Grammatical Illusions in L2 Learners:

A New Use of Data for Error Analysis

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Abstract

The present study explores a new use of data for error analysis in second language (L2) acquisition. Error analysis has focused on the language learner's production data. This study uses the data for error analysis as a source of understanding L2 comprehension, particularly acceptability judgments on grammatical errors. It addresses a possibility that the more difficult a grammatical item is for acquisition, the more frequently the L2 learner would erroneously accept ungrammatical sentences due to the item. For this possibility, a questionnaire experiment was carried out using Google Forms to verify a hypothesis that lower-proficiency learners could erroneously accept L2 ungrammatical sentences more frequently than higher-proficiency learners. It asked 51 English majors and 57 non-English majors to judge acceptability on ungrammatical sentences of three types with a 5-point scale. The results showed that the hypothesis holds in the determiner drop, particularly indefinite determiners, but does not in the absence of number or subject-verb agreement. We discuss the experimental results related to grammatical illusions both theoretically and practically/educationally.

Key Words: grammatical illusions, error analysis, grammatical acceptability judgements,
　　　　　　　Japanese-speaking learners of English, questionnaire experiment

アブストラクト

本研究は第二言語習得研究における誤り分析に対するデータの新たな活用法を模索する。誤り分析はこれまで言語学習者の産出データに焦点が置かれていた。本研究は誤り分析のデータを第二言語の理解メカニズム、特に文法的誤りに対する容認度判断を理解する資料として活用する。ある文法項目が習得するのに難しければ難しいほど、第二言語学習者はその文法項目が原因で非文法的な文をより頻繁に誤って容認してしまうという可能性を提起する。その可能性を探るために、グーグル・フォームを使って質問紙実験を実施し、より習熟度が低い学習者の方が、より習熟度が高い学習者よりも、第二言語の非文法的な文を誤って容認してしまうという仮説を検証した。質問紙実験では 51 名の英語専攻生と 57 名の非英語専攻生が 5 段階評価を使って 3 種類の非文法的な文に対する容認度判断をした。結果は仮説が冠詞の脱落、特に不定冠詞には成り立つが、数や主語動詞の一致には成り立たないことを示した。文法性の錯覚に関わる実験結果を理論、実践・教育の両側面から議論する。

キーワード：文法性の錯覚、誤り分析、文法性容認度判断、日本人英語学習者、質問紙実験

1. Introduction[1]

Interestingly, humans produce grammatical errors (or ungrammatical sentences) such as (1a-b) in both first/ child and second/adult language acquisition in spite of the fact that they receive positive evidence (i.e., grammatical sentences) only in their acquisition.[2]

(1) a.   *akai-no kutu (cf. akai kutu)
              red-GEN shoe
              'red shoes'
      b.   *John buyed a computer.

In (1a), the genitive case marker *-no* makes the string of words ungrammatical as the grammatical counter- part, *akai kutu*, shows. The sentence in (1b) is also ungrammatical due to *buyed* because the irregular form, *bought*, must be used instead. These errors are not bad things, rather they have been viewed as insightful information about the learner's language development (rule learning, for example) in the error-analysis research (e.g., Corder, 1967; Selinker, 1972, 1992; Khansir, 2012; Al-khresheh, 2015; Wood, 2017). So far, the error-analysis research has focused on the language learner's production data to infer his/her knowledge being acquired. For example, researchers collect errors such as (1a-b) above and analyze them both theoreti- cally in terms of the innate linguistic properties (e.g., Murasugi, 1991; Crain & Pietroski, 2001) and practi- cally in terms of language teaching/learning in the classroom (e.g., Richards, 1984; Alobo, 2015). The current study proposes that production data collected for error analysis can be used as a source of under- standing first and second language comprehension. We exploit a phenomenon called *grammatical illusions* such as (2).

(2)   *The key to the cabinets are broken.

We call *grammatical* a sentence that is judged as acceptable in terms of the grammar of a particular language in question, whereas we call *ungrammatical* a sentence that is not (in this paper, an asterisk * as seen in (2) indicates that the sentence in question is ungrammatical or unacceptable in grammatical terms). The term *grammatical illusions* means that we sometimes deal with ungrammatical sentences as grammatical *illusorily*. It has been reported that native speakers of English erroneously produce an incorrect be-verb *are* instead of *is* in (2) or accept the sentence in (2) as grammatical due to the local agreement between the plural noun *cab- inets* and the adjacent be-verb *are* (for production experiments, see Bock & Miller, 1991; Eberhard, Cutting, & Bock, 2005; for comprehension experiments, see Pearlmutter, Garnsey, & Bock, 1999; Wagers, Lau, & Phillips, 2009; Phillips, Wagers, & Lau, 2011). Based on this phenomenon, we address a possibility that the more difficulty the learner has in acquiring a grammatical item, the more frequently grammatical illusions would be observed for comprehending it. If this possibility is on the right track, it could theoretically imply that steady knowledge of a grammatical item is needed for acceptability judgments related to it, and educa- tionally suggest that more time should be spent for grammatical items with which the learners would show more illusions. For the possibility, the present study focuses on Japanese-speaking learners of English as a

foreign language and carried out a questionnaire experiment to verify a hypothesis that lower-proficiency learners could erroneously accept ungrammatical sentences in English more frequently than higher-proficiency learners. Since even native English speakers show grammatical illusions, it follows that lower-proficiency L2 learners should show grammatical illusions more frequently, compared to higher-proficiency ones, if unstable knowledge of the language in question causes more illusions.

The organization of the subsequent sections is as follows. Section 2 describes the method of the questionnaire experiment. Section 3 reports the experimental results. In Section 4, we discuss the results from both theoretical and practical/educational perspectives. Finally, Section 5 summarizes the study and suggests its implications for future research.

2. Questionnaire Experiment

Participants

One hundred and eight Japanese-speaking university students learning English as a foreign language participated in the questionnaire experiment. The participants were divided into two groups: 51 English majors and 57 non-English majors. The average age of the 51 English majors was 19.78 years old (SD = 1.15) and the number of females was 22. The average age of the 57 non-English majors was 19.61 years old (SD = 0.70) and the number of females was 15. Considering their performance in English classes, the proficiency levels of the English and non-English majors were estimated as B1 and A1 levels of CEFR (Common European Framework of Reference for Languages), respectively.[3] We call the 51 English majors *higher-proficiency learners* and the 57 non-English majors *lower-proficiency learners* below.

Materials

The experimental stimuli were created on the basis of Yamada (2019). Yamada (2019) collected grammatical errors from Japanese-speaking university students learning English as a foreign language through free writing in English and constructed a database of 708 ungrammatical sentences. Based on these ungrammatical sentences, our questionnaire experiment selected three types of grammatical items for which Japanese-speaking learners of English produce many errors: number agreement, subject-verb agreement, and determiners. The sentences in (3), (4), and (5) are examples of those target grammatical items (see Appendix for the experimental stimuli).

(3) a.   There is a lemon in the bag.
    b.   *There is a lemons in the bag.
    c.   *There are a lemon in the bag.
    d.   *There are a lemons in the bag.

(4) a.   I/We want to eat a hamburger.
    b.   *I/We wants to eat a hamburger.
    c.   He/She wants to eat a hamburger.
    d.   *He/She want to eat a hamburger.

(5) a.   It is a new job.
      b.   *It is new job.
      c.   It is the last problem.
      d.   *It is last problem.

The sentences in (3a-d) are related to number agreement. In *there*-constructions, the number information of be-verb and the following noun phrase must be agreed. Thus, the sentence in (3a) is grammatical while those in (3b-d) are not. There were four conditions for number agreement as shown in (3a-d). The sentences in (4a-d) are related to subject-verb agreement. A suffix *-(e)s* must be attached to the verb base when it is used in the present tense for the third-person singular subject, not the first-person singular/plural subject. Hence, the sentences in (4a, c) are grammatical and the ones in (4b, d) are ungrammatical. As seen in (4a-d), there were four conditions for subject-verb agreement. Finally, the sentences in (5a-d) are related to determiners. In the English determiner system, a determiner must be attached to a countable singular noun. The definite determiner is also required in a specific context such as (5c). For this reason, the sentences in (5a, c) are grammatical but the ones in (5b, d) are not. There were two conditions for both types of determiners as in (5a-d).

In the questionnaire experiment, there were three practice trials, 52 targets, and 52 fillers. The 52 targets were composed of 24 sentences for number agreement as in (3), 16 sentences for subject-verb agreement as in (4), and six sentences for each type of determiners as in (5). The 52 fillers were of various syntactic constructions including both grammatical and ungrammatical sentences. There were 20 grammatical and 32 ungrammatical sentences for the targets and 46 grammatical and 6 ungrammatical sentences for the fillers (the three practices were all grammatical). In total, there were 66 grammatical and 38 ungrammatical sentences for the main trials. Using the Latin-square design, four lists were created in order for one participant to be able to experience every target item and only one condition of each target item.

Procedure

The questionnaire experiment was carried out using Google Forms in consideration of the coronavirus (COVID-19) issue. The participant was asked to take part in the experiment at the designated Google Forms URL. First, he/she read the instruction page, telling him/her to judge the grammatical acceptability of each sentence with a 5-point scale (1 = *grammatically totally unacceptable*, 2 = *grammatically somewhat unacceptable*, 3 = *don't know*, 4 = *grammatically somewhat acceptable*, and 5 = *grammatically totally acceptable*) by reading the sentence as quickly as possible to the extent that he/she could understand its content well. For the participant's confirmation of how to judge grammatical acceptability, two examples were provided on the instruction page, *I will do my homework tomorrow* for 5 (grammatically totally acceptable) and *I did my homework tomorrow* for 1 (grammatically totally acceptable due to tense mismatch). The reason for using an off-line technique like the above was that even low-proficiency L2 learners could understand the contents of the experiment and participate in it well.

The stimulus sentences were presented one-by-one so that the participant could concentrate on one sentence at a time and could not go back to the previous stimulus once he/she judged its acceptability. With pseudo-randomization, the target item could never occur consecutively. There were neither time limits nor

comprehension questions in the experiment. It took approximately 30 minutes to finish the task.

Prediction and Data Analysis

Our interests are comparisons of acceptability scores for grammatical and ungrammatical sentences between higher- and lower-proficiency learners. Recall our hypothesis: lower-proficiency learners have poorer knowledge of a grammatical item and thus could erroneously accept ungrammatical sentences due to the item more frequently compared to higher-proficiency learners. This hypothesis predicts that the difference in the acceptability scores between higher- and lower-proficiency learners should be significant for ungrammatical sentences but not for grammatical sentences, resulting in an interaction effect from the two factors, *grammaticality* and *proficiency*. For ungrammatical sentences, the acceptability scores should be higher in lower-proficiency learners compared to higher-proficiency learners. To test this prediction, a series of ordinal logistic regression (Baayen, 2008) was performed for data analysis. The acceptability scores for grammatical and ungrammatical sentences were compared between higher- and lower-proficiency learners for number agreement, subject-verb agreement, and determiners, and it was examined whether there were any different tendencies among the three types of grammatical items. All data collected from the participants were included for analysis since there were no comprehension questions in the task and thus no participant screening was carried out.

3. Results

Number Agreement

Figure 1 shows the results of the mean acceptability scores for grammatical and ungrammatical sentences in terms of number agreement between higher- and lower-proficiency learners.
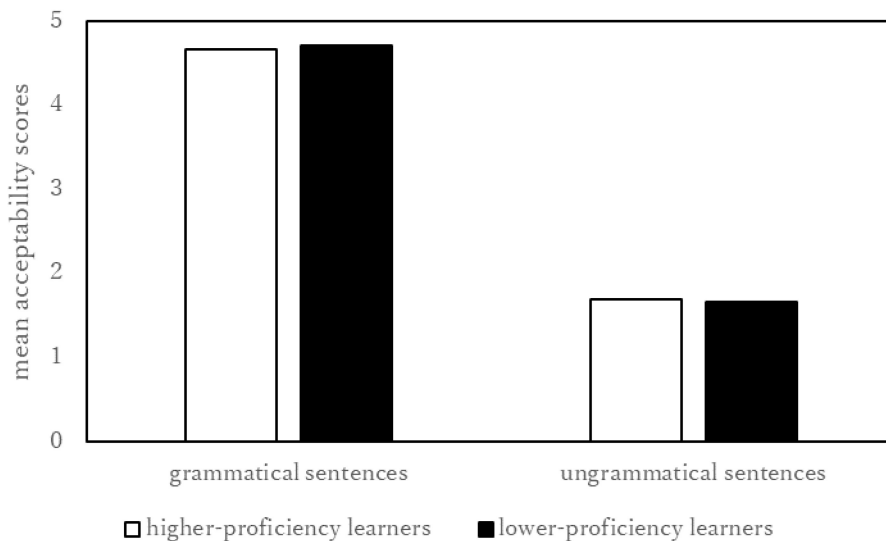

Figure 1.   Results of Number Agreement

Note: The horizontal axis shows the two types of sentences and the vertical axis displays the mean acceptability score. The white bar indicates the results of higher-proficiency learners and the black one indicates those of lower-proficiency learners. The same holds in the subsequent figures below.

The mean acceptability scores for grammatical and ungrammatical sentences were 4.66 (SD = 0.82) and 1.69 (SD = 1.16) in higher-proficiency learners and 4.71 (SD = 0.74) and 1.67 (SD = 1.29) in lower-proficiency learners. The ordinal logistic regression model showed no significant interaction between the two factors, *grammaticality* and *proficiency*, indicating that there was no different tendency between the two groups.

Subject-verb Agreemen*t*

The results of subject-verb agreement are summarized in Figure 2 below.
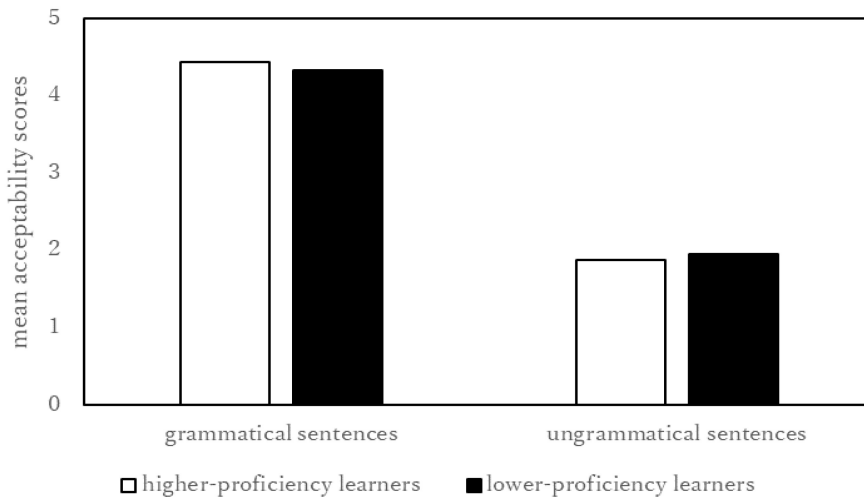

Figure 2.   Results of Subject-verb Agreement

The mean acceptability scores for grammatical and ungrammatical sentences were 4.43 (SD = 1.02) and 1.87 (SD = 1.33) in higher-proficiency learners and 4.33 (SD = 1.14) and 1.95 (SD = 1.48) in lower-proficiency learners. No interaction of the two factors was found, indicating that there was no difference in grammatical acceptability between the two groups.

Determiners

Finally, Figures 3-4 below display the results of indefinite and definite determiners, respectively. The mean acceptability scores for grammatical and ungrammatical sentences related to the indefinite determiners were 4.75 (SD = 0.61) and 2.54 (SD = 1.58) in higher-proficiency learners and 4.58 (SD = 0.99) and 3.25 (SD = 1.65) in lower-proficiency learners. The ordinal logistic regression model indicated a significant interaction between the two factors, *grammaticality* and *proficiency* (coefficient = 1.10, SE = .35, Wald Z = 3.16, p = .0016). The subsequent pairwise tests showed a statistically reliable difference between the two groups for ungrammatical sentences (coefficient = .86, SE = .20, Wald Z = 4.20, p < .0001), but not for grammatical sentences. This means that the lower-proficiency learners erroneously accepted ungrammatical sentences due to the indefinite determiner drop more often compared to the higher-proficiency learners. On the other hand, the mean acceptability scores for grammatical and ungrammatical sentences due to the definite deter-miners were 4.41 (SD = 0.98) and 2.92 (SD = 1.46) in higher-proficiency learners and 4.36 (SD = 1.12) and
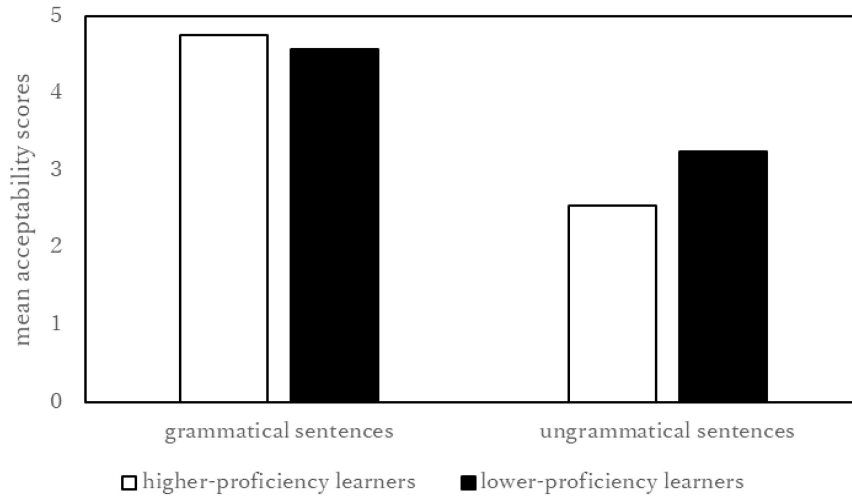
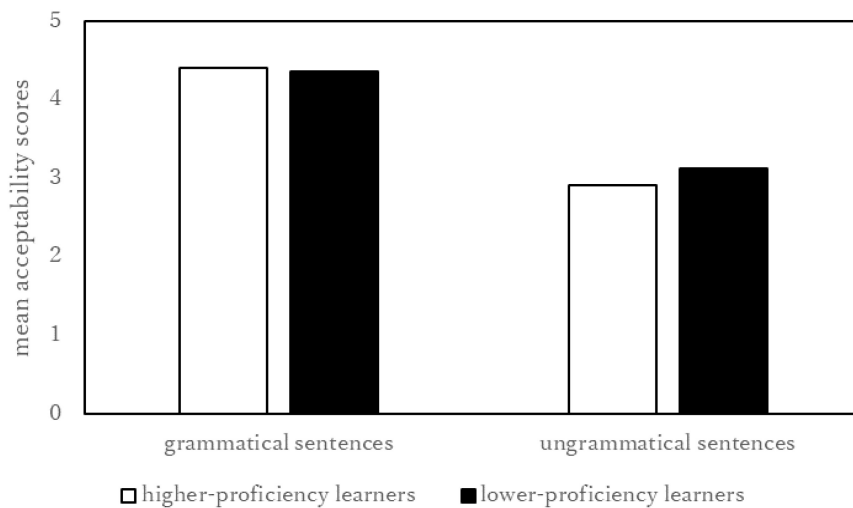**Figure 3.**   Results of Indefinite Determiners

Figure 4.   Results of Definite Determiners

3.12 (SD = 1.59) in lower-proficiency learners. The statistical test showed no interaction of the two factors, indicating that there was no difference between the two groups for the definite determiners.

4. Discussion

In the present study, we focused on three grammatical items which can be considered difficult to acquire by Japanese-speaking learners of English because they produce many production errors (Yamada, 2019). Our hypothesis was that the more difficult a grammatical item is to acquire, the more frequently grammatical illusions would be observed, that is, the more frequently the learner would erroneously accept

ungrammatical sentences related to the item. The consequent prediction was that lower-proficiency learners have poorer knowledge of grammatical items and thus should accept ungrammatical sentences more often compared to higher-proficiency learners. The results of number and subject-verb agreement were not consistent with this prediction. Instead, we could not find any difference in acceptability scores for ungrammatical sentences between the two groups of learners. The mean acceptability scores were all less than 2.0, which indicates that the participants were able to reject ungrammatical sentences related to number and subject-verb agreement as unacceptable. This suggests that for the participants examined, ungrammaticality due to number and subject-verb agreement was relatively easy to notice. For determiners, the results of indefinite determiners were consistent with our prediction while those of definite determiners were not. That is, the lower-proficiency learners accepted ungrammatical sentences due to the indefinite determiner drop more often than the higher-proficiency learners, which was not found in the case of the definite determiner drop. This means that for the participants, ungrammaticality related to indefinite determiners was harder to notice compared to definite determiners.

Our results suggest that the participants showed grammatical illusions more frequently for indefinite determiners than definite determiners, and that the acceptability scores for ungrammatical sentences were around 3.0 for both types of determiners, which is different from number or subject-verb agreement (all less than 2.0). This could be related to the earlier studies reporting that for Japanese-speaking learners of English, determiners are the most difficult grammatical item for acquisition and indefinite determiners are more difficult to acquire compared to definite determiners (e.g., Yamada & Matsuura, 1982; Shirahata, 1988). If this relationship is on the right track, grammatical illusions could be a diagnostic tool for which grammatical items Japanese-speaking learners of English would struggle with and should take more time for both teaching and learning. Using the diagnosis, we can know further about which aspect of a grammatical item Japanese-speaking learners of English would have difficulty in learning. Regarding determiners, for example, they have more difficulty in learning indefinite determiner compared to definite determiners.

The information about which grammatical items are difficult to acquire is both theoretically and practically/educationally insightful. Theoretically, it is an intriguing question of how and when knowledge of a grammatical item changes from being at an initial state to being at a steady state. If steady knowledge of a grammatical item is needed for acceptability judgments related to it, grammatical illusions could be a useful diagnostic test for the learner's acquisition of the item. Concretely, the learner can reject ungrammatical sentences if he/she has steady knowledge of a grammatical item related to the ungrammaticality, or he/she will erroneously accept ungrammatical sentences if he/she has immature knowledge of a grammatical item in question. In the present study, the participants were more likely to accept ungrammatical sentences related to determiners compared to number or subject-verb agreement. If this is related to the learning difficulty, number and subject-verb agreement is easier to acquire than determiners. This may be related to the fact that in Japanese, there is no determiner system at all but an agreement-like system such as observed in honorifics (Kishimoto, 2010). Using grammatical illusions, we can analyze English and Japanese from the theoretical cross-linguistic perspective. Educationally, it is a crucially practical question of which grammatical items need more time for teaching and learning compared to others. In English classes like English education in Japan as a foreign-language environment, the teaching/learning time in classrooms is very limited and thus we have to achieve the maximal effect with severely limited time. If grammatical items with more

illusions are more difficult to acquire, grammatical illusions could be a useful hint to identify a grammatical item that is harder to acquire and thus should be spent more time for teaching/learning in classrooms.

One would wonder whether the lower-proficiency learners' acceptance of ungrammatical sentences was just related to their lack of relevant grammatical knowledge. Notice, however, that all the grammatical items selected for our experiment were those which all the participants had learned in their junior high school English classes. Thus, all our participants knew about number and subject-verb agreement and determiners at the time of the experiment. One would also wonder whether the acquisition order of grammatical items for Japanese-speaking learners of English (e.g., Yamada & Matsuura, 1982; Shirahata, 1988) should be reflected in their erroneous acceptance of ungrammatical sentences if grammatical illusions are related to the acquisition difficulty for the items. The present study at least showed that compared to number and subject-verb agreement, determiners were more difficult to acquire for Japanese-speaking learners, which is consistent with the earlier studies. The acquisition order of other grammatical items should be examined in further research on grammatical illusions in L2 learners.

5. Concluding Remarks

The present study has proposed that the production data collected for error analysis can be made use of as a source of understanding L2 comprehension. Our questionnaire experiment, exploiting the data for error analysis, has shown that grammatical illusions are useful as a diagnostic test for which grammatical items are difficult to acquire. Consequently, the more difficult a grammatical item is for acquisition, the more often grammatical illusions related to the item would be observed. The current study has several limitations. The participants' proficiency levels were estimated from their performance in English classes. The higher- and lower-proficiency learners should be distinguished by some standardized tests. There were no comprehension questions or stimuli accessing the participants' performance such as concentration and accuracy in the task. The participant screening may be needed for the validity of data analysis. With these future issues, the proposed new views of data for error analysis and of grammatical illusions lead to future research for understanding Japanese-speaking learners of English both theoretically and practically.

Acknowledgments

Note

1. In this paper, the terms *acquire/acquisition* and *learn/learning* are used interchangeably (the author agrees with a qualitative difference between first language acquisition and second/foreign language learning, though).

2. Negative evidence (i.e., ungrammatical sentences or data telling which sentences are ungrammatical in a language in question) rarely appears in the process of language acquisition (see, e.g., Crain & Pietroski, 2001).

3. There are six levels in CEFR: A1 (lowest), A2, B1, B2, C1, and C2 (highest).

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Appendix: Experimental Stimuli

Target: Number Agreement

1   a.   There is a lemon in the bag.
     b.   *There is a lemons in the bag.
     c.   *There are a lemon in the bag.
     d.   *There are a lemons in the bag.

2   a.   There is a temple in the country.
     b.   *There is a temples in the country.
     c.   *There are a temple in the country.
     d.   *There are a temples in the country.

3   a.   There is a dog near the chair.
     b.   *There is a dogs near the chair.
     c.   *There are a dog near the chair.
     d.   *There are a dogs near the chair.

4   a.   There is a restaurant near the university.
     b.   *There is a restaurants near the university.
     c.   *There are a restaurant near the university.
     d.   *There are a restaurants near the university.

5   a.   There is a pencil on the desk.
     b.   *There is a pencils on the desk.
     c.   *There are a pencil on the desk.
     d.   *There are a pencils on the desk.

6   a.   There is a library on the mountain.
     b.   *There is a libraries on the mountain.
     c.   *There are a library on the mountain.
     d.   *There are a libraries on the mountain.

7   a.   There is a teacher outside the classroom.
     b.   *There is a teachers outside the classroom.
     c.   *There are a teacher outside the classroom.
     d.   *There are a teachers outside the classroom.

8   a.   There is a bookstore outside the hospital.
     b.   *There is a bookstores outside the hospital.
     c.   *There are a bookstore outside the hospital.
     d.   *There are a bookstores outside the hospital.

9   a.   There is a ball under the table.
     b.   *There is a balls under the table.
     c.   *There are a ball under the table.
     d.   *There are a balls under the table.

10   a.   There is a shop under the bridge.
     b.   *There is a shops under the bridge.
     c.   *There are a shop under the bridge.
     d.   *There are a shops under the bridge.

11   a.   There is a bench at the bus stop.
     b.   *There is a benches at the bus stop.
     c.   *There are a bench at the bus stop.
     d.   *There are a benches at the bus stop.

12   a.   There is a restroom at the stadium.
     b.   *There is a restrooms at the stadium.
     c.   *There are a restroom at the stadium.
     d.   *There are a restrooms at the stadium.

13   a.   *There is many park in the town.
     b.   *There is many parks in the town.
     c.   *There are many park in the town.
     d.   There are many parks in the town.

14   a.   *There is many hat in the room.

    b.   *There is many hats in the room.
    c.   *There are many hat in the room.
    d.   There are many hats in the room.
15 a.   *There is many factory near the river.
    b.   *There is many factories near the river.
    c.   *There are many factory near the river.
    d.   There are many factories near the river.
16 a.   *There is many cushion near the bed.
    b.   *There is many cushions near the bed.
    c.   *There are many cushion near the bed.
    d.   There are many cushions near the bed.
17 a.   *There is many hotel on the hill.
    b.   *There is many hotels on the hill.
    c.   *There are many hotel on the hill.
    d.   There are many hotels on the hill.
18 a.   *There is many doll on the chair.
    b.   *There is many dolls on the chair.
    c.   *There are many doll on the chair.
    d.   There are many dolls on the chair.
19 a.   *There is many cafe outside the company.
    b.   *There is many cafes outside the company.
    c.   *There are many cafe outside the company.
    d.   There are many cafes outside the company.
20 a.   *There is many car outside the museum.
    b.   *There is many cars outside the museum.
    c.   *There are many car outside the museum.
    d.   There are many cars outside the museum.
21 a.   *There is many bar under the railway.
    b.   *There is many bars under the railway.
    c.   *There are many bar under the railway.
    d.   There are many bars under the railway.
22 a.   *There is many boy under the tree.
    b.   *There is many boys under the tree.
    c.   *There are many boy under the tree.
    d.   There are many boys under the tree.
23 a.   *There is many house at the lake.
    b.   *There is many houses at the lake.
    c.   *There are many house at the lake.
    d.   There are many houses at the lake.
24 a.   *There is many student at the station.
    b.   *There is many students at the station.
    c.   *There are many student at the station.
    d.   There are many students at the station.

Target: Subject-verb Agreement
25 a.   I want to eat a hamburger.
    b.   *I wants to eat a hamburger.
    c.   He wants to eat a hamburger.
    d.   *He want to eat a hamburger.
26 a.   I play soccer in the schoolyard.
    b.   *I plays soccer in the schoolyard.
    c.   He plays soccer in the schoolyard.
    d.   *He play soccer in the schoolyard.
27 a.   I cook at home.
    b.   *I cooks at home.

  c. He cooks at home.
  d. *He cook at home.
28 a. I give her a computer.
  b. *I gives her a computer.
  c. He gives us a computer.
  d. *He give us a computer.
29 a. I expect to win a game.
  b. *I expects to win a game.
  c. She expects to win a game.
  d. *She expect to win a game.
30 a. I watch a movie on Sunday.
  b. *I watches a movie on Sunday.
  c. She watches a movie on Sunday.
  d. *She watch a movie on Sunday.
31 a. I swim in the pool.
  b. *I swims in the pool.
  c. She swims in the pool.
  d. *She swim in the pool.
32 a. I show him a picture.
  b. *I shows him a picture.
  c. She shows us a picture.
  d. *She show us a picture.
33 a. We plan to have a party.
  b. *We plans to have a party.
  c. He plans to have a party.
  d. *He plan to have a party.
34 a. We see stars on the roof.
  b. *We sees stars on the roof.
  c. He sees stars on the roof.
  d. *He see stars on the roof.
35 a. We run at the riverside.
  b. *We runs at the riverside.
  c. He runs at the riverside.
  d. *He run at the riverside.
36 a. We send her a gift.
  b. *We sends her a gift.
  c. He sends me a gift.
  d. *He send me a gift.
37 a. We like to sing a song.
  b. *We likes to sing a song.
  c. She likes to sing a song.
  d. *She like to sing a song.
38 a. We clean the room in December.
  b. *We cleans the room in December.
  c. She cleans the room in December.
  d. *She clean the room in December.
39 a. We dance in the garden.
  b. *We dances in the garden.
  c. She dances in the garden.
  d. *She dance in the garden.
40 a. We tell him a secret.
  b. *We tells him a secret.
  c. She tells me a secret.
  d. *She tell me a secret.

Target: Indefinite Determiners

41	a.	It is a new job.
	b.	*It is new job.
42	a.	It is an expensive book.
	b.	*It is expensive book.
43	a.	It is a cute cat.
	b.	*It is cute cat.
44	a.	It is an old castle.
	b.	*It is old castle.
45	a.	It is a difficult question.
	b.	*It is difficult question.
46	a.	It is an important issue.
	b.	*It is important issue.

Target: Definite Determiners

47	a.	It is the same as in Japan.
	b.	*It is same as in Japan.
48	a.	It is the last problem.
	b.	*It is last problem.
49	a.	It is the highest mountain in America.
	b.	*It is highest mountain in America.
50	a.	It is the most beautiful flower in the world.
	b.	*It is most beautiful flower in the world.
51	a.	It is the next generation.
	b.	*It is next generation.
52	a.	It is the beginning of April.
	b.	*It is beginning of April.

Practice (the presentation order was the same for all participants)

53	The have lived in England for ten years.
54	You say that the earth is round.
55	Riding a bicycle is sometimes dangerous.

Filler

56	There is a bear in the forest.
57	There is a reception at the event.
58	There is a steakhouse outside the campus.
59	There is a supermarket near the school.
60	There is a mouse under the floor.
61	There is a projector on the stage.
62	There are many holes in the pool.
63	There are many cottages at the ocean.
64	There are many athletes outside the gym.
65	There are many horses near the village.
66	There are many buildings under the sky.
67	There are many craters on the moon.
68	You are a student.
69	You are thinking about the future.
70	You study English every week.
71	You go to bed before midnight.
72	You have many things to do.
73	You have a cousin living in Hawaii.
74	You don't have to worry.
75	You should watch your step.

76	You must stay home.
77	They are members of the golf club.
78	They are brave and clever.
79	They are learning French now.
80	They cook breakfast every day.
81	They drink tea very often.
82	They have a friend whose husband is a doctor.
83	They wonder what they should do.
84	They don't like bees.
85	They may find a treasure.
85	It is exciting and fun.
87	It is interesting but hard.
88	It is good to exercise.
89	It is necessary to take care of animals.
90	It is great for children to smile.
91	It is kind of him to repair my bicycle.
92	*It is a salt for cooking.
93	*It is a coffee in the morning.
94	*It is a money donated by the professor.
95	*It is the my home.
96	*It is the John's office.
97	*It is the your father's dictionary.
98	This task is boring.
99	People in this country are friendly.
100	The robot can play the violin.
101	Emily is taller than Nancy.
102	Soccer is more popular than baseball in Europe.
103	Bill is not younger than Mike.
104	The meeting is cancelled.
105	The airport is not used by the president.
106	The girl playing the piano is my friend.
107	The language spoken in Australia is English.