

In the following example, notice the use of different verb tenses.

■ Present tense

■ Past tense

Example 1

Whether students are learning English as a second language or as a foreign language also **impacts** on strategy use (Green & Oxford, 1995; Oh, 1992). To find out more about the strategy use of bilingual learners or learners who are bilinguals, Wharton (2000) **surveyed** 678 undergraduate students studying Japanese and French at a university in Singapore with the findings that the bilingual Asian students **favoured** social strategies more than any other strategy type, a result which **differs** from previous studies. This may be because L2 learners in Singapore **are** mainly second language learners who **have** more access to authentic L2 language input and interaction, with a related increase in opportunities and motivation to use English. As shown by Phillips (1991), Rossi-Le (1989) and Wharton (2000), second language learners **tend** to report higher frequencies of effective strategy use than foreign language learners, especially in their use of social and communicative strategies.

(Ip, 2016, pp. 51-52)

Example 2

Following the Cold War, two distinct but interrelated trends **saw** a marked shift in global politics and the approach taken to manage and resolve conflicts: (i) the rise of intrastate violent conflict in which the majority of victims were civilians, and (ii) the increased willingness (and ability) of international actors, such as the United Nations, to intervene and focus on concerns of human rights, human security and good governance (Keating and Knight 2004, xxxii; Borer 2006, 11). Emerging peace-building theories **converged** with conflict resolution and conflict management practices as international actors such as the United Nations, non-government organisations and international financial institutions **became** increasingly involved in the democratization of so-called 'failing and failed states' (Richmond 2010, 22). A 1992 report by then UN Secretary General Boutros Boutros-Ghali titled An Agenda for Peace **served** as a blueprint for such multidimensional post-conflict interventions. The Agenda for Peace **defined** peace-building in relation to preventative diplomacy, peacemaking and peace-keeping in the following terms: preventative diplomacy **seeks** to stop conflicts from escalating; peacemaking **seeks** to negotiate agreements between conflicting parties; and peace-keeping **seeks** to contain violence through military, police and/or civilian personnel, with the consent of the parties concerned (Boutros-Ghali 1992, par. 20). Post-conflict peace-building **was defined** as 'action to identify and support structures which will tend to strengthen and solidify peace in order to avoid a relapse into conflict' (Boutros-Ghali 1992, par. 21). Peace-building thus **became** part of official global political discourse and global governance, and 'the new imaginary of peace in the minds of policymakers and peace and conflict researchers alike' (Richmond 2010, 22).

(Vella, 2016, pp. 20-21).

In Example 1, a language teaching study, the present tense is used more often to talk about general statements and truths. The past tense is only used to refer to a single study. In Example 2, a history text that refers to particular events in history, the past tense is mostly used to refer to those past events. The present tense is used only in a definition to refer to general truths.