

**FILOZOFICKÁ FAKULTA UNIVERZITY KARLOVY V PRAZE**

**ÚSTAV ANGLICKÉHO JAZYKA A DIDAKTIKY**

## **DIPLOMOVÁ PRÁCE**

**Finitní průběhové tvary slovesné v odborném mluveném a psaném monologu.**

**Finite progressive forms in the academic spoken and written monologue**

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Souhlasím se zapůjčením diplomové práce ke studijním účelům.

I have no objections to the MA thesis being borrowed and used for study purposes.

V Praze dne

Děkuji PhDr. Markétě Malé, Ph.D. za metodické vedení při zpracování bakalářské práce, za laskavost, trpělivost a cenné rady.

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## **Abstrakt**

Diplomová práce se věnuje finitním průběhovým tvarům slovesným v mluveném a psaném monologu v odborném jazyce.

Průběhové tvary jsou obecně mnohem méně frekventované než tvary prosté. Uvádí se, že v odborném stylu tvoří v mluveném jazyce 90% finitních slovesných tvarů tvary prosté, v psaných textech je zastoupení prostých tvarů ještě vyšší (až 95%). Důvody této distribuce souvisejí na jedné straně se specifickým významem průběhových tvarů a na druhé s omezenou slučitelností průběhových tvarů s některými sémantickými třídami sloves.

Oba aspekty práce zvažuje při popisu průběhových tvarů v odborném monologu mluveném (univerzitní přednášky) a psaném (pokročilé studentské práce). Materiál práce je zhromážděn z korpusů britské akademické angličtiny BASE (mluvený jazyk) a BAWE (psané texty), a to 100 dokladů finitních průběhových tvarů slovesných z jazyka mluveného a 100 dokladů z psaných textů.

Tento materiál je dále analyzován na třech rovinách: formální, funkční a textové. Formální analýza popisuje distribuci časových forem, zastoupení záporu, typy podmětu průběhových konstrukcí a zastoupení průběhových tvarů v hlavních a vedlejších větách. Z funkčního hlediska jsou analyzovány sémantické role podmětu a přísudkového slovesa; jsou také zkoumány primární a sekundární funkce průběhových tvarů. Popsány jsou také textové funkce vět obsahujících průběhové tvary. Výsledky rozboru mluvených a psaných textů jsou pak navzájem porovnány. Na základě tohoto srovnání identifikuje práce faktory, které vedou k užití průběhových tvarů sloves v mluveném a psaném odborném monologickém textu.

## **Abstract**

The MA thesis explores finite progressive forms in the academic spoken and written monologue.

The English progressive forms generally appear much less frequently than the simple forms do. In academic spoken language 90 per cent of the finite verb forms consist of simple forms and the representation of simple forms is even higher in academic written language with 95 per cent of the finite verb forms being simple. The reasons for this distribution are related on the one hand to the specific meaning of the progressive forms, and on the other hand to the restricted compatibility of the progressive forms and some semantic verb classes.

The present study considers both of these aspects in the attempt to describe the progressive forms in the academic spoken monologue (university lectures) and in the academic written language (advanced students' papers). The material is excerpted from two British academic English corpora, namely BASE (spoken language) and BAWE (written texts), 100 examples from each corpus.

The material is analyzed at the formal, functional and discourse levels. The formal analysis deals with the distribution of tense forms, negation, the subject (person and animacy) and clause types. The functional criteria involve the semantic features of the verb and subject, as well as the central and secondary functions of the progressive construction. At the level of discourse analysis, the textual functions of the clauses with the progressive are evaluated. The results of the analyses of both the spoken and the written language are compared, and the factors which influence the use of the progressive in the spoken and written academic monologue are identified.

LIST OF TABLES .....	8
LIST OF FIGURES .....	8
LIST OF APPENDICES.....	9
ABBREVIATIONS .....	10
1. Introduction.....	11
2. Theoretical Background .....	12
2.1. Progressive aspect and the traditional grammars .....	12
2.1.1. State, event, and habit with the progressive aspect .....	14
2.1.2. Classes of verbs with the progressive aspect.....	15
2.1.3. Progressive aspect and the category of time .....	22
2.1.3.1. Past time reference.....	22
2.1.3.2. Present and Future time reference .....	25
2.1.4. Progressive aspect and modality.....	27
2.1.5. Progressive aspect and the subject .....	28
2.2. Other approaches to the progressive aspect .....	30
2.2.1. Römer: <i>Progressives, Patterns, Pedagogy</i> .....	30
2.2.2. Kranich: <i>Functional Layering and the English Progressive</i> .....	32
2.3. Progressive aspect in university language registers .....	35
3. Material and method .....	37
4. Analysis.....	40
4.1. BAWE .....	40
4.1.1. Formal level .....	40
4.1.1.1. Tense forms and voice .....	40
4.1.1.2. Subject types .....	41
4.1.1.3. Negation .....	44
4.1.1.4. Clause types.....	44
4.1.2. Functional level .....	46
4.1.2.1. Adverbial modification.....	46
4.1.2.2. Subject semantic roles and animacy .....	46
4.1.2.3. Verb typology .....	47
4.1.2.4. Function features of the progressive.....	49
4.1.3. Textual level .....	51

<b>4.2.</b>	<b>BASE</b> .....	<b>53</b>
<b>4.2.1.</b>	<b>Formal level</b> .....	<b>53</b>
<b>4.2.1.1.</b>	<b>Tense forms and voice</b> .....	<b>53</b>
<b>4.2.1.2.</b>	<b>Subject types</b> .....	<b>55</b>
<b>4.2.1.3.</b>	<b>Negation</b> .....	<b>57</b>
<b>4.2.1.4.</b>	<b>Clause types</b> .....	<b>57</b>
<b>4.2.2.</b>	<b>Functional level</b> .....	<b>59</b>
<b>4.2.2.1.</b>	<b>Adverbial modification</b> .....	<b>59</b>
<b>4.2.2.2.</b>	<b>Subject semantic roles and animacy</b> .....	<b>60</b>
<b>4.2.2.3.</b>	<b>Verb typology</b> .....	<b>61</b>
<b>4.2.2.4.</b>	<b>Function features of the progressive</b> .....	<b>63</b>
<b>4.2.3.</b>	<b>Textual level</b> .....	<b>64</b>
<b>5.</b>	<b>Conclusion</b> .....	<b>67</b>
<b>5.1.</b>	<b>Textual level</b> .....	<b>67</b>
<b>5.2.</b>	<b>Functional level</b> .....	<b>67</b>
<b>5.3.</b>	<b>Formal level</b> .....	<b>69</b>
<b>6.</b>	<b>Resumé</b> .....	<b>73</b>
<b>7.</b>	<b>Sources and references</b> .....	<b>79</b>
<b>8.</b>	<b>Appendices</b> .....	<b>81</b>

## LIST OF TABLES

Table 1 BAWE_Animacy (Nouns) .....	43
Table 2 BAWE_Pronouns as subjects.....	43
Table 3 BAWE_Subject animacy .....	43
Table 4 BAWE_Polarity .....	44
Table 5 BAWE_Clause types.....	44
Table 6 BAWE_Adverbials.....	46
Table 7 BAWE_Subject semantic roles .....	47
Table 8 BAWE_Semantic verb classes.....	48
Table 9 BAWE_Central functions of the progressive (Römer).....	50
Table 10 BAWE_Additional functions of the progressive (Römer).....	51
Table 11 BAWE_Discourse functions .....	53
Table 12 BASE_Pronouns as subjects .....	56
Table 13 BASE_Animacy (Nouns).....	56
Table 14 BASE_Subject animacy .....	56
Table 15 BASE_Polarity .....	57
Table 16 BASE_Clause types .....	58
Table 17 BASE_Adverbials.....	60
Table 18 BASE_Subject semantic roles .....	61
Table 19 BASE_Semantic verb classes .....	62
Table 20 BASE_Central functions of the progressive (Römer).....	63
Table 21 BASE_Additional functions of the progressive (Römer).....	64
Table 22 BASE_Discourse functions.....	66

## LIST OF FIGURES

Figure 1 BAWE_Tense forms.....	41
Figure 2 BAWE_Subject types.....	42
Figure 3 BAWE_Subordinate clauses .....	45
Figure 4 BAWE_Semantic domains.....	49
Figure 5 BASE_Tense forms .....	54
Figure 6 BASE_Subject types.....	55
Figure 7 BASE_Subordinate clauses.....	59
Figure 8 BASE_Semantic domains.....	62

## LIST OF APPENDICES

Appendix No. 1 (Excerpted material).....	81
Appendix No. 2 (Verb types – frequency of occurrence).....	88
Appendix No. 3 (Verb types – semantic classification).....	89

## ABBREVIATIONS

Adv.	adverbial (clause)
BASE	<i>British Academic Spoken English</i>
BAWE	<i>British Academic Written English</i>
<i>CamGEL</i>	<i>The Cambridge Grammar of the English Language</i>
<i>CGEL</i>	<i>A Comprehensive Grammar of the English Language</i>
Ex. / Exx.	example / examples
<i>LGSWE</i>	<i>Longman Grammar of Spoken and Written English</i>
NC	nominal content (clause)
No.	number
NP	noun phrase
PC	progressive construction
R	relative (clause)
<i>V-ing</i>	progressive verb form

## 1. Introduction

The English progressive forms generally appear much less frequently than the simple forms do. In academic spoken language 90 per cent of the finite verb forms consist of simple forms and the representation of simple forms is even higher in academic written language with 95 per cent of the finite verbs forms being simple. The reasons for this distribution are related on the one hand to the specific meaning of the progressive forms and on the other hand to the restricted compatibility of the progressive forms and some semantic verb classes.

The present study will consider both of these aspects in the attempt to describe the progressive forms in the academic spoken monologue (university lectures) and in the academic written language (advanced students' papers). The material will be excerpted from two British academic English corpora, namely BASE (spoken language) and BAWE (written texts).

The material will be analyzed in terms of several categories, namely the category of tense (present and past forms), subject (person and animacy), frequency and semantic verb categories in the progressive form, the type of the clause with the predicate in the progressive form (main clause / subordinate clause, cleft sentence), meaning and discourse function of the constructions with the progressive form (propositional versus non-propositional – metadiscoursal – use of the progressive verb forms). Where relevant, other features of the analyzed constructions will be described (such as adverbial modification). The aim of the study is to establish to what extent the use of the progressive form is stylistically determined and how the differences between the spoken and the written language may influence its use.

## 2. Theoretical Background

### 2.1. Progressive aspect and the traditional grammars

The progressive aspect<sup>1</sup> is formally represented by a construction consisting of a form of the auxiliary verb *to be* followed by the *-ing* form of the lexical verb (present participle). Semantically, as the term itself suggests, the happening described by the verb form is “in progress.” There are, nevertheless, other semantic components which create the complex meaning of the progressive forms.

Quirk et al. (*CGEL*: 198) identify the following components of the meaning of the progressive<sup>2</sup>:

- a) the happening has DURATION (distinctive for single events)<sup>3</sup>
- b) the happening has LIMITED duration (distinctive for states and habits)
- c) the happening is NOT NECESSARILY COMPLETE (distinctive chiefly in the case of conclusive dynamic verbs<sup>4</sup>)

Not all three components need necessarily be present in a particular construction. Quirk et al. (1985:198) further assert that “the first two components add up to the concept of TEMPORARINESS” and use the comparison between the simple and the progressive forms to illustrate how the progressive affects the meaning of the verb. The difference between *Joan sings well* and *Joan is singing well* can be explained in terms of the permanence of the former (which implies that Joan is a good singer in general) and the temporariness of the latter (which refers to Joan’s competence as a singer during a particular performance).<sup>5</sup> The difference between *Joan sang well* and *Joan was singing well* is that while the event in the former example is seen as a whole, the event in the latter example is perceived as happening during a

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<sup>1</sup> Sometimes also called the *durative or continuous aspect* (*CGEL*: 197; Leech, 2004:18)

<sup>2</sup> The same classification, i.e. components a) through d), is also presented in Leech. (Leech, 2004:19)

<sup>3</sup> Leech provides examples illustrative of the contrast between the instantaneous event (simple present) and an event that has duration (progressive present): *The house falls down!* versus *The house is falling down.* Leech also adds that the simple present is used by sports commentators to report single brief events during the course of the game while the present progressive is likely to be used for sport happenings which take a longer time or are more gradual. (Leech, 2004:19)

<sup>4</sup> Cf. *I read a novel yesterday evening.* [i.e. the whole novel] and *I was reading a novel yesterday evening.* [i.e. there is no implication that I finished the novel in the course of the evening. (*CGEL*: 198)

<sup>5</sup> Leech adds that the present progressive form also entails that “the current happening or state of affairs does not have the prospect of continuing indefinitely.” (Leech, 2004:20)

course of time, as an event “in progress.” It is also worth noting that the progressive in the above examples “‘shrinks’ the time span of *sings* [and] ‘stretches out’ the time span of *sang*.” Generally, the former applies to single events and the latter to states and habits. (Ibid.)

Leech (2004:20-21) also provides examples from another context to illustrate not only the incompleteness feature of the progressive but also the fact that some information may not be included or may be disregarded when the progressive form is used, namely the time when the activity began and when it was completed, cf. *I was reading from 10 p.m. to 11 p.m.* versus *I read from 10 p.m. to 11 p.m.* The first example only implies that the activity was in progress between 10 p.m. and 11 p.m. It is uncertain whether the activity stretches to the past or to the future. The second example is seen as a whole, the activity started at 10 p.m. and finished at 11 p.m. (Ibid.)

Quirk et al. (CGEL: 197-198) further identify a possible fourth component of the meaning of the progressive:

d) temporal framing (applies especially to verbs of speaking)

For instance, in *Do you think he was telling the truth?* “the event described has an interrelationship or identity with another simultaneous event.” Although the example does not suggest incompleteness, CGEL argues that “there does appear to be an unspoken implication ‘... when he said that’.” (Ibid.) Leech (2004:21-23) discusses ‘temporal frame’ in more detail. He maintains that it is a general effect of the progressive aspect to surround a particular event or moment by a ‘temporal frame’. With the present progressive the reference point around which the ‘temporal frame’ forms is usually ‘now’. With the past progressive, however, the options are manifold and thus the reference point is often expressed explicitly by an adverbial phrase or clause, e.g. *This time last year I was travelling round the world.* Both in the case of the past and the present tense narrative, the reference point for the ‘temporal frame’ is often defined by an action denoted by a non-progressive form, e.g. *When we arrived she was making some fresh coffee.* The semantic relationship between the simple past and the adjacent past progressive is that of ‘time-inclusion.’ The point of reference is the arrival. The coffee-making stretches in the past and in the future from the arrival. In contrast, in *When we arrived she made some fresh*

*coffee* two consecutive simple past forms illustrate the semantic relationship of ‘time-sequence,’ i.e. the two acts follow one another without an overlap. (Ibid.)

Huddleston and Pullum (2002: 162-172) differ from both Quirk et al. and Leech in that they refer to one basic meaning of the progressive, namely the expression of the progressive aspect. They further define features which are involved in the progressive aspectuality<sup>6</sup> (*CamGEL*: 163):

- The situation is in progress.
- The situation is viewed imperfectively.
- The time referred to is mid-interval within the time of the situation, i.e. it excludes the beginning and the end.
- The situation is presented as durative.
- The situation is presented as dynamic.
- The situation is presented as having limited duration.

There are also some specialised uses of the progressive discussed in *CamGEL* that cannot be defined in terms of progressive aspectuality, namely “the progressive futurate” and “*will* + progressive.” (cf. 2.1.2 and 2.1.3.2 respectively)

### **2.1.1. State, event, and habit with the progressive aspect**

Quirk et al. first comment on the three basic types of verb senses (state, event and habit) and how the progressive influences their interpretation (*CGEL*: 198ff):

- STATE PROGRESSIVE – most of the state verbs exclude the use of the progressive. However, if the progressive does occur, the effect is that temporariness rather than permanence is implied, cf. *We are living in the country* [temporary residence] versus *We live in the country* [permanent residence]. (*CGEL*: 198-199)

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<sup>6</sup> Huddleston and Pullum use the term “aspectuality” to refer to the semantic features reflected by the perfective and imperfective forms. While the perfective forms present a situation “in its totality, as a whole, viewed, as it were, from the outside,” (*CamGEL*: 124) the situation described by the imperfective forms “is not presented in its totality, but viewed from within, with focus on the internal temporal structure or on some subinterval of time within the whole.” (Ibid.) Progressive aspectuality is then defined as “a special case of imperfectivity [...] where a dynamic situation is presented as ongoing, in progress.” (Ibid.)

- NON-HABITUAL EVENT PROGRESSIVE – the progressive used with the event verbs has the effect of implying duration and non-completion of the event described. Because events are naturally associated with duration, the progressive is an unmarked choice with event verbs. The simple present form conveys the instantaneous meaning, cf. *The referee blows his whistle* versus *The referee is blowing his whistle*. While both of the examples are possible, the former one suggest a sudden short blow while the latter one presents the blowing as a continuous or repeated event. (CGEL: 199)
- HABITUAL EVENT PROGRESSIVE – the progressive can combine with the habitual meaning. In such cases, an additional meaning is implied. The progressive suggests either that the habit is temporary, as in *The professor is typing his own letters while the secretary is ill*, or, less frequently, that in a sequence of events, each one has duration and is not completed, as in *Whenever I see her, she's working in the garden*. The latter interpretation requires adverbial modification (time or frequency). (CGEL: 199-200)

Distinguishing the above mentioned uses of the progressive would not suffice to provide a comprehensive overview of the effects the progressive has on the meaning of different verbs. Therefore, both Leech and CGEL provide a detailed classification of verbs that may or may not occur with the progressive. In the next section, Leech's classification is used as a point of departure, with additional comments based on the classification provided by Quirk et al.

### 2.1.2. Classes of verbs with the progressive aspect

Leech (2004:23ff) provides a comprehensive classification of verbs in order to fully accommodate the various meanings expressed by the progressive. Verb classes A) through D) represent verbs compatible with the progressive:<sup>7</sup>

A) MOMENTARY EVENT VERBS<sup>8</sup> (*hiccough, hit, jump, kick, knock, nod, tap, wink, etc.*)

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<sup>7</sup> CGEL identifies classes corresponding to those presented by Leech but further subdivides them according to the AGENTIVE/NON-AGENTIVE contrast. The resulting classification recognizes two additional binary oppositions, namely the DURATIVE/PUNCTUAL and the CONCLUSIVE/NON-CONCLUSIVE contrasts. The former relies on the possibility of having duration or the lack of thereof, respectively. The latter separates happenings resulting in a change of state from those that do not, respectively. (CGEL: 206ff)

- B) TRANSITIONAL EVENT VERBS<sup>9</sup> (*arrive, die, fall, land, leave, lose, stop, etc.*)
- C) ACTIVITY VERBS<sup>10</sup> (*drink, eat, play, rain, read, run, talk, watch, work, write, etc.*)<sup>11</sup>
- D) PROCESS VERBS<sup>12</sup> (*change, develop, grow, increase, learn, mature, slow down, widen, etc. + become, get, go*)<sup>13</sup>

Class A), as the term ‘momentary’ suggests, includes verbs which denote such temporary events that are difficult to associate with any duration. When used with a progressive, these verbs are interpreted as a series of events rather than a single event, cf. *He nodded* (a single movement) versus *He was nodding* (a repeated movement). (Leech, 2004:24)

Verbs under Class B) denote events that entail transition. While the simple form indicates the result, e.g. *she died*, the progressive form refers to the process which leads to the transition, e.g. *she was dying*. (Leech, 2004:24)

Although the verbs under Class C) can be used with the simple forms (in the ‘event’ sense), they are more likely to appear with the progressive because the activity they refer to is in progress and has limited duration, e.g. *They’re eating their dinner*. (Leech, 2004:24)

Class D) verbs by definition indicate change or development and as such necessitate limited duration which makes them perfect candidates for the progressive aspect, e.g. *They’re widening the road*. (Leech, 2004:24-25)

CGEL identifies one additional small class of verbs, namely STANCE verbs (*live, sit, lie*). These verbs are not part of Leech’s classification. Quirk et al. place these verbs in an intermediary

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<sup>8</sup> Cf. MOMENTARY EVENTS (punctual, non-conclusive, non-agentive) and MOMENTARY ACTS (punctual, non-conclusive, agentive) (CGEL: 208)

<sup>9</sup> Cf. TRANSITIONAL EVENTS (punctual, conclusive, non-agentive) and TRANSITIONAL ACTS (punctual, conclusive, agentive) (CGEL: 208-209)

<sup>10</sup> Cf. GOINGS-ON (durative, non-conclusive, non-agentive) and ACTIVITIES (durative, non-conclusive, agentive) (CGEL: 207)

<sup>11</sup> Leech points out that “‘activity’ is not altogether a satisfactory term for this class: not all the verbs included refer to human occupations. The important point is that the verb in the [p]rogressive tells us something is ‘going on’.” (Leech, 2004:24)

<sup>12</sup> Cf. PROCESSES (durative, conclusive, non-agentive) and ACCOMPLISHMENTS (durative, conclusive, agentive) (CGEL: 207-208)

<sup>13</sup> Leech includes verbs *become, get* and *go* which “frequently have a ‘process’ meaning when combined with a following word or phrase: *It’s getting late*.” (Leech, 2004:25)

class between the stative and dynamic categories. They can be used with both the simple and the progressive form. The former construction is used to express a permanent state, the latter a temporary one, cf. *The city lies on the coast* versus *People were lying on the beach*. (CGEL: 205-206)<sup>14</sup>

Leech further delimits verbs that are primarily incompatible with the progressive aspect and calls these ANTI-PROGRESSIVE VERBS. (Leech, 2004:25ff) As a verb most representative of this class Leech considers the verb *to be*. Sentences such as *He is ill* (state present) most probably refer to a temporary state, yet the progressive would not be allowed here. Leech attempts a semantic classification of the verbs unfavourable to the progressive aspect. Nevertheless he also admits that meaning is not the only determining factor as there are cases with synonymous meaning where one allows for the progressive and the other does not (cf. *She's suffering from influenza* versus *She is ill with influenza*). According to Leech, this irregularity may be the result of the continually increasing use of the progressive and also owing to the regional and social varieties.

E) VERBS OF INERT PERCEPTION<sup>15</sup> (*feel, hear, see, smell, taste*)<sup>16</sup>

F) VERBS OF INERT COGNITION<sup>17</sup> (*believe, forget, guess, think, imagine, know, suppose, understand, etc.*)

G) VERBS OF ATTITUDE<sup>18</sup>, including volition and feeling (*hate, hope, intend, like, love, prefer, regret, want, wish, etc.*)

H) STATE VERBS OF HAVING AND BEING<sup>19</sup> (*be, belong to, contain, consist of, cost, depend on, deserve, have, matter, own, resemble, etc.*)

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<sup>14</sup> Huddleston and Pullum also recognize this category. (cf. *CamGEL*: 170-171)

<sup>15</sup> Cf. 'private' states: STATES OF PERCEPTION (CGEL: 203)

<sup>16</sup> Leech points out that *feel, hear* and *see* can also be used as verbs of cognition (Class F), e.g. *We feel that you have so much to offer; I hear Kate Jones is engaged to someone called Jack or I see your point*. (Leech, 2004:26)

<sup>17</sup> Cf. 'private' states: INTELLECTUAL STATES (CGEL: 203)

<sup>18</sup> Cf. 'private' states: STATES OF EMOTION OR ATTITUDE (CGEL: 203)

<sup>19</sup> Quirk et al. distinguish two main categories of state verbs, namely QUALITIES (*be* and *have*) and STATES (*be, hope, resemble, own*). Qualities are delimited as "relatively permanent and inalienable properties of the subject referent." The state verbs are further subdivided into several classes of 'private' states that are corresponding to the classes identified by Leech (E, F, G, and I)(CGEL: 200)

Leech explains that the term 'inert' is used to group verbs which denote perception "where the perceiver is merely passively receptive" under Class E) and to distinguish these from verbs denoting perception "where one is actively directing one's attention towards some object," cf. *see* compared to *look at*.<sup>20</sup> Leech points out that these verbs may appear in two possible constructions, namely *I could hear / heard a knocking at the door*. While the construction with *could* denotes a state, simple past denotes an event. (Leech, 2004:25-26)

Verbs in Class F) are also 'inert' because there is no conscious effort or intention involved, e.g. *I believe in fair play* (referring to a mental state). (Leech, 2004:26)

Verbs in Class G) also include verbs where volition and feeling is involved. They are similar to 'verbs of inert cognition' but some of these verbs allow for the use of progressive if temporariness or tentativeness is emphasized, cf. *What do you want me to wear tonight?* versus *Tim, are you wanting any fruit?*. (Leech, 2004:26-27)

Class H) is comprised of verbs "which include, as part of their meaning, the notion of 'being' or 'having'," e.g. *I own this carpet*. A paraphrase with *be* or *have* is often possible, e.g. *own = have in one's possession*, etc.<sup>21</sup> (Leech, 2004:27)

The last class distinguished by Leech includes verbs which can occur in both the simple and the progressive form when referring to a temporary state:

I) VERBS OF BODILY SENSATION<sup>22</sup> (*ache, feel, hurt, itch, tingle*, etc.)

The meaning of these verbs is not affected by the choice of simple or progressive form, cf. *My knee hurts* versus *My knee is hurting*. (Leech, 2004:27)<sup>23</sup>

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<sup>20</sup> Quirk et al. provide a comparison illustrative of the active perception which allows progressive and the passive perception where the progressive is not possible, cf. *I'm listening to a new record* versus *\*I'm hearing a new record*. (CGEL: 204)

<sup>21</sup> It should be noted that Leech considers the 'state' use of *have* with verbs in this class. *Have* can also denote 'activity' in which case there are no restrictions on the use of the progressive, e.g. *I'm having lunch*. (Leech, 2004:27)

<sup>22</sup> Cf. STATES OF BODILY SENSATION (CGEL: 203)

<sup>23</sup> Huddleston and Pullum (CamGEL: 170) assert that the non-progressive with these verbs indicates a state while the progressive suggests an activity.

Leech further discusses the SPECIAL CASES<sup>24</sup>. In this section he accounts for the progressive uses of verbs previously classified as Anti-Progressive. Some verbs can denote multiple meanings and thus can be assigned to more than one of the above defined classes. (Leech, 2004:28ff)

#### Special cases of Class E verbs:

- *Feel, taste and smell*<sup>25</sup> denote 'inert perception' but they might be used in contexts where 'active perception' is expressed, i.e. they would be classified as 'activity' verbs which allow for the progressive to be used. Cf. *I (can) feel the heat here* (inert perception) and *I'm feeling the ground (with my foot)* (active perception). (Leech, 2004:28)<sup>26</sup>
- Leech identifies yet another context for *smell, taste and feel* which he calls 'passive' as the grammatical subject of the concerned verb is the object of the perception, e.g. *This mango feels / smells / tastes good*. Leech also includes *sound* and *look* in this class of verbs. This type of perception is 'inert' and thus the progressive is not used. *Look*, however, can be used with simple or progressive form without a change in meaning, cf. *You look well* vs. *You're looking well*. (Leech, 2004:28-29)<sup>27</sup>
- In another context the progressive form is acceptable and has an effect of emphasizing "ACTIVATION or AROUSAL of the processes of perception," e.g. *I am hearing you clearly* which conveys the meaning 'I am receiving your message.' The verb *hear* in this context can be classified as an activity verb, i.e. a Class C verb. The situation is different in *I need*

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<sup>24</sup> Leech admits that the list is not exhaustive as colloquial usage is often unsystematic and thus not easily accounted for and classified. He also mentions that the language itself is changing as regards the use of the progressive and thus the conditions of its use are rather unstable. (Leech, 2004:31-32)

<sup>25</sup> Since the verbs *see* and *hear* have their separate 'active' counterparts available (*look at* and *listen to* respectively), they are not used in the active sense. (Leech, 2004:28)

<sup>26</sup> Huddleston and Pullum (*CamGEL*: 169) talk about the 'acquisition' situations which indicate "deliberate action on the part of the experiencer to acquire the sensation." These situations are simply dynamic and as such freely occur with the progressive aspect, e.g. *Carry on – I'm listening*. (Ibid.)

<sup>27</sup> Huddleston and Pullum (*CamGEL*: 169) also add *sound* to this type of use, i.e. referring to temporary situations, e.g. *it's sounding ominous*. *CamGEL* discusses these generally non-progressive verbs under the 'production' situations which indicate "evocation or production of the sensation by the stimulus for the experience, as in *The plum feels hard* (intransitive)." Another special context allowing the progressive with these verbs is waxing/waning situations (e.g. *It's tasting sweeter every day*). (Ibid.)

*glasses – I'm not seeing clearly these days.* The verb *see* here denotes a process (of deterioration) and as such could be classified as a Class D verb. (Leech, 2004:29)<sup>28</sup>

### Special cases of Class F verbs

- In some cases the progressive is allowed and has the effect of “ACTIVATION or AROUSAL of thought processes,” e.g. *Surely, you're imagining things!* which conveys the meaning ‘entertaining or indulging yourself with illusions.’ The verb *imagine* in this context can be classified as an activity verb, i.e. a Class C verb. (Leech, 2004:29)<sup>29</sup>

### Special polite use of some verbs in Class F and G

- Propositions such as *I'm hoping you'll give us some advice* are often the preferred choice in idiomatic colloquial speech although the regular simple form can be used. Leech explains that the progressive is by definition more tentative as one of its meaning components, namely limited duration, seen from a different perspective means that the situation is not final but subject to change. The addressee has thus more room for a polite refusal. (Leech, 2004:29-30)

### Special cases of Class H verbs

- The state verbs of having and being are also used in contexts where the verb can be interpreted as having an ‘activity’ meaning, e.g. *He's being a fool*. In this case, the person is acting foolishly and we can also infer that this is not normally the case. *He is a fool* refers to the person's nature in general. Interestingly, an obvious ‘activity’ meaning is not necessarily required. Leech notes that the ‘activity’ meaning can be imposed on virtually any *X is being Y* sentence. Thus, *Today, my uncle is being Napoleon*, as Leech explains, “could be said of an actor or a megalomaniac or – ironically – someone behaving in an imperious manner.” (Leech, 2004:30-31)

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<sup>28</sup> Cf. The non-modal ‘experience’ situations (*CamGEL*: 169-170)

<sup>29</sup> Huddleston and Pullum (*CamGEL*: 170) include examples illustrative of an activity reading: *Don't interrupt me when I'm thinking* or *They're loving every minute of it*. (*love* classifies as Leech's Class G verb) They also provide examples where the progressive suggests limited duration, e.g. *I'm thinking we ought to accept*. In examples such as this one, “the focus is on the present moment, suggesting that the states have not obtained for a long time (e.g. I've just come around to thinking this).”(Ibid.)

- Progressive is also acceptable with Class H verbs accompanied by an expression such as *more and more* and *less*, e.g. *He is resembling his father more and more as the years go by*. As a result of the progressive, *resemble* here refers to the process of becoming like the father, rather than to the state of being like him. The verb thus no longer classifies as a state verb, but it has now a process meaning. (Leech, 2004:31)

Leech considers the above classes to capture the major uses of the progressive. The common feature of all of the aforementioned uses is that they all refer to a single temporary happening. Leech further continues to deal with the less important uses. (Leech, 2004:32ff)

- Firstly, HABITUAL (or iterative) uses are discussed. Leech identifies the following two subcategories:
  - HABIT IN EXISTENCE OVER A LIMITED PERIOD – the concept of temporariness here applies to a series of events as whole, not to the separate events that the series is compiled of, e.g. *I'm taking dancing lessons (this winter)*. An optional adverbial expression may be used to further specify the limited period. (Leech, 2004:32-33)
  - REPETITION OF EVENTS OF LIMITED DURATION – the concept of temporariness is here applied in reverse, i.e. to the individual events that the habit is composed of, c.f. *Whenever I pass the house the dog's barking*. In these cases, a framing effect of the progressive is apparent. A frame is build around the repeatedly happening event. An adverbial modification (cf. the example above) or a contextual entailment of the point of reference is necessary (cf. *Don't call on them at 7:30 – they're normally having dinner where at that time could be added*). (Leech, 2004:33)
- FUTURATE PROGRESSIVE is a term Leech uses for the present progressive when referring to events that are expected to happen in the future, e.g. *Martin is coming over*

*for lunch on Sunday.*<sup>30</sup> Leech also includes here the past progressive which can be used to refer to events expected to happen in the past, e.g. *As we were visiting them the next day, there was no point in sending the parcel by post.* (Leech, 2004:33-34)

- The last of the progressive uses described by Leech is used for the purpose of denoting PERSISTENT or CONTINUOUS activity. Examples such as *He's always giving her expensive gifts* are representative of this sense of the progressive. The concept of temporariness associated with the progressive aspect is lacking here. Rather, the durational aspect is emphasized. The presence of adverbs or adverbial phrases such as *always, continually, constantly* and *for ever* underlines the sense of continuity in the denoted activity. Leech adds a note on the stylistic significance of this use, namely that examples such as the one above entail a degree of colloquial exaggeration, the tone of such sentences “is often one of irritation or amused disparagement.” (Leech, 2004:34)

### **2.1.3. Progressive aspect and the category of time**

#### **2.1.3.1. Past time reference**

First we shall describe the three different progressive uses indicating past time, namely the perfect progressive, past perfect progressive and future in the past as identified by Leech:

- Perfect Progressive (Leech, 2004:48ff) combines features pertaining to both the perfective and the progressive aspect. Leech identifies the components traditionally assigned either to the progressive or to the non-progressive present perfect as follows:
  - Continuation up to the present (perfect) in combination with temporariness (progressive): *Lynn and Josh have been living in that house since their marriage* (cf. *Lynn and Josh have lived in that house since their marriage* referring to a permanent situation) (Leech, 2004:48)

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<sup>30</sup> Huddleston and Pullum also comment on this non-aspectual use (i.e. the meaning of these constructions cannot be explained in terms of progressive aspectuality). They assert that “the progressive is restricted to cases where human agency or intention is involved [...]” (*CamGEL*: 171)

- Possible non-completion (progressive): *Who's been eating my dinner?* (This usually implies 'Some of it is left') vs. *Who's eaten my dinner?* (This usually implies 'It's all gone') (Leech, 2004:50)
- Recent indefinite past and resultative past (perfect): *You've been fighting again. (I can tell that from your black eye.)* (Leech, 2004:50)

Leech adds that the present perfect progressive can also be used with the habitual senses, i.e. it can denote a TEMPORARY HABIT leading UP TO THE PRESENT, e.g. *He's been scoring plenty of goals so far this season* or it can denote REPETITION OF EVENTS OF LIMITED DURATION, e.g. *Whenever I've seen her, she's been wearing that preposterous old hat.* (Leech, 2004:51)

Duškova et al. (2003:238-240) discusses the difference in the verb form in terms of context and the verb telicity. The contextually independent meaning of the progressive perfect denotes actions that are relevant to the present situation and that have been ongoing for some unspecified time, most often in the recent past. The action may be either single or iterative. The difference between the simple and the progressive form is most obvious in telic verbs where the simple form denotes a completed action while the progressive denotes an action in progress, cf. *we have wasted a lot of time* versus *we have been wasting time and energy*. Atelic verbs rarely occur in the simple perfect without further specification. Progressive forms, on the other hand, can occur on their own. In these cases, the progressive perfect usually denotes an action the results of which are apparent in the present, e.g. *he can't drive, he has been drinking*.

The contextually dependent meaning of the progressive perfect occurs with adverbial specifications such as *how long, since, when*. Like the simple perfect, the progressive perfect in these cases expresses an inclusive action, i.e. an action that has started in the past and continues up to the moment of speaking, e.g. *That's been going on for half a century*. With atelic verbs, the present or progressive perfect refers to the same extralinguistic reality, the only difference being the speaker's conception of how current the action is, cf. *she has done / has been doing that for years*. The progressive perfect of telic verbs usually expresses repeated actions, e.g. *I have been getting up very early in the last few weeks*.

- In addition to all the uses Leech described for the Present Perfect Progressive the Past Perfect Progressive can also be used with the DEFINITE PAST-IN-THE-PAST meaning. Leech explains that “it may be a shift further into the past than the meaning of the ordinary Past Progressive,” e.g. *I had been speaking to her at 4 o'clock.* (Leech, 2004:51-52)
- The last use of the progressive uses related to the past time reference is the FUTURE-IN-THE-PAST, i.e. a construction used to describe future situations from a past time perspective. However, Leech asserts that examples such as *The beauty contest was taking / was going to take place on the next day* “are coloured by the notion of ‘intention’ or ‘imminence’, and so do not guarantee that the event foreseen in the past actually did take place.” As such, these are not true correlates of the past perfect future-in-the-past uses. (Leech, 2004:52)

Biber et al. also consider the past progressive with reporting verbs (LGSWE: 1120-1121). They assert that the use of a progressive form in conversation (instead of the unmarked simple form) has a special effect. When a simple form of the reporting verb is used the emphasis is on the act of speaking. The past progressive shifts the emphasis on the reported message, “e.g. the degree of authority it carries for the reporting speaker, and the evidence it provides,” e.g. *but Yvonne was saying on my wages I wouldn't get a mortgage!* (Ibid.: 1120) Biber et al. further note that the contrast between direct and indirect reporting cannot be distinguished in these constructions as can be seen in the example above. When the simple and progressive forms alternate, direct speech is associated with *said* and indirect speech with the progressive forms, e.g. *Cos I was telling her that you bought one she said oh why didn't you tell her she could have had mine.* (Ibid.: 1120-1121) Biber et al. also address the time-reference implication related to both forms. The simple form refers to a specific time and is often used in a sequence of narrative events: *He said may I speak to Ellen, I said just a minute, I said, [...]* The progressive form, on the other hand, refers only “vaguely to a recent time in the past, and also may give a general gist of what was said, rather than a word-by-word account,” e.g. *Because you were telling me about that on the phone the other day.* (Ibid.: 1121)

Quirk et al. also comment on the relationship of time sequence that is normally between two simple past forms in comparison to the relationship of time inclusion that is between a simple past and past progressive forms, cf. *When we arrived, Jane made some fresh coffee* vs. *When we arrived, Jane was making some fresh coffee*. (CGEL: 209) Dušková et al. add that the progressive form in these cases is obligatory with telic verbs since the simple form denotes a completed, i.e. preceding, action, cf. *we started on the journey when it got light*. She further adds that the progressive past with verbs of movement can denote a relationship of time sequence, just as the simple past of the *be going to* construction, cf. *Just before she died she told me she was leaving everything to me* versus *If only I knew what was going to happen*. (Dušková et al., 2003: 238)

Dušková et al. (2003: 237-238) further assert that the past progressive denotes temporary actions that were in progress at a definite moment in the past or in a long lasting past time. Telic verbs in the simple past, if not influenced by context, denote a completed action, the progressive past denotes an action that has not been completed, cf. *the weather changed* versus *the weather was changing*. Momentary verbs in the progressive past refer to a repeated action, cf. *the door banged* versus *the door was banging*. Iterativity can however be expressed also by a simple form, cf. *the door banged several times*. Atelic verbs in both the simple and the progressive past denote the same extralinguistic reality. This is owing to the fact that progressiveness is already an inherent semantic feature of atelic verbs. The difference is only in the conception of the topicality of the situation, e.g. *he watched / was watching the ducks on the pond*.

#### **2.1.3.2. Present and Future time reference**

Dušková et al. also discuss the present progressive construction in terms of present time reference. The present progressive denotes a single action of limited duration which is currently ongoing at an immediate or extended present (related to the time of utterance), e.g. *Are you trying to make me angry; She is expecting a baby*. (Dušková et al., 2003:233) Atelic verbs referring to an extended present combine with both forms, e.g. *he lives / is living in a flatlet*.

The simple form presents the action as having a more general validity while the progressive presents the action as temporary and allows for a change. In an appropriate context, the contrastive effect can be observed, e.g. *she teaches French, but at present she is also teaching English (she is substituting for the English teacher who is ill)*. The present progressive can also denote a repetitive action ongoing in the extended present, e.g. *he is sleeping in the morning this week because he has been put on the night shift*. (Ibid., 236)

Leech further comments on the Futurate Present Progressive, e.g. *She's getting married this spring*. This construction refers to a foreseen event that Leech defines as “future event anticipated by virtue of a present plan, programme or arrangement.” It is thus distinguished from *be going to* + infinitive construction which refers to events resulting from a present intention or cause. Leech also comments on the similarity of the two constructions in terms of the imminence of the anticipated event that is often associated with both uses, c.f. *When I grow up, I'm joining the police force*. In this example, a more remote future is planned for. It should also be noted that since the semantic interpretation is based on ‘planning’ or ‘arranging’, the underlying condition for such interpretation involves a human agent and thus, as Leech asserts, this use is restricted to verbs of ‘doing’, c.f. *John's getting up at 5 o'clock tomorrow* vs. *\*The sun is rising at 5 o'clock tomorrow*. (Leech, 2004:61-63) According to Quirk et al. “human endeavor” is a necessary condition for this use. Thus, in *He's dying next week* is only feasible if the proposition refers to a planned death, e.g. an execution. (CGEL: 215)

Leech further distinguishes the following uses of *will* (also *'ll* and *shall*) + progressive infinitive construction:

- Sentences such as *This time next week they will be sailing across the North Sea* refer to temporary situations in the future. We can also observe that a temporal frame is formed around a point of time in the future. Such sentences are analogous to the past progressive construction, cf. *This time last week they were sailing across the North Sea*. However, temporal framing is not always in effect in other examples, cf. *The whole factory will be working overtime next month*. In these sentences, the in-progress meaning is applied to a future activity. (Leech, 2004:66-67)

- FUTURE-AS-A-MATTER-OF-COURSE<sup>31</sup> is a term Leech uses for a special use that perceives a single event as a whole which means there is no framing effect or incompleteness. What the term suggests is that the fulfilment of the proposition is independent of volition or intention, e.g. *Next week we'll be studying Byron's narrative poems.* (Leech, 2004:67-68)

Huddleston and Pullum also discuss the combination of *will* with a progressive infinitive construction. Sentences such as *When we get there, they'll probably still be having lunch* clearly express aspectual meaning, i.e. that the lunch will still be in progress at the time of our arrival. *CamGEL* also describes a special meaning of this construction best illustrated by comparing the non-progressive and progressive counterparts, e.g. *Will he help us?* versus *Will he be helping us?* The former example can be interpreted as a request and indicates a query such as “Is he willing?” The decision has not yet been made. The latter example tries to avoid the interpretation of a request. The progressive indicates that a decision has already been made and could be rephrased as “Has it been decided that he will?” (*CamGEL*: 171-172, cf. also Dušková et al., 2003:241).

#### 2.1.4. Progressive aspect and modality

Leech (2004:99-100) also discusses the effects of the progressive when it appears in combination with modal verbs. He asserts that the progressive (and perfective) aspect is usually not compatible with the modal meanings of ‘ability’, ‘permission’ and ‘obligation’ and the volitional meanings of *will* and *shall*. He provides the following examples of all the compatible modal meanings:

*May* (= ‘possibility’) *She may be bluffing.*

*Can* (= ‘possibility’) *They can't be telling truth.*

*Must* (= ‘necessity’) *I must be dreaming.*

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<sup>31</sup> Leech offers an explanation for the increasingly common use of the *will* + progressive in everyday speech: “it is often a more polite and tactful alternative to the non-progressive form.” (Leech, 2004:68) Quirk et al. also maintain that this construction is more tactful than the non-progressive *will* or *shall* option. (*CGEL*: 216)

*Have to* (= 'necessity') *To speak excellent English, you don't have to be living in an English-speaking country.*

*Will* (= 'prediction', 'predictability') *Don't phone him yet – he will be eating his breakfast.*

Although 'obligation' would normally exclude the progressive construction, Quirk et al. (CGEL: 235) provide an example involving a marginal modal auxiliary that allows for the progressive with this meaning:

*Ought to* (= 'obligation') *I ought to be working now. ['. . . but I'm not']*

Temporariness - one of the meaning components of the progressive - is present in all of the examples above. However, there are also examples that express the 'future-as-a-matter-of-course' meaning, e.g. *I'd better be going soon*. These sentences are somewhat more polite than their simple verb counterparts in that they suggest that the speaker is not in control of whether he will stay or go, cf. *I'd better go soon*. (Leech, 2004:100)

According to LGSWE, the progressive aspect in combination with modals is rare. However, the obligation/necessity modals (especially the semi-modal *be supposed to*) do occur with the progressive in conversation. In sentences such as *She's supposed to be coming in*, the modal + progressive is used to express "a personal obligation or likely occurrence that is actually in progress or predicted to occur in the future." (LGSWE, 500)

### **2.1.5. Progressive aspect and the subject**

According to Biber et al., one of the characteristic features of the verbs commonly appearing with the progressive is that the "verbs typically take a human subject as agent, actively controlling the action (or state) expressed by the verb." (LGSWE: 473)

Duškova (1999: 44-58) discusses the role of the subject in connection to the progressive aspect in her article *On the Nature of the Subject of Continuous Forms in Present-day English*. She looks into the distribution of animate and inanimate subjects and the verb-form with which they occur. Her findings show that regardless of the verb-form the majority of the subjects are animate and suggest that the animate subject is an important part of the meaning of the

progressive forms. In order to determine the relationship between the animate subject and the continuous form Dušková looks at how the individual verbs are used.

Verbs used to refer to an activity or event that is in progress at the time of speaking require the progressive form if the following applies:

- Animate subject is combined with a verb denoting observable activity  
*"You're supposed to be in bed." – "We're painting!"*
- Inanimate subject with verbs of happening and weather phenomena  
*What's happening; it's raining*
- Verbs conveying the notion of development allowing both subjects  
*You're getting red in the face; it's getting dark*
- Some verbs denoting observable activity or performance allowing both subjects  
*We're moving fast; the cars in front of us are moving*

Dušková adds that "apart from these, verbs that take both kinds of subject in general do not reach the same degree of obligatoriness in the use of the continuous form if the subject is inanimate as in the case of an animate subject." (Ibid., 52)

The next group of verbs under consideration consists of verbs denoting a physical or mental state. In this case, inanimate subjects are likely to occur with simple forms, cf. *this light tries my eyes* versus *you are trying my patience*. However, there are also cases such as *what's worrying you* as well as *this situation worries me*, which, as Dušková points out, "indicate that continuous forms are expanding even into this sphere." (Ibid., 53)

Next, Dušková comments on verbs denoting current observable events. The progressive is obligatory with an animate subject, e.g. *don't disturb him, he's working*. With inanimate subject, both verb forms are acceptable, e.g. *look, it works / it is working*. (Ibid., 53)

With other verbs, the situation is reversed. The animate subject admits both verb forms, e.g. *you look / are looking very well today*, while the inanimate subject only occurs with a simple form, e.g. *it looks like a fine day*. The last category of verbs Dušková discusses contains verbs

that do not occur in the progressive with inanimate subjects at all, e.g. *What are you suggesting?, I have been meaning to tell you.* (Ibid., 53) (cf. Biber et al. above)

## 2.2. Other approaches to the progressive aspect

### 2.2.1. Römer: *Progressives, Patterns, Pedagogy*

Römer's corpus-driven study of progressives analyses and compares over 10 000 progressive forms from two corpora of spoken British native-speaker English (*British National Corpus, The Bank of English*) with data compiled from a small corpus of EFL textbook texts.<sup>32</sup> Römer's analysis of the use of the progressive in the spoken language is based on the evaluation of two groups of features, namely context and function features:

#### 1. Context features (Römer, 2005: 60-80)

- Tense forms (the present progressive appears most frequently, followed by the past progressive; contracted forms are more common than the non-contracted ones)
- Subject (subject position is most frequently occupied by personal pronouns, followed by noun phrases introduced by *the, people* and names of people)
- Object (the distribution of various objects shows considerable variation, the most frequent objects being *the + noun [group], a/an + noun [group], it, them, you, and me*)
- Prepositions (one third of all the progressive tokens are directly followed by a preposition; the most frequent prepositions are *up, about, with, out, for, in, to* and *on*)
- Context polarity (92 per cent of the instances appear in affirmative contexts)
- Adverbials (progressives are frequently<sup>33</sup> modified by adverbials of time, e.g. *just, now, when, at* followed by a prepositional complement, and *still*)
- Question ± (approximately 10 per cent of the instances are questions or contain a question)

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<sup>32</sup> The results of the study show discrepancies between the actual language use and what is indicated in the grammatical descriptions with regard to the distribution of the progressive forms and functions, their co-selection and lexical-grammatical patterns. For the purposes of our study we shall not concern ourselves with the pedagogical aspects of this study.

<sup>33</sup> Approximately one fourth of the instances from the *British National Corpus* and almost one third of the instances from *The Bank of English* (Römer, 2005:80)

- Clause types (the shares of *if*-clauses and relative clauses lie between 4.4 and 6.9 per cent)

The next part of the analysis is devoted to identifying the functions of the progressives. Based solely on the corpus data Römer arrives at an interesting conclusion that the central functions of the progressive are continuousness and repeatedness.<sup>34</sup>

## 2. Function features (Römer, 2005: 80-111)

Central functions<sup>35</sup>:

- Continuous + non-repeated actions and events
- Continuous + repeated actions and events

Additional functions (listed according to frequency of occurrence):

- General validity, politeness/softening, emphasis/attitude, shock/disbelief, gradual change/development, habituality, framing

The diverse distribution patterns of “general validity” and “framing” function led Römer to conclude that these are the common functions of the progressive, while the remaining additional functions “are strongly lexically determined and form certain typical patterns with restricted sets of progressive forms.” (Römer, 2005:111)

The continuity between lexis and grammar is tested and confirmed in the next part of the analysis. Römer (2005:111-170) examined the connections between progressive constructions and individual verb forms and identified a number of typical co-occurrence patterns of particular verbs and their contexts and functions. The analyzed data consisted of 9 468 progressive tokens of 99 verb types.<sup>36</sup> Verb types with high token numbers include *wondering*, *happening*, *hoping*, *expecting*, *suggesting*, and *going*. These progressive-favouring verbs were then semantically classified as mental activity verbs (e.g. *wonder*, *hope*, *expect*) and

<sup>34</sup> Traditionally, repeatedness is not considered to be the main function of the progressive.

<sup>35</sup> The two combinations were described as central functions since the great majority of progressive forms express these functions. The non-continuous ( $\pm$  repeated) functions are strongly lexically determined and as such cannot be attributed to the progressive construction in general but merely to the progressive form of individual verbs. (Römer, 2005:92)

<sup>36</sup> 100 high-frequency verbs in spoken English were selected for the analysis of the progressives; *matter* was excluded from the analysis as there were no progressive forms in the concordances of *matter*. (Römer, 2005:114)

communication verbs (*talk, tell, say, ask*). Verb types with the least number of tokens include *knowing, supposing, and seeming* (one, one, and two instances respectively). The distribution also shows that the progressive forms of the stative verbs *listen, look, stay, and cost* have high enough token representations to be considered common progressive types whereas dynamic verbs, such as *follow* or *sort*, hardly ever occur in the progressive (41 and 33 tokens respectively). Römer then analysed the distribution of the particular verbs and the individual context features. She discovered that there are clear preferences of the individual verbs for a particular representative of each category. For example, verb forms like *bothering, paying, or suggesting* frequently occurred in a negative construction, while other forms, such as *meeting, walking, or winning* occur only in affirmative contexts. The analysis of the function features also confirmed the existence of typical co-occurrence patterns of particular verbs and functions. Functions such “gradual change and validity” proved to be lexically determined and only applicable to a small group of progressive types. Römer thus demonstrated that the progressive cannot be treated as merely a grammatical construction independent of lexis.

### **2.2.2. Kranich: *Functional Layering and the English Progressive***

In her article Kranich (2013:1-32) attempts to explain the synchronic meanings of the English progressive based on the concept of functional layering. She further explains that the article deals with “the coexistence of earlier, less grammaticalized meanings and later, more grammaticalized meanings, as well as with different layers of subjective meanings.” (Kranich, 2013:3) The diachronic approach provides justification for the various unsystematic uses of the construction in present-day English. Kranich (2013:12ff) identifies the following meanings of the progressive construction (PC):

#### 1. Aspectual (default) meanings:

- Progressive aspect - including temporary habits and accomplishment situation types of long duration

- General imperfective aspect - “instances in which the situation referred to holds or is maintained at topic time<sup>37</sup>, but is not properly dynamic”<sup>38</sup> (Kranich, 2013:13)
- Derived aspectual meanings - “[instances] where even though the aspectual meaning of ‘ongoingness’ at topic time cannot be fully applied, some meaning derived from it can be” (Ibid.)
  - simple PC with the “near future” meaning
  - *will* or *shall* PC with the “future as a matter of course” meaning
  - perfective PC with the following possible effects: expressing the absence of result, focusing on the activity as such, focusing on concomitant effects, or focusing on duration.<sup>39</sup>

2. Subjective meanings (if no aspectual reading is possible):

- Subjective progressive with *always*-type adverbial – typically expressing negative speaker-attitude (evaluation)
- Subjective progressive without *always*-type adverbial – the speaker’s subjective interpretation of the entire previous turn
- Politeness or emphasis

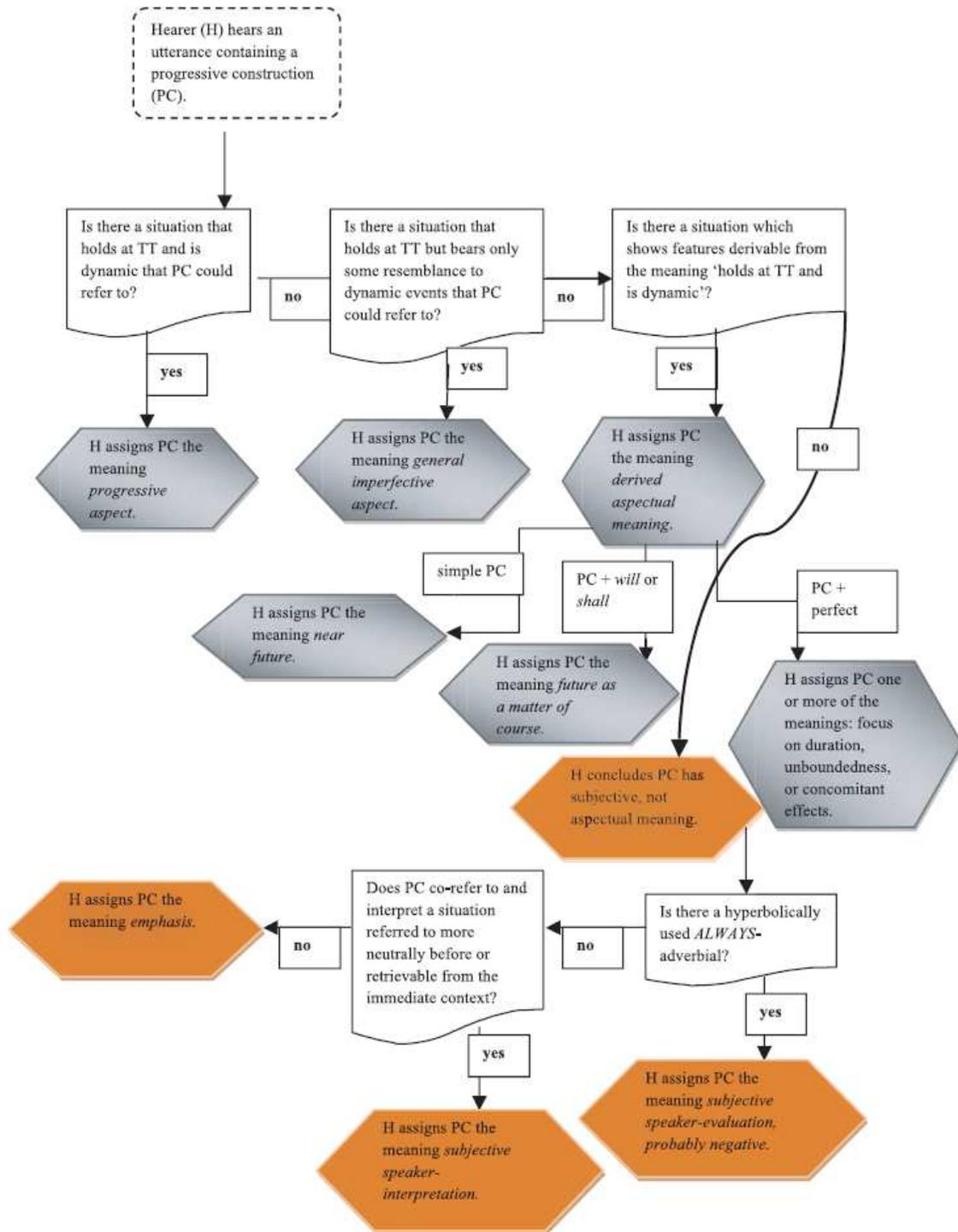
In addition to identifying the various functions of the progressive construction Kranich takes on a pragmatic approach in order to clarify the decoding process that the hearer has to undergo before arriving at the particular intended meaning of the construction. The hearer first needs to consider the default aspectual meanings and only if these are not applicable the subjective meaning interpretation is evaluated. Kranich (2013:19) presents the following model depicting the decision process of the hearer:

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<sup>37</sup> Kranich uses the terminology based on Klein (Klein, Wolfgang. 1994. *Time in language*. London: Routledge). Topic time is defined as “the time for which the particular utterance makes an assertion.” (Klein, 1994:37)

<sup>38</sup> Kranich (2013:13) asserts that this meaning is typically expressed by “stance verbs” as defined by Quirk et al. in *CGEL*.

<sup>39</sup> It should be noted, as Kranich remarks (2013:15), that “these meanings should be understood as being pragmatically rather than semantically determined.”



### 2.3. Progressive aspect in university language registers

Based on the assumption that “even core grammatical phenomena like the progressive are highly genre-dependent [...], and that meaning and function associations permeate all layers of language” (Wulff and Römer, 2009:131), the present thesis will explore the progressive aspect in two registers of university language: academic lectures and advanced students’ essays.

#### Lectures

can be considered as a register at the interface of an oral/literate continuum. While lectures are highly informational in purpose, as is academic prose, they are delivered under on-line production duress. These two situational features create a ‘hybrid’ register that could be positioned on a continuum between academic prose, having high informational load, and face-to-face conversation, exhibiting features of spoken discourse. (Csomay, 2002:204)

Advanced students’ papers, on the other hand, represent the highly ‘literate’ and informational end of the continuum. These contextual factors have an impact on the “language choices, meanings and patterns in texts” (Hyland, 2009:20). The approach to the linguistic study of university registers is therefore “integrative”, involving “textual”, “contextual” and “critical” approaches. (Ibid.: 20-45)

Biber’s (2006) research attempts to provide a comprehensive linguistic description of a wide range of university spoken and written registers that the students might encounter in the university (lectures, textbooks, lab sessions, office hours, study groups, etc.). The researched material covers the major academic disciplines (humanities, natural and social sciences) and academic levels (lower division, upper division, graduate).

Biber’s findings (2006:63) with regard to the grammatical variation of aspect across the university registers can be summarized as follows: simple aspect (with 90 per cent of all verb phrases in all spoken registers and 95 per cent of all verb phrases in all written registers) is the unmarked choice in both spoken and written registers. In cases where the marked choice

occurs, progressive constructions appear more often than the perfective constructions, especially in the spoken registers.

Biber further illustrates the mixing of simple and progressive aspects typical of the classroom teaching register: *So when I approached this I wanted to develop a curriculum piece that would also be hands on and they would be solving a problem and working together to do it.* As Biber explains, “[the] simple aspect verb phrases are used to narrate the researcher’s intentions and a stative description of the situation, while progressive aspect verb phrases are used to describe the actions of participants that continue over an extended period of time.” (Ibid.)

Within the spoken university registers, Biber’s research (Ibid.) found that the progressive constructions are most common in lab sessions (almost eight per cent of all verb phrases). This is because “lab sessions rely on task-focused language, where participants are actually performing actions and observing events at the same time that they are talking about those actions and events.” (Biber, 2006:63-64)

### 3. Material and method

This study employs corpus linguistics tools and methods in obtaining and primary classification of the material. Our data was excerpted from two academic English corpora, namely British Academic Spoken English (BASE) and British Academic Written English (BAWE). The material was analysed using The Sketch Engine<sup>40</sup>, a corpus query system. The search was limited to the academic division of Arts and Humanities in both corpora and in the case of BAWE level 4 (the most advanced) texts were selected.

The initial query "VB.\*" ("R.\*|"XX")\* "V.\*G" provided two sub-corpora of *-ing* constructions, namely 309 concordance lines from BAWE and 1,649 concordance lines from BASE. To retrieve 100 instances of finite progressive verb forms from each corpus the search was filtered according to the frequency of *-ing* constructions per document. Starting from the most frequently populated documents, a maximum of 25 concordances was selected manually from each text. The final dataset was selected from the following documents (cf. Section 6. for additional information):

#### BAWE

<u>doc.id</u>	<u>Freq</u>	
<a href="#">p/n</a> BAWE-7.txt	136	
<a href="#">p/n</a> BAWE-6.txt	41	
<a href="#">p/n</a> BAWE-4.txt	34	
<a href="#">p/n</a> BAWE-9.txt	21	
<a href="#">p/n</a> BAWE-8.txt	18	

#### BASE

<u>doc.id</u>	<u>Freq</u>	
<a href="#">p/n</a> ahlct021	87	
<a href="#">p/n</a> ahlct012	85	
<a href="#">p/n</a> ahlct009	80	
<a href="#">p/n</a> ahlct029	61	

<sup>40</sup> The corpora were accessed through The Sketch Engine, a product of Lexical Computing Ltd., <https://thesketchengine.co.uk/open/>

To select data representing the use of the progressive, manual data filtering had to be performed to exclude instances in which the *-ing* form was not part of a progressive construction but functioned as:

a) a noun (as in *The two most important cues for initial fricatives and affricates are **voicing** during frication [...], BAWE-8.txt)*

b) a gerund (as in *is history a science for example is it is it **producing** forms of knowledge which are in some ways cognate to those of the social, ahlct021)*

c) an adjective (as in *When observed by an outsider, the affect is often **displeasing** and results in descriptions such as [...], BAWE-9.txt).*<sup>4142</sup>

In BASE, two concordance lines contained coordinated verb phrases, namely *how you yourselves use language in an academic context now we're **reading** literature **and looking at** language, ahlct012, and Lucien Febvre says i it 's everything we've **been looking for and waiting for**, ahlct029.* The results from the initial query only provided us with the first verb of the coordinated verb phrase. However, we decided to treat these coordinated verb phrases as two separate *-ing* constructions and include them in our analysis.

The 200 sentences were annotated manually for formal, functional and textual features described in detail in Section 4. A complete list of the concordance lines used for the analysis is attached at the end of the work (Appendix No. 1).

The analysis of the textual features is based on the lecture functions derived from a BASE sample by Deroy and Taverniers (2011: 1-22):

- Informing (conveying subject information to students)
- Elaborating (providing additional details on a subject in order to clarify the meaning and aid the students' understanding of the provided information)
- Evaluating (the lecturer's personal evaluation of or attitude towards what is being said)

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<sup>41</sup> Nouns, gerunds, and adjectives found in BAWE were excluded from the analysis. Only gerunds were found in BASE.

<sup>42</sup> The construction *be going to* shows a degree of grammaticalization and as such would not be suitable for our lexico-grammatical analysis. However, no such instances were identified during the manual data filtering.

- Organizing discourse (exploiting organizational cues in order to present information in a comprehensive manner)
- Interacting (using language establishing interaction between the lecturer and the audience)
- Managing the class (managing organizational matters, delivery and the audience)

## 4. Analysis

The analytical part of this study is performed on three levels, namely formal, functional and textual level. The formal analysis is concerned with the distribution of tense forms, subject types, adverbial modification, negation, and clause types in which the progressive appears. The functional analysis determines which functions the formal features serve, focusing on subject semantic roles and semantic classification of the verbs. In this section, the data is evaluated according to Römer's (2005) classification of progressive construction function features, i.e. central features (repeatedness, continuousness) and additional function features (general validity, politeness/softening, emphasis/disbelief, etc.) are assessed. On the textual level, discourse functions of the progressive construction are evaluated. The two sub-corpora, BAWE and BASE, are treated separately. The results will be compared in Section 5., Conclusion.

### 4.1. BAWE

#### 4.1.1. Formal level

##### 4.1.1.1. Tense forms and voice

The excerpted material was first evaluated in terms of the different types of progressive forms. Our analysis shows that the most frequent form in BAWE is the present progressive which constitutes 51 per cent of all the concordances. Past progressives constitute 36 per cent of the data. In both cases the 3<sup>rd</sup> person singular construction is the most frequent with 32 instances of the present progressive construction (Ex. 1) and 21 instances<sup>43</sup> of the past progressive construction (Ex. 2). 3<sup>rd</sup> person plural is the second most frequent construction with 15 instances<sup>44</sup> in the present (Ex. 3) and 12 instances<sup>45</sup> in the past (Ex. 4) progressive. The corpus also includes low shares of the infinitive<sup>45</sup> (8%) represented by *be V-ing* and the present perfect (five per cent) represented by *been V-ing*. The results are summarized in Figure 1 below. The

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<sup>43</sup> The remaining three instances are 1<sup>st</sup> person singular constructions.

<sup>44</sup> The remaining two instances are 1<sup>st</sup> person plural constructions.

<sup>45</sup> Both full and bare infinitives are considered here. The former only occurs once in a catenative construction after *seem*, the latter is represented by infinitives following a modal verb (*should, would, may*) or a future *will*. Thus, future "tense" is not considered as a separate formal category in this thesis. Cf. Leech (2004) or Quirk et al. (1985) who speak only about ways of expressing the future, not about a future tense per se. Unlike the present and the past forms the English language does not have any future (non-analytical) verb form.

majority of the concordances are used in the active voice. However, 13 per cent of the instances occur in a passive construction (in the present, the past, and the present perfect), as in Ex. 2.

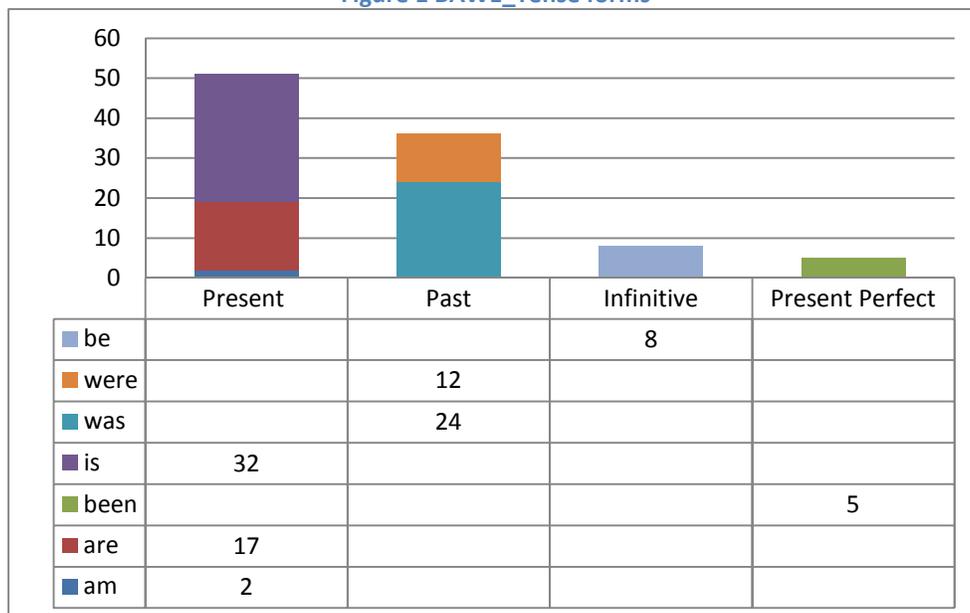
(1) *On the other hand, he may use the magical elements in his novel to accentuate a certain theme he **is** exploring.* (BAWE-4.txt)

(2) [...] *which [...] also confirms that the copper from Cyprus **was being** exported to Egypt.* (BAWE-9.txt)

(3) *In both genres, texts **are** becoming more 'promotional' [...].* (BAWE-8.txt)

(4) *As I was climbing the ladder, the palpitations of my heart **were** getting stronger and stronger.* (BAWE-6.txt)

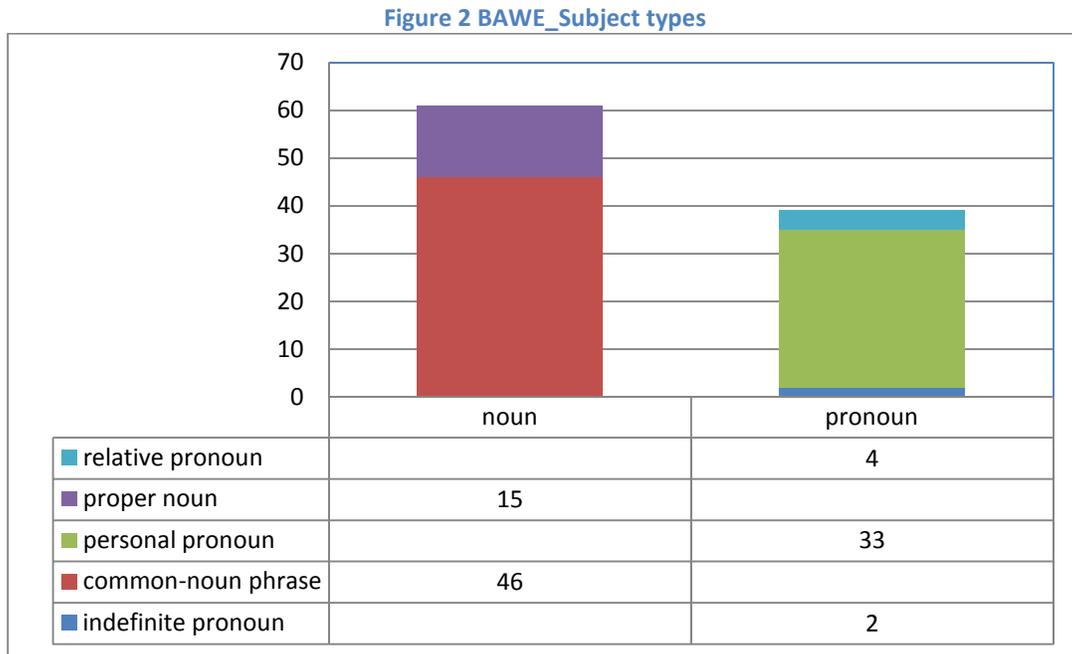
Figure 1 BAWE\_Tense forms



#### 4.1.1.2. Subject types

In this section we examined the types of subjects that are most likely to combine with progressives. The subject position in our material is either occupied by nouns or pronouns. The noun category is further subdivided into common-noun phrases (NP) and proper nouns. The pronouns include relative, personal, and indefinite pronouns. Our analysis shows that nouns are

more common than pronouns (61% and 39% respectively). The results are summarized in Figure 2 below.



The nouns include 15 instances of proper nouns which were mostly personal names (12 instances) (Ex. 5). The three remaining instances comprise a geographical name (*Vienna 1914*, BAWE-4.txt), persons or bodies with a unique public function (*the US*, BAWE-8.txt) and a common noun derived from a proper noun, which was also one of the three instances of coordinated subjects, was also included here (*the Mycenaeans and Minoans*, BAWE-9.txt).<sup>46</sup> With the exception of *Vienna 1914*, the proper nouns refer to animate subjects. The noun phrases are more likely to refer to inanimate subjects (Ex. 6) than to animate subjects (Ex. 7). Considering the whole group of subjects represented by nouns, animate subjects are more frequent (33 instances) yet the distribution of inanimate subjects is also notable (28 instances). The results are summarized in Table 1 below.

(5) *Husserl is not making metaphysical claims, [...]*. (BAWE-4.txt)

(6) *Ongoing research in the Severn Estuary has been investigating the interaction of Mesolithic people with their environment.* (BAWE-9.txt)

<sup>46</sup> LGSWE classification was used, cf. LGSWE: 245-246.

(7) *Two narrators are competing.* (BAWE-6.txt)

Table 1 BAWE\_Animacy (Nouns)

Animacy	Common NP	Proper noun	Total
animate	19	14	33
inanimate	27	1	28
<b>Total</b>	<b>46</b>	<b>15</b>	<b>61</b>

The distribution of pronouns is summarized in Table 2 below. With 33 out of 39 occurrences, personal pronouns are the most frequent. Relative and indefinite pronouns are represented only marginally. Pronouns as subjects typically refer to animate subjects endophorically, i.e. the referenced subject is recoverable from within the text itself (21 instances). Pronouns also refer to animate subjects exophorically (13 instances).<sup>47</sup> Inanimate subjects occur only marginally (five instances).

Table 2 BAWE\_Pronouns as subjects

Animacy	Reference	Pronoun forms	Personal pronouns	Relative pronouns	Indefinite pronouns	Total
animate	endophoric	<i>he, she, they, who</i>	20	1		21
	exophoric	<i>I, we, no one, many</i>	11		2	13
inanimate	endophoric	<i>they, what, that, which</i>	2	3		5
<b>Total</b>			<b>33</b>	<b>4</b>	<b>2</b>	<b>39</b>

When we compare the subjects as a whole, we can see that inanimate subjects constitute a smaller portion of the data in general. However, while the proportion of animate subjects is considerably higher in pronouns with only a marginal representation of inanimate subjects, the distribution of both is substantial in the noun group, cf. Table 3 below.

Table 3 BAWE\_Subject animacy

Animacy	nouns	pronouns	Total
animate	33	34	67
inanimate	28	5	33
<b>Total</b>	<b>61</b>	<b>39</b>	<b>100</b>

<sup>47</sup> Generic reference was subsumed under exophora.

### 4.1.1.3. Negation

In this section we evaluated the distributional preferences of progressive constructions related to the polarity of the clause. The results summarized in Table 4 below show that progressives clearly prefer affirmative contexts (Ex. 8). Positive polarity is expressed 94 per cent of the time. Negative polarity is only represented by six instances (Ex. 9).

(8) *When a teacher seeks corroboration or clarification or engages in a questioning process, they **are** ensuring an ongoing commitment to critical development.* (BAWE-7.txt)

(9) *As I was looking behind them to make sure they **were not** hiding something, I realized that they had actually been cut to make jackets and breeches.* (BAWE-6.txt)

Table 4 BAWE\_Polarity

Polarity	Total
positive	94
negative	6
<b>Total</b>	<b>100</b>

### 4.1.1.4. Clause types

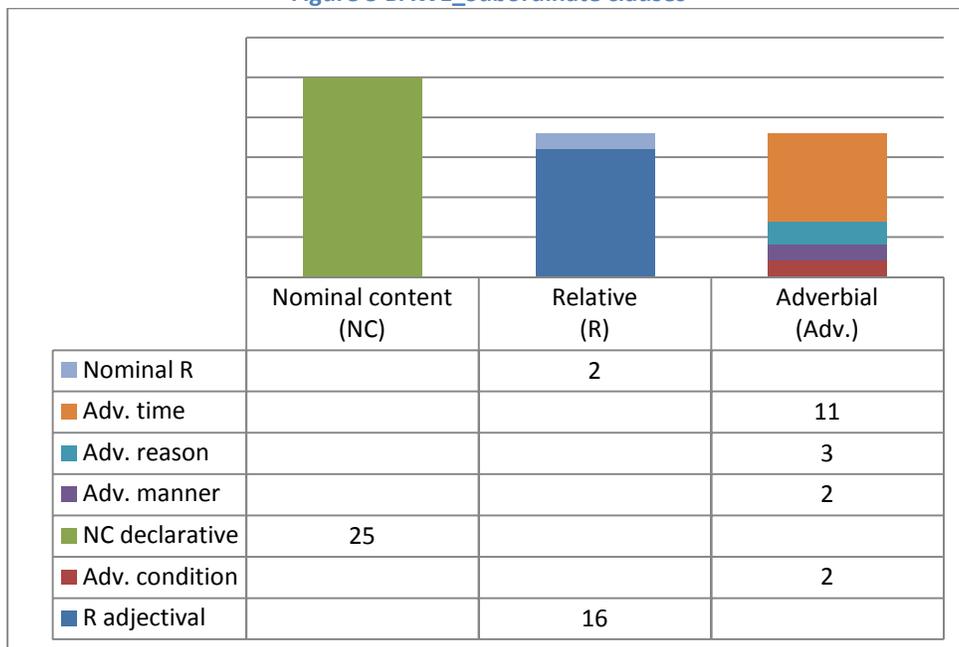
The formal analysis concludes with the evaluation of clause types that the progressive constructions are likely to be found in. 39 per cent of the *-ing* constructions are part of the main clause (Ex. 10), 61 per cent appear within a subordinate clause (cf. Table 5 below). The subordinate clauses include a) nominal content clauses (25%) which are always declarative (Ex. 11), b) relative clauses (18%), 16 of which are adjectival (Ex. 12) and two are nominal (Ex. 13), and c) adverbial clauses (18%) of time (11 instances, Ex. 14), reason (3 instances, Ex. 15), manner (2 instances, Ex. 16), or condition (2 instances, Ex. 17). The distribution of the various subtypes of subordinate clauses is summarized in Figure 3 below.

Table 5 BAWE\_Clause types

Clause type		Total
Main		39
Dependent	Relative	18
	Adverbial	18
	Nominal content	25
<b>Total</b>		<b>100</b>

- (10) *One remarkable new on-line publication **is leading** the way in this field.* (BAWE-7.txt)
- (11) *It is not sufficient therefore, to claim the economy of post-war America **was thriving** and this resulted in the affluent society.* (BAWE-4.txt)
- (12) *On the other hand, Hillis Miller is more concerned by the novelist's personal state of mind at the time he **was writing**.* (BAWE-6.txt)
- (13) *[...], significant question marks remain about what, [...], Musil **is recommending**.* (BAWE-4.txt)
- (14) *As I **was pondering** on all the mystery surrounding this place, I suddenly heard a noise.* (BAWE-6.txt)
- (15) *This figure is set to increase dramatically as Universities and the government **are making** every effort to attract more international students into the country.* (BAWE-7.txt)
- (16) *It is as if 'we' **are witnessing** consciousness being subjected to the interrogating skeptic [...].* (BAWE-4.txt)
- (17) *If these boats **were travelling** from Turkey to the Southern Levant, for example, sailing via Crete would appear somewhat of a diversion.* (BAWE-9.txt)

Figure 3 BAWE\_Subordinate clauses



#### 4.1.2. Functional level

##### 4.1.2.1. Adverbial modification

14 per cent of the progressive constructions in the BAWE data set are modified by an adverbial (Exx. 18 and 19). These are mostly adverbials of time (*just, still, no longer, already, now*) but also focusing adverbials (*not only*), adverbials of measure (*rather*), manner (*steadily*) and a conjunct (*also*). *Clearly* and *probably* occur as sentence adverbials. Cf. Table 6 below.

(18) *All this while, as I say, I was **still** running, and, [...].* (BAWE-6.txt)

(19) *The people using the site are **clearly** exploiting the local resources, [...].* (BAWE-9.txt)

Table 6 BAWE\_Adverbials

Adverbials		Total
time	just, still, no longer, already, now	7
other	not only, clearly, rather, probably, steadily, also	7
<b>Total</b>		<b>14</b>

##### 4.1.2.2. Subject semantic roles and animacy

As shown in Chapter 4.1.1.2 above, 67 per cent of the examples have an animate subject. In 33 per cent of the cases the subject is inanimate. The semantic roles represented in our material are as follows: agent (58%, Ex.20), affected (28%, Ex.21), recipient (5%, Ex.22), instrument (3%, Ex.23), positioner (3%, Ex. 24), locative (2%, Ex. 25), and eventive (1%, Ex. 26). The most frequent semantic role (agent) is represented predominantly by animate subjects. The second substantially frequent semantic role (affected) is mostly represented by inanimate subject (23 instances) but sometimes animate subjects may occur in this role (five instances). The complete results are summarized in Table 7 below.

(20) ***Their first-person narrators** are telling events several years after they happened.* (BAWE-6.txt)

(21) [...], and ***the erosion of the site*** was happening at a rapid rate. (BAWE-9.txt)

(22) [...], the literature would also provide insight into the experience that ***the students themselves*** are having as participants in an EAP 'community'. (BAWE-9.txt)

(23) *This novel gave me a clearer idea of the kind of rewriting **my project** was aiming at.* (BAWE-6.txt)

(24) [...], *when **he** was lying on his back paralyzed for the rest of his life.* (BAWE-4.txt)

(25) ***Vienna 1913** was brimming with the accomplishments of advancing science and technology.* (BAWE-4.txt)

(26) *To sum up, **the teaching of pronunciation in EAP classes** should, in my view, be focusing mainly but not exclusively on the teaching of supra-segmental features.* (BAWE-4.txt)

Table 7 BAWE\_Subject semantic roles

Subject semantic roles and animacy	animate	inanimate	Total
agent	54	4	58
affected	5	23	28
recipient	5		5
instrument		3	3
positioner	3		3
locative		2	2
eventive		1	1
<b>Total</b>	<b>67</b>	<b>33</b>	<b>100</b>

#### 4.1.2.3. Verb typology

The BAWE sub-corpus comprises 82 different verb types, most of which only occurred once (69 verb types), five verb types (*asking, looking at, making, walking, writing*) occurred three times and eight verb types (*becoming, claiming, exploring, focusing on, happening, hiding, lying, travelling*) occurred twice. A complete list of the verb types is attached at the end of the work (Appendix No.2). The verb types were further analysed in terms of the various semantic verb classes they represent.<sup>48</sup> The verbs in our sample are predominantly dynamic (85%) although stative verbs are also represented (11%). The in-between category of STANCE VERBS represents four per cent of the instances (Ex. 27). 70 per cent of all the verbs in our concordances belong to the class of ACTIVITY VERBS<sup>49</sup> (Ex. 28), 11 per cent represent the PROCESS VERBS (Ex. 29), and four per cent belong to the TRANSITIONAL EVENT VERBS (Ex. 30). The stative verbs include

<sup>48</sup> The classification follows Leech (2004:23ff) with the exception of STANCE VERBS which are described in *CGEL* (205-206).

<sup>49</sup> Verbs of cognitive activity, e.g. *ponder* (BAWE) or *think about* (BASE), are included in the ACTIVITY VERBS class.

VERBS OF HAVING AND BEING (5%, Ex. 31), VERBS OF ATTITUDE (3%, Ex. 32), VERBS OF INERT COGNITION (2%, Ex. 33), and VERBS OF INERT PERCEPTION (1%, Ex. 34). Table 8 summarizes these distributional trends. For a detailed list of all the verbs and their semantic classification see Appendix No.3.

(27) *On the floor **were lying** quantities of very old objects, such as nails, [...].* (BAWE-6.txt)

(28) *The perpetual change in Nietzsche's mode of presentation brings our attention vividly to his presence as the author behind what we **are reading**.* (BAWE-4.txt)

(29) *As genres **are evolving** with social and cultural change, discourse analysis will increasingly have to deal with texts that borrow many features from other genres.* (BAWE-8.txt)

(30) *When Miranda **is leaving** after Nicholas' death, he says goodbye and asks her if he can call her.* (BAWE-7.txt)

(31) *[...] the Caribbean man retired and returned, ushering in Nancy, who **was still wearing** her 'Holidays 4 Kids' shirt and her orange cap.* (BAWE-6.txt)

(32) *The perlocutionary force or effect on the reader would be to understand they **are being blamed**.* (BAWE-7.txt)

(33) *For example a teacher who claims that [...], yet is also an advocate of The Silent Method would seem to **be contradicting** themselves.* (BAWE-7.txt)

(34) *The little chap **is probably feeling** sick or something [...].* (BAWE-6.txt)

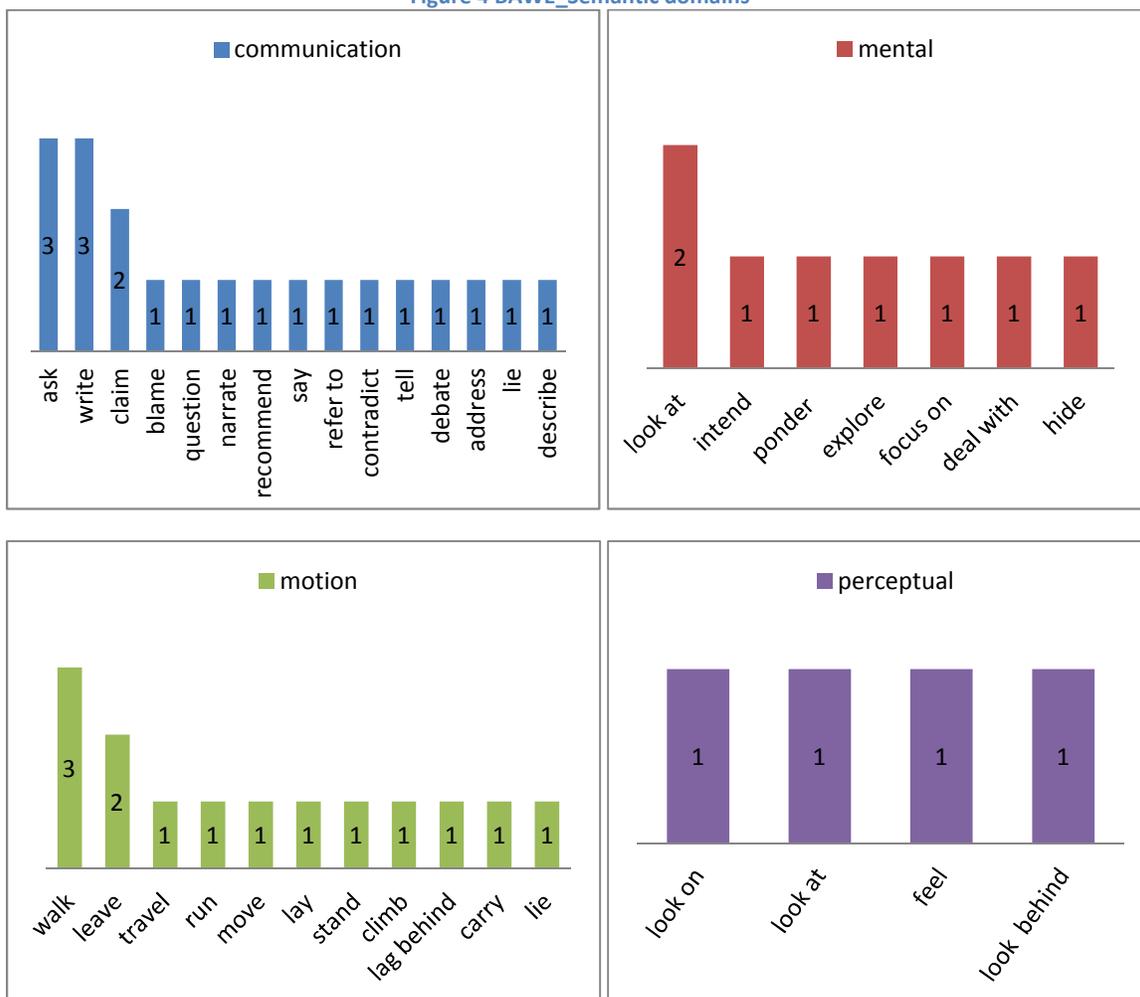
Table 8 BAWE\_Semantic verb classes

Semantic verbs class	dynamic	stative	stative / dynamic	Total
activity	70			70
process	11			11
transitional event	4			4
stance			4	4
verbs of having and being		5		5
verbs of attitude		3		3
verbs of inert cognition		2		2
verbs of inert perception		1		1
<b>Total</b>	<b>85</b>	<b>11</b>	<b>4</b>	<b>100</b>

If we look at the particular verbs in our sample, we can see that some of the verbs belong to broadly the same semantic domain. There are 15 VERBS OF COMMUNICATION (*ask, write,*

*claim, blame, question, narrate, recommend, say, refer to, contradict, tell, debate, address, lie, describe*), 11 VERBS OF MOTION (*walk, leave, travel, run, move, lay, stand, climb, lag behind, carry, lie*), seven MENTAL VERBS (*look at*<sup>50</sup>, *intend, ponder, explore, lie, focus on, deal with, hide*), and four PERCEPTUAL VERBS (*look on, look at, feel, look behind*), cf. Figure 4 below.

Figure 4 BAWE\_Semantic domains



#### 4.1.2.4. Function features of the progressive

In this section we analyzed the data according to Römer's classification (cf. 2.2.1. above). As to the central functions, our results comply with Römer's analysis of the spoken corpora, i.e.

<sup>50</sup> The meaning of *look at* in our sample is either to direct one's eyes (perception) or one's attention (mental) towards something, cf. *looking at the shop-window* (BAWE-6.txt) versus *looking at the role of pronunciation* (BAWE-7.txt).

continuous ± repeated (Exx. 35 and 36 respectively) functions occur more often than the non-continuous ± repeated ones (Exx. 37 and 38 respectively). Cf. Table 9 below.

(35) *However, they imply that Dickens's treatment of London was already a matter of critical concern at the time when the novelist **was writing**.* (BAWE-6.txt)

(36) [...], *one situation is that Bob hit the dog and the dog **was carrying** a bone [...]* (BAWE-8.txt)

(37) [...], *and these international students **are entering** Postgraduate courses here in increasing numbers.* (BAWE-7.txt)

(38) "[...] *expressions whose reference is thereby determined [...] in terms of the amount of substance that **is being referred to**.*" (BAWE-8.txt)

Table 9 BAWE\_Central functions of the progressive (Römer)

Central functions	Non-repeated	Repeated	Total
Continuous	42	20	62
Non-continuous	24	14	38
<b>Total</b>	<b>66</b>	<b>34</b>	<b>100</b>

When analyzing the additional functions of the progressive constructions, in addition to the functions identified by Römer, we found that on several occasions the progressive construction is used when interpreting some information, i.e. explaining information previously said or written by someone else (Ex. 39). Thus, a new function (not included in Römer, who only analyzed spoken language) was identified. In fact, 13 instances in BAWE were assigned this function, thus constituting the strongest distributional trend in relation to the additional functions. The other functions included 12 instances of “old habit” (Ex. 40), 11 instances of “framing” (Ex. 41), nine instances of “general validity” (Ex. 42), seven instances of “gradual change and development” (Ex. 43), six instances of “new habit” (Ex. 44), and three instances of “emphasis” (Ex. 45). The results are summarized in Table 10 below. Based on the distribution across different verb types, Römer concluded that both “general validity” and “framing” are common functions of the progressive while the other additional functions are strongly lexically determined. The scope of our analysis does not allow for such conclusions but since the 13 instances of “interpretation” are represented by 12 different verbs (*claiming, asking, making, using, blaming, offering, saying, showing, treating, flouting, addressing, leaving*), it seems that

this function is a strong candidate for yet another common function of the progressive, at least in the written academic language.

(39) *The sentences are kept short and the political detail is kept to a minimum, which is a further indication that Blair **is not only addressing** fellow politicians, an expert audience, but the whole nation.* (BAWE-8.txt)

(40) *Dickens and his contemporaries **were celebrating** the sheer spectacle of people gathered together, [...].* (BAWE-6.txt)

(41) *The young pickpockets would steal his mobile while he **would be looking** at the shop-window.* (BAWE-6.txt)

(42) *In a teaching situation, however, where a learner **is experiencing** difficulty between two sounds where the only distinction is [+/- fortis], [...].* (BAWE-8.txt)

(43) *As I was climbing the ladder, the palpitations of my heart **were getting** stronger and stronger.* (BAWE-6.txt)

(44) *Children are **now undergoing** modification with the use of orthotic devices to correct certain deformities, [...].* (BAWE-9.txt)

(45) *These critics, [...], charge that Hegel **is asking** us to begin by merely assuming, and he **is asking** us to begin without knowing first what truth will guide us.* (BAWE-4.txt)

Table 10 BAWE\_Additional functions of the progressive (Römer)

Additional functions	Total
interpretation	13
old habit	12
framing	11
general validity	9
gradual change and development	7
new habit	6
emphasis	3
<b>Total</b>	<b>61</b>

#### 4.1.3. Textual level

In this section, discourse functions were evaluated (cf. Section 3. above). It should be noted that it is not always possible to attribute a particular function to the progressive construction

only. A wider context (the whole sentence in which the progressive construction occurs) needs to be considered as other factors contribute to the identification of the particular functions. The following discourse functions were identified in BAWE: “informing” (86 instances, Ex. 46), “organizing discourse” (four instances, Ex. 47), “elaborating” (four instances, Ex. 48), “evaluating” (three instances, Ex. 49), and “interacting” (three instances, Ex. 50). Table 11 below summarizes the results. It also shows the distribution of the discourse functions across the texts that comprise our sub-corpus. Except for “informing,” which is clearly a function pertinent to all five texts, only BAWE-7.txt includes instances of all the identified discourse functions. We can thus conclude that these are more likely pertinent to the author’s idiolect rather than to academic discourse, the progressive construction or the medium.

Some comments should be made with regards to the instances with “discourse organizing,” “evaluating,” and “interacting” function. All four instances with the “discourse organizing” function are part of *I will be V-ing* construction (no other instances of this construction occur in our sub-corpus). We then searched BAWE for all of the instances of *I will be V-ing* and found a total of six instances (all of them in BAWE-7.txt). The search for *I will + a simple verb form* returned 27 instances most of which seem to have a “discourse organizing” function. Thus, the construction *I will V* is the determining factor here. As to the “evaluating” function, the three instances in our sub-corpus include either *perhaps*, *probably* or *should*. The function is thus more likely to be attributed to these lexical items rather than to the progressive construction itself. “Interacting” function is determined by the subject, namely the inclusive *we* (two instances in total in our sub-corpus) or by the sentence type, namely interrogative sentence. Again, it is not the progressive construction itself but rather its immediate context that determines the discourse function. In summary, the only conclusion that can be made in this section is that the progressive construction in academic written language is most likely to occur in contexts with “informing” function.

(46) *In the first one, the addressee(s) should understand that the speaker is asking him/them to go as well [...].* (BAWE-8.txt)

(47) *Instead, **I will be looking at** what aspects of pronunciation should be taught in my teaching situation, [...].* (BAWE-7.txt)

(48) *Such as those above for politeness strategies (I'm afraid) or introducing topics, ('I 'm **writing about..**')* (BAWE-7.txt)

(49) *Perhaps the interrogative form **is being used** here as the statement form would be a direct accusation.* (BAWE-7.txt)

(50) *The perpetual change in Nietzsche's mode of presentation brings our attention vividly to his presence as the author behind what **we are reading**.* (BAWE-4.txt)

Table 11 BAWE\_Discourse functions

Discourse functions	BAWE-4.txt	BAWE-6.txt	BAWE-7.txt	BAWE-8.txt	BAWE-9.txt	Total
informing	23	24	16	8	15	86
organizing discourse			4			4
elaborating			2	2		4
evaluating		1	2			3
interacting	2		1			3
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>10</b>	<b>15</b>	<b>100</b>

## 4.2. BASE

### 4.2.1. Formal level

#### 4.2.1.1. Tense forms and voice

The analysis of the tense forms distribution shows that the most frequent form in BASE is the present progressive (65%). By far the most frequent present progressive construction includes the plural *are* (39 instances, 16 of which occur with the 2<sup>nd</sup> person plural *you*, Ex. 51).<sup>51</sup> The second most frequent construction is the 3<sup>rd</sup> person singular present progressive (16 instances, Ex. 52). Past progressives constitute only 17 per cent of the data, 3<sup>rd</sup> person singular being the most frequent construction (*was*, eight instances, Ex. 53).<sup>52</sup> The sample also includes examples of the infinitive<sup>53</sup> (11 instances) represented by *be V-ing*, and the present perfect (7 instances)

<sup>51</sup> The remaining instances include 1<sup>st</sup> person plural (14 instances) and 3<sup>rd</sup> person plural (nine instances) reference.

<sup>52</sup> The remaining instance is in the 1<sup>st</sup> person singular.

<sup>53</sup> Only bare infinitives occurred in the BASE data set. These are represented by infinitives following a modal verb (*may*) or are part of a future construction with *will* or *going to*. As has already been mentioned in section 1.2.1.1., future "tense" is not considered as a separate formal category in this thesis. Cf. Leech (2004) or Quirk, et al. (1985)

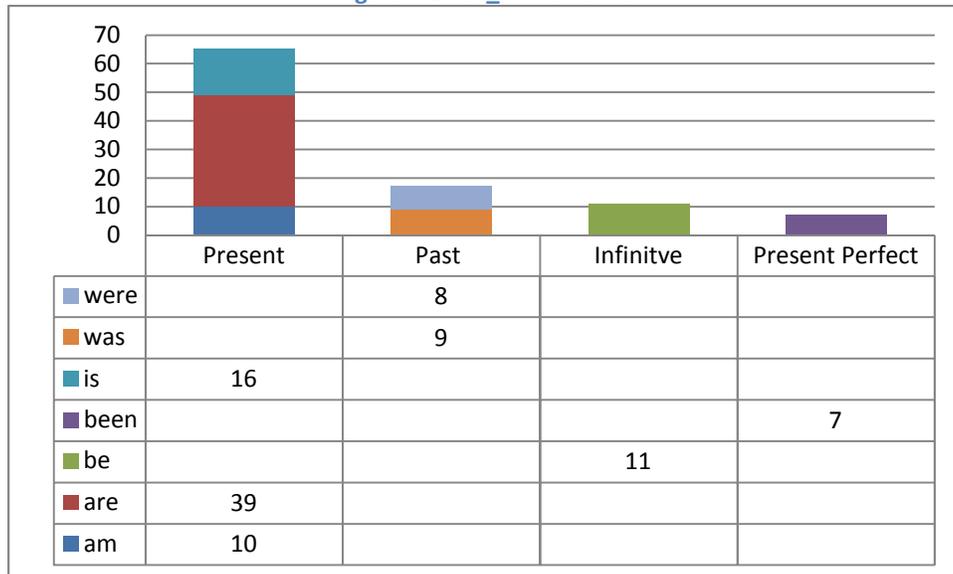
represented by *been V-ing*. The complete results are summarized in Figure 5 below. Except for two instances, all the constructions occur in the active voice.

(51) *the rest of the history that you're doing as special subjects* (ahlct021)

(52) *what on earth is going on there* (ahlct012)

(53) *he thought someone else **was** doing it* (ahlct029)

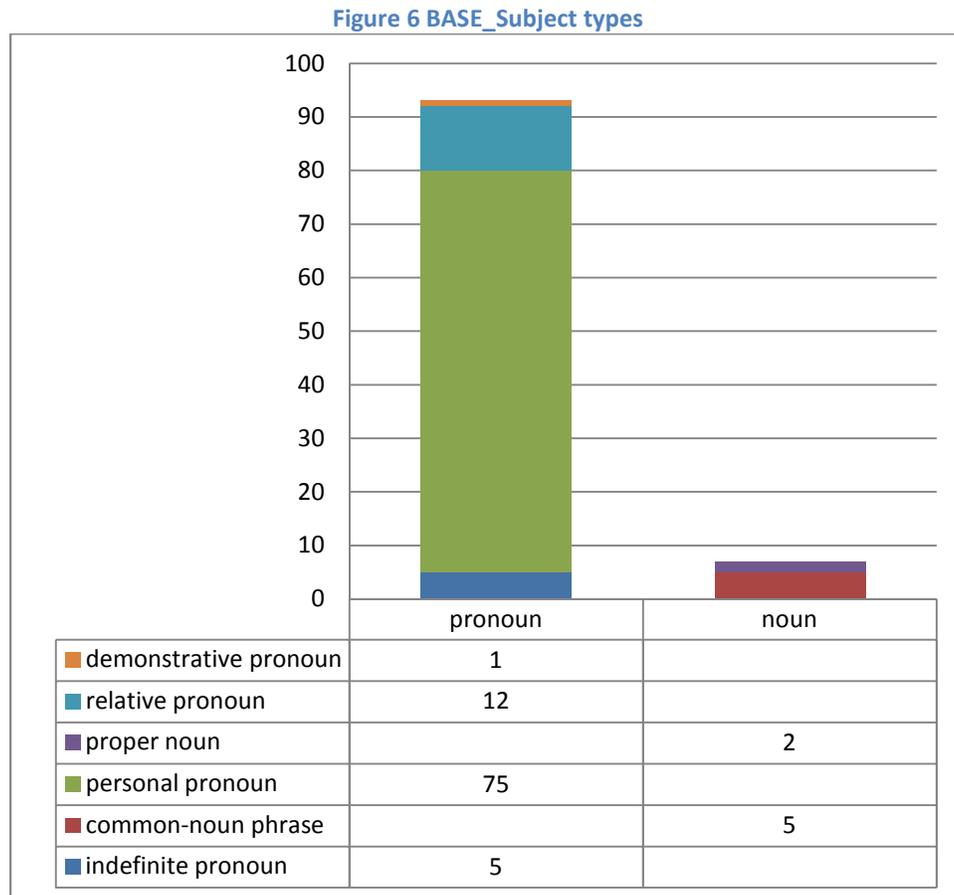
Figure 5 BASE\_Tense forms



who speak only about ways of expressing the future, not about a future tense per se. Unlike the present and the past forms the English language does not have any future (non-analytical) verb form.

#### 4.2.1.2. Subject types

With 93 per cent, pronouns are the preferred choice of subject over nouns, which occur only seven per cent of the time. The results are summarized in Figure 6 below.



The distribution of pronouns is summarized in Table 12 below. With 75 out of 93 occurrences, personal pronouns are the most common. Relative pronouns are represented by 12 instances, namely *what*, *which*, and *who* (four instances each). Indefinite and demonstrative pronouns only occur marginally. Pronouns as subjects typically refer to animate subjects and, contrary to BAWE, the reference is mainly exophoric (64 instances). This tendency is not surprising given the text type, i.e. the most frequent pronouns (61 instances - *you*, *we*, *I*) are used deictically to refer to the participants of a spoken situation. Pronouns also refer to animate subjects endophorically (16 instances). Inanimate subjects occur 12 times.

Table 12 BASE\_Pronouns as subjects

Animacy	Reference	Pronoun forms	Personal pronouns	Relative pronouns	Indefinite pronouns	Demonstrative pronouns	Total
<b>animate</b>	endophoric	<i>he, she, they, who</i>	12	4	0	0	16
	exophoric	<i>everyone, I, nobody, someone else, we, you</i>	61	0	3	0	64
<b>inanimate</b>	endophoric	<i>each, it, this, what, which</i>	2	8	1	1	12
<b>Total</b>			<b>75</b>	<b>12</b>	<b>4</b>	<b>1</b>	<b>92</b>

The nouns include two instances of proper nouns referring to animate subjects, namely a subject consisting of coordinated personal names (*Lucien Febvre and Marc Bloch*, ahlct029) and a common noun derived from a proper noun (*the Venetianists*, ahlct021).<sup>54</sup> Three noun phrases refer to animate subjects, e.g. *the children* (ahlct009), and three to inanimate subjects, e.g. *the novel* (ahlct009). The results are summarized in Table 13 below.

Table 13 BASE\_Animacy (Nouns)

Animacy	Common NP	Proper noun	Total
animate	3	2	5
inanimate	3	0	3
<b>Total</b>	<b>6</b>	<b>2</b>	<b>8</b>

When we compare the subjects as a whole, we can see that inanimate subjects constitute a smaller portion of the data in general, cf. Table 14 below.

Table 14 BASE\_Subject animacy

Animacy	Nouns	Pronouns	Total
animate	5	80	85
inanimate	3	12	15
<b>Total</b>	<b>8</b>	<b>92</b>	<b>100</b>

<sup>54</sup> LGSWE classification was used, cf. LGSWE: 245-246.

### 4.2.1.3. Negation

The polarity related distributional preferences observed in the BASE corpus are summarized in Table 15 below. The results show that progressives clearly prefer affirmative contexts (Ex. 54). Negative polarity is represented by five instances (Ex. 55). Positive polarity is thus by far the most preferred choice (95%).

(54) *i **will be** talking with reference to this* (ahlct012)

(55) *it's just a couple of sections of text i **won't be** going through all of them obviously* (ahlct009)

Table 15 BASE\_Polarity

Polarity	Total
positive	95
negative	5
<b>Total</b>	<b>100</b>

### 4.2.1.4. Clause types

30 per cent of the *-ing* constructions in the BASE data set are part of the predicate of the main clause (Ex. 56), 70 per cent appear within a subordinate clause (cf. Table 16 below). The subordinate clauses include a) nominal content clauses (6%), three of which are interrogative (Ex. 57) and three declarative (Ex. 58), b) relative clauses (41%), 22 of which are adjectival (Ex. 59) and 19 are nominal (Ex. 60), and c) adverbial clauses (23%) of condition (with 13 instances by far the most frequent type, Ex. 61), time (four instances, Ex. 62), reason (three instances, Ex. 63), concession (1 instance, Ex. 64), and two instances are disjuncts (Ex. 65). The frequent types of dependent clause tend to be realised by recurrent, relatively fixed, constructions. This is particularly evident in nominal relative clauses. All but one nominal relative clause are introduced by *what*, five times as a pseudo-cleft construction, e.g. *what i'm suggesting here is* (ahlct012). Eight nominal relative clauses include the verb *do* and 11 include a verb of communication, *talk about* being the most frequent (six instances). Two patterns seem to be employed: '*what + is + happening/going on*' and the more frequent one '*what + SUBJECT (I, you, we) + BE + doing/talking about, saying, asking*'. All but one nominal content clause have a verb of thinking in the main clause, namely *I see, I haven't got a clue, I think, he thought*. In conditional clauses, except for two instances, the subject is always *you* (sometimes with

apposition), e.g. *so if you 're thinking of going on doing graduate work postgraduate work in this university* (ahlct029); the verbs tend to recur: *thinking* (3 clauses), *doing* (3 clauses), *going* (2), *talking* (2) . The distribution of the various subtypes of subordinate clauses is summarized in Figure 7 below.

Table 16 BASE\_Clause types

	Clause type	Total
Main		30
Dependent	Relative	41
	Adverbial	23
	Nominal content	6
<b>Total</b>		<b>100</b>

(56) *the Venetianists **are basically doing** their their Venice stuff* (ahlct021)

(57) *or saying i haven't got a clue what she '**s talking about*** (ahlct009)

(58) *i think that '**s coming in** as well* (ahlct029)

(59) *an advanced option is to think about the sorts of problems that we '**re bringing up** here in this course* (ahlct021)

(60) *each of these terms will have implications for how we think about what we '**re doing*** (ahlct021)

(61) *if you **are looking up** a word 'cause you 're not sure how to spell it* (ahlct012)

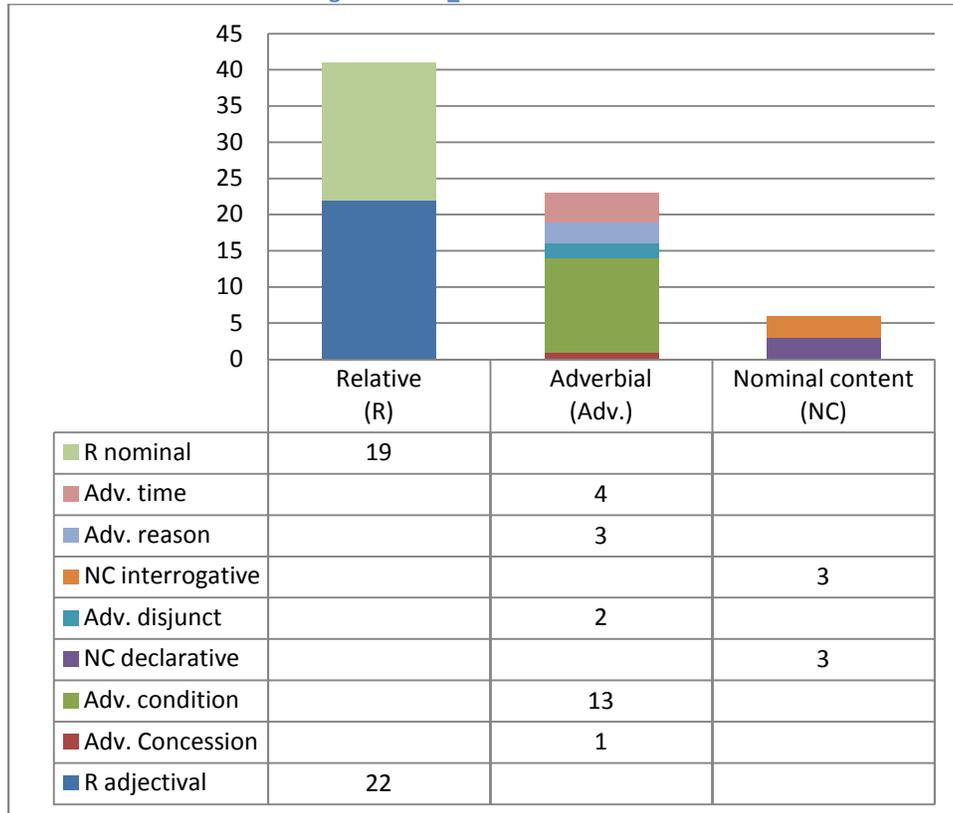
(62) *so when i '**m talking** about fernel Fernand Braudel 's time* (ahlct029)

(63) *because you **are reading** the language historically* (ahlct012)

(64) *so though you may not **be reading** American or German or or whatever it is* (ahlct012)

(65) *the absolute centre of this study was and i '**m quoting** more acted upon than actor* (ahlct029)

Figure 7 BASE\_Subordinate clauses



## 4.2.2. Functional level

### 4.2.2.1. Adverbial modification

Only seven per cent of the progressive constructions in our BASE data set are modified by an adverbial (Exx. 66 and 67). The most frequent is the informal *sort of*, which is usually classified as a degree adverbial (downtoner). However, in our examples it does not seem to modify the verb but is rather used as a filler word. The remaining adverbials include a conjunctive adverbial (*also*), sentence adverbial (*basically*), and a focusing adverbial (*just*). Cf. Table 17 below. The progressive does not seem to need temporal adverbial specification in the spoken texts.

(66) *i can see what the angle is and i see how you 're **sort of** setting it up* (ahlct021)

(67) *i'm not **just** thinking of the moment of Fernand Braudel* (ahlct029)

Table 17 BASE\_Adverbials

Adverbials	Total
sort of	3
also	1
basically	1
just	1
just sort of	1
<b>Total</b>	<b>7</b>

#### 4.2.2.2. Subject semantic roles and animacy

The analysis of subject semantic roles and animacy shows that 85 per cent of the examples have an animate subject while 15 per cent of the subjects are inanimate. The semantic roles represented in our material are as follows: agent (83%, Ex. 68), affected (10%, Ex. 69), positioner (2%, Ex. 70), recipient (2%, Ex. 71), inanimate antecedent (2%, Ex. 72), experiencer (1%, Ex. 73). The most frequent semantic role (agent) is mostly represented by animate subjects (78 instances) but also a few inanimate subjects occur as agents (three instances). The second considerably frequent semantic role (affected) is mostly represented by inanimate subject (eight instances) but two animate subjects also occur in this role. The results are summarized in Table 18 below.

(68) *if they choose to zap into what **we're** doing as well (ahlct021)*

(69) *on top of **the action** which was taking place under under his reign (ahlct029)*

(70) *can i ask you this before while **we're** just sort of waiting for people (ahlct021)*

(71) ***the others** are sort of getting the hang of it (ahlct021)*

(72) *that's **what's** being thought about there (ahlct012)*

(73) *don't worry if you think that **nobody else** may be sharing your concerns (ahlct009)*

Table 18 BASE\_Subject semantic roles

Subject semantic roles and animacy	animate	inanimate	Total
agent	78	5	83
affected	2	8	10
positioner	2		2
recipient	2		2
antecedent		2	2
experiencer	1		1
<b>Total</b>	<b>85</b>	<b>15</b>	<b>100</b>

#### 4.2.2.3. Verb typology

The BASE sub-corpus consists of 52 different verb types, most of which only occurred once (39 verb types). Two verb types seem to be especially likely to occur in the progressive construction, namely *doing* which occurred 16 times and *talking about* which occurred 11 times. Four verb types occurred three times and four twice. A complete list of the verb types is attached at the end of the work (Appendix No.2). The verb types were further analysed in terms of the various semantic verb classes they represent. The verbs in our sample are predominantly dynamic (93%), stative verbs represent five per cent of the sample. The remaining two per cent are STANCE VERBS (Ex. 74). 77 per cent of all the verbs in our concordances belong to the class of ACTIVITY VERBS (Ex. 75), 13 per cent represent the PROCESS VERBS (Ex. 76), and three per cent belong to the TRANSITIONAL EVENT VERBS (Ex. 77). The stative verbs include VERBS OF HAVING AND BEING (4%, Ex. 78) and VERBS OF INERT COGNITION (1%, Ex. 79). Table 19 below summarizes these distributional trends. For a detailed list of all the verbs and their semantic classification see Appendix No.3.

(74) *there's no point my going on and on if you're all **sitting** there* (ahlct009)

(75) *which had been as i **was arguing** was the norm in French historical departments* (ahlct029)

(76) *in fact what's **happening** is that we 're going to video all the lectures* (ahlct021)

(77) *now if you people **were going off** to study some other subjects* (ahlct012)

(78) *all sorts of other factors which **are having** a determining but not always conscious influence* (ahlct029)

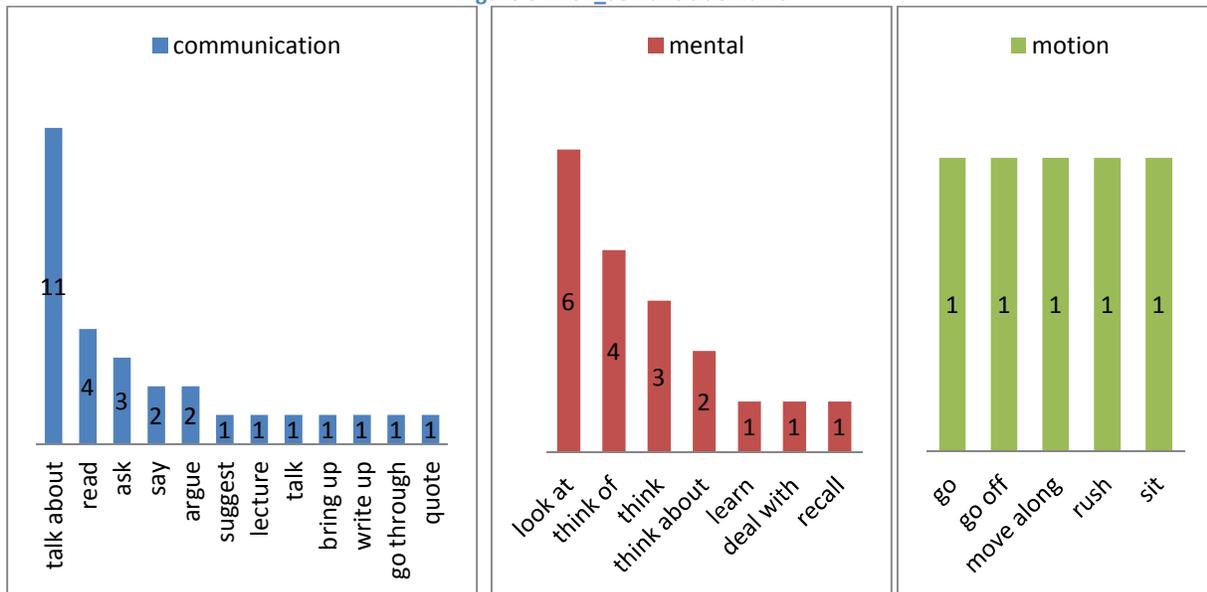
(79) ***we're thinking** even you could that is clearly true at the level of physical objects* (ahlct012)

Table 19 BASE\_Semantic verb classes

Semantic verb class	dynamic	stative	stative / dynamic	Total
activity	77			77
process	13			13
verbs of having and being		4		4
transitional event	3			3
stance			2	2
verbs of inert cognition		1		1
<b>Total</b>	<b>93</b>	<b>5</b>	<b>2</b>	<b>100</b>

If we look at the particular verbs in our sample, we can see that some of the verbs belong to broadly the same semantic domain. There are 12 different VERBS OF COMMUNICATION (*talk about, read, ask, say, argue, suggest, lecture, talk, bring up, write up, go through, quote*) altogether amounting to 29 per cent of the data, seven MENTAL VERBS (*look at, think of, think, think about, learn, deal with, recall*) representing 18 per cent of the data, and five VERBS OF MOTION (*go, go off, move along, rush, sit*) which constitute five per cent of the data, cf. Figure 8.

Figure 8 BASE\_Semantic domains



#### 4.2.2.4. Function features of the progressive

This section presents the results according to the classification following Römer (cf. 2.2.1. above). As to the central functions, our results comply with Römer’s analysis of the spoken corpora, i.e. continuous + repeated (Ex. 80) and continuous + non-repeated (Ex. 81) functions occur considerably more often than the non-continuous + repeated (Ex. 82) and non-continuous + non-repeated (Ex. 83) functions. Cf. Table 20 below.

(80) *someone might have the job of wising you up about safety rules if you **were dealing with** expensive and dangerous equipment (ahlct012)*

(81) *all the other geneticists he **was talking about** went what big piece of news is this (ahlct009)*

(82) *we should actually think about the words which we're **using** when talking about about history (ahlct021)*

(83) *when he **was starting** his doctoral research he he wanted to work on the diplomatic history of the age of Philip the Second (ahlct029)*

Table 20 BASE\_Central functions of the progressive (Römer)

Central functions	Non-repeated	Repeated	Total
Continuous	35	45	80
Non-continuous	17	3	20
<b>Total</b>	<b>52</b>	<b>48</b>	<b>100</b>

As to the additional functions identified by Römer, “general validity” (Ex. 84) is clearly the most frequent in BASE. It occurs 29 times and is represented by 14 different verbs, which conforms to Römer’s conclusions that “general validity” is a common function of the progressive. The other functions include 5 instances of “new habit” (Ex. 85), “gradual change and development” (Ex. 86), and “politeness” (Ex. 87); three instances of “old habit” (Ex. 88) and “emphasis” (Ex. 89); and two instances of “framing” (Ex. 90) and our own function defined as “interpretation” (Ex. 91). Cf. Table 21 below. The frequencies of the individual function are too low to establish a convincing link between a function and a particular set of verbs. The function of “politeness”, however, is clearly associated with the verbs of thinking and communication: *ask* (3 clauses), *think* and *suggest*. “Old and new habits”, on the other hand, tend to co-occur with dynamic activity verbs, such as *do* (4 clauses), *work*, *write up*, etc.

Politeness as an effect of the progressive construction was further reinforced by combination with a pseudo-cleft construction (three out of five instances). Pseudo-cleft construction was also used to achieve emphasis (two out of three instances).

(84) *if you're **doing** the Annales you do Braudel you know about this* (ahlct029)

(85) *most of you obviously **are doing** it as a single honours subject* (ahlct021)

(86) *these things **are changing*** (ahlct012)

(87) *what i'm **suggesting** here is n that that that that spelling and and whatnot isn't just a matter of correctness* (ahlct012)

(88) *but had spent as i say most of the war in a concentration camp where he **was sort of writing up*** (ahlct029)

(89) *so what it's **signalling** is not just a spelling mistake* (ahlct012)

(90) *when he **was starting** his doctoral research he he wanted to work on the diplomatic history of the age of Philip the Second* (ahlct029)

(91) *what he **was talking about** was the fact that most criminals are men* (ahlct009)

Table 21 BASE\_Additional functions of the progressive (Römer)

Additional functions	Total
general validity	29
new habit	5
gradual change and development	5
politeness	5
old habit	3
emphasis	3
interpretation	2
framing	2
<b>Total</b>	<b>54</b>

#### 4.2.3. Textual level

In this section, discourse functions were evaluated. It should be noted that it is not always possible to attribute a particular function to the progressive construction only. A wider context (the sentence in which the progressive construction occurs) needs to be considered as other factors contribute to the identification of the particular functions. The following discourse functions were identified in BASE: “interacting” (54 instances, Ex. 92), “informing” (29

instances, Ex. 93), “organizing discourse” (seven instances, Ex. 94), “elaborating” (seven instances, Ex. 95), and “evaluating” (two instances, Ex. 96). Table 22 below summarizes the results. It also shows the distribution of the discourse functions across the texts that comprise our sub-corpus. Both of the most frequent functions show distribution across all four texts, although “informing” is represented only marginally in two of the four texts. “Organizing discourse,” although represented only seven times, also occurs in all four texts.

Some comments should be made with regards to the instances with “interacting,” “discourse organizing,” and “evaluating” function. The “interacting” function is mostly determined by the subject of the progressive construction, namely *we*, *you* (42 instances in BASE, always “interacting” function). *We* is mostly used inclusively but in three instances the audience is excluded. In these cases, the interaction is determined by the object *you*. The remaining 12 instances with “interacting” function exploit other means such as humour, as in *i’ve been practising in front of the mirror f on sort of spectacles technique* [[laughter]] (ahlct021, two instances), questions (two instances). Again, it is not the progressive construction itself but rather its immediate context that determines the discourse function. The clauses are typically in the present tense (42 out of the 54 instances of the “interacting” function, the remaining clauses are either hypothetical or have future reference).

Five instances with the “discourse organizing” function are part of *I will / am going to / won’t be V-ing* construction (no other instances of these constructions occur in our sub-corpus). We searched BASE for all of the instances of the future progressive constructions with *I* as subject and found a total of 20 instances. The search for a future simple verb construction returned 378 instances most of which seem to have a “discourse organizing” function. Thus, the construction *I + future* is the determining factor here. The two remaining instances with “discourse organizing” function are as follows: *which had been as i was arguing was the norm* (ahlct029), *what’s happening is that we’re going to video* (ahlct021). Most of the verbs are related to presenting knowledge: *lecture, talk, go through, look at* (2 clauses), *argue*.

As to the “evaluating” function, the two instances in our sub-corpus include either *I think that* or *obviously*. These are the semantic clues that determine the discourse function of the whole utterance.

In summary, the progressive construction in academic spoken language is most likely to occur in contexts with “interacting” function, which can be expected in the spoken medium, but also in contexts with “informing” function.

(92) so if you're thinking you might like a job at the end of all this (ahlct029)

(93) it's always part of how the novel **is constructing** its own ideology (ahlct009)

(94) i'm going to be lecturing to this lot anyway and i'll speak to you when you all get back (ahlct021)

(95) so when **i'm talking about** fernel Fernand Braudel's time **i'm not just thinking** of the moment of [...] **i'm thinking also of** his notion of [...] (ahlct029)

(96) i think that's **coming in** as well (ahlct029)

Table 22 BASE\_Discourse functions

Discourse function	ahlct009	ahlct012	ahlct021	ahlct029	Total
interacting	11	18	18	7	54
informing	11	5	4	10	30
organizing discourse	3	1	2	1	7
elaborating		1	1	5	7
evaluating				2	2
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 5. Conclusion

In this chapter, we will compare the results of the analysis of both BAWE and BASE corpora. We will comment on the prominent findings from all three levels under analysis, i.e. formal, functional and textual. Our aim is to clarify which findings are characteristic of the text medium (written versus spoken), type (academic discourse) and which are pertinent to the progressive construction. We will commence by commenting on the findings related to the textual level as these were most conspicuous. Moreover, the findings on the textual level helped clarify the differences across the lower levels.

### 5.1. Textual level

In BAWE, 86 per cent of the data was classified as discourse with “informing” function, i.e. providing factual information of the subject, whereas in BASE, this function was represented by 31 per cent of the data. The representation of this function is substantial in both corpora, which means that it is not only characteristic of written language but also of academic discourse as such. In BASE the most frequent discourse function is “interacting” (55%) yet it constitutes only 3 per cent of the data in BAWE. The progressives performing this function serve as means of establishing and maintaining contact between the speaker/writer and the listener/reader. Therefore, this function is more likely to represent features related to the spoken language only. The remaining discourse functions identified in both corpora (organizing discourse, elaborating, and evaluating) were part of a particular writer’s idiolect in BAWE and in BASE they were strongly determined by the semantic or grammatical context of the sentence in which the progressive occurs. We can thus conclude that not all of the lecture functions described by Deroy and Taverniers (cf. Section 3. above) readily occur with the progressive construction.

### 5.2. Functional level

The analysis of the central functions (continuous ± repeated) confirmed the interconnectedness between these functions and the progressive. However, while the most frequent combination in BAWE was continuous + non-repeated (42 instances), the majority of the cases in BASE combined continuous + repeated function (45 instances). This discrepancy could partially be

explained by the new category we identified, i.e. “interpretation”, which seems to be invariably associated with the continuous and non-repeated uses of the progressive. This function expressed a strong distributional trend in BAWE where it occurred 13 times (with 12 different verbs), thus suggesting that this could be one of the central functions of the progressive in the written academic language. The function of “interpretation” was assigned to the progressive constructions used to explain information previously said or written by someone else. The expression of this function is frequently tied with the verbs of speaking or communication, such as *ask, claim, say, address, claim* etc., but not limited to this semantic class (cf. e.g. *the writer is showing his ultimate authority*, BAWE-7.txt); all the instances of “interpretation” are in the present tense. It is also worth noting that all of the instances with the function “interpretation” express the most frequent discourse function in BAWE, i.e. “informing.”

The other additional functions of the progressive are represented to a lesser extent in BAWE: “old habit” (12 instances), “framing” (11 instances), and “general validity” (nine instances) also suggest a degree of importance but the scope of our study does not allow for more specific conclusions. In BASE, the most frequent additional function is “general validity” (29 instances) which, compared to the nine instances in BAWE, suggests a strong distributional pattern pertinent to the progressive constructions in the spoken academic language. The “general validity” progressives typically occur with subjects referring to the general human agent – *people, you, we* – and the (atemporal) present tense. The remaining additional functions identified in BASE only occurred marginally.

In comparison to BAWE, the diversity of verb types in BASE is substantially smaller. Per 100 instances of the progressive construction there are 82 different verb types in the written texts, while in the spoken there are only 52 different verb types. In the written texts the verb types recur three times at the most, while in the spoken the verb *do* occurs 16 times and the verb *talk about* occurs 11 times suggesting a rather strong compatibility with the progressive form. The verbs within the following semantic domains are well represented in both corpora: communication verbs (15 verb types / 19 tokens in BAWE, 12 / 29 in BASE), mental verbs (seven verb types in each corpus, nine tokens in BAWE and 18 in BASE), and verbs of motion (11 verb

types / 14 tokens in BAWE, five / five in BASE). Thus, these types of verbs seem to be compatible with the progressive form in the academic language regardless of the text medium. In both corpora the verbs are predominantly dynamic, the two most frequently occurring semantic verb classes being activity verbs followed by process verbs. The progressive construction is therefore likely to occur with verbs from these classes in both the written and the spoken academic language.

As to the subject semantic roles and animacy, the distributional trends are similar in both corpora, confirming the relatedness of these trends to the progressive form (verb semantics) irrespective of the text medium. The subjects are predominantly animate and typically occur in the role of an agent. It is, however, worth noting that while the ratio between animate and inanimate subjects shows clear preference of animate subjects in BASE (85 to 15), the distribution is not as unequivocal in BAWE (67 to 33). The same applies to the ratio between the most frequent semantic role, i.e. agent, and the second most frequent semantic role, i.e. affected (BAWE 58 to 28, BASE 83 to 10). Thus, the distribution of the progressives in BAWE is less strictly determined by the subject type than it is in BASE.

Contrary to Römer's findings (cf. 2.3. above), we only found a small number of instances illustrative of adverbial modification in both corpora. In BAWE, seven out of 14 instances included an adverbial of time. Although Römer found this type of adverbial modification to be frequent in the spoken corpora, our data set from BASE included no such example. Instead, three out of seven adverbially modified instances included *sort of* used rather as a filler word.

### **5.3. Formal level**

The distribution of tense forms is similar in both corpora in that the most frequent form is the present progressive (51% in BAWE, 65% in BASE). The past forms, however, occur almost twice as frequently in BAWE (36%) than in BASE (17%). This trend can not only be ascribed to the text medium but it is also connected to the most common discourse function identified in BAWE, i.e. "informing."

The occurrence of subject types also shows an important variation between the two corpora. In BAWE, 61 per cent of the subjects in the progressive construction are nouns and 39 per cent are pronouns. In BASE, the situation is reversed as 92 per cent of the subjects are pronouns and eight per cent are nouns. The difference is again much more pronounced than in BASE. Personal pronouns are the most frequent subjects among the pronoun group (33 out of 39 in BAWE, 75 out of 93 in BASE). The fact that the number of personal pronouns as subjects in BASE is more than twice as high as in BAWE is supported by the fact that the most common discourse function in BASE is “interacting” (the use of personal pronouns as subjects is also reflected in the “organizing discourse” function). The characteristics of spoken language are also reflected in the prevalence of subjects with exophoric reference (64% in BASE compared to only 13% in BAWE). The most frequent pronouns refer deictically to the participants of the spoken situation (*you, we, I*).

In terms of the polarity of the context in which the progressive construction occurs our findings are almost identical in the two corpora. 94 per cent of the instances in BAWE and 95 per cent in BASE occur in affirmative contexts. Positive polarity is thus clearly the preferred context for the progressive construction.

The analysis of the clause types in which the progressive construction occurs showed some marked variation. The distribution of the progressive between the main clause and dependent clause is comparable in both corpora (39 to 61 instances in BAWE, 30 to 70 instances in BASE). However, the differences between the respective frequencies among the dependent clauses confirmed that while the written language is more complex on sentence level, the spoken language shows more complexity in terms of phrasal structure. In other words, while nominal content clauses are much more frequent in BAWE (25 compared to six instances), relative clauses are more frequent in BASE (41 compared to 18 instances). As has already been discussed the most frequent discourse function in BASE is “interacting.” Upon examining the most frequent adverbial clauses, i.e. conditional clauses (13 instances in BASE, none in BAWE) we found out that except for two instances, the subject of the conditional clause is always *you* (sometimes with apposition) which further supports the “interacting” function. The conditional

clause is thus used to address the audience. The structural choices are further supported by lexical ones. The occurrence of nominal content clauses in BASE is strongly lexically determined as all but one instance has a verb of thinking in the main clause (*I see, I haven't got a clue, I think, he thought*). 11 nominal relative clauses include a verb of communication.

Overall, the results of the analysis have shown that while some features are typical of the progressive construction regardless of the text medium, others are typical of either the written or the spoken medium. According to the frequencies of occurrence of the particular features in BAWE and BASE we can make a list of the relevant features:

Features pertaining to the progressive construction in the academic language (both written and spoken)

- Informing function (Except for the interacting function, with is prevalent in BASE, the remaining lecture functions under analysis do not readily occur with the progressive construction.)
- Verbs of communication, mental verbs and verbs of motion
- Dynamic activity verbs and process verbs
- Animate agentive subject
- Present progressive
- Positive polarity
- Subordinate clause

Features pertaining to the written language

- The past forms (36%) occur almost twice as frequently in BAWE than in BASE which further supports the fact that the most common discourse function identified in BAWE is "informing."
- Continuous + non-repeated functions (42%); new function identified: interpretation (13%, invariably associated with the continuous and non-repeated use)
- 82 different verb types occurring three times at the most
- Nouns as subjects (61%)
- Complexity on sentence level (nominal clauses occur most frequently, 25%)

### Features pertaining to the spoken language

- Interacting function (55%, further supported by the fact that the number of personal pronouns as subjects in BASE is more than twice as high as in BAWE; conditional clauses, which do not occur in BAWE, almost always have *you* as their subject and are thus used to address the audience)
- Continuous + repeated functions (45%); most frequent additional function: general validity (29%)
- 52 different verb types (16 tokens of *do* and 11 of *talk*)
- Pronouns as subjects (92%); mostly exophoric reference (64%)
- Complex phrasal structure (relative clauses occur most frequently, 41%)

The differences between the typical and less usual features are more pronounced in BASE than in BAWE (cf. the ratio between subject features, such as animate/inanimate, agent/affected, pronoun/noun; or the specificity in the recurrence of the particular verb types).

Even though the scope of our study was limiting in terms of the strength of our conclusions, we found evidence that made it possible to identify a new function, possibly a central feature, of the progressive in the written academic language, namely the interpreting function. We also described the connections between the features typical of formal, functional and textual level and the use of the progressive construction in the written and spoken scientific monologue. We hope that the results of the present study will incite more complex research.

## 6. Resumé

Cílem práce bylo zjistit, do jaké míry je užití průběhových tvarů sloves v odborném monologu mluveném (univerzitní přednášky) a psaném (práce pokročilých studentů) stylově podmíněné a jaký vliv mohou mít na jejich užití rozdíly mezi mluveným a psaným typem textu.

V teoretické části práce jsme nejdříve vymezili základní pojmy související s průběhovými tvary slovesnými dle tradičních gramatik. Následně jsme se věnovali některým dalším přístupům (Römer, Kranich). V závěru této části jsme popsali průběhové tvary v souvislosti s univerzitním jazykem.

Materiál, který práce analyzuje, byl shromážděn z korpusů britské akademické angličtiny BASE (mluvený jazyk) a BAWE (psané texty). V obou korpusech jsme se zaměřili jen na texty z oblasti humanitních věd (Arts and Humanities); u psaných textů byl výběr dále zúžen na práce pokročilých studentů (úroveň 4). Doklady jsme excerpovali pomocí korpusového manažeru The Sketch Engine (100 finitních průběhových tvarů slovesných z jazyka mluveného a 100 z psaných textů). Relevance excerpovaného materiálu byla posuzována také manuálně. Příklady, kde *ing-*ový tvar nepředstavoval sloveso v průběhovém tvaru, nýbrž substantivum, gerundium a nebo adjektivum, byly z vlastní analýzy vyloučeny. Seznam všech analyzovaných příkladů je uveden na konci práce (Dodatek č.1).

Tento materiál byl dále analyzován ve třech rovinách: formální, funkční a textové. Formální analýza se věnovala popisu distribuce časových forem, zastoupení záporu, typům podmětu průběhových konstrukcí a zastoupení průběhových tvarů v hlavních a vedlejších větách. Z funkčního hlediska byly analyzovány sémantické role podmětu a přísudkového slovesa; byly také zkoumány primární (opakovanost, průběhovost) a sekundární funkce (obecná platnost, zdvořilost, důraz/nedůvěra, atd.) průběhových tvarů. Popsány byly také textové funkce vět obsahujících průběhové tvary. Výsledky rozboru mluvených a psaných textů byly v analytické části hodnoceny samostatně.

V závěrečné části byly výsledky analýzy obou korpusů porovnány. Nejvýraznější jsou výsledky textové analýzy. Ty navíc pomohly objasnit rozdíly napříč ostatními rovinami analýzy (formální,

funkční). Z textových funkcí je v odborném monologu nejčastěji zastoupena informační funkce, tedy poskytování faktických informací k dané problematice. V psaných textech je tato funkce naprosto majoritní (86%). V mluvených textech je vedle funkce informační stejnou měrou zastoupena také funkce interaktivní (55%), která se v BAWE téměř neobjevuje (3%). Je tedy zřejmé, že tato funkce (navazování kontaktu mezi mluvčím/autorem a posluchačem/čtenářem) vypovídá pouze o charakteristice mluveného jazyka jako takového. Další identifikované funkce („organizace diskurzu“, „doplnění výkladu“ a „hodnocení“) byly součástí idiolektu příslušného autora (BAWE), případně byly podmíněny sémantickým a nebo gramatickým kontextem věty, ve které se průběhový tvar vyskytoval (BASE). Lze tedy říci, že průběhový tvar je zpravidla použit k vyjádření funkce informační, případně také funkce interaktivní. Zřídka se může objevit i s dalšími funkcemi.

Funkční analýza prokázala propojenost primárních funkcí (průběhovost ± opakovanost) a průběhového tvaru. Objevil se také rozdíl mezi psaným a mluveným monologem: nejčastější kombinací v BAWE je „průběhovost bez opakování“ (42%), kdežto většina dokladů v BASE se vyskytuje v kombinaci „průběhovost plus opakovanost“ (45%). Tento nesoulad částečně vysvětluje odhalení nové funkční kategorie, tzv. „interpretace,“ která je, zdá se, bez výjimky spjatá s funkcí „průběhovost bez opakování“. Interpretační funkce je významně zastoupena v psaných textech (BAWE), kde se vyskytla třináctkrát s dvanácti různými slovesy (*claiming, asking, making, using, blaming, offering, saying, showing, treating, flouting, addressing, leaving*). Mohlo by se tedy jednat o další primární funkci průběhového tvaru v psaném odborném monologu. Interpretační funkce byla přidělena průběhovým tvarům, jejichž účelem je vysvětlit informace, které řekl nebo napsal někdo jiný. Vyjádření této funkce je často spojeno se slovesy mluvení, jako např. *ask, claim, say, address, etc.*, ale není na tuto sémantickou skupinu omezeno (viz. např. *the writer is showing his ultimate authority*, BAWE-7.txt). Všechny příklady interpretační funkce jsou v přítomném čase. Za povšimnutí stojí také skutečnost, že všechny tyto příklady vyjadřují informační textovou funkci, která je v BAWE nejfrekventovanější. Z ostatních sekundárních funkcí je významná distribuce funkce „obecné platnosti“ v BASE (29 dokladů). Ta se v BAWE vyskytuje pouze devětkrát. Jedná se tedy zřejmě o tendenci charakteristickou pro mluvený odborný monolog. Průběhové tvary vyjadřující funkci „obecná

platnost” se typicky objevují s podměty odkazujícími na obecného lidského konatele – *people, you, we* – v (atemporálním) přítomném čase.

Další část funkční analýzy se věnovala typologii sloves. Ve srovnání s BAWE je diverzita sloves v BASE mnohem menší. Na 100 dokladů průběhových slovesných tvarů je v psaných textech 82 různých typů, kdežto v mluvených pouze 52. V psaných textech se jednotlivé typy opakují maximálně 3 krát, v mluvených se sloveso *do* objevilo 16 krát a sloveso *talk about* 11 krát. Tato slovesa jsou tedy prokazatelně kompatibilní s průběhovým tvarem. Slovesa z následujících semantických skupin jsou dobře zastoupena v obou korpusech: slovesa komunikace (15 různých sloves / celkem 19 příkladů v BAWE; 12 různých sloves / celkem 29 příkladů v BASE), mentální slovesa (7 různých sloves v každém z korpus; celkem 9 příkladů v BAWE a 18 v BASE), slovesa pohybu (11 různých sloves / celkem 14 příkladů v BAWE, 5 různých sloves / celkem 5 příkladů v BASE). Tyto typy sloves jsou tedy kompatibilní s průběhovým tvarem neohledě na typ textu. Slovesa v obou korpusech jsou převážně dynamická, nejčastěji se jedná o „activity verbs“ a „process verbs.“ Průběhový tvar slovesa se tedy obvykle užívá se slovesy z těchto semantických skupin, a to jak v psaném tak v mluveném odborném monologu.

Distribuční trendy týkající se sémantické role a životnosti podmětu jsou podobné v obou korpusech. Opět se tedy potvrzuje souvislost volby podmětu s průběhovým tvarem (sémantikou přísudkového slovesa) bez ohledu na to, o jaký typ textu se jedná (psaný/mluvený). Podměty jsou převážně životné, typicky v roli konatele. Zajímavé je, že poměr mezi životnými a neživotnými podměty v BASE naznačuje jednoznačnou preferenci podmětů životných (85%), kdežto v BAWE tato preference není natolik jednoznačná (67% životných, 33% neživotných). Totéž platí pro poměr mezi nejčastější sémantickou rolí, tedy agens, a druhou nejčastější sémantickou rolí, tedy patiens (BAWE 58:28, BASE 83:10). Na základě těchto výsledků je patrné, že vazba mezi průběhovými tvary a typem podmětu je těsnější v BASE než v BAWE.

Na rozdíl od výsledků Römerové (viz. sekce 2.3.) jsme v obou korpusech našli pouze malý počet příkladů adverbialní modifikace. 7 ze 14 dokladů s adverbialními modifikátory v BAWE obsahuje příslovečné určení času. Přestože dle výsledků Römerové je tento typ modifikace frekventovaný v mluveném korpusu, analýza našich dat z BASE neobsahovala žádný takový případ. Naopak, 3

ze 7 příkladů s adverbialní modifikací obsahují spojení *sort of*, které bylo použito spíše jako tzv. „filler word.“

Formální analýza časových forem ukázala, že průběhový tvar se v obou korpusech nejčastěji vyskytuje v přítomném čase (51% v BAWE, 65% v BASE). Tvary minulé se v BAWE (36%) vyskytují téměř dvakrát častěji než v BASE (17%). Tato tendence souvisí nejen s typem textu, ale také převahou informační textové funkce v BAWE.

Oba korpusy se liší také zastoupením formálních typů podmětu. Podstatná jména představují 61% podmětů v BAWE, 39% tvoří zájmena. V BASE zájmena naopak tvoří 92% podmětů, 8% podmětů tvoří podstatná jména. Rozdíl je opět výraznější v BASE. Osobní zájmena jsou nejčastějším zájmenným podmětem (33 z 39 v BAWE, 75 z 93 v BASE). Skutečnost, že je počet podmětů vyjádřených osobním zájmenem v BASE více než dvakrát vyšší než v BAWE, dále souvisí s tím, že nejčastější textovou funkcí v BASE je „interaktivita“ (užití osobních zájmen jako podmětů se také odráží ve funkci „organizace diskurzu“). Charakteristické rysy mluveného jazyka jsou také patrné z převahy podmětů s exoforickou referencí (64% v BASE ve srovnání s 13% v BAWE). Zájmena nejčastěji odkazují deikticky na účastníky mluvené situace (*you, we, I*).

Pokud jde o polaritu věty, ve které se průběhový tvar nachází, jsou výsledky z obou korpusů téměř identické. 94% příkladů v BAWE a 95% v BASE se vyskytuje v kladné větě. Zápor je tedy v souvislosti s průběhovým tvarem příznakový.

Zastoupení průběhových tvarů v hlavních a vedlejších větách je v obou korpusech srovnatelné (30 a 61 dokladů v BAWE, 30 a 70 v BASE). Rozdíly v četnosti jednotlivých typů vedlejších vět ale potvrzují, že psané texty jsou komplexnější na úrovni věty, kdežto mluvené na úrovni fráze. Jinými slovy, obsahové věty vedlejší se vyskytují mnohem častěji v BAWE (25 ve srovnání s 6 případy), vztahné věty vedlejší jsou naopak častější v BASE (41 ve srovnání s 18 případy). Jak už bylo řečeno, „interaktivita“ je nejčastěji zastoupenou textovou funkcí v BASE. Na základě analýzy nejčastějšího typu příslovečné vedlejší věty, tedy podmínkové věty (13 případů v BASE, žádné v BAWE) jsem zjistili, že vyjma dvou případů je podmětem podmínkové věty vždy *you* (někdy s apozicí), což podporuje interaktivní funkci. Podmínkové věty je tedy použito jako

prostředku k oslovení publika. Strukturální volby jsou dále podpořeny lexikálními. Výskyt obsahových vět v BASE je silně lexikálně podmíněn: kromě jednoho případu se ve všech případech v hlavní větě vyskytuje sloveso myšlení (*I see, I haven't got a clue, I think, he thought*). 11 obsahových vět obsahuje sloveso komunikace.

Celkově výsledky analýzy ukázaly, že některé rysy jsou typické pro průběhový tvar bez ohledu na typ textu (psaný / mluvený), některé jsou naopak příznačné pro psaný, případně mluvený odborný monolog. Na základě četnosti výskytu jednotlivých rysů v BAWE a BASE můžeme vytvořit seznam relevantních znaků:

#### Znaky příslušející průběhovému tvaru v odborném jazyce (mluveném i psaném)

- Informační funkce (kromě interaktivní funkce, která je převládající v BASE, nejsou ostatní hodnocené funkce přednášky pro průběhový tvar v odborném jazyce typické)
- Slovesa komunikace, mentální slovesa, slovesa pohybu
- Dynamická slovesa („activity“ a „process“)
- Životný konatel jako podmět
- Přítomný průběhový tvar
- Kladné vedlejší věty

#### Znaky příslušející psanému jazyku

- Minulé tvary (36%) se vyskytují téměř dvakrát častěji v BAWE než v BASE, což dále podporuje fakt, že informační funkce je v BAWE zastoupena nejvíce
- „Průběhovost bez opakování“ (42%); identifikována nová funkce: interpretace (13%, vždy s funkcí „průběhovost bez opakování“)
- 82 různých typů sloves opakujících se maximálně 3 krát
- Podstatná jména ve funkci podmětu (61%)
- Složitost na úrovni věty (obsahové věty se vyskytují nejčastěji, 25%)

#### Znaky příslušející mluvenému jazyku

- Interaktivní funkce (55%, dále doloženo skutečností, že počet podmětů vyjádřených osobním zájmenem v BASE je více než dvakrát vyšší než v BAWE; podmětem

podmínkové věty, která se v BAWE nevyskytuje, je téměř vždy *you* a slouží tedy jako prostředek k oslovení publika)

- „Průběhovost plus opakovanost“ (45%); nejčastější sekundární funkce: „obecná platnost“ (29%)
- 52 různých typů sloves (celkem 16 příkladů *do* a 11 *talk*)
- Zájmena ve funkci podmětu (92%); převážně s exoforickou referencí, 41%)

Rozdíly mezi typickými a méně typickými rysy jsou výraznější v BASE (viz. poměr podmětových rysů jako např. životný/neživotný, agens/patiens, zájmeno/podstatné jméno; a nebo specifičnost opakujících se sloves).

Přestože rozsah naší práce do jisté míry omezuje váhu našich závěrů, identifikovali jsme novou funkci, možná dokonce primární funkci, průběhového tvaru v psaném odborném monologu, a to funkci interpretační. Dále jsme popsali rysy, které jsou typické pro formální, funkční a textovou úroveň a jejich souvislost s užíváním průběhového tvaru v psaném a mluveném odborném monologu. Doufáme, že se výsledky naší studie stanou podnětem pro případný další komplexnější výzkum.

## 7. Sources and references

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Data cited herein have been extracted from the British Academic Spoken English Corpus (BASE) and the British Academic Written English Corpus (BAWE). All rights in the texts cited are reserved. The corpora were accessed through The Sketch Engine, a product of Lexical Computing Ltd., <https://the.sketchengine.co.uk/open/>.

The final dataset was selected from the following five documents in BAWE and four in BASE:

#### BAWE holdings

File ID	Title	Discipline
BAWE-7.txt	<i>Professional question: How can the teaching of pronunciation gain greater prominence a pre-undergraduate EAP course?</i>	Linguistics
BAWE-6.txt	Unknown	English
BAWE-4.txt	<i>In attempting to write about Robert Musil's encyclopedic novel The Man Without Qualities</i>	Philosophy
BAWE-9.txt	<i>Artificial cranial modification or congenital abnormality: differential diagnosis</i>	Archeology
BAWE-8.txt	<i>The Use of Zanmen in Northern Chinese and Its Disappearance in Southern Chinese</i>	Linguistics

#### BASE holdings

File ID	Title	Discipline
AHLCT 021	<i>Introduction to Historiography</i>	History
AHLCT 012	<i>Essay writing and scholarly practice</i>	English
AHLCT 009	<i>Children's literature</i>	English
AHLCT 029	<i>The Annales: Braudel and beyond</i>	History

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## 8. Appendices

### Appendix No. 1 (Excerpted material)

BAWE sub-corpus

1	The focus of teaching pronunciation <i>is moving</i> , then from the 'correct' production of sounds to chunks or meaningful and conceptualised utterances, [...]	BAWE-7.txt
2	In this paper I <i>will be looking</i> at the role of pronunciation in my professional situation.	BAWE-7.txt
3	With English now accepted as the International 'lingua-franca', many <i>are questioning</i> the validity of RP (Received Pronunciation) as an appropriate model, [...].	BAWE-7.txt
4	However, the student group I am concerned with will <i>be dealing</i> mainly with native speakers in Britain.	BAWE-7.txt
5	As such they tend to be very motivated to [...], and, for this reason, I shall not <i>be exploring</i> this area of discussion.	BAWE-7.txt
6	Instead, I will <i>be looking</i> at what aspects of pronunciation should be taught in my teaching situation, [...].	BAWE-7.txt
7	One remarkable new on-line publication <i>is leading</i> the way in this field.	BAWE-7.txt
8	To sum up, the teaching of pronunciation in EAP classes should, in my view, <i>be focusing</i> mainly but not exclusively on the teaching of supra-segmental features.	BAWE-7.txt
9	This figure is set to increase dramatically as Universities and the government <i>are making</i> every effort to attract more international students into the country.	BAWE-7.txt
10	[...], and these international students <i>are entering</i> Postgraduate courses here in increasing numbers.	BAWE-7.txt
11	[...], the literature would also provide insight into the experience that the students themselves <i>are having</i> as participants in an EAP 'community'.	BAWE-7.txt
12	Thus, inconsistency leads some to claim that students' learning <i>is being</i> hampered [...].	BAWE-7.txt
13	When a teacher seeks corroboration or clarification or engages in a questioning process, they <i>are ensuring</i> an ongoing commitment to critical development.	BAWE-7.txt
14	For example a teacher who claims that [...], yet is also an advocate of The Silent Method would seem to <i>be contradicting</i> themselves.	BAWE-7.txt
15	Did you ignore the letter advising you of a change in circumstances because you thought the writer <i>was lying</i> ?	BAWE-7.txt
16	[...] but it has been pointed out to me that I <i>am being</i> paid to do a job, [...].	BAWE-7.txt
17	In mixing genre and including this stage, the writer <i>is showing</i> his ultimate authority.	BAWE-7.txt
18	In lines 9 to 11 the writer <i>is flouting</i> the maxim of quality.	BAWE-7.txt
19	Perhaps the interrogative form <i>is being</i> used here as the statement form would be a direct accusation.	BAWE-7.txt
20	The perlocutionary force or effect on the reader would be to understand they <i>are being</i> blamed.	BAWE-7.txt
21	It is both a positive and negative FTA; it <i>is imposing</i> an action on the reader and it is also an indirect ('if') suggestion of incompetence.	BAWE-7.txt
22	Such as those above for politeness strategies (I'm afraid) or introducing topics, ('I <i>'m writing</i> about..')	BAWE-7.txt
23	Semantically, however, this example belongs to the next lesson on 'PP for present results' (e.g. someone's broken his leg and we see he <i>'s walking</i> with crutches).	BAWE-7.txt
24	[...] when they <i>are travelling</i> to Dragonwyck on the boat, Nicholas talks down to Miranda	BAWE-7.txt

	and [...].	
25	Vincent Price's performance slowly gives clues to the spectator that he <b>is hiding</b> something, [...].	BAWE-7.txt
26	Their first-person narrators <b>are telling</b> events several years after they happened.	BAWE-6.txt
27	At this point of the story, he <b>is describing</b> the place in which he finds himself.	BAWE-6.txt
28	Two narrators <b>are competing</b> ;	BAWE-6.txt
29	[...] and Robinson as a 'silent' narrator since he <b>is no longer narrating</b> his story [...].	BAWE-6.txt
30	[...], Jim uses the term "here" as if the events <b>were happening</b> as he tells them.	BAWE-6.txt
31	All this while, as I say, I <b>was still running</b> , and, [...].	BAWE-6.txt
32	As I <b>was climbing</b> the ladder, the palpitations of my heart were getting stronger and stronger.	BAWE-6.txt
33	As I was climbing the ladder, the palpitations of my heart <b>were getting</b> stronger and stronger.	BAWE-6.txt
34	Judging by the state of decay, no one has <b>been living</b> here for many years.	BAWE-6.txt
35	On the floor <b>were lying</b> quantities of very old objects, such as nails, [...].	BAWE-6.txt
36	As I <b>was looking</b> behind them to make sure they were not hiding something, [...].	BAWE-6.txt
37	As I was looking behind them to make sure they <b>were not hiding</b> something, [...].	BAWE-6.txt
38	As I <b>was pondering</b> on all the mystery surrounding this place, I suddenly heard a noise.	BAWE-6.txt
39	However, they imply that Dickens's treatment of London was already a matter of critical concern at the time when the novelist <b>was writing</b> .	BAWE-6.txt
40	On the other hand, Hillis Miller is more concerned by the novelist's personal state of mind at the time he <b>was writing</b> .	BAWE-6.txt
41	Dickens and his contemporaries <b>were celebrating</b> the sheer spectacle of people gathered together, a celebration of human energy at a time when its possibilities were just becoming apparent".	BAWE-6.txt
42	Dickens and his contemporaries were celebrating the sheer spectacle of people gathered together, a celebration of human energy at a time when its possibilities <b>were just becoming</b> apparent".	BAWE-6.txt
43	This novel gave me a clearer idea of the kind of rewriting my project <b>was aiming</b> at.	BAWE-6.txt
44	The young pickpockets would steal his mobile while he would <b>be looking</b> at the shop-window.	BAWE-6.txt
45	"Is anybody here, Barney?" inquired Fagin; speaking now that Sikes <b>was looking</b> on; [...].	BAWE-6.txt
46	"She <b>is just eating</b> a plate of eggs and beans"	BAWE-6.txt
47	[...] the Caribbean man retired and returned, ushering in Nancy, who <b>was still wearing</b> her 'Holidays 4 Kids' shirt and her orange cap.	BAWE-6.txt
48	The little chap <b>is probably feeling</b> sick or something [...].	BAWE-6.txt
49	The Cockney, finding that he <b>was walking</b> a short part of her way himself, [...].	BAWE-6.txt
50	He <b>was walking</b> alone; thinking of the supper he would enjoy later;	BAWE-6.txt
51	[...], the way to a deeper understanding of what Musil <b>was intending</b> with the Other Condition is made available to us.	BAWE-4.txt
52	[...], she turns to the metaphor of birth, and starts planning to meet and eventually free Moosbrugger from the mental hospital where he <b>is being</b> kept.	BAWE-4.txt
53	Vienna 1913 <b>was brimming</b> with the accomplishments of advancing science and technology.	BAWE-4.txt
54	Ulrich refuses to pursue a thoughtless state of physical and mental abandon, and <b>is rather seeking</b> a balance of both reason and feeling, [...].	BAWE-4.txt

55	[...] for him these are notions through which the skeleton <b>is already peering</b> , [...].	BAWE-4.txt
56	[...], significant question marks remain about what, [...], Musil <b>is recommending</b> .	BAWE-4.txt
57	[...], I agree with Jonsson that rather what <b>is being</b> offered is the condition in which such a Utopia could be constructed.	BAWE-4.txt
58	These critics, [...], charge that Hegel <b>is asking</b> us to begin by merely assuming, and he is asking us to begin without knowing first what truth will guide us.	BAWE-4.txt
59	These critics, [...], charge that Hegel is asking us to begin by merely assuming, and he <b>is asking</b> us to begin without knowing first what truth will guide us.	BAWE-4.txt
60	It is as if 'we' <b>are witnessing</b> consciousness being subjected to the interrogating skeptic [...].	BAWE-4.txt
61	[...] he maintained that by this he <b>was taking</b> no stance on metaphysics, [...].	BAWE-4.txt
62	And indeed Ingarden does not propose that Husserl <b>is claiming</b> that the transcendent world of things is purely a construction of consciousness.	BAWE-4.txt
63	[...], this means Husserl <b>is treating</b> the sense of the object [...] exclusively as the creation of the acts coming into consideration.	BAWE-4.txt
64	Husserl <b>is not making</b> metaphysical claims, [...].	BAWE-4.txt
65	[...] all he <b>is saying</b> is that the only world of which we can have indubitable knowledge is the one constituted by consciousness.	BAWE-4.txt
66	The important point here is that Nietzsche <b>is not only claiming</b> perspective to be a powerful force in personalizing the knowledge which each acquires, [...].	BAWE-4.txt
67	The perpetual change in Nietzsche's mode of presentation brings our attention vividly to his presence as the author behind what <b>we are reading</b> .	BAWE-4.txt
68	On the other hand, he may use the magical elements in his novel to accentuate a certain theme he <b>is exploring</b> .	BAWE-4.txt
69	[...], when he <b>was lying</b> on his back paralyzed for the rest of his life.	BAWE-4.txt
70	[...], the economic growth in output <b>was lagging</b> behind that of the period 1921-29, [...].	BAWE-4.txt
71	[...] the economy of post-war America <b>was thriving</b> and this resulted in the affluent society.	BAWE-4.txt
72	[...], consumer industries <b>were creating</b> products that they had generated, [...].	BAWE-4.txt
73	[...], the suburban unit <b>was being</b> carefully cultivated.	BAWE-4.txt
74	[...] while advances <b>are being</b> made in other fields, historians are engaged in "an aimless endeavour."	BAWE-4.txt
75	Modern field techniques <b>are being</b> combined with experimental archaeology, [...].	BAWE-9.txt
76	Micromorphological analysis of deposits from different contexts can indicate what kinds of activities <b>were being</b> undertaken in particular buildings or spaces.	BAWE-9.txt
77	[...] they would have <b>been being</b> constructed almost simultaneously under a single influence.	BAWE-9.txt
78	The people using the site <b>are clearly exploiting</b> the local resources, [...].	BAWE-9.txt
79	If these boats <b>were travelling</b> from Turkey to the Southern Levant, for example, sailing via Crete would appear somewhat of a diversion.	BAWE-9.txt
80	[...] which [...] also confirms that the copper from Cyprus <b>was being</b> exported to Egypt.	BAWE-9.txt
81	[...] the Mycenaeans and Minoans <b>were importing</b> Cypriot fine, luxury tableware [...].	BAWE-9.txt
82	Ongoing research in the Severn Estuary has <b>been investigating</b> the interaction of Mesolithic people with their environment.	BAWE-9.txt
83	[...], at a time when sea-level rise <b>was producing</b> a constantly changing environment [...].	BAWE-9.txt
84	The application of micromorphology to archaeological soils and sediments has <b>been steadily increasing</b> in the UK in recent years (French 2003).	BAWE-9.txt

85	Archaeologists have also <b>been debating</b> the nature of settlement [...].	BAWE-9.txt
86	[...], and the erosion of the site <b>was happening</b> at a rapid rate.	BAWE-9.txt
87	[...] the sediment has been subjected to significant bioturbation, which may <b>be obscuring</b> the original character of the sediment.	BAWE-9.txt
88	Children <b>are now undergoing</b> modification with the use of orthotic devices to correct certain deformities, [...].	BAWE-9.txt
89	The fact that only ten percent of the stones present <b>were standing</b> is said to represent the remainder [...].	BAWE-9.txt
90	"[...] expressions whose reference is thereby determined [...] in terms of the amount of substance that <b>is being</b> referred to."	BAWE-8.txt
91	In a teaching situation, however, where a learner <b>is experiencing</b> difficulty between two sounds where the only distinction is [+/- fortis], [...].	BAWE-8.txt
92	[...], one situation is that Bob hit the dog and the dog <b>was carrying</b> a bone [...]	BAWE-8.txt
93	In the first one, the addressee(s) should understand that the speaker <b>is asking</b> him/them to go as well while the second one just shows that the speaker is leaving with other people except the addressee(s).	BAWE-8.txt
94	In the first one, the addressee(s) should understand that the speaker is asking him/them to go as well while the second one just shows that the speaker <b>is leaving</b> with other people except the addressee(s).	BAWE-8.txt
95	For example, a land agent in Beijing named one housing estate Zaman which they <b>were investing</b> in, [...].	BAWE-8.txt
96	It <b>is not saying</b> that both the teacher and the student should obey the rules [...].	BAWE-8.txt
97	The sentences are kept short and the political detail is kept to a minimum, which is a further indication that Blair <b>is not only addressing</b> fellow politicians, an expert audience, but the whole nation.	BAWE-8.txt
98	[...], "while the US <b>was focusing</b> its intelligence and diplomatic efforts on Kumchang-ni" [...].	BAWE-8.txt
99	In both genres, texts <b>are becoming</b> more 'promotional' [...].	BAWE-8.txt
100	As genres <b>are evolving</b> with social and cultural change, discourse analysis will increasingly have to deal with texts that borrow many features from other genres.	BAWE-8.txt

BASE sub-corpus

1	in fact what <b>'s happening</b> is that we 're going to video all the lectures	ahlct021
2	the Venetianists <b>are basically doing</b> their their Venice stuff	ahlct021
3	if they choose to zap into what we <b>'re doing</b> as well	ahlct021
4	so you know obviously i <b>'ve been making</b> myself up for some some hours beforehand	ahlct021
5	can i ask you this before while we <b>'re just sort of waiting</b> for people	ahlct021
6	i 've been really i <b>'ve been practising</b> in front of the mirror	ahlct021
7	<b>i 'm going to be lecturing</b> to this lot anyway	ahlct021
8	what we <b>'re asking</b> you to do in this course [...] is to reflect on what you 're doing	ahlct021
9	what we 're asking you to do in this course [...] is to reflect on what you <b>'re doing</b>	ahlct021
10	we should actually think about the words which we <b>'re using</b> when talking about about history	ahlct021
11	each of these terms will have implications for how we think about what we <b>'re doing</b>	ahlct021
12	It 's particularly true of this because it you <b>are doing</b> something just a bit different	ahlct021
13	the others <b>are sort of getting</b> the hang of it	ahlct021
14	most of you obviously <b>are doing</b> it as a single honours subject	ahlct021
15	the rest of the history that you <b>'re doing</b> as special subjects	ahlct021
16	an advanced option is to think about the sorts of problems that we <b>'re bringing</b> up here in this course	ahlct021
17	and to feed them into what you <b>'re also doing</b> in that other course	ahlct021
18	the writers and the authors which we <b>'re looking</b> at on the course	ahlct021
19	so we <b>'re asking</b> you to	ahlct021
20	the example i give sometimes to to sort of s illustrate what i <b>'m talking</b> about is	ahlct021
21	we get so impassioned about what <b>'s going</b> on on the stage	ahlct021
22	so what i <b>'m asking</b> you to do	ahlct021
23	i know what you <b>'re saying</b> to a ab about an author	ahlct021
24	i can see what the angle is and i see how you <b>'re sort of setting</b> it up	ahlct021
25	not just go along with the the angle of vision which <b>is being provided</b> to you by the historian	ahlct021
26	as opposed to what you <b>might have been doing</b> for A-level	ahlct012
27	i <b>will be talking</b> with reference to this	ahlct012
28	afterwards you will be able to read this through and see the connections with what i <b>'ve been talking</b> about	ahlct012
29	now if you people <b>were going</b> off to study some other subjects	ahlct012
30	someone might have the job of wising you up about safety rules if you <b>were dealing</b> with expensive and dangerous equipment	ahlct012
31	but actually of course you are the people who <b>are working</b> with the most expensive and the most dangerous the most delicate piece of equipment of anyone in the university	ahlct012
32	because you are the people who <b>are working</b> with language	ahlct012
33	those texts you <b>were learning</b> to think about	ahlct012
34	how you yourselves use language in an academic context now we <b>'re reading</b> literature and looking at language in the latter part of the twentieth century	ahlct012
35	how you yourselves use language in an academic context now we <b>'re</b> reading literature and	ahlct012

	<b>looking</b> at language in the latter part of the twentieth century	
36	that 's what <b>'s being thought</b> about there	ahlct012
37	we <b>'re thinking</b> even you could that is clearly true at the level of physical objects	ahlct012
38	some of you <b>may be doing</b> a purely English degree	ahlct012
39	so remember that even if you <b>'re doing</b> English there is a comparative dimension	ahlct012
40	now even if you <b>'re doing</b> English only there 's another sense in which of course you acquire a comparative sense	ahlct012
41	because you <b>are reading</b> the language historically	ahlct012
42	so though you <b>may not be reading</b> American or German or or whatever it is	ahlct012
43	you <b>will be reading</b> earlier forms of the same language	ahlct012
44	if you <b>are looking</b> up a word 'cause you 're not sure how to spell it	ahlct012
45	everyone <b>was rushing</b> to be more sentimental than everyone else	ahlct012
46	these things <b>are changing</b>	ahlct012
47	what on earth <b>is going</b> on there	ahlct012
48	so what it <b>'s signalling</b> is not just a spelling mistake	ahlct012
49	and all the other words that it 's it <b>'s moving</b> along with	ahlct012
50	what i <b>'m suggesting</b> here is n that that that that spelling and and whatnot is n't just a matter of correctness	ahlct012
51	i do n't necessarily know what we <b>'ll be doing</b> today	ahlct009
52	if you do n't understand what i <b>'m talking</b> about	ahlct009
53	do n't worry if you think that nobody else <b>may be sharing</b> your concerns	ahlct009
54	likewise if i <b>'m going</b> much too slowly and you think yeah yeah we know all of this	ahlct009
55	there 's no point my going on and on if you <b>'re all sitting</b> there	ahlct009
56	or saying i have n't got a clue what she <b>'s talking</b> about	ahlct009
57	it 's just a couple of sections of text i <b>wo n't be going</b> through all of them obviously	ahlct009
58	it 's the same case for those of you who are going to do <b>be doing</b> women 's writing	ahlct009
59	all the other geneticists he <b>was talking</b> about went what big piece of news is this	ahlct009
60	what he <b>was talking</b> about was the fact that most criminals are men	ahlct009
61	it would be an absolutely nonsensical claim particularly on top of that if they <b>were talking</b> about a piece of fiction which is made up anyway	ahlct009
62	most women in the nineteenth century <b>were n't being</b> angels in houses at all	ahlct009
63	they <b>were working</b> down coal mines or on fields	ahlct009
64	do you see where i <b>'m going</b>	ahlct009
65	in comparison to the other handout i <b>'ll be looking</b> at	ahlct009
66	or the other section of the handout i <b>'ll be looking</b> at in a moment	ahlct009
67	two ideas of childhood here the one we <b>'re looking</b> at is evangelical	ahlct009
68	it depends entirely if you <b>are thinking</b> about any connection with the society depends on	ahlct009
69	there 's a family father and mother and the children <b>have been arguing</b> together	ahlct009
70	it 's always part of how the novel <b>is constructing</b> its own ideology	ahlct009
71	and its own ideas about all kinds of things which <b>are going</b> on	ahlct009
72	he <b>is bringing</b> his children there to take warning from this example	ahlct009
73	this is a reading which is pretty much on the side of scaring the daylights out of everyone who <b>was thinking</b> anything bad	ahlct009
74	so here we <b>'re talking</b> about that kind of image of childhood in such a pronounced way	ahlct009

75	in fact if you look at page fifty-nine they <b>'re talking</b> about the mother of the man	ahlct009
76	so if you <b>'re thinking</b> of going on doing graduate work postgraduate work in this university	ahlct029
77	so if you <b>'re thinking</b> you might like a job at the end of all this	ahlct029
78	which had been as i <b>was arguing</b> was the norm in French historical departments	ahlct029
79	Lucien Febvre says i it 's everything we <b>'ve been looking</b> for and waiting for	ahlct029
80	Lucien Febvre says i it 's everything we <b>'ve been</b> looking for and <b>waiting</b> for	ahlct029
81	if you <b>'re doing</b> the Annales you do Braudel you know about this	ahlct029
82	but had spent as i say most of the war in a concentration camp where he <b>was sort of writing</b> up	ahlct029
83	what 's so special about it and more pertinently for what we <b>'re saying</b>	ahlct029
84	when he <b>was starting</b> his doctoral research he he wanted to work on the diplomatic history of the age of Philip the Second	ahlct029
85	i think that <b>'s coming</b> in as well	ahlct029
86	so when i <b>'m talking</b> about fernel Fernand Braudel 's time	ahlct029
87	i <b>'m not just thinking</b> of the moment of [...]	ahlct029
88	i <b>'m thinking</b> also of his notion of time	ahlct029
89	which Lucien Febvre and Marc Bloch <b>were making</b> agai in the past against that [...]	ahlct029
90	the absolute centre of this study was and i <b>'m quoting</b> more acted upon than actor	ahlct029
91	now this obviously <b>is recalling</b> and i think probably fairly consciously the i in in by Braudel the idea outlined by Marx in The Eighteenth Brumaire	ahlct029
92	all sorts of other factors which <b>are having</b> a determining but not always conscious influence	ahlct029
93	on top of the action which <b>was taking</b> place under under his reign	ahlct029
94	but also to see the forces which <b>are underlying</b> it	ahlct029
95	if you took just a a if you sort of <b>were talking</b> about a particular moment	ahlct029
96	here he <b>'s thinking</b> of things like price cycles or population trends	ahlct029
97	when he <b>'s looking</b> at some of the sort of geographical factors	ahlct029
98	he <b>'s drawing</b> evidence from outside the sixteenth century	ahlct029
99	and each of these levels each of these layers <b>is following</b> its own its own logic	ahlct029
100	he thought someone else <b>was doing</b> it	ahlct029

## Appendix No. 2 (Verb types – frequency of occurrence)

BAWE

<b>Verb types occurring three times</b>							
asking		looking at	making	walking	writing		
<b>Verb types occurring twice</b>							
becoming	claiming	exploring	focusing on	happening	hiding	lying	travelling
<b>Verb types occurring once</b>							
addressing	aiming at	blaming	brimming	carrying	celebrating		
climbing	combining with	competing	constructing	contradicting	creating		
cultivating with	dealing	debating	describing	eating	ensuring		
entering	evolving	experiencing	exploiting	exporting	feeling		
flouting	fusing	getting	hampering	having	importing		
imposing	increasing	intending	investing in	investigating	keeping		
lagging behind	lying	leading	leaving	living	looking behind		
looking on	moving	narrating	obscuring	offering	paying		
peering	pondering	producing	questioning	reading	recommending		
referring to	running	saying	seeking	showing	standing		
taking	telling	thriving	treating	undergoing	undertaking		
using	wearing	witnessing					

BASE

<b>Verb types occurring 16 times</b>					
doing					
<b>Verb types occurring 11 times</b>					
talking about					
<b>Verb types occurring six times</b>					
looking at					
<b>Verb types occurring four times</b>					
reading			thinking of		
<b>Verb types occurring three times</b>					
asking		going on	thinking	working	
<b>Verb types occurring twice</b>					
arguing		going	saying	thinking about	
<b>Verb types occurring once</b>					
being	bringing	bringing up	changing	coming in	constructing
dealing with	drawing	following	getting along with	going off	going through
happening	having	learning	lecturing	looking for	looking up
making	making up	moving along	practicing	providing	quoting
recalling	rushing	setting up	sharing	signaling	sitting
starting	suggesting	taking place	talking	underlying	using
waiting	waiting for	writing up			

### Appendix No. 3 (Verb types – semantic classification)

BAWE

ACTIVITY			
asking	3	investigating	1
looking at	3	investing in	1
walking	3	keeping	1
writing	3	looking behind	1
claiming	2	looking on	1
exploring	2	lying	1
focusing on	2	making	1
hiding	2	narrating	1
making	2	obscuring	1
addressing	1	offering	1
aiming at	1	paying	1
carrying	1	peering	1
celebrating	1	pondering	1
climbing	1	producing	1
combining with	1	questioning	1
competing	1	reading	1
constructing	1	recommending	1
cultivating	1	referring to	1
dealing with	1	running	1
debating	1	saying	
describing	1	seeking	1
eating	1	showing	1
ensuring	1	taking	1
exploiting	1	telling	1
exporting	1	travelling	1
flouting	1	treating	1
fusing	1	undertaking	1
hampering	1	using	1
importing	1	<b>Grand Total</b>	<b>70</b>

PROCESS	
becoming	2
happening	2
creating	1
evolving	1
getting	1
increasing	1
lagging behind	1
moving	1
undergoing	1
<b>Grand Total</b>	<b>11</b>

TRANSITIONAL EVENT	
leaving	2
entering	1
travelling	1
<b>Grand Total</b>	<b>4</b>

STANCE	
lying	2
standing	1
living	1
<b>Grand Total</b>	<b>4</b>

HAVING & BEING	
thriving	1
wearing	1
leading	1
having	1
brimming	1
<b>Grand Total</b>	<b>4</b>

ATTITUDE	
blaming	1
experiencing	1
intending	1
<b>Grand Total</b>	<b>3</b>

INERT COGNITION	
witnessing	1
contradicting	1
<b>Grand Total</b>	<b>2</b>

INERT PERCEPTION	
feeling	1
<b>Grand Total</b>	<b>1</b>

BASE

ACTIVITY	
doing	16
talking about	11
looking at	6
reading	4
thinking of	4
asking	3
working	3
thinking about	2
thinking	2
saying	2
going	2
arguing	2
lecturing	1
suggesting	1
looking for	1
making up	1
bringing up	1
moving along	1
using	1
bringing	1
sharing	1
providing	1
talking	1
quoting	1
going through	1
drawing	1
dealing with	1
recalling	1
waiting for	1
rushing	1
following	1
practicing	1
<b>Grand Total</b>	<b>77</b>

PROCESS	
going on	3
constructing	1
looking up	1
changing	1
getting the hang of	1
making	1
setting up	1
taking place	1
writing up	1
happening	1
learning	1
<b>Grand Total</b>	<b>13</b>

TRANSITIONAL EVENT	
coming in	1
starting	1
going off	1
<b>Grand Total</b>	<b>3</b>

STANCE	
waiting	1
sitting	1
<b>Grand Total</b>	<b>2</b>

HAVING AND BEING	
underlying	1
signalling	1
being	1
having	1
<b>Grand Total</b>	<b>4</b>

INERT COGNITION	
thinking	1
<b>Grand Total</b>	<b>1</b>