THE ROLE OF FREQUENCY IN SLA: AN ANALYSIS OF GERUNDS AND INFINITIVES IN ESL WRITTEN DISCOURSE

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The development of constructional schemas is based on frequency of input and output. Research demonstrating frequency as a significant factor in second language acquisition (SLA), however, has been limited (e.g. Ellis, 2002; Larson-Freeman, 2002). This study adds to the literature on SLA from a functional linguistics framework. We analyzed infinitive and gerund constructions in English by native speakers of Spanish because studies of gerunds and infinitives in SLA are relatively rare. Furthermore, L2 speakers of English often confuse these two constructions. Infinitives are high-frequency constructions in both English and Spanish. Conversely, gerund constructions are of low-frequency in English, occurring at a rate of less than 1% in the BNC, and do not generally exist in Spanish. This seemed a promising place, therefore, to test the relationship of frequency and error production in ESL students. The results demonstrated a significant difference in frequency of use. The findings demonstrate that frequency does indeed play an important role in SLA. We conclude by suggesting ways of incorporating this finding into second language acquisition curriculum.

INTRODUCTION

The theory that frequency plays a significant role in the production of language has been researched for nearly 50 years. Recently, this theory has made serious inroads into the literature with significant studies by Bybee and Thompson (2001); Langaker (1998); Traugott (1995) and Heine, Claudi, & Hunnemeyer (1991), who have demonstrated that grammatical structures, such as the future tense, reduce phonologically and morphologically to the point where the lexical items, once viewed as separate entities, have been reanalyzed and have become grammaticized units in which the individual parts are difficult to distinguish and furthermore, that this process occurs across languages. From these findings, it has been proposed that grammars are not a result of some sort of innate, preprogrammed set of universal rules that each human being is born with as proposed by Chomsky. Rather, functionalists claim that grammars emerge from thousands of different constructions, and these constructions are internalized and mapped onto our cognitive capacities through the frequency of input and output (Wray, 2002; Tomasello, 1998). Thus, the fundamental difference between the generativists and the functionalists is that of the source of grammatical knowledge in first language acquisition. Generativists believe that grammar is innate and that the lexicon and environment enter into cognition at a different, unrelated time. The functionalists, however, believe that it is the lexicon and the environment in

which language is used to create the conditions for grammatical structures to emerge. This fundamental difference continues to be hotly debated. Until very recently, though, the field of second language acquisition (SLA) has not seriously considered frequency as a significant factor in learning a second language. SLA research has often avoided asking questions about language interference, variation, and pedagogy through the lens of the functionalist paradigm.

One of the primary reasons frequency effects has not received a great deal of attention in SLA literature is that there is a genuine fear that evidence supporting a pedagogy based on frequency of input may lead the profession back to stimulus-response sorts of pedagogy like Lado and the audio lingual method (ALM) which promotes rote memorization and practice of frequently occurring structures, divorcing structure from context (Ellis, 2002a).   This is a very real concern and applied linguists, psycholinguists, and TESL practitioners have been justified in their reservations, not wanting to decontextualize language learning.

Another reason, as Larson-Freeman (2002) and Ellis (2002b) point out, is that if second language learning were simply a matter of acquiring the most frequently occurring patters of target language (TL), then English language learners (ELLs) would be proficient in their uses of the definite and indefinite articles, the most frequently occurring free morphemes in English. This, of course, is not the case. In fact, learning to use *a, an,* and *the* appropriately is one of the most difficult concepts for ELLs to master, if ever. There are obviously other variables that impact development in the TL, such as language interference, motivation, culture, context, and quite possibly gender.

Language interference is a process in which internalized structures, or lack thereof, in the NL interfere with the learning and acquisition of structures in the TL (Ellis, R. 1994; Gass & Selinker, 2001). Language interference may result from differences between the NL and TL, or it can result from similarities between the two languages. For a discussion and a brief history of error analysis, see *The Study of Second Language Acquisition* (Ellis, R.1994). For this study, we believe that language interference results from differences between the NL and the TL. For example, if the NL has an infinitive structure for verbs, then it can be predicted that this structure will transfer relatively easily to the TL. However, if the NL does not have the infinitive structure, this will be more difficult to learn and internalize in the TL.   Language interference does not have to be restricted to grammatical structures. Learning lexical, semantic, phonological, and morphological items may also be affected by language interference.   For example, Spanish makes use of two lexical items to represent the copula BE: *ser* and *ir*, whereas English only has one. Learning the contexts in which *ser* and *ir* are used is difficult for native speakers of English causing confusion and resulting in frequent errors in the early stages of learning Spanish as a second or foreign language.

It is clear that the frequency of input is not the only factor involved in learning a second language; however, we believe it plays a significant role.

This study attempts to investigate the relationship between students' TL input and output in terms of frequency effects. Furthermore, we seek to determine what role frequency plays in language interference. Ultimately, we hope to show that high-frequency constructions provide more exemplars for L2 learners to make generalizations than low-frequency constructions and that this directly relates to the number and kind of L2 learner errors.

For our study, we chose to analyze the use of infinitive and gerund constructions in English by native speakers of Spanish. The decision to study these two constructions is based on several reasons. First, studies of gerunds and infinitives in SLA research are few and far between. Rather, most research tends to focus on the definite/indefinite articles, 3rd person-singular subject-verb agreement, tense shift, and modality. Furthermore, these two constructions are often confused by L2 speakers of English. It is not uncommon to hear an L2 learner produce "I like to go to shopping" or "I enjoyed to play tennis yesterday." Additionally, we wanted to look specifically at native Spanish speakers' production of infinitives and gerunds in English because Spanish has the infinitive construction but does not make use of the gerund construction, except in certain, isolated, dialects such as in the north Andean region of Colombia and Ecuador (Niño-Murcia, 1995). Finally, these two constructions are frequently presented within a single unit in ESL textbooks. The justification for this direct contrast is that construction (not necessarily the semantics) is the same, yet the verbs which trigger a gerund or infinitive verb + complement construction quite often differ. Teaching gerunds and infinitives is often cited as one of the more difficult constructions for ESL teachers and as a result can often be very difficult for ELLs to sort out (Petrovitz, 2001). Discussion as to whether these constructions should be contrasted in a single unit will be addressed later in this paper. Clearly, this contrast is a point of frustration for many ELLs.

We hypothesized that since infinitives are high-frequency constructions in both the native language (NL) and the target language (TL) that the use of infinitives by ELLs when using the TL would also be highly frequent. Furthermore, we hypothesized that this construction would transfer with relatively little language interference. Conversely, we hypothesized that since gerund constructions are low-frequency constructions in English and do not generally exist in Spanish that language interference would be greater and that proportionately, errors in gerund constructions would be more prevalent than errors in infinitive constructions.

STRUCTURE

Gerunds can occur in three different constructions in English: (a) as the subject of a sentence, (b) as verb complements (V + G) and (c) as objects of a preposition (Prep + O). Likewise, infinitives can occur in three different constructions: (a) as the subject of a sentence, (b) as a verb complement (V + I), and (c) as complement of an object (V + O + I). Since gerunds and infinitives occur in several different constructions in English, we decided to

limit our analysis to the verb + complement (V + G and V+ I/V + O + I) constructions because it is these constructions that cause the most confusion for ELLs.

The generation of the gerund or the infinitive in these latter three constructions depends on the head verb choice.   For example,

1.   I <u>want to go</u> to the movies.
2.   *I <u>want going</u> to the movies.
3.   She <u>enjoys working</u> in the library.
4.   *She <u>enjoys to work</u> in the library.

We readily recognize sentences (1) and (3) as being grammatically correct sentences in English; likewise, items (2) and (4) are ungrammatical in English. However, there are some verbs that can trigger either gerund or infinitive constructions with relatively little difference in meaning.

5.   He loves to walk in the rain.
6.   He loves walking in the rain.

Both sentences (5) and (6) are grammatically correct sentences in English.   A native speaker of English may recognize a subtle semantic difference between sentences (5) and (6). This intuitive difference is not part of our study. Finally, there are some verbs which take both the infinitive and gerund constructions but do in fact indicate a significant difference.   Observe the semantic difference between items (7) and (8).

7.   He stopped smoking.
8.   He stopped to smoke.

Sentence (7) indicates that the man has kicked the habit of smoking; whereas, sentence (8) conveys the message that the man stopped what he was doing in order to have a cigarette. ESL grammar textbooks frequently provide extensive, but by no means exhaustive, lists of verbs that generate the various constructions. ELLs must learn to manage these lists, much as they must learn to manage the seemingly endless lists of irregular verbs.   Because of the overlap in these verb + complement structures, it is not uncommon for ELLs to produce frequent errors.

METHODS

Participants

This study was conducted with the cooperation of ESL students in an intensive English program (IEP) at a university in the United States. We chose to study the production of gerunds and infinitives in English by native speaking Spanish students.

The participants came from a variety of different Latin and South American countries, including Argentina, Bolivia, Colombia, Cuba, El Salvador, México, and Venezuela.   The students ranged in age from 18 years old to 32.   There were 7 men and 6 women. Among the 13 participants, 4 were identified as advanced English language learners, 4 were identified as high –intermediate English language learners, and 5 were intermediate English learners.

We divided the population sample into three proficiency levels: advanced, hi-intermediate, and intermediate. The proficiency levels were based on their performance on the placement test given at the beginning of the semester. The proficiency assessment process includes writing an essay in 1-hour, the Michigan Proficiency Test, which includes a listening, grammar, vocabulary, and reading section, and another shorter, Michigan Placement test, which includes a grammar, vocabulary, and reading section. The faculty and staff of the IEP administered the placement test at the beginning of the semester, but the director evaluated the students' scores and determined the class assignments.

Design

The independent variable of this study was the English language proficiency levels, whereas the dependent variable of this study was frequency of infinitives and gerunds. The frequency of occurrence and error were analyzed within subjects and between groups of subjects. To measure the effect of target language exposure and language interference, we used the BNC corpora of native speakers, accessible from http://view.byu.edu, as the control measure.

Procedure

Our data were based on the writing samples from the participants. These samples were chosen at random over the course of the semester. Some of the writing samples were out of class writing assignments, such as full-length, 5 paragraph, typed essays. Others were taken from in- class writing assignments in which students had between 30 and 45 minutes to complete the writing task.

Figure 1. Writing Sample Word Counts
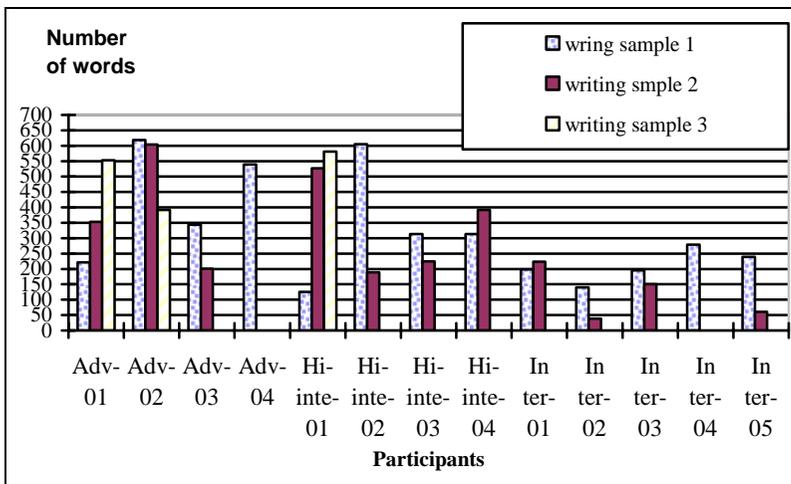
All of the writing samples were taken from work assigned by their instructors for purposes other than this study. There were 27 randomly selected writing samples in total for analysis purpose in this study (Figure 1). On average, there were 2 writing samples from each participant, but no more than 3 writing samples from each participant. Among 27 writing samples, 18 were completed in class. Nevertheless, all writing samples were first drafts. The total words in our corpora were 8,611 with a range of 39~619 word counts in the individual writing samples. The length of individual writing samples gradually increased in accordance to the participants' level of proficiency.

Measures

Coding: After the writing samples were collected, we marked each one for the occurrences of infinitives and gerunds. Then they were marked a second time for the types of errors occurring within these structures. In particular, we looked for errors that resulted in the incorrect production of the infinitive or gerund in the *verb + complement* construction described above. Other types of errors were discarded since they had no effect on the production of the structures. These errors included verb tense and subject-verb agreement when the error occurred on the verb triggering the structure. We believe that errors of this type do not indicate confusion with the internalization of the construction; rather these demonstrate lack of internalization of other grammatical features of English. For example,

9.   The man *like to plant* vegetables in his garden for many years.

Like to plant was coded as an infinitive but the fact that *like* does not agree with the subject *man* was not coded as an error. We generalized the types of errors into five categories: omission, insertion, substitution, word order, and, and incorrect verb form.

10. For me, I *need practice* a lot or I won't be a successful.
11. She was a unique person that <u>help to her to continue</u> with her dream.
12. …if you <u>have problems to obtain</u> anything…
13. … and it <u>is the unique form to forget his problem and relaxing</u>.
14. She <u>leaved his family to not have</u> rules.
15. The people *liked to seen* her dance is why they no go in the theater when is time for

In (10), an example of omission is displayed since the writer omitted the obligatory *to* between *need* and *practice.*   Sentence (11) exemplifies the kind of insertion error that we found.   In this case, the addition of *to* between the verb and the object pronoun *her* interferes with the infinitive construction. Item (12) is an example of what we call substitution because the writer substituted the infinitive form *to obtain* for the gerund form *obtaining.* Sentence (13) demonstrates substitution because *relaxing* should be *to relax.* The example in (14) demonstrates the kind of word order error that we found where the *to* and *not* have been reversed. Sentence (15) displays an example of incorrect verb form that we believe interferes with the infinitive construction. *Liked to seen* was counted because the correct form should be *see* and because it interferes with the infinitive construction.

British National Corpus: The British National Corpus (BNC), containing 100 million words, was used to estimate the frequency of infinitives and gerunds within English language speakers' use. Infinitive frequency was defined as the type frequency of "[vv*] to [vvi]", any verb immediately followed by the preposition *to* and an infinitive verb. For example, the infinitives followed by any forms of main verb *want* (want* to vvi), such as *wants, wanted,* and *wanting*, occur 199.89 times per million words in the BNC; therefore the frequency of "want* to vvi" would be reported as 0.00019989. In turn, gerund frequency was defined as the type frequency of [vv*] [ving], any verb immediately followed by a gerund. For example, the gerunds followed by any verb forms of *keep* (keep* ving), including *keep, keeps,* and *kept*, occur 27.28 times per million words in the BNC. Thus, the frequency of "keep* ving" was reported as 0.00002728. In total, the infinitive frequency was found as 0.001227 in the BNC, while gerund frequency was 0.000141. This corresponds with the findings of Celce-Murcia and Larsen-Freeman (1983) who also found that infinitive use out performs gerund production by a ratio of nearly 15 to 1.

RESULTS

From the data collected from the participants of 3 proficiency levels of English, we analyzed the occurrence of infinitives and gerunds within the writing samples of each individual which are shown as Appendix A. We then counted the occurrence within groups, and compared the occurrence between groups. As demonstrated in Figure 2, the frequency of infinitives occurred in all the advanced English language learners' writing samples were 181 out of 3,816, whereas the occurrence of gerunds was 9 out of 3,816. For high-intermediate English language learners, 89 infinitives and 9 gerunds occurred within their writing samples consisting of 3,270 words. Finally, within the writing samples of intermediate English learners, there were 35 infinitives and 4 gerunds out of 1,525 words.

Figure 2. Occurrence of Infinitives & Gerunds Within Individual Samples
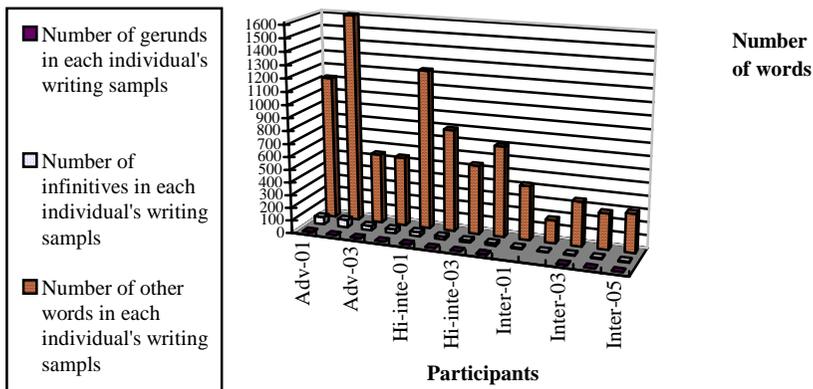
Table 1 displays the ratio between infinitives and gerunds within each proficiency group, including the ratio of infinitives and gerunds in the BNC, which represents the norm of native speakers of English. According to the BNC, the frequency of infinitives was 0.1227%, or approximately 12 instances for every 10,000 words, which was almost 9 times higher than gerunds, 0.0141%, or 1.4 occurrences for every 10,000 words. Compared to our data, hi-intermediate and intermediate levels were very close to the ratio of the BNC.

The frequency of infinitives was 20 times higher than gerunds in the writing samples of the advanced level students. Although the results did not reflect the proportion in the corpora of native speakers, the frequency of infinitives was significantly higher than the frequency of gerunds. Furthermore, the ratio became more phenomenal while the proficiency levels of non-native speakers of English got higher. This might be explained by the fact that the more exposure of higher frequent structures, the more likely L2 learners would apply this structure in their daily life.

Table 1. The Frequency of Infinitives & Gerunds Between Groups

	*Infinitive	Gerund	Ratio (Infinitives: Gerunds)
Advanced	4.7432%	0.2358%	20.1:1
Hi-intermediate	2.7217%	0.2752%	9.9:1
Intermediate	2.2951%	0.2623%	8.8:1
Total writing samples	2.1484%	0.1394%	15.4:1
BYU Corpora	0.1227%	0.0141%	8.7:1

*Based on occurrences per 10,000 words

To test our second hypothesis regarding language interference, we analyzed and compared the tendency of errors occurring in infinitives and gerunds between different English language proficiency levels. As demonstrated in Figure 3, there were 46 errors out of 181infinitives, while 3 errors out of 9 gerunds in all writing samples of advanced English learners. In turn, among intermediate writing samples, we found 12 errors within 89 infinitives, and 2 errors within 9 gerunds. Finally, 6 out of 35 errors occurred in infinitives, while 2 out of 4 errors occurred in gerunds.

Figure 3. Number of Errors Within Individual Participants
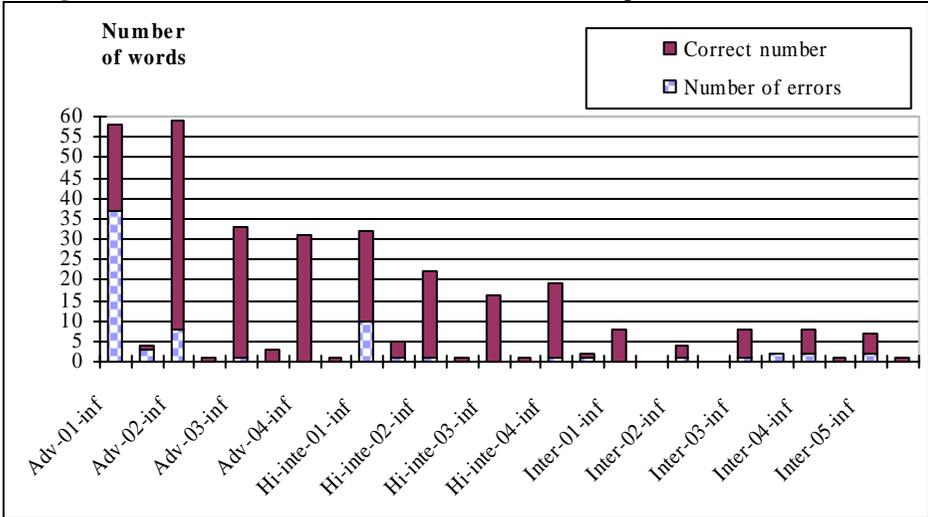
As shown in Table 2, the ratio of tendency of errors between infinitives and gerunds increased while the proficiency levels got lower. The advanced students made 1.3 times more errors in gerunds than in infinitives; the high-intermediate students made 1.65 times more errors; the students in intermediate level made almost 3 times more errors in gerunds than in infinitives. This significant finding corresponded to our prediction. The factors that cause this difference might be language interference as well as frequency of exposure to the target structures.

Table 2. Tendency of Errors for Infinitives & Gerunds Between Groups

	Infinitive Error	Gerund Error	Ratio (infinitives: Gerunds)
Advanced	25.41%	33.33%	1:1.31
Hi-intermediate	13.48%	22.22%	1:1.65
Intermediate	17.14%	50.00%	1:2.92
Total writing samples	20.98%	31.82%	1:1.52

DISCUSSION

Our study showed a significant difference in terms of frequency use, between the infinitives and gerunds constructions, which was consistent with

previous studies.   Though we found our ratio with L2 uses of infinitives and gerunds to be higher than in the L1 corpus (BNC), this might due to the small size of data that we collected; this might also due to L2 language retrieval processes are different from L1. Since there was lack of empirical studies investigating frequency of the usage of infinitives vs. gerunds in the population of English language learners, we suggest this limitation was illuminating for further research for scholars that want to replicate or expand on the sample of population.

In terms of our analysis of the frequency of errors produced in both *verb + complement* constructions, we found there was a tendency for more errors to occur with gerunds constructions as opposed to infinitive constructions.   This finding supports our hypothesis that ELLs will tend to produce more errors with low frequency constructions. This may be due to lack of input from the TL, lack of opportunity for output on behalf of the L2 learner, or because the construction is more ambiguous and therefore avoided by the L2 learner. These are all questions for further research regarding frequency effects on second language acquisition.

Krashen (1985) made a case for the importance of input in the target language, saying that a 2nd language learner needs sufficient comprehensible input in order for the L2 learner to acquire the language.   If this is the case, then when we zero in on particular structures, such as infinitives and gerunds, we may conclude that students will be more likely to learn and use the infinitive structure since infinitives are used approximately 10 times more frequently than gerunds by native speakers on English. This also follows an axiom in teaching that the more time a teacher spends on an item, the more likely that item will be perceived as important by the students.   Following this logic, then it is safe to say that since native speakers produce infinitives with greater frequency, ELLs will perceive the infinitive as more functional than gerunds.   This may explain the tendency for ELLs to produce more infinitive structures than gerunds, but it does not explain the production of errors.   Again, as Ellis (2002b) and Larsen-Freeman (2002) point out, if frequency of input were the sole factor in language learning, then the definite and indefinite articles of English would be easily mastered by ELLs.

If we look at the production of infinitives and gerunds by ELLs through the process of *formula to low-scope pattern to construction* as proposed by Ellis (2002a), then we can see a definite pattern of production emerging. Bardovi-Harlig (2002) found this pattern to exist in the production of the future statements by ELLs.   She found that *will* was used more frequently and with greater accuracy than *going to* by ELLs and that this corresponded to the level of proficiency with *will* being used almost exclusively by ELLs with lower levels of proficiency. Furthermore the accurate use of *going to* developed much later in ELLS.   Bardovi-Harlig attributed this discrepancy in use to the fact that future expressions with *will* are morphologically less complex than that of *going to*, where students must also remember which form of *be* to use with the corresponding subject.   In our study of infinitives and gerunds, we found a similar pattern with the infinitive construction developing

much earlier than the more abstract gerund construction, leading us to believe that the infinitive construction is more salient to ELLs than gerunds, just as *will* is more salient than *going to*.

Finally, as discussed briefly in the introduction, infinitives and gerunds are frequently contrasted within the same unit in ESL grammar texts, such as *Understanding and Using English Grammar* (Azar, 2000) and *Focus on Grammar: High Intermediate* (Fuchs and Bonner, 1995). Lumping these structures together may cause students a great deal of confusion, resulting in production errors. Furthermore, the cognitive demands of remembering which verb triggers which construction may simply be overwhelming for students. An alternative, suggested by Petrovitz (2001) may be to reorganize ESL instruction where infinitive constructions, because their high frequency, are presented earlier. This would allow students to begin to formulate generalizations about the infinitive + complement structure and to begin to internalize the verbs that trigger the infinitive construction. Once the infinitive formula becomes relatively salient for the learner, gerund constructions, the verb triggers and the contexts in which gerunds are likely to be used could be introduced. This may lead to less ambiguity, a more manageable set of items to learn; thus, enhancing the possibility that ELLs will internalize the gerund construction of English.

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APPENDIX A
Error Analysis of One Advanced English Language Learner

Codes of error type

no errors	omission	insertion	substitution	In order	Wrong verb form
0	1	2	3	4	5

Sample I (in-class) (211 words)

Lines	Utterance	Corrected Word	Type of occurrence	Corrected Type of occurrence	Error types
1~2	...a girl that **love dance** but his family…	to dance	base	infinitive	1
4~5	…unique person that **help to her to continue** with her dream...	help her to continue	infinitive	infinitive	2
6	...a dream that **is play** blues harmonica…	is to play	base	infinitive	1
7~8	...not **like that continue** with his dream…	like that to continue	base	infinitive	1
13	…because she **have dance** and it is….	have to dance	base	infinitive	1
14	...it **is** the unique form **to forget** his problem		infinitive	infinitive	0
15	…and **relaxing**…	to relax	Gerund	infinitive	3
15	…she **leaved** his family **to not have** rules…	left his family not to have	infinitive	infinitive	4
16	…and **try to find** his dreams		infinitive	infinitive	0
18	...any place she **start to dance** to the people...		infinitive	infinitive	0
22~23	…because **is very hard not have** a family and...	is very hard not to have	base	infinitive	1
23~24	…and **be independent**.	to be independent	base	infinitive	1
28	…believe in give all him energy **to she continue...**		infinitive	infinitive	0
32	his music and **started to dance** and …		infinitive	infinitive	0
33	...the people that **went to saw** that …	went to see	infinitive	infinitive	5
34	…and they **were out side seen** to Kate dance...	were outside watching	base	Gerund	G3
38	…because **is a way to teach** and learn…		infinitive	infinitive	0
42	...that can **help you only continues** and ...	help you only to continue	base	infinitive	1

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43	…and not **have to find**.		infinitive	infinitive	0

Sample II (in-class) (353 words)

2	…they **need assimilate** the new culture…	need to assimilate	base	infinitive	1
4	…when are immigrants **try to assimilate** the new culture...		infinitive	infinitive	0
9	…you have a culture and **try to enter** in a new one...		infinitive	infinitive	0
17	…because it **is the way to show** how are you feeling...		infinitive	infinitive	0
25	…catch up that culture and **continue increase** because...	continue to increase	infinitive	infinitive	1
29	…that people **need assimilate** is the language…	need to assimilate	base	infinitive	1
30	…if you don't **know speak** the language…	know what to speak	base	infinitive	1
33	…you **need know** the expression that….	need to know	base	infinitive	1
35	…and **say the worlds to not have** problems with them.	not to have	infinitive	infinitive	4
37	…it **is very hard assimilate** a new culture...	to assimilate	base	infinitive	1
44~45	…**I have some problems to assimilate** the culture...	assimilating	infinitive	Gerund	G3
46	…I am **try to assimilate**...		infinitive	infinitive	0

Sample III (typed) (553words)

3	…he decided what **is going make** with you...	going to make	base	infinitive	1
4	…because we **need find** and not...	need to find	base	infinitive	1
5	…so we **need enjoy** the more…	need to enjoy	base	infinitive	1
5~6	…so my dream **is be** a big …	is to be	base	infinitive	1
6	…but I **need put** all my work…	need to put	base	infinitive	1
6	…all my work **to obtain**.		infinitive	infinitive	0
9	…whom **want be** a magnify person...	want to be	infinitive	infinitive	1
10	…others **like study** hard ...	like to study	base	infinitive	1
10	…**to obtain** a great job...		infinitive	infinitive	0
11	…so it **is a way to built** a better...		infinitive	infinitive	0
11~12	...**how for example study** hard…	how to study	base	infinitive	1
12	…and **try to can have** all that...	try to have	infinitive	infinitive	2

12	…all that they **like to see** in the future…		infinitive	infinitive	0
13	…all them work was **helped to be** who is now...		infinitive	infinitive	0
17	...each person **work hard to obtain** this dream...		infinitive	infinitive	0
18	...people **study to be** something in his life...		infinitive	infinitive	0
19~20	…that have dreams **need work hard** to in the future...	need to work hard	base	infinitive	1
21	…all the company **like to work** with they and...		infinitive	infinitive	0
27	...and **how have** the solutions...	how to have	base	infinitive	1
28	…if happen again know **how stop** and …	how to stop	base	infinitive	1
29	…how stop and **following** the life,...	how to follow	Gerund	infinitive	3
32	…it is something that that we **need know**...	need to know	base	infinitive	1
32	…know **to not have** this problems again...	not to have	infinitive	infinitive	4
33	…all my life I **want be** a big player...	want to be		infinitive	1
38	…something that I can **considerate to be** a better preparation...	consider to be	infinitive	infinitive	2
39	…if you **have problems to obtain** anything...	obtaining	infinitive	Gerund	G3
40	…the time that **is necessary to obtain**…		infinitive	infinitive	0
41	…I am in United Stated now **playing** baseball...		Gerund	Gerund	G0
42	…it is something that I **need give** the thank to...	need to give	base	infinitive	1
43-44	…because them **give me all the inspiration to be** a baseball player...		infinitive	infinitive	0
44	…or whatever that I want.	want to be	base	infinitive	1