Difficulties in Using Articles among EFL University Students: An Experimental Study

Instr. Sura Muttlak Nasser

Department of English College of Education for Women University of Baghdad, Iraq.

Abstract
Starting to learn English articles '*a/an, the, and the zero article*' is a major challenge for English as a Foreign Language (EFL) students. Articles are very common morphemes, and their usage is difficult for EFL learners, and it usually causes even the most advanced non-native speakers of English (NNS) to commit mistakes. Iraqi EFL students have difficulties when using English articles. This may affect negatively their exam scores. The current study conducted in the Department of English, College of Education for Women, University of Baghdad, Iraq. This research highlights Iraqi EFL first-year students' mistakes and difficulties in using English articles. The study aims to investigate these mistakes and tries to find an appropriate solution for them. To fulfil the aims of this study, the researcher adopted pre and posttests as instruments for collecting data. The data has been analyzed by the statistical program SPSS. This study identifies the difficulties that are encountered when Iraqi EFL students use English articles.

Keywords: *definite articles, English articles, indefinite articles*

1. Introduction

The difficulty in selecting accurate articles presents a set of challenges for EFL students. Iraqi EFL students learn English for a specific academic goal in order to fulfil educational specifications (Nasser, 2021). As a result, understanding how to use English words correctly is difficult for EFL students. According to Ekiert (2004), the complexity of the meaning demonstrated by an article is identified by the uniqueness and abstractness of the concept, as well as learners' changing hypotheses about article usage at different stages of interlanguage development and the potential effect of the native language, which may further complicate the task.

According to Ahmad and Khan (2019), the English articles considered problematic matter for EFL students to use and acquire. However, Hasbun (2009) argues that the use and the acquisition of the English articles are very hard tasks, mostly when there is no article in the mother tongue language of the students.

Hewson (2017, p. 132) characterized the English article system as "psycho-mechanism." As a result, native speakers use articles correctly but are unaware of their use (Ahmad & Khan, 2019).

Every time a noun is used, one must decide whether or not to have been using an article, and if an article is required, which one is used. In fact, these choices are influenced by the complex interactions of factors such as meaning, context, shared knowledge, or whether the noun is singular, plural, countable, or uncountable (Larson, 2000: 71; Kremers, 2000: 65; Declerck, 2000: 95 and Hansard, 2003: 85).

In many cases, nevertheless, fixed utterances and idioms involve users using a specific article (or not using an article at all), obviously contradicting such "basic rules." Understanding these utterances is essential for using articles correctly (Parrott, 2000: 46; and Chung, and Pullum, 2002: 22).

Crystal (2003) tries to present the nature of articles. He states that articles are parts of determiners that play an important role in differentiating noun uses, for example, '*the* and *a/an*' in the English language. Those that distinguish themselves are usually classified as definite or indefinite, based on semantic and grammatical criteria. In terms of position, articles can occur either before or after the noun as in English (Crystal, 2003: 33). Articles, according to Parrott (2000:45), are part of a larger class of "determiners," which are words or phrases that appear at the beginning of a noun phrase and tell us whether the text is new or familiar, or tell us something about quantity. In English, articles are either definite '*the*' or indefinite

'a/an'. The indefinite articles *'a/ an'* are two forms of the same word. For example, if we use (*a /ə/* or *an /ən/*), based on how the sound immediately following is pronounced, if a word starts with a consonant sound, we should use '*a,*' but if it begins with a vowel, we should use '*an'* (O'Connor, 2003: 94; Roach, 2002: 87). Once it comes to the definite article *'the'*, it is pronounced / δə /before consonants but / δi/ before vowels. For example, (*the elephant, the apple*)

1.1. Objectives of the Study
The main objective of this study is to:
1. Provide a comprehensive analysis of definite and indefinite articles in English.
2. Specify and select various samples of definite and indefinite articles from the English grammar book (English Grammar in Use) by Raymond Murphy, Cambridge University Press, 5th Edition, 2019.

1.2. Problem of the Study
Many studies have been conducted on the study of definite and indefinite articles in English. One of the most difficult areas of study in syntax and grammar is the study of definite and indefinite articles. The article system varies greatly from language to language, and one of the most difficult problems for Iraqi EFL students is the difficulty in specifying the type of reference (e.g., specific, generic, unique, etc.) that each article involves in its context. Because of its high complexity and frequency of use, the English article system is stated to be one of the most challenging structural components for second-language (L2) English learners. EFL learners consistently struggle with acquisition and may never achieve native-like levels of proficiency.

1.3. Significance of the Study
The significance of this study is derived from the implications of the subject matter. The Iraqi EFL students' acquiring orders and underlying mechanisms will be included in the literature on how to learn and acquire the English article system, as this study aims to do. It is hoped that the findings of the current study will help Iraqi EFL students in particular and Arab students in general understand the significance of the English article system, help them avoid its misuse, and help them control the causes of any inaccuracies.

2. Literature Review
2.1 System Articles in English Language
In the English language, there are three types of articles. The definite article *'the'*, the indefinite article *'a/an*,' and the *'zero article'*. These articles are used with various types of count and non-count nouns; in other words, they occur with common nouns rather than proper nouns. Crystal (2003: 76) asserts that "the English articles are examples of proclitic since they depend on the following words". It is noticeable that the articles being used in a generic context are also used in non-generic contexts.

Indefinite and definite articles serve a variety of functions. Ekiert (2007, P. 1) tries to describe the article system as a complex set of abstract distinctions which are, to some extent, arbitrarily mapped onto surface forms.

It is difficult for L1 speakers of Arabic to distinguish between articles because they are usually not stressed. This influences the availability of input in the spoken mechanism (Batainah, 2005). It is not difficult to understand an article, as they are usually not stressed and almost inaudible when spoken. High-level English learners should be able to control their use of the most common English words, given that they are among the most frequently used.

According to Celce-Murcia and Larsen-Freeman (1999), articles considered the most frequently occurring function words. For L2 learners, the achievement of the article system is highly difficult because the articles are among the most challenging structural aspects for L2 learners (Butler, 2002; Master, 2002). The difficulty derives from three fundamental aspects of the article system. These fundamental aspects are (Master, 2002: pp. 331–332; Ahmad & Khan, 2019):

A. Because articles are among the most commonly used words, they make continuous rule application difficult over a long period of discourse;

B. Function words are typically unstressed and extremely difficult, if not impossible, for a non-native speaker to understand, influencing information accessibility in the spoken mode;

C. The article system assigns multiple functions to a single morpheme, which is a substantial challenge for the learner, who, until advanced stages of acquisition, appears to have a one-form-one-function interaction in trying to navigate the foreign language.

Sorace (2011) stated that language learners face difficulties with second language (L2) learnability due to the interdependence of semantics, syntax, and pragmatic interface. The greater frequency of article use leads to a consistent decision-making procedure on the role of the L2 learner throughout L2 production (Master, 2002; Ekiert, 2004).

Muftah (2012) asserts that these small, words can be the most confusing for EFL students, particularly for those whose mother tongue does not have article systems. The main idea that is related to the article system is definiteness. (Muftah, 2012).

## 2.2.	Types of English Articles

In the English language, there are three types of articles '*a/ an, the* and *Ø*' are the most regularly occurring function words in English (Sinclair, 1991), making rule application challenging in enhanced discourse.

1. Definite article '*the*'

The definite article, which is used with a wide range of nouns, including count and mass nouns like *the book, the books, the water*, etc. The definite article in English, '*the*,' is the most common word in English. Leech et al. (2001) found that it is used in more than 7% of all words.

Master (1987) was the first one to observe that articles occur to be obtained differently depending on whether they occur in the learner's native language or not. So many studies, such as Huebner, 1985; Thomas, 1989; and Lu, 2001, found that the definite article was overused, but higher proficiency students performed better with the indefinite '*a*'. Despite the fact that both Master (1997) and Huebner (1983) mentioned the phenomenon of "the-flooding," in which '*the*' is overgeneralized with a dramatic increase in usage, Thomas (1989) discovered that the '*zero*' article was overgeneralized across proficiency levels.

Bickerton (1981) assumes that the structure is specific and explicit provided when the hearer has knowledge about it, a class that occurs in the real world that is distinctive in a specific context or in the universe. The task of '*the*' is to indicate or show that the hearer and the speaker have knowledge of and recognize the entity indicated.

2. Indefinite articles '*a/ an*'

An indefinite article '*a/ an*' is only used with singular count nouns, such as *a book* or *an apple*. Brown (1986, 96) states that a speaker can use the indefinite article if he/ she "believes that his hearer doesn't share or wonders whether his hearer shares his information." Wong and Chan (2005), on the other hand, found in their study of two (-Art) groups of L1 Malay and L1 Chinese students that the indefinite article '*a*' controls in all environments, implying an accuracy order of '*a*', '*the*,' and '*Ø*'.

Also, in this context, the indefinite article '*a*' serves as an indicator of a generic noun that denotes a category. In a specific situation, mass nouns are also preceded by this prefix. Words that start with a vowel sound are preceded by the indefinite article '*an*,' while words that start with a consonant sound are preceded by '*a*' (Ahmad and Khan, 2019).

Downing and Locke (2002, p. 429- 430) indicate that with signal count nouns, the article '*a*' can be indicated for specific entities and noun-specific entities.

While the referent can be indefinite if it is unfamiliar or supposed not to be recognized by the hearer, according to Muftah (2012), definiteness is regarded as a complex issue; thus, as a hidden class, the concept of definiteness becomes explicit only during the "co-occurrence" of a definite article such as 'the' or 'an' and an indefinite article such as 'a' and 'zero article' with nouns.

Master (1997) argued that the indefinite article *'a'* produces an entity countable, which means it precedes the singular nouns. Aside from that, it is used to indicate a generic noun when it denotes a specific category (Ahmad & Khan, 2019). Mass nouns can also be preceded by this prefix. Words starting with consonantal or vowel sounds are treated differently when it comes to the indefinite articles *'a'* and *'an'* respectively.

3. Zero/ null article '*Ø*'

According to Palmer (1939), there are two types of '*null article* or *zero article*' preceding a noun head: for non-count and mass/non-count nouns (such as *tea* and *apples*); and the null article for bare count nouns and proper names (such as *breakfast* and *Baghdad*). Chesterman (1991) asserts that *zero* articles do not limit, define, or distinguish an NP. Instead, they represent an idea that could include all of the things that the NP represents. The *zero articles Ø* have been used with plural count and mass nouns, such as *books*, *some books*, and *tea*, *some tea*. (AL-Sulaimaan, 2002).

Researchers such as (Master, 1997; Parrish, 1987; Ekiert, 2004) mentioned that *zero article* controls in all situations for articles in the early stages of language learning for students for whom the native languages lack articles. Parrish (1987) proposed an acquisition order in which the *zero article*, definite article, and indefinite article are acquired successively. Moreover, Master (1997) argued that L2 English learners show up to acquire the *zero article* first, though he advises that the *zero article* and omission of the article cannot be distinguished

A *Zero article* can be shown when there is no article in front of a noun phrase. It is called a *zero article*. All nouns except singular proper nouns take the definite article '*the*', but the indefinite articles '*a/ an*' and the *zero articles* '*Ø* ' are restricted by nominal functions: the first function is countability, which means if a noun is counted or uncounted; the second function is number, which means if a noun is singular or plural (Ahmad and Khan, 2019).

As previously mentioned, specificity and definiteness are discourse-related notions; definiteness introduces the dimension of hearer perspective, while specificity introduces the speaker's intention to refer (Trenkic, 2008). In other words, definiteness can be conveyed by articles but specificity is context-governed. Regarding this point, articles can be used to express noun phrases (NP) either definite or indefinite, whereas specificity is marked by the context of a sentence. According to Dağdeviren (2010), the articles '*the, a*, and zero' are used to indicate definiteness, whereas specificity is not represented in English. Ionin, Ko and Wexler (2004) indicated that specificity can make reference only to speaker knowledge and the speakers' intention to refer to it.

As previously stated, most Iraqi EFL learners face difficulties in learning the language's article system.

3. Previous Studies

Study (1): The title of this study is 'The Role of the Native Language in the Use of the English Nongeneric Definite Article by L2 Learners: A Cross-Linguistic Comparison', 2014 written by Chrabaszcz & Jiang. It was published in Second Language Research. They proposed a study on the use of the article system by Spanish and Russian speakers. The result of their study concluded that the native language has a strong influence on the acquisition of the unknown definite article. One of the most difficult aspects of language learning and teaching has been the use and acquisition of the English definite article '*the*'. EFL students whose first language lacks the definite article or who have an extremely separate article system have a particularly difficult time learning the definite article.

Study (2): The title of this study is 'Errors in the Usage of the English Definite/Indefinite Articles among Saudi University- Level Students' 2014, written by Al- Mohanna A. D. It was published in the International Journal of Arts and Sciences. Mohanna (2014) conducted a study on Saudi EFL students at the university level to analyze the types of errors made in using articles. The study revealed that errors committed by students were produced by their interlingual and overgeneralization nature.

Study (3): The title of this study is 'Variability in The Use of The English Article System by Chinese Learners of English', written by Robertson. It was published in the Second Language Research. Robertson (2000) investigated the use of English articles in the oral performances of eighteen EFL Chinese learners. He mostly looked at how learners tend to get rid of articles. He found unsystematic variation in the use of articles, which he calls "optionality." He thinks this is because it is hard to get an accurate map from the surface characteristics of definiteness and specificity.

4. Methodology

This study aimed to provide a comprehensive analysis of definite and indefinite articles in English. It also aimed to specify and select various samples of definite and indefinite articles from the English grammar

book (English Grammar in Use) by Raymond Murphy, Cambridge University Press, 5th Edition, 2019. To achieve the aims of this study, participants in the study sat a thirty-minute written test that was given to them by their instructor. The test includes questions on the use of English articles in the form of '*a, an, the*, and *zero article*' were included.

4.1. Participants of the study

The sample of this study was forty-five female students at the first level of university. The study was adopted in the Department of English, College of Education for Women, University of Baghdad during the academic year 2021/ 2022. The participants were selected randomly.

4.2. Instrument and procedure of the study

To achieve the aim of the study, the researcher designed pre and posttests to recognize the difficulties that Iraqi EFL students face at the Department of English, College of Education for Women, University of Baghdad. The tests include fifteen multiple-choice items. The exams lasted 45 minutes, and the students had to answer the choices.

4.3. Pre-test

The pre-test was tried to measure the students' accuracy in using appropriate articles and also to distinguish the mistakes and difficulties that face Iraqi EFL students at the Department of English, College of Education for Women, University of Baghdad. The results that were collected and marked by the researcher were forty-five samples. These marks have shown that Iraqi students failed in choosing the correct articles. Besides, they pointed out that the Iraqi students were not able to understand and comprehend the correct choice of articles.

4.4. Post-test

Four weeks were spent debating the various uses of English articles. During this time, the researcher concentrated on how to differentiate among articles. Also, students started working in groups and may have been required to answer and describe examples. These groups try to compete among each other to achieve the work correctly. When it came time for the exam, they did the same thing individually. The post-test results showed that the students' comprehension had improved noticeably. They were able to choose the correct article.

5. Discussion

Table 1 shows a comparison between tests (pre and posttests) results. To save space, marks have not been written. To analyze the collected data, the SPSS program has been used.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	10.44	45	2.816	.317
	Post-test	16.80	45	1.112	.195

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test &	45	. 206	. 042

post-test			

* If the differences between the two tests are less than (0.5), the study is invalid; if they are greater than (0.5), the study is valid.

Table 1 indicates that the number of students is 45, the average in the pretest is 10.44, and the average in the posttest is 16.80. The students' current progress is 6.26 out of 10.44. Hence, the distinction between the two means for pretest and posttest indicated progress that was more than 0.5, which means the study is valid.

In comparison, the results of both tests showed that the students had difficulties in recognizing the correct article, and the experiment was helpful in solving these difficulties.

6. Results and Findings

The results of this study revealed that Iraqi EFL students have problems differentiating between English articles. As presented in table 1 for using English articles '*a/ an, the, and zero article*', the number of participants is forty-five. Their average in the pretest is 10.44; in the posttest is 16.80. Progress can be recognizable in student forty-five scores. So, the differences between the means of pretest and posttest show developments that were more than 0.5, therefore this study is considered valid.

The main objective of this study has been to provide a comprehensive analysis of definite and indefinite articles in English. This study revealed that Iraqi first-year students at the Department of English, College of Education for Women, University of Baghdad, face different problems when dealing with English articles '*a/an, the*, and *zero article*'.

In the pretest, the test contains fifteen items (a fill-gaps test), and the students were asked to fill those gaps with an appropriate article. As shown in table 2, each student makes a different number of mistakes. So, with the use of the definite article '*the*', there are only 30 correct answers and 195 incorrect answers. With the indefinite article '*a/an*', there are 25 correct answers and 200 incorrect answers. While with the *zero articles*, there are only 10 correct answers and 215 incorrect answers.

Correct use of the	30	percentage	13.3%
Incorrect use of the	195	percentage	86.6%
Correct use of a/an	25	percentage	11.1%
Incorrect use of a/an	200	percentage	88.8%
Correct use of zero article	10	percentage	4.4%
Incorrect use of zero article	215	percentage	95.5%
Total	675		

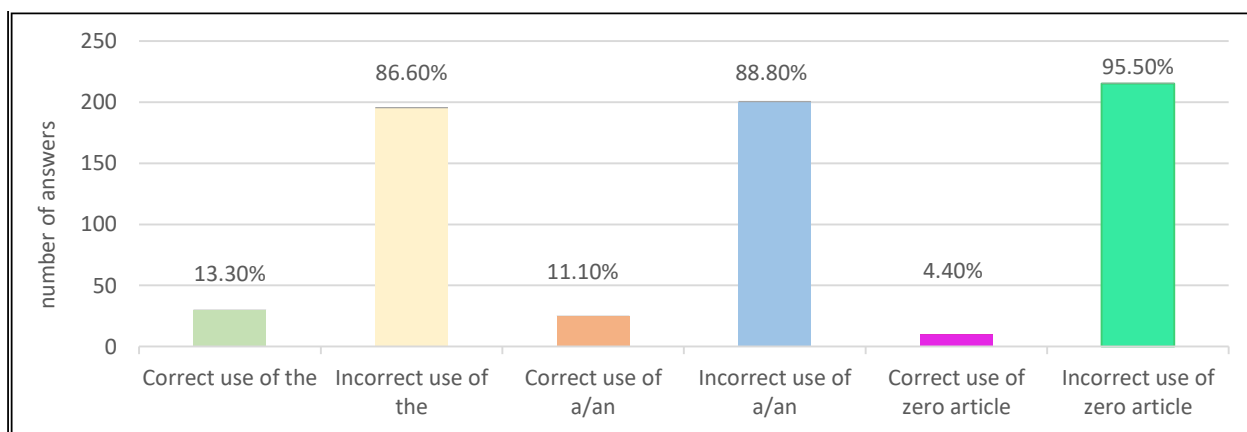Table 2 presents the number and the percentage of students' mistakes in the pretest

Figure 1 shows the results of pretest

In the posttest, the test contains fifteen items (a fill-gaps test), and the students were asked to fill those gaps with an appropriate article. As shown in table 3, the data indicated significant progress in students' understanding of the English articles. In other words the findings show an effective use of English articles in students' answers. In table 3, one can see the noticeable progress of students' cognition. With the use of the definite article '*the*', there are 200 correct answers and 25 incorrect answers. With the indefinite article '*a/an*', there are 195 correct answers and 30 incorrect answers. With the *zero article*, there are 210 correct answers and 15 incorrect answers.

Correct use of the	200	percentage	88.8%
Incorrect use of the	25	percentage	11.1%
Correct use of a/an	195	percentage	86.6%
Incorrect use of a/an	30	percentage	13.3%
Correct use of zero article	210	percentage	93.3%
Incorrect use of zero article	15	percentage	6.6%
Total	675		

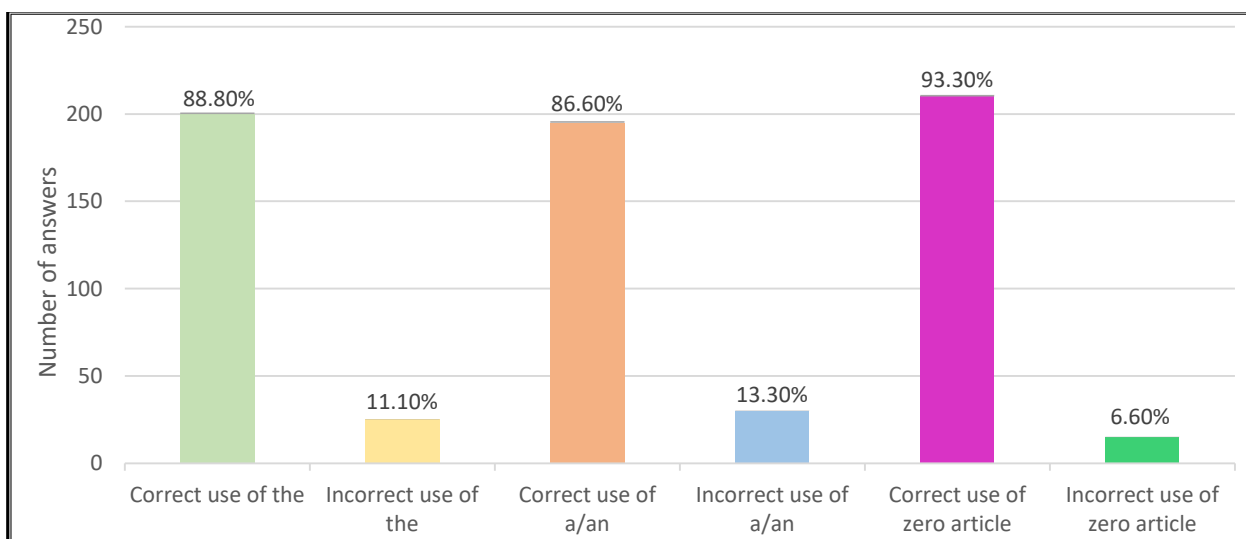Table 3 presents numbers and the percentage of students' mistakes in the posttest

Figure 2 shows the results of posttest

7. Conclusion
This study revealed that
1. Iraqi EFL students may select the definite article while they were not sure which one is correct. This is due to the overgeneralization of using the definite article.
2. The English article system is one of the most difficult organizational aspects for Iraqi EFL students regarding its frequency of use and complexity.
3. Students' cognition can be improved by applying competitions, repetitions, group activities, and effective feedback.
4. Instructors are required to work hard to enhance the students' awareness and reduce the pressure that Iraqi EFL students feel while dealing with the English articles.
5. The rate of correct and incorrect use of the articles varies depending on the learners' L1.

References

1. Ahmad, K., Khan, A. Q. 2019. Difficulties in the Acquisition and Use of English Articles among Adult Pashto Learners. *Issues in Language Studies*. Vol 8 No 2. https://doi.org/10.33736/ils.1751.2019

2. Al-Mohanna, A.D. (2014). Errors in the usage of the English definite/indefinite articles among Saudi university- level students. *International Journal of Arts and Sciences*, 7 (3), 79-95.

3. AL-Sulaimaan, M. D. (2002): A Linguistic Study of Errors in the Use of Articles Committed by Arabic speaking Students at the English B.A First-Year level (University of Mosul). *Adab AL-Rafidayn* Vol. 35, pp.23-50.

4. Bataineh, R. (2005). Jordanian undergraduate EFL students' errors in the use of the indefinite article. *The Asian EFL Journal*. Vol.7 (1), pp. 56-76

5. Bickerton, D. (1981). Roots of language. Ann Arbor, MA: Karoma Publishers.

6. Brown, H. (1986). Principles in language learning and teaching. New Jersey: Prentice Hall

7. Butler, Y. G. (2002). An analysis of the metalinguistic knowledge used by Japanese students in acquiring the English article system. *Studies in Second Language Acquisition*, 24(3), 451-480.

8. Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL teacher's course*. Boston: Heinle and Heinle.

9. Chesterman, A. (1991). *On Definiteness: A Study with Special Reference to English and Finnish*. Cambridge: Cambridge University Press.

10. Chrabaszcz, A. & Jiang, N. (2014). The role of the native language in the use of the English nongeneric definite article by L2 learners: A cross-linguistic comparison. *Second Language Research*, 30(3), 351-379.

11. Chung, S. and Pullum, G. (2002): *Grammar,* New York: University of California.

12. Crystal, D. (2003): *A Dictionary of Linguistics and Phonetics*, Oxford: Oxford Basil Blackwell (Fifth Edition).

13. Dağdeviren, G. (2010). Use of English Articles by Speakers of Turkish in the EFL Setting. *Novitas Royal*. 4(2). 242-250.

14. Declerck, R. (2000): *A Model of the English Tense System*, Belgium: (K.U.L.).

15. Downing, E. and P. Locke. (2002). *A University Course in English*. Second edition. London: Routledge.

16. Ekiert, M. (2004*). Acquisition of the English Article System by Speakers of Polish in ESL and EFL Settings Teachers College*, Columbia University Working Papers in TESOL and Applied Linguistics.

17. Ekiert, M. (2007). *The Acquisition of Grammatical Marking of Indefiniteness with the Indefinite Article 'A' in L2 English.* Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics, 7(1).

18. Hansard, M. (2003): *Adjective or Adverb*, Paris: Owl at Pur due University.

19. Hasbún, L. H. (2009). *The use of English articles by a group of EFL learners*. Revista de Filología y Lingüística de la Universidad de Costa Rica, 177-189

20. Hewson, J. (2017). Article and noun in English. Berlin, Germany: *Walter de Gruyter GmbH & Co KG.* (Vol. 104).

21. Huebner, T. (1983), *A Longitudinal Analysis of the Acquisition of English*. Ann Arbor, MI: Karoma.

22. Ionin, T., H. Ko, and K. Wexler, (2004). Article semantics in L2 acquisition: The role of specificity. *Language Acquisition*, 12, 3-69.

23. Kremers, J. (2000): *a Recursive Linearization Approach to Arabic Noun Phrase,* Nijmegen: University of Nijmegen Press.

24. Larson, R. K. (2000): *Semantics of Adjectival Modification*, Amsterdam: Orleans Press.

25. Leech, G., Rayson, P. and Wilson, A. (2001). *Word Frequencies in Written and Spoken English: Based on the British National Corpus*. Longman, London.

26. Lu, C. F., (2001). *The Acquisition of English Articles by Chinese Learners*. University of Hawai_i

27. Nasser, S. M. (2021). A Cognitive Linguistics Diagnosing Of Iraqi EFL Students' Difficulties in Using Synonyms. *International Journal of Language and Literary Studies*. Volume 3, Issue 3. DOI: http://doi.org/ 10.36892/ijlls.v3i3.661

28. Master, P. (1987). A Cross-Linguistic Interlanguage Analysis of the Acquisition of the English Article System. Ph.D. Thesis. University of California at Los Angeles.
29. Master, P. (1997). The English article system: Acquisition, function, and pedagogy. System.
30. Master, P. (2002). Information structure and English article pedagogy. *System,* 30: 331-348.
31. Muftah, M. 2012. The Investigation of the English Articles' Accuracy Order and Underlying Processes by Arab EFL Learners. *International Journal of English: Literature, Language & Skills (IJELLS).* WWW.IJELLS.COM, ISSN 2278 0742
32. O'Connor, J. (2003). *Better English Pronunciation*, Cambridge: Cambridge University Press.
33. Palmer, H.E. (1939). *A Grammar of Spoken English on a Strictly Phonetic Basis*. Second edition. Cambridge: Heffer
34. Parrish, B. (1987). *A new look at methodologies in the study of article acquisition for learners of ESL*. Language Learning.
35. Parrot, M. (2000). *Grammar for English Language Teachers*, Cambridge: Cambridge University Press.
36. Pienemann, M. (1988). *Psychological Constraints on the Teach Ability of Language*. In W. Rutherford & M. Sharwood Smith (Eds.), Grammar and second language teaching. New York: Newbury House.
37. Roach, P. (2002): *English Phonetics and Phonology*, Cambridge: Cambridge University Press.
38. Robertson, D. (2000). Variability in the use of the English article system by Chinese learners of English. *Second Language Research*.
39. Sorace, A. (2011). Pinning Down the Concept of Interface in Bilingualism. *Linguistic Approaches to Bilingualism*, 1(1): 1–
40. Thomas, M. (1989). The acquisition of English articles by first- and second-language learners. *Applied Psycholinguistics*.
41. Trenkic, D. (2008). The Representation of English Articles in Second Language Grammars: Determiners or adjectives? Bilingualism: *Language and Cognition*, 11(1), 1-18. doi:10.1017/S1366728907003185
42. Wong, B. E., and Chan, S. H., (2005). The Acquisition of the English Article System by L2 Learners. Universiti Putra Malaysia. Paper presented at the 2005 Asian TEFL international Conference, TEFL for Asia: Unity within Diversity, organized by Asia TEFL, at China Resources Hotel, Beijing, China. November 4-6, 2005.