Tentative Approach to Relations between First Language and Second Language (1)

—Based upon the Judgments of Adult Second Language Speakers of English

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I Introduction

This paper is a first step to estimate and consider different peculiarities between first language (L1) and second language (L2) based upon cross-linguistic judgment tests,[1] which involve reflexives, Null prep, quantifiers, negative polarity items, *wh*-phrases, etc., showing evidence as to how Universal Grammar (UG) can play a role in adult L2 acquisition or not.

With the development of recent acquisition theories, lots of linguists have argued that the concept of UG can be an essential factor in acquiring a language or not. Indeed, speakers of some language can acquire innate structure-based concept in mind. We recognize that there are opposed theories of L2 acquisition, which differ from the extent how UG can constrain the L2 acquisition. The typical theories of acquisition are the Full Access hypothesis[2,3,4,5] and No Parameter Resetting hypothesis.[6] In Section II , these two hypotheses will be shown to manifest the different concepts from each other, in comparison with the dubious concepts of attainment and acquirability in adult L2 learners.[7] In Section III , the items for judgment tests will be shown clearly. In Section IV , the procedures and results of judgment tests reflecting adult L2 speakers will be analyzed based upon the concept of UG. In Section V, more research will be required to manifest the evidence as the closing remarks in this paper.

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[1] The form of the judgment test has been shown in the Appendix at the end of this paper.

[2] Bonnie D. Schwartz and R. Sprouse. 1996a. L2 Cognitive States and the Full Transfer/Full Access Model. *Second Language Research 12*, 40-72. London: Edward Arnold Ltd.

[3] Bonnie D. Schwartz and S.Vikner. 1996b. TheVerb Always Leaves IP in V2 Clauses. In A.Belletti and L.Rizzi eds., *Parameters and Functional Heads: Essays in Comparative Syntax*, 11-62. Oxford: Oxford University Press.

[4] Lydia White. 1989. *Universal Grammar and Second Language Acquisition.* Amsterdam: John Benjamins.

[5] Lydia White. 2003. *Second Language Acquisition and Universal Grammar.* Cambridge: Cambridge University Press.

[6] Roger Hawkins and Y.C. Chan. The Partial Availability of Universal Grammar in Second Language Acquisition: the Failed Functional Features Hypothesis. *Second Language Research 13,* 187-226. London: Edward Arnold Ltd.

[7] Donna Lardiere. 2006. Attainment and Acquirability in Second Language Acquisition. *Second Language Research 13,* 239-242. London: Edward Arnold Ltd.

II Recent Survey of Adult L2 Acquisition Theories

1 The concept of 'fossilization'

Concerning the ultimate attainment of some natural language, the abrupt decision seems to define the attainment is 'success' or 'failure' for the limited period. Below the critical period, all humans can fully acquire any natural language. However, concerning the proficiency of adult L2 acquisition, some different hypothesis might be stipulated.

Concerning the attainment, Lardiere claims as follows: [8]

When the editors of *Second Language Research* first inquired about the possibility of my guest-editing the special thematic issue of this volume, the topic they had in mind was 'fossilization'. This theme, however, with its underlying focus on ultimate failure in second language acquisition (SLA), eventually came to feel too limiting. It is undeniable that many (if not most) adult second language (L2) acquirers 'fail' if 'success' is loosely defined as acquiring native-like competence and performance in the target language in all respects. Nor is it the case that such 'failures' are uninteresting: arriving at an adequate explanation for the differences we observe between native and non-native language acquisition has long been a goal of SLA research and can also be expected to contribute to be a deeper understanding of human cognition in general.

As mentioned above, concerning L2 acquisition, the approach towards fossilization has to be avoided. Based upon the concept of I-language suggested by Chomsky,[9] Lardiere claims that L2 acquisition can be considered to understand the nature of the system with prior knowledge of another I-language, applying the concept of Chomsky, even though the theory of Chomsky chiefly refers to the idealized speakers of L1. Concerning the significance of L2 acquisition, Lardiere claims as follows: [10]

The study of ultimate attainment is potentially more illuminating in regard to a central goal of modern linguistic inquiry (following Chomsky, 1986): determining what properties must be attributable to the human mind/brain that could account for the nature of the complex system of knowledge that has actually been attained. In other words, we can only hope to understand the nature of the system by first examining what has actually been acquired (or not), given a particular linguistic environment and − for SLA − prior knowledge of another I-language, and then 'working backwards' to figure out how such a system could have possibly been acquired.

On the hopeless proposal of 'fossilization' recently named Representational Deficit Hypothesis,

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[8] *Ibid.,* 239.

[9] Noam Chomsky. 1886. *Knowledge of Language: its Nature, Origin and Use,* 21-24, 36-40. New York: Praeger.

[10] Donna Lardiere. 2006. Attainment and Aquirability in Second Language Acquisition. *Second Language Research 22.,* 239. London: Edward Arnold Ltd.

where L2 speakers cannot acquire features or functional categories that are absent in their first language, 'fossilization' is inevitable. However, we have to explore the acquirability of L2 in the same way as L1 speakers, partially or totally.

Too much emphasis on the Critical Period Hypothesis might lead to invalid results in L2 acquisition, which defines on age limit for acquisition. Above the critical period, if we can establish a natural environment for resetting our innate knowledge of language in mind, L2 acquisition might be fruitful. With effective application of the concept of the "sensitive period," instead of the critical period, L2 acquisition might be completely possible with abundant knowledge on the basis of an L1 background.

2 The Full Access Hypothesis vs. the No Parameter Resetting Hypothesis

Linguists who claim that L2 learners still have full access to UG are White, Conradie,[11] Schwartz and Spouse, Vainikka and Young-Scholten,[12] etc. On the Full Access hypothesis, parameter resetting is possible even though L 1 and L2 are completely different in parameter values. On the contrary, linguists who claim that L2 learners only access to those aspects of UG in their L1 grammar, which is to say that L2 learners cannot reset their mental parameters are Hawkins and Yuet-Chan,[13] Smith and Tsimpli,[14] etc. It is interesting to note that the Full Access hypothesis predicts that necessary positive evidence would be available in the input, when the resetting of parameter might be possible.

In the following sections, the possibility of parameter resetting will be completely different between L1 and L2, based upon judgment tests.

Ⅲ Judgment Tests—Methods

The judgment tests involve my tentative approach to seek the different shades of judgment among L2 speakers of English, cross-linguistically. The participants, who kindly answered a questionnaire, live in various countries: Argentina, South Africa, Venezuela, Pakistan, India, and

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[11] Simone Conradie. 2006. The Split-IP Parameter and the V2 Parameter in Afrikaans. *Second Language Research 22,* 64-94. London: Edward Arnold Ltd.

[12] A. Vanikka and M.Young-Scholten. 1996. Gradual Development of L2 Phrase Structure. *Second Language Research 12,* 7-39. London: Edward Arnold Ltd.

[13] R. Hawkins and C. Yuet-Chan. 1997. The Partial Availability of Universal Grammr in Second Language Acquisition: the 'Failed Functional Features Hypothesis.' *Second Language Research 13,* 187-226. London: Edward Arnold Ltd.

[14] N. Smith and I-M. Tsimpli.1995. The Mind of a Savant: Language Learning and Modularity, Cambridge: Blackwell Publishers.

Indonesia.[15] Considering the effects of different language backgrounds, we hope to examine the universal phenomena on language acquisition in the mind. The questionnaire consists of two parts. Part 1 is meant to determine the language background of the participants including their L1, L2, or experiency of foreign languages, and the other is to ask them to choose 'grammatical' or 'ungrammatical,' and 'acceptable' or 'unacceptable' for each sentence. On the questionnaire, the participants answered 100-130 English sentences with various linguistic items; reflexives, Null prep, quantifiers, negative polarity items, *wh*-phrases, etc. This huge amount of data should assist me in examining a potential or underlying mental parameter of L2 speakers of English as related to UG.

Generally speaking, concerning such a judgment test, only the concept of grammaticality seems to be adopted, but as this experiment intends to explore mental parameter of L2 speakers of English, the troublesome concept of acceptability has been examined. On the questionnaire, these concepts were explained to the participants; 'Grammatical' means that the sentence is based upon the rules of English, while 'ungrammatical' means that the sentence is not based upon the rules of English. In the same way, 'Acceptable' means that the sentence is meaningful, even if it seems deviant in some respect, while 'unacceptable' means that the sentence is not meaningful at all.

Within the wide range of the participants' mother tongues, some underlying features might be explored. Concerning the traditional distinction between competence and performance, the concept of 'grammaticality' seems to be closely related to competence, and the concept of 'acceptability' seems to be closely related to performance. Indeed, these distinctions have been applied to the L1 speakers. But these distinctions might be applied to explore the underlying peculiarities of L2 speakers of English under the wide range of L1 influence.

Indeed, the fundamental distinction between Internalized language (I-language) and Externalized language (E-language) as suggested by Chomsky[16] has to be mentioned. The orthodox linguistics has been focused on I-language with the concept of I-linguistics, I-sounds, I-meaning,[17] for Chomsky presumed the idealized speakers of native language. Based upon the formulation of linguistic principles, idealized speakers could be presumed, but concerning the research on L2 acquisition, various factors of E-language might influence their process, which leads to the assumption that interlanguage with UG might play a very important role in transferring to L2 speakers of English.

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[16] N. Chomsky. 1886. *Knowledge of Language: its Nature, Origin and Use,* 19-24.

[17] N. Chomsky. 2000. *New Horizons in the Study of Language and Mind,* 170-179. Cambridge: Cambridge Univ. Press.

Furthermore, it is interesting to take a look at the Hagstrom's attempt[18] which involves numerous factors of L2 acquisition as humans.

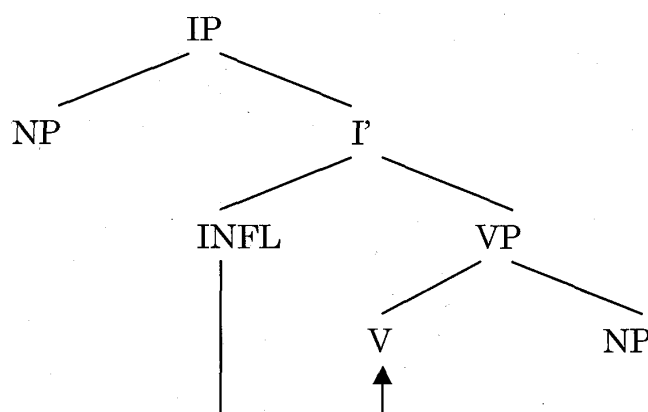## IV Judgment Tests—Procedures and Results

1 Reflexives

Given the participants' language backgrounds, the following sentences with reflexives might be differently interpreted in accordance with their presumed interlanguage or L1 influence. As the participants are exposed to different speaking environments, it is interesting to note how they have recognized the following sentences. (Sentence (1),(2),(3), White,2003)

(1) Mary_i blamed herself_i.

(2) *Mary_i thought that Susan_j blamed herself_i.

(3) Mary_i thought that Susan_j blamed herself_j.

Concerning the sentences with reflexives; X-self, reflexive anaphor, the perceived grammaticality or acceptability seems to be determined on the basis of whether the reflexives can be interpreted as phrasal or as head. In English, the reflexive anaphor must be bound within its governing category, so English reflexives require their antecedents within the same clause. Indeed, English is a language with overt pronouns [-null subject]. On the contrary, Spanish and Japanese are languages with null pronouns [+null subject]:null subject parameter or *pro*-drop parameter. The parameter of *pro*-drop can be described as follows:

Figure 1

As shown in Table 1', all Argentine participants are L1 speakers of Spanish. Figure 1, which

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18 Hagstrom. 2001. Attempted Intergated Model. *Second Language Research.*

shows *pro*-drop might have an influence on L2 speakers of English. Some interlanguage grammar closely related to UG might influence the English responses. Table 1 shows that most participants recognized Sentence (1) as having reflexive anaphors with *herself* having a referential index to *Mary*. The differences between grammaticality and acceptability were not recognized among L1 speakers of Spanish. They have a *pro*-drop mental parameter, so that in Sentence (2), even though the reflexive anaphor, *herself,* cannot be interpreted as *Mary,* the *pro*-drop parameter might have influence the recognition of acceptability.

Table 1　Responses by 11 Argentines

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	10	1	10	0
Sentence (2)	6	4	11	0
Sentence (3)	4	4	9	0

Concerning Sentence (1), 10 Argentines chose as "grammatical," and 1 Argentine chose as "ungrammatical." Moreover, 10 Argentines chose "acceptable," while no Argentines chose "unacceptable". All the participants were required to assess the sentences as being grammatical or ungrammatical, and as acceptable or unacceptable, but some did not check all the items, so the total number was not the same. Their responses show that grammaticality judgments and acceptability judgments are almost the same among L1 speakers of Spanish.

Table 1 shows that most participants recognized Sentence (1) as reflexive anaphors, with *herself* having a referential index to *Mary*. The differences between grammaticality and acceptability were not clearly distinguished by L1 speakers of Spanish.

Concerning Sentence (2), 6 Argentines chose "grammatical," and 4 Argentines, "ungrammatical." Moreover, 11 Argentines chose "acceptable," while no Argentines chose "unacceptable." They have *pro*-drop mental parameter, so that in Sentence (2), even though the reflexive anaphor *herself* cannot be interpreted as *Mary, pro*-drop parameter might have influenced their judging it to be acceptable. For L2 speakers of English with Spanish as L1, the reflexive binding might be widely interpreted.

Concerning Sentence (3), 4 Argentines chose "grammatical," while 4 Argentines "ungrammatical." Moreover, 9 Argentines chose "acceptable," while no Argentines chose "unacceptable." For L1 speakers of English, the judgment of Sentence (2) is completely different from that of Sentence (3), as English reflevives constrain its antecedent in the same clause.

In addition, the language background of 11 Argentine participants was explored in detail. As shown in Table 1', all the participants have Spanish as their L1 language. There might be some

abstract transfer between L1 and L2; motivating UG except *pro*-drop parameter. In Spanish, these three sentences can be translated as follows:

(1)'   Mary$_i$ se$_i$ cupló.

(2)'   *Mary$_i$ pensó que Susan$_j$ se$_i$ cupló.

(3)'   Mary$_i$ pensó que Susan$_j$ se$_j$ cupló.

Table 1' Language Backgrounds of 11 Argentines (Responses of Part 1)

	Spanish	English	Portuguese	Italian	French
L1	11				
L2		5			
L3		1	1		
Other FL		3		3	1
Eng. Career	20yrs-, 2 10-19yrs, 5 5-9yrs, 4				
Age	40-49, 1 30-39 ,1 20-29, 7				

Table 1' shows the various language backgrounds as required by Questionnaire Part 1.   11 Argentines (all participants) are L1 speakers of Spanish; 5 Argentines are L2 speakers of English, one is an L3 speaker of English, and 3 Argentines have studied English as a foreign language.

As shown above, the L2 speakers of English with Spanish as an L1, including participants L3 and FL, interpreted the domain or reflexive anaphors, long-distance anaphors as well as local anaphors, widely.

Table 2 shows the responses of 7 South Africans.   All the participants are L1 speakers of English, and 5 participants are L2 speakers of Afrikaans, which can be identified as a variety of Enlgish-speakers; in Afrikkans, the phonemes differ slightly in that they lack the phoneme /θ/. Concerning the different parameters in L2 Afrikaans, it is interesting to note that there are different Split-IP parameter in the V2 parameters as suggested by S. Conradie.[19]

These hypotheses are tested in a study examining whether English speaking learners of

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[19] Simone Conradie.2006. The Split-IP Parameter and the V2 Parameter in Afrikaans. *Second Language Research 22*, 64.

Afrikaans can reset the Split-IP parameter (SIP) and the V2 parameter from their L1 ([-SIP], [-V2]) to their L2 ([+SIP], [+V2]) values.

Table (2) shows how 7 South Africans have judged the sentences with reflexives, involving the governing category parameter and proper antecedent parameter.

Table 2 Responses by 7 South Africans

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	5	1	4	0
Sentence (2)	4	2	3	0
Sentence (3)	5	2	4	0

Concerning Sentence (1), 5 South Africans chose "grammatical," and 1, "ungrammatical." Moreover, 4 South Africans chose "acceptable". All the participants were required to identity the sentences as being grammatical or ungrammatical, and acceptable or unacceptable, but some did not check all the items, so the total number was not the same. Concerning local antecedents, most South Africans seem to judge them as native speakers.

Concerning Sentence (2), 4 South Africans chose "grammatical," and 2 South Africans "ungrammatical." Moreover, 3 South Africans chose "acceptable." Among L2 speakers of Afrikaans, the long-distance anaphors seemed to be distinguished as L1 speakers of English distinguish them, so that only 2 participants deemed Sentence (2) to be ungrammatical. No participants identified the sentences as being unacceptable. Among L2 speakers of Afrikaans, the proper antecedent parameters could not be recognized as distinct values.

Concerning Sentence (3), 5 South Africans chose "grammatical," and 2, "ungrammatical." Moreover, 4 South Africans marked "acceptable." For L1 speakers of English, who assume that the anaphors which allow a non-subject antecedent to be local, they might judge Sentence (3) as being grammatical. Concerning acceptability, all participants interpreted the reflexives widely.

Table 2' Language Backgrounds of 7 South Africans (Responses of Part 1)

	English	Afrikaans	Zulu	Portuguese
L1	7			
L2		5		
L3			1	
Other FL				1

Table 2' shows various language backgrounds as required by Questionnaire Part 1. 7 South Africans (all participants) are L1 speakers of English. 5 South Africans are L2 speakers of Afrikaans, one is an L3 speaker of Zulu, one South African studied Portuguese as a foreign language. Concerning various distinct values of Afrikaans, more research will be required, but the responses have partly shown that L2 speakers of Afrikaans might acquire the same mental values, or some kind of mental interlanguage with common features.

Table (3) shows how 10 Venezuelans have judged the sentences with reflexives, involving the governing category parameter and proper antecedent parameter.

Table 3 Responses by 10 Venezuelans

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	9	1	9	1
Sentence (2)	10	0	8	0
Sentence (3)	7	1	7	0

Concerning Sentence (1), 9 Venezuelans chose "grammatical," and 1, "ungrammatical." Moreover, 9 Venezuelans chose "acceptable," and 1, "unacceptable." All the participants were required to assess all the sentences as being grammatical or ungrammatical, acceptable or unacceptable, but some did not check all the items, so the total number was not the same.

Concerning Sentence (2), 10 Venezuelans chose "grammatical," while no participants chose "ungrammatical." Moreover, 8 Venezuelans chose "acceptable," while no participants chose "unacceptable."

Concerning Sentence (3), 7 Venezuelans chose "grammatical," while 1, "ungrammatical." Moreover, 7 Venezuelans marked it as acceptable, and no participants as unacceptable.

It is interesting to note that Sentence (2) was judged differently by Argentines as shown in Table (1), despite their common Spanish language background. Since English reflexives require their antecedents to appear in the same clause, the proper antecedent parameter might recognize Sentence (2) as ungrammatical; all participants believed it to be grammatical. These responses

support the hypothesis that Venezuelan L2 speakers of English cannot acquire the governing category parameter as well as the proper mental antecedent parameter. In other words, they have some different mental values possibly as a consequence of being in other languages, e.g. Italian or German. Among the participants, there are 2 L2 speakers of Italian, which different language backgrounds may have in their judgments. However, it is difficult to determine which language has influenced new perceptions. In Italian, these three sentences can be translated as follows: the Italian reflexive, inherent reflexive, and ergative might be assigned identical analyses; the reflexive *si* is an object clitic, bearing θ-role, and both the eargative and inherent reflexive *si* are affixes with no other syntactic function.

(1)" Mary$_i$ si$_i$. biasimò.

(2)" *Mary$_i$ pensò che Susanna$_j$ si$_i$ biasimò.

(3)" Mary$_i$ pensò che Susanna$_j$ si$_j$ biasimò.

Table 3' Language Backgrounds of 10 Venezuelans (Responses of Part 1)

·	Spanish	English	Italian	German
L1	6	1		
L2	2	3	2	
L3		2		2
Other FL				
Eng. Career	20yrs-, 0 10-19yrs, 4 5-9yrs, 4			
Age	40-49, 3 30-39, 2 20-29, 4			

Table 3' shows various language backgrounds as required by Questionnaire Part 1. 6 Venezuelans are L1 speakers of Spanish and 2 Venezuelans are L2 speakers of Spanish. 3 Venezuelans are L2 speakers of English, one is an L1 speaker of English, and 2 Venezuelans are L3 speakers of English. Moreover, 2 Venezuelans are L2 speakers of Italian, and 2 Venezuelans are L3 speakers of German.

Table (4) shows how 11 Pakistanis have judged the sentences containing reflexives, involving the governing category parameter and proper antecedent parameter.

Table 4 Responses by 11 Pakistanis

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	8	0	8	0
Sentence (2)	6	2	7	2
Sentence (3)	3	4	6	1

Concerning Sentence (1), 8 Pakistanis chose "grammatical," and no participants, "ungrammatical." Moreover, 8 Pakistanis chose "acceptable," while no participants "unacceptable." All the participants were required to identify all the sentences as being grammatical or ungrammatical, and acceptable or unacceptable, but some did not check all the items, so the total number was not the same.

Concerning Sentence (2), 6 Pakistanis chose "grammatical," and 2 Pakistanis "ungrammatical." Moreover, 7 Pakistanis chose "acceptable," while 2 Pakistanis "unacceptable." English reflexives constrain their antecedents in the same clause, but most Pakistanis did not recognize the proper antecedent parameter or the governing category parameter.

Concerning Sentence (3), 3 Pakistanis chose "grammatical," and 4, "ungrammatical." Moverover 6 Pakistanis chose "acceptable," while 1, "unacceptable." Sentence (3) contains the proper antecedent, but half of the participants did not recognize as grammatical. As shown below, their L1 Urdu or Punjabi might influence on their judgments of grammaticality and acceptability. Otherwise, there might be some kind of interlanguage grammar closely related to UG in L1 speakers of Urdu or Punjabi.

On the recent hypothesis suggested by H. Ura,[20] in Hindi or Urdu, nominative cases are differently assigned from most languages; subjects in Hindi or Urdu are not uniquely identified by nominative case and agreement, which shows the crucial differences in the nominative case occur only in arguments. In Hindi or Urdu, reflexives have only subject antecedents, while pronouns may not be coindexed with a local subject. This unique understanding of L1 speakers of Urdu might block their recognition of the proper antecedent parameter as L1 speakers of English. Furthermore, such a property might lead us to postulate one existence of an interlanguage closely related to UG. With advanced research on Urdu or Hindi, there might be a peculiar concept that reflexives can be different concept, which is reflexives, X-self, can be coindexed only with the subject, but the pronoun is disjointed from the local subject.

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[20] H. Ura. 2000. *Checking Theory and Grammatical Functions in Universal Grammar.* Oxford: Oxford University Press.

Table 4' Language Backgrounds of 11 Pakistanis (Responses of Part 1)

	Urdu	English	Punjabi	Sindhi	Others
L1	9		2		
L2	3	7			
L3	1		1	1	Gujrati 1
Other FL		2			Japanese 2 Arabic 1
Eng. Career	20yrs-, 1 10-19yrs, 8 5-9yrs, 0				
Age	40-49, 2 30-39, 7 20-29, 2				

　　　Table 4' shows various language backgrounds as required by Questionnaire Part 1. 9 Pakistanis (most participants) are L1 speakers of Urdu, and 2 Pakistanis are L1 speakers of Punjabi, 7 Pakistanis are L2 speakers of English, 3 Pakistanis are L2 speakers of Urdu. 1 Pakistani is an L3 speaker of Urdu, 1 Pakistani is an L3 speaker of Punjabi, and 1 Pakistani is an L3 speaker of Sindhi, and 2 Pakistanis studied English as a foreign language.

　　　As explained above, since the proper antecedents have identified differently by Urdu or Hindi L1 speakers, English reflexives might not be recognized correctly as ungrammatical, particularly in Sentence (2) and (3). More research will be required to postulate the different properties in Urdu or Hindi.

　　　Table (5) shows how 10 Indians have judged the sentences containing reflexives, involving the governing category parameter and proper antecedent parameter.

Table 5 Responses by 10 Indians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	7	2	9	1
Sentence (2)	5	5	9	1
Sentence (3)	5	5	9	1

　　　Concerning Sentence (1), 7 Indians chose "grammatical," and 2 Indians chose "ungrammatical." Moreover, 9 Indians chose "acceptable," while 1 Indian chose "unacceptable." All the participants were required to assess the sentences as being grammatical or ungrammatical, and as acceptable or unacceptable, but some did not check all the items, so the total number was not the same.

Concerning Sentence (2), 5 Indians chose "grammatical," and 5 Indians chose "ungrammatical." Moreover, 9 Indians chose "acceptable," while 1 Indian chose "unacceptable."

Concerning Sentence (3), 5 Indians chose "grammatical," and 5 Indians chose "ungrammatical." Moreover, 9 Indians chose "acceptable," and 1 Indian chose "unacceptable."

As shown below, the Indian participants have Kannada, Malayalam, Hindi, Konkani etc. as their mother tongue, which reflects language policies in India. Concerning English, most participants have acquired it as an L2.

However, it is interesting to note that the participants showed the same judgments concerning grammaticality or ungrammaticality in Sentence (2) and Sentence (3). Their L1 backgrounds might influence on their assessments of proper antecedents in English. However, it is difficult to determine which factor might have influenced the assessments. Indeed, most mother tongues can be recognized as being local, so that more research will be required on the particular values within each language.

Concerning the acceptability judgments, the L2 can play a role in distinguishing which sentence is acceptable or not. It might be considered that the degree of acceptability judgments gives evidence of proficiency in English.

Table 5' Language Backgrounds of 10 Indians (Responses of Part 1)

	Kannada	English	Hindi	Malayalam	Others
L1	2		1	2	Bengali 1 Konkani 1 Nepali 1 Tamil 1 Telugu 1
L2	2	7			Telugu 1
L3	2	2	4		
Other FL					Japanese 2
Eng. Career	20yrs-, 3 10-19yrs, 4 5-9yrs, 1				
Age	40-49, 2 30-39, 7 20-29, 2				

Table 5' shows various language backgrounds as required by Questionnaire Part 1. 2 Indians are L1 speakers of Kannada, 2 Indians are L1 speakers of Malayalam, 1 Indian is an L1 speaker of Hindi.

In addition, the participants have different L1 languages; Bengali, Konkani, Nepali, Tamil, and Telugu. 7 Indians are L2 speakers of English, 2 Indians are L2 speakers of Kannada, and 1 Indian is an L2 speaker of Telugu. 2 Indians are L3 speakers of English, 2 Indians are L3 speakers of Kannada, and 4 Indians are L3 speakers of Hindi. Moreover, 2 Indians had studied Japanese as a foreign language.

Table 6 Responses by 10 Indonesians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (1)	7	3	9	1
Sentence (2)	2	8	1	9
Sentence (3)	6	4	9	1

Concerning Sentence (1), 7 Indonesians chose "grammatical," and 3 Indonesians chose "ungrammatical." Moreover, 9 Indonesians chose "acceptable," while 1 Indonesian chose "unacceptable." All the participants were required to assess the sentences as being grammatical or ungrammatical, and as acceptable or unacceptable, but some did not check all the items, so the total number was not the same.

Concerning Sentence (2), 2 Indonesians chose grammatical, and 8 participants chose "ungrammatical." Moreover, 1 Indonesian chose "acceptable," while 9 Indonesians chose "unacceptable." Indonesian participants seem to judge Sentence (2) with the violation of English reflexives as ungrammatical. Most of them have acquired the proper antecedent parameter and governing category parameter. Besides, concerning the acceptability, the results might show the opposite judgments; namely, the rate of acceptability is extremely low in comparison with that of other cases. Their language backgrounds as shown Table 6' might have a crucial factor to consider the difference of their acceptability. The participants of L1 speakers of Indonesian might have different judgments because Indonesian reflexive involves the stem *diri* in one word. Gil David[21] has proposed the hypothesis on Indonesian reflexives. More research will be required on cross-linguistic viewpoints.

Concerning Sentence (3), 6 Indonesians chose "grammatical," and 4 Indonesians chose "ungrammatical." 9 Indonesians chose "acceptable," while 1 Indonesian chose "unacceptable." In Indonesian, the following sentences with reflexives can be translated as follows:

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[21] Gil David. 2003. Reflexive Anaphor or Conjunctive Operator? Riau Indonesian *sendiri*. In P. Cole, G. Hermon and J. Huang eds. *Long Distance Reflexives, Syntax and Semantics*. New York: Academic Press.

(1)''' Mary$_i$ menyalahkan sendiri$_i$.

(2)''' *Mary$_i$ kira Susan$_j$ menyalahkan sendiri$_i$.

(3)''' Mary$_i$ kira Susan$_j$ menyalahkan sendiri$_j$

Table 6' Language Backgrounds of 10 Indonesians (Responses of Part 1)

	Indonesian	English	Dutch	Japanese	Chinese
L1	9				1
L2	2	3			1
L3	2		1	2	
Other FL		5			
Eng. Career	20yrs-, 0 10-19yrs, 5 1-9yrs, 3				
Age	40-49, 1 30-39, 2 20-29, 3				

Table 6' shows various language backgrounds as required by Questionnaire Part 1. 9 Indonesians (most participants) are L1 speakers of Indonesian, and 1 Indonesian is an L1 speaker of Chinese. 3 Indonesians are L2 speakers of English, 2 Indonesians are L2 speakers of Indonesian, and 1 Indonesian is an L2 speaker of Chinese. In addition, 2 Indonesians are L3 speakers of Indonesian, 2 participants are L3 speakers of Japanese, and 1 participant is an L3 speaker of Dutch. Finally, 5 Indonesians had studied English as a foreign language.

2 Null Prep

It is interesting to examine how the following sentences with Null prep[22] have been judged by English speakers with various language backgrounds.(Sentence (4) -(16), White, 2003) The phenomena of Null prep might show that there are some kinds of wild interlanguage grammar. In English, there are lots of prepositional verbs, which take prepositional complements obligatory. However, Null prep can be recognized in other languages in several dialects of Spanish and French as Klein suggested. This phenomenon might lead to explain that L2 speakers of English tend to

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[22] E. Klein. 1995. Evidence for a 'Wild' L2 Grammar: when PPs Rear their Empty Heads. *Applied Linguistics 16*, 87-117.

accept Null prep. On the different viewpoints, this phenomenon might lead to estimate their proficiency of English.

  (4)　The student is worrying about the exam.

  (5)　*The student is worrying the exam.

  (6)　Which exam is the student worrying about?

  (7)　About which exam is the student worrying?

  (8)　Here's the exam that the student is worrying about.

  (9)　Here's the exam about which the student is worrying.

 (10)　*Which exam is the student worrying?

 (11)　*Here's the exam that the student is worrying.

 (12)　*The delivery boy applied a new job last week.

 (13)　*This is the job which the delivery boy applied last week.

 (14)　*This is the job that the delivery boy applied last week.

 (15)　*This is the job the delivery boy applied last week.

 (16)　*Which job did the delivery boy applied last week?

Based upon the hypothesis suggested by Klein, White has claimed as follows: [23]

> Klein observes that relative clause in languages allowing null prep show characteristics which suggest that they are not derived by syntactic movement: (i) in a lieu of a null prep, relative clauses can contain an overt resumptive PP, consisting of a pronoun with a preposition cliticized to it— resumptives in general are characteristic of lack of movement; (ii) relative clauses are introduced by complementizers rather than relative pronouns...

> Klein analyses null-prep relatives as containing a null resumptive PP, which alters with an overt resumptive PP. Null prep is not permitted in *wh*-questions or relative clauses derived by movement (as in English), on the other hand, because this would constitute an ECP violation: the null preposition would be unable to properly govern the empty category resulting from *wh*-movement.

> Given such restrictions, if null prep were to be found in interlanguage grammars either in relative clauses derived by movement or in *wh*-questions, this would constitute evidence of a wild grammar, violating the ECP. Previous research has reported sporadic use of null prep in L2...

Concerning the phenomena Null prep, it seems to be interesting to examine how the participants

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[23] L. White. 2003. *Second Language Acquisition and Universal Grammar*, 52.

have judged the deviant sentences lacking the preposition in English.

Table 7 shows how Argentines have judged the sentences with Null prep, presumig a wild grammar in interlanguage. All results of each sentence have to be analyzed clearly, but in this paper some typical results have been shown roughly. In the following paper, more detailed analyses have to be explored

Table 7 Responses by 11 Argentines

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (4)	5	6	8	2
Sentence *(5)	0	11	1	10
Sentence (6)	7	3	10	1
Sentence (7)	2	9	8	3
Sentence (8)	6	4	10	1
Sentence (9)	2	9	3	8
Sentence*(10)	0	11	4	7
Sentence*(11)	0	10	6	5
Sentence*(12)	5	6	8	2
Sentence*(13)	1	10	8	3
Sentence*(14)	6	4	10	1
Sentence*(15)	1	9	6	4
Sentence*(16)	4	7	7	3

Concerning Sentence (5), all the participants chose "ungrammatical," which shows they could recognize the lacking of preposition *about,* and that they have acquired a knowledge of the verb *apply.* Moreover, one Argentine chose it "acceptable," while 10 Argentines chose "unacceptable." These responses can show that grammaticality judgments and acceptability judgments are almost the same, and most L2 speakers of English have acquired the same parameter as that of native speakers of English, for Null prep in this case cannot be permitted in English.

Concerning Sentence (10), all the participants chose "ungrammatical," which shows they could also recognize the lacking of preposition *about.* Moreover, 4 Argentines chose "acceptable," while 7 Argentines chose "unacceptable." The scope of acceptability can be recognized widely in comparison with that of grammaticality, which means most participants might interpret with a wild grammar.

Concerning Sentence (11), all the participants chose "ungrammatical," which shows they

could recognize the lacking of preposition *about*. Moreover, 6 Argentines chose "acceptable," while 5 Argentines chose "unacceptable." Concerning the number of acceptability, as recognized in Sentence(10), the scope can be recognized widely in comparison with that of grammaticality, which means most participants might interpret with a wild grammar.

Concerning Sentence (12), 5 Argentines chose "grammatical" and 6 Argentines chose "ungrammatical." Moreover, 8 Argentines chose "acceptable," while 2 Argentines chose "unacceptable." These results might show that the participants have acquired the verb *apply:* intransitive or transitive.

Concerning Sentence (13), one Argentine chose "grammatical" and 10 Argentines chose "ungrammatical." Moreover, 8 Argentines chose "acceptable," while 3 Argentines chose "unacceptable." The big differences between grammaticality and acceptability were recognized, which might show that relative clauses have to involve Null prep, but the sentence lacking prep can have a wild grammar.

Concerning Sentence (16), 4 Argentines chose "grammatical" and 7 Argentines chose "ungrammatical." Moreover, 7 Argentines chose "acceptable," while 3 Argentines "unacceptable."

Table 8 shows how South Africans have judged the sentences with Null prep, presuming a wild grammar in interlanguage.

Table 8 Responses by 7 South Africans

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence　(4)	4	2	4	1
Sentence *(5)	0	5	1	7
Sentence　(6)	6	0	6	0
Sentence　(7)	2	4	3	3
Sentence　(8)	6	0	5	1
Sentence　(9)	3	2	4	1
Sentence*(10)	1	4	1	6
Sentence*(11)	1	4	1	6
Sentence*(12)	0	6	0	6
Sentence*(13)	0	6	0	6
Sentence*(14)	0	6	0	6
Sentence*(15)	0	6	1	5
Sentence*(16)	0	6	1	5

Concerning Sentence (5), all the participants chose "ungrammatical," which shows they could recognize the lacking of preposition *about*. Moreover, one South African chose "acceptable," while 7 South Africans chose "unacceptable." These responses can show that grammaticality judgments and acceptability judgments are almost the same, and most L2 speakers of English have acquired the same parameter as that of native speakers of English, for Null prep cannot be permitted in English.

Concerning Sentence (10), one South African chose "grammatical," and 4 South Africans chose "ungrammatical," which shows they could also recognize the lacking of preposition *about*. Moreover, one South Africans chose "acceptable," while 6 South Africans chose as "unacceptable."

Concerning Sentence (11), one South African chose "grammatical," and 4 South Africans chose "ungrammatical," which shows they could recognize the lacking of preposition *about*. Moreover, one South African chose "acceptable," while 6 South Africans chose "unacceptable."

Concerning Sentence (12), all the participants chose "ungrammatical." Moreover, all South Africans chose "unacceptable." These responses can show that grammaticality judgments and acceptability judgments are almost the same, and most L2 speakers of English have acquired the same parameter as that of native speakers of English, for Null prep cannot be permitted in English.

Concerning Sentence (13), all the numbers are the same as Sentence (12).

Concerning Sentence (16), all the participants chose "ungrammatical." Moreover, one South African chose "acceptable," while 5 South Africans chose "unacceptable."

Table 9 shows how Venezuelans have judged the sentences with Null prep, presuming a wild grammar in interlanguage.

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (4)	7	3	8	1
Sentence *(5)	4	6	0	9
Sentence (6)	10	0	10	0
Sentence (7)	5	4	9	0
Sentence (8)	8	2	8	1
Sentence (9)	1	8	7	2
Sentence*(10)	3	6	2	7
Sentence*(11)	3	5	4	6
Sentence*(12)	10	0	5	4
Sentence*(13)	7	3	3	6

Sentence*(14)	9	1	5	3
Sentence*(15)	0	10	2	7
Sentence*(16)	6	4	4	4

Concerning Sentence (5), 4 Venezuelans chose "grammatical," and 6 Venezuelans chose "ungrammatical." Moreover, 9 Venezuelans chose "unacceptable."

Concerning Sentence (10), 3 Venezuelans chose "grammatical," and 6 Venezuelans chose "ungrammatical." Moreover, 2 Venezuelans chose "acceptable," while 7 Venezuelans chose "unacceptable. "

Concerning Sentence (11), 3 Venezuelans chose "grammatical," and 5 Venezuelans chose "ungrammatical." Moreover, 4 Venezuelans chose "acceptable," while 6 Venezuelans chose "unacceptable."

Concerning Sentence (12), all the participants chose "grammatical," which might show the evidence that all the participants have acquired a wild grammar. Moreover, 5 Venezuelans chose "acceptable," and 4 Venezuelans chose "unacceptable."

Concerning Sentence (13), 7 Venezuelans chose "grammatical" and 3 Venezuelans chose "ungrammatical." Moreover, 3 Venezuelans chose "acceptable," while 6 Venezuelans chose "unacceptable."

Concerning Sentence (16), 6 Venezuelans chose "grammatical" and 4 Venezuelans chose "ungrammatical." Moreover, 4 Venezuelans chose "acceptable," while 4 Venezuelans chose "unacceptable."

Table 10 shows how Pakistanis have judged the sentences with Null prep, presuming a wild grammar in interlanguage.

Table 10 Responses by 10 Pakistanis

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence　(4)	8	2	10	1
Sentence *(5)	2	9	0	10
Sentence　(6)	7	3	9	1
Sentence　(7)	5	5	7	3
Sentence　(8)	7	3	7	4
Sentence　(9)	4	5	5	5
Sentence*(10)	3	7	5	5
Sentence*(11)	2	9	6	4

Sentence*(12)	4	7	8	3
Sentence*(13)	0	10	6	4
Sentence*(14)	2	7	6	4
Sentence*(15)	1	9	6	3
Sentence*(16)	1	9	5	3

Concerning Sentence (5), 2 Pakistanis chose "grammatical" and 9 Pakistanis chose "ungrammatical." Moreover, all the participants chose "unacceptable."

Concerning Sentence (10), 3 Pakistanis chose "grammatical" and 7 Pakistanis chose "ungrammatical." Moreover, 5 Pakistanis chose "acceptable" and 5 Pakistanis chose "unacceptable."

Concerning Sentence (11), 2 Pakistanis chose "grammatical" and 9 Pakistanis chose "ungrammatical." Moreover, 6 Pakistanis chose "acceptable" and 4 Pakistanis chose "unacceptable."

Concerning Sentence (12), 4 Pakistanis chose "grammatical" and 7 Pakistanis chose "ungrammatical. " Moreover, 8 Pakistanis chose "acceptable" and 3 Pakistanis chose "unacceptable."

Concerning Sentence (13), all the participants chose "ungrammatical." Moreover, 6 Pakistanis chose "acceptable" and 4 Pakistanis chose "unacceptable."

Concerning Sentence (16), one Pakistani chose "grammatical" and 9 Pakistanis chose "ungrammatical." Moreover, 5 Pakistanis chose "acceptable" and 3 Pakistanis chose "unacceptable."

Table 11 shows how Indians have judged the sentences with Null prep, presuming a wild grammar in interlanguage.

Table 11 Responses by 10 Indians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (4)	5	5	6	4
Sentence *(5)	0	9	1	9
Sentence (6)	4	6	8	2
Sentence (7)	6	4	8	2
Sentence (8)	7	1	8	2
Sentence (9)	2	7	8	2
Sentence*(10)	4	5	6	4
Sentence*(11)	3	6	7	2
Sentence*(12)	0	10	7	3
Sentence*(13)	4	5	9	1
Sentence*(14)	6	4	8	2

Sentence*(15)	0	10	3	7
Sentence*(16)	4	6	7	3

Concerning Sentence (5), all the participants chose "ungrammatical," which shows they could recognize the lacking of preposition *about*. Moreover, one Indian chose "acceptable," and 9 Indians chose "unacceptable." These responses can show that grammaticality judgments and acceptability judgments are almost the same, and most L2 speakers of English have acquired the same parameter as that of native speakers of English, for Null prep cannot be permitted in English.

Concerning Sentence (10), 4 Indians chose "grammatical" and 5 Indians chose "ungrammatical." Moreover, 6 Indians chose "acceptable," and 4 Indians chose "unacceptable."

Concerning Sentence (11), 3 Indians chose "grammatical" and 6 Indians chose "ungrammatical." Moreover, 7 Indians chose "acceptable," while 2 Indians chose "unacceptable."

Concerning Sentence (12), all the participants chose "ungrammatical." Moreover, 7 Indians chose "grammatical" and 3 Indians chose "ungrammatical."

Concerning Sentence (13), 4 Indians chose "grammatical" and 5 Indians chose "ungrammatical." Moreover, 9 Indians chose "acceptable," and one Indian chose "unacceptable."

Concerning Sentence (16), 4 Indians chose "grammatical" and 6 Indians chose "ungrammatical." Moreover, 7 Indians chose "acceptable," while 3 Indians chose "unacceptable."

Table 12 shows how Indonesians have judged the sentences with Null prep, presuming a wild grammar in interlanguage.

Table 12 Responses by 10 Indonesians

	Grammatical	Ungrammatical	Acceptable	Unacceptable
Sentence (4)	6	4	9	1
Sentence *(5)	9	1	9	1
Sentence (6)	9	1	10	0
Sentence (7)	0	10	4	6
Sentence (8)	8	2	8	0
Sentence (9)	0	9	2	8
Sentence*(10)	7	3	9	0
Sentence*(11)	4	6	8	2
Sentence*(12)	9	1	10	0
Sentence*(13)	6	4	8	2

Sentence*(14)	7	3	9	1
Sentence*(15)	0	10	4	5
Sentence*(16)	7	3	9	0

Concerning Sentence (5), 9 Indonesians chose "grammatical" and one chose "ungrammatical," which might show that they could accept Null prep as some kind of interlanguage grammar. Moreover, 9 Indonesians chose "acceptable," while one chose "unacceptable." These responses can show that grammaticality judgments and acceptability judgments are almost the same, and most L2 speakers of English have acquired the parameter completely different from that of native speakers of English, for Null prep can be permitted in their recognition.

Concerning Sentence (10), 7 Indonesians chose "grammatical" and 3 Indonesians chose "ungrammatical," which shows they could partly recognize the lacking of preposition *about*. Moreover, all the participants chose "acceptable," which might show that Null prep can be accepted as L2 or internalanguage grammar.

Concerning Sentence (11), 4 Indonesians chose "grammatical" and 6 Indonesians chose "ungrammatical." Moreover, 8 Indonesians chose "acceptable," while 2 Indonesians chose "unacceptable," which might also show that Null prep can be accepted as some kind of their interlanguage or L2.

Concerning Sentence (12), 4 Indonesians chose "grammatical" and 6 Indonesians chose "ungrammatical." Moreover, 8 Indonesians chose "acceptable," while 2 Indonesians chose "unacceptable," which might also show that Null prep can be accepted as some kind of their interlanguage or L2.

Concerning Sentence (13), 6 Indonesians chose "grammatical" and 4 Indonesians chose "ungrammatical." Moreover, 8 Indonesians chose "acceptable," while 2 Indonesians chose "unacceptable," which might also show that Null prep can be accepted as some kind of their interlanguage or L2.

Concerning Sentence (16), 7 Indonesians chose "grammatical" and 3 Indonesians chose "ungrammatical." Moreover, all the participants chose "acceptable," which might also show that Null prep can be accepted as some kind of their interlanguage or L2. These results might well show that Indonesians might have a wild grammar as L2 speakers of Enlgish, which permits the lacking of preposition

As shown briefly above, the difference between grammaticality and acceptability might lead to explore some kind of wild grammar among L2 speakers of various language backgrounds.

Ⅳ Closing Remarks

As shown in the introduction, this is just a first attempt to explore the peculiarities based upon the judgment test, but more linguistic hypothesis seems to be formulated to prove the validity of UG or some kinds of mental parameters.

Indeed this paper has focused on the participants' responses on the judgment test involving reflexives and Null prep, but much more research will be required to examine the sentences with quantifiers, negative polarity items, *wh*-phrases etc. in the following papers.

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Appendix

Questionnaire

Aug. 2006
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I really appreciate your kindness to fill out the following items. The data you have shown will be used only for my academic research.

PART 1

I'd like to know your language background in your brain.

1. Your mother tongue (your 1st language) _____

2. Your second (2nd) language, if you have (the language in the same proficiency as your mother tongue) _____

3. Your 3rd language, if you have _____

4. Other foreign languages you have mastered. _____

5.If your 1st language is not English, how many years have you studied English?

_____

PART 2

I'd like you to check the following sentences; grammatical or ungrammatical, and acceptable or unacceptable.

Grammatical means the sentence is based upon the rules of English. *Ungrammatical* means the sentence is not based upon the rules of English.

Acceptable means the sentence is meaningful, even if with deviant.expressions *Unacceptable* means the sentence is not meaningful at all.

SENTENCES

1. Mary$_i$ blamed herself$_i$.   (herself = Mary)
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
2. Mary$_i$ thought that Susan$_j$ blamed herself$_i$.   (herself = Mary)
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
3. Mary$_i$ thought that Susan$_j$ blamed herself$_j$.   (herself = Susan)
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
4. The student is worrying about the exam.
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
5. The student is worrying the exam.
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
6. Which exam is the student worrying about?
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
7. About which exam is the student worrying?
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
8. Here's the exam that the student is worrying about.
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
9. Here's the exam about which the student is worrying.
   (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
10. Which exam is the student worrying?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
11. Here's the exam that the student is worrying.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

12 The delivery boy applied a new job last week.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

13. This is the job which the delivery boy applied last week.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

14. This is the job that the delivery boy applied last week.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

15. This is the job the delivery boy apply last week..
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

16. Which job did the delivery boy apply
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

17. The nervous doctor wanted a new lawyer in the office.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

18. The happy janitor does not want the new television..
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

19. The little girl can see a tiny flower in the picture.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

20. Which secret message does the young girl find in the basket?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

21. .Breakfast, the wealthy business man prepares in the kitchen.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

22 The lawyer slices the vegetables which the father eats.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

23 Cats catch mice.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

24. Cats do not catch dogs.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

25. Cats catch not dogs..
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

26. Cats often catch mice.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

27. Cats often often mice.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

28. .Do they catch mice?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

29. .Catch they mice?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

30. Like you pepperoni pizza?
    (   )Grammatical (   ) Ungrammatical (.   ) Acceptable (   ) Unacceptable

31 .Do you like pepperoni pizza?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

32. The boys like not the girls.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

33. The boys do not like the girls.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

34. Linda takes always the metro.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

35. Linda always take the metro.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

36. What did you eat and drink beer?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

37. What did you eat fish and drink?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

38. .The students were all sick.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

39. .All the students were sick.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

40. I want to win the game and Jeff to lose the title.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

41. I want Jefrf to work hard and to take a rest..
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

43. John reads often books.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
44. They have often all skipped the class.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
45. .I didn't talk with fathers of many children.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
46. I didn't talk with fathers with many children.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
47. I couldn't understand the proofs of all of the theorems.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
48. We didn't see pictures with all of the children painted on them.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
49. Not many people arrived.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
50. Not often do I cut astronomy class.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
51. Not always do I attend the class.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
52. Not many boys did the doctor examine.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
53. The doctor examined not many of the boys.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
54. I have seen not much snow.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
55. The target was hit by not all of the arrows.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
56. John saw not every play.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
57. I not often cut astronomy class.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
58. I cut astronomy class not often..
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
59. Anyone did not attend the party..
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
60. John did not eat anything.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
61. .Pictures of anyone did not seem to be available.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
62. A good solution to any of these problems does not exist.
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
63. What can who do about it?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
64. What can who do about it when?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
65. What can who do about it, and when?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
66. What can you do about it, and when?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
67. What did who buy?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
68. What did who buy where?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
69. What did who buy, and where?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
70. What did you buy, and where?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
71. What will who contribute?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable
72. What did who contribute when?
    (　　　)Grammatical (　　　) Ungrammatical (　　　) Acceptable (　　　) Unacceptable

73. What did who contribute, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
74. What did you contribute, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
75. What will who paint?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
76. .What will who paint where?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
77. .What will who paint, and where?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
78. What will you paint, and where?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
79. What will who promote?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
80. What will who promote when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
81. What will who promote, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
82. What will you promote, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
83. What will who photograph?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
84. What will who photograph when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
85. What will who photograph, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
86. What will you photograph, and when?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
87. What did who write?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
88. What did who write to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
89. What did who write, and to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
90. What did you write, and to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
91. What will who sing?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
92. What will who sing to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
93. .What will who sing, and to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
94. What will you sing, and to whom?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
95. Who can do what about it?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
96. Who bought what?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
97. .Who contributed what?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
98. Who will paint what?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
99. Who will promote what?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
100.Who will photograph what?
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
101. I have any.
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable
102. I haven't any. .
    (   )Grammatical (   ) Ungrammatical (   ) Acceptable (   ) Unacceptable

103. Anyone can do that. I don't ever see him.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
104. I ever see him.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
105. I don't ever see him.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
106. He would budge.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
107. He wouldn't budge.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
108. He did have a red cent.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
109. He didn't have a red cent.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
110. He has been here.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
111. He hasn't been here.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
112 He may arrive until noon.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
113. He may not arrive until noon.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
114. I have much time left.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
115. I don't have much time left.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
116. I have many days left.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
117. I don't have many days left..
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
118. He has arrived yet.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
119. He hasn't arrived yet.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
120. He did know anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
121. He didn't know anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
122 He did claim that he knew anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
123 He didn't claim that he knew anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
124. He did think that he knew anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
125. He didn't think that he knew anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
126. I doubt that he knows anybody.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
127. He dislikes anybody reminding him.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
128. Only Bill did any of the homework..
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
129. Few people see any use for it.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable
130. A few people see any use for it.
(　　)Grammatical (　　) Ungrammatical (　　) Acceptable (　　) Unacceptable

Many thanks for your troublesome work.
Please write your profession and age.
Profession (　　　　　　) Age(　　　　)

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