

Language Aptitude Functioning on Teaching English Definite and Indefinite Articles

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ABSTRACT

Language aptitude generally refers to a specific talent for learning a foreign or second language. In addition, it is argued that issues of domain-specificity versus domain generality for aptitude tests may lead to aptitude theory and research becoming more central in applied linguistics.

Language aptitude is a natural skill or talent . It is a high level of intellect or a quickness to learn.

Aptitude plays an important role in the language learning process .

Foreign language Aptitude has four components according to Carroll's (1962) :

Phonemic coding ability (i.e. the ability to identify and retain sounds and link them to phonetic symbols);

Sensitivity towards the grammatical functions that words fulfill in a sentence;

The ability to learn inductively (i.e. to infer and generalize linguistic structures from language samples); and

The ability to rote learn vocabulary items paired with their associated translations.

In English there are three articles : a, an and the . Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader.

The indefinite articles a/ an are used when we don't specify the things or people we are talking about, they are used before a noun that is general.

Articles are a unique type of adjective that, while short , communicate some important information about a noun.

Keywords : *Aptitude, articles, functioning*

INTRODUCTION

Language aptitude has been found to be one of the most important individual difference variables in second language acquisition (Cochran et al , 2010).

Language aptitude refers to a set of cognitive abilities that are predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions. (Carroll and Sapon, 2002 :23)

John B. Carroll, an influential psychologist in the field of educational linguistics, developed a theory about a cluster of four abilities that factored into language learning aptitude, separate from verbal intelligence and motivation. Using these four distinct abilities (Phonetic coding ability, grammatical sensitivity, rote learning ability, and inductive learning ability), Carroll developed the MLAT, a language aptitude assessment for adults.

The four ability components are defined as follows:

Component 1

Phonetic Coding Ability : Ability to perceive distinct sounds , associate a symbol with that sound and retain that association

Component 2

Grammatical Sensitivity: Ability to recognize the grammatical function of a lexical element (word, phrase, etc.) in a sentence without explicit training in grammar.

Component 3

Rote Learning Ability: Ability to learn associations between words in a foreign language and their meanings and retain that association.

Component 4: Inductive Learning Ability : Ability to infer or induce rules governing the structure of a language.

The acquisition of English grammatical articles has been of considerable concern since early 1970s. (Brown, 1973). For native speakers of English, the proper use of English articles is acquired unconsciously and at an early stage. (brown, 1973; Maratsos, 1974)

In English there are three articles : a, an and the. English has two types of articles definite and indefinite. The definite article limits the meaning of a noun to one particular thing, whereas the indefinite articles indicate that a noun refers to a general idea rather than a particular thing.

The research states the functioning of language aptitude on teaching articles. One of the aptitude components, grammatical inferencing, contributed to learners' gains on the past progressive on the cognitive measure of structures. Different components of aptitude may be involved at different stages of language acquisition

Aim : The research aims at dealing with language aptitude and how to function it in teaching articles

Limits :The research is restricted to presenting language aptitude, English articles and the process of functioning language aptitude on teaching definite and indefinite articles

LANGUAGE APTITUDE AND ENGLISH ARTICLES

Aptitude vs Ability

Before dealing with language aptitude, it is necessary to show the difference between the two concepts (aptitude and ability).

Aptitude : An aptitude has been defined as a natural skill or talent . It also refers to a high level of intellect or a quickness to learn.

Webster Dictionary defines it as follows : 1/ a. inclination. tendency // an aptitude for hard work b. a natural ability : talent // an aptitude for gymnastics. 2/ capacity for learning // an aptitude for languages. 3/ general suitability : aptness

Cambridge Dictionary defines it as a natural ability or skill .

- My son has no/ little aptitude for sport
- We will take your personal aptitudes and abilities into account

In psychology, an aptitude is the capacity to acquire competence or skill through training.

Ability : An ability is the quality or state of being able; physical mental or legal power to do something. Macmillan dictionary defines an ability as :

1. Uncountable : the fact of being able to do something ,e.g., Tiredness can seriously impair your ability to drive.
2. Countable/ Uncountable : the level of skill that someone has in a particular job or activity ,e.g., Our courses cater for different levels of ability / The work will vary according to your abilities.
3. 3. Uncountable : the quality of being skillful or naturally good at something, e.g., Gladstone was a politician of great ability.

When ability means “the fact of being able to do something”, it is followed by an infinitive. It is never used in the pattern “the ability of doing something”.

Ex: - Imagination is the ability to make up pictures in your mind.

-The ability to speak English has become extremely important.

Language Aptitude

Language Aptitude Definition : The traditional definition of language aptitude sees it as “an individual initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity (Carroll, 1981 : 86)

Foreign language aptitude generally refers to a specific talent for learning a foreign or second language. After experiencing a long period of marginalized interest, Foreign language aptitude research in recent years has witnessed renewed enthusiasm across the disciplines of educational psychology, second language acquisition and cognitive neuroscience.

According to Robinson (2005) language aptitude is Cognitive abilities information processing draws on during second language learning and performance in various contexts and at different stages.

Aptitude has no effects on the route of second language acquisition, but it may affect the rate of development , especially in classroom learning.

Language Aptitude Components

Four basic components of language aptitude including students’ first and second language phonology/ orthography skills (subsuming phonemic coding and phonological processing ability) ; their first and second language analysis skills (comprising comprehension, grammar, vocabulary, and inductive language learning); and their IQ memory skills.

Aptitude for language learning is usually composed of four different types of abilities :

1. The ability to identify and memorize new sounds
2. The ability to understand the function of particular words in sentences
3. The ability to figure out grammatical rules from language samples
4. The ability to memorize new words

Aptitude for language teaching has the following qualities :

1 .Perception : Perception relates both to the teacher as well as the students. As for the teacher, he/ she has to perceive the classroom atmosphere, preplanning, abilities in interacting with the particular group. The students on their part have to perceive these aspects of the ability of the teacher, personality characteristics and behavior of the teacher from the point of view of a desirable interaction between them and the teacher.

2. Diagnosis : It is the teacher concern to diagnose the abilities of the pupils, their academic background, their intelligence, their interests and aptitude. This can be done by questioning or by accessing their performance by providing opportunities to do so. The students access their own abilities, interests, aptitude and behavior performance of their responses through verbal or non-verbal interaction.

3 .Reaction process : Classroom teaching involves continuous action-reaction between teacher and pupils. The action of the teacher decides the reaction of the pupils. For this to be performed successfully so as to result in realization of the specific objectives, the teacher has to give the proper stimuli, reinforcement and feedback. The teacher should also adopt strategies to suit the needs of the pupils and the specific objectives to be realized.

ENGLISH ARTICLES

Definition of English Articles :

An article is any member of a class of dedicated words that are used with noun phrases to mark the identifiability of the referents of the noun phrases. The category of articles constitutes a part of speech. In

English, both (the) and (a / an) are articles, which combine with nouns to form noun phrases. Articles typically specify the grammatical definiteness of the noun phrase, but in many languages, they carry additional grammatical information such as gender, number, and case. Articles are part of a broader category and determiners, which also include demonstratives, possessive determiners and quantifiers. In linguistic interlinear glossing, articles are abbreviated as ART.

Types of Articles :

Basically, articles are either definite or indefinite. They combine to a noun to indicate the type of reference being made by a noun.

Articles act much like adjectives. Articles clarify whether a noun is specific or general, singular or plural. An article appears before the noun it accompanies.

Definite Articles :

The word (the) is one of the most common words in English. It is our only definite article. Nouns in English are preceded by the definite article when the speaker believes that the listener already knows what he is referring to.

Uses of Definite Articles :

- To talk about a particular person or thing
- Before a singular noun meant to represent the whole class
- Before the names of certain books
- Before superlative adjectives
- Before ordinal numbers
- Before musical instruments
- As an adverb with the comparatives

Definite articles are not used with the names of countries (except for the special cases). (The) is used with nouns modified by ranking or ordering expressions such as the first, the second, the last, the previous, the following, the penultimate, etc.

Examples :

1. The book you want is out of print. (Which book ? The one you want)

2. Let's go to the park. (Which park? May be the one in the town.)
3. I saw a girl in the park. The girl was crying. (Which girl ? The one I saw in the park)
4. The cow is a useful animal. (Here the singular noun cow represents a whole class.)
5. The rose is the sweetest of all flowers.
6. The spider has eight legs

Note that examples 4,5 and 6 can also be written using a plural noun without any article.

- Cows are useful animals.
 - Roses are the sweetest of all flowers.
 - Spiders have eight legs.
7. The Vedas (Certain Books)
 8. She is the best person I have seen .
 9. Which is the highest mountain in the world ? (English Grammar, 2010)
 10. Who was the first woman to win a Nobel Prize ?
 11. The first half of the film is more interesting than the second half .
 12. He can play the flute.
 13. The more the merrier.
 14. The higher you climb, the cooler it gets.
 15. Don't forget the following rule. (English Grammar, 2010)

Indefinite Articles :

Indefinite articles are used when we are referring to an unspecified thing or quantity. We use them when we don't know (or don't care) which thing we're talking about.

Uses of Indefinite Articles :

The two indefinite articles in English are (a, an). The indefinite article (an) is used to make pronunciation easier when reading a text aloud.

The general rule is to use (an) when the indefinite article precedes a word starting with a vowel sound. (Grammarly, 2011)

The indefinite article indicates that a noun refers to a general idea rather than a particular thing.

The indefinite article is used with singular countable nouns :

- To refer to a person or a thing that you are mentioning for the first time in a conversation or a piece of writing.

A man was seen driving away in a black car.

- To refer to a person or a thing which you do not want to be specific about.

I stopped off at a shop to buy a newspaper.

You go past a petrol station on the left, and then you'll see our house on the right.

- To refer to a person or a thing which you cannot be more specific about because there is not enough information.

A man called to see you this afternoon.

There was a telephone call for you a minute ago.

- In definitions

An octopus is a sea creature with eight tentacles.

When you refer to a person's profession

Her father is a dentist and her mother is a teacher.

- To express quantity, unless you wish to emphasize the number, when one must be used. The equivalent for plural nouns is some or no determiner at all.

I want a needle and a thimble.

Would you like a glass of juice?

There is one glass of juice left in the jug.

Guy has bought a skateboard.

We've got three pairs of rollerblades and one skateboard.

- A (An) can be used like the word (per) .

Examples : Apples currently cost \$ 1.30 a pound.

Cheetahs can run 60 miles an hour.

You want \$ 150 a person for the tour ?

It is the sound, not the spelling, that decides where (an) is used. For example, although unique begins with a vowel, the sound at the beginning resembles a y-sound

an idiot / a unicorn / an awful mistake / a unique experience

There are a few words that begin with a silent h-, in front of which (an) should be used. They are : heir, heiress, honest, honor, hour. (Collins Learning Grammar, 2021)

Articles often develop by specialization of adjectives or determiners. Their development is often a sign of language becoming more analytic instead of synthetic, perhaps combined with the loss of inflection as in English, Romance Languages, Bulgarian, Macedonian and Torlakian.

Joseph Greenberg in *Universals of Human Language* describes "the cycle of the definite article": Definite articles (Stage I) evolve from demonstratives, and in turn can become generic articles (Stage II) that may be used in both definite and indefinite contexts, and later merely noun markers (Stage III) that are part of nouns other than proper names and more recent borrowings. Eventually articles may evolve a new form from demonstratives.

In linguistics, definiteness is a semantic feature of noun phrases, distinguishing between referents or senses that are identifiable in a given context (definite noun phrases) and entities which are not (indefinite noun phrases). The prototypical definite noun phrase picks out a unique, familiar, specific referent. (Abbott, 2006 : 122)

No Article (Generic Reference)

Writers sometimes struggle with the choice to include an article or to leave it out altogether. Keeping in mind that if the noun is singular, countable, and nonspecific or generic (e.g., book, author), the articles (a) and (an) may be used. However, if the noun is countable and plural (e.g., research studies) or uncountable (e.g., information) and it is being used in a nonspecific or generic way, no article is used.

I bought new pens and pencils at the store. (general, not specific ones)

Cats have big eyes that can see in the dark. (cats in general, all of them)

Babies cry a lot. (babies in general, all of them)

I bought milk and rice from the store. (generic reference)

There has been previous research on the topic. (generic reference)

The expressions (a few) and (a little) mean (some) and express the idea that you have more than expected.

Examples: He always carries a few dollars for emergencies.

He had a little difficulty with his homework.

She has a few friends who can help her move.

However: The expressions (few) and (little) without an article mean (not much) and express the idea that you have less than expected.

THE RELATION BETWEEN LANGUAGE APTITUDE AND GRAMMAR

Grammatical sensitivity is an important component of language aptitude defined as “the ability to recognize the grammatical functions or words (or other linguistic entities) within sentences”. It does not deal with explicit grammar knowledge but with awareness of syntactic patterns. The earliest evidence for the ability to learn word order in an artificial grammar comes from a study in which 2-month-old English-learning infants have been shown to track the order of words in 4-word sequences. (Mandel, et al., 1996).

There has also been theoretical evaluation of the role of aptitude. A main controversy has centered on whether the role of aptitude is only manifest in conscious learning. Krashen (1981) argued that the bulk of second language acquisition relies on implicit processing of available linguistic input and that “what is considered second or foreign language aptitude may be directly related to conscious learning” (Krashen, 1981:158). While Krashen’s dismissal of conscious learning has been no answer to his doubt about the relevance of aptitude to conditions amenable to implicit learning, such as that in naturalistic settings in

the absence of formal instruction. In light of the importance of aptitude, the copious empirical research, and the many unanswered questions, the time is ripe for a metaanalysis that is able to provide an estimate of the association between aptitude and second language acquisition and account for the between-study variation pertaining to the association.

Language Aptitude and English Articles :

In formal semantics and philosophy of language, a definite description is a denoting phrase in the form of ‘the X’ where X is a noun -phrase or a singular common noun. The definite description is proper if X applies to a unique individual or object. For example: “the first person in space” and “the 42nd President of the United States of America”; are proper. The definite descriptions “the person in space” and “the Senator from Ohio” are improper because the noun phrase X applies to more than one thing, and the definite descriptions “the first man on Mars” and “the Senator from some Country” are improper because X applies to nothing. Improper descriptions raise some difficult questions about the law of excluded middle, denotation, modality, and mental content.

An indefinite articles marks an indefinite noun phrase. Indefinite articles are those such as English “some” or “a”, which do not refer to specific identifiable entity. Indefinites commonly introduce a new discourse referent which can be referred back in a subsequent discussion.

Predictive and Interactional Aptitude :

Language aptitude was defined in two subtly ways; as a variable that is predictive of ultimate second language attainment and one that interacts with contextual factors in affecting second language outcomes. The two definitions are reflected in two parallel tracks of empirical research : Predictive and Interactional.

The purpose of predictive aptitude is to investigate how aptitude relates to ultimate second language outcomes; while the purpose of interactional aptitude is to examine how aptitude mediates the effects of instructional treatments.

The predictive aptitude is designed to correlate aptitude scores with end-of-semester grades or scores of proficiency tests. Interactional, on the other hand is designed to correlate aptitude scores with posttest scores or gain scores after treatment.

Application of predictive aptitude on grammar tests needs no one- shot , but interactional needs this through pretesting.

The field of English Articles deals with predictive aptitude through comprehensive use of structures, but it focuses on specific linguistic targets in the case of interactional aptitude.

To deal with predictive aptitude, we need a whole cohort of students. learners are divided into several groups and receive different instructional treatments of grammatical articles through interactional aptitude.

The pedagogical implications of predictive aptitude needs a selection of elite learners, while we can use different types of instruction concerning definite and indefinite articles with learners who have different aptitude profiles through interactional type.

Consequently, predictive aptitude requires waiving language requirements ; while interactional aptitude focuses on instruction that is adapted to cater to differences in learners' aptitude.

LANGUAGE APTITUDE IN TEACHING GRAMMAR

The traditional definition of language aptitude sees it as an individual's initial state of readiness and capacity for learning a foreign language and probable facility in doing so given the presence of motivation and opportunity.

The Role of Aptitude In Foreign Language Teaching

Language aptitude refers to the potential that a person has for learning.

Aptitude in general has seven types: logical, spatial, organizational, physical, mechanical, science, technology, engineering and math (stem) and linguistic aptitudes.

Motivation, attitude, age, intelligence, aptitude, cognitive style and personality are factors that greatly influence someone in the process of his/ her foreign language acquisition.

The time taken to reach a high level of proficiency can vary depending on the language learned. In the case of native English speakers, some estimates were provided by the Foreign Service Institute of the U.S. Department of State- which compiled approximate learning expectations for a number of languages for their professional staff.

Foreign language teaching refers to the teaching of a nonnative language outside of the environment where it is commonly spoken.

Language didactics deals with the teaching and learning of foreign languages in an institutional setting ... Courses in language didactics focus on linguistic phenomena, mechanisms of language learning, character traits of speakers, desired linguistic competences and the conditions and methods of language classes. These features are parallel to language aptitude and its four categories.

Language Aptitude and Teaching Articles

Language aptitude is defined in two different ways: as a variable that is a predictive of ultimate language attainment and one that interests with contextual factors in affecting language outcomes.

It is often difficult to decide whether an English noun needs an article before it, and if so, which article (a/an/ the) to use. The main consider when choosing an article are whether or not the noun is countable, and whether it is definite. This difficulty can be solved through intensive practice of Grammatical Sensitivity of language aptitude. It can be done through giving examples dealing with various grammatical structures including definite and indefinite articles without pointing to them and let the student finds them out. This component will reinforce the ability to recognize the grammatical function of a lexical element.

Inductive Learning ability can be increased by giving students sentences that have common errors regarding articles and let them correct them :

- You cannot write most of paintings or none of paintings.
- It is either most of the paintings (definite) or most paintings (general)
- Most of the paintings in the exhibition were landscapes.

Articles are taught through supporting lexical ability regarding language aptitude by giving examples where article usage is not predictable :

- Destinations : go to the store, go to the bank, but go to school, go to bed, go home
- Locations : in school, at home, in bed, but in the hospital (in American English)
- Parts of the day : in the morning, in the evening, but at night
- Chores : mow the lawn, do the dishes, do the cleaning

Teachers can also motivate their student's grammatical language aptitude through giving idiomatic expressions that contain nouns. Some of these also contain articles while others do not.

- To give someone a hand
- In the end
- To be on time

Through Language aptitude strategy , definite an indefinite articles are given as a feedback for learning expressions, idioms, and colloquial terms.

Phonetic Coding Ability can be recognized through teaching articles . Many students adhere to a belief that you the article (a) before words that begin with consonants and (an) before words that begin with vowels. But that isn't the rule, and it's important to avoid this rookie mistake .

The real rule is this : We use the article (a) before words that start with a consonant sound and (an) before words that start with a vowel sound.

- He has a unique point of view on the subject and talked about it for an hour. (The "u" in unique makes the "Y" sound-a consonant sound- therefore we use "a" as our article, while the "h" in hour sounds like it starts with "ow"- a vowel sound.
- Examples that can be presented :

- I need an hour to complete that task. (Correct)
I need a hour to complete that task. (Incorrect)
- This is a universal technique . (Correct)
This is an universal technique. (Incorrect)

The definite article (the) does not care about vowel or consonant sounds, it is used with the specific meaning . It is used in front of a noun when we believe the listener/ reader knows exactly what we are referring to : The Moon is very bright tonight. (Inductive Learning Ability).

Possessive pronouns can help identify whether we are talking about specific or nonspecific items. Articles can also indicator specificity. But if we use both a possessive pronoun and an article at the same time, students will become confused. Possessive pronouns are words like his, her, my, our, their and its. Articles should not be used with pronouns.

- Why are you reading the book ? (Correct)
- Why are you reading my book ? (Correct) {Inductive Learning Ability}.

It is useful to think of an opening (The) as being only loosely bound to its name because there will be times when you ought to drop it.

- Did you download the Bastille album ? (The group is called "Bastille")
- Did you download The Clash album ? (The group is called " The Clash". Logically, this would be correct, but no one word write or say it because it is far too widely)
- Did you download the Clash album ? (This is the most acceptable version, but we've lost the "The")

It is worth bearing in mind that this issue could affect us with foreign names with an opening "The".

- Gina Vitale : It is called "The La Trattoria".

The La Trattoria means The Trattoria.

Articles are adjectives. The rules of articles are taught briefly. The learning will come through practice, not through a long, boring lecture. a group of students can be assigned to teach the class about types

of articles. Teaching the lesson themselves is a fruitful way to make the topic stick in students' minds.

Teachers can prepare many handouts for the students to practice using the forms of articles. Coloring and decorating these handouts can make learning easier and more enjoyable. Older students can deal with complex sentences through giving them paragraphs or essays to practice with.

Teachers can also use a boardgame to teach grammar. It is an effective tool to teach students the rules of definite and indefinite articles. An alternative idea is to have students create their own version of a board game.

Linguistic aptitude can be distinguished through introducing the lesson to them by the teacher via reading a story or an essay focusing on articles used within each one of them.

Aptitude can be functioned in teaching articles through having a scavenger hunt or a race. For scavenger hunt, students are given a limited amount of time to find items in their backpack or in their desk that they can attach an article to. Teachers can prepare index cards with the articles written on them in advance. In a race, students are given a handful of index cards with articles written on them, and are told to find items in the room that they can attach the correct index card to.

Ex 1 : Definite -Indefinite Articles Matching Practice:

Match the questions on list A with the answers in list B.

List A :

1. ---- works and takes care of her family.
2. ---- on 1st street.
3. Many people live in--- to be near their jobs.
4. I like to --- juice for breakfast.
5. I need--- to brush my teeth.
6. ----- in the living room is playing my favorite program.
7. Look! A clown is riding ---- with only one wheel and no hands !
8. I am really tired from lifting boxes all day. I have --- in my back.
9. These tables are made of ---.

10. I like to drink ---juice from Florida with breakfast.
11. There are a lot of large hairy ----Yellowstone Park.
12. Can you cook me ---with some meat ?
13. To win ----- award for the best movie is an honor.
14. I --- just about as much as monkeys do.
15. The air in ---range up high is very fresh.
16. Where is ---- with my soda in it ? I put on the table a moment ago.
17. I like to ---even when I'm not in the United States.
18. When it rains you need to take ---- when you go for a walk .

List B :

- a. an ache
- b. a toothbrush
- c. I live
- d. buffalo in
- e. the mountain
- f. the city
- g. an umbrella
- h. an academy
- i. drink orange
- j. an egg
- k. the glass
- l. cedar wood
- m. the orange
- n. speak English
- o. like banana
- p. The woman
- q. a unicycle
- r. The television

Ex 2 / Fill the blanks with a/ an/ or the :

1. I have got ---dog. ---- dog is black.
2. ---- sun is yellow.
3. This is ---apple. ---apple is red.
4. ----- sky is blue.
5. ----- sea is great.
6. This is ---schoolbag. ----schoolbag is purple.
7. I can see --- koala.

8. There is ----owl in my garden. --- owl is fat.
 9. ----- kangaroo is---- animal. It is---- tall animal.
 10. Captain Cook has got ---- ship. ----- ship is big .

Ex 3/ Put a, an, the or x :

1. ---- egg
2. ---- Winter
3. ---- Hilton Hotel
4. ----- mommy
5. ---- lawyer
6. ---- my dog
7. ---- bella
8. ---- USA
9. ---- school
10. ---- Pacific Ocean
11. -----dinosaurs
12. --- Alps
13. ---- morning
14. ---- vet
- 15.----- Fifth Avenue
16. ----- Greece
17. ----Panayiotis
18. ---- UK
19. --- sun
20. ---- guitar
21. ---- bed
22. ---- New York
- 23.----- mechanic
24. ---- strawberry
25. ---- best movie
26. ---- strawberries
27. ----tallest man
28. --- work
29. ---- Sicily
- 30, -----France
31. ----- China
32. ---- prison
33. ----- Angelina
34. ----- Brad
35. ---- water
36. ---- salt
37. ---- Mrs. Smith
38. ---- university
39. --- New York
40. ---- Red Cross
- 41.---- Gobi Desert

Ex 4 /Circle the correct article (a/ an / the) in each sentence :

1. John wanted to read a / an comic book .
2. The class went on a / an field trip .
3. he likes to read an / the short stories .
4. Lisa put a / an orange on her yogurt .
5. My mom likes making an / the cake from scratch .
6. The dog caught a / an stick .
7. I saw a / an otter at the zoo .
8. I quickly ate the / an cookies .
9. A / An oval is shaped like a / an egg .

Ex 5/ Complete the sentence with (a) or (an) :

1. Seema is reading ---book.
2. This is ---picture of ---umbrella.
3. He is playing with --- toy car .
4. This is ---lovely dress .
5. I need --- red pen .
6. Raavi has ---- old bike .
7. Dia has --- exercise book in her school bag .
8. Rohan has bought --- old comic book .
9. My friend wants to be ---- astronaut .
10. That man is --- pilot .
11. There is ---book on the table .
12. She is --- nice girl .
13. Tom is ---cat .
14. Micky is ---- mouse .
15. I will finish work in ---- hour .
16. He is --- very intelligent boy .
17. It is --- expensive ring .
18. Sally is --- honest lady .
19. what --- interesting book !
20. Pooh is ---- bear .
21. I have ---- question .
22. This is ---- easy question to answer .
23. I am looking for --- new house to buy .
24. Fly is --- insect .
25. I am --- big fan of Liverpool FC.

Teaching the rules of articles should be done briefly. The teaching / learning process will come through practice, not through a long, boring lecture. Although exercises are tempting to focus on the differences among articles, what students most need to know is what they have in common.

A more conceptual problem that students have is with the fact that definite and indefinite articles are decided by the next noun.

Teaching articles should focus on an introduction that grabs the attention of students. They should recognize that definite and indefinite articles are used when we don't specify/ or specify the things or people we are talking about.

Definite = something that is clear, it is understood (by the listener).

Indefinite = something that is not clear, it is unknown (to the listener).

When we use articles, we have to think about the person you are talking to (the listener).

Generally, if we are talking about a noun (e.g. an apple) and the listener understands WHICH apple we are talking about, we use the definite article (the). If the listener doesn't know what apple you are talking about, then we use the indefinite article (an). English speakers choose to use THE in the way that gives a noun more abstract and conceptual sound as in (Cheryl got poked in the eye).

Attitude Over Aptitude :

The practice of hiring attitude over aptitude-in some cases show us that the reality of working with someone with a different temperament than the company norm is so concerning that we would risk hiring or promoting the wrong person for the job.

In teaching and learning process, there are big differences between the two terms. the following differences are listed :

Aptitude

- 1.It is associated with talent.
- 2.It can be both physical as well as mental.

Attitude

- 1.It is associated with character or virtues.
2. It is a mental process

In psychology, attitudes are categorized into three main components as affective, behavioral and

cognitive. Affective indicates how something makes you feel, while behavioral indicates how attitude influences your behavior. Moreover, the cognitive component is related to your thoughts and beliefs about a subject. Attitudes can be either explicit or implicit. Explicit attitudes are attitudes that we are consciously aware of. They influence our behaviors and beliefs. Implicit attitudes, on the other hand, are unconscious, but they do have an effect on our beliefs and behaviors. Aptitude, on the contrary, measures a person's ability to acquire a new skill or ability. It has a relation with mental and physical capacities. (Kendra, 2020:4)

CONCLUSION

Articles are special modifiers that appear before nouns or noun phrases. Like other adjectives, they help clarify the meaning of the noun in your sentence. There are two types of articles in English : Definite and Indefinite.

Articles are something that are very important to English Language, but for some reason many students do not use them when they are speaking. Each of these articles is used before a noun. a/an. These articles are known as the indefinite articles because they do not specify which noun we are talking about. (the) is the definite article that is used before a noun to define it as something specific (e.g., something previously mentioned or known, something unique, or something being identified by the speaker.)

In education, teaching is the most important part that share knowledge and experience, which is arranged according to certain discipline and, more comprehensively, supplying with stimulus to the psychological and intellectual growth of a person by another one.

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically acceptable.

Teaching includes all the activities of providing education to other. The teacher uses different methods for giving best knowledge to the students. He/She tries his best to make students understand. His/ Her duty is to encourage students to learn the subject.

One of the best methods of teaching is language aptitude . The research deals with this methods and the ability to use it in teaching grammar (English Articles in specific).

The focus is on the application of Carroll's four distinct abilities (phonetic coding ability, grammatical sensitivity ,rote learning ability and inductive learning ability).

Phonetic coding ability and grammatical sensitivity are the most effective categories that teachers can function to deal with definite and indefinite articles because the use of these articles depend on vowels and consonants sounds. Moreover inductive ability can contribute to make teaching these articles easier .

Language aptitude refers to a set of cognitive abilities that are predictive of how well, relative to other individuals, an individual can learn foreign language in a given amount of time and under given conditions.

Higher aptitude for second or foreign -language learning predicts more successful adaptation to instructed, or naturalistic exposure to the second language, as measured by demonstrably faster progress in learning, and in higher levels of ultimate attainment of proficiency .

Articles in English can be taught in various ways. There are some tricky aspects to keep in mind, especially for those struggling to master English. Pointing out the difference between definite and indefinite articles is a good starting place; after that, teaching the few easily understandable rules that govern article usage is usually best accomplished by some simple memorization activities and opportunities to practice both orally and in a variety of writing exercises.

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