

What May Teachers Need to Take into Consideration, When Teaching The Present Perfect with Coursebooks?

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This paper discusses what ELT teachers may need to take into account when they teach the present perfect with classroom textbooks. On the bases of an examination of two general intermediate coursebooks (based on the semantic classification of the present perfect by Leech, 1987), three properties teachers may need to recognise concerning these books are presented. Firstly, all the meanings of the present perfect do not seem to be covered within the coursebooks. Secondly, the lack of attention to adverbial phrases might confuse students in identifying the meanings. Finally, the discourse function of the present perfect may frequently be neglected. Although to what degree textbooks are relied on may be a matter for an individual teacher or institution and no textbook can meet all learners' need, the identification of these three points seem to of help for teachers to have the opinion of their own present perfect teaching and the given textbook. Subsequently, it will encourage them to assign supplementary materials based on their own specific needs for the target students and the target attainment. Therefore, in order to take a step towards the most appropriate use of textbooks as one of their teaching resources, ELT teachers need to have a clear vision of the use and usage of the present perfect, and they should always be prepared to discover and teach what is likely to enhance their students' understanding.

1 Introduction

Recent studies have argued that aspect is “ontogenetically” more basic than tense, in addition to being far more commonly seen than tense throughout the languages of the world. According to Lyons (1977: 705), children whose L1 has both aspect and tense tend to acquire the former system more quickly than the latter. However, although some linguists claim a parallel between L1 and L2 acquisition order (Lightbown and Spada, 1999: 72), as far as Japanese L2 learners of English are concerned, aspect, especially, the perfect aspect seems to be one of the most difficult areas in English grammar to acquire, from my own learning and teaching experience². This might not be merely because aspectual variation generally seems

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² This could be caused by cross-linguistic differences between English and Japanese in the concept of aspect, although Japanese is also regarded as possessing aspect. As an example of the differences, the

language specific (Lyons, 1977: 680), but also because English perfective aspect may be explainable less straightforwardly, due to its semantic complexity. Thus, careful introduction and treatment in the classroom may be necessarily required for the students to schematise how the form is appropriately used. Such caution may not be needed for all L2 learners of English, but it should facilitate at least Japanese learners and also those who are facing difficulty in understanding and internalising the meanings/functions of the perfective aspect.

In order for ELT teachers to be better informed about how to help students learn the perfective aspect effectively, this paper firstly describes semantic varieties of the present perfect, focusing specifically on the present perfect. Secondly, an analysis of two textbooks to discover how the present perfect is presented in them is conducted. Finally, with the purpose of making the best use of these textbooks as “a resource in achieving aims and objectives that have been set in terms of learners needs” (Cunningsworth, 1995: 7), several potential problems in these books that language teachers might need to recognise are highlighted and possible solutions suggested.

2 A Description of the Meanings of the Present Perfect

The present perfect, which is marked by the auxiliary verb *have* with past participles, is a compound tense of a non-deictic time relation with a deictic primary time; namely, the perfect aspect with the present tense (Huddleston and Pullum, 2002: 140)³. Although aspect normally refers to different ways of representing “the internal temporal constitution of a situation”, the perfective unusually recognises a situation as a single whole entity, since it seems to combine two time points rather than focus on the internal separate structure of the situation itself

notions of English progressive and perfect aspects could sometimes be expressed in an identical Japanese expression: *te/de-iru* construction (Tsujimura, 1996: 314-323).

³ According to Huddleston and Pullum’s terminology, the present perfect is explained by the combination of two time locations as follows; Tr¹ (the time referred to) is simultaneous with To¹ (the time of orientation) and Td (deictic time), and Tr² is anterior to To². (Huddleston and Pullum, 2002: 140).

(Comrie, 1976: 16). Namely, the present perfect indicates “continuing present relevance of a past situation”, expressing on the one hand “the time of the state resulting from a prior situation” and on the other “the time of that prior situation”⁴ (Comrie, 1976: 52).

In terms of how the past situation become currently relevant, the present perfect seems to encapsulate a number of related meanings. Although there may be little clear mutual agreement between researchers on terminology, or even on boundary of the categories, the following two concepts are likely to be generally accepted: 1) “a time period lasting up to the present” and 2) “results persisting at the present time”(Leech, 1987: 52)⁵. With the purpose of attempting to capture the whole picture of the present perfect, this section describes meanings and functions of the present perfect, based mainly on four categories mentioned in Leech (1987: 35-55). His categories are associated with particular types of verbs as follows; 1) *State-up-to-the-present*, which is the category linked with state verbs; and 2) *Indefinite Past*, 3) *Habit-in-a-period-leading-up-to-the-present*, 4) *Resultative Past*, are the three categories relating to event verbs.

2.1 State-up-to-the-present

When the present perfect is used with state verbs such as *be*, *live* and *know*, an utterance might involve a continuative time-span beginning in the past and extending up to the present moment.

(1) I have lived in this flat for five months.

Moreover, as seen in the above example, the period does not merely extend up to now but also

⁴ In order to conceptualise the present relevance of the present perfect, the notion of “trajectory” may be useful. Langacker (1982: 265), based on his “space grammar”, claims that “full-trajectory” could generalise the primary function of perfective predicates by referring to three types of perfective process: “trajectory of perfective process”, “duration of perfective process”, “bounding by trajectory” (Langacker, 1982: 270).

⁵ Huddleston and Pullum (2002: 141) refer to 1) as a “continuative reading of the present perfect” or “complex anteriority”, and 2) as a “non-continuative reading” or “simple anteriority”. Complex anteriority involves the temporal relation “Tr wholly before To or before and up to now”, while simple anteriority refers to a situation “Tr wholly before To” (Huddleston and Pullum, 2002:141).

into the future. This is because “state verbs” are, owing to their own characteristics, unrestrictive in their time-span into past and future time (Leech, 1987: 36). However, even with state verbs, this usage normally requires reinforcement by time adjuncts, such as *for* or *since* adverbial phrases, since this “continuative reading” of the present perfect is not regarded as the default reading. In other words, the absence of adverbials almost never indicates a state which extends over a period lasting up to the present, but tends to refer to an event in the *indefinite past*, unless it is clearly recognisable from the context⁶ (Huddleston and Pullum, 2002:145). Additionally, adverbial phrases tend also to be crucial in defining the sense of present involvement in other present perfect usages, which is considered in the sections which follow.

2.2 Indefinite Past

With the use of event verbs, the present perfect may express happenings in the *indefinite past*⁷. In relation to its indefinite sense, *indefinite past* is broadly described as “At-least-once-in-a-period-leading-up-to-the-present”, but it may be worth noticing that the proximity to the present is likely to be a default assumption (Leech, 1987: 37).

2.2.1 At-least-once-in-a-period-leading-up-to-the-present

In this *indefinite past* usage, although the time of an event described is wholly before the present, there seems a clear difference in meaning from the past event conceptualised by the past simple tense.

(2) Have you applied for accommodation for the summer vacation?

(3) Did you apply for accommodation for the summer vacation?

⁶ According to Huddleston and Pullum (2002: 141), “Non-continuative reading of the perfect is much more frequent, and can be regarded as the default one.” Compare;

i / *She has lived in Colchester since she married.* (continuative)

ii / *She has lived in Colchester.* (non-continuative)

⁷ While *state-up-to-the-present* has imperfective aspectuality, *indefinite past* has perfective aspectuality (Huddleston and Pullum, 2002: 142).

In these examples, the difference between them can be explained by whether the statement involves present elements or not. From (2), one understands that the accommodation office is still accepting an application forms, but, on the other hand, (3) implies that the forms are no longer being accepted. In this sense, although *indefinite past* indicates a past event as well as the past simple does, it also signifies present involvement (Leech, 1987: 38). This difference is seen more clearly in that adverbials which specify the point of time excluding the present moment are incompatible with the present perfect, whilst “a definite point of orientation” in the past is generally needed for the appropriate use of the past simple tense⁸ (Leech, 1987: 41).

In addition to the unspecified time, its indefinite nature also involves another indefiniteness about the number of events; the past time event may have occurred once or more than once (Leech, 1987: 37). Nevertheless, again, as is similar to *state-up-to-the-present*, the *indefinite past* meaning does not often occur without adverbial reinforcement. The adverbials may indicate this usage by emphasising either of the two indefiniteness aspects; 1) either by reinforcing its indefinite feature of the time, using for example, *ever*, *never* or *before*, or 2) by obviously encoding the number of the occurrences such as *three times*, which should consequently accentuate its original indefinite sense⁹.

Furthermore, the indefinite sense of the present perfect seems to play an important role in discourse. The definite and indefinite contrast between the past simple and the present perfect exactly corresponds with that by definite and indefinite articles (Leech, 1987: 42).

⁸ There are three types of adverbials: 1) adverbials used with the past tense, such as *a week ago*, *last Tuesday*, *just now*, 2) adverbials used with the present perfect, such as *so far*, *since I met you*, and 3) adverbials used both with the past tense and the present perfect like *today*, *recently*, *never* (Palmer, 1965: 73, Leech, 1987: 45-46).

⁹ From the pragmatic point of view, as is seen in Grice's maxims (1975 cited in Yule, 1996: 37), our contribution in conversation is “as informative as is required”, and therefore, the necessity of adverbials for number of events may indicate the original ambiguity.

This parallel can be seen in their function to introduce a new topic. As *a/an* is used for new information and *the* is for given information, it may be natural to bring in a new topic indefinitely with the present perfect, and then refer to the topic definitely with the past simple¹⁰.

2.2.2 Assumption of Proximity

Perfection of an event in the recent past can be expressed with adverbials such as *just, already, recently, yet, now, and at present*¹¹. Nevertheless, there is another default assumption. Without adverbials, the addressee tends to correlate indefinite past events with the present by their “nearness” or “recency”(Huddleston and Pullum, 2002: 145). For instance, Leech (1987: 38) explains that we normally recognise “Have you seen my slippers?”¹² as questioning whether or not the person addressed has seen the slippers in a recent moment, because the speaker wants to know where the slippers are at the time of speaking. Likewise, this association of “the perfect of recent past” is frequently used in news announcements, especially as in the TV or radio bulletins (Huddleston and Pullum, 2002: 145).

2.3 Habit-in-a-period-leading-up-to-the-present

Another usage of the present perfect with event verbs is referring to habitual or iterative happenings in a period lasting up to now (Leech, 1987: 39). Since this habitual meaning requires continuative reading like *state-up-to-the-present*, these two uses closely resemble each other in that the iterative event, or habit may also continue through the present moment

¹⁰ However, according to Leech (1987: 42), one might use the past tense when introducing new information, only if the discourse occurs as a consequence of “implicit definition” given by context. For example, an utterance might start with “Who set fire to the kitchen last night?” as a consequence of one’s assumption that the listener already knows that the sounding of the fire alarm is often caused by cooking, and it rang in the night.

¹¹ In British English, the present perfect is the standard way to express “recent-indefinite-past sense” (e.g. Have you eaten already?), but it is less common in American English (e.g. Did you eat already?) (Leech, 1987: 38).

¹² As mentioned earlier, the assumption can be changed by the subject matter. (cf. “Have you been to Tokyo?”)

into the future. Additionally, an adverbial of duration is normally required to avoid interpretation as *indefinite past* as well. The habituality is often emphasised by an adverbial of frequency. Compare:

(4) One of my flatmates has cleaned the kitchen as if he were a cleaner.

(Recent indefinite past)

(5) One of my flatmates has always cleaned the kitchen as if he were a cleaner.

(Habit-in-a-period-leading-up-to-the-present)

2.4 Resultative Past

Finally, the present perfect is also employed to indicate a past event the result of which is “still operative at the present time” (Leech, 1987: 39). The resultant situation begins at the point of occurrence of the past happening and continues through into the present (Huddleston and Pullum, 2002: 145). The resultative influence or outcome which persists into the present situation is emphasised in two ways. The first, as shown in (6) below, is how the resultative past is often identified with “transitional event verbs” such as *go*¹³, *arrive*, *fall*, *land*, *leave*, and *stop*, focusing on the result of the transition (Leech, 1987: 39).

(6) She has come back home from Tesco. (She is now at home.)

(7) She has cut her finger with a knife. (The cut has not healed yet.)

The other, as illustrated in (7), shows that even if the continuative upshot is not very obvious from the verb’s meaning, one may understand its resultative inference at present. Besides, since no adverbial support is needed in this meaning, it is sometimes interchangeable with recent indefinite past use¹⁴.

¹³ *Go* has two perfect forms: *have+been* and *have+gone*. The first is *indefinite* or *habitual*, whereas the second is *resultative past* (Leech, 1987: 40).

¹⁴ In the case of (6), we may interpret it as “she has come back home, but she has just gone down to Colchester.

3 An Analysis of Text Book Treatment of the Present Perfect

Assuming the previous description of the various meanings and roles of the present perfect, this section discusses an analysis of how the present perfect is dealt with in intermediate classroom textbooks for adult/young-adult learners. Although I have looked at several popular coursebooks illustrated in Table.1 below, examination only of two: “New Headway English Course (upper-intermediate)” and “Language in Use (intermediate)”, is presented here. This is because in addition that some of them are similar to these two books (in terms of approach/syllabus types and presentation methods of the present perfect), these two seem to be the most popular in English courses for international students¹⁵ and also in Japanese universities. However, where relevant, the other books are also mentioned.

Table.1 Textbooks Description

	Title	Target Level¹⁶	Approach type	Syllabus type
1	New Headway English Course	Upper-intermediate	Mixture of structural and communicative approaches	Integrated syllabus
2	Language in Use	Intermediate	Communicative approach	Grammatical-lexical syllabus
3	Ideas and Issues	Intermediate	Communicative approach	Integrated syllabus
4	Intermediate Grammar Worksheets	Intermediate	Structural approach	Grammatical syllabus
5	Clockwise	Intermediate	Communicative approach	Integrated syllabus
6	Recycling Your English	Upper-intermediate	Structural approach	Grammatical syllabus

(All books describe themselves as targeting adult/young adult learners, and available as classroom textbooks.)

This analysis is not based on “general criteria” such as four skills integration or topics relevance (Ur, 1996: 186), but focuses only on the following;

- 1) how the present perfect is presented,

¹⁵ For instance, Pre-sessional English Course in Essex University used these two coursebooks, when I joined the course in summer, 2002.

¹⁶ The difference between upper-intermediate and intermediate levels does not seem to be a confounding variable in this comparison, because as the boundary between upper-intermediate and intermediate seems vague, similar contents may often be taught to them in the classroom.

- 2) whether the four meanings of the present perfect (*State-up-to-the-present/ Indefinite Past/ Habit-in-a-period-leading-up-to-the-present/ Resultative Past*) are covered, and
- 3) whether the importance of adverbial phrases and the discourse function to provide new information/ recent event are emphasised.

New Headway English Course

- 1) This book compares and contrasts the present perfect, the present perfect progressive, and the past simple, using two stories (one of a historical and one of a contemporary traveller), the contrast of which may help students to notice the meanings of the perfective aspect.
- 2) The book focuses mainly on *indefinite past*, and few examples of *state-up-to-the-present* and *resultative past* and no example of *habit-up-to-the-present* are included.
- 3) There seems little emphasis on adverbial phrases and no description of the discourse function is provided. (A further description is shown in Table.2 in Appendix.)

Language in Use

- 1) This textbook mostly tries to encourage students to produce present perfect sentences, by encouraging them to talk about their own experiences.
- 2) The book deals with *state-up-to-the-present* and *indefinite past*, but there are few examples of *resultative past* and no examples of *habit-up-to-the-present*.
- 3) Great emphasis is placed on adverbial phrases. However, it involves no explicit focus on the discourse role, but one of the gap-filling exercises is about introducing new information with the present perfect followed by the past simple. (Further detail is provided in Table.3 in Appendix.)

4 Considerations that Teacher may need to take into Account

Based on the examination of the two textbooks, this section highlights potential problems that language teachers might need to identify when they decide to teach the present perfect making use of these coursebooks, and some possible suggestions of how to avoid these difficulties is made. Before illustrating potential problems of teaching from these textbooks, in order to avoid just criticising the textbooks themselves, it may be worth quoting Allwright (1981: 9 cited in Ansary and Babaii, 2002: 8) about what seems important in using textbooks in the classroom.

There is a limit to what teaching materials can be expected to do for us. The whole business of the management of language learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials.

In this sense, no textbook can be perfect. Teachers therefore need to establish their own effective teaching by systematically observing, analysing and evaluating what actually takes place in the classroom, so that they could compensate for the deficiency in their materials regarding students' specific needs in their own specific situation, for instance by assigning supplementary materials (Ansary and Babaii, 2002: 1-2). Additionally, especially in contexts where ELT is publicly conducted, such as in Japan, teaching should always be associated with a process of finding a compromise between the limited time, the contents on the given syllabus and teachers' own creativity. For these reasons, this section does not claim what is "good" or not, but provides rather flexible ideas on what language teachers might need to notice as potential problems in these books, while suggesting how these problems may be solved.

4.1 Potential Problems Identified

If teachers use these textbooks examined here, they should recognise that they are facing the following three properties: (i) non-coverage of the four meanings of the present perfect, (ii) lack of attention to adverbial phrases (especially in *New Headway English Course*) and (iii)

failure to deal with its discourse function. However, these properties themselves do not directly translate into “problems” *per se*, since no textbooks can practically cover everything on limited pages, and even if possible, the all-in-one presentation does not have to be effective (Long and Robinson, 1998: 40)¹⁷. Moreover, the role of the textbook is, as mentioned above, “not to exercise a tyrannical function as the arbiter of course content and teaching methods” (Cunningsworth, 1995: 7). In this sense, these three points themselves should not be problematic, but it is, nevertheless, claimed that teaching materials could exert considerable influence over what is conducted in the classroom (*ibid.*) Hence, so as to use them judiciously, the three properties could be necessarily identified as a possible source of problems.

Firstly, students might fail to learn some of meanings of the present perfect which they could have learnt. According to the findings of this analysis, neither of the books refers to all the uses. If these textbooks targeted the elementary level, it might be plausible or even desirable that only some usages are taught probably following a frequency order, rather than all of them being presented to students at one time. However, it may be generally considered that intermediate or upper-intermediate level students are already familiar with several meanings that the present perfect may convey, and that they seem to have enough potential for learning precise different usages. Although some might claim that these advanced properties could be naturally, gradually acquired outside the classroom, as far as Japanese ELT situation is concerned, most of English language that learners can be exposed to occurs in the language classroom, and thus input in instructional settings seems to be inevitable¹⁸. Therefore, unless the teacher recognises some exclusion as facilitating students’ understandings at that stage, it may be more relevant to provide students with the meanings which the textbook does not

¹⁷ Since “effects for instruction of any kind may be, and probably almost always are, gradual and cumulative rather than instantaneous and categorical” (Long, 1998: 40), it may be little meaningful to present too much content which could result in confusing learners.

¹⁸ In addition, Bardovi-Harlig (1997) shows the evidence that formal teaching of the present perfect actually improves L2 learners’ appropriate use of the form in both written and oral texts.

cover and which the teacher thinks could be learnt by the students. Yet, the semantic categories of the present perfect does not have to be those employed in 2 above, and metalanguage might not always be necessarily or desirable. What may be important is that the teacher presents meanings of the present perfect which the students may need at the present phase of learning in a way he/she thinks is appropriate.

Secondly, meanings of the present perfect could vary not only by its context but also by its co-text; namely by adverbials attached to the sentence. The two textbooks examined here refer to what adverbials are compatible with the present perfect, in contrast with definite-time adverbials to the past tense. However, they do not mention changes in meanings of the present perfect caused by the given adverbials. As discussed above, without adverbial reinforcement, there seem to be two main default assumptions. One being that the present perfect with state verbs tends to be regarded as *indefinite past* rather than *state-up-to-the-present*.. The other is that the present perfect with event verbs are likely to imply *recent indefinite past* rather than the others. Thus, when necessary, the teacher might need to inform students not only that appropriate adverbials should be chosen, but also how the lack or different types of adverbials differentiate the meanings. Besides, since the teaching of adverbial uses may draw learners on to more contextual properties where the particular present perfect sentence is used (because adverbials provide more information of the particular situation), this should also facilitate learners to make associations of “language forms” with “meaning” and “use”, which is generally considered as significant in second language acquisition (Ellis, 1994; Long and Robinson, 1998; Gass and Selinker, 2001).

Thirdly, if the language learning is concerned with how to use the language in real life, discourse functions should not be neglected. Nonetheless, textbooks may rarely teach the function of introducing a topic or a recent event by the present perfect. Among all the six

textbooks listed in Table.1 above, none provides its explicit explanation, and only “Language in Use” and “Recycling Your English” include one/a few examples of the element in a similar way; in a cloze type exercise from a news announcement excerpt, with first verb form in the present perfect followed by repeated definite reference with the past simple. Although the necessity of teaching this property again may depend on the specific teaching situation, teaching this function could help the classroom become more communicative, because the discourse function cannot be taught with decontextualised separate sentences. This should be another advantage of teaching this discourse feature.

4.2 Possible Solutions

Thus far, three properties, which could potentially be problematic have been discussed. Following the discussion, this section provides two possible solutions for some of the problems. First, because the importance of supplementary materials has been proposed in the previous sections, what content could be included in them is exemplified here. Second, regarding to the discourse feature, how it can be introduced into the classroom is suggested.

Firstly, “time-line” is likely to be useful contents for the teacher to include in his/her supplementary handout and to display on a board. Patterns in a given straight time-line shows whether “an action in the past may be seen (1) as having taken place at a particular point of time; or (2) over a period; if the latter, the period may be seen as (a) extending up to the present, or as (b) relating only to the past; if the latter, it may be viewed as (i) having been completed, or as (ii) not having been completed” (Quirk and Greenbaum, 1973: 42), as exemplified in the following Figure.1.

make use of time-line in their own materials.

Secondly, a discourse function which introduces a new topic may be integrated into various listening and speaking activities. Exemplifying only one of the activities, if teaching of the function is incorporated into “Jigsaw listening¹⁹” (Ur, 1984: 152-153), students could utilise the present perfect sentence as a cue of introducing new information. Besides such planned activities, the feature could be introduced in classroom language. For instance, according to a recent amendment of Japanese “course of study” primary objecting “practical communication ability” (MEXT, 1999), there is likely to be more awareness of “teaching English through English” in Japanese ELT classrooms. Together with this movement, there could be more opportunities for learners to be familiar with the discourse feature, which is often underestimated in textbooks but which should be important for communicative interaction²⁰. Furthermore, the oral/aural introduction of the present perfect may enable teachers to treat how to pronounce verb forms of the present perfect in casual conversation. This should be especially meaningful to the learners whose L1 rhythm pattern is not stress-timed (e.g. mora-timed in Japanese). This is because it tends to be difficult for them to identify the sound of a contracted auxiliary *have* and the following past participle if they are weak forms. When the present perfect was taught in my classroom, after a listening activity, one of the students asked me what Ben did in the text, because “*He’s been to...*” was pronounced as /hIz**ɪ**ntə (or hIz**ɪ**ntuw)/. In all these senses, teaching the discourse function seems to be possible in such ways as to make the classroom more communicative.

5 Conclusion

¹⁹ “Jigsaw listening” is carried out as follows; different groups of learners listen to different but related passages, each of which supplies some part of one whole story. They then come together and try to reconstruct a complete story by exchanging and pool their information (Ur, 1984: 152-153).

²⁰ This tendency towards communication will also be of great potential, since it is generally recognised that “focusing learners’ attention on forms, and the meanings they realize in the context of communication activities, results in successful learning” (Ellis, 1994: 659).

This paper has described meanings of the present perfect according to the classification of Leech (1987: 35-55), examined what elements are contained in two textbooks, and discussed what consideration may be required so that teachers can use these books as a resource to achieve the students' goal. To summarise, although the use of the present perfect always relates to a later event or time, the meanings are highly complicated and its grammaticalisation and the presentation in textbooks seem especially difficult. However, since "any textbook should be used judiciously, since it cannot cater equally to requirements of every classroom setting" (Williams, 1983: 251), what is essential for teaching the present perfect is that teachers clearly conceptualise all the meanings and functions, and try to figure out which properties are needed to be focused at a particular stage, while adapting their teaching style to the classroom situation. Hence, a key to teaching the present perfect seems to be that teachers recognise themselves as playing a significant role, actively guiding them through a number of meanings and functions of the present perfect to their target goal.

Acknowledgement

I am grateful to Dr. Alan Cardew for his great assistance on an earlier version of this paper. I would also like to thank Dr. Julian Good for his thoughtful comments on the manuscript and for proofreading it. Moreover, I wish to express my gratitude to the three anonymous reviewers who gave me valuable comments. Finally, I would like to thank all the staff of the Diploma in TEFL, University of Essex, for their great classes and support.

Appendix

Table. 2 Description of the present perfect in "New Headway English Course"

Textbook: "New Headway English Course (upper-intermediate)" (Unit 2 "Been there, done that!": 16-19/ Grammar reference: 79,80)
Presentation methods: a) The present perfect is presented in comparison and contrast with the past simple and the present perfect continuous. b) Most of the language practice is based on two stories of a historical and of a contemporary traveller, the contrast of which may help students to notice the differences between the past simple and the present perfect or the present perfect continuous in its relation to the present moment. (A matching sentence exercise, question-form making exercise, and error correction

exercise are also provided.) c) “Language review” and a separate “Grammar reference” give a short explanation of meanings with examples.
Meanings and functions which are included: State-up-to-the-present This usage is mostly substituted by the present perfect progressive ²¹ in the unit, but both the “Language review” and “Grammar reference” include the explanation: “ the verb action ²² began in the past and continues to the present. It possibly goes into the future, as well.” with examples such as <i>We’ve lived in this house for twenty years.</i> and <i>I’ve known Peter all my life.</i>
Indefinite Past At-least-once-in-a-period-leading-up-to-the-present This meaning of the present perfect is the most frequently introduced one in this book. The “Grammar reference” explains it as follows; “the verb action happened at an unspecified time in the past. The actual time isn’t important”. It also includes a note of the difference between <i>She’s been to Spain.</i> (indefinite past) and <i>She’s gone to Spain.</i> (resultative past)
Assumption of Proximity Although one sentence for this meaning is provided in the error correction exercise, the purpose of the integration seems to distinguish active and passive voice. (A semantically wrong sentence given is * <i>Ouch! I’ve just stung a mosquito!</i>) No explanation is provided in the grammar explanation part.
Habit-in-a-period-leading-up-to-the-present Neither example sentences nor explanation is included.
Resultative Past “Discussing grammar” includes <i>Ouch! I’ve cut my finger.</i> and both “Language review” and “Grammar reference” involve its explanation; “The verb action happened in the past, usually the recent past, and the result of the action is felt now.”
Adverbials: There are several adverbials given in examples, but no distinct explanation is presented.
Function in a discourse: There is no description about its discourse role to introduce new topics.

Table. 3 Description of the present perfect in “Language in Use”

Textbook: “Language in Use (intermediate)” (Unit 7 “Past and Present”: 34-37/ Reference section: 133) (Unit 15 “Recent Event”: 68-71/ Reference section: 137) (Unit 19 “Up to Now”: 86-89/ Reference section: 139)
Presentation methods: a) The present perfect is presented in comparison and contrast with the past simple or the present perfect continuous. b) Students’ personal experience is often called upon and they are asked to make their own sentences with the present perfect. c) A range of activities such as a transformation exercise, gap-filling activity, true or false questions by listening are presented. d) The “Grammar checklist”, “Focus on Form” and “Reference section” deal with how to

²¹ The present perfect progressive is regarded as a “temporary situation leading up to the present moment”, which is comparable to the *state-up-to-the-present* meaning of the present perfect (Leech, 1987: 49).

²² The materials writers integrate *state-up-to-the-present* of the present perfect and one of the meanings of the present perfect progressive such as *I’ve been working at the same school all that time.*

form the present perfect, how to use *since* and *for*, how to make question forms with *How long...?* , and how to pronounce the contraction forms (e.g. I've...).

Meanings and functions which are included:

State-up-to-the-present

Unit 19 refers to only state-up-to-the-present in any sections.

Indefinite Past

At-least-once-in-a-period-leading-up-to-the-present

Unit 7 mainly focus on this usage.

Assumption of Proximity

Unit 15 and some examples in Unit 7 deal with recent past. Unit 7 explains that this usage is often used for announcing news of recent events without saying when.

Habit-in-a-period-leading-up-to-the-present

Neither example sentences nor explanation is included.

Resultative Past

No explanation is provided, but some examples are included such as *The rooms have been redecorated.* and *He's put on weight, hasn't he?*.

Adverbials:

Substantial space is devoted to adverbial phrases with *for* and *since*. An explanation is also provided; “when we talk about activities or states continuing up to now, we can focus on when they started (origin) or on how long they've been going on (duration)”. However, there is no reference concerning the correlation between the types of adverbials and the meanings of the present perfect.

Function in a discourse:

There is no description about its discourse function to introduce new topics, but one exercise deals with that aspect. The exercise is as follows; Choose between the present perfect simple and the past simple. “Great news! Nina (find) a job at last! She (be) for an interview last week, and they (offer) her the job straight away (Doff and Jones, 1994: 71).

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