

Progressives, Patterns, Pedagogy

A corpus-driven approach to English progressive forms, functions, contexts and didactics

Ute Römer

Studies in Corpus Linguistics

18

JOHN BENJAMINS PUBLISHING COMPANY

Table of contents

Acknowledgements	XIII
Chapter 1	
Introduction: A need to take stock of progressives 1.1 Scope and aims of the study 1 1.2 Method of analysis 3 1.3 Structure of the book 4	1
Chapter 2	
The theoretical basis of the study: Corpora, contexts, didactics 2.1 Corpus-driven linguistics (CDL) 7 2.1.1 CDL – a new theory emerging from corpus work 7 2.1.2 Corpus-based vs. corpus-driven approaches 8 2.2 Contextual approaches to the study of language 11 2.2.1 John R. Firth 12 2.2.2 John McH. Sinclair 13 2.3 Pedagogic and didactic grammar 14 2.3.1 Definitions 14 2.3.2 The Mindtian approach – empirical grammars 16 2.3.3 The present approach 17	7
Chapter 3	
Progressives in theoretical studies and grammars of English 3.1 Problems of definition and terminology 19 3.2 The diachronic dimension: Progressives on the rise 21 3.3 The English progressive in two influential theoretical studies 22 3.3.1 Comrie 1976 22 3.3.2 Williams 2002 24 3.4 The progressive in recent linguistic and empirical grammars 25 3.4.1 Quirk, Greenbaum, Leech, Svartvik 1985 25 3.4.2 Biber, Johansson, Leech, Conrad, Finegan 1999 27 3.4.3 Mindt 2000 28 3.4.4 Huddleston, Pullum 2002 29	19

	_		
3.5		ous empirical findings on the use of the progressive 31	
		Frequencies 32	
		Functions 33	
	3.5.3	Contexts 34	
Сн	APTER	4	
Pro	gressiv	ves in spoken British English	37
		us selection 37	31
71.	_	Why spoken British native-speaker English (BrNSE)? 38	
		Availability of spoken British native-speaker English corpora 40	
		Corpus size and representativeness 41	
		Corpora used in this study 42	
4.2		mpirical method: BNC and BoE data collection, processing,	
•		valuation 47	
		Verbs under analysis 47	
		The collection of corpus data: Query strategies 48	
		Data filtering 54	
	4.2.4	Data processing and encoding: The construction of an <i>Access</i>	
		database 56	
	4.2.5	Data evaluation 58	
4.3		se of progressives in spoken English (I) – contexts 60	
	4.3.1	Distribution of different tense forms 61	
	4.3.2	Tense form contractions 66	
	4.3.3	Progressives and subjects 68	
	4.3.4	Progressives and objects 70	
	4.3.5	Progressives and prepositions 71	
		Progressives and negation 72	
		Progressives and other lexical-grammatical phenomena 74	
	4.3.8	Adverbial specification 75	
	4.3.9	,	
4.4	The u	use of progressives in spoken English (II) – functions 80	
	4.4.1	Time reference 81	
	4.4.2	*	
		One central function or several central functions? 90	
		Central functions and time reference 93	
	4.4.5	Additional functions of the progressive 95	
	. ,	Additional functions and time reference 106	
		Summary of the findings [spoken English – functions] 110	
4.5		s and progressives – How lexical is grammar? 111	
	4.5.1	Distribution and restrictions: 100 verbs and 9,468 concordance	
	450	lines [BNC/BoE] 113 Verbs and tense form distributions [BNC/BoE] 117	

	4.5.3	Verbs and subjects [BNC/BoE] 123	
	4.5.4	Verbs and objects [BNC/BoE] 130	
		Verbs and prepositions [BNC/BoE] 136	
		Verbs and negation [BNC/BoE] 136	
		Verbs and other lexical-grammatical phenomena [BNC/BoE] 143	
		Verbs and adverbial specification [BNC/BoE] 146	
		Verbs and time reference [BNC/BoE] 151	
		Verbs and central functions of the progressive [BNC/BoE] 157	
		Verbs and additional functions of the progressive [BNC/BoE] 161	
	4.5.12	Summary of the findings [spoken English –	
		verbs and progressives] 169	
Сн	APTER	5	
Pro	gressiv	ve teaching (?): Progressives in the German EFL classroom	171
	_	ing problem "progressive" 172	•
		tion of teaching materials 174	
5.3		German English as a Foreign Language Textbook Corpus	
		L TC) – a collection of EFL textbook language 175	
	5.3.1	Corpus design and composition 175	
	5.3.2	Corpus compilation 177	
5.4	The e	empirical method: GEFL TC data collection, processing,	
	and e	valuation 178	
	5.4.1	Verbs under analysis 178	
	5.4.2	Data collection: Querying GEFL TC with WordSmith Tools 179	
	5.4.3	Data filtering 180	
	5.4.4	Data processing and encoding: The addition of GEFL TC	
		concordance lines to the Access database 180	
		Data evaluation 180	
5.5	The t	se of progressives in "school" English (I) – contexts 181	
	5.5.1	Distribution of different tense forms 182	
	5.5.2		
		Progressives and subjects 187	
	5.5.4	Progressives and objects 188	
	5.5.5	Progressives and prepositions 189	
	5.5.6	Progressives and negation 190	
	5.5.7	Progressives and other lexical-grammatical phenomena 191	
	5.5.8	Adverbial specification 192	
	5.5.9	Summary of the findings [GEFL TC – contexts] 195	
5.6		use of progressives in "school" English (II) – functions 196	
	5.6.1	· ·	
	5.6.2	Two central function features:	

Continuousness and repeatedness 199

		Central functions 201	
		Additional functions of the progressive 203	
	5.6.5	Summary of the findings [GEFL TC – functions] 205	
5.7	Vērbs	and progressives in GEFL TC – How lexical is EFL	
	textb	ook grammar? 205	
	5.7.1	The distribution of progressive verb forms in GEFL TC 206	
	5.7.2	Verbs and tense form distributions [GEFL TC] 207	
	5.7.3	Verbs and subjects [GEFL TC] 210	
	5.7.4	Verbs and objects [GEFL TC] 212	
	5.7.5	Verbs and prepositions [GEFL TC] 214	
	5.7.6	Verbs and negation [GEFL TC] 216	
	5.7.7	Verbs and other lexical-grammatical phenomena [GEFL TC] 218	
	5.7.8	Verbs and adverbial specification [GEFL TC] 218	
	5.7.9	Verbs and time reference [GEFL TC] 222	
	5.7.10	Verbs and central functions of the progressive [GEFL TC] 225	
		Verbs and additional functions of the progressive [GEFL TC] 227	
		Summary of the findings [GEFL TC – verbs and progressives] 229	
5.8		ressive progression (?) – When and how are progressives	
·	introduced in the textbooks? 230		
	5.8.1	The progression in Learning English Green Line New	
		(volumes 1–6) 231	
	5.8.2	The progression in English G 2000 A (volumes 1–6) 234	
	5.8.3	Summary and discussion 237	
Сн	APTER	6	
Duo	· cruonai:	ves in real spoken English and in "school" English: A comparison 243	
	-	- · · · · · · · · · · · · · · · · · · ·	
0,1	_	ressives and context phenomena 244 Distribution of different tense forms 244	
	6.1.1		
		Progressives and subjects 246	
		Progressives and objects 248	
		Progressives and prepositions 249	
	6.1.5		
	6.1.6	Progressives and other lexical-grammatical phenomena 252	
_	6.1.7	Progressives and adverbial specification 253	
6.2	_	ressives and function phenomena 256	
	6.2.1	•	
		Progressives and central functions 260	
		Progressives and additional functions 266	
6.3		mary of the findings: Progressives in use vs. progressives	
	in the	e books 268	

CHAPTER 7		
Pedagogical implications: True facts, textbooks, teaching	275	
7.1 Corpus-driven linguistics and language teaching 276		
7.2 The case for more authenticity in the classroom 277		
7.3 Improving communicative competence: Teach the typical 280		
7.4 Teaching progressives in natural contexts 282		
7.5 Focussing on frequent functions of progressives 283		
7.6 Shifting emphasis to lexis 285		
7.7 Towards a corpus-driven communicative didactic lexical grammar		
of progressives 287		
Chapter 8		
Conclusions: Corpus, practice, theory	293	
8.1 From corpus to practice 294		
8.2 From corpus to theory 297		
Notes	299	
References		
Index	325	