

The Lexical Aspect of English Present Perfect in Advanced L2 Learners' Writing

Jayeon Lim

University of Seoul

Lim, Jayeon. (2008). The lexical aspect of English present perfect in advanced L2 learners' writing. *Modern English Education*, 9(2), 42-57.

This paper investigates the present perfect use in the writings of advanced L2 speakers of English. Although the syntactic, semantic, and pragmatic interpretation and use of English present perfect is often in the center of debate in linguistics, not much focus has been given to its learning of this. In the present study, each writing sample was examined for tokens of present perfect forms and their use with adverbials as well as their relationship with the lexical aspect. In addition, relationship with the lexical aspect and adverbial use was investigated. The results of this study suggest that by this stage in the learning process, L2 learners do not always associate the use of present perfect with adverbials or lexical aspect. Learners are more likely to use adverbials with achievements when marking the verb forms with present perfect. However, it is inconclusive as to whether learners have approximated the level of native speakers in using English present perfect. To further answer the question, more studies with additional data are needed.

[English present perfect/lexical aspect/L2 writing/
영어현재완료/의미상/제2언어작문]

I. INTRODUCTION

This paper investigates the use of temporal system, specifically English present perfect in the writings of advanced L2 learners of English. The developmental patterns of temporal system in the L2 learning have often been a topic in the area of L2 studies. This is because temporal markings are one of the areas that are often "fossilized" by L2 learners (Han, 2005; Montrul & Slabakova, 2003). Within temporal system, English present perfect has often been in the center of debate in the theory of linguistics. Despite the abundance in studies of L2 temporal systems

and English present perfect in theoretical linguistics, not much focus has been given to its use of English present perfect by advanced L2 learners' interlanguage system (Bardovi-Harlig, 2000). This lack of attention is rather contradictory to the fact that much research has been conducted with regards to the temporal system in general.

This scarcity may be due to the fact that English present perfect is acquired quite slowly and often emerges quite late in the learning process. All the more, the results of a few studies on this problem are often controversial. One common argument amongst the mixed results is that L2 learners, especially at early stages, often equate the meaning of the simple past and the present perfect (Bardovi-Harlig, 1997).

In investigating L2 learners' use of English present perfect in writing, this study takes the following two factors into account: use of adverbials and lexical aspect of verbs/verbal predicates. In doing so, the study examines the influence of the lexical aspect on the English present perfect and its relations to the lexical aspect of verbal predicates.

II. THEORETICAL BACKGROUND

This section introduces some definitions of terms and relevant previous studies. It provides characterization of English present perfect, lexical aspect, and previous studies on L1 and L2 acquisition of English present perfect.

1. Characterization of English Present Perfect

It is often reported that many L2 learners often face difficulty with the intricacy of the English present perfect (Bardovi-Harlig, 1997, 2000; Petersen, 1999, among others). This difficulty is due to semantic similarities or congruences between the present perfect and the simple past. What is true in the present perfect is also true in the simple past and vice versa. Thus, sentences such as (1a) and (1b) deliver the same truth-value (Katz, 2003). This is because both sentences carry the feature of "anterior" in that event time precedes the utterance time.

- (1) a. John went to Hawaii.
- b. John has gone to Hawaii.

Katz further addressed the contrast by pointing out that the present perfect sentences cannot be appropriately used with so-called "past-time" adverbials (i.e.,

last year, yesterday, etc.). The following example illustrates this distinction.

- (2) a. John went to Hawaii last year.
 b. *John has gone to Hawaii last year.

Similarly, Leech (1971) mentioned that "the present perfect adverbials must have reference, in one way or another, to the present point of orientation 'now,' while with the past tenses they must refer to some point or period of time in the past (p. 39)" Binnick (1991) also points out that the reference time is the time of adverbial reference. That is, if the temporal adverbials such as 'in 1990,' or 'last year' implies that the past time had been referred, so these adverbials cannot modify the sentences of the present perfect.

Thus, according to Leech (1971) and Kyung-Hee Suh (1992), the present perfect can be appropriately modified by temporal adverbials such as 'at present,' 'up till now,' 'so far,' 'already,' 'yet' and 'lately' (Leech, 1971; Kyung-Hee Suh, 1992) since they all imply the sense of present. For this reason, the present perfect appropriately occurs with 'since'-phrases, whereas the simple past cannot.

2. Lexical Aspect

In addition to the complexity of English present perfect itself, one important factor that influences learners is lexical aspect (cf. Andersen, 1991; Andersen & Shirai, 1996). In both L1 or L2 learning of temporal systems, the process very often depends on what is inherent in the verbs or verb predicates, or sometimes even the entire proposition that describes the situation. Vendler (1967) classified inherent lexical aspect into four categories with respect to the temporal properties that they encode: states, activities, accomplishments, and achievements. States encode situations with no dynamics and continue over time without additional effort or energy being applied. Activities have inherent duration, involving a span of time. Without a specific endpoint, they are "homogeneous in the structure (Shirai & Andersen, 1995, p. 744)". Accomplishments are durative like activities, but have a clear inherent endpoint (Andersen & Shirai, 1996).

Among the four predictions¹ made by Andersen (1991) and Andersen and Shirai

¹ Among the four predictions, the two that are not relevant to the present study are (3) and (4): (3) in languages with progressive aspect, progressive marking is initially restricted to activity verbs, then extended to telics and punctuals; (4) progressive markings are not incorrectly overextended to states.

(1994), the present study investigates the two: (1) The predicted direction of development for perfective/past form is to emerge with achievements (punctual telics), and then proceed to accomplishments (non-punctual telics) and states and activities (atelics) (Andersen, 1991; Andersen & Shirai, 1994, p. 143). (2) When learners produce progressives, they are more likely to mark them with activities and accomplishments which carry durativity in verbs/verbal predicates. The following Table 1 summarizes lexical aspectual categories and their related semantic features.

Table 1

Summary of Lexical Aspectual Categories (adapted from Andersen, 1991)

Lexical aspects	Verbs/verb predicates	Semantic features
State	Know, feel, want	Non-dynamic situations No inherent endpoint
Activity	Dance, play, walk	Dynamic situations No inherent end point
Accomplishment	Walk a mile, Reach a place	Dynamic situations Inherent endpoint
Achievement	Find, finish, notice	Non-dynamic situations Inherent endpoint

3. L1 Learning of English Present Perfect

The complexity of English present perfect is supported by its late L1 acquisition of up until six years of age. Johnson (1985) provides an overview of present perfect acquisition by English-speaking children. She investigated forms and functions of the present perfect among preschool children in the U.S. in a story reconstruction task. The results of her study suggest that selective imitation and paraphrasing depend on verb form, adverbial collocation, and lexical aspect. Activity verbs used as present perfect progressives were imitated by children far more frequently than achievements. Both present perfect simple and progressive were imitated more accurately with adverbials: the former correlated with recent past markers and the latter with adverbials denoting habits. When children could not imitate present perfect, they preferred simple past as an alternative form. This was not the case, however, with activity verbs or habitual adverbials. The results indicate that there is a certain path that L1 speakers follow when they acquire English present perfect.

4. L2 Learning of English Present Perfect

To date, only a few studies on the L2 learning of the English present perfect are available. This may be due to the fact that the learning of the present perfect is a very slow process, and often emerges very late in the learning process. Also, L2 studies on tense and aspect have rarely focused on advanced learners. A few of the previous studies on present perfect learning have shown that advanced learners indeed experience difficulty. Most of the early studies on L2 learning of present perfect involve pedagogical research. For example, Moy (1982) reported that only 22% of ESL college writers used the form correctly. He criticized ESL teachers for relying on current relevance explanations and collocations with adverbials in their presentation of present perfect to learners, and argued for the form to be presented within a context.

In a study on Korean learners' perception and production of tense and aspect in English, the present perfect showed the lowest attainment level among all tense and aspect forms (Young-ju Lee, 1995). In-sun Kang (2003) also argued that even at advanced stages, Korean L2 learners experience difficulty using and distinguishing between English present perfect and simple past.

Bardovi-Harlig (1997) showed that when learners perform errors they are more likely to associate the present perfect with the simple past. The association accounted for 63.1% of the overgeneralization and 37.1% of the undergeneralization of the present perfect. In a study that included learners with different L1 backgrounds, Petersen (1999), has demonstrated that the performance of the advanced-level learners in acquiring English present perfect was not better than that of the intermediate level learners. In Bardovi-Harlig (2000), on the other hand, learners eventually do learn to distinguish the present perfect semantically from the simple past, as well as from other tense-aspect systems. Therefore, it is not clear whether the associations between simple past and present perfect actually keep learners from acquiring a targetlike tense and aspect system as they become more proficient.

Based on the previous review, in setting out to explore the L2 learning of English present perfect, this study investigates the relationship of the presence of English present perfect and the lexical aspect. Specifically, the study investigates whether advanced L2 learners' use of English present perfect is influenced by the lexical aspect. According to Shirai and Andersen (1995), L2 learning is influenced by the lexical aspect in marking verbal morphology of temporality. Thus, when marking past/perfect time reference, learners begin with

accomplishments and achievements and then extend the marking later on to states and activities. Also, in languages with progressive aspect, progressive marking is initially restricted to activity verbs. The present study will make attempts to explore if this influence of the lexical aspect is available in the writing samples of L2 learners. In addition, the relationship of adverbials and English present perfect is studied. Finally, the study is set out to investigate the relationship between the lexical aspect and adverbials in the use of the English present perfect.

III. METHOD

1. Research Questions

Based on the results of the previous studies, three research questions were speculated:

- 1) When learners use present perfect forms in their writings, do they associate the use of the form with verbs of a certain lexical aspect?
- 2) When learners use present perfect forms in their writings, how do they collocate the use with adverbials?
- 3) When learners use present perfect forms in their writings, does inherent lexical aspect of certain verbs make them more likely "candidates" for present perfect and/or collocation with certain adverbials?

2. Participants

The participants in the present study at the outset included 38 L2 speakers of English. They submitted first drafts of expository essays on various topics to the Writing Service Program at a U.S. university. The Writing Service Program provides a free support service in writing for not only non-native speakers but also for students and faculties in general. For the purpose of this study, non-native speakers were selected to voluntarily agree to submit their writing samples. They were informed upon submission of their writing samples that their samples will be used in the present study and were provided with a consent form to sign. The number of writings provided from each participant varied, yielding 52 samples overall. However, some of the writings did not yield any present perfect verb forms: Of 52

samples obtained, only 29 (55%) contained present perfect verb forms from 27 participants out of 28 at the outset.

These participants were either graduate or undergraduate students at the university. Although the participants at one time have been classroom learners of English, they have not had formal English instruction at least for the past two years. The participants are advanced learners of English, as they all received paper-based TOEFL scores of at least 600 upon entering the university. Among the 27 participants, a number of different language backgrounds were noted: two Japanese, eight Koreans, four Chinese, three Indonesians and two Arabics. The participants were from various majors including sociology, political science, linguistics, psychology, business and education.

3. Data Collection

From the 29 samples, a total of 167 tokens containing present perfect forms were elicited. Writing samples were analyzed in the study since they provide a better candidate over oral data when it comes to obtaining English present perfect from naturalistic settings. Additionally, that of advanced level learners were considered since studies have shown that naturalistic data of low level learners often do not provide enough tokens and types of present perfect (cf. Bardovi-Harlig, 2000).

The essays selected for the present study were not strictly representative of the total number of L2 learners enrolled in the Writing Service Program during the target period, but instead were randomly selected and copied by the program coordinator. Of the available writings, only those which were explicitly first drafts (i.e., had never been corrected or revised by Writing Service instructors or any other native speakers) were included in the study.

Bardovi-Harlig (1997) recommends eliciting more than one sample from each subject, as topic may influence choice of verbal morphology. Unfortunately, due to the constraints of the present study, only a few of the participants have supplied writing samples more than once. In addition, only written samples were examined, not oral, leaving the results open to testing in the other mode.

For the present study, all instances of present perfect use were quantified (see Appendix for samples). Correlations were sought between form and lexical aspect; form and adverbials; aspect and adverbials. Instances of target-like use, use of other tense-aspects in present perfect contexts, and present perfect use in supplied obligatory contexts for other tense-aspects were also tabulated.

In analyzing the data, appropriate attempts at present perfect included both target-like (e.g. *have finished, have told, have known*) and non-target like uses. Appropriateness of non-target like uses was determined according to the criteria established in Bardovi-Harlig (1997), which included the following to be appropriate examples: regularized irregulars (*have knowed, have writed*); orthographic or phonetic misspellings (*have studyed, have woked* for *have worked*); and using 3rd person has for have or vice versa (*I has studied* or *she have studied*). Examples of inappropriate items included other tense and aspect forms such as past perfect or past perfect progressives (*had told, had been telling*).

IV. RESULTS

1. Present Perfect Forms and Lexical Aspect

The four present perfect forms examined are the simple, progressive, passive, and modal. As predicted, present perfect simple (see example 3 below) was the most frequently observed form in the data (105 tokens; 64%). Present perfect progressive (4) and present perfect passive (5) were less frequent, yielding 28 and 19 tokens respectively (17% and 11.6% respectively). Present perfect modal (6) was observed 15 times (9.14%). Typical examples from the data are listed below. The relevant lexical aspect is included in parentheses². The grammaticality of the sentences are not taken into consideration in the data.

- (3) Those people have been (STA) in America for the past two hundred years.
- (4) She has been improving (ACC) throughout the process.
- (5) The theory has been built (ACT) in most of the studies.
- (6) The scientists may have completed (ACC) much work about what they discovered.

In determining the lexical aspect for the present perfect forms supplied by the participants, operational tests developed by Shirai and Andersen (1995, p. 749) were used. It was revealed that present perfect simple is fairly evenly split between

² STA stands for states, ACT for activities, ACC for accomplishments and ACH for achievements respectively.

activities and states. As expected, progressive present perfect is used more often with activities and accomplishments, which are durative. Passive present perfect form is fairly evenly split among the non-state categories, while modals appear most commonly with accomplishments. The results are summarized in the following Table 2. Additional examples are listed in Appendix, with each lexical aspect lexical aspect associated with the target structures in parentheses.

Table 2
Present Perfect Forms and Lexical Aspect

Form	STA	ACT	ACC	ACH
Simple (N=105)	32 (30.5%)	39 (37.1%)	20 (19.04%)	14 (33%)
Progressive (N=28)	2 (1.9%)	14 (50%)	10 (35.7%)	2 (1.9%)
Passive (N=19)	0 (0%)	8 (42.1%)	7 (36.84%)	4 (21.05%)
Modal (N=15)	2 (13.3%)	3 (20%)	7 (46.7%)	3 (20%)

2. Present Perfect Forms and Adverbials

Fifty-four of the 167 present perfect forms in the data are supplied with adverbials (32.9%). Simple present perfect, which constitutes 64% of the present perfect in the data, has adverbials collocated with only 29 (27.6%) of its 105 instances. Present perfect progressive requires the highest percentage of adverbial use (15 instances or 53.6%). Table 3 supplies data showing present perfect forms and adverbials.

Table 3
Present Perfect Forms and Adverbials

Form	Number	Adverbial	Ratio	Example
Simple	105 (=62.9%)	29	27.6%	Already, before, since
Progressive	28 (=16.8%)	15	53.6%	For more than ten years, for the last two years
Passive	19 (=11.4%)	10	52.6%	Recently, seven years ago
Modal	15 (=9.0%)	0	0%	---

Some examples are listed below in (7-9).

(7) For example, many university have already decided (ACH) to build their extensions in Asian countries.

(8) The education that I have always been experiencing (ACT) in college are providing me the necessary knowledge in sociology as well as psychology.

(9) Nonetheless, since computer began its conquest of our every day peoples' soul has been damaged gradually (ACT).

Examples illustrate present perfect forms collocated with adverbials that denote durativity. Examples (8) and (9) present perfect with continuous aspect. In both examples, *always* and *gradually* are assertive adverbials that express duration up to or prior to an implicit time reference. Thus, both are correlated with activities.

3. Lexical Aspect and Adverbials

The Table 4 shows that achievements by far require the highest ratio of adverbial use (69.6 %), while activities rank second (37.5%), and states and accomplishments relatively lower (22.2% and 13.6% respectively). This is interesting, as there are less than half as many achievements in the overall sample (23 instances) compared to activities (64 instances) or accomplishments (44 instances). It seems that achievements, however small their instances may be, require learners to provide the form with adverbials.

Table 4
Lexical Aspect and Adverbials

Aspect	Number	w/Adverb	Ratio	Examples
STA	36	8	22.2%	For a long time, for about three years
ACT	64	24	37.5%	Already, in 1991, long, now
ACC	44	6	13.6%	During the second period, today
ACH	23	16	69.6%	For five years, since world war II

Following examples illustrate the use of achievement present perfect forms with adverbials.

(10) We have discovered (ACH) some meaningful results for the past two months.

(11) Since I came to this university, I have accepted (ACH) what it means to be of an American value.

IV. DISCUSSION

In investigating relationships between form and aspect, it was observed that present perfect progressive is associated more frequently with durative lexical aspects (i.e., activities and accomplishments). The finding is in accordance with the results of Johnson (1985). As was noted previously, in her study of L1 acquisition of present perfect, it was found that activities encoded as present perfect progressives, as opposed to achievements, were imitated significantly more often among English-speaking children. This suggests the possibility of L2 learning following the path similar to that of L1 acquisition, at least in the domain of the English present perfect.

The findings of the study show that L2 learning is influenced by lexical aspect in marking verbal morphology of temporality. For example, it was shown that learners favor activities when marking the verbal forms with present progressives. However, the findings do not replicate that of Shirai and Andersen (1995) in that learners do not always favor accomplishments and achievements over states and activities when using present perfect. For example, for both present perfect simples and present perfect passives, learners favor activity verbs. Only with present perfect modals, learners' first choice was accomplishments.

Correlations between present perfect forms and adverbials, as well as connections between lexical aspect and present perfect forms, are inconclusive. No forms yield a significant adverbial use, implying that the participants do not have preference as to use present perfect with any particular adverbials. The 27.6% present perfect-adverbials connection seems rather low, contrary to our general expectations. As writers are advanced learners, they may approximate native speakers, since Bardovi-Harlig (2000) noted lower level learners tend to show stronger connection of adverbials and present perfect. Additional data from lower level learners will corroborate the finding.

In examining the connection between aspect and adverbials, it was found that achievements required the highest percentage of adverbial use (49%). This

suggests that learners view the present perfect simple as a non-durative form and feel the need to stipulate a non-punctual context. In contrast, perfect progressive marking is influenced by durativity since the majority of perfect progressives are activities and accomplishments. Since we are dealing with the naturalistic data, present perfect simple constitutes the majority of the perfect use. For this reason, we cannot draw any further conclusions.

Based on these results, further investigation into the use of present perfect by advanced learners of English is imperative. Oral interviews with the same participants would provide data in another modality for comparison with the results of the analysis of written data. Also, data elicited through controlled tasks carefully balanced to cover different perfect forms will provide an interesting comparison to the written data analyzed in the present study.

Additionally, we have to note that not all writing samples have yielded the target structure (i.e., present perfect form). As was noted previously, only 55% of the writings have yielded examples of the present perfect. This may be due to the fact that English present perfect is not always obligatorily used, even among native speakers. For this reason, it is only natural to observe the rather low usage of the target structure, especially in naturalistic data. A more serious problem is that learners in the study, however advanced they may have been in the target language, may have opted to avoid the form. Once learners have fully acquired simple past and simple present (i.e., those that can be substituted for present perfect), they are more likely to choose the form that seems to be easier for them. To further substantiate the claim, additional data needs to be gathered using controlled-experiment methods.

Finally, the findings of this study need to be analyzed from a pedagogical perspective. To date, very little research has investigated the ways tense and aspect are actually taught in classrooms or the degree to which current practices are consistent with existing knowledge of second language learning in general, and tense and aspect learning in particular. There has actually been very little work conducted in this area. Thus, we need more research focused on pedagogical practices relevant to the teaching and learning of tense and aspect in L2, research that is informed by the findings of descriptive studies of developmental processes within and across different learner populations.

V. CONCLUSION

The results of this study show support for the claim that the use of English present perfect, only to a certain degree, is influenced by the use of lexical aspect of the verb as well as with the use of the adverbials. However, as has been noted in the previous section, the research needs to be complemented with further data. In this respect, it is important to point out that the results of this study are still preliminary due to the following factors: (i) the L1s of the participants were not controlled for, (ii) learners with different proficiency levels were not considered, and (iii) the study relied on a single source of data. Furthermore, no claim is made about other combinations of source and target language other than the one reported in this study. On the other hand, the data from the present study is meaningful in that it is from naturalistic learners at the advanced level. Data from naturalistic settings may provide insights into the investigation of the overall L2 temporal system since it complements data from controlled studies it allows us to look into the natural developmental progress of L2 learners using the target forms. Along with eliciting data in oral mode, the present study may be useful for the design of future empirical studies on the analysis of the development of verbal morphology among L2 learners by creating equal number of contexts to elicit each lexical aspectual categories.

Additionally, a future study needs to consider the effect of theme in eliciting present perfect forms. As was noted in the present study, participants in the study provided writing under various topics. It is true that certain topics tend to elicit more frequent numbers of the target structures. For example, the number of target structures in formal writings and personal writings tended to be quite different. Thus, future studies controlled for a certain genre or topic of the writings to be analyze will complement the data provided in the study.

Last but not least, does the data suggest that learners have learned the present perfect? Yes and no. The findings from the study have shown that learners may have moved beyond the stage of relying on lexical aspect and adverbials to target-like use of the present perfect. At the same time, the findings from the present study reveal that apparent difficulties for the marking of English present perfect persist for adult L2 learners at the advanced level. Thus, one could argue that the evolving non-native system shows signs or representational limitations to accommodate the degree of complexity inherent to the temporality system instantiated in the target language. This argument could be compatible with the claim made by Montrul and Slabakova (2003) and Han (2005) about the lack of ultimate attainment in tense-aspectual marking in L2 learning as well as Petersen (1999) in that learners do not exhibit continuous learning of the target structure

despite their progress in overall English proficiency level.

REFERENCES

- Andersen, R. W. (1991). Developmental sequences: The emergence of aspect markings in second language acquisition. In T. Huebner & C. A. Ferguson (Eds.), *Crosscurrents in second language acquisition and linguistic theories* (pp.305-324). Amsterdam: Benjamins.
- Andersen, R. W., & Shirai, Y. (1994). Discourse motivations for some cognitive acquisition principles. *Studies in Second Language Acquisition*, 16, 133-156.
- Andersen, R. W., & Shirai, Y. (1996). The primacy of aspect in first and second language acquisition: The pidgin-creole connection. In W. C. Ritchie & T. K. Bahtia. (Eds.), *Handbook of second language acquisition*. (pp. 527-570). San Diego, CA: Academic Press.
- Bardovi-Harlig, K. (1997). Another piece of the puzzle: The emergence of the present perfect. *Language Learning*, 47, 375-422.
- Bardovi-Harlig, K. (2000). *Tense and aspect in second language acquisition: Form, meaning, and use*. *Language Learning*, 50, Supplement 1, xi-491.
- Binnick, R. I. (1991). *Time and the verb: A guide to tense and aspect*. New York: Oxford University Press.
- Han, Z. (2005). *Studies in fossilization in second language acquisition*. Clevedon, UK: Multilingual Matters.
- Johnson, C. (1985). The emergence of present perfect verbs forms: Semantic influences on selective imitation. *Journal of Child Language*, 12, 325-352.
- Kang, In-sun. (2003). Past and present perfect tense in English: Challenges for native Korean learners. *English Language Teaching*, 15, 5-82.
- Katz, G. (2003). A modal account of the English present perfect puzzle. Retrieved on December 9, 2007. from <http://www.cogsci.uni-osnabrueck.de/~gkatz/Papers/SaltXIII.pdf>
- Lee, Young-ju. (1995). *Study on the acquisition of tense and aspect by English learners*. Unpublished master's thesis. Ewha Womans University, Seoul.
- Leech, G. N. (1971). *Meaning and the English verb*. Harlow, Essex: Longman.
- Montrul, S., & Slabakova, R. (2003). Competence similarities between native and near-native speakers: An investigation of the Preterite/Imperfect contrast in Spanish. *Studies in Second Language Acquisition*, 25, 351-398.

- Moy, R. (1982). The perfect aspect as a state of being. Unpublished manuscript. University of Hawaii at Manoa.
- Petersen, K. (1999). *Contextualization and conceptualization*. Unpublished master's thesis. University of Oregon, Eugene, Oregon.
- Shirai, Y., & Andersen, R. W. (1995). The acquisition of tense-aspect morphology. *Language*, 71, 743-762.
- Suh, Kyung-Hee. (1992). *A discourse-analysis of the English tense-aspect-modality system*. Unpublished doctoral dissertation, University of California, Los Angeles.
- Vendler, Z. (1967). Verbs and times. In Z. Vendler (Ed.), *Linguistics and philosophy* (pp. 97-121). Ithaca, NY: Cornell University Press.

APPENDIX

Samples of Data from the Study

Learner 1 (F, L1 Japanese): 7 tokens

- Every year since 1985, 300 or more students who have finished (ACH) the first 2 years of American university-style work in Indonesia have entered (ACH) U.S. institutions as transfer students. A total of more than 200 students have been placed (ACC) at 155 U.S. universities, and about 400 of these have completed (ACH) degrees and returned (ACH) to Indonesia. More than 200 faculties also have participated (ACT) in the program.
- The administration has begun (ACH) to devote governmental resources to higher education since 1980.

Learner 2 (F, L1 Korean): 3 tokens

In contrast, most Korean who have immigrated (ACC) into other countries usually form Korea towns, live very identical ways of life to that of their home country, and very often marry Koreans.

In spite of an influx of western cultural influence, Koreans have always preserved (ACC) their own values and culture unique to themselves throughout history. In doing so, clothing style has taken (ACT) a very important role in their lives.

Learner 3 (F, L1 Chinese): 4 tokens

Furthermore, some companies like Bell Southwest, NIKE, and Hewlett-Packard Co. have moved (ACC) business units abroad, along with hundreds of high-paying managerial and

research jobs.

Moreover, the educational system in countries with cheap labor have been developing (ACC) and become very competitive. Statistics show that countries like Singapore and Ireland have awarded (ACC) more college degrees, especially in Engineering, Science, and Business fields.

According to professionals, high values and great emphasis have been placed (ACH) on the ownership of professional skills as a lot of effort was put in improving the quality and hence durability of their products; as a results, people are using their products longer.

Learner 4 (M, L1 Indonesian): 5 tokens

Nevertheless, since technology began its conquest in our world, a scientific development concerning the relationship between the world and people have accumulated (ACT). People, especially young children, are not aware that they have spent (ACC) too much time watching TV or playing computer games. We have one example. If I spend playing a computer game for three hours, probably I have finished (ACH) my homework or exercised in gym. Or I have studied (ACC) for the exam tomorrow. Instead, I have become (STA) a lazy person.

Learner 5 (M, Korean): 1 token

I have always been (STA) a person who likes to take challenges. I like to hike, I like to travel, and most of all, I like to meet new people. In this way, I expect my life will always be quite interesting. Whatever I do, wherever I go, I will always find something to engage myself in.

Lim, Jayeon
Dept. of English Language and Literature
90 Jeonnong-dong, Dongdaemun-gu
Seoul, 130-743, Korea
Tel: (02) 2210-5692
Email: limjy@uos.ac.kr

Received in June 1, 2008

Reviewed in June 24, 2008

Revised version received in July 29, 2008