

# **A Learner-corpus-based Analysis and Treatment of *Tough*-constructions: A Case with Taiwanese College Learners of English**

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## **Abstract**

English *tough*-movement constructions (TM) have been problematic to Chinese learners of English. An investigation of the patterns and the possible sources of these types of high-frequency errors are essential for effective pedagogical treatment of them. The study aims to first identify the pseudo *tough*-movement constructions used by Chinese learners of English (CIL Pseudo-TM, henceforth) through a corpus-based survey, and second, facilitate the learning of the target TM by incorporating sufficient negative evidence (erroneous L2 constructions) with systematic corrective feedback in classroom instruction. The data analyzed came from a learner corpus compiled by the researcher and were sorted with *Wordsmith 5.0*. The 384,318-word English learner corpus is composed of 1258 English compositions produced by English-major sophomores at Chinese Culture University. Concordancing search of the target *tough*-predicates in the corpus revealed 35 TM structures and 21 Pseudo-TM structures with *easy* predicate, 16 TM structures and 16 Pseudo-TM structures with *hard* predicate, 10 TM structures and 5 Pseudo-TM structures with *difficult* predicate, and only 3 TM structures and 1 Pseudo-TM structure with *convenient* predicate. Analyses of the two major types of CIL Pseudo-TM constructions (with *easy* and *hard* predicates) indicates that the production of the L2 errors was the result of a combination of overgeneralization of English TM constructions and the influence of the Chinese TM constructions as well as the passivization of the infinitival clauses in English TM constructions. The findings demonstrated the learners' inclination of producing Pseudo-TM constructions by using English *tough*-predicates with the subject, not with the raised object from the complement clause. In addition, the learners exhibited a tendency to use the passive verbs in the infinitival clauses, which is a confirmed characteristic usage by Chinese learners. Based on the patterns of Pseudo-TM constructions identified in the learner corpus, possible approaches to treating the problematic structures are discussed.

Keywords: pseudo-*tough*-movement constructions, a learner corpus of English,  
pedagogical treatment

## INTRODUCTION

One problematic structure that occurs frequently in the English writing of Chinese EFL learners is the construction with *tough*-predicates such as *easy*, *hard*, *difficult*, and *convenient*, as shown in (1)-(4).

- (1) \*College graduates are not easy to find a job.
- (2) \*Smokers may be hard to recover their health when they catch colds.
- (3) \*I am difficult to learn English well.
- (4) \*We are convenient to live together.

This kind of interlanguage construction by Chinese learners, as termed by Yip (1995), is called “pseudo-*tough*-movement” (CIL<sup>1</sup> Pseudo-TM, henceforth) (Yip, 1995, p. 153) or “pseudo *tough* construction” (Chen, 2001, p. 160). Many studies attributed this phenomenon to cross-linguistic influence of the learners’ L1 and the overgeneralization of L2 English *tough* constructions (Chen, 2001; Yip, 1995). The present study attempts to look into this learning difficulty of Taiwanese EFL college learners by identifying the structures of the frequently applied CIL Pseudo-TM in an English learner corpus, and demonstrate how the learners’ L1 and L2 contribute to this particular interlanguage phenomenon, and propose some approaches of instructional treatment for these problematic L2 structures based on the patterns and the sources of difficulty identified.

## LITERATURE REVIEW

### ***Tough*-constructions in English**

*Tough*-constructions in English have drawn much attention in both generative syntax and first language acquisition (e.g., Anderson, 2005; C. Chomsky, 1969; Hicks, 2003; Yip, 1995).

- (5) John is easy to please.
- (6) Physics is tough to study.

The above sentences are contrasted with sentence (7) that bears a superficially similar construction by Chomsky (1965).

- (7) John is eager to please.

In (7) *John* is a subject, whereas in (5) and (6) *John* and *physics* are objects that are

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<sup>1</sup> CIL are acronyms of Chinese-English Interlanguage, referring to the interlanguage produced by Chinese learners of English.

raised into a subject position through an NP-movement. Raising in English involves moving an NP of a complement clause into the next higher clause, including subject-to-object, subject-to-subject, and object-to-subject raising<sup>2</sup> (Eckman, 1977). The NP movement from a subject/object of subordinate clause to the subject/object of a higher clause creates a greater distance between syntactic form and semantic meaning, which thus results in ambiguity of surface structures, causing confusion in both L1 and L2 learners of English (Callies, 2008a).

### Types of *Tough*-predicates

*Tough*-constructions must contain *tough*-predicates, which can be categorized into three types according to their lexical meanings. Kim (1996) comes up with a partial list of *tough*-predicates, summing the collections of Lasnik and Fiengo (1974), Nanni (1978), and Pesetsky (1987):

- |                             |  |
|-----------------------------|--|
| A. Expense-type predicates: | easy, tough, simple, hard, difficult, impossible, a breeze, bitch, take, cost  |
| B. Psych-type predicates:   | boring, amusing, horrible, entertaining, loathsome, unpleasant, annoying, interesting, pleasant, marvelous, fun, stupid, intolerable, stimulating, gratifying, anger, frighten, irritate, easy, tough, hard, difficult |
| C. Value-type predicates:   | bad, beneficial, nice, convenient, unhealthy, instructive, useful, harmful, dangerous, useless, evil   |

(Kim, 1996, p. 273)

The *easy*-class of adjectives (e.g., *easy*, *tough*, *hard*, and *difficult*) can be classified into both the expense-type and the psych-type, as they connote two senses: “effort” and “stress.” According to Nanni (1978), *easy*-adjectives that have the “effort” sense are of the expense-type, as they describe whether the amount of the work or effort expended on the task or in the event is large or small (e.g., *To move the table was easy*

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<sup>2</sup> Eckman (1977) proposes three types of raising to explain the movement of an NP out of the embedded clause into the matrix sentences.

(1) Subject-to-object (S-O Raising)

a. John<sub>i</sub> believes that he<sub>i</sub> is rich. → b. John believes himself to be rich.

(2) Subject-to-subject (S-S Raising)

a. It seems that you are rich. → b. You seem to be rich.

a'. It is certain that you will win. → b'. You are certain to win.

(3) Object-to-subject (O-S Raising)

a. It is easy to like you. → b. You are easy to like.

a'. It is fun to tease you. → b'. You are fun to tease. (Eckman, 1977, pp. 195-196)

for Mary.) The *easy*-class predicates that express an emotional state a person experiences are considered having the “stress” sense and fall into the psych-type (e.g., *To win the medal was tough for John.*) (see Kim, 1996).

As identified in Survey Corpus (The Survey of English Usage Corpus), the most frequently used *tough*-predicates are the predicates that show degree of easiness or difficulty (*easy, hard, difficult*) and the predicates that show value judgment (*bad, nice, convenient*) (Biber et al., 1999; Kim, 1996; Quirk et al., 1985). And constructions with *difficult* and *easy* are far more common than constructions with other ease or difficulty adjectives (Callies, 2008b).

Table 1 *Most Frequent Raising Adjectives Triggering Tough-movement in the Survey of English Usage Corpus*

<b>Raising Adjective</b>	<b>Observed Count</b>
<i>difficult</i>	36
<i>easy</i>	15
<i>hard</i>	7
<i>impossible</i>	5
<i>interesting</i>	2
others (one each)	13
<b>total</b>	<b>78</b>

(78/85 total instances, 875, 000 words; Mair 1987/1990)

Mair’s (1987, 1990) examination of Survey of English Usage Corpus shows that it is only a small semantic group of adjectives that frequently occur with OSR (object-to-subject Raising). They are adjectives that refer to degrees of difficulty and a number of adjectival and nominal predicates that express value judgments.

### **Syntax of *Tough*-constructions**

From the perspective of syntax, *tough*-construction is characterized by an apparent gap in the object position of an embedded infinitival clause, and by the appearance of a syntactic argument in matrix position that is coreferent with this ‘missing’ object. Thus, the *tough* subject is essentially in a thematic relation with the main verb of the embedded infinitival clauses (Hicks, 2003).

The classical transformational approach to TM is proposed by Rosenbaum (1967) in order to derive *tough*-constructions and non-*tough*-constructions from the single

deep-structure.

- (8) a. [To believe him] is difficult.  
b. It is difficult [to believe him]  
c. He<sub>i</sub> is difficult [to believe t<sub>i</sub>] (cited in Hicks, 2003, pp. 36-37)

In (8a), extraposition is applied, leading to the insertion of *it* into matrix subject position in (8b); then *tough* movement applies to (8b), raising the object of the nonfinite verb into matrix subject position, substituting the expletive *it*, as shown in (8c).

Chomsky (1977) provides an account of TM based on a movement operation involved in the displacement of the *tough* subject:

- (9) John<sub>i</sub> is easy [<sub>CP</sub> Op<sub>i</sub> [<sub>TP</sub> PRO to please t<sub>i</sub>]] (Chomsky, 1977)

*Tough*-constructions are assumed to connote an understood obligatory agent introduced by a *for*-phrase, which usually refers to *someone* or *anyone* when it is not specified (Chomsky, 1977).

- (10) John<sub>i</sub> is [<sub>AP</sub> easy [<sub>CP</sub> **for PRO** [<sub>IP</sub> to please t<sub>i</sub> ]]].

### **Pragmatic Function of *Tough*-constructions**

Stuurman (1990) contends that *tough* infinitives are ‘passival,’ referring to their nature of being active in form but passive in meaning. Givón (2001) emphasizes foregrounding of Raising that converts an argument of the subordinate clause to a grammatical argument (either subject or object) of the main clause. Raising, in Givón’s view, appears to manifest the topicalizing pragmatic function of *tough*-constructions. In the same vein, Mair (1990) considers *tough*-movement a topic creating mechanism. The object NP is raised to become the subject of the matrix clause, and thus assumes a more prominent position of discourse.

According to Mair (1987), TM constructions function to distribute given and new information in a sentence appropriately and thus reflects the thematic progression of discourse. In his analysis, a great number of raised NPs in TM constructions refer to given information in the form of pronominal forms and anaphoric devices such as *it*, *these* and *this*, or a simple NP without modifiers (*this/that* + NP), as demonstrated in the following examples:

(11) Opposition to the whole idea of orphanages refute it mainly because of two reasons. They disagree with the break-up of families and feel the whole policy would be too costly. **While these two ideas are difficult to content [sic] with,** the truth is in the numbers. (LOCNESS)

(12) As the Lottery would sound more appealing due to the larger winnings, greater public interest and the fact that **it is easier to fill in than a pools coupon,** less people would do the pools coupon [...]. (LOCNESS)

(Mair 1987, p. 63)

In (11) and (12), the NPs in the dependent clauses are in the subject position, and thus assume a more prominent status.

### ***Tough-Movement as a Cross-linguistic Phenomenon***

With the function of topicalization of the raised NP, TM is a universal cross-linguistic phenomenon, correlating with “other typological syntactic features such as basic word order and subject-prominence” (Comrie & Matthews, 1990, p. 55). The formal linguistic features of this function, however, vary from language to language (Callies, 2008b).

Cook’s (1973) study of adult L2 learners of English from various L1 backgrounds revealed three similar developmental stages of TM in L2 acquisition. And studies with EFL learners from different L1 backgrounds yielded the similar result that learners consistently misinterpreted the subject of the TM construction as the logical subject, not the object, of the underlying structure. D’Anglejan and Tucker (1975) found that French adult learners of English showed the same tendency of misanalyzing the TM structure. Cooper et al. (1979) identified a similar behavior in Arabic and Hebrew EFL adult learners. However, Bongaerts (1983) reported that Dutch schoolchildren had less difficulty with the TM structures than did the subjects in d’Anglejan & Tucker (1975) and Cooper et al. (1979), probably due to a structural parallelism between Dutch and English. The studies of Chiang & Costello (1983) and Yip (1995) showed that Chinese learners had difficulty with complementation structures because of the TM structures. Detailed discussion of Chinese learners’ learning of TM is given below.

### **Pseudo-tough-movement in Chinese-English Interlanguage (CIL)**

As observed by Yip (1995), Chinese students produced CIL Pseudo-tough-movement (Pseudo-TM) sentences like the following.

(13) \*I am very easy to forget.

(14) \*I am boring to study. (Yip, 1995, p. 154)

Yip speculates that in (13) the student might intend to express that s/he forgot something very easily. In (14), the student complained that it was boring for him/her to study rather than it was boring to study him/her, as illustrated by the superficial structure of the sentence. With other similar CIL patterns, Yip concludes that Chinese learners were consistently misapplying English TM to the subjects, rather than the objects of complement clauses.

Meanwhile, Yip suggests that CIL Pseudo-TM evolves from a more complex source than Subject Raising structures in that it involves more than over-generalization of TM, which is illustrated in the following passive dependent verbs. In Yip's analysis, the combination of raising process with passivization results in sentences such as (15)-(17). As demonstrated, a successive NP movement applies in the derivation: the implicit object first goes through passivization, moving to the subject position of the complement clause, and then it undergoes another NP-movement, raising to the subject of the matrix clause.

(15) \*[The instrument] is easy t to be performed t.  
          ↑  ↑  
          Raising                                  Passivization

(16) \*Communications tools e.g. keyboard, display and disks, which occupy lots of space and are difficult to be commercialized.

(17) \*The second sentence is not that easy to be expressed in gesture language.  
The word 'believes' is hard to be interpreted in form of gesture... Even in spoken language, it is not easy to be understood. (Yip, 1995, p. 159)

The examples of passivization in (17) were from a Hong Kong student's essay; they occurred three times in the same paragraph. As Yip sees it, the phenomenon demonstrates that the interlanguage structure was not merely modeled on TM; it was apparently passivized in the infinitival clause.

### **Raising Constructions in Chinese**

One striking feature of Chinese, a topic-prominent language, is its topicalization (Li & Thompson, 1981). This function may facilitate Chinese learners' use of English

*tough* constructions (Callies, 2008a; Yip, 1995), as *tough* constructions are a topic creating mechanism (Mair, 1990), manifesting topicalization of the raised NP (Givón, 2001). It is suggested that superficial counterparts of both ‘Pseudo-TM’ as in (18) and ‘real’ *tough*-movement as in (19) in Chinese grammar should facilitate the production of the Pseudo-TM structures in CIL.

- (18) *Ta hen nan zhaodao fangzi.*  
s/he very difficult find room  
‘It’s difficult for him/her to find a room.’

- (19) *Fangzi hen nan zhaodao*  
Room very difficult find  
‘Rooms are hard to find.’ (Yip, 1995, p. 157)

The surface similarity of these two structures results in ambiguity in the interpretation of subject and object readings:

- (20) *Ta bu rongyi wangji.*  
s/he not easy forget.  
‘S/he does not forget easily.  
or ‘S/he is not easy to forget.’ (Yip, 1995, p. 157)

The ambiguity may be resolved by passivization. As shown in (21), the predicate allows passivization, and both the active and passive voices express the same meaning: *People don’t forget her easily.*

- (21) *Ta bu rongyi bei (ren) wangji*  
s/he not easy PASS people forget  
‘S/he is not easy to forget.’ (Yip, 1995, p. 157)

(22a) resembles English TM on the surface. However, both Comrie & Matthews (1990) and Shi (1990) suggest that it is actually a case of topicalization, so that no independent rule of *tough*-movement is required. The empty subject could be a null expletive, as in other impersonal structures, or it could be a pronominal with arbitrary reference that has undergone Raising just as in (22b). The respective structures would be:

- (22) a. [*Fangzi*] *pro<sub>exp</sub> hen nan zhaodao t*  
↑ |  
‘As for rooms, it is difficult to find them.’

- b. [*Fangzi*] *pro<sub>arb</sub> hen nan t zhaodao t*  
↑ ↑ | |  
‘As for rooms, one has difficulty finding them.’ (Yip, 1995, p. 158)

Shi suggests that the null subject be ‘one,’ as in (20b), and it can also stand for a



universal quantifier, i.e. the NP *renheren* ‘anybody’ (Shi, 1990, p. 312).

### **Learnability Problem of TM Constructions**

The superficial resemblance between the Chinese TM structures and English TM constructions is significant from the learnability point of view<sup>3</sup>. Whereas TM is a marked construction in English, Raising in Chinese may simply be the result of the more general and common phenomenon of topicalization, which may account for Chinese learners’ tendency to over-generalize Raising to English *tough* adjectives. In this sense, the application of Raising specifically to *tough* adjectives can be attributed to the influence of topicalization of Chinese (Yip, 1995). Yip’s (1995) study also confirmed that the interaction of Raising structures in both English and Chinese and cross-linguistic distribution of the structures led to the over-generalization of Raising to *tough*-predicates in the interlanguage grammar.

Apparently, Raising in CIL, in which pseudo-TM is used, applies to a wider range of predicated *tough*-adjectives, many of which are not used in English. In such a scenario, there lacks direct evidence in the English input to disconfirm the learner’s hypothesis; thus, the learner’s error is likely to persist. Yip’s (1995) study of different groups of Chinese learners’ judgments of *tough*-movement and other related structures demonstrated that both the intermediate and advanced level L2 learners showed much uncertainty in using English TM structure. To help learners to notice and eradicate pseudo-TM constructions, negative evidence<sup>4</sup> (incorrect L2 patterns and explicit instructions) is crucial and indispensable.

### **Previous Studies on Instructions on *Tough*-constructions**

Scores of form-focused studies have demonstrated the effectiveness of explicit classroom instruction on EFL Chinese learners’ learning of English *tough*- constructions. Chiang and Costello’s (1983) study of Taiwanese high school students’ learning of the

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<sup>3</sup> The formal study of learnability attempts to solve the “logical problem of language acquisition” of the learner in the face of input of degenerate nature (Gold, 1967; Wexler & Culicover, 1980). The central argument to this issue is that the child acquires complete L1 competence eventually despite the deficient input data and absence of negative evidence in the environment (Hornstein & Lightfoot, 1981). The L2 learner is assumed to face a similar logical problem of acquisition in developing an interlanguage grammar, as the input data do not seem sufficient enough for the learner to develop desired L2 grammar completely (White, 1985).

<sup>4</sup> Negative evidence is one kind of input available to language learners. It consists of ill-formed utterances, which are contrastive to well-formed grammatical utterances in positive evidence. Negative evidence in various forms in an L2 is sometimes crucial to the effectiveness of L2 acquisition (Schachter, 1986).

sentence *Jack is easy to see* showed that even the more advanced students had difficulty interpreting the sentence through translation correctly. Many of them considered *Jack* the subject of the verb *see*. Chiang and Costello suggested that mere exposure to such problematic structure is not sufficient for students to acquire the target structure. The teachers should reserve a significant amount of class time to explain and discuss the structure, so that students can practice and fully master it.

Likewise, Chan and Li's (2004) study provided empirical evidence demonstrating that the high-frequency lexico-grammatical anomalies of Hong Kong university students, such as Pseudo-TM and others were teachable and correctable, and thus learnable through rigorous explicit instruction rather than a mild consciousness-raising approach.

Chan and Li (2004) adopted a model of remedial instruction to facilitate learners' self-monitoring and editing skills in both L2 guided and spontaneous output. In this sense, significant and consistent improvement in the learners' performance was the result of explicit and focused instructional treatment of errors in the L2 output. It was in essence a non-developmental approach to eradicating or rectifying students' persistent stabilized errors.

The above studies indicate that instructional intervention can help learners to correct recalcitrant L2 errors such as Pseudo-TM. A systematic examination of the learners' erroneous English TM constructions is thus a necessary preliminary step to designing effective treatments for them.

## **METHOD**

Given that the CIL Pseudo-TM poses a persistent learnability problem for Chinese learners of English and that a vigorous approach in instruction is necessary to help them to overcome such a high-frequency L2 error, a more comprehensive understanding of the source of the problematic patterns and the more effective pedagogical instructions for treating these errors are indispensable.

Thus, the purpose of the present study is twofold: (1) identifying the Pseudo-TM constructions used by Taiwanese English L2 learners through a corpus-based analysis; (2) facilitating the learning of the target TM constructions by presenting sufficient negative evidence with systematic corrective feedback in the classroom instruction. The goal of the former is to not only identify the frequently applied CIL Pseudo-TM structures but also recognize the patterns and the possible sources of such errors. The second objective of the study is to suggest instructions on English TM based on the findings of the corpus analysis. Specifically, the study aims to answer the following

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research questions:

1. What are the CIL Pseudo-TM structures frequently applied by the Taiwanese college learners of English?
2. How does the learners' L1 affect their use of English TM constructions?
3. What are feasible instructional approaches to rectifying Pseudo-TM structures created by Chinese learners of English?

## Corpus Analysis

The English learner corpus established for the purpose of this study is composed of numerous L2 English compositions and journals<sup>5</sup> produced by the researcher's English-major sophomores over the years from 2004 to 2008. The proficiency levels of these students ranged from intermediate to high-intermediate. The writing assignments were submitted as digital files attached to emails. To be sorted with *Wordsmith 5.0*, a corpus analysis software (see Scott, 2007), all the word document files were converted to text files. The entire corpus contains 384,318 distinct words, and 27,228 sentences in 1258 text files. With the "concord" function of the software, the sentences with *easy*, *hard*, *difficult*, and *convenient* were identified. Table 2 shows a portion of concordance with *easy*.

Table 2 *Concordance with Easy*

N Concordance	
115	products. If you are the person who <b>is easy</b> to produce oil on your face, you
116	Portable is initialed PSP. It <b>is easy</b> to carry and people can use it
117	are ill. That is because the excuse <b>is easy</b> to be accepted. Consequently,
118	us. Some weather we might not feel <b>it easy</b> to get used to, but all kinds of
119	but studying. Second, I think it <b>is easy</b> to recognize and identify the
120	I'm agreed that wearing uniforms <b>is easy</b> to recognize and identify the
121	Should People Cohabit? It <b>is easy</b> to fall in love, but it is difficult to get
122	old people but children. Because it <b>is easy</b> to accept and the plots of this type
123	snacks or tea cakes. And this snack <b>is easy</b> to do and doesn't need to spend
124	most important, but every student <b>is easy</b> to ignore or lazy to do. Accomplish
125	remembered my sister told me that it <b>is easy</b> to say you are a Christian, but it is
126	Baking Cakes <b>Is Easy</b> Most people think that baking
127	to become a statue. The last step <b>is easy</b> , just try to enjoy the dinner and find
128	are the polite behavior. Being polite <b>is easy</b> . It is decided by our inner attitude
129	feel making money by their bodies <b>is easy</b> . I think that is wrong. Poverty gap
130	Second, I must control my time. It <b>is easy</b> for me to spend my time doing

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<sup>5</sup> The compositions include both paragraph and essay writings. They were written on self-generated topics in various rhetorical patterns, including narration, description, classification, comparison-contrast, classification, process, cause-effect, and argumentation. The journal writing is generally a free form of writing. The students wrote whatever they wanted to write.

## RESULTS AND DISCUSSION

Concordancing search of the target words *easy*, *hard*, *difficult*, and *convenient* revealed 208 sentences with *easy*, 308 sentences with *hard*, 180 sentences with *difficult*, 130 sentences with *convenient*. A finer categorization of these sentences done manually gave rise to 35 TM structures (62.5%) and 21 Pseudo-TM structures with *easy* predicate (37.5%), 16 TM structures (50%) and 16 Pseudo-TM structures with *hard* predicate (50%), 10 TM structures (66.7%) and 5 Pseudo-TM structures with *difficult* predicate (33%), and only 3 TM structure (75%) and 1 Pseudo-TM structures with *convenient* predicate (25%) (please see Table 3).

Table 3 *CIL Tough-constructions in the English Learner Corpus*

CIL TM Constructions	<i>easy</i>	<i>hard</i>	<i>difficult</i>	<i>convenient</i>
TM structures	35 (62.5%)	16 (50%)	10 (66.7%)	3 (75%)
Pseudo-TM structures	21 (37.5%)	16 (50%)	5 (33%)	1 (25%)
Total	56	32	15	4

As Table 3 shows, the Chinese learners generated the largest number TM structures with *easy* predicate (a total of 56). And the percentage of pseudo-TM structures among all the TM structures is the highest with *hard* predicate (16 out of 32). As *easy* and *hard* were more frequently used by this group of learners, they were the focus of the study. Please refer to Appendix A for all TM constructions with *hard*, *easy*, *difficult*, and *convenient* in the corpus. The following list displays the representative examples of CIL *Tough*-constructions with *easy* and *hard*.

- (23) a. I usually thought modern dance was **easy** to learn.  
b. We are kind, and **easy** to get along with.  
c. Pop music is the most acceptable type, because its melody is **easy** to remember.
- (24) a. The modifier was **hard** to realize.  
b. I would never want to meet this guy, he really looked so **hard** to approach.  
c. There are few things in my room, but my lovely guitar is **hard** to ignore.

The object in the nonfinite clause of each of the CIL *tough*-constructions in (23) and (24) is raised to the subject position, which shows that some Taiwanese college

students were able to use English *tough*-constructions appropriately. On the other hand, this same group of learners also exhibited an inclination to produce Pseudo-TM constructions, using English *tough*-predicates with the subject, without raising the object of the complement clause, as shown in (25) and (26). As for all the other Pseudo-TM constructions uncovered in the learner corpus, please refer to Appendix A.

- (25) a. \*But people are **easy** to forget about things, especially when they are busy.  
b. \*I was **easy** feeling tired as reading novels or go shopping.  
c. \*If you are **easy** to produce wrinkles or freckles, you might be the dry skin person.
- (26) a. \*I also was **hard** to memorize many formulas and calculate these difficult Accounting questions.  
b. \*Their roommates are always **hard** to understand them.  
c. \*But, you possibly do not know that smokers may be **hard** to recover their health when they catch colds.

### L1 Influence on CIL TM Constructions

A careful analysis of the CIL TM constructions reveals some characteristics of this particular type of constructions. For one thing, there is no raising of the object to the subject position in many Pseudo-TM sentences spotted in the learner corpus, and yet these sentences bear superficial similarity with English TM constructions, as illustrated by sentences (27)-(32).

Many of the Pseudo-TM sentences identified bear resemblance in both structure and meaning to their Chinese counterparts. Although some predicates were misused as verbs (...*can easy to*...), it is apparent that the learners were translating Chinese sentences directly into L2 English, exhibiting an obvious interference of L1. The Chinese equivalents of the Pseudo-TM constructions in (27)-(32) demonstrate the correspondence between the Pseudo-TM sentences and their L1 counterparts.

- (27) \*I am **easy** to cry especially when someone is crying in front of me.  
我很容易哭，特別是有人在我面前哭的時候。  
wo hen rongyi ku, tebie shi you ren zai wo mianqian ku di shihou

- (28) \*The novels often use the word that you can **easy** to understand.  
小說通常使用你們能**容易**了解的字。  
xiaoshuo tongchang shiyong nimen neng rongyi liaojie di zi
- (29) \*The most important reason why we like to buy things on the Net is that we can **easy** to find the cheaper things what we can't find on the market.  
我們喜歡在網路買東西的最重要原因是我們**容易**找到在市場上找不到的較便宜的東西。  
women xihuan zai wanglu mai dongxi di zui zhongyao yuanyin shi  
women rongyi zhaodao zai shichang shang zhaobudao di jiao di dongxi
- (30) \*I also was **hard** to memorize many formulas and calculate these difficult Accounting questions.  
我**很難**記得很多公式和運算這些困難的會計問題。  
wo hen nan jide henduo gongshi he yunsuan zhexie kunnan di kuaiji wenti
- (31) \*Their roommates are always **hard** to understand them.  
他們的室友總是**很難**了解他們。  
tamen di shiyou zongshi hen nan liaojie tamen
- (32) \*Taiwan would be **hard** to win the competition with other countries.  
臺灣**很難**贏得和其他國家的競爭。  
Taiwan hen nan yingde he qita guojia di jingzheng

Another cross-linguistic influence manifests the effect of topicalization of Chinese in the L2 sentences. The use of pronominal *you* in the main clauses in (33) and (34) indicates not only a convenient translation from L1 Chinese but also the function of topicalization. *You* is applied in the subject position in the main clause because it is coreferent with *you* in the previously stated subordinate clause.

- (33) \*Finally, if **you** want to buy some foreign or unusual goods, **you** may not **easy** to find them in the real store.
- (34) \*...however, if your friend is a person who does not say anything to you, including her feelings about you, **you** will be very **hard** to communicate with her.

### Passivization of the Infinitival Clause

The passivization in the infinitival clauses in CIL Pseudo-TM constructions reveals another L1 influence on this particular interlanguage structure. Chinese learners of English tend to use passive dependent verbs in TM constructions. Sentences (35)-(40) exhibit such a tendency in the learners. This type of CIL TM sentences, as suggested by Yip (1995), involves successive application of two NP movements, passivization and Raising, in the infinitival clause.

- (35) \*In consequence, the outcome to use credit cards excessively and improperly may be **hard to be expected** in the beginning and **to be solved** in the end.
- (36) \*She can handle everything, and try her best to arrange everything seems like they were so **easy to be done**.
- (37) \*Those situations are **easy to be understood and improved**.
- (38) \*The situation is **easy to be prevented and improved**.
- (39) \*Chocolate makes my life happier and healthier. It makes a way of fun and energy in my daily life. It is **easy to be found and used**.
- (40) \*That is because the excuse is **easy to be accepted**.

One attributing factor for this phenomenon may be the ‘passival’ nature of *tough* infinitives as noted by Stuurman (1990). Another potential facilitating factor is Chinese learners’ tendency to make inanimate NPs the subject of English passives. As the English passive indicates the foregrounding of the predicate—the verb and its internal argument (Thompson, 1978), this function is commonly applied in the sentences with an inanimate active subject (Lehmann, 1978). Han (2000) identified this tendency of the Chinese learners in his longitudinal study of the L2 learners’ use of English passives. He attributed it to the interaction between the features and functions of L1 topic-comment structure and the function of foregrounding of the English passive structure. Chou’s case study of Taiwanese college learners’ use of English passives also demonstrated the proficient learner’s inclination to overuse English passives with the inanimate subjects, albeit in the correct form (Chou, 2011).

## PEDAGOGICAL TREATMENT

One important instructional function of a learner corpus is to demonstrate systematically the pattern of L2 structures. The analysis of CIL TM constructions is useful for the learners to recognize the pattern of their improper uses of English *tough*-constructions. And with the patterns revealed in the corpus, the teacher can raise students' awareness of their inclination in producing English TM constructions and the characteristics of CIL TM constructions, compare them with L1 corresponding structures and the target structures, and provide corrective instructions to facilitate the learners' acquisition of the target structures. With the complexity of CIL TM constructions, a combination of various approaches is imperative to help learners tackle this problem. A pedagogical treatment involving cross-linguistic comparison, and morphosyntactic and transformational changes in CIL Pseudo-TM constructions are recommended.

### 1. A Cross-linguistic Approach

As the data suggest, many CIL Pseudo-TM constructions bear superficial resemblance to the Chinese counterparts. A parallel presentation of the CIL structures and the target structures and a demonstration of the differences between them is useful for the learners to realize the possible source of their erroneous TM constructions—cross-linguistic influence from L1 Chinese. The learners need to be informed that English *tough*-constructions involves moving (raising) the object of the nonfinite verb to the matrix subject position. Thus, the matrix subject is in actuality the patient of the *tough*-predicate, and the subject is more likely to be inanimate. By comparison, through topicalization, Chinese *tough* adjectives such as *rongyi* (容易) and *nan* (難) can take either animate or inanimate subject, which functions respectively as the matrix subject (41), and the topic/object (42) of the predicate.

(41) 我很難記得這麼多公式

wo hen nan jide zhemeduo gongshi

\*I am hard to remember many formulas.

(42) 很多公式很難記

henduo gongshi hen nan jide

\*Many formulas are hard to remember.



Another point of comparison between English and L2 TM constructions should focus on the passivization in the infinitival clause of CIL Pseudo-MT constructions. English TM sentences in the native speaker corpus can be direct, forceful positive evidence, demonstrating clearly the fact that passivization of the nonfinite verb in the target TM constructions is unwanted and undesired. (43)-(47) are TM constructions from a comparable English native speaker corpus, Louvain Corpus of Native English Essays (LOCNESS) (Granger, 1998). They are good examples to show that passivization of the nonfinite verb in English TM is not the norm.

- (43) Steel and glass are very **easy to recognize and sort for recycling**.
- (44) The motivation behind why consumers buy what they do is not **easy to define**.
- (45) With everyone moving at such a fast pace, the gaps are **easy to miss**, the voices of the mass media easily replace those voices that struggle to be heard.
- (46) The money involved in such a corporation is mind boggling and **hard for the common person to comprehend**.
- (47) Adequate housing, available jobs, and proper education and opportunities to everyone are definitely **hard to find**.

### **A Morphosyntactic Approach**

Another way to rectify the learners' Pseudo-TM construction involves changing the syntax and morphology of the sentences. *Easy*-predicates in the pseudo-TM constructions in (48)-(51) were taken as a verb rather than an adjective. Thus, the morphosyntactic change is necessary for the revision of the sentences. The Pseudo-TM construction is changed into a non-TM construction by replacing the adjectival predicate *easy* with the adverb *easily*. In the non-TM construction, no NP movement is involved, and an adverb is adopted to modify the verb rather than the subject.

- (48) a. \*You can very **easy** to find the sudoku on the internet, newspaper and magazine, and it usually separate into different level, like easy, medium and difficult. (Pseudo-TM)
- b. You can very **easily** find the sudoku on the Internet, newspaper and magazine, and it is usually separated into different levels, like easy, medium and difficult. (Non-TM)

- (49) a. \*Finally, if you want to buy some foreign or unusual goods, you may not **easy** to find them in the real store. (Pseudo-TM)  
b. Finally, if you want to buy some foreign or unusual goods, you may not **easily** find them in the real store. (Non-TM)
- (50) a. \*If students wear uniform, the guards or drillmasters can **easy** to recognize who are students, teachers or students' parents. (Pseudo-TM)  
b. If students wear uniforms, the guards or drillmasters can **easily** recognize who are students, teachers or students' parents. (Non-TM)
- (51) a. \*The novels often use the word that you can **easy** to understand. (Pseudo-TM)  
b. The novels often use the words that you can **easily** understand. (Non-TM)

With the examples of the pseudo-TM construction with *easy* and the L1 counterparts, the students can become aware that the adjectival predicate *easy* is used to modify the subject in the sentence and that in the English sentence with equivalent meaning, the verb should be modified by the adverb *easily*.

### A Transformational Approach

The classical transformational approach to TM (Rosenbaum, 1967) demonstrates that TM constructions and non-TM constructions derive from the single deep-structure. At the first phase, extraposition applies, which then results in the insertion of *it* into matrix subject position, and then through Raising, the object of the nonfinite verb is raised into matrix subject position, taking the place of the expletive *it*.

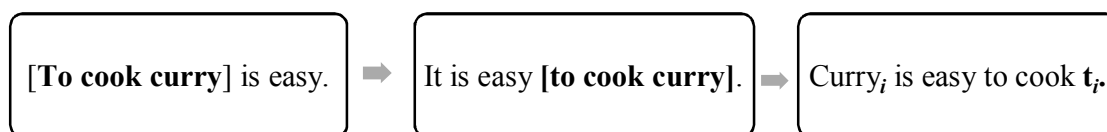


Figure 1. An Example of Transformation Sequence

In the learner corpus there are a large number of *it*-sentences: 36 *it*-sentences with *easy* and 49 *it*-sentences with *hard* (see Appendix B). These instances suggest that the learners might be in the intermediate stage of the acquisition process, and many were capable of using *it*-sentences properly. The instruction on *tough*-constructions can demonstrate how English TM constructions derive from extraposed *to*-clause and

non-extraposed *to*-clause. Some of *it*-sentences in the corpus and the preceding and the subsequent transformational stage are listed below:

- (52) a. It is also easy to learn eurhythmics.  
b. To learn eurhythmics is also easy.  
c. Eurhythmics is also easy to learn.
- (53) a. In contrast, it's easy to find a place to park a motorcycle.  
b. In contrast, to find a place to park a motorcycle is easy.  
c. In contrast, a place to park motorcycle is easy to find
- (54) a. It's hard to get love.  
b. To get love is hard.  
c. Love is hard to get.
- (55) a. It's a little hard to write a composition because the process is complex.  
b. To write a composition is a little hard because the process is complex.  
c. Composition is a little hard to write because the process is complex.

The transformational process can inform students of the derivation of TM construction. And a Pseudo-TM construction undergoes a different movement, as demonstrated in the following derived sentences. The subject in the Pseudo-TM construction should actually be the obligatory object of the *for*-phrase in the derived *it*-sentence.

- (56) a. \*If students wear uniform, **the guards or drillmasters** can easy to recognize who are students, teachers or students' parents.  
b. If students wear uniform, it's easy **for the guards or drillmasters** to recognize who students, teachers or students' parents are.
- (57) a. \***Taiwan** would be hard to win the competition with other countries.  
b. It would be hard **for Taiwan** to win the competition with other countries.
- (58) a. \*Without computers, **student** would be hard to deal with many things.  
b. Without computers, it would be hard **for students** to deal with many things.
- (59) a. \*Unfortunately, **they** are hard to deal with the problem of overspending if they receive the bills at the end of the month.  
b. Unfortunately, it is hard **for them** to deal with the problem of overspending if they receive the bills at the end of the month.

The matrix subject in the Pseudo-TM is actually the obligatory agent introduced

by a *for*-phrase in *it*-sentence, dissimilar to the object of the embedded matrix verb in TM constructions. The explicit contrast of the subject in the Pseudo-TM and the obligatory agent in *it*-sentences with *for*-phrase should bring to the students' notice the crucial difference between these two distinct types of usages.

## CONCLUSION AND SUGGESTIONS FOR FUTURE RESEARCH

CIL Pseudo-TM construction is a persistent problem for Taiwanese learners of English. The learnability problem of English TM originates from both the over-generalization of English Raising and cross-linguistic influence of Chinese Raising construction as well as the topic orientation of Chinese discourse. Due to the lack of negative evidence in the L2 input, instructional intervention is necessary to facilitate or expedite Chinese learners' acquisition of the correct English TM structures. The corpus-based survey uncovered the most frequent problematic English TM structures used by Chinese learners, based on which three instructional approaches are suggested to tackle the learnability problem. The cross-linguistic approach involves comparing L1 and L2 TM constructions to pinpoint the possible sources of Pseudo-TM constructions. The morphosyntactic approach is concerned with changing the morphology and the syntax of a Pseudo-TM construction with a *tough*-predicate to a non-TM construction with an adverb. And the transformational approach can be adopted to demonstrate generating TM constructions from non-TM constructions through extraposition and *it*-insertion. The validation of effectiveness of these instructions is required to convince teachers the necessity to adopt a more vigorous and systematic approach to dealing with the problem of Pseudo-TM constructions and to raising students' awareness of their tendency so as to help them develop abilities for self-monitoring and self-editing such L2 anomalies.

In the learner corpus, inappropriate uses of other *tough*-predicates such as *difficult* and *convenient* were also spotted. A closer look into how they were employed by L2 learners should shed more light on L2 acquisition of English TM structures. In addition, as the findings indicate, L1 influence played a vital role in the application of CIL TM constructions. Further empirical investigations are called for to validate such an observation.

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## Appendix A

### *Tough-constructions in the English Learner Corpus*

#### *Tough-constructions with Easy*

1	My mom said to us that maybe she could do it by herself, because she thought that was easy to make.
2	I usually thought modern dance was easy to learn.
3	The motions were easy to learn, so everybody would like to follow teacher's order at first.
4	The reason is very easy to understand.
5	The cake I want to show you is very easy to make.
6	It is very easy to make.
7	How to cook the vegetable soup? It is very easy to do.
8	Besides, other subjects are not that easy to study, prepare and understand.
9	Intimated friends are not easy to find.
10	His Blue eyes are not easy to find out because of his glasses-wearing.
11	The vegetable soup is a delicious and healthy soup. It is not only easy to cook and also can make us feel full with hunger satisfied.
12	I like all kinds of cookies, but one of my favorite is ginger bread Christmas cookies. It's not only looks good but also tasty. What's more, it's easy to make but take some time.
13	Why can't love be just easy to say and to get?
14	Second, the textbook is easy to learn.
15	Rock music is easy to accept, too.
16	Pop music is the most acceptable type, because its melody is easy to remember.
17	At this moment, we have to pay attention to the cookie house, because it is easy to collapse.
18	In Taiwan there are many sorts of rice for option, and no matter what kind of rice you want, it is easy to get.
19	PlayStation Portable is initialed PSP. It is easy to carry and people can use it wherever they want.
20	And this snack is easy to do and doesn't need to spend too much time.
21	In the beginning, a poisonous snakebite is easy enough to recognize.
22	After she goes back to home, she became easy to approach.
23	Along with the time progress, the appearance of cell phone becomes easy to carry.
24	There are so many student wearing pilmsole to school. Just because pilmsoles are easy to collocate.



25	Credit cards are easy to be embezzled in this world because the credit card system is connected with other countries.
26	Credit cards are easy to bring, so people can go shopping without their wallets.
27	These students wear uniform except college students. But they are easy to recognize.
28	If you don't like reading, you still can read books which are interesting and easy to understand, such as comic books, novels, and magazines.
29	Because cohabitation is unprotected and easy to break out, women easily feel comfortless.
30	Making Omelet rice is convenient. It's really delicious and easy to learn.
31	We are kind, and easy to get along with.
32	Its melody also easy to remember, but the volume of the music instruments is louder than pop music.
33	They're all nothing too expensive, but it they're all easy to find in our daily life.
34	They don't pay much attention on the class, and they are easy to be distracted by some bagatelles.
35	Maybe some situations can be easy to settle.

**Pseudo-TM Constructions with *Easy***

1	But people are easy to forget about things, especially when they are busy.
2	It's the most important, but every student is easy to ignore or lazy to do.
3	I was easy feeling tired as reading novels or go shopping.
4	If you are easy to produce wrinkles or freckles, you might be the dry skin person.
5	You can very easy to find the sudoku on the internet, newspaper and magazine, and it usually separate into different level, like easy, medium and difficult.
6	Finally, if you want to buy some foreign or unusual goods, you may not easy to find them in the real store.
7	This teaching way made me easy to understand and save time not only in elementary school but also junior high school.
8	He never visits friends because he has ringworm or he is easy to fart.
9	If you are the person who is easy to produce oil on your face, you might be the oily skin person.
10	If students wear uniform, the guards or drillmasters can easy to recognize who are students, teachers or students' parents.
11	The novels often use the word that you can easy to understand.
12	The most important reason why we like to buy things on the Net is that we can easy to find the cheaper things what we can't find on the market.
13	Some teenagers like to ride motorcycles quickly with drunk driving that are

	easy to make car accidents.
14	It is the critical moment that people should take care of their body, because we are easy to get cold.
15	I am outgoing and easy to get along with people but I am shame talking with other people on the first time.
16	I am easy to cry especially when someone is crying in front of me.
17	She can handle everything, and try her best to arrange everything seems like they were so easy to be done.
18	Those situations are easy to be understood and improved.
19	The situation is easy to be prevented and improved.
20	Chocolate makes my life happier and healthier. It makes a way of fun and energy in my daily life. It is easy to be found and used.
21	That is because the excuse is easy to be accepted.

***Tough-constructions with Hard***

1	The modifier was hard to realize.
2	I thought: "I would never want to meet this guy, he really looked so hard to approach."
3	The real hip hop songs are really hard to understand.
4	They may ask for executing euthanasia because the process of therapy is hard to bear.
5	I used to be a student of electrical engineering field so that I know the reason of why it is hard to learn.
6	I didn't like to study in English because it was hard to read for me.
7	There are few things in my room, but my lovely guitar is hard to ignore.
8	Friendship, sometimes, is hard for me to keep, making me feel a little upset.
9	Now, when I go to the hospital, I will avoid opening the door under the unclear situation, because the fact may be hard to accept.
10	Birthday presents are hard to choose and some of them may cost us much money
11	The internal sports in Taiwan are hard to develop.
12	Plastics are hard to decompose, and batteries may pollute our earth heavily.
13	Although there must be some factors that are hard to overcome, students are suggested that have the concept of punctuality and you can show your respect of this course.
14	I know English songs are hard for Chinese to sing.
15	Oppositely, my mom is unkindly, a little stingy, and hard to approach.
16	Comparing with interesting commercial film, this one is boring and hard to understand for most of the time because it deals with variety of subjects on

	studies or social issues, such as psychology and international relations.
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### **Pseudo-TM Constructions with *Hard***

1	I also was hard to memorize many formulas and calculate these difficult Accounting questions.
2	However, if your friend is a person who does not say anything to you, including her feelings about you, you will be very hard to communicate with her.
3	Their roommates are always hard to understand them.
4	We searched for the "all you can eat" restaurants and there are lots of selections that always make us hard to decide where we should have our meal.
5	But, you possibly do not know that smokers may be hard to recover their health when they catch colds.
6	Taiwan would be hard to win the competition with other countries.
7	Without computers, student would be hard to deal with many things.
8	And those singers would be hard to do good music because they lack the money assistance.
9	Some might argue that those singers would be hard to survive.
10	Third, actually fat people are hard to make a friend.
11	I believe that those problems are hard to find good ways to solve.
12	Unfortunately, they are hard to deal with the problem of overspending if they receive the bills at the end of the month.
13	For example, people without a good sense of humor are hard to make people laugh.
14	If we never have practiced injection on real bodies, we would not know our hand would shake and hard to control the needle.
15	They are also hard to find a boyfriend or a girlfriend because people are usually judges them by their look.
16	In consequence, the outcome to use credit cards excessively and improperly may be hard to be expected in the beginning and to be solved in the end.

### **Tough- constructions with *Difficult***

1	Good friends are difficult to find, because they can realize each other deeply.
2	The most important is people in here are difficult to get alone with.
3	Those steps may be a little difficult to do for some people.
4	Nevertheless, before long they were afraid of swimming, the skills were more and more difficult to do.
5	In fact, I thought that the step was the most difficult to do for me at that time.
6	The water was very dirty which was so difficult and uncomfortable to move.
7	Maybe these steps are the small things, but it's really too difficult to do,

	because people always can't control their mind to buy things.
8	We must know, the process of fighting is step by step, and this goal is very difficult to achieve.
9	A clear definition of happiness is very difficult to find for such a common term.
10	Although I spent much time on it, it was difficult to understand, when I read an article, there had a lot of words that I couldn't find out and the modifier was hard to realize.

**Pseudo-TM constructions with *Difficult***

1	Nowadays, students graduated from the university are difficult to find jobs to earning money.
2	On the other hand, if students just wear casual clothes in school, they are difficult to be taken apart from the outside comers.
3	Subjects you are entirely bad at are considerably difficult to be enhanced in short time.
4	I tried to read a lot of words of a story for the first time, but I felt difficult that the story used difficult grammar and words.
5	Maybe we were so difficult to take foodstuffs back, but I thought it was happiness and enjoyable for us at the moment.

**Tough-constructions with *Convenient***

1	Third, the traffic in Kaoshiung isn't very convenient because it has no the MRT system now and the buses aren't convenient to wait for.
2	In short, the Internet is extremely useful and convenient to us and it is full of surprises.
3	The digital camera is convenient to take down our life.

**Pseudo TM-constructions with *Convenient***

1	It's a method that teachers can be more convenient to collect the paper, and avoid students handing in paper late often
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## Appendix B

### *It*-sentences in the Learner Corpus

#### *It*-sentences with *easy*

1	When we talk about his appearance, it's very easy to catch.
2	People may think it is very easy to pass the course in college, because the college student only have the midterm and final exam in each semester.
3	Some people would give up to using the sheath, so it is very easy to Raising the sexually transmitted disease.
4	Owing to plenty of cram schools, it's very easy for you to get the resources of exercised and imitated tests.
5	I thought it was so easy to be a teacher, but I was wrong.
6	That is why it is so easy for anyone to stray from the right path of life.
7	Second, it's not easy to get along well with each other.
8	It's easy to make friends not easy to be best friends.
9	It is not easy to control some rebellious students.
10	Penghu is not in town center so it's not easy to go.
11	It was not easy to make money, especial, earning money from school.
12	It is not easy for me to join a musical group.
13	It is not easy for a Chinese to against foreign guys.
14	It's never easy to take good care of a pet in the modern society, especially for having a dog.
15	It's easy to live alone.
16	And it's easy to decide who will be flunk
17	The temperature will drop abruptly. It's easy to oversleep and make us shiver.
18	Then, because of getting up so early makes me feel too tired, I think that it's easy for me to want to cut off the class.
19	In contrast, it's easy to find a place to park a motorcycle.
20	A 1992 study of 3,300 cases, based on 1987 National Survey of Families and Households, in the marriage it's easy for prior cohabitators to end up with divorce than noncohabitators.
21	It is easy to get some stuff that I need but I don't have, because I just ask my roommates and some of them will have what I need.
22	Actually, it is easy to cook curry.
23	Because of different culture backgrounds, it is easy to see the distinguishing features between western and Chinese societies, especially the usual practices.
24	In my opinion, it is easy to feel happy, because happiness is simple.
25	In fact, it is easy to own well-being.

26	Nowadays, when the rapid development and research are so impressive, it is easy to think about the advantages of modern technology.
27	Do not leave any shampoo on dog's body, because it is easy to make dog has skin disease.
28	Second, I think it is easy to recognize and identify the students from others when they wear the school's uniform.
29	It is easy to fall in love, but it is difficult to get along.
30	I still remembered my sister told me that it is easy to say you are a Christian, but it is hard to be a real Christian.
31	It is easy for me to spend my time doing nothing because no one will tell me to do other things.
32	In my opinion, it is easy for these students to rely on their bankcards.
33	If we often do exercises, it would not be easy to get sick.
34	After that class, I was very glad, because it's funny and easy to learn English.
35	It's always easy for me to fell asleep when I lie down the bed because it's really comfortable and the bed is filled with my familiar flavor.
36	It is also easy to learn eurhythmics.

***It-sentences with hard***

1	It was hard to practice and had long time to train my muscle.
2	It was hard to deal out the time.
3	Third, this is the most important step in the losing weight plan, but it's very hard to work.
4	Once you become an unenterprising and shiftless human being, it's very hard to find the correct way back.
5	It is very hard to remember much different formula, and company gives them a quiz every month.
6	It seems very hard to be always live smoothly.
7	...they just told us the range of the exam, so it is very hard to find what is the point, ...
8	I believe that when anyone has just broken up with their boyfriends or girlfriends, it would definitely be very hard to be in a good mood.
9	The above three things are the reason why I think that it's so hard to make new friends.
10	It's Hard to Get Love
11	For example, when I was in the old house, it was really hard to start packing.
12	That is really hard for me to find a good way of spend less time on taking the bus.
13	Its really hard for me to make a living, therefore, my life was taken control of my month budget.

14	And it is not hard to find this circumstance often happening to teenagers due to the convenience of mass communication nowadays that makes those teenagers accept the instant world news as soon as possible.
15	Although it may hard to do those alone in the new environment, it's still an important experience in my life.
16	Its a little hard to write a composition because the process is complex.
17	It's hard to finish in one month, because that is incredible and violate our body
18	While watching movie, it's hard to continue the feelings after advertisement, then that movie will seemed not that good.
19	In my life, it's hard to find one person I can give the whole of heart to him.
20	Sometimes it's hard to get on the bus.
21	In professor's opinion, it's hard to say to have quizzes in class because not all students work hard on quizzes.
22	And I think it's hard to define whether a person is mature or not.
23	As a university student in this generation, I think it's hard to decide what we want to do in the future.
24	It's hard to image that kind of situation, but it really happened.
25	but when the couples break up, it's hard to divide the property into two.
26	I wish we could cherish our friendship forever; after all, it's hard to find another best friend.
27	Second, it's hard for an expectant mother to stand for long times.
28	It's hard to open your mind or facilitate learning.
29	Nevertheless, it's hard to go shopping in Taitung because there is just one street to go and no department stores.
30	It's hard to have a fight with such a small thing and it coats me a lot of time
31	But, it took lots of money to buy a piano and it's hard to afford the basic expenses.
32	For one thing, it's hard to get along with them.
33	It's hard for me to keep my countenance assume that I saw a crocodile swimming in front of me like the "Titanic."
34	Even so, it's hard for students to get interested in this kind of class.
35	I still remembered my sister told me that it is easy to say you are a Christian, but it is hard to be a real Christian.
36	It is hard to imagine there are hundred of people have to wait almost five hours purchasing donuts.
37	Therefore, the government divides the school district difficultly, and it is hard to make people be convinced.
38	It is hard to them to afford their children's tuitions.
39	Many people said it is hard to find best friend in the university, because there are

	less opportunities to be together and communicate;
40	Because in my point of view, it is hard to find a friend more than an usual "friend", especially we graduated from same school.
41	Typhoon is terrible, and it is hard to estimate the disaster.
42	Fourth step is going to the supermarket and buy some food because it is hard to go out when raining cats and dogs.
43	It is hard to find the bass player in my class.
44	Maybe it is hard to believe that two such different people will be couples;
45	It is hard to find a good defender in a country for a team, and a football team usually needs four defenders on the field.
46	Despite it is hard to affect other people; I will try my best to spread this concept to others.
47	She knew that it is hard to foster a child by a woman.
48	Maybe sharing expenses is a prudent way to avoid wasting money, but it is hard for the couples to control the expenses efficiently every time when they go outside together.
49	As a faithful volleyball player, it is extremely hard for me to get rid of playing it.



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以學習者語料庫為基礎研究臺灣大學生英文 *Tough* 結構之使用與教學

摘要

英文 *tough* 結構的誤用是臺灣學生學習英文時常犯的句型錯誤。本研究首先透過分析學習者語料庫中大量的英語學習者語料，辨識出臺灣大學生使用不同 *tough* 形容詞的中介語 *tough* 結構。並根據語料分析的結果，針對學生錯誤的類型和可能的來源，提出可行的教學方法。本研究所使用的學習者語料庫包括 1258 篇中國文化大學英文系學生所寫的英文作文及札記，共 384,318 個字。利用 *Wordsmith 5.0* 的語料檢索搜尋的結果顯示學生最常用的 *tough* 形容詞為 *easy* 和 *hard*，其中包括 35 個正確使用 *easy* 的 *tough* 結構句子和 21 個使用 *easy* 的中介語 *tough* 結構句子，16 個正確使用 *hard* 的 *tough* 結構句子和 16 個使用 *hard* 的中介語 *tough* 結構句子，10 個正確使用 *difficult* 的 *tough* 結構句子和 5 個使用 *difficult* 的中介語 *tough* 結構句子以及 3 個正確使用 *convenient* 的 *tough* 結構句子和 1 個使用 *convenient* 的中介語 *tough* 結構句子。分析的結果顯示學生錯誤的來源是過度類化英文 *tough* 句型和受到中文類似句型的影響。學習者傾向用 *tough* 形容詞來修飾主語，而非將動詞的賓語提升位移到主語的位置。另外不少學生習慣將不定詞片語用做被動，顯示其過度使用英文被動句的傾向。最後根據學習者語料庫中中介語 *tough* 結構的類型，建議三種教學法以有效導正學生使用英文 *tough* 句型的錯誤。

關鍵詞：中介語 *tough* 結構、英語學習者語料庫、語法教學

