

Univerzita Karlova
Pedagogická fakulta
Katedra anglického jazyka a literatury

BAKALÁYSKÁ PRÁCE

The Use of the Present Perfect in Academic Discourse

Funkce pZedpZítomného času v akademickém diskurzu

Bc. KateZina Yehová

Vedoucí práce: PhDr. Zuzana Nádraská, Ph.D.

Studijní program: Specializace v pedagogice

Studijní obor: Anglický jazyk se zaměžením na vzdělávání 3 Matematika se
zaměžením na vzdělávání

Odevzdáním této bakalářské práce na téma Funkce předzítomného času v akademickém diskurzu potvrzuji, že jsem ji vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzuji, že tato práce nebyla využita k získání jiného nebo stejného titulu.

V Praze dne 11. 7. 2024

Touto cestou bych ráda poděkovala PhDr. Zuzaně Nádraské, Ph.D., za všechnu pomoc, cenné rady, trpělivost a za její čas, který obětovala odbornému vedení mé bakalářské práce. Také bych ráda poděkovala doc. PhDr. Markétě Malé, Ph.D., za její pomoc s prací s korpusem.

ABSTRAKT

Práce se zabývá funkcemi pZedpZítomného času a jejich využitím v akademických textech. Poskytuje pZehled, jak různé funkce pZedpZítomného času odrážejí pZíznačné znaky akademického diskurzu.

Teoretická část vymezuje rozdíly mezi funkcemi pZedpZítomného času. Dále pZedstavuje základní charakteristiké znaky akademického diskursu a základní akademické žánry.

Na základě teoretických poznatků je v praktické části analyzován korpus „British English 2006“ prostZednictvím CQP systému. V kvantitativní analýze je porovnáno 614 nálezů z hlediska slovesného rodu, polarity fráze a z hlediska pZítomnosti progresivního aspektu slovesa. Také jsou zde porovnány výskyty sloves ve formě pZičestí minulého.

V kvalitativní analýze jsou porovnány funkce pZedpZítomného času u 100 náhodně vybraných nálezů. Jednotlivé funkce jsou propojené s funkcemi akademického diskursu, a to konkrétně s funkcí prezentovat pZedešlé a nové zjištění, odkazovat na pZedešlé úryvky textu a poukazovat na relevantnost studie, pZičemž je zdůrazňována souvislost mezi minulostí a pZítomností.

KLÍČOVÁ SLOVA

pZedpZítomný čas, akademický diskurz, korpus „British English 2006“

ABSTRACT

The thesis deals with the functions of the present perfect and their use in academic texts. It provides an overview of how the different functions of the present perfect reflect the characteristics of academic discourse.

The theoretical part delineates the difference between the functions of the present perfect. Moreover, it presents underlying characteristics of academic discourse and fundamental academic genres.

Based on the theoretical background, the corpus <British English 2006= is analysed via the CQP system in the practical part. In the quantitative analysis, 614 matches are compared with respect to the verb voice, phrase polarity, and the presence of the progressive aspect. Furthermore, occurrences of verbs in the form of the past participle are compared.

In the qualitative analysis, the functions of the present perfect are compared in 100 randomly selected matches. Individual functions are interconnected with functions of academic discourse, specifically with functions to present previous and new findings, refer to previous text stretches and highlight the relevance of a study while emphasising the relation between the past and the present.

KEYWORDS

the present perfect, academic discourse, <British English 2006= corpus

Table of Contents

| | |
|--|----|
| INTRODUCTION | 7 |
| THEORETICAL BACKGROUND | 9 |
| 1 Aspect and Tense | 9 |
| 1.1 The Present Tense | 11 |
| 1.2 The Perfect Aspect | 12 |
| 1.3 The Progressive Aspect | 13 |
| 2 The Present Perfect in Greater Detail | 15 |
| 2.1 The Present Perfect Progressive | 18 |
| 3 Academic Discourse | 20 |
| 3.1 Academic Register | 21 |
| 3.2 Genres of Academic Discourse | 23 |
| 3.2.1 Research Genres | 24 |
| 3.2.2 Essays and Dissertations | 26 |
| THE MAIN BODY | 27 |
| 4 Introduction to the Practical Part | 27 |
| 5 Quantitative Analysis | 29 |
| 5.1 Active vs Passive Voice | 30 |
| 5.2 Positive vs Negative Polarity | 30 |
| 5.3 Progressive vs Non-progressive Aspect | 31 |
| 5.4 The Present Perfect with <i>been</i> | 31 |
| 5.4.1 <i>8Been9</i> as an Auxiliary Verb | 32 |
| 5.4.2 <i>8Been9</i> as a Lexical Verb | 32 |
| 5.5 The Present Perfect with Other Lexical Verbs | 33 |
| 5.6 The Presence of Adverbs | 35 |

| | | |
|-------|--|----|
| 5.7 | Summary of the Quantitative Analysis | 36 |
| 6 | Qualitative Analysis | 37 |
| 6.1 | The Indefinite Past | 38 |
| 6.1.1 | Experiential Perfect | 40 |
| 6.1.2 | The Recent Indefinite Past..... | 41 |
| 6.2 | Up to the Present..... | 41 |
| 6.3 | Ambiguous..... | 42 |
| 6.3.1 | The Indefinite Past and the Up to the Present | 42 |
| 6.3.2 | The Indefinite Past and the Resultative Perfect..... | 43 |
| 6.4 | Habitual Meaning | 44 |
| 6.5 | Resultative Perfect | 44 |
| 6.6 | Summary of Qualitative Analysis..... | 45 |
| | CONCLUSION | 46 |
| | References and Sources | 48 |
| | References | 48 |
| | Sources | 49 |
| | APPENDIX | 50 |

INTRODUCTION

This bachelor thesis deals with the concrete use of the present perfect in academic discourse. It observes its functions in the discourse and accounts for their frequent use. Since the present perfect tense indicates the link between the past and the present (Leech, 1971: 31), it is expected for the tense to occur in the presentation of previous and new findings and in the parts where it refers to other stretches of the text. Hence, the bachelor's thesis aims to investigate how the underlying implications of the present perfect tense manifest themselves in academic discourse while presenting an overview of its various applications that align with the features of academic texts.

The first part of the thesis covers the theory necessary for the subsequent analysis. The theoretical background defines the tense and the aspect. The present tense and the perfect aspect are described in more detail. The main focus is put on the present perfect and its conveyed meanings. Moreover, academic discourse and its functions are presented. Linguistic features in the academic register are emphasised and described in depth. The last chapter of the theoretical background deals with academic genres. The chapter is focused mainly on research genres and students' genres (such as essays, theses, and dissertations) since the samples of these genres are analysed in the practical part.

The main body (the practical part) itself concentrates on analysing samples from the subcorpus of the <Learned (academic)> genre, which comprises 80 written works. The CQP system from Lancaster University is used to perform quantitative and qualitative analyses.

The quantitative analysis focuses on the verb voice, progressivity, polarity, and frequent lexical verbs used in the present perfect and their meaning in academic discourse. Moreover, the function analysis of representative adverbs is performed and presented. All aspects are compared from the point of view of the number of occurrences.

In the qualitative analysis, the individual functions are identified in the list of randomly selected 100 samples. The presentation of analysed samples is divided into several chapters according to the functions of the present perfect. Each function is described and illustrated with concrete examples from the set of query matches. The functions of the present perfect are interconnected with the discourse functions of academic texts. In an academic text, it is

common to refer to previous research, to present new findings, to refer to previous stretches in a text and the accomplished analysis. The relation between the past analysis and research and the present findings is assumed to be expressed by the present perfect.

THEORETICAL BACKGROUND

1 Aspect and Tense

Both, aspect and tense, suggest a relation between situations and time, nevertheless, each of them provides different character of referred time. (Saeed, 2016: 122)

Tense in English expresses temporal meaning in real time. Aspect, however, specifies whether a described event or a state is completed or continuing in the particular timeframe of the utterance. (Biber, 2010:156)

Tense locates a specific situation in a timeline according to a reference point in time. In other terms, it suggests whether the situation happened in the past, the present, or the future (with the help of modal verbs). This information is usually given by a temporal adverb. (Saeed, 2015: 122)

Reichenbach (1947 in Saeed, 2016: 124) views tense as a deictic system which relates references to space and time to the <here and now=. He presents three reference points in time: the speech point, the reference point and the event point. The reference point and the event point may refer to the same point. Nonetheless, they have a slightly different meaning. The reference point is a viewpoint from which a speaker observes an event. The event point signifies the location in time of the described action. To exemplify, the utterance <*I had already left*= means that the event happened earlier than suggested reference point. The speech point indicates the time of utterance. The reference point is prior to the speech point. It suggests a different time point from which the speaker sees the event point. The event point is located even earlier in the timeline than the reference point.

This deictic system was studied also by Klein (1994 in Kroeger, 2018: 386-388) who differentiated between the topic time, the time of situation, and the time of utterance. The topic time corresponds to Reichenbach's reference point, and it signifies the time span of the described action. The time of the event or the situation corresponds to Reichenbach's event point, so it indicates when the described action happened. The time of utterance corresponds to Reichenbach's speech point which demonstrates the time when the utterance was produced. Klein (1994 in Kroeger, 2018: 386-388) contradicts Reichenbach's theory in the conception of time points. He believes that the time of situation and the topic time should be

seen as time intervals rather than simple points in time as Reichenbach proposes. Nonetheless, it is understood by both linguists that the time of utterance (or the speech point) is a point in time.

With this comprehension of time points, Klein's theory suggests that the main difference between tense and aspect is that tense connotes a temporal relation between the topic time and the time of utterance, whereas aspect indicates a temporal relation between the topic time and the time of situation (Klein, 1994 in Kroeger, 2018).

In other words, **aspect** indicates the specific point of view from which a speaker observes a situation. It suggests whether the situation is complete, or incomplete; whether it is something stretched over a long period, and whether it is something quick, or something repeated over a period of time (Saeed, 2016: 125).

Kroeger (2018: 388) sees grammatical aspect as a viewpoint from which the speaker chooses to observe and describe the situation. Smith (1997 in Kroeger, 2018: 388) is comparing the viewpoint aspect to the focus of a camera lens. The situation is observed from a particular perspective.

There are two aspects in English: the perfect and the progressive aspect. Verb phrases which are not marked by any of these aspects are understood to have a so-called simple aspect (Biber, 2010: 156).

Aspects do not exclude one another and mark verb phrases simultaneously. Thus, both aspects can influence one tense concurrently to convey an exact message which a speaker intends to transfer. Therefore, tenses influenced by aspects, specifically the present perfect progressive and the past perfect progressive, are formed (Biber, 2010: 156-157).

Alternatively, grammatical aspect may be divided into the imperfective and the perfective aspect. The imperfective aspect is further classified into continuous and habitual (Comrie, 1976 in Kroeger, 2018: 390).

1.1 The Present Tense

Leech (1971: 1) defines the present tense as a time interval associated with the present moment. A state and/or an event is connected with the moment of speech and has a psychological being at the present. Comrie (1985: 2) writes that the present tense locates a situation in the present moment. He differentiates between the past, the present, and the future moment, and only the aspect determines whether the situation is stretched from the past moment to the present or coincides with the future point of time.

Langacker (2001: 148) says that the present tense occupies a present zone, which is a zone between a pre-present zone and a post-present zone. There is no overlap between these zones. The time points that divide zones from each other are included in the present zone. In other words, there is a starting and ending point of the present time sphere.

Moreover, Declerck (2006: 173) differentiates between two types of the present tense 3 the absolute present tense and the special present time-sphere system.

The absolute present tense may be represented by the utterances <*I apologize for my behaviour*= and <*she is at work*=. The first utterance contains a performative speech act, which means that the verb already performs the act whose meaning it carries. In the second utterance, the form of the verb *to be* is used. In both cases, the present sphere is not connected to the other time spheres.

The special present time-sphere system differs from the normal system in a temporal perspective (Declerck, 2006: 176). In this case, the present tense refers to situations that are understood to have happened in the past, the pre-present, or the post-present. This use of the present tense can be observed in a sentence: <*Charles IV founds Charles University in 1348*= Here, the temporal adverbial *in 1348* clarifies that the occurrence happened in the past. Nevertheless, the verb chosen in the sentence is marked by the present tense. This is specifically an example of the historical present. However, many other senses of the present tense are embodied in the special present time-sphere system apart from the historical present. There are, for example, pre-present situations represented as if present (e.g., <*The president visits the capital*.=), the present tense as unmarked tense, in which case there is no need for temporal information because the context of a situation clearly defines it (e.g., in the newspaper headline <*A gangster escapes from the prison*=). These senses are

identical in their special use of the present tense when they refer to a different time span than the present (Declerck, 2006: 179-180).

To conclude Declerck's classification (2006: 173-188), there is a normal present time-sphere to which belongs, for instance, the utterance *<I am swimming right now>*. In this example, the occurrence of swimming is clearly happening in the present time span. Nonetheless, there are special senses of the present tense 3 the absolute present, when the reference point is the same as the utterance point, and the special present time-sphere system when the reference point is located somewhere different than in the present time span.

1.2 The Perfect Aspect

Applying Klein's theory (1994 in Kroeger, 2018: 386-388), the perfect aspect shows that the situation time is prior to the topic time.

Dušková (1994: 221) indicates that perfectum, which is another term for the present perfect, expresses the past action which is set in an unspecific past period, and which is relevant to the present situation. The main feature of the perfect aspect is the link between the past and the present. Therefore, the perfect aspect suggests that one action has occurred in the pre-present time-sphere, in other words, the time prior to the topic time. Therefore, using Klein's terminology (1994 in Kroeger, 2018: 386-388), the topic time of perfectum includes the time of utterance.

Perfectum differs from preterite (commonly called 'the simple past') in its relation to the present timeframe. In contradiction to perfectum, preterite is delimited by a specific time frame within which an action took place, and it does not have any connection with the present (Dušková, 1994: 221).

Since the perfect aspect of a verb phrase is connected to the past time-sphere, the present perfect tense is usually mistaken with the past simple tense, or preterite. Preterite and perfectum refer both to the time period which precedes the present. They differentiate in the character of the past period to which they are referring and in its link with the present. The perfectum is more linked to the present situation than the preterite (Dušková, 1994: 221).

Saeed (2016: 126) presents two different meanings of the perfect aspect and two different types of links. The first meaning is the relevance of events in the past to the present. For instance, the utterance *<I have broken my leg>* may imply that the speaker cannot run. The possibility of running is influenced by the previous action. To rephrase this according to Alexander (1988: 172), the tense is used to refer to actions that are set at an unspecified time in the past with some kind of connection to the present.

The second sense is that it refers to the immediate past. For example, the utterance *<The bus has left>* suggests that the action happened a few seconds ago. The speaker does not see the past action far in the past but rather on the borderline of the present and the past (Saeed, 2016: 126).

Moreover, according to Alexander (1988: 172), another interpretation is that a producer applied the tense to describe events and states starting in the past and continuing up to the present moment and possibly into the future. To exemplify, the state of living in the utterance *<I have lived here since 2010>* lasts from the past. Furthermore, it is relevant in the present, and the state will continue at least for some time in the future. Therefore, the perfect aspect allows a speaker to create a connection between the reference point and the event point.

1.3 The Progressive Aspect

According to Saeed (2016: 126), the progressive aspect denotes an ongoing and continuing action. It suggests that the described action occupies a time interval without any implication of completion.

Leech (1971: 15) also mentions this time interval but observes this aspect more closely. Applying the progressive aspect may suggest several interpretations of why a producer chose this particular aspect. First, it might indicate that the described situation happened in a limited period of time. The temporary situations stretch into the past and the future. This time span implies duration, limited duration, and the happenings need not be complete.

The durative element relates to the gradual movement. To exemplify, in the utterance *<I am cleaning the kitchen>*, it is suggested that cleaning takes some time and proceeds progressively. Moreover, the element of limited duration implies that the action is usually

untrue and not typical for the circumstances. For instance, the utterance *he was limping* indicates that the agent does not normally limp, and it is an odd situation in the limited time period. The meaning of limited duration suggests that the speaker is not interested in whether the activity persisted after a specific time period (Leech, 1971: 15).

Furthermore, applying the progressive aspect may indicate that the situation is observed as incomplete. In this case, the speaker describes a transition from one state to another and/or a situation which can be disrupted. It can be demonstrated in the utterance *<I am reading the new book>* in which the producer intends to convey that the activity is incomplete. However, there is a necessity for a situational context because it may also mean that the agent is doing the activity at this very moment (Leech, 1971: 16).

Second, applying the progressive aspect may indicate a situation set in a temporal frame. This frame is indicated by adverbial phrases, such as *for 4 hours*, *from 8 a.m. to 9 a.m.*, and subordinate clauses with the simple aspect. To illustrate, the utterance *<I was studying when he came>* suggests that the action of studying was in progress when something had happened (Leech, 1971: 17).

Moreover, the progressive aspect can be applied when expressing a habit in existence over a limited period. For instance, the utterance *<I am going to the gym every morning this month>* demonstrates that the activity is habitual, and this month suggests that it occurs in a limited time period (Leech, 1971: 27).

Another plausible habitual interpretation is a repetition of events of limited duration. This can be illustrated in the utterance *<whenever I call her, she is studying>*. The subordinate clause indicates the timeframe when the habitual activity occurs (Leech, 1971: 28).

2 The Present Perfect in Greater Detail

In contrast to the simple past, the present perfect connects the past and the present. This connection is illustrated by the period which lasts up to the present, and/or the link between the two timelines is that the past events and states cause consequences in the present. Thus, the past influences the present, and the speaker sees the past as less distant than when employing the simple past (Leech, 1971: 31).

Leech (1971: 31) studies the semantic meaning of the present perfect and distinguishes between one sense, which occurs with 8state verbs9, and the other three, which appear with so-called 8event verbs9.

First, he presents the sense of the state up to the present, which denotes that the state is true throughout the timeline. Thus, the state started to be true in the past and is still true in the present, and there is a likelihood that the state will be true in the future. For example, the state of living in the utterance <*I've lived in Prague since 2019*> is ongoing. The agent conveys that the state is still true and will not probably change in the near future (Leech, 1971: 31).

A state starting in the past and continuing up to the present moment and possibly into the future is also observed by Alexander (1988: 172). Nonetheless, he does not divide between states and events.

According to Alexander (1988: 172), to express the meaning of being relevant even in the present, a speaker can use adverbial phrases such as *it's the first time [...]*, *so far*, *up till now*, and *up to the present*. To exemplify, in the utterance <*I have been to Spain twice so far*>, the adverbial phrase indicates that the state of being somewhere may change in the near future. The speaker might visit other countries, and thus, he/she can change the veracity of the utterance. Another example is the adverbial phrase in the utterance <*I have lived in London up to the present*> which draws the timeframe that something occurred in the past and is still valid in the present. The activity and/or the state may change in the future. Apart from the phrases mentioned above, Dušková (1994: 222) adds a phrase *to this day*, and Quirk et al. (1985: 194) add a phrase *hitherto*, both of which are fundamentally synonyms to the phrases above.

Furthermore, the sense of lasting up to the present is presented by Declerck (2006: 222), who terms it 8unmarked up-to-now reading8. The time is stretched from the past to the present, and it even includes the terminal point of the pre-present. Another possibility is that the time of the full situation corresponds with the situational time or does not include the terminal pre-present moment. The time of the full situation may be definite or bound.

Second, the present perfect may bear a meaning of the indefinite past when the event verbs are used. The indefiniteness is usually expressed by adverbials, namely *ever*, *never*, *yet*, etc. To exemplify, in the utterance <*I haven't eaten snails, yet*= the adverb signifies that there is a chance of changing the veracity of the utterance. Therefore, the adverbial explicitly forms a connection between the past and the present and potentially the near future. Subsequently, the plausible unspecified factors may be the number of events and/or the time. For instance, applying an adverbial phrase such as *three times* does not convey a specific point of time, but only suggests that the event has happened several times. For instance, the adverbial phrase in the utterance <*I have visited the new cinema four times*= expresses the frequency of the event in the past, which may increase in the future. Therefore, the present perfect is used to link the past with the present. Therefore, if the producer chooses to apply the present perfect, he/she may sometimes want to convey that there is still possibility to change the event in some way. In other terms, the agent can change the past since the distance between the present and the past is relatively small (Leech, 1971: 32-33).

The sense of the indefinite past is also suggested by Alexander (1988: 172), who labels this sense as actions set at an unspecified time in the past. Thus, there is no time-specifying adverbial or/and context. For instance, in the utterance <*I have cleaned the kitchen*=, there is no time-specifying adverbial, and without context, it is completely time-free. Nevertheless, it does not mean that the 8indefinite perfect9 may not co-occur with a temporal adverbial. If temporal adverbials refer to a time period leading up to now, the time-sphere is still unspecified. Among these adverbials, there belong, for instance, *before*, *in the past*, *in the last year*, *latterly*, *of late*, etc. (Declerck, 2006: 243).

This interpretation of the present perfect tense is additionally studied by Dušková (1994: 222). She mentions that the timeframe may be specified by several adverbials which support the sense of an activity stretching from the past up to the present. Specifically, adverbials

such as *yet, before, never, ever* (in interrogative sentences) imply the events and states leading from the past up to the present. Nevertheless, Dušková combines the interpretation of the indefinite past with the sense of an event and/or a state both leading up to the present. Moreover, the category of the indefinite past includes the subcategory of the recent indefinite past. According to Quirk et al. (1985: 190-192), the perfect aspect indicates anterior time, which denotes a time period immediately preceding events and states which are signalled by the tense and/or other elements of a sentence or its context. These elements are, for instance, time adverbial phrases, such as *just, recently, already, yet, still, at last, and finally*. If adverbials are used, the present perfect seems to be 'semi-definite' rather than 'indefinite' because the timeframe is, to some extent, proposed but not clearly set. They highlight the sense of proximity; thus, when comparing the utterance *<I have left the house=>* and the utterance *<I have just left the house=>*, the event in the second utterance seems to happen in the nearer past than the event in the first utterance. Declerck (2006: 249) mentions that this use of the 'indefinite present perfect' is produced mainly by the 'shot news' whilst the recency is emphasised (Alexander, 1988: 173; Leech, 1971: 33).

Additionally, Declerck (2006: 245-246) separates a subcategory, the so-called 'experiential perfect', from the sense of the indefinite perfect. In this case, it refers to a situation which is not necessarily recent; however, it is a part of the speaker's experience and knowledge. For example, the 'perfect of experience' is illustrated in the sentence: *<I haven't watched this film.>* Here, the speaker declares that he/she does not have experience watching this film. The time is indefinite, and the focus is set on the speaker's experience.

Third, the present perfect tense may imply a habitual action which leads up to the present moment. The habit is basically a state which consists of repeated events. For example, the utterance *<she has played the guitar for 5 years=>* stresses that the activity was the speaker's habit in the past and it is still topical. This interpretation is explicitly arranged by using adverbial phrases such as *for 10 years, always, often, frequently*, etc. Adverbials of duration and frequency suggest the difference between the sense of habit and the sense of the indefinite past (Leech, 1971: 33-34).

Fourth, the application of the tense may denote that the result of the event is still operative. In this case, there is no need for adverbials since the result is evident from the situation.

For instance, the utterance *<she has broken her leg=>* signifies that the leg is now broken, and it may imply that she is, for example, limping (Leech, 1971: 34).

Declerck (2006: 241) describes this interpretation as the 'resultative perfect', which is also comprised of the sense of a state and/or an event lasting up to the present. He mentions that it serves an explanatory-resultative function when it explains the origin of a present result. For example, in the chain of sentences: *Sorry, I'm sweaty. I've run a marathon.=*, the speaker is commenting on the obvious state and is explaining the cause of it. It is evident that the event which happened in the recent past has influenced the present state. Thus, the time period does not have to be explicitly stated. When observing this interpretation of the tense, it is referred to as 'the current relevance' and 'the present result' (Huddleston, Pullum, 2002: 143; Quirk *et al.*, 1985: 193).

2.1 The Present Perfect Progressive

The present tense is marked by the perfect and the progressive aspect. As Leech (1971: 44) emphasises, the progressive aspect is created by 'activity verbs', such as *talk, play* and *run*, even though there are some special cases where stative verbs are used with this aspect (Leech, 1971: 45).

The main difference between the present perfect progressive and the present perfect simple is that the present perfect progressive does not need adverbials which convey the meaning of duration. Moreover, the progressive aspect may change the sense of some verbs; thus, the choice of the aspects is crucial. To exemplify, in the utterances *<he is selfish=>* and *<he is being selfish=>*, the aspect determines whether the state is permanent (in the first utterance) or temporary (in the second utterance).

The choice of aspects is essential, even with respect to stative and dynamic verbs. Huddleston and Pullum (2002: 168) claim that even though 'strongly stative' verbs persist in the simple aspect, they can occur in a 'waning type of dynamicity' when the state is not permanent. In this case, the stative verbs appear in the progressive form and bear a more general meaning. For instance, in the utterance *<the party is containing more and more young members=>*, the sense of the state is understood from a rather general perspective.

Moreover, according to Huddleston and Pullum (2002: 170), verbs of hurting and of cognition, emotion, and attitude also stand on the boundary between stative and dynamic. For instance, the verb *think* can mean two different things depending on the choice of the verb aspect. If the verb is used as a state, for example, in the sentence <*I think it is true*=, it denotes believing and/or having an opinion. The verb can be substituted by *believe*, *assume*, etc. When the verb *think* is marked by the progressive aspect, for instance, in the sentence <*I'm thinking about going on the trip with you*=, it denotes considering and cogitating. To summarize, some stative verbs can be marked by the progressive aspect. Nonetheless, the use of the aspect changes the sense of a verb phrase.

Furthermore, the present perfect progressive differs from the present perfect simple in the use of the passive voice since it is almost never applied in the passive voice. The form of the present perfect progressive in the passive voice is too long to be produced. For instance, in the utterance <*the book has been being read for ages*=, it can be observed that the verb phrase consists of four words, which is exhausting for the speaker and confusing for the listener (Leech, 1971: 45).

As mentioned in the chapter 1.3, the progressive elements are duration, possible incompleteness, and limitation of duration. They give the present perfect progressive a sense of temporariness and potential incompleteness. Temporariness suggests that the event has its end. Potential incompleteness signifies that the activity is still incomplete at the time of utterance (applying Klein's terminology). Furthermore, the tense may suggest that the activity noticeably impacts the current situation. In other words, the consequences of the previous action are evident in the present moment. To exemplify, the utterance <*I've been swimming*= may suggest that the speaker is wet at the time of utterance and/or is exhausted (Leech, 1971: 44-46).

3 Academic Discourse

The term 'discourse' is a broad term; therefore, it is difficult to define. Goddard and Carey (2017: 1-2) refer to the Latin translation of 'discursus', which means 'to run to and fro'. Thus, it presents the idea that discourse is a concept which has different forms. In other words, one idea may be conveyed differently with different lexemes and grammatical structures. It encompasses both the content of communication and the way how it is organised and presented (Hyland, 2009: 1).

According to Hyland (2009: 1), discourse is a tool by which people collaborate and compete with others. Therefore, as Gee (1996 in Hyland, 2009: 2) declares, discourse does not denote only language employed to transfer the message but also comprises the information about the author and the reader.

Broadly speaking, discourse refers to formal communication which is thought through and well-structured in advance. Thus, the term 'academic discourse' is widely used to specify the circumstances of the communicational channel.

Hyland (2009: 1-2) studies the role of academic discourse. Its functions are to construct the social roles between academics and students, create knowledge and educate. It reports a representation of an external reality, and/or it transforms and develops already-made research findings (Hyland, 2009: 12).

Academic discourses are highly respected within academic communities and by outsiders. In other words, in academic discourse, the normal utterance, or the 'natural' utterance (Halliday, 1998 in Hyland, 2009: 7), '<I asked her for her number=' may have the form of '<A female individual was requested to share the phone number with a supplicant='. These different representations of one message show that academic discourse tries to interpret the world in particular ways by selecting specific lexemes, grammatical structures, and rhetorical resources (Hyland, 2009: 7). This thesis observes primarily the grammatical aspect of the present perfect and its semantic function in a specific context in consideration of academic discourse.

There are three approaches by which academic discourse is observed. The approaches are textual, contextual, and critical approaches. In this bachelor's thesis, emphasis is put on

textual approaches since they focus on language choices, meanings, and patterns in texts (context). These centres of attention are based on genres, corpora, and multimodal analysis. This thesis concentrates on corpus analysis (Hyland, 2009: 20).

3.1 Academic Register

Registers are components of discourse. Whilst discourse is a broader term which refers to the context of a situation, the analysis of register involves the examination of lexical and grammatical characteristics which are common for one genre or subgenre. When the register is discussed, the communicative function of linguistic features is compared and analysed (Biber and Conrad, 2019: 1-4).

The register perspective¹ of analysing the linguistic choices is significant for writing academic prose. An author's aim is to convey some piece of information or attitude to the discussed problem. Moreover, the choice of lexical features suggests the relationship between the producer and the receiver and the social level in which the text was created (Biber and Conrad, 2019: 4-5).

The register is composed of the situational context, the linguistic features and their functional relationships. The situational context describes whether the text is speech or writing, whether it is interactive, and it delineates primary communicative purposes. Linguistic features are anticipated features that are applied in a text. They always have a specific function, and therefore, their analysis is crucial for creating an academic text (Biber and Conrad, 2019: 6-8).

Concerning linguistic features, or register features, for academic and professional written registers, which stand in the centre of attention of this thesis, the present tense is common since it emphasises the informative aspect of academic prose. The past tense is, according to Biber and Conrad (2019: 118), rare; therefore, when an author intends to convey information

¹ Apart from register, there are two more perspectives by which text varieties are observed. There are genres and styles. Genres refer to conventional ways to construct a complete text. Style is similar to register. Nevertheless, the linguistic features are observed from an aesthetic point of view (Biber and Conrad, 2019: 1-4).

about the past, the present perfect is used. Speaking of voice, the passive voice is anticipated since academic works are supposed to stay objective, even though the author endeavours to present and defend his/her personal thoughts about the studied topic. Although the passive voice can be found even in other registers, it is primarily associated with the academic register (Biber and Conrad, 2019: 54, 144-150).

In addition to the situational context, Biber and Conrad (2019: 31, 40) present situational characteristics, which include the participants, relations among participants, a channel, processing circumstances, a setting, communicative purposes, and topic. All these characteristics differentiate one register from another. They can divide a register into many sub-registers. For instance, the characteristics of the participants differentiate academic research books from textbooks. The addressees of academic research books are principally professionals, whereas the addressees of textbooks are mainly students (Biber and Conrad, 2019: 32).

Specifically, while speaking of the situational characteristic of participants in academic prose (Biber and Conrad, 2019: 113), the addressor is singular, plural, or institutional. It is often a professional who deeply understands the presented topic. The text is addressed to a group of people. Speaking of their relations, the author appears to be more knowledgeable than the reader since there is a new piece of information that he/she intends to transfer. Their shared knowledge may vary, but both sides obtain some specialist knowledge. Their relation is distant; hence, there is no personal interaction implied, and the distance is supported by the passive voice.

On the subject of the channel, the academic register is primarily written since a large part of academia focuses on publishing specialised writings. The medium of the academic register may be printed and/or online (Biber and Conrad, 2019: 114).

With reference to processing circumstances, the text is carefully planned, and it strictly adheres to a set structure. As to the setting, neither time nor place is shared by participants. The setting is public and contemporary. Speaking of the characteristic of the topic, it varies, and it also depends on the specific discipline (Biber and Conrad, 2019: 114).

For this thesis, the situational characteristics of communicative purposes are the most important since they observe the senses of the present perfect and their actual use in academic texts. The purpose of academic prose is to inform, explain, and sometimes to persuade. The texts are factual and interpretations of previous works. This relation between the past and the present is assumed to be formed by the present perfect since the perfect aspect implies that the current state of events is influenced by the events which have already happened (Biber and Conrad, 2019: 114-115, 151). In other words, the academic prose follows previous research, and the link between the past findings and the present findings can be made by the present perfect. Furthermore, the link between the pre-present and the present time-sphere is expected to be found in the section in which the author presents the method of analysis and the process of working with data. Here, the author comments on the pre-present findings, which impact on the present. The observation of the way of connecting the past and the present in the academic register is the aim of this thesis, and it will be profoundly analysed in the main body.

Moreover, if a linguistic construction occurs in only one particular register, it is called a register marker (Biber and Conrad, 2019: 54). Therefore, when an utterance like *<the count is three and two>* is a distinctive register marker of baseball game broadcasts, the phrases such as *according to, to conclude, previous research has found*, formal lexis, and terminology connected to the studied topic are considered as register markers of academic register. Nonetheless, specific markers vary depending on the academic discipline and the specific genre.

3.2 Genres of Academic Discourse

Whilst in the register perspective, linguistic characteristics are observed in the excerpts of the whole text, in the genre perspective, emphasis is put on the linguistic characteristics which are used to structure the whole text. These characteristics occur in a particular place in the text, and these features comprise conventions of one specific genre. Consequently, when observing the genre, the complete texts from the variety must be analysed (Biber and Conrad, 2019: 15-16).

In other words, the idea of genre provides a well-known ground for readers, which may help them to comprehend the idea of a text. Its conventions of a typical use of a language help the recipient to orient in the text (Hyland, 2008: 543-544).

Focusing on genres of academic discourse, references to other research and studies are expected to occur as the conventions of the academic genre. Moreover, genres differ by their specific structure (Biber and Conrad, 2019: 163). To exemplify, typical characteristics of a structure of a research article are sections such as an introduction section, a results section, and etc. Their content is described in bigger detail in the following chapters.

There is a large number of genres and sub-genres which belong to academic discourse. Genres interact with disciplines in which a work is written. For instance, the discipline of accounting employs genres of which focus is to collect, classify, record, and analyse. By contrast, the discipline of Economics focuses on verification or refutation of theories.

For this thesis, there have been chosen the following genres: research genres (articles, research report), essays, dissertations, and theses.

3.2.1 Research Genres

Research genres are distinct from other genres by the level of novelty of knowledge presented in a paper. Moreover, there is no application of rhetorical devices which facilitate the comprehension of academic writing (Bhatia, 2002: 33).

Research articles and research reports differ in their level of formality. Research articles are less formal than research reports, and their purpose is mainly to persuade the readers about the author's personal stance on a discussed issue. Reports are more suitable for presenting the research findings in a formal way. (Biber and Conrad, 2019: 150-154)

Research articles are considered to be the most significant for the academy. They aim to present new ideas while supporting them with findings of previous research. The previously existing knowledge is presented via explicit intertextual links, which can occur in the form of citations or paraphrases. Academic writing is not an original text. It is rather a supplement to already existing texts. It is a combination of old findings of various authors and new ideas (Hyland, 2009: 68-70).

A new piece of information to a field is slowly developed and presented. Authors often use argumentation and theory-laden language to support their new findings (Hyland, 2009: 68).

Every research article is divided into smaller parts 3 an abstract, an introduction, a literature review, results, a methods section, and sometimes a discussion section is present. As Biber and Conrad (2019: 152-154) highlight, each section has a different purpose, and thus it applies different linguistic features.

According to Hyland (2009: 70-73) and Biber and Conrad (2019: 150-152), the abstract's role is to present the main points of the work and the specific steps which were made in order to conduct the study. In the abstract section, a summary of all the key aspects of the study and its relation to practice may be found (Pierson, 2004: 1206-1212). Hence, as sample abstracts by Vrihoef and Steuten (2007) demonstrate, the present perfect is applied to connect the past steps with a possible application in the present, although the present and the past tense unmarked by the perfect aspect are also used.

In the introduction section, a writer comments on the current state of knowledge and presents the main aim of the work. Therefore, the present tense is applied. (Hyland, 2009: 71; Biber and Conrad, 2019: 152-154). Nonetheless, even though Armağan (2013: 8) claims that the simple present tense should be applied since the introduction comments on the present knowledge and the aims, this section may contain the basic references related to the main topic. For this purpose, the present perfect and the past simple are expected to be used, as shown in Armağan's exemplary introduction section (2013: 8).

In the results sections and the methods section, the author of an article speaks about findings and applied methods in the past (Hyland, 2009: 72-73; Biber and Conrad, 2019: 152-154). The results section should present and describe the output of the analysis. Its interpretation of the results should be discussed in the discussion section. Since the results sections should particularly contain the presentation of findings, the past tense is required to be used (Hahn Fox and Jennings, 2014: 137-156). Similarly, the past tense should be applied in the methods section since it refers to the steps which were made in the past (Azevedo et al., 2011: 232-238).

3.2.2 Essays and Dissertations

Essays and dissertations belong to a sub-register of non-professional authors, namely students.

Essays present an argument in which students explain and defend their position on the discussed topic. Essay is comprised of many references to library sources which shadow research references. Authors present their critical attitude and combine theory with practical findings (Hyland, 2009: 130). On the other hand, dissertations are directly constructed on research and refer to the theoretical information to a relatively small degree (Hyland, 2009: 133).

Essays, theses, and dissertations minutely describe pieces of knowledge of previous research made by other authors. These pieces of knowledge are still current while they have existed for some time. Thus, the perfect aspect is used to link the pre-present time-sphere and the present (Biber and Conrad, 2019: 150-152).

THE MAIN BODY

4 Introduction to the Practical Part

This thesis aims to observe the concrete use of the present perfect in the academic discourse. It investigates the semantics of the present perfect in detail and analyses which verbs are used in its verb phrases. It is assumed that the present perfect is largely used in the academic discourse since it refers to the unspecific time point in the past and/or suggests the meaning of current relevance. As the purpose of academic writing is to write exposition, argumentative, and problem-solving texts, authors refer to current relevance frequently, and there is a significant number of references to past research and past discoveries (Paltridge, 2004: 84). Hence, authors intend to link the past findings with the present ones.

Speaking of methodology, quantitative and qualitative analyses were conducted. The analysis was done with the use of a corpus. A corpus is a collection of language samples with millions of words. It functions on the rules of frequency and is used to analyse the word in the context in which it is usually produced (Hyland, 2009: 28). Corpus analysis helps the observer to see the actual language use of a lexeme or a grammatical structure (McEnery and Wilson, 1996 in Hyland, 2009: 27). Furthermore, corpora contain information about a source from which a studied text is. Thus, the context in which the word is more likely to occur is revealed and examined. Hence, corpus analysis does not show the grammatically correct structures. It displays the language reality and explains the concrete usage in specific contexts, academic domains, and genres (Hyland, 2009: 28).

Since corpora work with the frequency phenomenon, the analysis applies quantitative methods. Nonetheless, they are often supplemented with qualitative analysis. In other words, the analysis is run first, and then the specific language use and its surroundings are closely observed (Hyland, 2009: 28-29). In the practical part, the quantitative and qualitative method is applied to conduct a thorough examination.

In order to examine situations in which the present perfect is applied, the British English 2006 corpus has been chosen for this thesis since it is composed of relatively recent texts and enables the generating of a subcorpus of academic texts. The whole corpus contains one million words, and its data are gained from general written texts available on the internet

and published in paper form. The texts are dated between 2003 and 2008, when the corpus was released. It is available on the Corpus Query Processor² (CQP) system at Lancaster University (Kauhanen, 2006). For this thesis, a subcorpus called 'Academic discourse' was generated from the corpus's data. The subcorpus was restricted by a choice of the broad genre called *Learned (academic)*, compiling 80 academic writings with 182 121 words.

While working with the CQP web, many queries have been run. The main form of the query is <(have|has) (_XX){0,1} (_RR){0,2} _V?N=. Nonetheless, this query may generate the results in which the verb phrase of the present perfect fulfils the function of the past infinitive and the past modal verb. The phrase with *have/has + (not) + the past participle* is employed in these forms similarly to the present perfect. These false results cannot be excluded from the list of query matches since it is worked with the function 'Sort' which can be used only for one restriction at the moment. Nonetheless, it has been observed that only a few occurrences (53 matches) fulfil the roles of the past infinite and the past modal verbs. Hence, it has not distorted the findings of the quantitative and qualitative analyses.

² <https://cqpweb.lancs.ac.uk/>

5 Quantitative Analysis

For the quantitative analysis, the query `<(have|has) (_XX){0,1} (_RR){0,2} _V?N=` has been run. This query denotes that the desired findings should be formed of an auxiliary verb *have* and/or its variation for the third person singular *has*. Simultaneously, a negative particle, sometimes called a negative adverb, *not* may follow this auxiliary verb. Adverbials may occur between the auxiliary verb and the past participle. This thesis works with the possibility of the maximum of two adverbs situated after the auxiliary of the present perfect and the element of the past participle since no additional matches were found after running the query for three adverbs. The last part of the desired formula is the past participle of a content verb. After running the query, 614 matches were found. Nevertheless, the query has been modified several times in order to generate desired returns.

As mentioned before, the number of 614 matches also includes samples in which the past infinitive and the past modal verbs are used instead of the present perfect. 20 samples with the past infinitive and 33 samples with the past modality cannot be excluded from the analysis. Hence, in the quantitative analysis, it has been worked with the number of 614 to analyse the query results in more detail using the sorting function. The undesired matches do not impact obtaining the general idea of the concrete use of the present perfect since their amount is negligible in the whole set of 614 matches.

The findings of the quantitative analysis are presented in several chapters. First, the active and passive voices have been compared. Second, the matches have been observed concerning the polarity of a sentence. Third, the progressive and non-progressive aspects have been compared. Then, the use of *been* has been analysed in detail. In the next chapter, the other lexical verbs than *to be* have been observed. In the last chapter, the common adverbs have been analysed and their function has been connected to the discourse function of academic texts.

5.1 Active vs Passive Voice

It has been ascertained that the passive voice is employed in 234 samples out of the set of 614 matches (including 15 samples with an additional adverb between *been* and a verb in the past participle). This number represents 38.1 % of the whole set. This discovery has affirmed that the passive voice is used mainly in academic texts in order to stay objective. Nonetheless, the active voice is still preferred.

Moreover, the query has shown that the most recurrent lexical verbs used in the passive forms are verbs: *shown* (14 occurrences), *reported* (10 occurrences) and *used* (10 occurrences). Other lexical verbs are *developed*, *found*, *suggested*, *argued*, *demonstrated*, *made*, *associated*, *described*, *employed*, *identified*, *observed*, etc. All these verbs are commonly used in the academic discourse and are considered to fulfil the function of register markers since they are typically applied in academic texts. Many of these verbs, for instance, *argued*, *suggested*, etc., are used in the main clause, followed by a subordinate nominal clause in which the main idea of a message is presented. Many verbs are associated with presenting some results. To exemplify, these are verbs like *shown*, *reported*, *found*, *demonstrated*, and *presented*. Moreover, there is a significant number of verbs that denote suggestion. These verbs are, for instance, *suggested*, *argued*, *considered*, *proposed*, etc.

5.2 Positive vs Negative Polarity

Negative polarity has been identified in only 20 samples, which accounts for 3.3 % of the whole set. Specifically, the negative polarity has been created by the negative article *not* in 16 samples, by the adverb *never* in 3 samples, and by the adverb *yet* in 1 sample.

The negative article *not* has been used in its whole form in 15 samples. The ratio of 15 samples with the full form of the negative article to 1 sample with its reduced form is ascribed to the formal writing style. It follows that the absence of reduced form is a register marker in academic texts.

Moreover, the small number of statements with negative polarity is also a register marker of academic discourse. Sentences are written mainly in positive polarity since using negative polarity may challenge the standard of clarity and precision required from an academic text.

5.3 Progressive vs Non-progressive Aspect

The progressive aspect has been identified in only 4 samples with lexical verbs *benefiting*, *consulting*, *looking*, and *taking*. The present perfect progressive suggests incompleteness, which can be observed in the query match: *<Two-thirds of the sample (n = 30) were part-time employed and so may have been benefiting from some flexibility in employed hours to suit family circumstances=* (in text J75). Moreover, the progressive aspect indicates temporariness, which may be demonstrated in the sample: *<In other laccase oxidations, we have been looking at HBT as a laccase mediator.=* (in text J07).

The minor frequency of the present perfect progressive is ascribed to the length of the verb phrase and the conveyed meaning, which is not typical for academic discourse. Academic texts intend to transmit a concrete message based on a complete analysis, which contradicts the sense of incompleteness and temporariness of the present perfect progressive.

5.4 The Present Perfect with *been*

After running the query³, which searches the present perfect with the past participle *been*, 288 matches have been found. This number corresponds to 46.9 %, which is almost half of the whole returned matches. The verb *<to be=* may fulfil various functions, which have been analysed in detail. An overview of the frequency of employing individual functions can be seen in Table no. 1.

| auxiliary function | | lexical function | | |
|--------------------|--------------------|-------------------------|------------------------------|------------------|
| passive voice | progressive aspect | copular verb | | existential verb |
| | | noun subject complement | adjective subject complement | |
| 234 | 4 | 20 | 17 | 13 |

Table no. 1

³ (have|has) (_XX){0,1} (_RR){0,2} _VBN

Examining the overview in Table no.1, the verb *to be* has most frequently performed the function of the auxiliary verb in the passive form. Furthermore, it has commonly fulfilled the function of a copular verb. Only in 4.5 % of occurrences, the verb has performed the function of an existential verb, and in a mere 1.4 % of the whole use, *to be* has occurred as an auxiliary verb of the progressive aspect form.

The auxiliary and lexical functions of the verb *to be* in the present perfect are analysed in more detail in the following two subchapters.

5.4.1 8Been9 as an Auxiliary Verb

The past participle *been* fulfils the function of an auxiliary verb in the passive form and the progressive aspect. Both passive voice and progressive aspect have already been discussed in chapters 5.1 and 5.3.

The verb is used as an auxiliary verb of the passive form in 81.3 % of the whole occurrence of the past participle *been*. Hence, it appears to be its main function in academic discourse.

Furthermore, it has not often fulfilled the function of an auxiliary verb of the progressive aspect since the progressive aspect is not generally used in academic texts because of its feature of incompleteness and temporariness.

5.4.2 8Been9 as a Lexical Verb

The verb *been* has been used as a lexical verb in 17.4 % of the 288 matches.

First, the past participle of the verb *to be* has been applied in the function of a copular verb in 37 matches in total. As a copular verb, it has a noun subject component and an adjective subject component. Their frequency of use is relatively identical.

Second, the verb *to be* in the present perfect has been used as an existential verb in 13 matches in which existential *there* has been present. For instance, in the sample: *<There have been two major concerns [...]>* (in text J63), the verb *been* can be substituted by the verb *existed*.

5.5 The Present Perfect with Other Lexical Verbs

The present perfect has been used with other verbs than the verb *to be* in 53.1 % of all query matches.

After running the query⁴ for the verb phrase with the past participle of *to do*, 4 matches have been found. 11 matches have been returned after running the query⁵ for the phrase with the past participle of *to have*. These queries have been run since the query⁶ for lexical verbs in the past participle does not generate the matches with verbs *done* and *had*. These verbs have special tag in CQP web.

Moreover, applying the query $\langle(\text{have}|\text{has}) (_XX)\{0,1\} (_RR)\{0,2\} _VVN=$, 311 matches with other lexical verbs than *to be*, *to have*, and *to do* have been found. When the frequency breakdown was generated, it was discovered that the most frequent are the phrases *have found*, *have shown*, and *have become*. The employment of these past participles is the highest even after comparing lexical verbs in all found forms (i.e., forms with *has* instead of *have*, and forms with adverbs preceding the past participle). The number of occurrences of individual lexical verbs can be observed in Table no. 2.

The lexical verbs generated by the query are linked together by their broader semantic meaning. All of them are considered to be register markers of the academic register since their meaning is directly associated with presenting results (e.g., *shown*, *found*, *led*, etc.) and referring to other works (e.g., *shown*, *demonstrated*, *found* etc.). Moreover, the table presents the verbs that bear the meaning of a state change. These verbs are, for instance, *become*, *occurred*, *led*, and *changed*. The connotation of these verbs and the use of the present perfect link the present time-sphere with the pre-present and the past time-sphere.

⁴ $(\text{have}|\text{has}) (_XX)\{0,1\} (_RR)\{0,2\} _VDN$ ⁵

$(\text{have}|\text{has}) (_XX)\{0,1\} (_RR)\{0,2\} _VHN$ ⁶

$(\text{have}|\text{has}) (_XX)\{0,1\} (_RR)\{0,2\} _VVN$

| past participle of a lexical verb | number of occurrences | part from the whole set | occurrence in the passive voice |
|-----------------------------------|-----------------------|-------------------------|---------------------------------|
| shown | 13 | 1,79 % | 14 |
| had | 11 | 1,79 % | 0 |
| become | 10 | 1,63 % | 0 |
| found | 9 | 1,47 % | 7 |
| developed | 8 | 1,3 % | 9 |
| occurred | 7 | 1,14 % | 0 |
| demonstrated | 7 | 1,14 % | 6 |
| led | 6 | 0,98 % | 0 |
| changed | 5 | 0,81 % | 1 |
| received | 5 | 0,81 % | 0 |

Table no. 2

The exact number of occurrences of lexical verbs other than the verb *to be* can be observed in Table no. 2 in which the most frequent verbs in their past participle form are *shown* and *had*.

The active and passive forms of the verbs mentioned in Table no. 2 have been compared in order to acknowledge their more frequent occurrence and compare their semantic meanings.

The verbs *had*, *become*, and *occurred* are stative; thus, they have not been used in the passive voice. Moreover, the verbs *received* and *led* have not been employed in the passive voice either. The verb *shown* has been used in the passive voice in 14 matches, approximately similar to the active voice. The semantics of this verb is similar, and it conveys the idea of revealing and providing evidence. It may be exemplified in the samples: <Other studies have also shown an efferent benefit for proprioceptive precision [...]> (in text J59) and <Migraine and other severe headaches have been shown to be associated with both depression [...]> (in text J30) in which the verb *shown* denotes the same meaning.

The same meaning in the active and passive forms has also been observed in other verbs. The only difference between the active and passive forms is that the active voice focuses on the action, and the passive voice emphasises the result.

5.6 The Presence of Adverbs

The adverbs between the auxiliary *have/has* and the past participle have occurred in 80 matches. Only 3 verb phrases with two adverbs have been found (for instance, the phrase *<have therefore deservedly been=⁷*). Table no. 3 illustrates the frequency of the most common adverbs.

| Adverb | Number of occurrences |
|------------|-----------------------|
| also | 16 |
| previously | 7 |
| recently | 7 |
| long | 6 |
| already | 4 |
| often | 4 |

Table no. 3

The most frequent adverb with 16 occurrences is *also*. Adverbs with many recurrences are *previously*, *recently*, and *long*. Other adverbs not illustrated in the table above are, for instance, *never*, *traditionally*, *always*, *generally*, *largely*, and *primarily*. All these adverbs are widely used with the present perfect because they indicate the meaning the present perfect conveys. For example, adverbs such as *previously* and *traditionally* fulfil the function of the indefinite past. The adverbs such as *recently* and *just* convey the sense of the recent indefinite past. The adverbs such as *always* and *often* suggest the habitual meaning. The adverbs *long* and *since* suggest the meaning of lasting up to the present. The adverbs *already*, *never* and *yet* denote that the change of the past is possible, and hence, they connect the past and the present.

⁷ In text J25

All these adverbs are used in academic discourse because they help to refer to previous research. Moreover, with their help, the clear relation between the past and the present is established.

5.7 Summary of the Quantitative Analysis

To summarise, the analysis has shown that the present perfect tense is formed most frequently with the lexical verbs in the active voice. The passive voice has occurred in 38.1 %. The preference for employing the active voice has been ascribed to the length of the verb phrase in the passive form, even though the passive voice is a register marker of a formal speech.

The positive polarity of a sentence has been identified in 96.7 %. This large number of occurrences is also ascribed to the length of the verb phrase. Moreover, the negative polarity may cause the ambiguousness of the sentence, which would challenge the typical features of an academic text (clarity and accuracy).

Furthermore, the length of the verb phrase influences the use of the progressive aspect. Only 4 samples have been marked by the progressive aspect in the analysed sample. All 99.4 % of samples have employed the non-progressive aspect. Apart from the length of the verb phrase, the progressive aspect denotes temporariness, which is usually not highlighted in academic texts. They contain information about a complete analysis with its results. Hence, the non-progressive aspect is preferred.

While comparing individual past participles used in the present perfect verb form, the verb *been* has been used in 46.9 %, and it most frequently fulfils the function of the auxiliary verb of the passive form. While analysing other verbs used in past participle than the verb *been*, it has been discovered that most lexical verbs match in their semantics. The verbs such as *shown*, *found*, *demonstrated*, and *occurred* convey the sense of presenting results and referring to other works. Hence, they are commonly associated with the academic register.

Similarly, like the semantics of the lexical verbs, the adverbs used in the present perfect verb phrase indicate the connection between the past and the present. This link is crucial when presenting results, describing methods, and referring to past findings and research.

6 Qualitative Analysis

For the qualitative analysis, the returned matches have been shown in random order to maintain objectivity. Then, for the first 100 matches, the use of the present perfect has been observed. The query matches that fulfilled a different role than the role of the present perfect (the past infinite and the past modality) have not been analysed since they are irrelevant to this thesis. All analysed matches can be found in the Appendix of this thesis. They are presented in their co-text in which the function of the present perfect has been identified.

According to the theoretical background, the semantics of the present perfect in individual matches have been classified into seven groups, which can be observed in Table no. 4. The ambiguous function signifies the cases in which the tense may have fulfilled several functions.

| function | number of occurrences |
|------------------------|-----------------------|
| up to the present | 12 |
| indefinite past | 60 |
| recent indefinite past | 5 |
| experiential perfect | 7 |
| habitual | 4 |
| resultative perfect | 0 |
| ambiguous | 12 |

Table no. 4

Table no. 4 shows that the highest number of occurrences has the function of the indefinite past. The total percentage of the occurrences of the indefinite past and its subcategories, the recent indefinite past and an experiential perfect, is 72%. After the function of the indefinite past, the function of lasting up to the present is the second of the most frequent use. With 12 occurrences, the <ambiguous= function has been identified equally often as the function of lasting up to the present. These functions are followed by the habitual

function (4 occurrences) and the result function, which has not been identified once. The low frequency of the habitual function and no occurrence of the result function are ascribed to the functions of academic discourse. The habitual meaning is not traditionally found in academic texts since the meaning of lasting up to the present is preferred. Moreover, an optative result cannot be identified as a single meaning of the present perfect in an academic text because the implied result requires the non-verbal context, which the written medium cannot provide.

Each function is described in detail in the specific subchapter with a demonstration of the prototypical examples of the function. Moreover, the relation of the functions of the tense and the purpose of the academic discourse is presented.

In each chapter, the individual function of the tense has been observed from two different perspectives. At first, the tense has been generally described. Moreover, in some cases, the presence of temporal adverbs has been explained. Then, the function of the present perfect has been connected to the function of academic discourse. These two perspectives do not exclude each other.

6.1 The Indefinite Past

As mentioned before, the meaning of the indefinite past has been most frequent among analysed samples. The total number of the indefinite past in analysed set is 60.

For instance, the indefinite past may be observed, in sample 40, <*Although previous studies have demonstrated evidence for the use of joint protection, ...* = The word *previous* indicates the past; however, the time of the event is not directly set since there is no definite temporal adverbial.

The adverbials play a crucial role in identifying the specific function of the present perfect. The function of the indefinite past can be illustrated by example 88, <*Neither laptop music nor live coding has yet received much attention in the psychology of programming or HCI communities [...]*=, in which the adverbial *yet* is included. It indicates that it is possible to change the fact of having not been received. Although the event happened in the past, the exact time is not mentioned; therefore, together with the adverb *yet*, the past is linked to the present.

Moreover, some adverbial phrases refer to the unspecified time span in the past. In these cases, an author intends to express that an event happened in the past. Nonetheless, the specific time is unimportant for transmitting the message. This type of adverbial phrase may be observed in example 54, <*Sustainability: Many of the testing teams have received attention and support over the last few years [...]*>. The phrase *over the last few years* indicated an indefinite time in the past.

Nonetheless, the majority of examples do not include any temporal adverbials. The tense has referred to the past, but the time has not been explicitly expressed since it has not been desired to be distant from the past. On the contrary, the indefiniteness has linked the past event with the present. This relation of the time zones can be demonstrated by example 28, <*Section 4 demonstrates expertise matching in a brokering system that has been developed at the University of Leeds [...]*>. In this example, no temporal adverb suggests the specific time of the event. Using the present perfect implies that the event of having developed a brokering system influences the present circumstances.

The frequent use of the 8indefinite perfect9 (Declerck, 2006: 243) in academic discourse is attributed to the fact that academic texts present a conclusion of the previous study. The time of the analysis has no impact on its findings.

Therefore, the present perfect has been used to fulfil the discourse function of presenting previous research. This use can be illustrated in example 24, <*The analytical method of content analysis has also been utilised by Langmyhr (1997) [...]*>, in which it refers to Langmyhr's study. Another prototypical sample is example 40, <*Although previous studies have demonstrated evidence for the use of joint protection [...]*>, where the reference to the previous research is explicitly stated. Furthermore, the presentation of the previous research using the indefinite perfect has occurred, for instance, in examples 3, 4, 28 and 30 (cf. Appendix).

Moreover, the indefinite perfect can be observed in a discourse function of presenting current research findings. This function may be seen in examples 5, 14, 16, 27 and 43 (cf. Appendix). Example 5, <*This approach has been tested through a case study [...]*>, presents the current research process. The time detail when the approach has been tested is not essential for the main idea of the message.

Furthermore, the indefinite perfect can refer to other stretches of the whole text. This reference can be observed in the query matches 13, 48, 56 and 66 (cf. Appendix). The prototypical example is sample 13, in which the phrase *<as has been postulated above=>* clearly refers to the message mentioned before.

Reference to a previous stretch may also be observed in sample 66. The stretch is located in the conclusion section. In this section, the new findings are usually presented, and it is referred to the previous analysis. For this purpose, the meaning of the indefinite past is conveyed. Sample 66, *<The suggestions put forward in this paper should, as we have emphasized throughout, be seen as such, not as blue-prints for practice [...]=>*, shows that the authors have referred to the unspecified past time. Similarly, it refers to previous stretches in the text.

Moreover, the indefinite perfect may be expressed in the abstract section in which the main points are summarised. The present perfect can refer to the past analysis without mentioning a time detail.

6.1.1 Experiential Perfect

As mentioned in the theoretical part, the experiential perfect is a subcategory of the indefinite past. The analysed samples include 7 examples of this function. In the examples, the subject is always a person since the bearer of the experience cannot be an inanimate object.

The function can be demonstrated in sample 71, *<What this paper adds *A significant and growing proportion of men in the United Kingdom have paid women for sex*=>*. The time information is not essential because the speaker's experience is emphasised. Similarly, the experience is located in the centre of attention in example 44, *<Similarly, attempts to investigate natural programming concepts, by studying school children before they have encountered any other language (Pane et.al. 2001) [...]=>*.

The experiential perfect is employed in academic texts when the intention is to refer to human beings and their experiences. It can be detected in the presentation of the new and previous findings. Reference to the previous researchers can be illustrated in example 7, *<Simon Gardener has taken a very different approach [...]=>* in which *Simon Gardener* is the one who has experienced something.

6.1.2 The Recent Indefinite Past

Another particular subcategory of the indefinite perfect is the recent indefinite past. 5 samples have been identified as the recent indefinite past. The words *recently* and *recent* have been observed to indicate recent time-recency. Only these words can identify the function of the recent indefinite.

The prototypical example is sample 36, <*QUADAS (Quality Assessment of Diagnostic Accuracy Studies) has recently been developed [...]*>, in which the closeness of the past and the present is indicated by the adverbial. Moreover, this nearness can be signified by an adjective, which is demonstrated in example 81, <*In recent work (England et al., 2005) various failure scenarios identified through vulnerability analysis have been considered [...]*>.

In academic discourse, the sense of the recent indefinite past indicates that the reference and the study are topical. In other words, it highlights that the current research follows recent actions and problems.

6.2 Up to the Present

The meaning of lasting up to the present has 12 occurrences, and in most samples, the adverbial phrases, such as *in the last decade*, *for 10 years*, *for a number of years*, *both in the past and currently*, *to date*, etc., are present. These adverbials indicate that a state or an event was true in the past and remains true in the present and, most probably, in the foreseeable future. For instance, in example 95, <*In this approach, enquiry is undertaken through using the best methods we have discovered up to now [...]*>, the adverbial phrase *up to now* suggests that the interval of discovering methods stretches from the point in the past to the present time zone. Nonetheless, the meanings of adverbials can overlap, and they can indicate more functions of the present perfect simultaneously. For instance, the adverbial phrase <*over the last few years*> in sample 54, mentioned in chapter 6.1, denotes that something happened in the indefinite past and simultaneously that the event stretches from the past to the present. Hence, the adverbials only suggest the meaning of the present perfect. The actual meaning has to be identified from the whole utterance.

The same ambiguous meaning can be observed with phrases like *for 10 years* and *for a number of years*, which are associated with the habitual meaning of the present perfect. In examples 17 and 18, these phrases convey the sense of lasting some time in the past and persisting in the present. For instance, sample 17, "*But again I have had this, well he was diagnosed at two years, so I have had this for 10 years.*", indicates that the state of having stretches from the past up to the present. Nonetheless, both adverbials can also convey the meaning of the indefinite past. Thus, the co-text is crucial for identifying the exact meaning.

Nonetheless, some states do not need adverbials to express a constant state. For example, the statement in sample 35, *<Conventional programming languages have become more sophisticated [...]>*, remains true in the present and the future.

In academic texts, the meaning of lasting up to the present is used to comment on an event or state that is still relevant to the present and, therefore, relevant to current research. This function of the present perfect is employed in the parts of a text where new claims that emerge from the analysis are built on still valid previous findings.

6.3 Ambiguous

It has been observed that 12 samples with the present perfect have ambiguous function. The true function is known only by the texts authors themselves since the specific function has been determined by the co-text. These samples can indicate two functions at the same time. This chapter is divided into two subchapters according to their conveyed functions. The first subchapter regards 7 samples which combine the indefinite past and the sense of lasting up to the present. The second subchapter concerns 5 samples which combine the function of the indefinite past and the resultative perfect.

6.3.1 The Indefinite Past and the Up to the Present

Samples 19, 34, 62, 74, 75, 77, and 90 are examples of the ambiguous function that may denote the indefinite past and the up to the present. For instance, the present perfect in sample 19, *<[...] because of what has been called a 8compositional effect' (McNabb et al., 2002) [...]>*, indicates the state of being called which lasts up to the present. It can still be called *<a compositional effect>* in the present time zone. Nonetheless, the tense may convey

the meaning that it was called <a compositional effect= in the indefinite past and now it has a new term. Therefore, this interpretation would signify the indefinite past.

Another example of the ambiguous function is sample 34, <*Feminists and others working outside of Western assumptions have been influential in these changes.*=. The phrase *in these changes* suggests that the state of being influential is stretched from the past up to the present. Nevertheless, the present perfect may convey the meaning of the indefinite past. In this interpretation, the state of being influential would be true in the past and not in the present.

This ambiguity has occurred with the verbs denoting a state. The ambiguous function would be clarified if the temporal adverbials were expressed. For instance, by adding the adverbial phrase *to this day* to sample 19, the function of the present perfect would be <lasting up to the present>.

This ambiguity has occurred in academic texts since the function can be identified only from the co-text. The academic text should be well arranged and not contain redundant phrases. Therefore, the adverbial phrases are not employed, and the function of the tense is ambiguous.

6.3.2 The Indefinite Past and the Resultative Perfect

Samples 1, 9, 78, 89, and 94 have observed the possibility of the function of the indefinite past and the resultative perfect. The resultative perfect depends on the non-verbal context since the result of the past event can only be indicated.

For instance, sample 9, <[...] *a range of Western governmental and non-governmental actors have created hope for specific nanotechnologies and for nanotechnology as a disruptive event.*=, indicates that the event of creating hope has its result in the present. However, the same sample indicates that the event of creating hope happened in the past, but the exact time detail is not expressed. Therefore, it can also fulfil the function of the indefinite past.

The same interpretation may be demonstrated in example 78, <*MacIntyre 's critique of contemporary organizations has formed a remarkably consistent feature of work [...]*=, in which the event happened in the indefinite past, and simultaneously, the result of forming a feature of work can have visible result in the present.

All the functions of the present perfect are connected to the function of the indefinite past. An event happened in the unspecified past and still has relevance to the present. Hence, combining functions with the function of the indefinite past is common.

Moreover, employing various functions is common in academic texts because the non-verbal context of the text is usually unknown to readers. Therefore, the interpreting function depends on the reader's subjective perspective. In order to maintain objectivity, the possibility of more than one correct function has been considered.

6.4 Habitual Meaning

The present perfect conveys the habitual meaning in only 4 samples. In all 4 samples, the adverb *often* has occurred. This adverbial of frequency indicates that the action has happened several times in the past. This function of the present perfect can be observed in samples 11, 22, 84, and 100. The significant role of the adverbial can be illustrated in sample 22, *<KM work within SMEs has often adopted a qualitative research epistemology.>*, in which the word *often* signifies that the event happened repeatedly in the indefinite past.

The habitual meaning of the present perfect occurs in academic texts when it refers to previous repeated actions which, for instance, have motivated the author to pursue a new analysis.

6.5 Resultative Perfect

In no sample has the present perfect fulfilled the function of the resultative perfect. As emphasised in chapter 6.3.2, the meaning of the current result has never been defined as a single function of the tense. This actuality implies that the absence of the resultative perfect as the only function of the tense can be considered a register marker of academic texts.

6.6 Summary of Qualitative Analysis

It has been observed that the present perfect most frequently fulfils the function of the indefinite past. This function is linked to the discourse function of presenting the previous and new findings. It is often referred to the past without strict time detail. The indefiniteness of the past time indicates that the distance between the past and the present moment is insignificant. The analysis of a current study is connected to the previous research since one of the functions of academic discourse is to refer to the already presented works.

Moreover, the indefinite past has two subfunctions: the recent indefinite past and the experiential perfect. These functions have also been identified during the analysis. In academic discourse, they present previous and new research. Furthermore, they show the direct relation between the time zones.

Other functions have been observed in a small number of samples. The same frequency of the occurrence has been observed in samples with the function of lasting up to the present and the ambiguous function. The most minor frequency has been observed in samples with the habitual meaning. Resultative perfect as a single function has not been observed in any sample. However, the meaning of the current result has been observed in the combination of the function of the indefinite past.

To summarise, the present perfect is used in academic texts in order to fulfil their discourse functions. The use of the present perfect indicates the relation between the past and the present. This relation is crucial for illustrating the relevance of the previous research to the current research. It is also important to refer to the near past. Using the present perfect helps to emphasise the results of a study since the time information is moved to the background.

CONCLUSION

The aim of the thesis was to examine the use of the present perfect in academic discourse. The analysis was done via the CQP system from Lancaster University.

First, 614 matches have been quantitatively analysed. It has been discovered that the present perfect phrase is most frequently formed in the active voice, which occurs in 61.9 % of matches. This high occurrence is ascribed to the semantics of the lexical verbs used in the present perfect phrase. They have the meaning that something is directly performed. Therefore, the passive voice is not needed. Furthermore, the phrases marked by the passive voice are lengthy and unclear.

The passive voice is also widely used in order to maintain objectivity. Moreover, it has been found that the positive polarity and the non-progressive aspect are preferred in academic discourse. 96.7 % of all query matches have been formed in the positive polarity and 99.4 % in the non-progressive aspect. These findings have been ascribed to the fact that a verb phrase marked by the negative polarity and the progressive aspect is lengthy and ambiguous. Furthermore, the function of academic discourse is to present ideas and new findings, and not comment that something does not happen. Therefore, the positive polarity is employed. Moreover, the use of negative prefixes seems to be more affective in terms of conveying the negative polarity. Speaking of progressive aspect, it conveys the meaning of temporaries, which is not desirable in academic texts.

Moreover, in the quantitative analysis, the use of individual verbs has been compared. It has been ascertained that the verb *been* is employed in 46.9 % of all matches and that its main function is to be an auxiliary of the passive voice. Other frequent verbs in the present perfect verb phrase are *shown*, *had*, *become*, and *found*. It has also been discovered that the semantics of frequently used verbs is related. They convey the meaning of presenting the results of an analysis and a state change.

Second, 100 randomly chosen samples of the whole set have been qualitatively analysed and the functions of the present perfect, which have been presented in the theoretical background, have been identified. It has been found that the most frequent function of the present perfect is the indefinite past. This function has been identified in 60 samples. The indefinite past

fulfils the function of referring to other stretches and presenting previous research and current research findings in academic discourse. Moreover, the indefinite past has two subfunctions (the recent indefinite past and the experiential perfect) which raise the number of uses of the indefinite past from 60 to 72. The indefinite past function is also identified in samples with an ambiguous function (12 occurrences). In these samples, the indefinite past is accompanied by the meaning of lasting up to the present and the resultative perfect. Furthermore, it has been ascertained that in only 4 samples, the present perfect indicates the habitual meaning and that the meaning of the resultative perfect does not appear as a single function. It is accompanied by the sense of the indefinite past since the suggested result proceeds from the unspecified past time.

To summarise, it has been ascertained that the connection between the near past and the present is widely indicated in academic texts. The present perfect is employed in academic discourse to present previous and new results and in stretches in which reference to other text stretches is required. The most common function of the present perfect is the indefinite past. Moreover, it has been discovered that the present perfect verb phrase is preferred to be produced in the active voice, marked by the non-progressive aspect and the positive polarity.

References and Sources

References

Alexander, L. G. *Longman English Grammar*. Longman, 1988.

Armağan, Abdullah. <How to write an introduction section of a scientific article?=*Turkish journal of urology*, vol. 39, no. 1, 2013: 8.

Azevedo, L. F., et al. <How to write a scientific paper4writing the methods section.= *Revista portuguesa de pneumologia*, vol. 17, no. 5, 2011: pp. 232-238.

Bhatia, V. K. <A Generic View of Academic Discourse.= *Academic Discourse*, John Flowerdew, online, Routledge, 2002, pp. 21-39, <https://www-taylorfrancis-com.ezproxy.is.cuni.cz/chapters/edit/10.4324/9781315838069-9/generic-view-academic-discourse-vijay-bhatia>.

Comrie, B. *Tense*. Cambridge University Press, 1985: pp. 36-55.

Declerck, R., et al. *The Grammar Of The English Tense System A Comprehensive Analysis*. Mouton de Gruyter, 2006, <https://doi.org/10.1515/9783110199888>.

Fowler, H. W. *Fowler's concise dictionary of modern English usage*. Oxford University Press, USA, 2016.

Gee, J. *Social linguistics and literacies: Ideology in discourses*. London: Taylor and Francis, 1996.

Goddard, A., and N. Carey. *Discourse: The Basics*. Routledge, 2017, <https://doi.org/10.4324/9781315193311>.

Hahn Fox, B., and Jennings W. G. <How to write a methodology and results section for empirical research.= *Journal of Criminal Justice Education*, vol 25, no. 2, 2014: pp. 137-156.

Huddleston, R., and G. K. Pullum. *The Cambridge Grammar Of The English Language*. Cambridge University Press, 2002.

Hyland, K. <Genre and Academic Writing in the Disciplines.= *Language Teaching*, online, vol. 41, no. 4, 2008, pp. 543-562, <https://doi.org/10.1017/S0261444808005235>.

Hyland, K. *Academic Discourse English In A Global Context*. Continuum, 2009, <https://doi.org/10.5040/9781474211673>.

Kauhanen, H. <British English 2006 (BE06).= *Varieng*, 2011, varieng.helsinki.fi/CoRD/corpora/BE06/.

Kroeger, P. *Analyzing Meaning: An Introduction To Semantics And Pragmatics*. Language Science Press, 2018, <https://doi.org/10.5281/zenodo.1164112>.

Leech, G. N. *Meaning And The English Verb*. Longman, 1971.

Paltridge, Brian. <Academic Writing.= *Language Teaching*, online, vol. 37, no. 2, 2004, pp. 873-105.

Pierson, David J. <How to write an abstract that will be accepted for presentation at a national meeting.= *Respiratory Care*, online, vol. 49, no. 10, 2004: pp. 1206-1212.

Quirk, R., et al. *A Comprehensive Grammar Of The English Language*. Longman, 1985.

Saeed, J. I. *Semantics*. Fourth edition, Wiley Blackwell, 2016.

Shimura, H. <A semantic analysis of the present perfect progressive and its two discourse effects.= *Tsukuba English Studies*, vol. 39, 2020: pp. 111-136.

Vrijhoef, H. J. M., and L. M. G. Steuten. <How to write an abstract.= *European Diabetes Nursing*, online, vol. 4, no. 3, 2007: pp. 124-127.

Sources

British English 2006, version 3. Available online from the BNC web at <https://cqpweb.lancs.ac.uk/> (Last accessed 10 July 2024).

APPENDIX

Example 1: <*We **have defined** East London as comprising six boroughs fanning out from the city eastwards north of the river Thames to the M25 motorway.* = (in text J63, ambiguous)

Example 2: <*Although subsequent reflections demonstrate MacIntyre 's rejection of some key theses in his first significant publication in this area (particularly his preface to its most recent reissue ([1953] 1995): vxxxi), Marxism and Christianity contains the condemnation of the capitalist mode of organization that **has persisted** in his work (Murphy 2003: 3).* = (in text J11, up to the present)

Example 3: <*However, some research findings in physical activity settings (e.g., Wilson, Rodgers, Blanchard, & Gessell, 2003) as well as in other domains, such as politics and education (e.g., Koestner & Losier, 2002) **have been** less conclusive regarding the positive implications of intrinsic motivation compared to other self-determined forms of regulation.* = (in text 75, indefinite past)

Example 4: <*The diary collection, which approaches one million pages in length, **has not been** included in the Adam Matthew project to make more of the M-O Archive available on microfilm.* = (in text J48, indefinite past)

Example 5: <*This paper analyses the problem of expertise matching and presents a RDF-based solution to the problem. This approach **has been** tested through a case study that can assist Ph.D. applicants to the School of Computing, University of Leeds, locate the potential supervisors with the required expertise.* = (in text J23, indefinite past)

Example 6: <*In this context, lifestyles analysis **has developed** to supplement conventional geodemographic analysis, because the latter have four known principal flaws (see also Birkin, 1995, p. 126; Birkin et al., 1996, pp. 244245): (1)* = (in text J45, indefinite past)

Example 7: <*Simon Gardener **has taken** a very different approach to the M-O diaries, by selecting five contributors to the M-O project for each book and arranging their entries in chronological order.* = (in text J48, experiential perfect)

Example 8: <*However, recent clinical research aiming to facilitate early identification and preventive intervention for schizophrenia **has identified** high-risk groups of young people*

presenting to psychiatric services with prodromal symptoms. = (in text J57, recent indefinite past)

Example 9: *<Simply put, despite the ambiguous, reflective, relation we may now have with science and technology, a range of Western governmental and non-governmental actors **have created** hope for specific nanotechnologies and for nanotechnology as a disruptive event.* = (in text J10, ambiguous)

Example 10: *<Similarly, restricting children from eating certain types of foods **has been** associated with increased preference for the withheld or restricted food.* = (in text J33, indefinite past)

Example 11: *<This is because significant advances in programming language design **have often arisen** by considering completely new classes of user who might engage in programming activity.* = (in text J47, habitual)

Example 12: *<The barriers for KM developments in organisations **have also been** considered (Ruggles, 1998; KPMG consulting, 2000).* = (in text J08, indefinite past)

Example 13: *<If, as **has been** postulated above, a river channel can be considered to consist of separate "cells", significant abstraction could take place without affecting the flow downstream.* = (in text J20, recent indefinite past)

Example 14: *<Following the original work of Ritchie and Kemp [4], spherical harmonic expansion coefficients **have been** used to directly describe and compare the shapes of binding pockets for virtual screening [6] and [7].* = (in text J25, indefinite past)

Example 15: *<In the last decade there **has been** a growing awareness of the need to address the issue of improving quality of life for people with dementia.* = (in text J49, up to the present)

Example 16: *<Laccases alone or in combination with redox co-catalysts **have been** shown to oxidize xenobiotic compounds under conditions that can be described as "green".* = (in text J07, indefinite past)

Example 17: *<But again I have had this, well he was diagnosed at two years, so I **have had** this for 10 years.* = (in text J74, up to the present)

Example 18: <For a number of years, the housing revenue budget has been starved of funds, while at the same time there **has been** constant pressure to defer capital spending.= (in text J01, up to the present)

Example 19: <In particular, it has been argued that male students achieve more First Class degrees than female students largely because of what **has been** called a "compositional effect" (McNabb et al., 2002), whereby they achieve more Firsts because they are quantitatively dominant in subjects that award more top degrees (Clarke, 1988; Thomas, 1990; Chapman, 1996; Leman, 1999; McCrum, 1994; McNabb et al., 2002; Richardson & Woodley, 2003; Smith & Naylor, 2001; Surtees et al., 2002).= (in text J52, ambiguous)

Example 20: <Groups that **have developed** or are developing standards in an attempt to address this requirement for OMICS style experiments include MGED (Microarray Gene Expression Data Society) for transcriptomics (Ball and Brazma, this issue), HUPO-PSI (Human Proteome Organisation Proteomics Standards Initiative) for proteomics (Taylor et al., this issue), and more recently, the Metabolomics Standards Initiative for metabolic studies (Fiehn et al., this issue).= (in text J03, indefinite past)

Example 21: <Although atom transfer radical polymerization (ATRP) **has been** found to be a useful technique for the synthesis of glycopolymers, as with NMP, the majority of the syntheses have involved the use of protected glycomonomers.= (in text J13, indefinite past)

Example 22: <KM work within SMEs **has often adopted** a qualitative research epistemology.= (in text J08, habitual)

Example 23: <More recently, the clinical laboratory **has employed** monoclonal antibody-based enzyme immunoassays to quantify dust mite, cat, dog, and cockroach indicator aeroallergen levels [4] [5] in indoor home and work environments.= (in text J14, recent indefinite past)

Example 24: <The analytical method of content analysis **has also been** utilised by Langmyhr (1997), to review the type and form of equity arguments that relate to congestion charging, as presented by different stakeholders in Norwegian newspapers (and official documentation and recorded proceedings).= (in text J43, indefinite past)

Example 25: <The second point is that MacIntyre 's understanding of capitalist organizations draws heavily on what **has been** termed " managerial capitalism⁹, although elements of " investor capitalism' (see Nielsen 2002) or " stock market capitalism' (Handy 2002) are also readily observable in his work.= (in text J09, indefinite past)

Example 26: <Site description Surrounding the city of Castries, St. Lucia West Indies is a range of steep hills many of which **have been** the subject of both unplanned housing and significant instability both in the past and currently.= (in text J44, up to the present)

Example 27: <Differences **have been** observed between quality assessment and the type of journal publishing the review (Table 3).= (in text J37, indefinite past)

Example 28: <Section 4 demonstrates expertise matching in a brokering system that **has been** developed at the University of Leeds to help Ph.D. applicants locate potential supervisor(s).= (in text J23, indefinite past)

Example 29: <The mediatorsubstrate oxidation **has been** reported to occur via an ionic mechanism, or two radical mechanisms, electron transfer or hydrogen atom abstraction [4,5].= (in text J07, indefinite past)

Example 30: <Infant mortality and morbidity gains - basic conditions of well-being Ruhm (2000) and Tanaka (2005) **have conducted** large-scale secondary analyses of parental leave arrangements and child health outcomes for 16 European and 18 of 30 OECD countries respectively.= (in text J42, indefinite past)

Example 31: <The feature **has previously been** termed the " caldera' of the mud volcano system by Davies & Stewart (2005) due to its structural similarity to igneous calderas. We refer the reader to this study for a detailed description of the caldera 's deeper structure (see also Fig. 2).= (in text J12, indefinite past)

Example 32: <But in approaching the formalised symbolic definition of a limit, it **has also been** recognised by several writers that the natural language form of the term can create "troublesomeness'.= (in text J73, indefinite past)

Example 33: <Potential **has come** to reside in nanotechnology and promise in a nano-enabled future.= (in text J10, indefinite past)

Example 34: <Feminists and others working outside of Western assumptions **have been** influential in these changes.= (in text J77, ambiguous)

Example 35: <Conventional programming languages **have become** more sophisticated, but mainly in order to provide better support for the kind of work that was described quite accurately by Hartree in 1950: Programming is the process of drawing up the schedule of the sequence of individual operations required to carry out the calculation (Hartree 1950, p. 111).= (in text J47, up to the present)

Example 36: <QUADAS (Quality Assessment of Diagnostic Accuracy Studies) **has recently been** developed, using a Delphi technique and literature search, to assist in the quality assessment of studies of diagnostic accuracy [6].= (in text J37, recent indefinite past)

Example 37: <MacIntyre 's scepticism carries a unique historical flavour, but there is enough here that echoes critical realism for MacIntyre's work to suffer from the same misunderstandings that **have beset** critical realist work.= (in text J11, indefinite past)

Example 38: <However, although repeated pairing of a CS with an aversive US results in reliable decreases in liking, the equivalent pairings of a neutral flavour CS with a positive US (sucrose) **has not generally produced** reliable increases in liking for the paired CS (Baeyens et al., 1990; Rozin, Wrzesniewski, & Byrnes, 1998), although one older report did find evidence of enhanced liking for flavours paired with sucrose (Zellner, Rozin, Aron, & Kulish, 1983).= (in text J46, up to the present)

Example 39: <With laccasemediator oxidations, we **have found** that it is also vital to monitor the concentration of mediator present since this can change throughout the reaction.= (in text J07, indefinite past)

Example 40: <Although previous studies **have demonstrated** evidence for the use of joint protection, there has been less evidence to support the use of hand exercises in the management of patients with RA [2225].= (in text J40, indefinite past)

Example 41: <The article concentrates on the barriers to uptake by exploring the views of older people who did and did not qualify for additional benefits and examines how their views of entitlement **have been** conditioned by their age and the circumstances of North-east England.= (in text J54, indefinite past)

Example 42: <The quotes used in the results section **have been** selected to exemplify key points.= (in text J74, indefinite past)

Example 43: <Many symptoms **have been** described: irritability, aggression, depression, tension, feeling out of control, bloatedness and mastalgia are well-known "classical" symptoms.= (in text J39, indefinite past)

Example 44: <Similarly, attempts to investigate natural programming concepts, by studying school children before they **have encountered** any other language (Pane et.al. 2001), are of great interest to researchers, but may not be directly relevant to the needs of expert end-user programmers.= (in text J47, experiential perfect)

Example 45: <Action research in particular **has been** used to good effect.= (in text J08, indefinite past)

Example 46: <Taking business organizations as a particular form of institution (one housing what MacIntyre, as we **have seen**, calls "productive crafts") and drawing from the definition of virtuous institutional character given above, the concept of the virtuous business organization can be explored.= (in text J09, indefinite past)

Example 47: <As previous studies **have failed** to demonstrate associations between asthma symptoms and markers of atopic sensitisation, investigators have concluded that atopy may have a lesser role in determining asthma control than in determining severity.= (in text J32, indefinite past)

Example 48: <We **have shown** that the type and intensity of atopic sensitisation is positively associated with clinical and spirometric measures of asthma severity in children with asthma.= (in text J32, indefinite past)

Example 49: <Various types of evolutionary algorithms **have been** successfully applied to complex real-world applications where the fitness function evaluation is not straightforward.= (in text J28, indefinite past)

Example 50: <For example, the development of polymeric solvent resistant nanofiltration (SRNF) membranes **has attracted** much attention and enabled several potential applications in the processing of organic solvent streams [1], [2], [3] and [4].= (in text J22, indefinite past)

Example 51: <The localised homogenisation of these sediments **has resulted** in the deposition of the Gartocharn Till on the proximal slopes of the outer ridge.= (in text J16, indefinite past)

Example 52: <There is no doubt that the teams have benefited from the training they **have received** and from the networks that have been established to help them learn from the work of their colleagues.= (in text J66, indefinite past)

Example 53: <The importance of promoting this multi-dimensional sense of child well-being **has been** a central goal of Parental leave policy in Sweden: The most important condition for children's well-being is families ' economic stability.= (in text J42, up to the present)

Example 54: <Sustainability: Many of the testing teams **have received** attention and support over the last few years, much of it from external funding agencies.= (in text J66, indefinite past)

Example 55: <To date, no effort **has been** made to optimise the algorithm and it is expected that substantial improvements in efficiency could be made.= (in text J27, up to the present)

Example 56: <Given that the mean age of this cohort and their mean disease duration was very similar to that defined for a UK population [1, 28], the results of this study may be generalizable to a wider RA population. Radiographic scores **have not been** reported in this study.= (in text J40, indefinite past)

Example 57: <Altered serotonergic function **has been** reported in patients with PMS. Serotonin deficiency possibly makes women with severe PMS more sensitive to their endogenous ovarian steroid cycle than women with physiological premenstrual symptoms.= (in text J39, indefinite past)

Example 58: <Previous researchers **have studied** road user behaviour in conflicts in many situations (Hyden, 1987, Jansen et al., 1988, van der Horst and Brown, 1989 and Varhellyi, 1998) but not at Pelican crossings, perhaps the nearest being the studies by Tourinho and Pietrantonio (2003) who examined pedestrian conflicts at signalised intersections or Lord (1994) who looked at conflicts between pedestrians and left turning vehicles at signalised intersections.= (in text J24, indefinite past)

Example 59: *<This underlines the two aspects of quality review that are likely to be important: has a study reported completely and accurately what **has been** done, and was any quality assessment appropriate for the study question.= (in text J37, indefinite past)*

Example 60: *<In general, in practical optimisation problems, once a parameterisation has been employed and a suitable objective function **has been** developed, one is left with optimising this complex, computationally expensive, usually multi-dimensional multi-modal objective function.= (in text J28, indefinite past)*

Example 61: *<In reading the poetics of living rooms, however, mantelpieces do predicate and delineate display space at the room's central point, in a way that perhaps no other architectural convention **has done**. It therefore seemed appropriate to apply narrative methods of data collection and analysis to the topic.= (in text J51, indefinite past)*

Example 62: *<London **has been** considered a success in terms of reducing congestion, the primary objective, although revenue has been lower than expected (Transport for London, 2004).= (in text J43, ambiguous)*

Example 63: *<This decision reflects the fact that many researchers find the diaries, which **haven't been** indexed or summarized, too dense to use effectively and chose to concentrate on the topic collections and file reports.= (in text J48, indefinite past)*

Example 64: *<However, no study has done a head-to-head comparison of these different instruments, and it is possible that different assessment tools, particularly those using a scoring system, will produce different assessments of quality, as **has been** demonstrated with randomized controlled trials [12].= (in text J37, indefinite past)*

Example 65: *<Moving to a rather different disciplinary context, Meyer and Land (2003) **have commented** briefly on the threshold concept status of a limit in pure mathematics.= (in text J73, indefinite past)*

Example 66: *<The suggestions put forward in this paper should, as we **have emphasized** throughout, be seen as such, not as blue-prints for practice.= (in text J04, indefinite past)*

Example 67: *<To understand the risks better we should be improving surveillance, through routinely asking men attending clinics whether they **have paid** for sex, and monitoring how*

many STIs may have been acquired or transmitted during commercial sex. = (in text J64, experiential perfect)

Example 68: *<In addition, touch is one element of the bonding and attachment process between mother and child and, although it **has been** widely researched, the majority of studies have focused on parents and their healthy newborn babies and young children and attachment disorders in adults.* = (in text J74, indefinite past)

Example 69: *<These men may be assuming that the women will take responsibility for safety and screening, which may be valid in some areas since sex workers **have been** shown to be very good consumers of safer sex advice.* = (in text J64, indefinite past)

Example 70: *<A small number of studies **have previously illustrated** an additional impact of widespread pain on general disability status.* = (in text J35, indefinite past)

Example 71: *<What this paper adds *A significant and growing proportion of men in the United Kingdom **have paid** women for sex** = (in text J64, experiential perfect)

Example 72: *<An organisational memory1 is designed to store what employees **have learned** from the past in order for it to be reused by current employees in solving problems more effectively and efficiently.* = (in text J23, experiential perfect)

Example 73: *<Several recent initiatives, including the CONSORT statement [14] (the Consolidated Standards for Reporting of Trials), the QUOROM statement [15] (the Quality of Reporting of Meta-analysis), the TREND statement [16] (Transparent Reporting of Evaluations with Nonrandomized Designs), and the STARD initiative [17] (the Standards for Reporting of Diagnostic Accuracy) have aimed to improve the quality of reporting of original research, and although the STROBE group (www.STROBE-statement.org) (Standards for the Reporting of Observational studies) **have recently met**, no guidance is yet available (www.STROBE-statement.org).* = (in text J37, recent indefinite past)

Example 74: *<However, we can conclude from our study that clinical conditions such as stroke and epilepsy, which **have been** associated with migraine, have proportionately less impact on headache in general in the population as a whole.* = (in text J30, ambiguous)

Example 75: *<She also notes that much of the debate focusing on gender equity and higher education takes place within high-income countries and "there **has been** little sustained*

*attention globally to the role that higher education plays in challenging and reproducing gender privileges and disadvantages*⁸. = (in text J77, ambiguous)

Example 76: *<As previous studies have failed to demonstrate associations between asthma symptoms and markers of atopic sensitisation, investigators **have concluded** that atopy may have a lesser role in determining asthma control than in determining severity.* = (in text J32, indefinite past)

Example 77: *<First, that the patterns **have been** a result of underlying differences in innate cognitive ability between males and females (Rudd, 1984; Goodhart, 1988, 1995; McCrum, 1994; Lynn, 1996; Holdstock, 1998).* = (in text J52, ambiguous)

Example 78: *<MacIntyre's critique of contemporary organizations **has formed** a remarkably consistent feature of work that has, in wider respects, been noted for the changes evident in its ideological commitments (Horton and Mendus 1994: 1; Borradori 1994; MacIntyre 1994b).* = (in text J11, ambiguous)

Example 79: *<The template scoring method **has been** shown to be reliable ([6]).* = (in text J35, indefinite past)

Example 80: *<In contrast, traditional programming languages are generally designed to support professional programmers and academics, and their day to day activities **have changed** little over the past 50 years.* = (in text J47, indefinite past)

Example 81: *<In recent work (England et al., 2005) various failure scenarios identified through vulnerability analysis **have been** considered for changing member properties and loading conditions to calculate a hazard potential (Figure 4).* = (in text J41, recent indefinite past)

Example 82: *<Children as a generational group **have become** active stakeholders in the policy making process (Hill, Davis, Prout and Tisdall, 2004).* = (in text J42, up to the present)

Example 83: *<Research in larger organisations **has developed** assessments of KM readiness.* = (in text J08, indefinite past)

Example 84: *<With regard to the key issues in these contexts, knowledge management (KM) objectives in larger (bureaucratic?) organisations **have often been** defined essentially as*

knowledge capture and sharing issues, and approached with an information technology mindset (Applehans et al., 1999). = (in text J08, habitual)

Example 85: *<In addition, touch is one element of the bonding and attachment process between mother and child and, although it has been widely researched, the majority of studies **have focused** on parents and their healthy newborn babies and young children and attachment disorders in adults. = (in text J74, indefinite past)*

Example 86: *<What we **have sought** to demonstrate is that professional knowledge is constructed and sustained through the working out of tensions experienced between external criteria of performance and those " ecologies of practice' (Stronach et al., 2002) that frame identity and reality making among FE professionals. = (in text J80, indefinite past)*

Example 87: *<Microsatellite loci **have become** the mainstay of modern population genetics, 57 but it is relevant that two processes may reduce genetic variability and therefore affect the relationships between our samples. = (in text J06, up to the present)*

Example 88: *<Neither laptop music nor live coding **has yet received** much attention in the psychology of programming or HCI communities, so this paper also provides a brief introduction and history of the field for the benefit of programming language researchers. = (in text J47, indefinite past)*

Example 89: *<Hawker and coworkers **have also successfully prepared** asymmetric dendrimers from unprotected azido-sugars and alkyne terminated dendrimers. = (in text J13, ambiguous)*

Example 90: *<There **has been** a huge generation of specific software systems that again need to speak effectively to each other in order that particular mobilities take place. = (in text J71, ambiguous)*

Example 91: *<Some students believe that they have understood a particular concept but then produce work which shows evidence to the contrary. Others demonstrate, via their assessed work, that they **have mastered** some troublesome knowledge while believing that the knowledge in question is still problematic to them. = (in text J78, experiential perfect)*

Example 92: *<From this, it is clear that MacIntyre's arguments for and developments of virtue ethics, and their application specifically to the area of business, are already well*

*documented and **have received** critical review (see Beadle 2002; Moore 2002, 2005a, 2005b, for example).* = (in text J09, indefinite past)

Example 93: *<This says, in natural language, that the probability of F and D and H all occurring together is equal to the probability of F given that D **has occurred** multiplied by the probability of D given that H has occurred multiplied by the probability that H will occur.* = (in text J41, indefinite past)

Example 94: *<The following discussion of this evolution is illustrated with reference to Fig. 7b, where we **have coloured** internal sections of the edifice to reflect the perceived level of caldera growth during the volcano system 's evolution.* = (in text J12, ambiguous)

Example 95: *<In this approach, enquiry is undertaken through using the best methods we **have discovered** up to now, to determine the most accurate rendering of the truth that can be given up to now .* = (in text J11, up to the present)

Example 96: *<Stereotype threat **has also been** demonstrated in other ethnic groups (e.g. Gonzales et al., 2002), the economically disadvantaged (Croizet and Claire, 1998), homosexual men (Bosson et al., 2004), clinical populations with head injury (Suhr and Gunstad, 2002), the elderly (Levy, 1996), and even psychology students (Croizet et al., 2004).* = (in text J05, indefinite past)

Example 97: *<The general process we **have used** to develop Env is similar to most efforts to build community-level consensus.* = (in text J03, indefinite past)

Example 98: *<It is in this context that we **have written** this paper. Its purposes are threefold.* = (in text J11, experiential perfect)

Example 99: *<As such, it avoids the significant problems associated with previous studies that **have primarily relied** on local administratively defined samples of people with intellectual disabilities.* = (in text J72, indefinite past)

Example 100: *<Even when relationships have been established, the statistical significance achieved **has often been** marginal ($p > 0.01$).* = (in text J32, habitual)