as it is with other semantic theories concerning the present perfect, the XN theory reaches its limits. For instance, the XN theory cannot explain the differences between the present perfect and the past simple, as well as the occurrences of present perfect sentences which include a past tense adverbial, such as in utterances like *We have already discussed this affair at some length last night*

(McCoard 1978:128; Nishiyama & Koenig 2010:640-641). To put it in a nutshell, the most important conclusion that can be drawn from this discussion for the present thesis is that a semantic interpretation of the present perfect is not sufficient to properly explain the present perfect regardless of how many uses the present perfect is divided into and regardless of their respective functions. In how far pragmatics are necessary to be considered will be the topic of subchapter 2.3.

In contrast to the theories above, the embedded past theory (EB), associated with transformational generative grammar, was considered a rather new reading of the present perfect at the time of McCoard (1978). Its overall goal is to show that the present perfect is not that different from the simple tenses (McCoard 1978:204). Therefore, this theory views the present perfect as a past tense which is “embedded within a present tense” (Downy 1979:341), thereby merging the present with the past (McCoard 1978:166,170). The perfect is dealt with “from the outside looking in” adhering to a general set of characteristics “which are thought to represent important generalizations about the structure of the verb system” (McCoard 1978:165). In other words, the similarities between the auxiliary and non-auxiliary of the verb *have* are emphasized (McCoard 1978:165). However, there would be no difference between the perfect and the past simple if the present perfect simply conveyed the reading of “the present of a past in the same sense that the past perfect can be the past of a past” (McCawley 1971:103-104). Consequently, the need for other characteristics of the present perfect is obvious (McCoard 1978:186-187). This observation led various linguists to associate the EB theory with the CR, ID and XN theories (McCoard 1978:204). Furthermore, dealing with the EB theory, several problems can be encountered. Firstly, there are various, also contradictory assumptions about the nature of auxiliaries, which will not be discussed in this thesis (cp. McCoard 1978 chapter 5). Furthermore, the claim arises that only the adverbs which normally go with the present tense can also accompany the present perfect, which, as was demonstrated by other theories, is not the case (McCoard 1978:173). Additionally, if the perfect is believed to express two tenses, the present and the past, it leads to similar problems in further discussions about adverbs (McCoard 1978:174-175). McCawley, for instance, is “at a total loss” (McCawley 1971:108) since he fails to explain the resultative type of the perfect with the EB theory (McCoard 1978:189-190). Similarly, McCoard (1978:204) feels that this theory brings “more problems than

it solves". As can be seen from the above observations, the EB theory seems to be the least plausible theory of all of them. Since valid claims can only be made for perfects in their infinitive form or when combined with modals (McCoard 1978:179), which is not the topic of this thesis, the discussion of the EB theory will end here.

2.3. Pragmatic interpretation: Use - The semantics and pragmatics combined

As can be seen from the various semantic theories discussed above, the English present perfect can only be understood and explained fully if observed from a pragmatic perspective (Nishiyama & Koenig 2010:611; Yao 2013:995). Therefore, whether the present perfect is to be interpreted as a continuative perfect, as a resultative perfect, as an experiential perfect or, despite not being mentioned in Yao's text, as a perfect of recent past will depend on the various deductions made by the speaker (Yao 2013:995). Therefore, "the various uses of the perfect are partly the result of pragmatic enrichment" and, as a result, not alone determined semantically (Nishiyama & Koenig 2010:611). The difference between a semantic and a pragmatic interpretation can be best illustrated by the present state approach, which demonstrates that "the perfect is pragmatically, rather than semantically ambiguous" (Nishiyama & Koenig 2010:611). From a semantic point of view the present state approach includes a prior event and a state which holds at the moment of speaking, similar to the CR theory (Yao 2013:998,1000). Furthermore, the present state can either be understood as an explicature or as an implicature. In other words, the meaning of a present perfect sentence can be obtained due to its semantic characterizations or due to pragmatic inferences which differ according to the context. (Yao 2013:1000, 1005) For instance, the semantic interpretation of the sentence *Susan has watered the plants* is that the plants are watered, whereas pragmatic conclusions might include that "the plants do not need to be watered straightaway" or "that the plants are likely to die as Susan always gives them too much water" (Nishiyama & Koenig 2010:613). Furthermore, what kind of state is communicated must be inferred by the listener adhering to Gricean inference rules (Nishiyama & Koenig 2010:620). Additionally, due to the impossibility for a semantic interpretation to account for all different states of the present perfect in every situation, Nishiyama & Koenig (2010:615) argue that "the category of the perfect

state is not specified semantically, but inferred pragmatically". At this point, the question arises how the listener will know what the speaker wants to convey (Yao 2013:10005). This can be best explained by the cognitive framework of relevance theory by Sperber and Wilson (1997)¹ (Yao 2013:1005-1006) or the principle of informativeness (I-PRINCIPLE) by Levinson (2000)² (Nishiyama & Koenig 2010:621). Due to lack of space, these two frameworks will not form part of the analysis of this thesis.

2.4. Main uses of the present perfect and their co-occurrence with temporal adverbials

Regardless of whether there may or may not be a single function of the present perfect, I believe that for educational purposes it is extremely helpful to divide up this one function into several different uses. Besides the overall meaning of the present perfect, four different uses can be assigned to it, namely, (1) the continuative perfect or the perfect of persistent situation, (2) the resultative perfect or the perfect of result, (3) the experiential perfect or the perfect of experience and (4) the perfect of recent past (Comrie 1976:56; Brinton 1988:10). When comparing Comrie's classification with Brinton's (1988), it can be observed that they are very similar, with the only difference that Comrie calls the continuative perfect "perfect of persistent situation" (Comrie 1976:56). It has to be noted that this classification is one of many; however, it seems to be the most widespread one as it is used by a multitude of other linguists, such as McCawley (1971), Fenn (1987), Naumann (1998), Novakov (2009), Nishiyama & Koenig (2010), Porter (2011), Ritz (2011) and Roy (2014), to name but a few. While some of the authors agree on the same or similar terminology as presented above, others use different names for these four uses of the present perfect, albeit without changing the meanings of these uses. On the one hand, authors, such as Naumann (1998), Novakov (2009), Nishiyama & Koenig (2010),

¹ This relevance-theoretic work by Sperber & Wilson (1997) gives insights into the process of communication. The speakers involved in a conversation decide what to convey and how to interpret something on the basis of what is relevant to them, which is highly connected to sociological factors. A mixture of cognitive effects, such as high interest in the discourse topic, and effortless processing of the speaker's utterance, makes it possible to arrive at the correct interpretation. (Yao 2013:2007).

² The general idea of the I-Principle by Levinson (2000) is that the speaker communicates the information in the best minimized and effortless way, whereas the listener enriches the utterance pragmatically in the most logical manner possible. Through this communicative process mutual understanding can be reached.

Porter (2011) and Ritz (2011), adopt the terminologies of researchers before them and base their classifications of the four readings of the present perfect either on the one by McCawley (1971) or the one by Comrie (1976), or they adopt a mixture of both. On the other hand, for instance, McCawley calls the continuative perfect “universal perfect”, the resultative perfect “stative perfect”, the perfect of experience “existential perfect” and the perfect of recent past “hot news perfect” (McCawley 1971:104). Another recognized categorization can be found in Leech (2005), who differentiates between the following four readings of the present perfect: the “state-up-to-the-present”, the “habit-up-to-the-present”, the “indefinite past” and the “resultative past” (Leech 2005:36). Following Brinton’s terminology (1988:11), the first two uses by Leech would fall into the category of the continuative perfect, the third one would be the perfect of experience and the fourth reading would account for the resultative perfect. Brinton’s use of the perfect of recent past is a sub-category of Leech’s indefinite past, called “recent indefinite past” (Leech 2005:38-39).

Furthermore, as mentioned above, some researchers developed other classifications. For example, Bauer (1970), Fenn (1987) and Tagliamonte (1997) only mention three uses of the present perfect as recognized readings because in their view only these three types of the present perfect have reached a consensus amongst researchers (Tagliamonte 1997:35). Greenbaum and Quirk (1995) also have a three-way classification. Basically, the distinction between stative and dynamic verbs is made and from that three categories arise, namely, “the state present perfect”, “the event present perfect” and “the habitual present perfect” (Greenbaum & Quirk 1995:51-52). Other researchers take an even broader view of how the distinct meanings of the present perfect should be classified. Close (1995), for instance, provides only two categories of present perfect uses. He separates activities or states “continuing until now” from activities or states “in a period continuing until now” (Close 1995:147-148). Having the four uses by Brinton in mind, one can say that the former category by Close would account for the continuative perfect and the latter for the resultative perfect, the perfect of experience and the perfect of recent past.

Connecting to the above paragraphs, one can see the varied interpretations of the uses of the present perfect. For the analysis of the learning and teaching materials in this thesis, the classification by Comrie (1976) and Brinton (1988) will be used due to

several reasons. Firstly, as mentioned before, it seems to be one of the most recognized categorizations of the different readings of the present perfect. It is adopted by rather recent authors as well and, hence, is up-to-date. Secondly, most of the names for the uses of the perfect have already been around for a long time and longer than other terms. For instance, the terms *resultative* and *continuative perfect* seem to have first appeared in a work by the Dutch grammarian Kruisinga as early as 1931 (Kruisinga 1931:390, referred to in Bauer 1970:189; Fenn 1987:6). Additionally, the perfect of experience was first discussed by Zandvoort (1932, referred to in Bauer 1970:191; Roy 2014:13) and according to Fenn, Zandvoort seems to have expanded the theory from the work by Poutsma (Poutsma 1926, referred to in Fenn 1987:76), creating the experiential perfect and acknowledging its pragmatic uniqueness, which differentiates it from the other uses of the present perfect. Thirdly, Comrie's and Brinton's descriptions of the uses of the present perfect are easy to comprehend and detailed explanations are given also by other authors adhering to these four readings of the present perfect. Furthermore, the words *continuative*, *resultative*, *experiential* and *recent past* in themselves already reveal situations in which the present perfect is used. For example, the resultative perfect, as the name suggests, is used when a result at the time of speaking is made important, arising from a past event (Brinton 1988:10). For a detailed explanation of all of the four uses of the present perfect see the following sections below.

2.4.1. The continuative perfect

This use of the present perfect describes a situation that began somewhere in the past and stretches into the present moment without necessarily having a definite endpoint (Comrie 1976:60). This can be illustrated by the following examples.

5. We've lived here for ten years. (Comrie 1976:60)
6. I've known Max since 1960. (McCawley 1971:104)

As it can be observed from the above example sentences, the continuative perfect refers to a time span which holds throughout a longer period of time and it does not seem important if this event reaches a few days or fifty years into the past. However, it is important to consider whether this past event is still valid for the speaker at the moment of speaking. (Nishiyama & Koenig 2010:612) These kinds of continuative perfects can also be called "actual continuative[s]" (Fenn 1987:21). Furthermore, a

wider interpretation of continuous behavior can be observed in sentences, such as *I've called her my auntie since I was a little lad*, in which a concluded state or action occurs repeatedly, as it is the case with habits and, hence, involving interruptions of that persisting time span. These fall into the category of "recurrent continuative[s]." (Fenn 1987:20-22, 49) Last, there are those continuative perfects, also referred to as "discontinuous continuatives", which involve several stages and come to an end eventually. This type of continuatives includes projects such as building a house or writing a paper. (Fenn 1987:22)

In addition to this, some scholars point out that without a temporal adverbial the persisting characteristic of the continuative perfect could get lost (Bauer 1970:193). Consider the following examples taken from Bauer (1970:193):

7. He has lived in London since 1950.
8. He has lived in London.

Without the temporal adverbial, i.e. in sentence 8, it may no longer be a continuative perfect but an example of the experiential perfect as it is not clear if this person, who has lived in London, still lives there. It could also mean that he has lived in London for a certain time in his past and that this utterance just forms part of his experience living in different places, making London one of them. (Bauer 1970:193) Similarly, a sentence like *Harry has been in Bali for two days* can have a continuative as well as an experiential meaning, but if the *for* adverbial is placed at the beginning of the sentence, the experiential reading is excluded (Michaelis 1994:135). However, authors, such as Fenn (1987), believe that both, "the temporal meaning of the perfect and the temporal meanings of [the] accompanying adverbials" must be considered in each case since the continuative characteristic of this use of the present perfect does not always depend on the presence of an adverbial alone. In other words, an adverbial may be interpreted as continuing if the verb form is in the perfect. (Fenn 1987:7) Additionally, two adverbial categories can be distinguished. The first group includes adverbs which express a stretch of time, such as *for hours, for a long time, all day, half the afternoon, all the time, often* and *always*. These can not only be used with the present perfect, but with all other tenses as well. For example, in the sentences *For some years now French has been a field of study which has been shrinking particularly rapidly* and *John is going to America for two years*, it is the verb forms which suggest a continuous or non-continuous reading. (Fenn 1987:17-18)

Consequently, in the majority of cases, an interpretation of a continuing time span depends on the verb form of the perfect and the adverbial, since this interpretation could not be made by only one of the two (Fenn 1987:10-11, 93). Additionally, the past simple can be used as well with *for* adverbials as in *I studied English for six years* if the activity is considered over and not repeatable (Bardovi-Harlig 2001:222-223). The adverb *since* belongs to the other adverbial category. It introduces the beginning of a time span. (Fenn 1987:11,14) Not all tenses can be accompanied by *since* due to the semantics of this adverbial as it contains a continuative characteristic in itself (Fenn 1987:16,18). Due to lack of space, I will not go into more detail on the topic of adverbials. For more information see Fenn (1987).

It is important to note that this use can also be manifested by the present perfect continuous since many of the verbs need to be realized as gerund forms in ongoing situations. Similarly, the present perfect simple has to be taken with state verbs which cannot be put into the progressive form. For this reason, various authors include examples of the present perfect continuous when discussing the continuative use of the present perfect simple. (see Fenn 1987:chapter 1; Leech 2005) It has to be kept in mind that the present perfect continuous also has other uses which are different from the present perfect simple and will not be part of this thesis.

2.4.2. The experiential perfect

Similar to the continuative perfect, the perfect of experience also began in the past and persists into the present. However, the existence of an experience of a certain event at an unspecified time and the number of times it happened - at least once - is foregrounded, rather than the continuance of an action or situation at the moment of speaking. (Comrie 1976:58; McCawley 1971:105; Fenn 1987:82) This means that an action or event does not stretch in one whole entity from the past into the present, but rather occurs at several indefinite times during a longer period of time (Fenn 1987:76). This use of the present perfect can be illustrated by the following examples:

9. Bill has been to America. (Comrie 1976:59)
10. I have read Principia Mathematica five times. (McCawley 1971:104)
11. Many people have complained about this practice. (Mittwoch 2008:326)

Therefore, this type of the perfect usually denotes a multitude of events or the potential eventuality of their re-occurrence. It does not have to be the same event happening repeatedly, as shown by the above examples, but utterances such as *Mary has been a waitress, a fire fighter and a company director* are also valid since these happenings share similar characteristics. (Mittwoch 2008:326) Furthermore, the question as to whether a situation can be repeated depends, on the one hand, on the state of the person and, on the other hand, on the nature of the event. For example, the question *Have you seen the Monet exhibition?* would be inappropriate if asked by someone who was informed that the person was unable to go there, due to an injury or being in prison. Additionally, if the exhibition was not open anymore, this question would be improper as well. Similarly, a question, such as *Have you ever been to the Israel Festival?* would be unsuitable if it was not repeated. (McCawley 1971:107; Michaelis 1994:138; Mittwoch 2008:327) Consequently, whether a sentence is uttered in present perfect or past simple depends on the background knowledge and beliefs of the speaker (Katz 2003:149). At this point it has to be noted that the past simple can be used as well to convey repetition. Hence, it can be argued that this notion of repetitive actions or events cannot be found in the tense form, but rather in the adverbials and, consequently, this repetitive characteristic would get lost without the adverbial in a sentence such as 10. (Bryan 1936:374-375) Other adverbials associated with the experiential perfect are indefinite time adverbs, including *before, since, on a Saturday, in spring* or even sentences such as *Has Peter phoned you since he came back?* (Mittwoch 2008:327). Consequently, the past simple must be used whenever it is meant to describe a specific past event which is "locatable at a particular point along the time line" and, therefore, identifiable, emphasizing a definite, limited time interlude (Michaelis 1994:121-122). Nevertheless, there are cases around, especially in American English, in which the past simple replaces the present perfect (Michaelis 1994:125). However, a detailed discussion about the past simple tense goes beyond the scope of this diploma thesis.

To connect to the previous thoughts, it is important to note that the same action or situation experienced in the past could be encountered again in the future, meaning that there must be at least the possibility for it. In order for this to be conceivable, the requirement of the person telling about his or her experiences being alive is a necessity and a prerequisite. This aspect is also a criterion which distinguishes the

perfect of experience from the perfect of result (see section 2.4.3). (Nishiyama; Koenig 2010:613-614) Therefore, a sentence, such as *Princeton has been visited by Einstein*, is not valid (McCawley 1971:106). However, McCawley also argues that if the emphasis lies on the topic instead of on the subject, as in *Einstein has visited Princeton*, the present perfect is indeed legitimate putting Princeton into the foreground, which was visited by a multitude of people, including Einstein. As long as Princeton exists, the experiential perfect can be used (McCawley 1971:106). In addition to this, if more context is added, such as in example 12, the present perfect is valid since Einstein must not be the main discourse topic here, but the Nobel Prize winners, which leads to the possibility for them to visit Princeton again (Porter 2011:469-470).

12. A: Which Nobel Laureates have visited Princeton?

B: Let's see, Einstein has (visited Princeton), Friedmann has... (Porter 2011:469)

Furthermore, as already discussed in section 2.2.4, in terms of the CR theory, if the doings of prominent people, despite being dead, have an effect on the present, present existence can indeed be interpreted (McCoard 1978:40).

Another criterion for the appropriateness of using the experiential perfect is that the topic must be relevant for the speaker at the moment of speaking. Thus, a sentence, such as *My mother has changed my diaper many times* would only be possible if said by a child who still needs to wear diapers. In any other case, the past simple has to be used instead since the period of childhood needs to be treated as completed. (McCawley 1971:107) As a result, it again depends on what is thought to be still probable or not. Therefore, a sentence like *My mother has given birth to two children* is only possible if the subject is still fertile. (Katz 2003:150) Furthermore, whereas a sentence *John has died* cannot be understood as an experiential perfect, a sentence like *Dennis Brain and many other famous musicians have died in auto accidents* can when the topic is foregrounded (McCawley 1971:108; Mittwoch 2008:327). It becomes clear that some aspects cannot be explained alone by semantics, but by pragmatics (cp. subchapters 2.3; 2.6).

Furthermore, the experiential perfect is clearly distinguished from the resultative perfect (cp. section 2.4.3). Some authors believe that this is made clear by pointing

out the difference between the verbs *go* and *be*. For instance, in the sentence *Bill has gone to America* the result of Bill being in America is still valid at the moment of speaking, whereas in example 9, *Bill has been to America*, no such insinuation can be made and, thus, is considered an experience. (Comrie 1976:59) It is important to note that although this phenomenon can be observed in many present perfect examples, there are cases in which the verb *be* can be used with a resultative perfect and in which the verb *go* can be used with an experiential perfect. Examples include *I've been to the dentist's (result: that's why my face is swollen)* and *Have you ever gone out and discovered you have left your keys at home? (experiential)*. (Fenn 1987:77) Moreover, if the *have* or *has* in a present perfect sentence is stressed as in *I HAVE eaten frog's legs but I can't say I liked them*, then an experiential reading is unequivocal (Mittwoch 2008:326). Only in once-in-a-lifetime events, such as *John has died*, an experiential reading is not possible due to the fact that such an event cannot be repeated in normal circumstances (McCawley 1971:107; Mittwoch 2008:327).

Finally, according to Fenn, the experiential perfect can be divided into two categories, "general experientials" and "limited experientials" (Fenn 1987:78). The former relates to a person's life experience and such perfects are commonly accompanied by the adverbs *ever*, *never*, *before*, *up to now* and *so far* (Fenn 1987:78-81). Examples include:

13. I've never been any good with cacti. (Fenn 1987:78)
14. Have you ever in your life seen anyone so entirely delightful as Rose? (Fenn 1987:78)
15. I don't think I've met anyone so entirely devoid of sentiment as you are. (Fenn 1987:79)

As can be observed from example 15, the adverbial *ever* is not obligatory, however, its interpretation of it is possible. Consequently, whenever there is the possibility to add the adverb *ever* it is a clear sign for an experiential perfect. (Fenn 1987:79) Furthermore, the limited experientials relate to a shorter, more definite time span than one's lifetime (Fenn 1987:83), which can be illustrated by the following examples.

16. I've already had three this morning. (Fenn 1987:83)
17. Have you had a letter to type today? (Fenn 1987:83)

18. I've started 15 topics of conversation in the last quarter of an hour. (Fenn 1987:83)

19. I've learnt a good deal these last 8 years. I've often thought how badly I treated you in the old days here. (Fenn 1987:84)

From these examples it becomes clear that specific time boundaries with the meaning "within or throughout [a limited] time-span" (Fenn 1987:84) are set. Adverbs like *always* and *often* can be added when having a limited time span in mind, as in sentence 19. If not, these two adverbs are rather accompanying the continuative perfect. Especially when the main verb is stative, a continuative reading may be the better choice. (Fenn 1987:93) Hence, there might be confusions between the limited experientials and the continuative perfect (Fenn 1987:84). Similarly, if the adverbs *already* and *yet* are interpreted as a time span, placing the action of the present perfect sentence in the time period up to now, they can accompany experiential perfects (Fenn 1987:126-127).

2.4.3. The resultative perfect

As the name already suggests, in this type of the perfect "a present state is referred to as being the result of some past situation" (Comrie 1976:56). It differs from the continuative and the experiential perfect in that it does not suggest a "present-inclusive time span" (Michaelis 1994:115) and it does not need any adverbials to specify its meaning (Leech 2005:39-40) Furthermore, according to Leech, this use is the most frequent one of the present perfect simple. The second most frequent use is the experiential perfect (cp. 2.3.2). (Leech 2005:40)

20. John has arrived. (Comrie 1976:56)

21. I can't come to your party tonight – I've caught the flu. (McCawley 1971:104)

When present perfect sentences are compared to the past simple tense, it becomes clear that in a present perfect sentence of the resultative type, the result or the outcome of a past event, in the case of example sentence 20, the presence of John, is still important at the moment of speaking. If, however, the past simple is used instead as in *John arrived*, John is not here any longer. Hence, the result of John's arrival does not continue into the present and is therefore not relevant for the present moment. (Comrie 1976:56; Nishiyama & Koenig 2010:612) Similarly, the sentence *Tom has lost his key* suggests that he has not found it yet, whereas in *Tom lost his*

key, he is in the possession of his key again just telling about the incident of losing his key (Murphy 2012:28). Therefore, only as long as the outcome of a resultative perfect is valid at present, can it be interpreted as such. Otherwise the past simple has to be used. (Mittwoch 2008:346) This phenomenon can be often found in news stories, where the initial sentence of the opening paragraph is in the present perfect whereas the following sentences, which describe the details, are in the simple past (Michaelis 1994:114, 143).

It is important to note that in a resultative perfect the “S-inclusive time-span”, as Fenn (1987:100) calls it, is not openly referred to and its importance to the moment of speaking must be implied in a more abstract sense (Fenn 1987:100). Consequently, “any idea there is of results or consequences is not implied in the perfect tense form but derives from the meaning or character of the verb, or from the context, or from the statement as a whole” (Bryan 1936:369). Interestingly, a connection between the resultative perfect and the present simple tense can be observed by repeating the present result or state in the present simple. This is achieved by changing the past participle of the present perfect into an adjectival subject complement, which transforms the event of the present perfect into a state at S. (Fenn 1987:101-103) Additionally, it could be the case that this state started to exist in the past reaching up into the present moment (Fenn 1987:105). This phenomenon, which is also called “entailment” (Fenn 1987:103), can be nicely illustrated by the following examples:

22. I haven’t made the bed [...] (the bed is unmade). (Fenn 1987:101)

23. John has arrived in Paris. (John is in Paris). (Mittwoch 2008:328)

24. Who has taken my umbrella. (X has my umbrella). (Mittwoch 2008:329)

These resultatives are “Strong Resultatives”, in which the predicate gives rise to the resultant state. In addition to this, in questions about the agent in utterances like 24, the resultative reading only maintains if it can be implied that something is in someone’s possession (Mittwoch 2008:329). In addition to this, a direct object is rarely used in resultatives in which something is created or transferred. Therefore, a sentence like *Myron’s painted the little picture / it* sounds strange in a resultative setting because in most contexts the existence of the painting is already known. The same is true with an utterance, such as *The Millers have sent the fruitcake / it* since what is pointed out are only the agents. (Michaelis 1994:144-145) They might rather be understood as experientials. Furthermore, it needs to be observed that if cardinal

and quantitative adverbials, such as *twice* or *many times*, are combined with Strong Resultatives, they become experiential perfects, too. (Mittwoch 2008:328, 331) In other words, the resultative perfect describes singular and specific events (Mittwoch 2008:326). This rule also applies if two subjects are involved, as in *Mary and John have bought a car*, when seen as one entity. Likewise, the sentence *Mary has bought two cars* can be treated as a resultative if the temporal interval of purchasing these objects is not too far apart in order for it to be grouped together as a singular occurrence. Similarly, utterances like *Most people have locked their doors* are valid as well. (Mittwoch 2008:342-343)

Additionally, there is a restraint on what kinds of manner adverbs can accompany resultatives (Michaelis 1994:129). While adverbials which add meaning to the resultant state and to the sentence as a whole can be used, those that merely change the verb cannot (Michaelis 1994:153; Mittwoch 2008:329). This difference can be shown by the following examples from Mittwoch (2008:329):

25. She has sealed the window hermetically.

26. #She has sealed the window quickly.

With sentences such as 26, it can be concluded that the emphasis can either lie on the result or on the manner in which an event happened since a result can only be interpreted as pleasant or unpleasant after it happened (Michaelis 1994:153).

However, a wider interpretation may suggest a resultative reading of a sentence, such as *I've eaten too quickly*, since after eating too fast one might experience upsetting results (Mittwoch 2008:333), which can be considered common knowledge.

Similarly, adverbs which denote location are not normally used with resultative perfects, only if accompanied with verbs such as *hide* or *store*. For example, utterances like *We have buried Fido in the garden* are valid, whereas sentences, such as *I have peeled potatoes in the garden*, are not. (Mittwoch 2008:330)

Furthermore, the adverbs *just*, *already* and *yet* can appear with the resultative perfect if interpreted as a happening at this moment in time and not as a time span.

Simultaneously, as pointed out in section 2.4.2, experiential readings may arise.

(Fenn 1987:126-127) Here it is important to note that in American English the past tense is often favored over the present perfect in cases where *just*, *already* and *yet* are used in resultative as well as in experiential readings of the present perfect (Fenn 1987:127; Michaelis 1994:125).

However, one can also find cases in which such an entailment is not possible and instead of changing the verb into an adjective, a wider interpretation of a present state is necessary (Fenn 1987:110). These can also be called “Weak Resultatives” (Mittwoch 2008:333).

27. Marion’s drinking has caught up with her (Marion is feeling the drink). (Fenn 1987:110)

28. My other shoe. What have you done with it? (Where is it?). (Fenn 1987:111)

29. What’s happened to my rug? (What is the state my rug is now in?). (Fenn 1987:111)

Changing example 27 into the present simple tense - *Marion’s drinking is caught up with her* - is simply not possible (Fenn 1987:110). Similar difficulties arise with examples 28 and 29. Furthermore, there are resultative perfects which are more abstruse and rather difficult to identify. Examples, such as *Sorry, Roy, I’ve changed my mind about that favour you wanted me to do for you* may lead to the result *I am now ready to do it* (Fenn 1987:111-112). Another type of results are “nil results”, in which the intended results, such as of examples *Oh, Darling – Eva, look I’ve phoned the doctor but he’s not there*, do not obtain since, in this case, the result of the doctor being available stays unfulfilled (Fenn 1987:113-114). These include situations, such as *I’ve put the book back on the shelf*, even though the book is not on the shelf, in which the speaker makes false statements due to not knowing that the situation is different now (Mittwoch 2008:334). In order to interpret a result from these examples, contextual information, hence, pragmatics has to be considered due to the fact that such meaning is not entailed by the perfect verb form itself (Fenn 1987:112,115). The same is true for identifying the intended result of the speaker since more outcomes may result from a resultative perfect sentence. It is often the case that results such as taking further actions or finding a solution to a problem, as in an utterance *My car has been stolen*, coexist. (Michaelis 1994:141)

It has to be kept in mind that whenever there is the possibility for the presence of a time span, experiential or continuative interpretations may be valid too. For instance, examples, such as 27, could also be understood as a continuative perfect when a time span is added to it: *Marion’s drinking has caught up with her (since she started drinking)*. (Fenn 1987:121) Similarly, if a sentence, such as *Have you seen my car*

keys is followed by the adverbial *recently*, meaning up to now, then it belongs to the category of experiential perfects. If, however, it is about the listener's knowledge about its location, then it is the result which is foregrounded. (Leech 2005:39-40) In addition to this, compared to the experiential perfect, as one could see in the previous section, the subject involved in a resultative perfect need not necessarily be alive, as long as the result still exists and has importance at present. For instance, it is felicitous to say that *Socrates has taught us the importance of systematic definitions of the terms we use* but not that *Socrates has said that one needs to define the terms one uses*. (Mittwoch 2008:331-332) Furthermore, it may be a better decision to regard a negated present perfect sentence, such as example sentence 22, an experiential since there would not be a result present without the existence of a past event (Michaelis 1994:141).

2.4.4. The perfect of recent past or hot news perfect

On the one hand, this final use of the present perfect describes situations which are very recent and, therefore, their happenings are still important for the present moment. On the other hand, just because an event is considered important for the moment of speaking does not mean that it has to be recent in all cases. For instance, an utterance, such as *The Second World War has ended* would be appropriate if the addressee has been in exile on a remote island since the end of war. (Comrie 1976:60) In other words, "while present relevance does not imply recentness, recentness may be a sufficient condition for present relevance" (Comrie 1976:60). Therefore, it would be odd to say utterances like *I've burnt my finger this year already* when recentness should be foregrounded (McCoard 1978:146) and, thus, it is considered an example of the perfect of experience instead. What the perfect of recent past does, is that it tries to reach and maintain the listener's attention on the currently relevant topic, in which a past event is foregrounded (Yao 2016:130-132). Furthermore, adverbs of "extreme" recency, including *now*, *herewith* and *at this moment* cannot usually consort with the perfect of recent past, as they describe concluded events and results (McCoard 1978:146). Additionally, similarly to the situation in which an adult person cannot talk about experiences that belong to his or her childhood, a sentence such as *I've been to the dentist this morning* said in the afternoon or in the evening, although the appointment at the dentist occurred on the

same day, may often be considered incorrect. The reason for this may be that the present perfect suggests that it is still morning at the moment this sentence is uttered and if it is no longer morning, the past simple might be a better choice. Nevertheless, utterances like these in which the present perfect is used can indeed be found. (Comrie 1976:54,61; Leech 2005:42) In contrast, the past simple is correct in either of the two situations (Koziol 1958:503, referred to in McCoard 1978:130).

McCawley also calls this use “hot news perfect”, which, as the name already suggests, is used to announce events that have just happened (McCawley 1971:104,109). This type of the perfect can often be found in news reports leading to the logical conclusion that the happenings and their announcement are not wide apart temporally. After the introduction sentence of the topic at issue, also called the lead, the following details are normally given in the past simple. (Fenn 1987:129-130; Yao 2016:134-135) According to Depraetere (1998) the perfect of recent past and the hot news perfect are not entirely the same. Besides the aspect of recency, the hot news perfect assumes the hearer to lack information on the particular event in mind. (Depraetere 1998:598) As a result, the hot news perfect comes with a certain “surprise value” (Yao 2016:130). Therefore, it becomes clear that this use of the present perfect depends heavily on the context and a person’s background information. It only invites a pragmatic interpretation since the speaker decides what is worth telling and what is new information for the listener (Yao 2016:134). In other words, “The relevant pragmatic context for a hot news perfect is one in which the speaker assumes that the hearer is aware that an event of the given type might occur, but he doesn't know that it has occurred, and the speaker exploits this presupposition to create the ‘hot news’ effect” (Katz 2003:158).

It has to be acknowledged that this use of the present perfect as separate category is the most criticized by linguists, partly due to the fact that it is merely treated as a subcategory of the resultative or the experiential perfect by various linguists (Yao 2016:130). Fenn, for example, reminds the reader that recency can just as well be expressed by the simple past, as in examples like *John arrived two minutes ago* (Fenn 1987:130). This argument is also supported by Depraetere, who observes that a past event described in the past simple can in several cases be nearer to S than present perfect utterances (Depraetere 2012:164). Furthermore, he feels that

whether something is recent or not is a question of subjectivity (Fenn 1987:130). Therefore, at a syntactic level, the perfect of recent past might be best distinguished from the other present perfect uses by adding adverbs of recency, such as *just*, to a sentence, whereas semantically it might not always be clear which one it is. Especially the resultative perfect might be confused with the perfect of recent past since both present some kind of result. (Brinton 1988:11-12) Having the hot news perfect in mind, Fenn also points out that “any item of information is given in the belief that its contents are unknown, no matter which tense is used” (Fenn 1987:130-131), making the perfect of recent past look weak as a singular, clear-cut use of the present perfect. However, since there is enough evidence for expressing recentness with the present perfect and since the hot news characterization is accepted by a multitude of speakers (Yao 2016:133), I believe the categorization of the present perfect into these four uses mentioned above are legitimate. In addition to this, having this present perfect reading as a separate use might help to understand the perfect as a whole.

2.5. The role of the verb

The various uses of the present perfect simple can also be differentiated by examining the verb. For example, in order to arrive at any real outcome in a resultative perfect sentence, specific verbs need to be used by the speaker to convey this notion of result, giving emphasis to the lexical “character” of the verb (Bauer 1970:189-190). As mentioned in section 2.2.2, lexical aspect or aktionsart concerns the semantics of verbs, which can be classified in multiple ways. Verbs can be arranged into two-way, up to five-way verb classes or verb “typologies”. Verbs can be stative or non-stative, punctual or durative and telic or atelic. Throughout the literature, the most dominant verb categorization is the one by Vendler (1974), who distinguishes between achievements, activities, accomplishments and states. (Brinton 1988:23-29)

For the analysis of the present perfect simple it is interesting to take a closer look at stative and active verbs. The terminology “stative / action”, “stative / process”, “stative / event”, “no change / change”, “static / dynamic” and “state / occurrence” can also be found. (Brinton 1988:141) State verbs like *love*, *live*, *be*, *know*, etc. have the ability to

stay the same for a certain period of time without any alteration, modification or progress. These verbs are often durative. “States do not happen; they are not done. Rather, they simply are”. (Brinton 1988:24-25) The beginning of a stative verb is introduced by a non-stative verb, such as *do, go, come, start*, etc., which is characterized by change (Comrie 1976:50; Brinton 1988:24; Leech 2005:9). In other words, dynamic verbs “require some effort or input of energy to occur” (Collins 2007:297). Throughout the literature, there is a wide agreement on the main verb of the continuative perfect being generally stative (McCoard 1978:141; Leech 2005:36).

Furthermore, a noteworthy relation between the four uses and telicity can be observed. Hence, it is necessary to differentiate between “telic” and “atelic” verbs, whose coinage goes back to Garey (1957:106). Certainly, there are also other names for this verb taxonomy, namely, “conclusive/non-conclusive”, “bounded/non-bounded” or “grenzbezogen/nicht grenzbezogen” (Brinton 1988:25). However, in this thesis the terms “telic” and “atelic” are used. Telic verbs include verbs, such as *buy, sell, achieve, persuade*, etc., as well as momentary verbs like *find, catch, kick, touch*, etc., which share similar characteristics since they are all goal-oriented. In other words, telic verbs move towards a target or endpoint. In contrast, atelic verbs, such as *walk, sit, love, admire*, etc., do not aim for a completed outcome. (Bauer 1970:191-192) As Garey puts it, “ATELIC verbs are those which do not have to wait for a goal for their realization, but are realized as soon as they begin” (1957:106).

First of all, what differentiates the continuative perfect from the other three uses of the present perfect is that the persisting characteristic can in general only be expressed by an atelic verb. Furthermore, adding a temporal adverbial such as *since* or *for* to the utterance, which expresses duration, it will be clear also without any contextual information that it is a continuative perfect and not an experiential one. As already discussed in the above sections, the context in which a present perfect sentence is embedded always needs to be taken into account in order to arrive at the intended interpretation (Bauer 1970:193-194). For instance, the atelic continuative perfect sentence *He has lived in London since 1950* becomes a telic experiential perfect without the adverb. Similarly, the main verb in *John has written* is atelic, whereas in *Has he written them a letter/note/request yet?* the sentence is telic. (McCoard 1978:141-142) In addition to this, there are cases in which the main verb of

a continuative present perfect sentence is telic. This interpretation is possible mainly due to the accompanying adverb. An example would be, *We have won the game for half a year straight*, which suggests a relatively constant state. (Brinton 1988:143)

Secondly, if the verb in a present perfect sentence is telic, such as *I have succeeded*, it is the resultative perfect, and if an adverb is added, *I have (always) succeeded so far*, it can be interpreted as experiential (Bauer 1970:192-193; Brinton 1988:43-44). In other words, with the addition of a temporal adverbial emphasizing reiteration, a resultative perfect changes into an experiential one (McCoard 1978:142). As one can see, by adding adverbials or other contextual elements, as well as considering subject-object relations, a verb which is generally atelic may be interpreted as telic and the other way around (Comrie 1976:45; McCoard 1978:141-142). Therefore, one cannot really speak of telic and atelic verbs, but rather interpret the whole situation as telic or atelic (Comrie 1976:45). Another aspect which influences telicity are phrasal verbs since it means something different in terms of reaching a goal as in *John used the red ink* or *John used up the red ink*. Furthermore, if a sentence is negated it becomes automatically atelic. (McCoard 1978:141-142) Lastly, it has to be emphasized, as done already several times throughout this thesis, that pragmatic knowledge always plays an important role when it comes to interpreting utterances in communication.

To return to Vendler's categorization, accomplishments such as *run a mile* are non-stative and telic, activities such as *run* are non-stative and atelic, achievements such as *find* are momentary and, therefore telic, and states are stative and atelic (Fenn 1987:40-41; Andersen & Shirai 1994:134).

2.6. The solution is pragmatics

By "[dealing] with the nature of pragmatic inferences drawn from a present perfect utterance and the underlying communicative principles that motivate these inferences", several difficulties from a semantic perspective can be resolved with pragmatics (Yao 2013:1000). As mentioned several times in the above chapters, a full interpretation of the present perfect also involves pragmatics and, hence, contextual understanding since, as already stated in section 2.3, a sole conclusion about what is communicated cannot be drawn from the perfect tense form itself

(Bryan 1936:369). Firstly, sometimes it is difficult to know which of the four readings of the present perfect is actually meant by the speaker. For instance, often a confusion between the resultative perfect and the experiential perfect can be observed. Consider the following situation:

30. Ann. I have lost my passport.

Beth. Oh dear. What are you going to do?

Ann. Oh no. I meant in the past. (Mittwoch 2008:325)

In example 30, a resultative and an experiential reading is possible (Mittwoch 2008:325). In order for the hearer to know what interpretation is meant by the speaker depends on contextual information and situational knowledge of the speakers involved (Mittwoch 2008:341). Furthermore, it could also be the case that even if the perfect verb form suggests one of the four readings of the present perfect, another of these four is actually more dominant. For example, the subjects *poor devils* in the sentence *What have the poor devils been eating?* may indicate that the present state of the subjects is of most interest and not the experience arising from the semantic meaning of this utterance. (Fenn 1987:122) Secondly, it is not always easy to detect what is most relevant within one present perfect use. Often, more than one implicature is possible. For example, *I have had lunch* may have several potential result states, such as *I am not hungry*, *I can't come to lunch with you*, or *I am free to do a job of work for you right now*. Therefore, knowledge about the context is necessary to single out the correct interpretation. (Mittwoch 2008:344)

Furthermore, as demonstrated in subchapter 2.4.2, experiential perfects in which the subject is no longer alive are correct under certain circumstances. Additionally, in section 2.2.4 the impossibility to combine definite time adverbials, commonly associated with the past simple, with present perfect sentences was brought several times to the readers' attention. Throughout the literature this issue is often referred to as "the present perfect puzzle", coined by Klein, which can only be understood when applying pragmatic knowledge (Klein 1992:525). However, present perfect sentences which are accompanied by such a past tense adverb can indeed be found in real life communication (Schaden 2009:124-125; Xinyue 2013:1014), as the following example demonstrates:

31. We have received information on F.S. from you on the 22nd of September last. (Schaden 2009:124)

These phenomena can also only be explained by pragmatics. For instance, sentence 31 may suggest that the speaker as well as the listener is aware of the present importance which needs to be foregrounded besides the specific point in time. If the past simple was used instead, the listener might have not interpreted it as being currently relevant. (Schaden 2009:124,134) Furthermore, several adverbs, such as *today*, *this week*, *already* and *never*, can go with both tenses. In this case it again depends on the speaker what he or she wants to convey. (Walker 1967:18-21) Similarly, there are instances in which both, the present perfect and the past simple, are equally correct without a difference in meaning. In such cases it depends on the speaker's personal predilection which of the two tenses to choose. (Depraetere 1998:600) Additionally, it became clear from the above sections that it ultimately depends on the context to be able to know what is relevant to the speakers involved, to identify results of weak resultatives or nil results, or to interpret information as newsworthy.

3. Second language teaching and learning of English tenses

Since the focus of this study is on tenses, only a brief summary of the most important aspects of grammar will be given in this chapter. First of all, the kind of grammar referred to in this thesis is pedagogical grammar, which “is concerned with how grammar can most effectively be taught and learnt in the second language (L2) classroom” (Keck & Kim 2014:2). Secondly, the grammatical items are best approached from a communicative perspective since grammar involves a meaning-making process and is part of a communicative context. This observation emphasizes the importance to include and highlight pragmatics, which has already been raised several times throughout this thesis. (Keck & Kim 2014:33) In other words, according to Larsen-Freeman, grammar can be seen as a skill and as a dynamic process, in which different communicative situations will require other grammatical choices (Larsen-Freeman 2003:24-26). Consequently, the model of the three dimensions of language by Larsen-Freeman (cp. chapter 2) can be suggested as an appropriate framework for pedagogical grammar (Keck & Kim 2014:37).

Since the principles of the model of the three dimensions of language can also be found in the Austrian national curricula of foreign languages and the Common European Framework of Reference (CEFR 2001), the need for the development of communicative competence is also stressed in these documents. At this point it is important to note that only the two curricula of foreign languages for the lower and the upper grades of AHS schools are relevant for this thesis. In both curricula it is stated that the functional aspect of grammar has priority when learning grammar and that it should be embedded in some kind of communicative context for the greater part, giving pragmatics a high degree of attention. Only if necessary should the form and the rules of the grammatical item be looked at separately and in all the other cases an inductive approach is suggested to be used. (Lehrpläne Unterstufe, 2004:2; Lehrpläne Oberstufe 2004:3) This means that first, various examples of a certain grammatical item are introduced, and students are invited to identify the rules by themselves. In contrast, a deductive approach begins by presenting the rules, then the examples and at last some practice exercises are provided. (Keßler & Plesser 2011:28;240) Similarly, the CEFR, which the Austrian national curricula are based

on, describes language learning and language use as a process of developing different competences. The importance of acquiring communicative competence, consisting of linguistic, sociolinguistic and pragmatic abilities, is stressed several times in this document. (CEFR 2001:9,13) Consequently, grammatical competence, which is a meaning-making process by using language, is “clearly central to communicative competence” (CEFR 2001:151). Regarding the presentation and learning of grammar, neither inductive nor deductive preference is given (CEFR 2001:152).

As a result, it is recommended that the teaching and learning of English as a second language preferably happens through a communicative approach, which includes linguistic, pragmatic, discourse and strategic competences (Celce-Murcia & Olshtain 2000:50). Therefore, when it comes to the teaching of tenses, in this case, the present perfect simple, a “focus on form” rather than a “focus on forms” is necessary (Long 1991:44; Lim 2007:383). The difference between these two is that the former involves form and its various meanings, whereas the latter only concentrates on the grammatical item’s forms in isolation. More precisely, in the focus on form approach the center of attention lies on the various meanings of the grammatical item needed for communicating about a topic, and the students’ attention is shifted to the grammatical forms only whenever the learners seem to have troubles with it or when mistakes occur. (Long 1991:45-46) Thus, a focus on form instruction highlights that “the best way to learn a language, inside or outside a classroom, is not by treating it as an object of study, but by experiencing it as a medium of communication” (Long 1991:41), making language learning of grammatical rules incidental at specific times. This means that occasionally learners acquire language without being intentionally taught (Ellis 2012:272-273). Furthermore, it is necessary for students to learn about the uses of the various tenses and in which contexts they can occur (Collins 2007:299-300). Often, the focus on form approach engages learners in noticing activities (Tomita & Spada 2013:592) and, for the most part, in meaning-focused activities (Ellis 2001:2).

Moreover, it is important to teach tenses on the text level and not only on the sentence level, as it is often done in the current learning and teaching materials. Such a sentence-level focus proves counterproductive in a communicative

classroom, since without any context multiple tense choices may arise simultaneously. (Celce-Murcia & Olshtain 2000:50; Larsen-Freeman 2003:67) Then it often results in difficulties for students to decide which tense form is the right one to use and to comprehend the reason for a particular tense choice (Keck and Kim 2014:84). Therefore, one can see why it might not be advisable to practice each tense in isolation (Larsen-Freeman 2003:71).

Especially the present perfect simple can be better comprehended if taught on the text level (Larsen-Freeman 2003:74) where it can be contrasted with other tenses, especially with the past simple (Lim 2007:384; see also Willis 2003:114). This was already acknowledged as early as 1967: the “present perfect tense can be most effectively taught in contrast with the simple past tense since this is the area of greatest confusion” (Walker 1967:18). The reason for this is that in German a second past tense exists, which has a similar form as the English present perfect, however, is different in its function. This often results in incorrect usage of the present perfect in cases in which the past simple is appropriate. (Collins 2007:295,298) Furthermore, multiple tense options may arise with no apparent meaning difference. Therefore, it should be explained why one particular tense is used instead of the other. (Keck & Kim 2014:37-38)

Additionally, whether to use the present perfect or the past simple may depend on social factors, such as attitude, pragmatical factors as well as discourse factors, like texture. This observation emphasizes the importance of the use dimension of the three dimensions of language by Larsen-Freeman, which “involves an active process of fitting the language to the context.” (Larsen-Freeman 2003:59-63). Therefore, it is even suggested to introduce all tense forms at once instead of one after the other since “tense aspect and mood are a matter of choice” (Willis 2003:114). It is only on the text level that it is possible to see how cohesion of a text is achieved by adequate decisions on tense and aspect. If students have to apply the rules of a particular tense merely on the sentence level, then it will be difficult for them to understand how tense and aspect combinations work on the text level. (Larsen-Freeman; Kuehn; Haccius 2002:6,8) From this observation it becomes clear that the description of the term *text* does not fit into the learning and teaching context, but must be redefined for pedagogical purposes, as the following quote shows:

A text is any stretch of language that functions as a whole unit, no matter how brief, even something as short as *No smoking*. However, in this chapter we will be concerned with texts of multiple sentence or utterance length because it is with these that the dynamics of language use can be especially appreciated. (Larsen-Freeman 2003:67)

Additionally, the need to view grammar at the suprasentential level is also emphasized, which implies the necessity of context and, therefore, discourse analysis (Celce-Murcia & Olshtain 2000:4,50-51; Larsen-Freeman 2003:67). For my analysis I will take Larsen-Freeman's definition of *text*.

Another interesting fact concerning the learning and teaching of tenses is that in pedagogical books, including the ones analyzed in this study, aspect is only partly treated. In contrast to linguistic books, which name only the present and the past as the only two real tenses (cp. chapter 2), Pedagogical materials list twelve tenses. Therefore, the English present perfect is labeled a "tense". However, according to several linguists, it is indeed important to deal with aspect in the English classroom in order to fully make sense of the English present perfect and to avoid mistakes often caused by influences by the students' L1 (Rahman 2015:132-134). The difference between, for instance, the present perfect and the present simple can only be explained by aspect since the tense is the same in both, namely, present. As a result, "tense without the aspectual distinction fails to convey the difference in meaning between these two" (Flora & Hasan 2012:89). Besides the correct verb forms students need to understand that distinct present perfect situations can be viewed differently. They can be perfective or imperfective. The same is suggested for lexical aspect, which should not be neglected in pedagogical materials. (Rahman 2015:132-134; Cowan 2008:356)

4. Description of the study

This diploma thesis analyzes learning and teaching materials that are presently used for EFL students attending Austrian AHS schools³. For the analysis, one set of schoolbooks for the lower grades, one set of schoolbooks for the upper levels and one mobile app for all grades are used as primary data. Therefore, the materials aim at students between the 1st and 8th grades of secondary education, which corresponds to the competence levels A1 to B2. Additionally, only the units in which the present perfect is dealt with explicitly are investigated.

4.1. Introduction to the learning and teaching materials

In this thesis I adopt the definition of “materials” by Tomlinson, which states that materials “are anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD Rom, DVD or the internet” (Tomlinson 2001:66, referred to in Tomlinson 2013:2; see also Littlejohn 2011). Most importantly, it is necessary that the materials match the requirements of the learners (Tomlinson 2013:3).

The materials were selected on the basis of various factors. Regarding the schoolbooks, only the most recently published ones which are also used in Austrian AHS schools are analyzed. Furthermore, the mobile app was chosen because it is used by various teachers and learners of English, it uses suitable language for young non-native speakers of English, it can be used for practice in as well as outside the classroom and it relates to the CEFR, which forms the basis of the Austrian curriculum. The schoolbooks as well as the grammar practice book, on which the mobile app is based, are recommended materials in the schoolbook list of the school year 2018/19 (Schulbuchaktion 2018/2019:23-25,163,166,257). In addition to this,

³ In secondary education students can choose to go to an AHS school where they are taught general knowledge in a variety of subjects. AHS schools are split into lower grades (“Unterstufe”), grades 1 to 4, and upper grades (“Oberstufe”), grades 5 to 8. The upper levels are completed with the “Matura”, which entitles students to attend higher education.

there is also a personal interest behind the choice of these materials since I as a future teacher of English will be likely to work with them.

In the next sections, a brief description of the various materials will be given.

4.1.1. Schoolbooks

More!

The *More!* series, written by Günter Gerngross, Herbert Puchta, Christian Holzmann, Peter Lewis-Jones and Jeff Stranks, is designed for Austrian lower secondary schools. Published by Helbling, they have been on the market since 2007 and 2009. The newest editions of the textbooks series are from 2017 (*More! 2*) and 2018 (*More! 3 & 4*), which are analyzed in this thesis. Since the present perfect is not yet explained in the first book of the schoolbook series *More!*, only the books for levels two to four are investigated. Apart from the *student's books*, the *work books* are analyzed as well. Furthermore, if different versions of the *More!* series are available, the enriched version is chosen for the analysis. Extra practice materials or online materials are not part of this analysis, though. The *teacher's book* is only looked at to check what solution options are available whenever more interpretations of the present perfect or other tenses besides the present perfect are possible, which will be discussed in relation to my results.

Into English

This coursebook series, published by the same publishing house as *More!*, is used for upper secondary AHS schools in Austria. Published in 2013, it is currently the first and only available edition. It was written by Herbert Puchta, Christian Holzmann, Jeff Stranks and Peter Lewis-Jones. The present perfect is explicitly dealt with in the first two books and, therefore, only the units in these two course books are investigated. As with *More!*, other practice materials and online materials are not taken into consideration. Work books to this schoolbook series do not exist.

4.1.2. Mobile learning app

The mobile app *English Grammar in Use* is based on the grammar practice book of the same title by Raymond Murphy and explicitly focuses on grammar. It was published in 2014 and updated in 2019. Similar to its printed counterpart, it consists of 145 units and additional exercises which follow the same order as the regular units. However, there are fewer additional exercises available in the app and they are differently structured than in the printed version. The content of the app does sometimes overlap with the content of the practice book, but in most cases new practice exercises are presented. In each unit the learner and teacher can find between 1 to 8 different exercises, which again are comprised of several tasks. The structure is always the same in each unit. While instructions with respective example sentences are given on the left-hand side, the various practice exercises can be found on the right-hand side⁴. Furthermore, every answer can be checked immediately and whenever it is not correct, the right answer can be shown if needed.

Aside from the various practice units, the app also consists of helpful tools. Firstly, there is a search button, via which various grammatical terms and grammar points can be looked up. Secondly, a handful of exercises can be found in the study guide in order to determine where more practice is necessary. Additionally, each task is linked with the respective unit, which makes it easy for students to go directly to the practice unit(s). Thirdly, there is a bookmark folder where all bookmarks are saved as a shortcut to the exercises selected. Furthermore, all grammar terms used in the app can be searched in the glossary. Moreover, six appendices covering the most important grammatical aspects, such as an overview of the tenses, are given. Last, in the information section useful hints can be found about how to use the app.

4.2. Research questions

The analysis is based on the following overall research question:

⁴ It needs to be clarified that the layout of the mobile app looks different when using a phone or a tablet. Therefore, the perceived spatial arrangement of a left-hand side and a right-hand side is only valid for the tablet.

In how far is the present perfect simple tense dealt with in printed as well as in digital teaching and learning materials for Austrian AHS schools?

Based on the theoretical chapters of this thesis (chapter 2 and 3), the overall research question falls into the following five areas:

- i. Teaching approaches
- ii. The four uses of the present perfect
- iii. The four uses and the three dimensions of language in the explanation sections
- iv. The four uses and the three dimensions of language in the practice exercises
- v. Use dimension: pragmatics

These five categories can be broken down into the questions below whose results will be discussed in chapter 5. Furthermore, the analysis will be structured according to these questions. To avoid misunderstandings, it is important to clarify that the term *use* must be understood differently when explaining the four uses of the present perfect and the use dimension of the three dimensions of language. While the uses of the present perfect can be explained semantically and pragmatically, the use dimension of a grammatical item refers only to pragmatics, and hence, the appropriateness of the present perfect in a given context (Larsen-Freeman 2003:36).

Teaching approaches:

1. How is the present perfect presented in each unit – inductively or deductively?
2. Do the materials display a focus on form or on forms?

The four uses of the present perfect:

3. How many units deal purposefully with the present perfect simple and how many activities of each unit focus explicitly on the present perfect, and which ones take an implicit focus?
4. How many present perfects of each use are there all in all? Is there a prevailing use?

The four uses and the three dimensions of language in the explanation sections:

5. Are all three dimensions presented in the explanation areas?
 - a. Is the form of the present perfect discussed in each material?
 - b. Are all of the four uses of the present perfect presented and explained?

- c. Do the explanations differ between the materials and, if yes, how?
- d. Do the examples given in the grammar sections match the explanations presented?
- e. Concerning the presentation of the present perfect, are the examples of the present perfect presented on the phrase, sentence or discourse level?
- f. In what order are the uses presented and is it the same order amongst the various materials?
- g. Are time adverbials associated with the different uses of the present perfect and which ones?

The four uses and the three dimensions of language in the practice exercises:

- 6. Are all three dimensions presented in the explanation boxes dealt with in the practice exercises?
 - a. Can all elements concerning the form of the present perfect be practiced in the materials?
 - b. Do the materials offer the opportunity to practice the four uses and can all uses which are presented and explained be practiced in activities with explicit focus on the present perfect?
 - c. Are all four uses equally practiced?
 - d. How many exercises focus on practicing form as well as on meaning and use?
 - e. Is there an equal focus on all three dimensions?
 - f. Regarding the practice of the present perfect, is the focus on the exercises rather on the sentence level or on the text level?

Use dimension: pragmatics:

- 7. To what other tenses is the present perfect explicitly compared and at what stage in the materials are other tenses introduced alongside the present perfect?
 - a. Do the materials make reference to instances when both the present perfect and the past simple are equally suitable options?
- 8. Are there any cases in which more than one use of the present perfect may be suitable?
 - b. Between what uses are the most overlaps?

- c. Are there any explanations offered in the materials why one use of the present perfect is chosen over another of the four uses?
- d. Are there any exercises where the different uses of the present perfect are compared to?

4.3. Methodology and procedure

This section outlines the procedure for answering the above research questions. Firstly, the basic technique for answering the research question of this diploma thesis is analyzing, rather than evaluating. This means that an analysis is objective and merely describes what there is and does not give any subjective statements about their usefulness as an evaluation would. (McGrath 2002:22) Furthermore, an analysis gives answers to yes or no questions. Nevertheless, it can be argued that any objective investigation can never be completely free of subjectivity. (Tomlinson 2013:22-23) Therefore, the various learning and teaching materials are analyzed and, in some cases, also evaluated. Secondly, it is a pre-use evaluation since the analysis of the learning and teaching materials is done before the actual use of these materials (Cunningsworth 1995:14). Nevertheless, it must be kept in mind that these materials are already used by other learners and teachers. Thirdly, in order to attain results, the in-depth method by McGrath is used, which is a detailed analysis of specific features and sections that may be based on a set of questions (McGrath 2002:27-28; Cunningsworth 1995:2). Therefore, using the in-depth method one might want to examine “the kind of language description, underlying assumptions about learning or values on which the materials are based on or [...] whether the materials seem likely to live up to the claims that are being made for them” (McGrath 2002:27-28), which goes much further than what the author and/or the publisher says. Furthermore, it has to be born in mind that the outcome of the units of the schoolbooks or the particular sections of the mobile app investigated cannot speak for the whole book or app and, thus, is only able to give “a partial insight” into the materials (McGrath 2002:28).

In addition to this, to obtain the results of the material analysis, checklists are used whose criteria are based, on the one hand, on linguistic research (outlined in chapter 2) and, on the other hand, on pedagogical principles (discussed in chapter 3). In

other words, the theoretical part of this thesis will serve as the basis for the interpretations of the results of the analysis. Basically, a checklist is “a list of things, names, etc. to be checked off or referred to for verifying, comparing, ordering, etc.” (Collins English Dictionary). Besides ticking off the various features on the checklist (see appendices), the total numbers of each use of the present perfect and other details are given in order to make comparisons between the materials possible. When discussing the outcomes, the materials analyzed will be compared right away within each section.

The following criteria need to be kept in mind while ticking off the particular features of the checklist:

- Only the units in which the present perfect is explicitly dealt with are analyzed.
- Instances of the present perfect continuous tense are also included in this analysis only if they correspond to the continuative use of the perfect. The meanings which can only be expressed by the present perfect continuous will not form part of this thesis (cp. section 2.4.1).
- The analysis focuses exclusively on what the materials actually show and not what students might say or write concerning exercises in which the productive skills are practiced, except for grammar exercises. Therefore, only the instructions of speaking and writing activities are investigated since it cannot be known if the students will actually use the present perfect. This would be mere speculation.
- Short answers, for instance *Yes, I have*, are also included in the analysis.
- The same is true for passive constructions, however, modal uses or future uses of the present perfect are not ticked.
- In cases in which several exercises are referring to the same text or exercise, hence, examining the same present perfect examples through a variety of different exercises, the present perfects found will only be considered once for the analysis because it is about the frequency the different present perfects can be found in the materials, and not about the frequency the students might use them.
- When it comes to the analysis of the three dimensions, only the exercises with explicit focus on the present perfect are taken into consideration since all three

dimensions could be the focus in the implicit exercises, which would not give any clear results.

5. The present perfect simple in learning and teaching materials

Before going into more detail on the present perfect and its various uses, a short description about the teaching approaches used in the analyzed materials will be given. Afterwards, the results of the analysis of the learning and teaching materials will be discussed. First, overall outcomes will be shown and, second, a distinction will be drawn between how the uses of the present perfect are explained and how they are practiced in relation to the three dimensions of language. Due to overlaps between certain uses, two interpretations of the results will be presented.

5.1 Teaching approaches and the four uses of the present perfect

Firstly, it will be clarified what overall teaching approach is suggested by the various materials under scrutiny. Therefore, it will be discussed whether a deductive, an inductive or mixed approach is used. This is necessary to find out in order to get a feeling of how much students might become engaged in the process of working with grammar and how much independent learning is possible and offered by the materials. Secondly, it will be determined if in each unit grammar is the center of attention or if there is only an occasional shift to the present perfect. To put it differently, the question arises whether a focus on forms or a focus on form approach is used.

5.1.1 Deductive or inductive approach for teaching and learning the present perfect

As it was mentioned in chapter 3, an inductive teaching and learning approach is favored by the Austrian curricula, whereas in the CEFR there is no mentioning of which of the two should be used (Lehrpläne Unterstufe 2004:2; Lehrpläne Oberstufe 2004:3; CEFR 2001:152). Looking at the mobile app first, it can be observed that it is clearly built around a deductive approach since every unit contains an explanation section alongside the practice exercises. Even though some of the units start by presenting various examples of the present perfect and pictures to illustrate the uses of this tense, which would speak for an inductive approach, the rules are introduced directly after the example sentences. This is followed by more examples.

Furthermore, each explanation section is divided into multiple parts, such as A, B, C and sometimes even D. At the end of each subpart the respective exercises are listed in which the rules presented can be practiced.

Moving on to *More!*, both approaches are used in order to explain the uses of the present perfect. In *More! 2* the present perfect is exclusively explained deductively. In *More! 3* the explanation box in unit 7 starts out inductively, by presenting two utterances in the continuative perfect which is followed by questions which are meant to help the reader comprehend this particular use of the present perfect by themselves. Immediately after it, the rule when to use the continuative perfect is given as well as the adverbials *for* and *since*, which are commonly used with it. What can be noticed here is that the inductively constructed section might be overlooked and thus fail its purpose since the explicit rules are given in the same explanation box in which the answers to the questions can be found. Hence, the students might not discover the rules for the continuative perfect by themselves. In the other two units in *More! 3* a deductive approach is used again. Only in *More! 4* is the entire explanation box created inductively. Metalingual questions about the present perfect and the past simple follow four example sentences, two of which are in the present perfect and two of which are in the past simple. Similarly, students have to decide which of the two different temporal adverbial groups go with which of the two tenses. Since this explanation box is titled as a revision of these grammar points, it can be argued that it, again, is not truly inductive as students have been confronted with the rules before.

Furthermore, in *Into English* an entirely inductive approach is used to learn and teach the present perfect since the uses of the present perfect are taught by metalingual guiding questions and rule completion exercises. All in all, in *Into English 1* the grammar item is presented inductively by introducing example sentences accompanied by metalingual questions, asking about the uses of the present perfect and some of the adverbs associated with it. After the first two exercises rules have to be completed using the relevant temporal adverb. In the second unit the focus lies on questions about the form of the present perfect, which are followed by an explanation box. This is the only explanation box present; however, it is incomplete and students need to fill in the gaps deciding on when to use the present perfect and the past simple. Directly after this, rules about signal words that differentiate between the

present perfect and the past simple can be found. In *Into English 2* there are no explanation boxes. Instead, the present perfect is introduced by finding examples of it in the text presented at the beginning of unit 1 and by answering the metalingual question *Why do you think each tense is used?* (*Into English 2* 2013:7). More details about the metalingual questions will be discussed in section 5.3.2.

To sum up, in *English Grammar in Use* an exclusively deductive approach is used, in *More!* a mixed approach can be encountered with a clear preference for introducing the present perfect deductively, and *Into English* makes use of an entirely inductive approach.

5.1.2 Focus on form or focus on forms of the present perfect

In all three materials each unit deals with a specific grammatical item. In the schoolbook series for the lower grades only the two extra units in *More! 2* and the extra unit in *More! 4* do not contain any grammar point. Since *English Grammar in Use* is a grammar learning app, all exercises focus on the present perfect explicitly and, therefore, the focus lies on forms only. This contrasts with the two schoolbook series, in which the grammar exercises constitute only one part of each unit. Moreover, every unit is designed around a communicative topic. This means that only some of the activities focus on the present perfect explicitly and a few of the other tasks do not even contain an instance of the present perfect. In addition to this, *More!* also teaches the vocabulary needed for the topic, as well as every day English, speaking, listening and reading. Hence, grammatical items are in focus only occasionally. For example, in *More! 3*, unit 8, students learn about the topic *inventions*, listen and read about crazy or uncommon inventions, find out facts about Nikola Tesla and are asked to write an email about an inventor they searched for on the Internet. In a speaking exercise the present perfect is embedded by talking about one's experiences (*More! 3 student's book* 2018:66-72). *Into English* offers further topics on music, literature, communication and culture. Each unit additionally focuses on one of the four competencies in more detail. Because of all these observations it becomes clear that the two schoolbook series make use of a focus on form approach. Consequently, these schoolbooks follow the recommendation of the communicative teaching approach in emphasizing a focus on form.

5.2. The four uses of the present perfect – Total numbers

This section deals with the presence of the present perfect in the teaching and learning materials in general and presents details about the four uses of this tense, i.e. the total numbers of each use. Due to occasional overlaps between some of the uses, an alternative interpretation will also be discussed and compared to the first choice of analysis.

Before going into more details on the uses, it is necessary to determine where in the materials the present perfect can be encountered. In all of the materials analyzed only some units focus explicitly on the present perfect simple (see Table 1).

Table 1. Nr. of units in which the present perfect simple is present.

	English Grammar in Use	More!			Into English	
Levels	English Grammar in Use	More! 2	More! 3	More! 4	Into English 1	Into English 2
Units	9/153	2/18	3/14	1/14	2/12	1/12
Total	9/153	6/46			3/24	

In the mobile app *English Grammar in Use* 9 units out of 153, in the schoolbook series *More!* 5 units out of 46 and in *Into English* 3 units out of 24 deal with the present perfect purposefully. Only one of the nine units of the mobile app focuses on additional exercises, which could be seen as revision practice. There are no revision units in the schoolbooks.

Furthermore, the materials analyzed vary heavily in the number of explanation sections and exercises where the present perfect can be found. See Table 2 for an overview.

Table 2. The number of grammar explanation sections and practice exercises.

	English Grammar in Use	More!	Into English
Total of explanation sections	8	6	6
Total of exercises	52	209	142
Explicit focus on the present perfect	51	60	29
Implicit focus on the present perfect	-	40	40
Total of present perfect exercises	51	100	69

Starting with the explanation sections, *English Grammar in Use* offers eight highly detailed grammar explanations in each unit, always before the exercises are presented, in *More!* six explanation boxes can always be found at the end of each unit and in *Into English*, due to an inductive approach, the situation is as follows: There is one section in which the present perfect is compared to the past simple as well as two areas in which the rules for the temporal adverbials commonly associated with these two tenses have to be completed (*Into English 1* 2013:10; *Into English 1* 2013:22). Furthermore, three metalingual guiding questions, in which students have to find out the rules for the forms and uses of the present perfect themselves, have to be answered. These grammar explanations can be found somewhere within the part where grammar is the focus of attention, which is always relatively early in the unit. In unit one of *Into English 2*, no explanation sections are offered at all. Regarding the number of exercises, *English Grammar in Use* offers 51 different activities which explicitly focus on the present perfect. There are no exercises with implicit focus on the present perfect since this app is for practicing grammar only. Furthermore, there is only one exercise which does not include the present perfect at all and, therefore, is left out of the analysis. In other words, 51 out of 52 practice exercises focus on the present perfect. On the other hand, the schoolbooks contain implicit as well as explicit exercises for dealing with the present perfect. *More!* has a lot more explicit activities than implicit ones. Out of 99 exercises, 60 focus on the present perfect explicitly and 39 focus on it implicitly. Considering also the exercises which did not contain any present perfect examples, it can be observed that in little less than half of the exercises, 99 of 209 to be precise, present perfects can be detected. In *Into English* the situation is quite different since it has 11 more implicit exercises than explicit ones. However, if all exercises of the particular units are taken into account, then only half of the exercises involve the present perfect, either explicitly or implicitly, similarly to *More!*.

Additionally, the overall number of present perfect instances also differs extremely between the materials. As can be observed in Figure 3, the mobile app contains the greatest number of present perfects, although being the material with the least present perfect exercises.

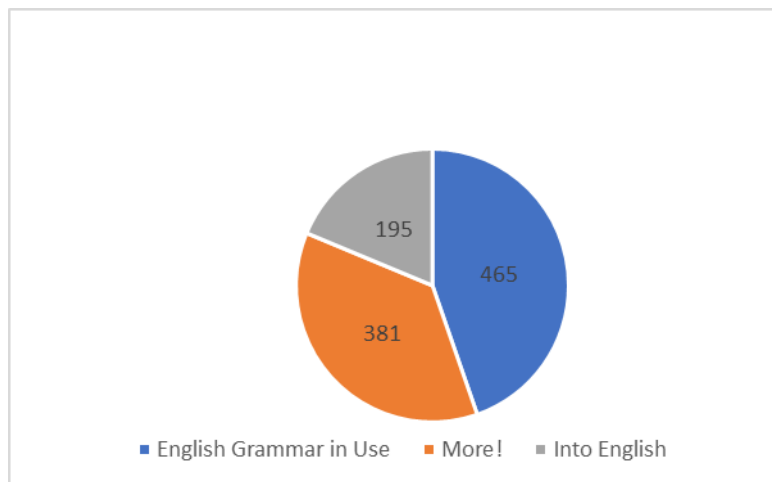


Figure 3. Total numbers of present perfects in all materials.

Compared to the other materials, *Into English* offers the smallest amount of present perfect instances and, hence, seems to provide fewer opportunities for encountering and practicing this tense. In other words, there are only half as many present perfects present than in *More!*. This could be explained by the fact that these two books were written by the same authors and published by the same publishing house. *Into English* is meant to directly follow the schoolbook series *More!* for the upper levels, where basic grammatical knowledge is presupposed. Similarly, since the mobile app starts out with basic knowledge as well, the high number of present perfect instances is justified.

Concerning the four uses of the present perfect, the quantity and the frequency of each use is different in the three types of materials (see Figure 4 below).

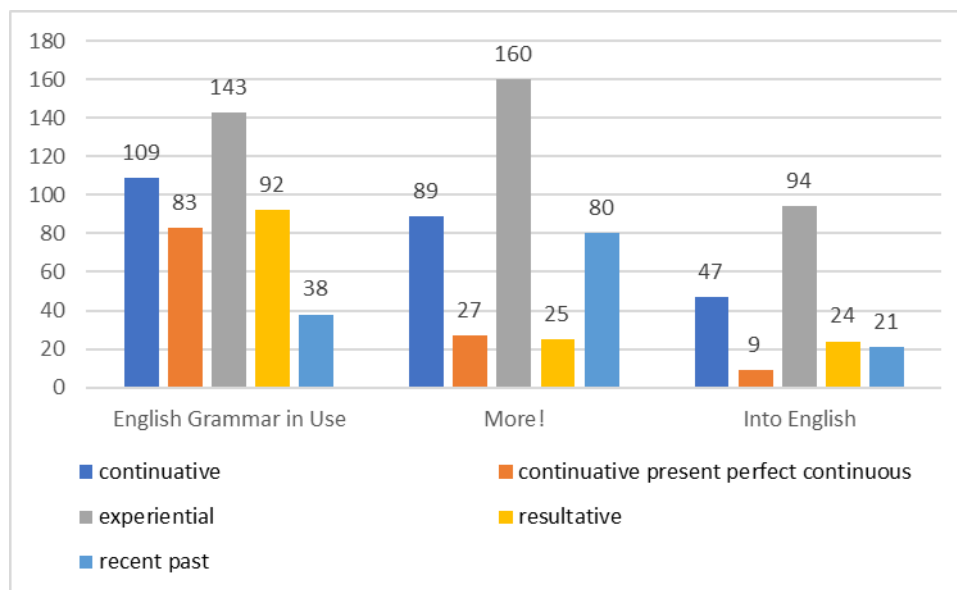


Figure 4. The four uses of the present perfect.

In *English Grammar in Use* the most widespread use of the present perfect is the continuative perfect, which involves both forms, the present perfect simple as well as the present perfect continuous. In *More!* and *Into English* it is the experiential perfect which is most frequent. In the mobile app the continuative perfect is followed by the experiential perfect, whereas in the two schoolbook series the second place is occupied by the continuative perfect. Compared to the literature, however, the resultative perfect should occupy first place, followed by the experiential perfect (Leech 2005:40). Considering the continuative perfect for a moment, it can be seen that in the app both forms are distributed quite equally, whereas in the two schoolbook series the continuative use is mostly manifested by the present perfect simple form. This is highly interesting since, according to authors such as Fenn (1987:6-75), the impression is given that there are more continuatives in the form of the present perfect progressive than in the simple form, even though the present perfect progressive is mostly discussed whenever the present perfect simple is the main topic. More research is needed to give definite results on this issue, which will not be further discussed in this thesis due to lack of space. Furthermore, in *More!* continuatives in the form of the present perfect progressive can be found in one unit only, namely in unit 11, separate from the units in which the present perfect simple is dealt with. In the other two material types the progressive form is discussed in the same units in which the present perfect simple is one of the topics in focus.

Moving on to the other two present perfect uses, namely the resultative and the recent past, the results show that, with the exception of the app, the resultatives are not as much present as the other three uses. The same is true for the recent past in *Into English* and *English Grammar in Use*. Only in *More!* does this use occupy a fairly high position. The different frequencies of the recent past in the two schoolbook series are quite surprising since both were written by the same authors, however, for different levels. In *Into English* the recent past use is given far less focus than in *More!*. As a result, learners who use the *More!* series could be misled to believe that the recent past use is more often used than the resultative, even though, as it is mentioned in the theoretical part of this thesis, the resultative use of the perfect is the most frequent one (Leech 2005:40). However, it must be noted that all recent pasts identified as such in this analysis are also perfects of result. Since recentness is foregrounded in *More!*, these present perfect examples were classified as recent pasts and not as resultatives without the recentness factor. Examining the other materials, it can be seen that the recent pasts alone do not occupy such a high position as they do in *More!*, and even put into one category together with the resultative (see Figure 5), they would still account for the use of the present perfect which is emphasized the least.

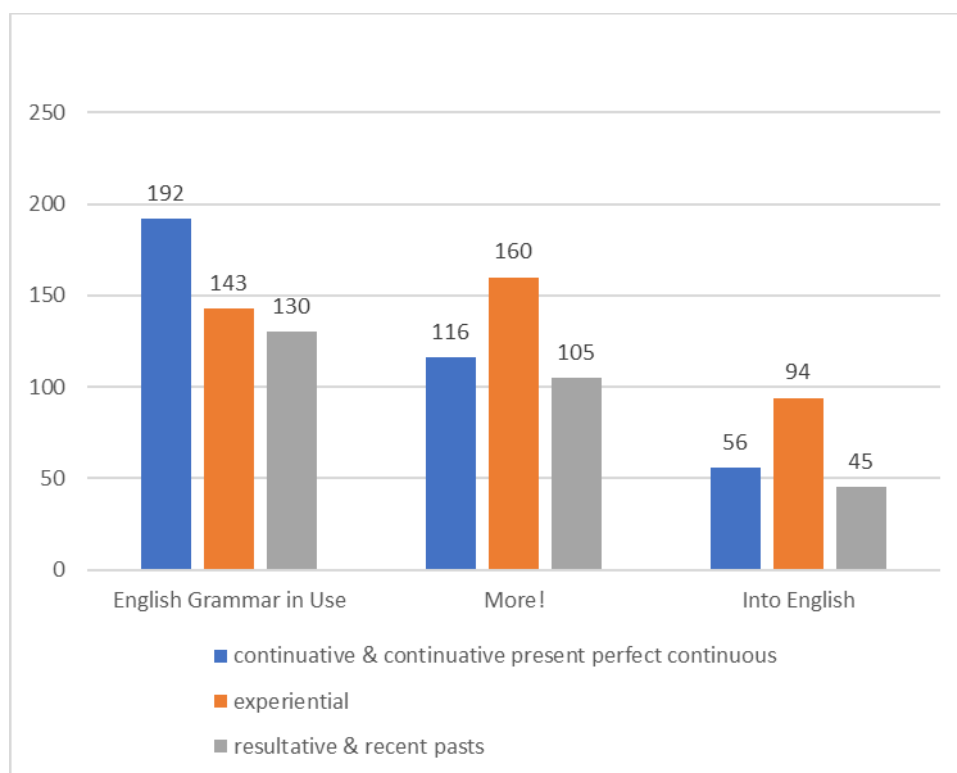


Figure 5. 3-way classification of the present perfect.

It must be acknowledged, however, that the difference in numbers of these three categories is not remarkably large and the resultative perfect only misses second place by a few instances.

Connecting to the previous paragraphs, more than one use of the present perfect fit the context in some exercises, which lead to a second interpretation. More details about the various overlaps between the uses will be discussed in section 5.5.3. As can be observed in the following Figure (Figure 6), the alternative interpretation did not lead to big alterations.

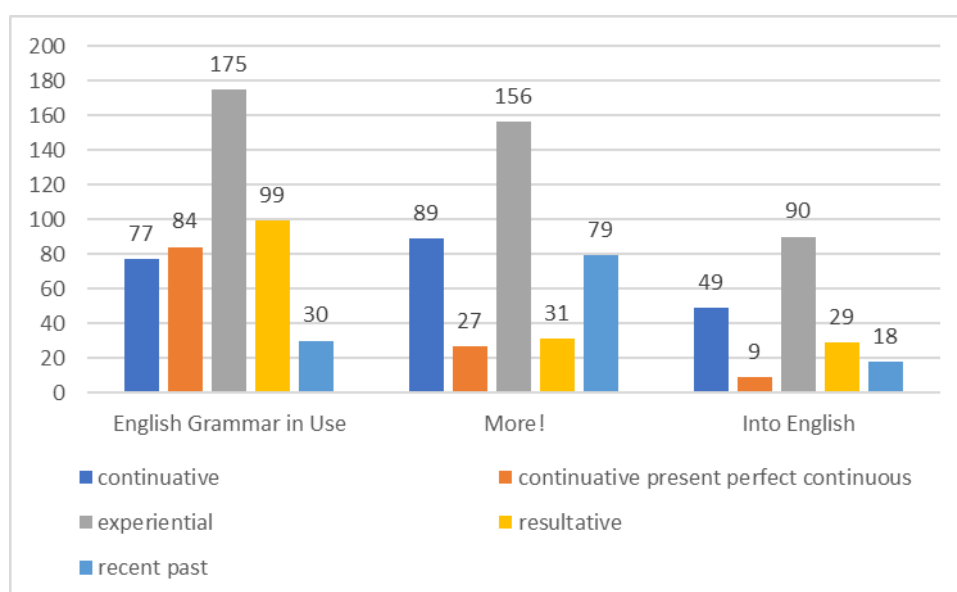


Figure 6. The four uses of the present perfect – alternative interpretation.

The most significant change in results can be found in the mobile app, in which the continuative and the experiential perfect switched places. All in all, this suggests that the experiential perfect is the most frequent use in all materials. These results are still different from what linguists have found out about the frequency of the four uses (cp. chapter 2) since the experiential perfect was mentioned to be the second most common use of the present perfect. Furthermore, the resultative perfect gained in numbers, whereas the recent past use lost a few instances in all materials.

5.3. The four uses and the three dimensions of language in the explanation sections

In this subchapter the attention is shifted to the explanation boxes or guiding questions offered by the materials before it is possible to see what kind of relation

there is between theory and practice. Furthermore, this section is about the three dimensions of language by Larsen-Freeman (2003) from which a grammatical item can be looked at. Hence, the form of the present perfect can be learnt and taught as well as its meaning and its use (cp. chapter 2). The emphasis in this section lies more on the existence of the three dimensions in the explanation sections. It will be discussed whether all three perspectives can be found in the grammar explanations. At this point it might be advisable to remind the reader that the uses of the present perfect are not the same as the use dimension of the three dimensions of language. The uses of the present perfect can be either explained semantically (the meaning dimension) or pragmatically (the use dimension). Additionally, results will be shown on how many example sentences are designed on the sentence or on the text level, which will give insights in how far grammar can be presented in meaningful context.

5.3.1 The form of the present perfect

In all three material types it is shown how the present perfect is formed, how short forms are constructed, how questions can be made, how statements can be rearranged into negative present perfect sentences and how temporal adverbs are used in present perfect utterances. *English Grammar in Use* and *More!* are extremely similar regarding the coverage of the above elements. In the very first explanation box both materials illustrate that present perfect statements are formed with *have* or *has* plus the past participle and they also deal with regular and irregular third forms of the verb. Concerning the short forms of the present perfect, only the mobile app makes reference to them in its very first grammar explanations. In *More!* the contraction variants of the present perfect are only illustrated via example sentences; however, only the ones with *have*. (*English Grammar in Use* 2014:unit 7,A-C; *More! 2 student's book* 2018:111) The short form for the third person only appears in the example sentence *He's been in the family for 800 years* in *More! 3*, unit 7, which is the third explanation box out of six (*More! 3 student's book* 2018:63). Furthermore, the formation of questions and negative constructions is not explained and only present in example sentences accompanying the descriptions of the meanings and uses of the present perfect in both materials. Starting with the negatives, in *English Grammar in Use* one example sentence in relation with the adverb *yet* can already be found in the first explanation section in unit 7. In the second grammar explanation

box in unit 8, another negative present perfect sentence can be found, again within the discussion of temporal adverbs, in this case, *never*. In *More!* negative statements can be found in the second explanation box (*More! 2*, unit 17) also in relation with the adverbs *yet* and *never*. Continuing with the formation of present perfect questions, both possibilities, namely, one with *have* and the other one with *has*, can already be encountered in the first grammar explanations in unit 7 of the mobile app.

Furthermore, two out of the three questions present in this unit contain an adverbial, either *just* or *yet*. (*English Grammar in Use* 2014:unit 7,A-C) Unit 8 proceeds with questions using the temporal adverbial *ever* (*English Grammar in Use* 2014:unit 8,A-C). In *More!* the first type of questions that the reader is confronted with are questions with *ever* which first appear in the second explanation box in *More! 2*, unit 17 (*More! 2 student's book* 2018:125). One more question can be encountered in the last explanation section, which is the one in *More! 4*, unit 8 (*More! 4 student's book* 2018:71). There are no questions starting with *has* nor are there any questions formed with the adverb *yet* and *how long*. In addition to this, concerning temporal adverbs in present perfect sentences, various adverbs are listed in the app, however, their syntactical behavior is only illustrated by example sentences. In *More!* explanations for the correct positioning in a sentence are given at least for the adverbs *already* and *yet*.

Continuing with *Into English*, almost none of the above aspects are explained, but can be found within the practice exercises, which will be the topic of the next section. The form of the present perfect is made explicit, on the one hand, by the metalingual question "Look at these examples. Which of these sentences are in the past simple, and which are in the present perfect simple?" and, on the other hand, by bold letters used in the explanation sentence in the only explanation box about this grammatical item, which can be found in *Into English 1*, unit 2 (see Figure 7) (*Into English 1* 2013:22).

C Complete the rule. Write *past simple* or *present perfect simple*.

Rule:

- Use the to talk about events in the past which are separate from now (the moment of speaking).
- Use the to connect the past and now (the moment of speaking).

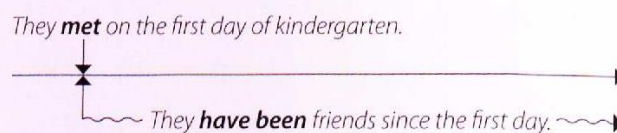


Figure 7. Explanation box showing the use of the present perfect (*Into English 1* 2013:22).

Interestingly, in unit 1 of the same schoolbook nothing is discussed about the present perfect's formation. Only syntactic explanations for the adverbs *yet*, *just*, *already* and *still* are provided (*Into English 1* 2013:10).

Keeping the above observations in mind, the continuative use of the present perfect can also take the form of the present perfect progressive. In the mobile app this form already appears in the third explanation section, namely in unit 9, in which its formation as well as the different usages of *have* and *has* and its contracted forms are introduced. As with the present perfect simple, questions and negative constructions only appear in example sentences. All of the questions in this form start with *how long* and no questions beginning with the auxiliary *have* or *has* can be detected. In *More!* the present perfect continuous is dealt with at a relatively late stage compared to the mobile app. It is first discussed in *More! 3*, unit 11, which is also the penultimate explanation box about the present perfect in this schoolbook series. Its formation is explicitly described; however, some of the other elements can only be observed through the example sentences. There are no contracted forms for the third person singular and no examples for negative statements. There is one question starting with *how long* and one using the auxiliary *have*. Again, examples which display the auxiliary *has* are not given. In *Into English* only one example sentence, which shows the formation of the present perfect continuous for the third person singular for a positive statement, can be found in the grammar explanations (*Into English 2* 2013:6).

5.3.2 The meanings and uses of the present perfect

The four uses of the present perfect are not titled the *continuative*, *experiential*, *resultative* and *recent past use*, as it is done by many of the linguists. Instead, the uses are explained on the basis of different criteria, such as, recentness or continuity, without dividing them into categories. In many cases, temporal adverbials are introduced in order to describe a new notion of how the present perfect can be used. For instance, in *More!* the reader is told that if they wanted to comment on something they did very recently, they should add the adverb *just* in order to express this (*More!* 2018:111), but there is no mentioning that this use can be called *recent past*. The continuative use, whenever not expressed by the simple perfect tense form, is however titled present perfect continuous.

First of all, in the mobile app English is the only language used for descriptions of grammatical content in the eight grammar boxes. Furthermore, all of the four uses are present and the uses are explained in much more detail in the app than in the schoolbooks. Explanations, such as, “When we talk about a period of time that continues from the past until now, we use the present perfect” (*English Grammar in Use* 2019:unit 8,A) and “We use the present perfect to talk about something that began in the past and still continues now.” (*English Grammar in Use* 2019:unit 11,A) are given when the continuative and partly on the experiential perfect are homed in on. The concept which can be identified here is the extended now theory (cp. section 2.2.4). Furthermore, in the app the continuative use is already contrasted with the present tenses (*English Grammar in Use* 2014:unit 9,C;unit 11,B). Concerning the continuative perfect, the fact that some verbs cannot be put into the gerund form is only mentioned in the app. In this way, the students are explicitly directed to the fact that the continuative perfect can be expressed by the simple as well as by the continuous form of the perfect. (*English Grammar in Use* 2019:unit 10,C)

Nonetheless, the present perfect simple and the present perfect continuous are treated as two different tenses in all materials. In some of the literature, whenever the continuative use is discussed, only the simple form (see McCawley 1971:104; Comrie 1976:56; Brinton 1988:10) or both forms appear (see Fenn 1987:6-75). Interestingly, since in the mobile app the continuative use is only explained whenever the present perfect progressive is dealt with, the impression arises that the continuative use of

the perfect is primarily manifested by the progressive form, treating the simple form merely as an exception whenever the verb cannot be put into the gerund. Hence, this is contradictory to how the continuative perfect is viewed by linguists, since it is always discussed whenever the topic is the present perfect simple.

Furthermore, recurrent continuatives, which are used to talk about habits and involve an interruption of the persisting time span (Fenn 1987:20-22, 49), can only be found in the progressive form, such as, *Every morning they go to the same cafe. They've been going there for years* (*English Grammar in Use* 2014:unit 9,B). Furthermore, reference is made to limited experientials whenever an action which happened throughout a time span shorter than a person's lifetime is mentioned (Fenn 1987:83). This type of the perfect of experience is made explicit by adding adverbs such as *in the last few days* (*English Grammar in Use* 2019:unit 8,A-B;unit 14,B). For example, the signal word *this morning*, which is highly discussed in the literature since it could go with the present perfect or the past simple, is suggested in the app to go with the present perfect (*English Grammar in Use* 2014:unit 14,B). More information about temporal adverbs is given in section 5.3.2.2. Moreover, the resultative perfect is explained by suggesting that "there is a connection with now. The action in the past has a result now." (*English Grammar in Use* 2019:unit 7,B) and, therefore, the underlying theory seems to be the current relevance theory (cp. section 2.2.4). Moreover, the resultative is also compared to the experiential by discussing the difference between *gone* and *been*, suggesting that the former emphasizes the result and the latter an experience without a connection with now (*English Grammar in Use* 2019:unit 7,B). In the app there is no clear-cut distinction made between the resultative and the recent past whenever it is concluded that "When we say 'something has happened', this is usually new information." (*English Grammar in Use* 2014:unit 7,B). Another aspect taught through the explanations is that the recent past is often used to talk about news, followed by the past simple for reporting all the details that led to this recent happening (*English Grammar in Use* 2019:unit 13,C). This link between these two tenses is also neglected by *More!* and *Into English*.

Regarding the two course book series the situation is quite different. They diverge in the kind of explanations about the uses of the present perfect and the way they are presented. Firstly, in *More!* German is used most of the time for describing the uses.

English is only used for the headings, such as, *How to use it* or *How to form it* (*More! 3 student's book* 2018:63). In the schoolbooks for the upper levels English is the language of choice. German is only used occasionally to give translations of words, such as for the various temporal adverbs. Secondly, another difference, as could be seen in section 5.1.1, concerns the way in which the uses are explained, namely, an almost entirely deductive approach in *More!* and an inductive approach in *Into English*. Thirdly, when it comes to the presentation of the four uses of the present perfect, on the one hand, all of them are present (cp. Figure 4). To put it differently, there are at least example sentences provided in the explanation sections for each of the uses. On the other hand, not all of them are actually explained. Starting with the ones which are present, it can be observed that all of the uses which are introduced in *More!* are reviewed in *Into English*. There are no other or new uses presented. The definition of the present perfect in *Into English* differs from the ones in *More!* in that the schoolbooks for the lower grades do not reflect the same theories about the overall meaning of this tense. In *More!* the focus lies on communicating news, recentness, unspecified time and continuity, which correspond to the continuative, the experiential and the recent past uses. The kind of words used to describe the present perfect reminds one of the current relevance theory and of the indefinite past theory, in which indefinite time and its related adverbials, in contrast to definite adverbs, are emphasized (McCoard 1978:33, 75). Furthermore, whenever a past event persists into the present the extended now theory can be identified (Bryan 1936:366, 381), Although this idea “Du verwendest das present perfect für Handlungen, die in der Vergangenheit angefangen haben und bis in die Gegenwart andauern” is explained in *More!* (*More! 3 student's book* 2018:63), in *Into English* this connection between the past and the present is described more clearly and evidently by more direct wording: “Use the present perfect to connect the past and now (the moment of speaking)” (*Into English 1* 2013:22). Since this explanation of the present perfect is presented in comparison to the past simple, as it is stated “Use the past simple to talk about events in the past which are separate from now (the moment of speaking)” (*Into English 1* 2013:22), it is, as in *More!*, exactly summarizing the central idea of the extended now theory. Moreover, the following metalingual questions in *Into English* concerning the present perfect's form or uses emphasize the notion of continuity and, in the case of the guided question in *Into English 2*, the idea of the experiential perfect is emphasized.

- Look at the examples. Why is the present perfect simple used? When do we use for and when do we use since? – My mother has been here since the beginning of summer. / I have been in Britain for two weeks. Why do you think each tense is used? (*Into English 1* 2013:10)
- Look at these examples. Which of these sentences are in the past simple, and which are in the present perfect simple? – They have been friends since kindergarten. / German has worked in the supermarket since August. / Orlando lost his hearing at the age of one. / German met Orlando on their first day of kindergarten. (*Into English 1* 2013:22)
- Look at the text about Stephen Wiltshire again. Underline one example of the present simple tense / one example of the present continuous tense / two examples of the present perfect tense / one example of the present perfect continuous tense. (*Into English 2* 2013:7)

From these excerpts it can be observed that according to the present perfect example sentences the extended now theory again seems to be the central reading of the present perfect in *Into English* (McCoard 1978:123). All example sentences illustrate the continuative perfect and only the example sentence *Stephen [...] has published a number of other books of his drawings and paintings* (*Into English 2* 2013:6), belonging to the third metalingual question presented above, is an experiential perfect describing that something which started in the past exists now (McCoard 1978:33, 36, 40). Hence, the current relevance theory is foregrounded here. Since there is only one other use besides the continuative perfect present in the grammar explanations, it can be concluded that the extended now reading is reflected the most in *Into English*. Furthermore, there are no explanations for the fact that the continuative can be expressed by the simple and the progressive form of the perfect nor are there any special cases, such as recurrent or discontinuous continuatives or limited experientials, present in both schoolbook series. In addition to this, not all uses are discussed. The use which is left out is the resultative perfect. The notion of result is only present in the discussion of the recent past use. However, there is no mentioning of a current state or result due to past actions. Therefore, no comparison between *gone* and *been*, in order to illustrate the difference between the resultative and the experiential perfect, is made. In *More!* examples of the resultative are given in the explanation boxes (*More! 2 student's book* 2018:111) whereas in *Into*

English no resultative example sentences are present at all in the explanation sections.

Keeping in mind the above observations, some additional comments can be given on the example sentences accompanying the explicit explanations of the various uses of the perfect. Since *Into English* has only one example sentence in its only explanation box, the other two materials are foregrounded here. In the majority of cases, the explanation sentences used to illustrate the descriptions of the different uses communicate very well what is explained. Although not all of the four uses of the present perfect are explained in *More!*, all of them are present as example sentences. See Figure 8 for the exact numbers.

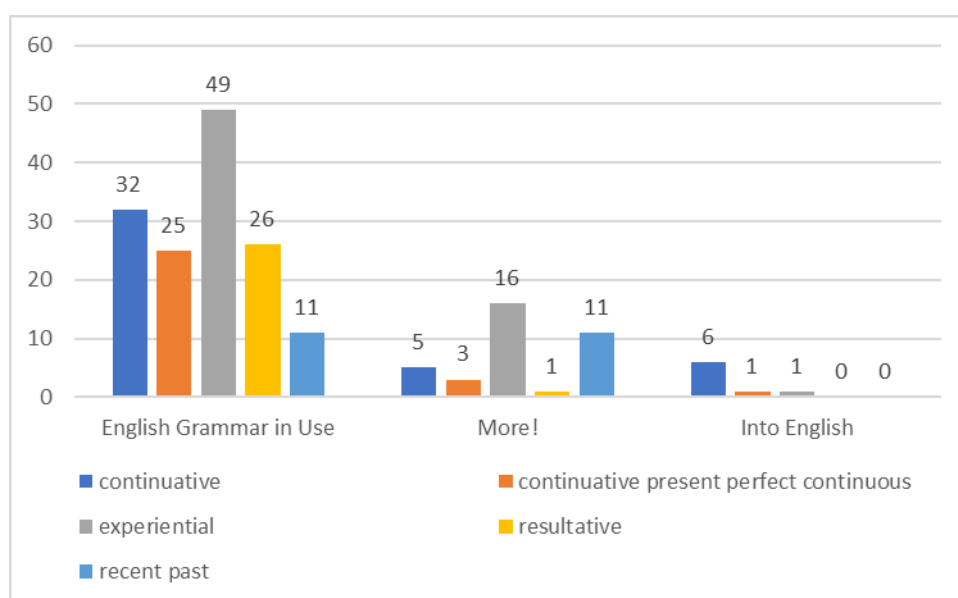


Figure 8. The four uses in the explanation sentences accompanying the explanations of the present perfect.

In *English Grammar in Use* as well as in *More!* most example sentences are experientials whenever the continuative perfect is displayed as two different verb forms, namely, the simple and the continuous form of the perfect. However, when only emphasizing the meanings and uses of the present perfect, resulting in a merger between the simple and progressive form as regards the continuative use, then the continuatives surpass the experientials by eight instances in the digital material. From this point of view there are more experientials and continuatives present than resultatives and recent pasts in the app whereas in *More!* there are a lot more experientials and recent pasts than continuatives and resultatives. Moreover, the

mobile app *English Grammar in Use* offers quite a lot of detailed explanations about the present perfect uses and numerous example sentences. Usually, the example sentences fit the descriptions. Whenever the continuative perfect is explained, only continuatives are given as examples. This is also true for *More!*, excluding the explanation box in which the present perfect is compared to the simple past. However, concerning the other uses explained in *More!*, examples of some of the other uses are present, too. Moreover, since in *Into English* the only explanation of the present perfect concerns the continuative perfect, not much can be said, except that the examples fit the explanations. Only once, an experiential perfect appears as an explanation sentence in one of the metalingual guiding questions in which students have to state the rule for the present perfect's usage, as was presented in the previous paragraph.

In addition to this, at times there are example sentences present which are not dealt with in the explanations. For instance, whenever in unit 13 in the mobile app the reader is informed that the present perfect is used for giving new information and for something that happened recently, resultative readings are present, too (*English Grammar in Use* 2014:unit 13,B). As already mentioned previously, in *More!* the resultative is not explained, however, present in an example sentence. To be precise, only one example sentence in the four *student's books* and *work books* presents a resultative perfect, i.e. in *More! 2*, unit 17. This resultative utterance, namely, *She has gone home* should serve as an example even though the experiential perfect is explained. (*More! 2 student's book* 2017:125) Moreover, in *More! 3*, unit 8, details about the experiential use and the recent past use are given and, nonetheless, one of the examples, namely, *Sadie has always spent a lot of time in hospital*, can be interpreted as a continuative (*More! 3 student's book* 2018:72). In *More! 4* it can be observed that the explanations are directed to the perfect of experience and the continuative perfect, but only experientials are given as examples (*More! 4 student's book* 2018:71). Furthermore, whenever there are overlaps in interpretations, other uses are present, too, even though they are not discussed (see Figure 9).

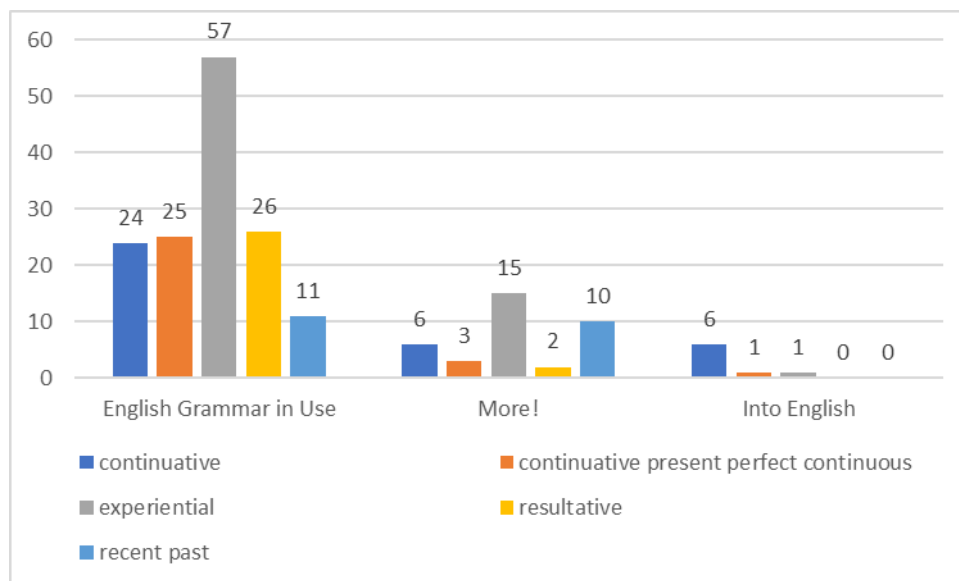


Figure 9. The four uses in the explanation sentences accompanying the explanations of the present perfect – alternative interpretation.

For example, in unit 8 in the app the experiential perfect is dealt with and the accompanying examples can also be interpreted as continuatives. Due to arbitrariness, experientials can be detected as well whenever the continuative perfect use is dealt with. Furthermore, in *More! 2* unit 15 the sentence *They have gone on holiday* could be better interpreted as a resultative than a recent past. Then there are two resultative example sentences present in the schoolbook series *More!*.

Furthermore, it can be observed that none of the example sentences used in the explanation sections are presented in some kind of context, namely, on the text level. As a result, some of the uses might not be clear to the students since without any context, ambiguous interpretations might appear, which ultimately might cause confusions. Further details about simultaneous interpretations and examples taken from the materials will be given in section 5.5.

5.3.2.1 The order of presenting the uses

To connect to the above paragraph, the order in which the uses of the present perfect are introduced varies amongst the materials (see Table 3). Table 3 is divided into two parts. The first part illustrates the order in which the various uses are explained in the grammar explanations. The right-hand part of the table shows the order of the uses in which they appear in the explanation sentences within the

information boxes. Most importantly, as could be seen in the previous section, this does not mean that the uses presented are actually explained. When focusing on the part on the left-hand side of the table, one can immediately see that the resultative perfect is missing completely in the two course book series, as was already illustrated in the previous paragraphs. However, when focusing one's attention on the order of the uses introduced in the right-hand part of Table 3, it can be observed that although the resultative is not explained, it is indeed present in the schoolbooks, namely, ranked second in *More!* and third in *Into English*. Going back to the left-hand part of Table 3, in both, *English Grammar in Use* and *More!*, the recent past is the first use of the present perfect which is presented to the learner. Interestingly, when the recent past is discussed in the app, the notion of new information is emphasized. The meaning of recentness is only embodied alongside the introduction of the adverb *just* and the idea that the present perfect is used for recent happenings is only discussed very late in the app, namely, in the penultimate unit, unit 13. Additionally, in the mobile app the resultative is discussed alongside the recent past whereas in *More!*, as already discussed above, the resultative can only be found in example sentences in the explanation boxes as well as in some of the practice exercises.

Table 3. Sequences of the 4 uses.

	explanation boxes/headings						examples/practice exercises					
	English Grammar in Use		More!		Into English		English Grammar in Use		More!		Into English	
4 uses		units		units		units		units		units		units
Continuative	4	11,12	3	3,4	1	1,2	4	11,12	3	3,4	1	1,2
Continuative in present perfect continuous form	3	9-12	4	3	3	1,2	3	9-12	4	3	4	1,2
Experiential	2	8	2	2	2	1,2	2	8	2	2	2	1,2
Resultative	1	7,10	-	-	-	-	1	7,10	1	2	3	1,2
Recent past	1	7,13	1	2	2	1,2	1	7,13	1	2	2	1,2

Furthermore, the experiential perfect is the second use presented in all materials. Apart from the perfect of experience, the recent past is introduced in *Into English*. Moreover, the biggest difference regarding the order of the uses concerns the continuative perfect. In the mobile app as well as in *More!* it is the last use which is dealt with. In *English Grammar in Use* this use is first presented in the form of the present perfect progressive before the simple form appears. In *More!* it is exactly the

other way around. However, in *Into English* the continuative perfect is introduced as the very first use of the present perfect. Since this use is the last worked on in *More!*, this choice of order in *Into English* could have been purposely made in order to pick up where the students left off.

5.3.2.2 Temporal adverbials and the perfect

All materials under scrutiny give information on the kinds of adverbials which commonly go with the present perfect. In Table 4 it can already be concluded that *English Grammar in Use* displays the greatest variety and number of adverbials in its explanation sections and that most temporal adverbs can go with the experiential perfect.

Table 4. Temporal adverbials associated with the present perfect in explicit as well as implicit activities.

	English Grammar in Use	More!	Into English
Continuative	for, since, in, recently, all day/my life	for, since	for, since
Experiential	already, yet, not yet, ever, never, recently, all morning, this morning, three times this week, today, this week/year, since, in the last few days, in my life, so far, it's the first/second/third time, a few times*	already, yet, not yet, ever, never, always, recently, this morning*, in the last few years*, (still)*	already, yet, still, ever, never
Resultative	now	-	-
Recent past	just	just	just

*not explained

Furthermore, it can be seen that not all materials mention the same adverbs.

Regarding the continuative perfect, the mobile app offers more signal words apart from *for* and *since*. There are also more adverbs present for the experiential perfect, which suggests that the limited experientials are not dealt with purposefully in the schoolbooks. Even for the resultative perfect one adverb appears. Moreover, *More!*

and *Into English* differ in the quantity of adverbs. Not all adverbials which are present in *More!* reoccur in *Into English*, at least not in the explanation boxes. For instance, the adverb *yet* only occurs in negative constructions in *More!* whereas in *Into English* it is explained that *yet* is also used in questions (*Into English* 1 2013:10). Since the resultative perfect is not explicitly discussed, no adverbs are introduced for this use. Additionally, it can be seen that the adverb *still* is only explained in *Into English*. To what extend adverbs can be found in the practice activities will be the topic of the next section.

5.4. The four uses and the three dimensions of language in the practice exercises

This subchapter is similar to section 5.3, however, this time, the focus is directed at the practice activities and the discussion will be about how many of these exercises focus on which of the three dimensions of language. In the materials analyzed it can be detected that each exercise has a primary focus on one or two of these dimensions. Usually, an activity focuses on the form of the present perfect or on its meaning and use. As mentioned in chapter 2, it is difficult to separate meaning from use, which is why these two are put into one category in this analysis. Moreover, some of the exercises focus on all three of the dimensions without emphasizing any of them in particular. Additionally, results will be shown on how many practice activities are designed on the sentence or on the text level, which will give insights into how much communication is foregrounded and in how far grammar can be presented and practiced in meaningful context. Only by acknowledging these aspects can the present perfect be fully comprehended. (Keck and Kim 2014:84; Larsen-Freeman 2003:74)

5.4.1 The form of the present perfect

This subchapter clarifies whether all elements concerning the formation of the present perfect (cp. section 5.3.1) and the syntactic behavior of the adverbials in present perfect constructions are also practiced. In the app everything from the past participle to the formulation of questions can be encountered and more can be practiced than was introduced in the explanation sections. Questions starting with *how long*, *how many* and *where* have to be formed as well as a multitude of adverbs,

namely, *just*, *already*, *yet*, *ever*, *never*, *always*, *for* and *since*, need to be placed correctly in a present perfect sentence. Similarly, in *More!* questions using both auxiliaries, the adverb *yet* and the question word *how long* can be practiced although not mentioned in the explanations. Moreover, all of the adverbs listed in the mobile app as well as the adverb *still*, which was not introduced in the grammar boxes, occur in the activities in *More!*. Furthermore, as mentioned before, in *Into English* the elements concerning the present perfect's form can be found in the practice exercises since not many explanations are offered. What is still not present is the contracted form of *has* as well as activities for the adverb *ever*, which was part of the grammar explanations.

Regarding the present perfect continuous, all elements appear in the practice exercises except for negative constructions, even though they were introduced in the grammar explanations in the app. In comparison to *More!* it is exactly the other way around since negative statements indeed appear in the activities although they were not present in the explanation boxes. In addition to this, as was also the case in the grammar boxes, no questions starting with the third person singular can be practiced. In *Into English* only a few instances of present perfect sentences are present and, therefore, only its formation and the short form with *have* can be practiced.

5.4.2 The meanings and uses of the present perfect

This section looks at the question if all of the uses which were explained in the materials can also be practiced in the exercises which focus explicitly on the present perfect and whether there is an equal focus on all of them. Again, two different interpretations will be discussed.

At first glance, Figure 10 below illustrates similar results than Figure 8, which means that the emphasis on what is explained is the same when the attention is shifted to the practice exercises. Furthermore, these distributions regarding the numbers of the individual uses also conform with the overall distribution of the four uses in which the instances of the present perfect in the implicit exercises were considered as well (see section 5.2). Therefore, the reader is reminded of the most important results only.

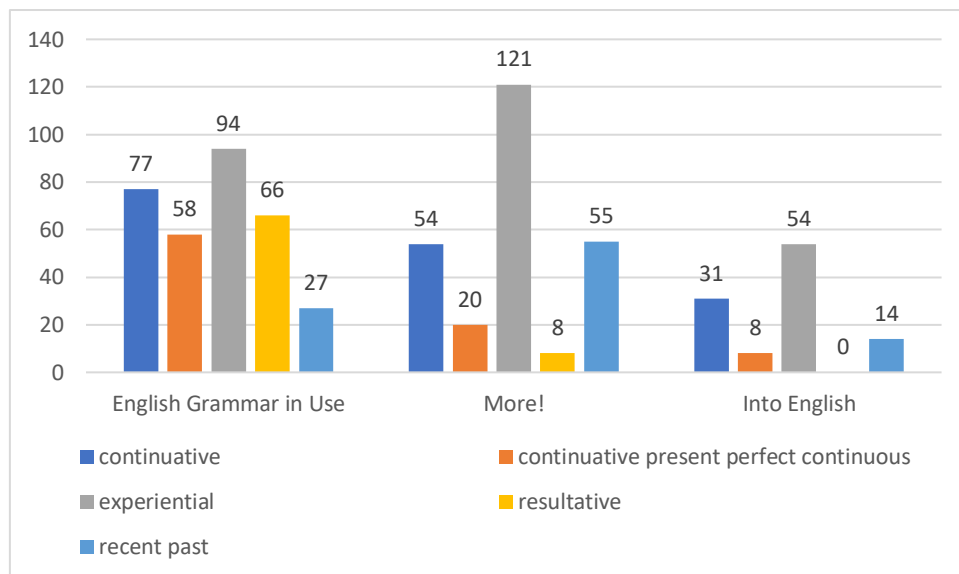


Figure 10. The four uses in the practice exercises with explicit focus on the present perfect.

Figure 10 already displays that in *English Grammar in Use* the leading use of the present perfect which can be practiced is the continuative perfect if one puts the two forms of the continuative together. In the schoolbook series it is the experiential perfect which enjoys most of the attention. Considering the alternative interpretation (Figure 11) then again, the experiential perfect occupies first place in all materials.

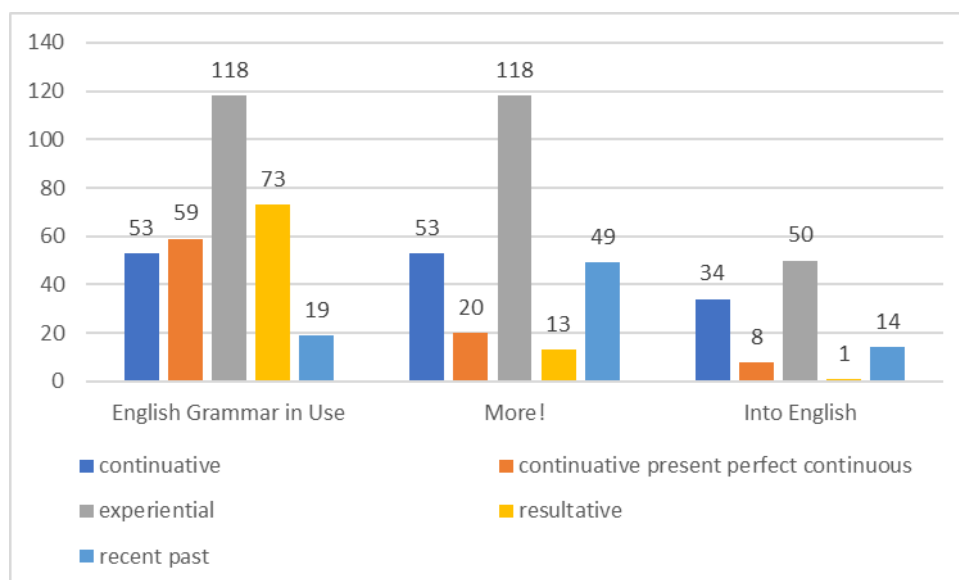


Figure 11. The four uses in the practice exercises with explicit focus on the present perfect – alternative interpretation.

Furthermore, a higher number of continuatives in the present perfect simple form than in the progressive form are present in all materials. However, considering the alternative interpretation in which certain continuatives are counted as experientials

instead, these present perfect continuous examples outweigh the ones in the present perfect simple form, if one looks at the results in the app. Consequently, in the schoolbooks they still stay far behind their semantic counterpart. Additionally, in the schoolbooks the reasons why some verbs do not go with the gerund are not explained although students need to decide on the correct form in the practice exercises. For example, in *More!* students need to correct the continuative perfect sentence *We have been having our dog since last year* (*More! 3 work book* 2018:86) even though there is no difference in meaning between the present perfect simple and the progressive in this case. Furthermore, concerning wider interpretations, recurrent and discontinuous continuatives as well as limited experientials can be found in exercises in *English Grammar in Use*, whereas in the schoolbook series, with the exception of the discontinuous continuative perfect, they are present but not explained. It needs to be acknowledged, however, that these instances of present perfects are rather rare in all materials, apart from the limited experientials which are explicitly dealt with in two units in the app. In *English Grammar in Use*, the discontinuous continuative is neither explained nor presented as an example. Nevertheless, it appears in the practice exercises, such as, *She has been writing a book* (*English Grammar in Use* 2014:unit 10,exercise 1). Similarly, situations like *I have been reading the book you lent me* or *I have been learning how to cook* (= going to several cooking courses with interdependent contents) (*English Grammar in Use* 2014:unit 10,exercise 1;exercise 2), although lasting a short time span, could involve several stages as well and, consequently, be interpreted as discontinuous continuatives. Furthermore, recurrent continuatives, on the other hand, involve examples, such as, *Jack has been going to the gym every day recently* (*English Grammar in Use* 2014:unit 10,exercise 1), *They have been practising this song for a long time* (*More! 3 work book* 2018:85) or *Since the age of three, he has been creating the most amazing drawings* (*Into English 2* 2013:6). Regarding limited experientials, unit 8 and unit 14 in *English Grammar in Use* offer a multitude of practice instances. In *More!* this type of experientials can be first encountered in the third book in unit 11. Sentences, such as, *That's why you haven't seen me online recently* (*More! 3 work book* 2018:85) or *So you have been to the cinema quite often in the last few years* (*More! 4 work book* 2018:63) display an action in a shorter time span. There are also a few activities in *Into English* in which the limited experientials can be practiced, once in relation with *recently* in a speaking exercise (*Into English 2*

2013:8) as well as in gap fill exercises, such as, *He hasn't had any fish and chips since he arrived (Into English 1 2013:10).*

As already discussed in the previous section, the resultative is only explained and practiced in the app. Looking at the practice exercises, the resultative is indeed present in the two schoolbook series as can be observed in Figure 10 and Figure 11 above. In *More!* it is possible to find it in some of the exercises which focus explicitly on the present perfect, whereas in *Into English* the resultative can only be found in practice exercises which focus on the present perfect implicitly (cp. Figure 4). In other words, there are no explicit exercises in which the resultative is present with the exception of one instance, depending on how it is interpreted. Moreover, there are more recent pasts in *More!* compared to the other materials.

Regarding the temporal adverbials that commonly go with the present perfect, all of which were explained are also reoccurring in the practice exercises. The only conspicuity concerns the adverb *still*. In the app it is neither explained nor practiced. In *More!* this adverbial is not explained but present in one practice exercise in relation to the present perfect. Exercise 9 is a gap fill exercises in which the student has to put in the correct form of the verb, either the present perfect or the past simple. The adverb *still* does not form part of the gap and, therefore, no attention is directly given to this adverbial. (*More! 3 work book 2018:62*) In *Into English* *still* is introduced, explicitly explained and present in present perfect practice exercises. Furthermore, the noun phrase *a few times*, which can be used with the experiential perfect, is the only signal word in the app to be found in the practice section, but it is not explained.

5.4.3 Practice of form, meaning and use

This section is directed at the question of how many exercises focus on practicing form and how many of them focus on meaning and use. It can be observed how this distribution varies amongst the materials. For illustration, Figure 12 below shows the numbers of exercises which focus on form or meaning and use, and, additionally, displays the percentage of each. Furthermore, It must be acknowledged that in very rare instances it could not be decided whether the focus lies on form or meaning and use, and, therefore, both were ticked. For instance, in *More! 3* the students are faced

with an exercise (exercise 10) in which they have to decide whether the sentences in front of them are right or wrong. On the one hand, some of the utterances are incorrect because of the form. Students will notice that in a sentence, such as *We having been walking for hours and I'm tired*, the successive forms of the three verbs involved are non-existent in English. On the other hand, students will not find an utterance like *I have known Henry for three years* incorrect if they know the differences in meaning and use of the various tenses. (*More! 3 work book* 2018:86)

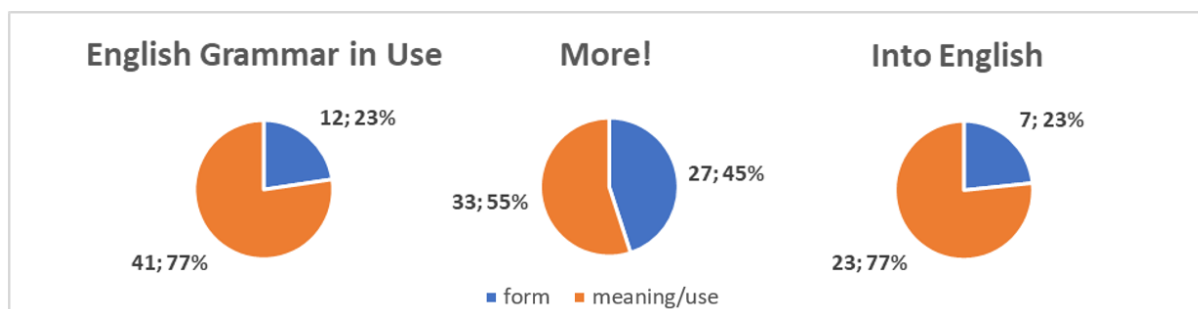


Figure 12. Total numbers of focus on form exercises and focus on meaning and use exercises.

Interestingly, the mobile app *English Grammar in Use* and the schoolbook series *Into English* display the exact same results of form focused activities and meaning and use focused ones in terms of their frequency distribution. 77% of the exercises in both materials offer the opportunity for practicing the meaning and use of the present perfect which gives these two dimensions a higher priority than the form of this tense. A logical explanation could be that since more attention is already given to the grammatical item's form in the schoolbooks for the lower levels, in which the present perfect is introduced for the very first time, in *Into English* this tense merely needs to be reviewed and, therefore, can be practiced in different and more difficult contexts which may emphasize the meaning and use dimensions. As was mentioned before, these two perspectives are the ones which students need more practice in in order to be proficient users of the present perfect. This aspect also applies to the mobile app. Furthermore, in *More!* a relatively equal focus on all three dimensions can be observed.

5.5 Use dimension – Pragmatics

There are two reasons why there is a separate chapter on the use dimension. Firstly, this dimension of language is most demanding and difficult for students (Larsen-

Freeman 2003:45-47). Secondly, as was demonstrated several times in the theoretical part of this thesis, the present perfect can only fully be understood through pragmatics and, in various cases, present perfect examples can be better explained by pragmatical interpretation than by semantics (Nishiyama & Koenig 2010:611; Yao 2013:995). Consequently, present perfect examples need to be surrounded by some kind of context in order to discuss pragmatic issues. Therefore, it will be investigated how many of the exercises are on the text level versus on the sentence level. Furthermore, the analysis continues to illustrate to what tenses the present perfect is explicitly compared and, last, the various overlaps between the four uses of the perfect and in how far they can be practiced in the materials will be the center of attention.

5.5.1 Text level and sentence level activities

To connect to the previous section, the first question concerns the question whether the grammatical item's meanings and uses can be practiced in contextualized exercises, namely, on the text level. This relation between the form, meaning and use, and the sentence and text level can be illustrated in Figure 13 below. Further investigations show that although more activities focus on meaning and use than on form (cp. Figure 12), in the majority of cases, the uses of the present perfect are practiced on the sentence level. This is true for all three materials. As discussed in chapter 3 this is highly counterproductive in a school setting which ought to focus on communication which, consequently, requires pragmatic knowledge (Celce-Murcia & Olshtain 2000:50; Larsen-Freeman 2003:67). Moreover, the present perfect can be fully understood only if pragmatics, the use dimension, is considered as well (Nishiyama & Koenig 2010:611; Yao 2013:995).

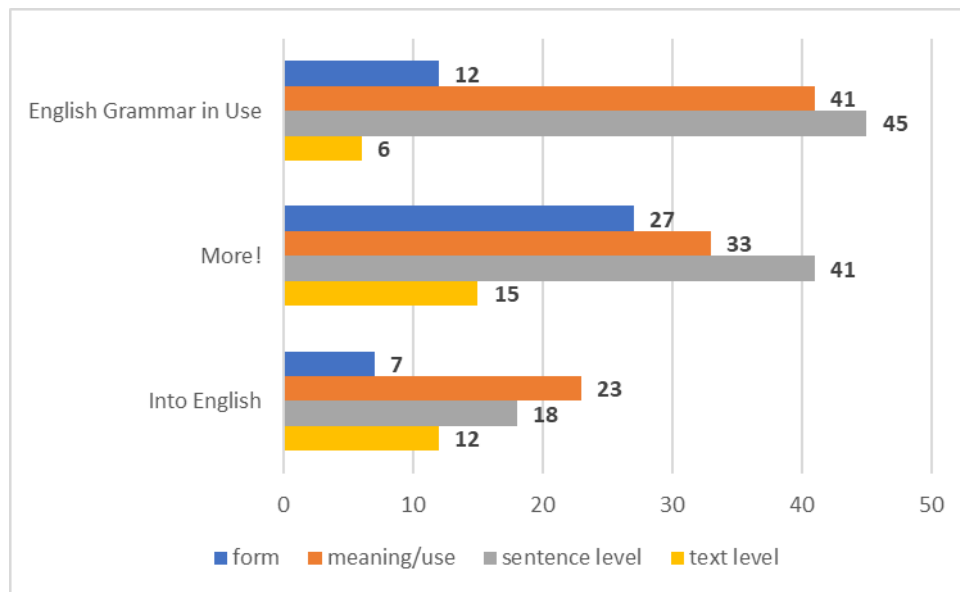


Figure 13. How many exercises are contextualized, hence, how much pragmatic competence can be practiced?

As it can be seen in Figure 13, the difference in the number of sentence level activities and text level activities is not that significant in *Into English* compared to the other two materials. In the mobile app only in 6 out of 51 exercises can the meaning and use dimension of the present perfect be practiced on the text level which also means that the form of the present perfect cannot be practiced in text level exercises at all. Two of the six activities are listening tasks in which students have to answer true or false questions. The rest are various gap fill exercises. In one of these six activities students need to decide between the continuative perfect and another of the uses of the present perfect and in three of the six tasks the present perfect is compared to the past simple. In *More!* 12 of 15 exercises present the meanings and uses of the present perfect on the text level and only 3 of the contextualized activities focus on form. There are three speaking tasks in which the experiential perfect can be practiced alone or together with the continuative perfect. One of the exercises is a writing activity in which the experiential perfect is worked on. As with the mobile app the schoolbooks offer a variety of gap fill exercises where the present perfect is compared to the present perfect continuous, the present tenses and the past simple. In *Into English* 9 text level exercises focus on the meaning and use dimension and the remaining 3 on the form dimension. In all of the tasks, except for one, students must choose between the present perfect and other present or past tenses.

In addition to this, concerning the present perfect examples given for exemplification, all of them are presented on the phrase or sentence level. As a result, the meanings and the uses are never discussed via contextualized illustrations. An exception are the metalingual guiding questions in *Into English* in which students have to identify present perfect examples in a text for which they have to explain the functions.

5.5.2 The present perfect compared to other tenses

Furthermore, the present perfect is in general best learnt in comparison to other tenses, especially the past simple (Lim 2007:384). As can be observed above, in most of the text level activities in which the meaning and use dimension is emphasized the present perfect can be studied alongside other tenses.

Unfortunately, the materials offer more sentence level exercises for practicing the present perfect in comparison to other verb forms. On the one hand, in text level exercises various present and past tenses are present for context descriptions and, on the other hand, students need to decide on the verb form to fill the gap, to answer a question, to choose the correct one out of two or more options, etc. In this paragraph it will also be determined at what stage in the materials other tenses are introduced as suitable options in an activity and if the materials deal with cases in which the present perfect and the past simple are both correct. As presented in the theoretical part, instances with *already*, *just* and *yet* can also accompany the past simple, which is the predominant choice in American English (Fenn 1987:127; Michaelis 1994:125).

In the mobile app the present perfect can be practiced in comparison to the present simple, the present progressive, the present perfect continuous and the past simple. It is important to note that the present perfect progressive has also other functions besides the continuous perfect. Therefore, whenever it is not about the continuous perfect, the present perfect simple can be contrasted with the present perfect continuous, which is considered a tense in its own right. In the additional exercises the past perfect can also be encountered, however, it is not directly compared to the present perfect. Instead the various tenses are practiced in an accumulation of separate gap fill sentences or mini scenarios. (cp. *English Grammar in Use* 2014:additional exercises 1-6) The present perfect progressive is already introduced

in the third unit (cp. *English Grammar in Use* 2014:unit 10). At this stage students are also asked explicitly to choose between the perfect tense form and the present tenses for the very first time. Furthermore, the last two units almost exclusively emphasize on the difference between the present perfect and the past simple (cp. *English Grammar in Use* 2014:unit 13-14). Interestingly, in the first unit of the mobile app the past simple is discussed as a second possible option in relation to the adverbs *already*, *just* and *yet*; however, in the activities, students are not asked to choose between these two tenses. Nevertheless, the past simple is considered a correct answer alongside the present perfect. (*English Grammar in Use* 2014:unit 7 C, exercise 8)

Furthermore, as with the app, in *More!* other tenses are present in the context of present perfect tasks at an early stage. However, an explicit comparison with the present simple and continuous is drawn in only one activity, namely, in *More! 3* unit 7, which is also the third unit focusing on the present perfect (cp. *More! 3 work book* 2018:54). The contrast with the past simple is dealt with before the present perfect progressive is announced, as it is done in the app. The very first task in which students are likely to use the present perfect alongside the past simple can be found in *More! 2*, in the second unit, in which the present perfect is dealt with. In this exercise students have to form experiential perfect questions with *ever* and for additional information the past simple is suggested to be used. However, depending how much focus is put on the use of these two different tenses in this speaking exercise, it might not be internalized by students yet. (*More! 2 student's book* 2017:122) Additionally, no reference is made to the use of the past simple for recent and new information. Whenever the adverbs *already*, *just* and *yet* are discussed, the present perfect is emphasized. This is also true whenever the meaning of these three adverbs is present without their actual presence in a sentence. For instance, the answer *No, not really. But I showed my stubs to a few friends* to the question *Have you tried to find friends who collect stubs, too?* could also be interpreted as a present perfect in the sense of *not yet* and *already*. (*More! 4 work book* 2018:62-63) Other situations in which both tenses are possible options, again, concerns the experiential perfect. There could be two more limited experiential examples in relation to the adverb *this morning* in *More! 4*, unfortunately, it is not offered as a suitable alternative. With the first example this is due to restrictions of the activity itself since

the *have* or *has* in a gap fill exercise make it explicit when to use a present perfect and when not. If this was not the case, then the sentence *I gave my homework to the teacher this morning* could be interpreted as a present perfect as well. Similarly, the other example *Yes, I have lost my keys in the garden this morning* could be the other possibility besides the past simple if the conversation took place at the same morning when the key was lost. (*More! 4 work book* 2018:62) Moreover, in the penultimate unit the present perfect progressive is presented.

Continuing with the schoolbook series for the upper levels, *Into English 1* primarily focuses on the form and meaning dimension of the present perfect. In one exercise only (see Figure 14 below), one example of the past simple can be encountered (sentence nr. 5), however, only being another option since the present perfect is suitable too.

h Rewrite the sentences using the words in brackets.

- 1 We still haven't had our results. (yet)
We haven't had our results yet.
- 2 I've seen this film before. (already)
- 3 I've been doing this course for a week. (since)
- 4 Joy hasn't used her new mobile yet. (still)
- 5 I told you that a few seconds ago! (just)
- 6 You've had that computer since January 2010. (for)
- 7 Your friends still haven't called you. (yet)

Figure 14. Example showing the suitability of both, the present perfect and the past simple (*Into English 1* 2013:10).

Due to the fact that all the other examples are present perfects, it is very probable that students will not even realize that the past simple can be used as well, although both options are given in the *teacher's book*. As for the other experiential perfects, the past simple option is not discussed. (*Into English 1 teacher's book* 2013:12) Furthermore, unit 2 offers activities for practicing the present perfect versus the past simple. Only in *Into English 2* are the exercises designed in such a way that all present and past tenses can be practiced all at once. There is not one single exercise of this kind in the other two materials, though. Additionally, this schoolbook for the upper secondary level offers the greatest number of text level activities in which especially the use dimension of the present perfect is emphasized.

In order to explain the uses of the perfect, it will be examined which uses exactly the past simple is contrasted with. Only the exercises in which the present perfect is dealt with explicitly were analyzed here. In *English Grammar in Use* all uses are more or less equally practiced alongside the past simple, whereas in *More!* it is the experiential perfect in almost all of the cases, and in *Into English* all uses appear alongside the past simple, in exception of the resultative, which is not contrasted with the past simple at all. Also, the recent past use can be practiced in comparison with the past simple in two activities only (exercise 7h & 4b) in *Into English* (*Into English 1* 2013:10,23). In the app, starting with the continuative perfect in relation to *how long* questions, it is contrasted with the past simple containing *when* or *ago* (*English Grammar in Use* 2014:unit 12, exercise 4-5). In *More!* this use is rather contrasted with the present tenses and, whenever compared to the past simple, the past gives additional information to the communicative context. The same is true for *Into English*. Furthermore, in the mobile app the experiential perfect is explained by stating the difference between a limited time span which continues until now and a finished period of time. In the two schoolbooks, however, the past simple adds supplementary information after the experiential perfect has introduced the topic. In *English Grammar in Use* the resultative use is contrasted with the past simple whenever there is a need to differentiate if it is about a past situation only or if the situation at present is foregrounded. In *More!*, again, the resultative is used to find out about some information for which additional information is given in the past simple. Moreover, in the digital material the recent past use is contrasted with finished events in the past simple and, in addition to this, the past simple presents further details after a recent past introduces some newsworthy facts. In the schoolbook series for the lower levels the two tenses contrast the meanings associated with the adverbs *just* and *ago*. This difference is also practiced in *Into English* (*Into English 1* 2013:23). Moreover, further details in the past simple follow a recent past statement (*Into English 2* 2013:9). To sum up, in the mobile app the past simple helps to describe the various uses of the present perfect by highlighting the different functions of the perfect tense, whereas in the two schoolbooks, in the majority of cases, the past simple merely presents additional information to a present perfect sentence.

5.5.3 The four uses of the present perfect compared to one another

As hinted at in the above paragraphs, there is an abundance of exercises in which the present perfect is practiced alongside other tenses. However, there are only very few tasks in which the four uses of the present perfect can be compared to one another, which ultimately would help to comprehend this tense much better. First, it will be determined between what uses of the present perfect are the most overlaps. Second, it will be discussed whether there are any exercises in which these overlaps can be practiced.

Keeping in mind Figures 4 and 6, the results showed a significant overlap between the continuative and the experiential perfect in the mobile app, leading to a sharp increase in experientials in the alternative interpretation. In the majority of cases this is due to negative continuatives which can be interpreted as experientials. For example, sentences like *I haven't spoken to Laura for more than a month* or *They haven't been to a wedding for a long time* (English Grammar in Use 2014:unit 12,exercise 7) can be continuatives with the meaning of an action still not happening, implying a persisting state of not doing something. On the other hand, an experiential reading suggests that an action has not happened until now. It is important to note that in literature there is no discussion about how to interpret negative present perfect constructions which evoke some kind of temporal stretch and are not resultatives. Similarly, since most exercises are sentence level tasks, statements like *How are you? I haven't seen you since Sam's party* (English Grammar in Use 2014:unit 11,exercise 4) could be either continuative or experiential, depending on the location of the speakers involved, namely, whether the conversation takes place over the phone or face-to-face. In the schoolbooks the experiential perfect shrank in size without the continuative gaining in numbers, as in *More!*, or gaining only in very few instances, as in *Into English*. This means that in the schoolbooks there must be ambiguous cases between the experiential and the remaining uses other than the continuative. Therefore, there are also cases in which an experiential perfect can be understood as a resultative. For example, in *More! 3* (see Figure 15 below), examples 3 to 5 could also be understood as resultatives whenever the location is foregrounded and no time-span is interpreted and, consequently, stressing the result at the moment of speaking (Fenn 1987:126-127;Leech 2005:39-40).

Grammar Present perfect and past simple



Match the questions and the answers.

- | | |
|-----------------------------------|--|
| 1 Have you ever been to Spain? | <input type="checkbox"/> Yes, she finished ten minutes ago. |
| 2 Has June finished her homework? | <input type="checkbox"/> No, but he phoned me. |
| 3 Have they found their cat? | <input type="checkbox"/> Yes, and it's a very nice house. |
| 4 Has he written you an email? | <input type="checkbox"/> Yes, we went to Madrid last year. |
| 5 Have they found a new house? | <input type="checkbox"/> Yes, it started about 15 minutes ago. |
| 6 Has the film started yet? | <input type="checkbox"/> Yes, it was in the garden. |

Figure 15. Example of overlaps between the experiential perfect and the resultative perfect. (*More! 3 work book* 2018:61)

Example 3 could be interpreted as a time span by mentally adding the adverb *yet*, or the question *Have they found their cat* could also mean *Do they know where their cat is / Do they have it again?* emphasizing the result. Similarly, resultative perfects which are negated, such as, *You haven't signed the letter* (*English Grammar in Use* 2014:unit 7, exercise 8) can be interpreted as experientials according to some linguists (Michaelis 1994:141). Additionally, for instance, *I've read two books* (*More! 2 work book* 2017:112) could mean the result of knowing these two books now and being finished with them. Moreover, due to lack of context, sentences such as *The police have arrested three people. They're at the police station* (*English Grammar in Use* 2014:unit 13, exercise 1), could be interpreted not only as recent pasts but also as experientials, meaning that the police have arrested three people so far, but they have not caught the rest of the group yet.

Furthermore, alterations also concern the resultative and the recent past use. As was already mentioned, all recent pasts found in the materials are always also resultatives. However, not all resultatives are also recent pasts as can be detected in the mobile app. For example, *It was raining ten minutes ago. It isn't raining now. It's stopped raining* (*English Grammar in Use* 2014:unit 7, exercise 1). Usually, the context gives away if it is news or not, but in many cases, no context is provided by many exercises. Therefore, it is quite difficult to interpret correctly sentences like *Lisa can't walk and her leg is in plaster. She's broken her leg* (*English Grammar in Use* 2014:unit 7, exercise 1). In the schoolbooks the increase of the resultative and the decrease of the recent past have to do with overlaps with other present perfect uses. It is important to note that only in the schoolbook series for the upper levels, overlaps between more than two uses of the perfect within one exercise can be found. One

example, namely, *He has met the Queen and a group of New York fire fighters* (*Into English 2* 2013:8) could be interpreted as an experience which could be repeated in the future, a result of knowing them or a recent event which has just occurred. In a speaking activity, in which the students have to discuss what they have done recently, it could be any of the four uses (*Into English 2* 2013:8).

Concerning the exercises in which the four uses are compared to each other, it can be observed that in the materials the various uses are only contrasted explicitly with each other whenever the present perfect continuous is introduced. As a consequence, it is the continuative use which is compared to the other three uses of the present perfect. Furthermore, only in the mobile app is it explained why the continuative perfect can have a simple and a progressive form. This could lead to the conclusion that the comparison of the continuative perfect and the other uses of the perfect is merely a comparison of the two different forms rather than its meanings and pragmatic usage. Nevertheless, there are some, albeit few, exercises in all three materials in which students are asked to choose between the continuative use and the other uses of the perfect. In *English Grammar in Use* there are six exercises, in which the continuative is compared to either the experiential or the resultative. In *More!* two exercises can be found, however, only in unit 11, where the present perfect progressive is dealt with. In one activity students have to correct a continuative perfect to a resultative perfect. In the other activity the gaps need to be filled with either the continuative or the experiential. However, since the continuative perfect always happens to take the form of the progressive it can be argued that students might not comprehend the difference in meaning. In *Into English* there are also only two exercises in which the uses of the perfect are contrasted with each other. In a gap-fill activity, as well as in a speaking exercise, in which the instruction *In pairs talk about something you have done recently / have been doing for some time* (*Into English 2* 2013:8) has to be followed, the other use is the experiential perfect, as in the other two materials.

5.6. Summary of the overall results

In this section the overall findings of the analysis are summarized based on the five major research categories applied:

- i. Teaching approaches
- ii. The four uses of the present perfect
- iii. The four uses and the three dimensions of language in the explanation sections
- iv. The four uses and the three dimensions of language in the practice exercises
- v. Use dimension: pragmatics

Starting with the first area, only the schoolbook series *Into English* meets the Austrian curricula's demands in terms of offering an inductive teaching and learning approach. Diverging from the mobile app, both schoolbook series make use of a focus on form approach which is commonly found in a communicative teaching setting.

Furthermore, the second of the above categories showed that only specific units in the materials and particular exercises within these units focus on the present perfect explicitly or, in the case of the schoolbooks, also implicitly. Even though all materials offer a similar number of explanation sections about the rules for the uses of the perfect, huge differences in the number of practice activities can be found, with *More!* offering the most and *English Grammar in Use* providing the least. Nonetheless, it is the mobile app which contains the greatest number of present perfect instances, followed by *More!* and last by *Into English*, suggesting that whenever basic knowledge about a grammatical item is taught, a lot more exercises, hence, present perfect examples, can be found. Furthermore, in contrast to what linguists have found out, it is the continuative or the experiential perfect, depending on how certain examples are interpreted, that is the most widespread use in the materials analyzed, and not the resultative. Nevertheless, consistency with the literature can be found in the experiential being the second most widely appearing use. Interestingly, the recent past use only occupies a fairly high position in *More!*.

Continuing with the three dimensions of language, form, meaning and use, all three can be found in both, the explanation sections as well as the practice exercises. Starting with the dimension of form, the following elements, namely, formation of the present perfect, short forms, formation of questions, negatives and accompanying adverbials are only partly present in the explanations of the materials. Moreover, some of these aspects can only be found within the examples provided in the various explanation boxes. It was surprising not to find any questions starting with *has* or formed with the adverb *yet* in *More!* since these two aspects, apart from being basic

knowledge, are made explicit to students in the other two materials. Furthermore, in *English Grammar in Use* and in *More!* everything, even aspects which did not appear in the explanation sections, can be practiced. In *Into English* none of the above items are explained nor present in example sentences, except formation, whereas the majority of the elements can be practiced. A major difference between the materials concerns temporal adverbials since in the app they only appear in example sentences whereas in the schoolbooks explanations of the syntactical behavior of at least some of the adverbials are provided. In addition to this, it was surprising to see that in *Into English* the contracted form of the third person did not appear at all. As for the present perfect progressive even less about form is present in the explanation sections and, regarding the practice exercises, there are no negative constructions in the app, no questions in the third person singular in *More!* and no elements other than the formation and the short form with *have* in *Into English*.

Progressing with the meaning and use dimensions, first of all, the most detailed explanations can be found in *English Grammar in Use*, and, second of all, all four uses of the present perfect are explained and can be practiced. In the two schoolbook series all uses are present in the explanation sections and the practice activities, except for the resultative, which is not explained explicitly. In addition to this, the present perfect examples accompanying the explanations sometimes embody another use than the one being discussed. For instance, the grammar boxes of the schoolbooks, which do not give any explanations of the resultative perfect, happen to contain resultative perfects. Furthermore, the linguistic theories of the present perfect presented in the materials are the extended now theory, whenever the continuative use is discussed, as well as the current relevance theory for the remaining uses. Additionally, in *More!* the indefinite past theory is foregrounded as well whenever the experiential is explained. Moreover, the mobile app is the only material which states why the continuous perfect can take the simple and the progressive form. The order in which the four uses, or the three uses in the case of the two schoolbook series, appear in the explanations varies heavily in the materials. Only the experiential perfect is introduced as the second use in all materials. If the resultative was included in the explanations, then it would appear at the same stage whenever resultative examples are presented in the explanation boxes, namely, at

the very beginning alongside the recent past. Only in *Into English* it would be discussed as the penultimate use.

Additionally, in all materials the present perfect is often explained alongside temporal adverbials. *English Grammar in Use* offers the greatest number of adverbs. All in all, most of the adverbials can be found with the experiential perfect. The most interesting results concern the adverb *still*, which is explained and practiced explicitly in *Into English*, whereas it only occurs once in the practice exercises in *More!* and not at all in the app. Furthermore, the most practiced use is the continuative in the mobile app and the experiential in the two schoolbook series. However, an alternative analysis, which was undertaken to pay tribute to different interpretations for particular uses, demonstrates that in all materials it is the experiential perfect which is studied the most. It was surprising to see that there is only one instance of a resultative perfect in *Into English* if interpreted as such and the recent past use occupies a relatively high position only in *More!* compared to the other two materials. Wider interpretations, namely, recurrent continuatives, discontinuous continuatives and limited experientials are present in the practice activities, except for the discontinuous perfect in the schoolbook series, although they were not explained in *More!* nor in *Into English*.

Moreover, it was puzzling to arrive at the conclusion that the use dimension, hence, pragmatic understanding, cannot be practiced to a sufficient degree to the extent it is stressed by the Austrian curricula as well as by the CEFR (Lehrpläne Unterstufe, 2004:2; Lehrpläne Oberstufe 2004:3; CEFR:151) since very few contextualized or text level exercises are offered by these learning and teaching materials currently used in Austria. This results in a deficient focus on the use dimension since all materials offer a greater number of sentence level exercises for practicing the uses of the present perfect, although more activities focus on meaning and use than on the form dimension. Consequently, the materials do not contain enough opportunities in which the present perfect can be contrasted with other tenses in text level exercises. Nevertheless, explicit comparisons between the present perfect and other tenses are made relatively early in the materials after the tense is practiced in isolation, with the exception of *More!* in which there are only rare instances. The present perfect progressive is introduced much earlier in the app and in *Into English* than in *More!*.

Special focus is put on the contrast between the present perfect and the past simple, as there are entire units in all materials focusing on this issue, which, as a result, is also advised by several linguists (Lim 2007:384). In the materials the past simple appears alongside the present perfect in order to stress the different uses of both tenses and, in the majority of cases, the past simple serves the function of giving additional information to present perfect utterances. From among all three materials it is *Into English* which, in the first place, contains the highest number of text level exercises for practicing the use dimension, and, secondly, offers activities in which all present and past tenses can be contrasted.

Concerning the comparison of the four uses, in all materials it is only the continuative perfect, hence the present perfect progressive, which is explicitly set apart from the other three uses, in most cases, from the experiential. This is done not so much for showing the different meanings between them, but rather to display the two different forms the perfect can be realized. Furthermore, there are various cases within the materials in which a present perfect sentence can embody the meaning of more than just one use. These different possible interpretations are not made explicit in the materials. From this observation it is evident that not many opportunities for grasping the meanings and functions of the four uses of the perfect are offered. It is only in *Into English* that overlaps between all of the four uses can be identified. In general, in accordance with what linguists have found out, overlaps occur between the continuative and the experiential, the experiential and the resultative, and the resultative and recent past, often depending on whether a time span is involved or not. Furthermore, all recent pasts detected are also resultatives. As a consequence, it might be worth considering a three-way distribution of the uses of the present perfect, putting the recent past use into a subcategory of the resultative, as various linguists already do (Yao 2016:130). However, it needs to be kept in mind that ambiguous cases, such as the presence of the adverb *just* might evoke an experiential interpretation too, meaning that “the event took place within a small time-span up to and including now” (Fenn 1987:127).

6. Conclusion

This thesis has examined how and in what detail the present perfect simple is dealt with in the schoolbooks *More!* and *Into English* currently in use in Austria, and in the mobile app *English Grammar in Use*. In the theoretical part the four uses of the present perfect, namely, the continuative, the experiential, the resultative and the recent past were discussed from a semantic as well as a pragmatic point of view on the basis of the framework of the three dimensions of language by Larsen-Freeman (2003). The perfect was therefore described from three different perspectives: its form, its meaning or semantics and its use or pragmatics. Additionally, no consensus has been reached as to whether the present perfect is to be put in the same category as the present tenses or the past tenses since it seems to depend on a person's individual view of time (Depraetere & Langford 2012:136; Dirven, Engles, Van Beekhoven, De Bisschop, Goethals & Kortmann 1989:312). Furthermore, in this thesis it was acknowledged that the present perfect can express progressive aspect, embodied by the continuative perfect, and perfective aspect, expressed by the other three uses (Smith 1991:243; Uno 2014:34). Apart from insights into grammatical aspect, the four uses were also differentiated by the lexical character of the verb. Hence, the continuative perfect is different from the other three uses due to its general characteristic of being stative and atelic. (McCoard 1978:141; Bauer 1970:193-194) Moreover, for a visual understanding of the temporal semantic structure of the perfect, Reichenbach's model (1947) was presented. Furthermore, after explaining the present perfect semantically through the current relevance theory, the indefinite past theory, the extended now theory and the embedded past theory, it became clear that in order to understand the present perfect, a pragmatic interpretation is indispensable, which was illustrated by the present state approach (Nishiyama & Koenig 2010:611). Turning to the teaching and learning of tenses, an inductive approach has been favored for the presentation of grammar and a focus on form approach for teaching, which concentrates on the various meanings and only shifts to the grammatical form when necessary (Long 1991:45-46). Moreover, it could be seen that a tense should be practiced in contextualized activities contrasted with other tenses and not only on the sentence level. It has proven effective to practice the present perfect in comparison with other tenses, especially with the past simple tense, to show its unique qualities (Lim 2007:384).

The overall results of the empirical study show that only in *Into English* an entirely inductive approach is used. In *More!* a mixed approach can be encountered whereas the app makes use of a solely deductive presentation. Moreover, a focus on form approach can be found in all, with the exception of *English Grammar in Use*. Concerning the present perfect, only in the mobile app all four uses are dealt with whereas in the two schoolbook series the resultative is not included explicitly in its explanations nor in its practice exercises. However, it is indeed present in the example sentences accompanying the explanations as well as in the practice exercises. Additionally, what has still been neglected so far is to explicitly introduce these four uses of the perfect as categories as done by linguists in teaching and learning materials for German speaking students and to give pragmatic explanations and practice opportunities for this tense apart from semantic information. Furthermore, all three dimensions of language are treated. However, due to the fact that the materials only provide a small number of text level exercises, insufficient practice opportunities for the meaning and use of the perfect can be encountered. Most of the time the meanings and uses of the perfect can be practiced on the sentence level only. From the materials analyzed it is *Into English* which best provides contextualized opportunities for dealing with the meaning and especially the use dimension. In the schoolbooks for the upper levels the present perfect is not only compared to the past simple, but also to other tenses. Furthermore, in all materials the present perfect is mostly distinguished from the past simple and this is often done in relation to the different temporal adverbs. Nevertheless, too little attention is given to pragmatic understanding and practice in order to capture all aspects of the perfect and the role adverbials play. As a consequence, neither can the present perfect uses be contrasted with each other in the materials, nor can specific cases of the perfect, such as recurrent continuatives or limited experientials, be dealt with purposely. The materials also fail to explain the reasons behind the different uses of the perfect, for instance, why, on the one hand, the person must be alive in experiential perfect sentences or why, in some cases, whenever the topic is foregrounded, the person involved need not be alive (McCawley 1971:108; Mittwoch 2008:327). In addition to this, the materials alone do not provide sufficient answers to why the present perfect is used over other tenses, especially the past simple, in certain contexts, or why present perfect utterances accompanied by past tense adverbials may be considered correct. From these observations it becomes clear that it is important to include

pragmatics in teaching and learning materials and that it might facilitate the learning of the present perfect simple tense. This suggests that the reason for the difficulty in mastering the present perfect might be due to lack of pragmatic explanations and practice.

Since this study merely focused on a material analysis, it cannot give any conclusions on how the present perfect is actually taught by teachers. It would be interesting to investigate how teachers introduce the perfect to their students, whether they use a different categorization than suggested in the materials, and in how far they include a pragmatic interpretation of the present perfect in their teaching. Moreover, further research can also explore whether similar findings can be identified in other materials used in Austrian AHS schools and schoolbooks used for other school types could be considered as well.

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Learning and teaching materials:

Schoolbooks lower grade (+ Workbooks and Teacher's books):

- Gerngross, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. 2017. *More! 2: Student's book*. [Rum/Innsbruck]: Helbling Languages.
- Gerngross, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. 2018. *More! 3: Student's book (Enriched version)*. [Rum/Innsbruck]: Helbling Languages.
- Gerngross, Günter; Puchta, Herbert; Holzmann, Christian; Stranks, Jeff; Lewis-Jones, Peter. 2018. *More! 4: Student's book (Enriched version)*. [Rum/Innsbruck]: Helbling Languages.

Schoolbooks upper grade (+ Teacher's books):

Puchta, Herbert. 2013. *Into English 1*. [Rum/Innsbruck]: Helbling Languages : Cambridge : Cambridge Univ. Pres.

Puchta, Herbert. 2013. *Into English 2*. [Rum/Innsbruck]: Helbling Languages : Cambridge : Cambridge Univ. Pres.

Digital material for both grades:

Murphy, Raymond. 2014. *English Grammar in Use*. Cambridge Univ. Press.

Appendices

Appendix 1: Abstract

The present perfect simple tense seems to be the most difficult English verb form for ESL students to learn. Several linguists argue that in order to understand the perfect fully, it is necessary to look at it from a semantic as well as from a pragmatic point of view. Furthermore, the present perfect can be divided into four uses, namely, the continuative, the experiential, the resultative and the recent past which clearly distinguishes it from the past simple, with which normally the most confusions arise. This paper investigates in how far the four uses of the perfect are dealt with in the two schoolbook series *More!* and *Into English*, which are currently used in Austrian schools, and in the mobile app *English Grammar in Use*. In addition to this, it examines whether the materials offer a pragmatic interpretation of this tense alongside a semantic one and if exercises can be found in which pragmatic knowledge needs to be applied for choosing the correct tense form in a given context. The results of the analysis demonstrate that all of the four uses are present in the materials, with the exception of the resultative perfect. Moreover, the learning and teaching materials do not offer many contextualized exercises and, hence, insufficient practice of a pragmatic interpretation of the perfect.

Appendix 2: Deutsche Zusammenfassung

Das *Present Perfect Simple* scheint für ESL (Englisch als zweite Sprache) Schüler die am schwierigsten zu erlernende englische Zeitform zu sein. Um das *Present Perfect* vollständig verstehen zu können, betonen mehrere Linguisten die Notwendigkeit das *Present Perfect* sowohl aus semantischer als auch aus pragmatischer Sicht zu betrachten,. Ferner kann das *Present Perfect* in vier Verwendungsgruppen unterteilt werden, nämlich das *Continuative*, das *Experiential*, das *Resultative* und das *Recent Past*, die es klar von der *Past Simple* unterscheidet, mit der normalerweise die meisten Verwirrungen auftreten. Die vorliegende Arbeit untersucht inwieweit die vier Verwendungen des *Present Perfect* in den beiden Schulbuchreihen *More!* und *Into English*, die derzeit an österreichischen Schulen verwendet werden, sowie in der App *English Grammar in Use* behandelt werden. Des Weiteren wird untersucht, ob die Materialien neben einer semantischen eine pragmatische Interpretation dieser Zeitform bieten und ob Übungen vorhanden sind, bei denen pragmatisches Wissen zur Auswahl der richtigen Zeitform in einem bestimmten Kontext angewendet werden muss. Die Ergebnisse der Analyse zeigen, dass alle vier Verwendungen in den Materialien vorhanden sind, mit Ausnahme des *Resultative Perfect*. Darüber hinaus bieten die Lern- und Lehrmaterialien nicht viele kontextualisierte Übungen und daher eine unzureichende Übung einer pragmatischen Interpretation des *Present Perfect*.

Appendix 3: Checklist for *English Grammar in Use*: The four uses of the present perfect

Abbreviations:

cont. = continuative perfect

ppc = present perfect continuous

The alternative interpretations are given in the columns right next to each of the uses. The orange color means that there is a divergence from the main interpretation, whereas the blue color means that no change occurred and that the present perfect utterance was analyzed in the same way as it was done in the main interpretation.

regular exercises											
unit 7	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1							8	5		3	8
exercise 2						2	8	6			8
exercise 3											
exercise 4							2	8	6		8
exercise 5						5	8	3			8
exercise 6					2	2	5	5			7
exercise 7					3	2		1	4	4	7
exercise 8					5	2	2	5	2	2	9
grammar box					6	6	11	11	6	6	23
Total	0	0	0	0	16	19	44	44	18	15	78
Total practice exercises	0	0	0	0	10	13	33	33	12	9	55
unit 8	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1					9	8		1			9
exercise 2					12	12					12
exercise 3	1	3			10	8					11
exercise 4					8	8			2	2	10
exercise 5		1			9	6		2			9
grammar box		1			26	25	1	1			27

Total	1	5	0	0	74	67	1	4	2	2	78
Total practice exercises	1	4	0	0	48	42	0	3	2	2	51
unit 9	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 2 - implicit									1	1	1
exercise 3			3	3			1	1			4
exercise 4			5	5							5
exercise 5			3	3			1	1			4
grammar box			8	8							8
Total	0	0	19	19	0	0	2	2	1	1	22
Total practice exercises	0	0	11	11	0	0	2	2	1	1	14
unit 10	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1			2	2	1	1	6	6			9
exercise 2			1	1	1	1	6	6			8
exercise 3			4	4	4	4					8
exercise 4			3	3	1	2	2	1	1	1	7
exercise 5	2	2	1	1	7	7					10
grammar box	2	2	3	3	5	5	4	4			14
Total	4	4	14	14	19	20	18	17	1	1	56
Total practice exercises	2	2	11	11	14	15	14	13	1	1	42
unit 11	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1	5	5									5
exercise 2	6	6	1	1			1	1			8
exercise 3	3	3	4	4							7
exercise 4	6	1			1	6					7
exercise 5	4	1	3	3		3					7
exercise 6	8	6				2					8
grammar box	14	12	7	7		2					21

Total	46	34	15	15	1	13	1	1	0	0	63
Total practice exercises	32	22	8	8	1	11	1	1	0	0	42
unit 12	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1			14	14							14
exercise 2	6	4	4	4		2					10
exercise 3	4	2	1	1		2					5
exercise 4	5	5	3	3							8
exercise 5	2	2	1	1							3
exercise 6	3	3									3
exercise 7	9					9					9
grammar box	15	8	5	5	3	10					23
Total	44	24	28	28	3	23	0	0	0	0	75
Total practice exercises	29	16	23	23	0	13	0	0	0	0	52
unit 13	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1					1	1	7	6	1	2	9
exercise 2							3	3			3
exercise 3							2	2	1	1	3
exercise 4								5	5		5
grammar box							8	8	5	5	13
Total	0	0	0	0	1	1	20	24	12	8	33
Total practice exercises	0	0	0	0	1	1	12	16	7	3	20
unit 14	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1							3	4	2	1	5
exercise 2											
exercise 3					3	3					3
exercise 4	3	2			3	4	1	1			7
exercise 5	2	2			1	1					3

exercise 6	1	1			3	3					4
grammar box	1	1	2	2	9	9	2	2			14
Total	7	6	2	2	19	20	6	7	2	1	36
Total practice exercises	6	5	0	0	10	11	4	5	2	1	22
	continuative		cont. in ppc form		experiential		resultative		recent past		Total
Total regular units	102	73	78	78	133	163	92	99	36	28	441
Total practice exercises	70	49	53	53	84	106	66	73	25	17	298
Total nr. of exercises	45										
additinal exercises											
<u>present and past</u>	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1	1	1	1	1	1	1			1	1	4
exercise 2	1			1	2	2					3
exercise 3	2	1			4	5					6
exercise 4	1	1	4	4					1	1	6
exercise 5					2	2					2
exercise 6	2	1			1	2					3
Total additional exercises	7	4	5	6	10	12	0	0	2	2	24
Total nr. of exercises	6										
	continuative		cont. in ppc form		experiential		resultative		recent past		Total
Total all units	109	77	83	84	143	175	92	99	38	30	465
Total practice exercises	77	53	58	59	94	118	66	73	27	19	322
Total nr. of exercises	51										
Total nr. of all exercises of all units	52										
Total explanation sections	32	24	25	25	49	57	26	26	11	11	143
Total compared to past si	14	13	5	6	20	21	26	31	14	9	79

Appendix 4: Checklist for *English Grammar in Use*: Form, meaning and use of the present perfect

Abbreviations:

pp = present perfect

sl = sentence level

tl = text level

f = form

m/u = meaning/use

regular exercises							
unit 7	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	gap fill: choose		r	1		1	
exercise 2	gap fill: choose		r	1		1	
exercise 3	gap fill: past participle		r/w	1		1	
exercise 4	combine: 2 sentences		r	1			1
exercise 5	gap fill		r/w	1		1	
exercise 6	gap fill: been or gone		r	1			1
exercise 7	combine: question and answer		r	1			1
exercise 8	gap fill	past si	r/w		1		1
grammar box			r				
Total				7	1	4	4
unit 8	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	combine: 2 sentences		r	1			1
exercise 2	t/f		l		1		1
exercise 3	gap fill: choose		r	1		1	
exercise 4	gap fill		r/w	1		1	
exercise 5	gap fill		r/w	1		1	
grammar box			r				
Total				4	1	3	2

unit 9	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 2 - implicit	combine: 2 ssentences		r	1			1
exercise 3	ordering		r	1		1	
exercise 4	gap fill: choose		r	1		1	1
exercise 5	gap fill: choose betw 2 options	psi, pcont	r	1			1
grammar box			r				
Total				4	0	2	3
unit 10	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	gap fill: choose betw 2 options	ppc (other uses)	r	1			1
exercise 2	gap fill: choose betw 2 options	ppc (other uses)	r	1			1
exercise 3	gap fill: ppc	cont vs. exp pp uses	r/w		1		1
exercise 4	choose	ppc (form), ppc, pcont, psi	r	1			1
exercise 5	choose betw 2 options	ppc (form), ppc	r	1			1
grammar box							
Total				4	1	0	5
unit 11	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	choose betw 2 options	psi	r	1			1
exercise 2	combine + choose betw 2 options	psi / pcont	r	1			1
exercise 3	order: words in questions	ppc (form)	r	1		1	
exercise 4	gap fill: choose		r	1			1
exercise 5	gap fill: choose betw 2 options	psi / pcont	r	1			1
exercise 6	gap fill	psi / pcont	r/w	1		1	1
grammar box		psi	r				
Total				6	0	2	5

unit 12	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	choose: for / since		r	1			1
exercise 2	choose: for / since		r	1			1
exercise 3	choose which sentence is correct		r	1			1
exercise 4	choose	past si: ago/when vs. how long	r	1			1
exercise 5	choose betw 2 options	past si: ago/when vs. how long	r	1			1
exercise 6	choose		r	1			1
exercise 7	gap fill		r/w	1		1	
grammar box			r				
Total				7	0	1	6
unit 13	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	choose betw 2 options	past si	r	1			1
exercise 2	gap fill	past si	r/w	1			1
exercise 3	choose betw 2 options	past si	r	1			1
exercise 4	gap fill	past si	r/w		1		1
grammar box		past si	r				
Total				3	1	0	4
unit 14	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	choose betw 2 options	past si	r	1			1
exercise 2	choose betw 2 options	past si	r	1			1
exercise 3	choose betw 2 options	past si	l/r		1		1
exercise 4	gap fill: choose betw 2 options	past si	r	1			1
exercise 5	gap fill: choose betw 2 options	past si, psi	r		1		1
exercise 6	gap fill	past si	r/w	1			1

grammar box		past si	r				
Total				4	2	0	6
Total practice exercises				39	6	12	35
<u>additinal exercises</u>							
<u>present and past</u>	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	gap fill: choose: betw 2 options	in general all tenses, psi, pcont	r	1			1
exercise 2	gap fill		r/w	1			1
exercise 3	choose	psi, gone vs. been, past si	r	1			1
exercise 4	choose	all tenses, ppc vs pp (form)	r	1			1
exercise 5	gap fill		r/w	1			1
exercise 6	choose		r	1			1
Total additional exercises				6	0	0	6
	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
Total all units				45	6	12	41

Appendix 5: Checklist for *More!*: The four uses of the present perfect

Abbreviations:

cont. = continuative perfect

ppc = present perfect continuous

The alternative interpretations are given in the columns right next to each of the uses. The orange color means that there is a divergence from the main interpretation, whereas the blue color means that no change occurred and that the present perfect utterance was analyzed in the same way as it was done in the main interpretation.

More! 2												
unit 15												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 1										2	2	2
exercise 6										6	6	6
exercise 7										6	6	6
exercise 8												
exercise 9												
exercise 10							1	1				1
exercise 13										10	10	10
exercise 14	1		1							1	1	2
grammar box									1	10	9	10
work book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 8								1	1	6	6	7
exercise 9												
exercise 10												
exercise 11								1	1	7	7	8
exercise 12										6	6	6
exercise 14	1		1					1	1	4	4	6
exercise 15						2	1	1	2	5	5	8

exercsie 16						1	1					1
Total	2	2	0	0	3	3	5	6	63	62	73	
Total explicit practice exercises	1	1	0	0	2	1	4	5	50	44	57	
Total nr. of explicit exercises	14											
Total nr. of implicit exercises	3											
Nr. of all exercises in this unit	33											
unit 17												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past	Total	
exercise 5						6	6				6	
exercise 6						12	12				12	
exercise 7						8	8				8	
exercise 10						6	6	3	3		9	
grammar box						10	10	1	1		11	
work book	continuative			cont. in ppc form		experiential		resultative		recent past	Total	
exercise 5A								1	1		1	
exercise 6						1	1				1	
exercise 7						6	6				6	
exercise 8						15	15				15	
activity 9						15	15				15	
activity 10						8	8				8	
Total	0	0	0	0	87	87	5	5	0	0	92	
Total explicit practice exercises	0	0	0	0	70	70	0	0	0	0	70	
Total nr. of explicit exercises	8											
Total nr. of implicit exercises	3											
Nr. of all exercises in this unit	27											
More! 3												

unit 7												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past	Total	
exercise 1	5		5			2	1	1	2	1	1	9
exercise 3												
exercsie 4	7		7									7
exercise 5	3		3									3
exercise 6	4		4									4
exercise 7	3		3					1	1			4
exercise 9	1		1					1	1			2
exercise 11	1		1									1
exercsie 13	2		2									2
grammar box	5		5									5
work book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 1	1		1									1
exercise 2	1		1									1
exercise 4	5		5			2	2					7
exercise 5	8		8									8
exercise 6												
excercise 7	8		8									8
excercise 8	5		5									5
excercise 9	8		8									8
excercise 10	6		6									6
excercise 11	4		4									4
excercise 12												
excercise 13	1		1							3	3	4
exercise 15						1	1					1
Total	78		78	0	0	5	4	3	4	4	4	90
Total explicit practice exercises	46		46	0	0	0	0	0	0	0	0	46
Total nr. of explicit exercises	9											

Total nr. of implicit exercises	14											
Nr. of all exercises in this unit	38											
unit 8												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 4						1	1	1	1	1	1	3
exercise 10	1		1			2	2					3
exercise 13						4	4					4
exercise 14						3	3					3
exercise 15												
exercise 16												
exercise 17												
exercise 22								1	1	1	1	2
grammar box			1			3	2			1	1	4
work book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 5						6	3		3			6
exercise 6						1	1			2	2	3
exercise 7						2	2					2
exercise 8						2	2					2
exercise 9						1	1					1
exercise 10	1		1			4	4			1	1	6
exercise 11						2	2			1	1	3
exercise 12						1	1					1
exercise 15						1		1	1		1	2
Total	2		3	0	0	33	28	3	6	7	8	45
Total explicit practice exercises	1		1	0	0	25	22	0	3	4	4	30
Total nr. of explicit exercises	13											
Total nr. of implicit exercises	5											
Nr. of all exercises in this unit	42											

unit 11												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 4				2	2	1	1	1	1	1	1	5
exercise 5				1	1							1
exercise 6												
exercice 11										1	1	1
exercise 12				1	1							1
grammar box				3	3							3
work book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 6				5	5							5
exercise 7				5	5							5
exercise 8	1					2	3					3
exercise 9				4	4							4
exercise 10				4	4							4
exercise 11	1		1	1	1			1	1			3
exercise 12				1	1	4	4					5
exercise 18								1	1			1
exercise 19								1	1			1
Total	2		1	27	27	7	8	4	4	2	2	42
Total explicit practice exercises	2		1	20	20	6	7	1	1	0	0	29
Total nr. of explicit exercises	8											
Total nr. of implicit exercises	7											
Nr. of all exercises in this unit	35											
More! 4												
unit 8												
student's book	continuative			cont. in ppc form		experiential		resultative		recent past		Total
exercise 1						3	3	1	1			4

exercise 2					1	1					1	
exercise 4/5							1	1			1	
exercise 10						1			1		1	
exercise 11	1		1		1	1					2	
exercsie 12	1		1		1	1					2	
grammar box					3	3					3	
work book	continuative			cont. in ppc form	experiential		resultative		recent past		Total	
exercise 1	1		1								1	
exercsie 5												
exercsie 6					5	6	2	2			7	
exercise 7					6	6	1	2	1	1	8	
exercise 8	2		2								2	
exercise 9					5	4					5	
exercise 14									1	1	1	
exercise 16									1	1	1	
Total	5		5	0	0	25	26	5	6	4	3	39
Total explicit practice exercises	4		4	0	0	18	18	3	4	1	1	26
Total nr. of explicit exercises	8											
Total nr. of implicit exercises	8											
Nr. of all exercises in this unit	34											
	continuative			cont. in ppc form	experiential		resultative		recent past		Total	
Total all units	89		89	27	27	160	156	25	31	80	79	381
Total explicit practice exercises	54		53	20	20	121	118	8	13	55	49	258
Total nr. of explicit exercises	60											
Total nr. of implicit exercises	40											
Total nr. of exercises	100											

Total nr. of all exercises of all units	209											
Total explanation sections	5		6	3	3	16	15	1	2	11	10	36
Total compared to past si	3		3	0	0	61	58	3	7	5	5	72

Appendix 6: Checklist for *More!*: Form, meaning and use of the present perfect

Abbreviations:

pp = present perfect

sl = sentence level

tl = text level

f = form

m/u = meaning/use

More! 2							
unit 15							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	reading jokes		l/r				
exercise 6	I and number pictures		l	1		1	
exercise 7	gap fill: choose		r/w	1		1	
exercise 8	past participle			1		1	
exercise 9	past participle			1		1	
exercise 10	reading text		r				
exercise 13	a chant		l/r	1		1	
exercise 14	writing task		r/w				
Grammar box			r				
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 8	combine sentence with pictures		r	1		1	
exercise 9	past participle			1		1	
exercise 10	past participle			1		1	
exercise 11	gap fill		r/w	1		1	
exercise 12	gap fill: choose		r/w		1	1	
exercise 14	gap fill: choose		r/w	1		1	
exercise 15	match		r	1		1	

exercsie 16	writing task: 8 things u have done		r/w	1		1	1
Total				12	1	13	1
unit 17							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 5	matching		r		1	1	
exercise 6	listen and check		l/w		1	1	
exercise 7	ask questions with ever	past si (for add info)	sp	1		1	
exercise 10	reading 2 texts: match / complete		r/w				
grammar box			r				
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 5A	reading task		r				
exercise 6	reading task		r				
exercise 7	matching: s + pics	already, yet	r	1			1
exercise 8	matching: s + qu	ever, never, pastsi for add info	r	1		1	
activity 9	wr qu + match with answers	already, yet	r/w	1		1	
activity 10	oedering: s or qu	ever, never	r/w	1		1	
Total				5	2	6	1
More! 3							
unit 7							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	reading task		r				
exercise 3	listening task of exercise 1		l				
exercsie 4	listen + complete		l				
exercise 5	listening task		l				
exercise 6	speaking task		sp	1		1	1
exercise 7	quiz, multible choice		r				

exercise 9	reading task		r				
exercise 11	matching: sentence halves		r				
exercsie 13	writing task		r/w				
grammar box			r	1			1
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	reading task		r				
exercise 2	reading task: MC, T/F, w answers		r/w				
exercise 4	listening task: complete sentences		l/r/w				
exercise 5	fill in for / since		r/w	1			1
exercise 6	match for and since		r/w	1			1
exercise 7	w sentences with for and since		r/w	1			1
exercise 8	w sentences with for and since		r/w	1			1
exercise 9	gap fill: choose		r/w	1		1	
exercise 10	gap fill: for/since		r/w	1			1
exercise 11	gap fill	psi, pcont	r/w		1		1
exercise 12	writing task, similar dialoge to ex11		w				
exercise 13	implicit: gap fill prepositions		r/w				
exercise 15	answer qu about yourself		r/w/sp				
Total				8	1	2	8
unit 8							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 4	reading task		r				
exercise 10	reading task		r				
exercise 13	speaking task: practice dialogue	past si for add info	r/sp		1	1	1

exercise 14	gap fill: choose		r/w	1		1	
exercise 15	match: qu in 14 with qu	pastsi	r	1			1
exercise 16	make qu	pastsi	r/w/sp	1			1
exercise 17	speaking task: ask parter	pastsi	sp	1			1
exercise 22	writing task		r/w				
grammar box			r				
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 5	match qu to s	past si	r	1			1
exercise 6	gap fill	pastsi	r/w	1			1
exercise 7	gap fill	pastsi	r/w		1		1
exercise 8	write dialogues	pastsi	r/w		1		1
exercise 9	gap fill	pastsi	r/w		1		1
exercise 10	gap fill	pastsi	r/w		1		1
exercise 11	gap fill: choose	pastsi	r/w		1		1
exercise 12	implicit: gap fill n, v		r/w				
exercise 15	writing task + reading task		r/w				
Total				6	6	2	11
unit 11							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 4	reading task		r				
exercise 5	reading task exercise		r				
exercise 6	listen to story in ex 4		l				
exercice 11	speaking task		sp				
exercise 12	writing task		wr				
grammar box			r				
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 6	match sentences to pics	pp vs. Ppc	r	1			1

exercise 7	put words in correct order	pp vs. Ppc	r/w	1		1	
exercise 8	combine sentences	pp vs ppc, psi	r	1			1
exercise 9	gap fill	pp vs. Ppc, psi	r/w	1		1	
exercise 10	right/wrong	pp vs. Ppc (form, vs. Ppc	r	1		1	1
exercise 11	correct wrong ones ex 10	pp, past si	w	1			1
exercise 12	gap fill	pp	r/w		1		1
exercise 18	dev wr skills		r				
exercise 19	wr task		r/w				
Total				6	1	3	5
More! 4							
unit 8							
student's book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	reading task		r				
exercise 2	reading task: matching		r				
exercise 4/5	listening task: answer qu		l/r				
exercise 10	answer qu	pastsi	r/w				
exercise 11	speaking task: qu a person	pastsi	sp		1		1
exercise 12	speaking task: report ex 11		sp		1		1
grammar box		pastsi	r	1			1
work book	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1	reading task		r				
exercise 5	past participle: crossword	pastsi	r	1		1	
exercise 6	gap fill: words from ex 5	pastsi	r/w	1			1
exercise 7	gap fill: choose	pastsi	r/w	1			1
exercise 8	gap fill	pastsi	r/w		1		1
exercise 9	choose betw 2 options	pastsi	r		1		1
exercise 14	writing task		r/w				
exercise 16	writing task		r/w				

Total				4	4	1	7
	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
Total all units				41	15	27	33

Appendix 7: Checklist for *Into English*: The four uses of the present perfect

Abbreviations:

cont. = continuative perfect

ppc = present perfect continuous

The alternative interpretations are given in the columns right next to each of the uses. The orange color means that there is a divergence from the main interpretation, whereas the blue color means that no change occurred and that the present perfect utterance was analyzed in the same way as it was done in the main interpretation.

Into English 1										
unit 1	continuative		cont. in ppc form		experiential		resultative		recent past	Total
exercise 5	3	3			4	4			1	8
exercise 7a	2	2								2
exercise 7b	4	4								4
exercise 7c					3	3			1	4
exercise 7d										
exercise 7e					4	4			1	5
exercise 7f	3	6			3					6
exercise 7g					4	4			2	6
exercise 7h	2	2	2	2	8	8			1	13
exercise 8a	8	8								8
exercise 8b					12	12				12
exercise 10	1	1			1	1				2
exercise 11a					5	5	1	1		6
exercise 11b					1	1				1
Into Literature a					1	1				1
Into Literature e - CD1:6					4	4	1	1		5
Into Competencies					1	1	2	2		3
					1	1				1
Language in use M							1	1		1

Wordwise a							1	1			1
Total	23	26	2	2	52	49	6	6	6	6	89
Total explicit practice exercises	19	22	2	2	34	31	0	0	5	5	60
Total nr. of explicit exercises	10										
Total nr. of implicit exercises	10										
Nr. of all exercises in this unit	49										
unit 2	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1b	5	5			2	2	2	2			9
exercise 1c	1	1					2	2			3
exercise 3a	2	2									2
exercise 3b											
exercise 3c	1	1									1
exercise 3d											
exercise 3e					6	6					6
exercise 3f	1	1									1
exercise 3g	3	1			5	7					8
exercise 4a									6	6	6
exercise 4b									1	1	1
exercise 5a	2	4			2						4
exercise 5b											
exercise 5c	1	1									
exercise 6c							1	1	1	1	2
exercise 7c							2	2			2
exercise 7d							2	2			2
exercise 7e					2	2					2
into communication c							1	1			1
into culture 1b					1	1	1	1			2
into culture 1c					1	1					1
into culture 2a							1	1			1

into culture 2b					2	2					2
into culture 3a	2	2									2
into culture 3b											
into competencies a					1	1					1
into competencies b					3	2		1	1	1	4
Total	18	18	0	0	25	24	12	13	9	9	63
Total explicit practice exercises	9	9	0	0	13	13	0	0	7	7	29
Total nr. of explicit exercises	11										
Total nr. of implicit exercises	16										
Nr. of all exercises in this unit	46										
Into English 2											
<u>unit 1</u>	continuative		cont. in ppc form		experiential		resultative		recent past		Total
exercise 1a	1	1	1	1	1	1					3
exercise 1c											
exercise 3a	1	1	1	1	1	1					3
exercise 3b	1	1	1	1							2
exercise 3c	1	1	1	1	2	2			1	1	5
exercise 3d			1	1	2	1		1			3
exercise 4			1	1	1	1					2
exercise 6a									1	1	1
exercise 6b			1	1	1	1					2
exercise 6c											1
exercise 7b							1	1			1
exercise 10a								1	1		1
exercise 10b									1	1	1
exercise 10c					2	2	2	2			4
exercise 10d								2	2		2
exercise 10e					1	1					1
into literature a	2	1			3	4	1	1			6

into literature b					1	1					1
into Music b					2	2					2
language in use M							1	1			1
Wordwise a							1	1			1
Wordwise b											
Total	6	5	7	7	17	17	6	10	6	3	43
Total explicit practice exercises	3	3	6	6	7	6	0	1	2	2	19
Total nr. of explicit exercises	8										
Total nr. of implicit exercises	14										
Nr. of all exercises in this unit	47										
	continuative		cont. in ppc form		experiential		resultative		recent past		Total
Total all units	47	49	9	9	94	90	24	29	21	18	195
Total explicit practice exercises	31	34	8	8	54	50	0	1	14	14	108
Total nr. of explicit exercises	29										
Total nr. of implicit exercises	40										
Total nr. of exercises	69										
Total nr. of all exercises of all units	142										
Total explanation sections	6	6	1	1	1	1	0	0	0	0	8
compared to past si	9	9	1	1	14	14	0	0	2	2	26

Appendix 8: Checklist for *Into English*: Form, meaning and use of the present perfect

Abbreviations:

pp = present perfect

sl = sentence level

tl = text level

f = form

m/u = meaning/use

Into English 1							
unit 1	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 5	reading task: matching		r				
exercise 7a	metalanguage qu: for/since		r	1			1
exercise 7b	MC: 1 is incorrect		r	1			1
exercise 7c	gap fill: just, already, yet, still		r/w		1		1
exercise 7d	complete rule: just, already, yet, still		r/w	1			1
exercise 7e	gap fill: just, already, yet, still		r/w	1			1
exercise 7f	gap fill: for/since		r/w	1			1
exercise 7g	MC: 1 correct		r	1			1
exercise 7h	rewrite using another adverb	past si (ind)	r/w	1		1	
exercise 8a	qu + answers: for/since		sp	1		1	1
exercise 8b	qu + answers: just, already, yet, still		sp	1			1
exercise 10	vocab task: phrasal verbs		r/w				
exercise 11a	reading task: answer a qu		r				
exercise 11b	reading task: find info		r				
Into Literature a	reading task: scanning		r				
Into Literature e - CD1:6	listening task: speech of r a		r/w				
Into Competencies	reading task: gap fill: choose		r				
	reading tip		r				
Language in use M	MC		r				

Wordwise a	listening task: cd 1:7		l/r				
Total				9	1	2	9
unit 2	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1b	reading task: answer 2 qu		r				
exercise 1c	listening: T/F/NG: cd 1:8 - same as 1b		l/r				
exercise 3a	metalanguage: identify tenses	past si	r	1		1	
exercise 3b	identify pp and past si in text 1b	past si	r		1	1	
exercise 3c	complete the rule	past si	r	1			1
exercise 3d	complete the rule: adverbs	past si	r/w	1			1
exercise 3e	gap fill	past si	r/w		1		1
exercise 3f	language in use: correct	past si	r/w		1	1	
exercise 3g	gap fill	past si	r/w	1			1
exercise 4a	spaking task: pp with just		sp	1		1	
exercise 4b	speaking task: dialogue	past si	sp	1			1
exercise 5a	reading task: answer 1 qu	past si	r		1		1
exercise 5b	metalanguage: identify tenses	past si	r		1	1	
exercie 5c	writing task	past si	w				
exercise 6c	listening: interview - MC		l/r				
exercise 7c	vocabulary: gap fill: choose options		r/w				
exercise 7d	vocabulary: gap fill: choose options		r/w				
exercise 7e	vocabulary: gap fill + ask qu to partner		r/w				
into communication c	speaking task		sp				
into culture 1b	reading task		r				
into culture 1c	discussion box		r				
into culture 2a	phrases: choose betw 2 options		r				
into culture 2b	phrases: choose betw 2 options		r				
into culture 3a	pronunciation: sentence stress		r/sp				
into culture 3b	listen and check 3a		l/r				
into competencies a	read e-mail		r				

into competencies b	read reply to e-mail in a		r				
Total				6	5	5	6
Into English 2							
unit 1	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u
exercise 1a	reading: text		r				
exercise 1c	listen and check - same as 1a		r				
exercise 3a	metalinguage: identify tenses + explain uses	psi, pcont, ppc	r		1		1
exercise 3b	gap fill	psi, pcont, ppc	r/w	1	1		1
exercise 3c	choose betw 2 options	psi, ppc	r		1		1
exercise 3d	gap fill: choose	psi, pcont, ppc	r/w	1			1
exercise 4	speaking task	psi, pcont, ppc	sp	1			1
exercise 6a	choose betw 2 options	past si, past cont, past p	r		1		1
exercise 6b	gap fill	psi, ppc, past si, past cont, past p	r/w		1		1
exercise 6c	writing task	psi, pcont, past si, past cont, past p	w		1		1
exercise 7b	gap fill: vocabulary		r/w				
exercise 10a	match: vocabulary		r				
exercise 10b	gap fill: choose		r/w				
exercise 10c	rewrite: vocabulary		r/w				
exercise 10d	match		r				
exercise 10e	gap fill: choose betw 3 options: vocab		r/w				
into literature a	reading: text - answer qu		r				
into literature b	reading text o ex a: T/F		r				
into Music b	listen: ordering		l/r				
language in use M	reading: choose		r				
Wordwise a	match		r				
Wordwise b	listen and check - same as a						
Total				3	6	0	8
	task type	pp compared to other tenses/pp uses	skills	sl	tl	f	m/u

Total all units				18	12	7	23
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