

## **A study of the use of the definite article ‘the’ in academic essays by Sri Lankan undergraduates at the Department of English in the University of Colombo**

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### **Abstract**

*In this paper, a report is made of a study of the use of the definite article ‘the’ in academic essays by Sri Lankan undergraduates at the Department of English, University of Colombo. This study of limited focus has relation to a larger issue, the use of ‘the’ in English academic writing of Sri Lankans with a relatively high level of English proficiency. The data for this study is drawn from the academic essays of twenty-one undergraduates following English as a subject, i.e. persons of a relatively high level of English proficiency. Fourteen per cent of the undergraduates in the study had no problems with the use of ‘the’ in academic writing. They had good proficiency in Sri Lankan English. The other 86 % made 283 errors, although these were much smaller in proportion to instances of correct use, both of definite and indefinite articles. The English of the other 86% ranged from good proficiency, to moderate or lesser levels of good proficiency. It had already been predicted that certain categories in the use of ‘the’ would not occur in academic writing, as these categories are more confined to informal, colloquial use. As predicted, no instances of these categories were found. Of the other categories, the errors were of two main types, the omission of the definite article, and the incorrect addition of the definite article. The omission is, by far, the more recurrent, totalling about 51 % of all errors. However a considerable proportion of errors in incorrect addition, about 22 %, was also found. The category of Cataphoric reference accounted for the main source of error, totalling about 38 %. It was also found that about 50 % of errors were limited to five of the undergraduates, although the other 50 % was distributed among the other 13 who made errors. The study demonstrated that ignorance of rules pertaining to the use of ‘the’ and lack of correction of written work, or correction without explanation of reasons for errors contributed to problems regarding the use of ‘the’ in this study. Examination of the difference between English and the Sri Lankan languages in expressing concepts like definiteness did not come within the scope of this study, but it was suggested that research on this issue was necessary. It was also suggested that the difficulties in the use of ‘the’ can be effectively dealt with through discussion and systematic teaching of the rules. In addition, the categories that led to a large numbers of errors in the use of ‘the’, like cataphoric reference, should be emphasized in teaching.*

### **Introduction**

As John Sinclair, Professor of Modern English Language at the University of Birmingham states, the English word ðheð known as the definite article, ðis by far the commonest word in Englishö (Sinclair, in Berry 1994: v). The definite article ðheð is closely associated with the concept of definiteness (as opposed to indefiniteness). The concept of definiteness however is expressed differently in many other languages.

For example Trenkic (2007) says, in her report of the behaviour of L1 Serbian / L 2 English learners, comparing it with the behaviour of an L 1 Turkish / L 2 English speaker, reported in Goad and White (2004), ðWe know that neither Serbian nor Turkish have a definite articleö (p. 310).



According to Celce-Murcia and Larsen-Freeman (1983: 171), "Oriental languages, most Slavic languages, and most African languages, for example, do not have articles. On the other hand, languages which *do* have articles or article-like morphemes (e.g. French, Spanish, Persian, and the Semitic languages) often use these morphemes in ways that differ from the English article system. Also, some of these languages can indicate definiteness or indefiniteness with a suffix or morpheme *following* the noun as opposed to the consistent prenominal position that articles have in English. Several Scandinavian languages and Persian, for example, make use of such a postnominal marker."

In the Sri Lankan languages as well, the concept of definiteness is expressed very differently and an equivalent for the definite article  $\text{the}\emptyset$  is not overtly present in Sinhala or Tamil. For example in Sinhala, the equivalent of the definite article  $\text{the}\emptyset$  is a zero suffix, and in plural and non-count nouns, there is no distinction between the indefinite and definite suffixes.

**Example :**

		COUNT		NON-COUNT	
		English	Sinhala	English	Sinhala
<b>Singular</b>	<b>Definite</b>	the book	<i>potha</i> [book]	the furniture	<i>li: badu</i> [wood] [items]
	<b>Indefinite</b>	a book	<i>pothak</i> [book ó a]	(some) furniture	<i>(samahara) li: badu</i> [some] [wood] [items]
<b>Plural</b>	<b>Definite</b>	the books	<i>poth</i> [books]		
	<b>Indefinite</b>	(some) books	<i>(samahara) poth</i> [some] [books]		

As a result, the use of  $\text{the}\emptyset$  is confusing to Sri Lankan learners of English whose first languages are Sinhala or Tamil. In general, English language teachers have difficulties in teaching the use of the articles. For example, Celce-Murcia and Larsen-Freeman (1983: 171) say "In a survey of the teaching problems of ESL teachers working in the Los Angeles area (Covitt, 1976), the teachers reported that article usage was their number one teaching problem." Article usage presents numerous difficulties for Sri Lankan writers too, even for those with a relatively high level of proficiency in English. Many examples of the inaccurate use of English is scattered throughout the media, as well as academic and scientific writing of a large number of Sri Lankans.

Since  $\text{the}\emptyset$  is the commonest English word, the inability to master its accurate use becomes the most obvious and confidence-shattering difficulty. As academics or scientists progress in their knowledge of other fields, the recurrent communicative problem over this small but frequently used word is, as in the learning of any language, a cause of inconvenience or embarrassment to themselves as well as their peers and superiors.



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Very little research has been conducted with regard to the use of the definite article  $\text{the}\emptyset$  in the academic writing of Sri Lankans. Consequently, this paper is a report of a study of the use of  $\text{the}\emptyset$  in a small sample of academic essays by undergraduates in the University of Colombo, Sri Lanka.

## Objectives

In this paper, a report is made of a preliminary study of the use of the definite article  $\text{the}\emptyset$  in the academic writing of undergraduates following English as a subject at the Department of English, Faculty of Arts, in the University of Colombo. The data is drawn from academic essays written by twenty-one undergraduates who have a relatively high level of English proficiency. The objectives of this study are as follows:

- a. to investigate whether this problem exists in the writing of those with high-level English proficiency and if so, to record the relevant statistics.
- b. to categorize errors in the use of the definite article  $\text{the}\emptyset$  in the data and to analyze the extent of the problem in each category.
- c. to compare/contrast with the correct use of  $\text{the}\emptyset$  in the same data, as well as with the use of the indefinite article  $\text{a/an}\emptyset$

## Methodology

Data from essays written by 21 undergraduates for the second year (General & Special Degree) course, ENG 2116/2124 *The History of the English Language*, at the Department of English, University of Colombo will be analysed with reference to the objectives outlined above.

The data is contained in the Appendix ó Sections E & F.

## Categories of the use of the definite article ‘the’ as documented in the literature

Categories of the use of the definite article  $\text{the}\emptyset$  have been well documented in the literature. Notable examples are Jespersen 1913: 247-257, 1949: 403-579; Thomson and Martinet 1960: 19-22; Swan 1980: 64-72, 434; Celce-Murcia and Larsen-Freeman 1983: 171-188; Quirk, Greenbaum, Leech and Svartvik 1985: 253-297; Collins Cobuild English Grammar 1990: 42-48; Berry 1993: v-viii, 1-20; Eastwood 1994: 198-212; Greenbaum 1996: 164-165, 243-246; Downing and Locke 2002: 408-409, 430-435. Grammars of the 20<sup>th</sup> (and the 21<sup>st</sup>) century have been written by both scholarly grammarians and textbook writers (Greenbaum 1996: 37), but he particularly mentions two scholarly grammars of the 20<sup>th</sup> century that can be considered definitive. Greenbaum says, ‘there are large scholarly grammars, notably the seven-volume *Modern English Grammar on Historical Principles*, published at intervals between 1909 and 1949 and still consulted by scholars, and the recent *Comprehensive Grammar of the English Language*, published in 1985, that extends to 1,800 pages, adding in a footnote ‘The earlier work is by the eminent Danish linguist Otto Jespersen. The more recent work is by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik’ (p. 23). Greenbaum’s description of the latter work is as follows: ‘The most influential contemporary approach is exemplified in *A Comprehensive Grammar of the English Language*, an eclectic work drawing on the scholarly traditional grammars and on various linguistic theories’ (p. 37) With reference to categories of the use of  $\text{the}\emptyset$ , Quirk et al. (1985) provide a



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thorough and comprehensive analysis of the area that includes the insights of earlier scholarly grammars and linguistic theories. Subsequent grammars, although they have added interesting perspectives to the area, have not changed or added to the analysis of categories of Quirk et al. Consequently I follow the analysis explained by Quirk et al. with reference to the categories of the use of  $\neq\text{the}\emptyset$  (1985: 265-272, 283-285, 294-297).

I outline below the categories in summary, with some examples made relevant to Sri Lanka :

The use of articles must first be distinguished between SPECIFIC and GENERIC REFERENCE. In the case of definite articles, a noun like  $\neq\text{Sri Lankan}\emptyset$  in sentence 1 below, is referred to GENERICALLY. However in sentence 2, it is referred to SPECIFICALLY. That is in 1, we refer to all Sri Lankans in general, but in 2, we refer to a specific Sri Lankan.

GENERIC REFERENCE : 1 **The Sri Lankan** is known to be hospitable.

SPECIFIC REFERENCE : 2 Two Italians and a Sri Lankan live in this house.

I know **the Sri Lankan**.

The use of  $\neq\text{the}\emptyset$  in SPECIFIC REFERENCE can be defined as follows :  $\emptyset$ The definite article  $\neq\text{the}\emptyset$  is used to mark the phrase it introduces as definite, i.e. as  $\neq$ referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer $\emptyset$  (p. 265).

There are several ways in which SPECIFIC REFERENCE is used :

- 2.1a Extralinguistic situational reference  $\acute{o}$  Immediate situation  
**The lecture** is interesting. (said during or after the lecture)
- 2.1b Extralinguistic situational reference  $\acute{o}$  Larger situation  
**The President** left **the island** last night. (said in Sri Lanka)
- 2.2 Reference to uniques  
**The sun** is very hot.
- 2.3 Certain types of Proper Nouns  
The most powerful country today is **the USA**.
- 2.4a Anaphoric reference (direct)  
I bought some potatoes. **The potatoes** were rotten.
- 2.4b Anaphoric reference (indirect)  
He rode off on a bicycle but one of **the wheels** came off.
- 2.5 Cataphoric reference  
**The President of India** will visit Sri Lanka next week.  
**The Indian President** will visit Sri Lanka next week.  
**The girls sitting over there** are my cousins.
- 2.6 Institutional reference (Sporadic)  
What $\emptyset$ s on **(the) TV** this evening?  
**The temple** influences Sri Lankan life in many ways.



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- 2.7 Logical use of *the* used with ordinals, general ordinals, the words *same*, *only* etc. and superlative adjectives

He caught **the first flight** to Sri Lanka.

She will travel on **the next flight**.

This is **the only copy** of this book.

This is **the best film** I've ever seen.

- 2.8 Use of *the* with reference to body parts

He caught her by **the hair**.

## Subjects

The subjects are twenty-one University of Colombo undergraduates, who are following English as a second year subject for a General or Special Degree in Arts. In Appendix 6 Section A, the Table gives profiles of the subjects (Ss) providing their hometowns, schools they last studied in, the status of English ( i.e. First Language (FL) / Co-First Language (Co-FL) / Second Language (SL)), and details relevant to their English proficiency profiles. The Ss are arranged according to the number of errors made in the use of *the* in ascending order (See Appendix 6 Section B).

Location of hometowns was thought to be significant as location in or around Colombo could have provided greater exposure to the use of English. The location and type of school studied in was also thought to be significant, as this again could have provided greater exposure.

None of the Ss has hometowns in Colombo. However the hometowns Dehiwela, Mt.Lavinia, Nugegoda and Rajagiriya of Ss 1&6,13,17,5&16 respectively belong to the metropolitan area. The hometowns Kottawa, Boralessgamuwa, Wattala, Kelaniya, Panadura of Ss 2,3,8,18,21 respectively are located around the metropolitan area. The city (hometown) Kandy of S 10 is known to have good exposure to the use of English. Only the hometowns Gampaha, Ratnapura, Horana, Amparai, Matara, Galle of Ss 4&7,9,11,12,14,15&19&20 respectively can be considered as located outside the metropolitan area, having less exposure to the use of English. However no significant pattern could be identified through considering the locations of hometowns in this small sample.

The location and type of school Ss studied in, like the hometowns of the Ss, did not reveal a clear correlation with levels of English proficiency. A few *big* schools which were established in earlier centuries, mainly Christian missionary schools in which Principals, English teachers etc. initially were native speakers of British English, are still reputed for good proficiency in English. Other well established schools, set up both earlier and later, have a certain percentage of students with good proficiency but these schools are not known for a generally good standard of English. Other *big* schools are still in the process of developing English proficiency in their students. Ss of all three types of schools are represented in the Table, but no clear pattern of English proficiency was discovered.

Details of English proficiency profiles are indicated by (1) Placement Test or New Admissions Test in English results, (2) whether or not they have been permitted to register for a Special Degree in





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Arts with English as the principal subject, and (3) grades in three course units in English. At the University of Colombo, new entrants sit a Placement Test (PI T) in English on entry. Some are exempted (Ex) on these results, while the others sit a further test, the New Admissions Test (NAT) in English, subsequent to an Intensive Course in English. On the results of this test, they are graded into four levels of proficiency, Levels I, II, III and IV, the lowest level being Level I and the highest level being Level IV. In the Table either Ex or IV has been marked against the Ss, showing that they have a relatively high level of English proficiency. These Ss had also obtained a (minimum) pass in the subject English at the GCE A/L Examination. Four subjects did not sit the PI T or NAT, as they gained admission to their second year as Teachers of English. They had successfully qualified in an External General Arts Qualifying Examination, with a (minimum) pass in English. The results for these Ss are not available and they are marked (--) in the relevant column.

In the second year, students who had obtained a (minimum) B grade in their first year English course units (CUs) were eligible to register for a Special Degree in Arts with English as their principal subject. This indicates that these Ss had greater aptitude for studying English, and possibly a higher proficiency in English, This is therefore shown in the Table. Ss who were registered for a Special Degree are marked (x), while others are marked (0). The four Ss who gained admission to their second year as Teachers of English were not able to apply for registration and once again, they are marked (--) in the relevant column.

All twenty-one Ss can be considered of relatively good English proficiency since they were accepted to follow English as a subject. Of the twenty-one Ss, fifteen were exempted on the results of the PI T, and two were placed in Level IV on the results of the NAT, indicating that the proficiency of the latter two was not as good as that of the other fifteen. Of the fifteen who were exempted, seven were permitted to register for a Special Degree with English, indicating that they had an edge over the other seven although this need not have indicated better proficiency.

Details are also included in the Table of Ssø grades at three CUs in English, i.e. History of the English Language, Syntax, and Spelling. Although these grades are the result of several factors, they are shown in the Table since general English proficiency can, to some extent, be gauged through them. (A and B+ grades were taken to indicate good performance, other B grades to indicate moderate performance, and C grades to indicate lesser performance.) On this basis, Ss 1-5 and 10 seem to have good proficiency; Ss 7,8,9,13, and 20 have a lesser level of good proficiency; and the rest have a moderate level of good proficiency.

## Results

In the Appendix, Section A gives profiles of the Subjects. Section B gives the overall statistics of appropriate and inappropriate use of both definite and indefinite articles. Section C gives a breakdown of statistics of the appropriate use, and Section D of the inappropriate use. In addition, statistics in errors in the use of ðthe are categorized and presented in the bar graph on the following page. The results of this study are based on the data presented in Sections E & F.

Prior to the present study, it was predicted that three of the categories of the use of the definite article ðthe would not occur in the analysis of the essays. Categories 2.1a and 2.1b are more confined to



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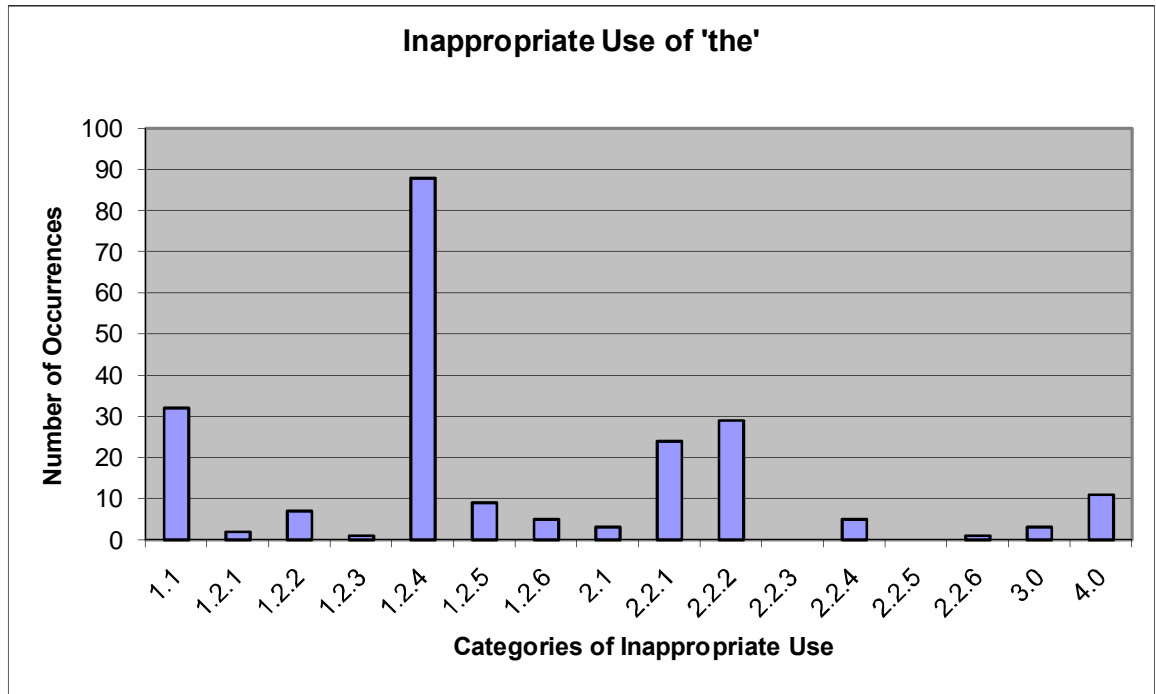
informal, colloquial use which is most often found in speech. Category 2.8 too is most frequent in informal use, not in academic discourse. As predicted, no instances of these categories were found.

### *Statistics*

#### *The use of 'the' in relation to English proficiency*

The study reveals that the first three Ss (14 %) had no problems in their essays (See Section B). Ss 1 and 2 claim to use English as their only FL, were exempted in the PI T and were selected for a Special Degree with English. This indicates that they had good English proficiency, or may have been fully proficient, as English (more specifically Sri Lankan English (SLE)) was their FL. S 3, a Teacher of English, uses English as a SL. No results were available for the PI T/NAT and he could not apply for the Special Degree with English, therefore no indication of proficiency is available under those columns. However, his grades on the three CUs ó A, A+, A+ ó seem to indicate that he has good proficiency. (He could be termed a ðhighly advanced and end-state L 2 speakerö (Trenkic 2007: 29)) Consequently, it was found that problems with regard to the use of ðtheø did not occur among these Ss.

The other 18 (86 %) made a number of errors in the use of both definite and indefinite articles, totalling 283 errors (Section B). However these were much smaller in proportion to the 2488 instances of correct use (Section B), both of definite and indefinite articles (See also Section C). These Ss are characterized by their use of English as SL or Co-FL. Even when English is used as Co-FL together with Sinhala/Tamil/Malay, English is used mainly for formal official or academic purposes, i.e. in the outer domains of language use. (Apart from one undergraduate, whose use of English is shared as Co-FLs with Malay, Tamil and Sinhala, the others use Sinhala and English as their Co-FLs.) This showed that the Ss who used English as SL or mainly in the outer domains of



### KEY

#### Omission of 'the'

1.1	Generic Reference
1.2.1	Proper Nouns
1.2.2	Anaphoric (direct)
1.2.3	Anaphoric (indirect)
1.2.4	Cataphoric
1.2.5	Institutional
1.2.6	Logical

#### Incorrect addition of 'the'

2.1	Generic Reference
2.2.1	Proper Nouns
2.2.2	Anaphoric (direct)
2.2.3	Anaphoric (indirect)
2.2.4	Cataphoric
2.2.5	Institutional
2.2.6	Logical

#### Confusion of :

3.0	the' / 'a, an'
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### Other problems in :

4.0

-the'

language use, even though they displayed relatively good proficiency in English, were prone to problems in academic writing with regard to the use of -the. These problems occurred mainly with those who had a moderate or lesser level of good proficiency, but even those of good proficiency (Ss 4,5,10) did make errors to a lesser extent. It is notable that the five subjects who made the greatest number of errors (Ss 17-21), accounted for 50 % of all the errors, whereas the other 50 % was distributed among the other 13 who made errors.

#### Categories of errors in the use of 'the'

The inappropriate use of the definite article -the was limited to the following categories :

- 1 GENERIC REFERENCE
- 2 SPECIFIC REFERENCE of proper nouns, anaphoric reference, cataphoric reference, institutional reference and the -logical use of -the

Although instances in Category 2.2 Reference to Uniques might have been expected, no instances of this category occurred. The closest to this was the phrase -the international community used by S 21 in the sentence -The most significant influence of Christianization is that England was brought into contact with ( ) international community whose working language was Latin. However since this was considered to be identified uniquely by the modifier -whose working language was Latin, it was finally placed under Category 2.5 Cataphoric reference (See Section F 1.2.4. S 21.2).

#### Omission of the definite article 'the'

The inappropriate use of -the is of several types, the dominant types being the omission of the definite article, and the incorrect addition of the definite article. Omission appears to be the more recurrent, totalling 144 (51 %) errors. It is to be expected that the omission of -the should occur in the writing of a majority of Sri Lankans who use English as a Co-FL/SL. This is not surprising since in their first languages the equivalent of -the is usually a zero suffix or no distinction is marked between the definite and indefinite article. What is notable is that even persons of a relatively high level of proficiency have such problems, and it is only 14 % in this study are able to avoid these difficulties. As seen above, it is only among those who use English as their only first language, or who are highly advanced and end-state L 2 speakers, that this problem does not exist.

As regards the omission of -the, the main source of error is identified in category 1.2.4. Cataphoric reference, totalling 88 (31 %) errors (See Bar Graph). Even apparently simple English phrases like -the English language, the English vocabulary, the Old English period, the Scandinavian influence caused recurrent problems. The other main difficulty is category 1.1. Generic reference, totalling 49 (17 %) errors (Bar Graph). Most of these problems concern various races or nations, like -the English, the French, the Normans, the Danes, the Celts.



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For a few of the undergraduates, there were some problems over the omission of ðtheø in categories 1.2.5. Institutional reference in phrases like ðthe law-courts, the church, the army, the navyø and 1.2.6. ðLogicalø use of ðtheø with phrases containing ordinals like ðthe 8<sup>th</sup>/10<sup>th</sup>/12<sup>th</sup> centuryø (Section F).

#### *Incorrect addition of the definite article 'the'*

A considerable proportion of errors in incorrect addition, totalling 62 (22 %), was also found. Such errors of hypercorrection also appear to exist among a majority of Sri Lankans of high-level proficiency in English, although the problem is of much lesser degree. The proportion of these errors needs to be viewed against the proportion of the correct use of ðtheø and the writers (Ss 5,6,8-18,20,21) can be identified as having good proficiency (S 5) or moderately or lesser levels of good proficiency (Ss 6,8-18,20,21) (Section F.2.1.- 2.2.6). The problem is that such errors, at this high-level of proficiency, embarrasses writers, and their superiors and peers in workplaces. In addition, this causes reports, papers for journals, scholarly books etc. to be considered not acceptable, particularly if they are to be published internationally.

In regard to the incorrect addition of ðtheø the main problems are identified in Categories 2.2.1. Proper Nouns, totalling 24 (8.5 %) errors, and 2.2.2. Anaphoric reference (Direct), totalling 29 (10 %) errors (See Bar Graph). Under Proper Nouns, ðtheø was incorrectly added to words as in ð(\*the) Standard English/Middle English/Christianization/Christianityø and even to ð(\*the) Englandø Under Anaphoric reference, some of the Ss found it difficult to distinguish between introducing an indefinite noun for the first time and referring to a definite noun that has already been introduced in an earlier part of the text. As a result, ðtheø was incorrectly added to words like ð(\*the) words/life/domestic life/grammatical gender/nouns and adjectivesø which needed to be introduced in the text for the first time.

#### *Other problems in the use of 'the'*

Other problems regarding the use of ðtheø are also revealed in this study : occasional confusion of ðtheø with ða/anø; difficulties with morphology, such as incorrect addition of ðtheø in ð(\*the) one, (\*in the) above ; difficulties with fixed phrases like ðAs a wholeø used to mean ðOn the wholeø and ðpaved wayø instead of ðpaved the wayø; and problems with syntax that produce clumsy or awkward sentences.

#### *Use of the Indefinite Articles 'a/an'*

Data on appropriate and inappropriate use of the Indefinite Articles ða/anø has been contrasted with the use of the Definite Article in this study. Details of the data are available in Section F under **5.0. Omission of 'a / an'; 6.0. Incorrect addition of 'a / an'; and 7.0. Other Problems in 'a / an'**. Statistics that contrast the use of ðtheø and ða/anø are presented in Sections C and D.

The study revealed that the number of errors in the use of ða/anø adds up to a mere 29 in contrast to 254 errors in the use of ðtheø (Section D). This, of course, is probably because in general the number of instances of the use of ða/anø is much less than the use of ðtheø This is evident when the 2028



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instances of correct use of ðthe are compared with the 460 instances of correct use of ða/an (Section C).

A final point is that the three Ss who showed no difficulties in the use of ðthe wrote more concisely than their peers. Two of them, i.e. the two who use English as a FL, also displayed sophisticated use of ðthe in fixed phrases (Section E). This demonstrates one of the goals in writing good academic English, which is not only to be error-free, but also to develop features of conciseness, sophisticated use of fixed phrases etc. that enhance the quality and efficiency of academic writing.

## Discussion

The study makes us aware that the Ss who have moderate or lesser levels of good proficiency in English, fall below the level of acceptance for writing assignments, dissertations, reports, papers to journals, scholarly books etc. Even those who have good English proficiency, but use English mainly in the outer, public domains of language use, are prone to such problems to a lesser degree. Those who have good proficiency and use English as their only FL did not display any errors in this area. The errors made in the essays analysed in this study demonstrate ignorance of the English rules pertaining to the use of ðthe. In informal discussion many undergraduates revealed that they had little idea at school level of how ðthe should be used. On several occasions their errors in assignments had been corrected, but no reasons or rules were explained (Personal communication, in CUs on History of the English Language and Syntax 2000-2006). Therefore familiarising school students, undergraduates and Sri Lankans in general, with these rules should prove beneficial. Allied to this are the difficult and unfamiliar rules governing the use of cataphoric reference in English. This causes overwhelming problems in acquiring the efficient use of ðthe. It therefore seems necessary to provide special practice in these rules. Another problem is the structure of the English language, which uses very different mechanisms from the Sri Lankan languages to express concepts like definiteness. Although this problem did not fall within the scope of this study, research in this area could provide important insights into article production.

## Conclusion

This paper has reported a preliminary study of the use of the definite article ðthe in the academic essays of twenty-one undergraduates following English as a subject at the Department of English, Faculty of Arts in the University of Colombo. All twenty-one are of relatively high level of English proficiency; although five are of good proficiency; while some have a moderate and others have a lesser level of good proficiency. The only two who claimed to use English (SLE) as their only FL, were error-free with reference to the use of ðthe and were possibly fully proficient in SLE. One other was also error-free, but the others made a considerable number of errors.

The errors have been categorized, with the omission of ðthe being the most recurrent difficulty. The category Cataphoric reference was identified as the overwhelming problem in omission of ðthe, with Generic reference another main but lesser problem. A few problems in other categories were also recorded. Incorrect addition of ðthe was also a considerable difficulty, with errors mainly in the categories of Proper Nouns and Anaphoric reference. There were a few problems in other areas. By



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contrast, the number of errors in the use of ða/an∅ were far less, probably because the number of instances of the use of ða/an∅ is so much less than the use of ðthe∅

Errors in the use of ðthe∅ were also contrasted with the correct use of ðthe∅ and it was found that there were only about 10 % of errors (i.e. 283 errors vs. 2488 correct instances) in the academic essays of these Ss.

It is suggested that Sri Lankans should be familiarized with the rules pertaining to the rules of the definite article; Cataphoric reference should be given prominence, while proper nouns, anaphoric reference, institutional reference, the logical use of ðthe∅ etc. should be given proportionate importance; and errors in writing assignments in educational institutions should be regularly corrected, while accurate reasons should accompany the correction. In addition, research regarding the mechanisms used in the Sri Lankan languages versus the English language on the concept of definiteness should be undertaken.

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## APPENDIX

### A. PROFILES OF SUBJECTS

Ss	Hometown	School	Status of English	PLT / NAT	Special	Grades in		
						Hist	Synt	Sp
1	Dehiwela	HFC, Col 4	FL	Ex	X	A-	A-	--
2	Kottawa	VV, Col 4	FL	Ex	X	B+	B+	--
3	Boralesgamuwa	NC, Col 10	SL	--	--	A-	A+	A+
4	Gampaha	RBV, Gampaha	Co-FL	Ex	0	B+	B	A-
5	Rajagiriya	Musa. Coll. Col 7	Co-FL	Ex	X	B+	B+	B
6	Dehiwela	VV, Col 4	Co-FL	Ex	X	B	B+	C+
7	Gampaha	RBV, Gampaha	Co-FL	Ex	0	C	--	C
8	Wattala	Muslim LC Col 4	Co-FL	L4	0	C+	C	C-
9	Ratnapura	GBV, Col 10	SL	--	--	C+	B	C+
10	Kandy	MBV, Kandy	Co-FL	Ex	--	B+	B	A-
11	Horana	TMMV, Horana	Co-FL	Ex	X	B+	B	B
12	Amparai	Meth C, Col 3	Co-FL	Ex	X	B	B+	--
13	Mt. Lavinia	SPC Milagiriya, Col 4	SL	--	--	C+	C+	C
14	Matara	SBV, Matara	Co-FL	Ex	0	B+	C+	B-
15	Galle	South C, Galle	SL	--	--	C+	B-	B



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16	Rajagiriya	SBBV, Col 5	Co-FL	L4	0	B-	B-	--
17	Nugegoda	ABV, Nugegoda	Co-FL	Ex	0	B-	B+	--
18	Kelaniya	DBV, Col 10	Co-FL	Ex	0	C+	A-	--
19	Galle	DBV, Col 10	Co-FL	Ex	X	B+	B+	B-
20	Galle	DBV, Col 10	Co-FL	Ex	0	C+	C+	C
21	Panadura	VV, Col 4	Co-FL	Ex	0	B-	-	-

**KEY****Location of School**

Col Colombo

**School**

HFC Holy Family Convent

VV Visakha Vidyalaya

NC Nalanda College

RBV Ratnavali Balika Vidyalaya

Musa C Musaeus College

Mus LC Muslim Ladies College

GBV Gothami Balika Vidyalaya

SPBV St. Paul's Balika Vidyalaya, Milagiriya

MBV Mahamaya Balika Vidyalaya

Meth C Methodist College

TMMV Taxila Madhya Maha Vidyalaya

ABV Anula Balika Vidyalaya

SBV Sujatha Balika Vidyalaya

South C Southlands College

DBV Devi Balika Vidyalaya

**Grades in :**

Hist History

Synt Syntax

Sp Spelling

**B. PERFORMANCE OF STUDENTS IN THE USE OF 'THE' ; ALSO 'A / AN'**

S No :	Appropriate Use	Inappropriate Use
1	141	-
2	168	-
3	60	-
4	71	4
5	162	7
6	224	7
7	84	8
8	81	10
9	127	10
10	176	13
11	156	13
12	112	14
13	120	14
14	92	15
15	60	15
16	113	19
17	70	20





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18	95	21
19	142	28
20	118	31
21	116	34
<b>TOTAL</b>	<b>2488</b>	<b>283</b>

### C. APPROPRIATE USE OF 'THE' ; ALSO 'A / AN'

S No :	THE	A	AN
1	120	17	04
2	133	26	09
3	40	17	03
4	49	21	01
5	135	23	04
6	188	30	06
7	72	11	01
8	67	10	04
9	112	09	06
10	154	21	01
11	134	19	03
12	91	18	03
13	84	35	01
14	76	13	03
15	35	25	00
16	95	15	03
17	56	12	02
18	85	10	00
19	115	23	04
20	88	28	02
21	99	15	02
<b>TOTAL</b>	<b>2028</b>	<b>398</b>	<b>62</b>

### D. INAPPROPRIATE USE OF 'THE' ; ALSO 'A / AN'

S No :	THE	A	AN
1	-	-	-
2	-	-	-
3	-	-	-
4	04	-	-
5	07	-	-
7	07	01	-
6	07	-	-
7	07	01	-
8	07	02	01
9	09	01	-
13	14	-	-
10	10	03	-



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11	13	-	-
12	13	01	-
13	14	-	-
14	13	02	-
15	13	02	-
16	17	02	-
17	17	03	-
18	21	-	-
20	31	-	-
19	24	04	-
20	31	-	-
21	27	07	-
<b>TOTAL</b>	<b>254</b>	<b>28</b>	<b>01</b>

## E. SOPHISTICATED USE OF 'THE' IN FIXED PHRASES

S 1

**1 at the time** : The Scandinavian influence is also felt outside the standard speech especially in the case of ballads which were much popular **at the time**.

**2 the kind** : Almost all the words mentioned are **the kind** that are used in everyday speech and thus form a significant part of the English language.

S 2

**1 at the time** : As the idea of forming an academy broke down, the two greatest needs of the English language **at the time**, that is, the need for a dictionary and a grammar gained prominence again.

**2 the day** : Dr. Johnson in keeping with this popular notion of **the day**, also held that it was the duty of lexicographer to correct or proscribe the improprieties and absurdities of a language.

**3 of the time** : Learned men **of the time** like Joseph Priestley and George Campbell did speak about the importance of accepting what is in use as the standard.

## F. INAPPROPRIATE USE OF 'THE' ; ALSO 'A / AN'

### 1.0. OMISSION OF 'THE'

#### 1.1. Generic reference

S 9 : 1 ( ) French made innovations in domestic economy and social life.

S 8 : 1 During this period, ( ) English were not shy of affixing native endings to foreign words.í .

2 This is due to the ravages of ( ) Danes.

S 13 : 1 The present plural -are of the verb -to be is a significant adaptation from ( ) Scandinavians.



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2 But  $\text{-are}\emptyset$  came from ( ) Scandinavians.

S 6 : 1 Since these two cases were the most frequently used, the  $\text{-s}\emptyset$  remained as the sign of ( ) plural and was extended to all plural forms.

S 19 : 1 As ( ) computer continued its march towards the centre of our lives two decades ago, it brought with it a profuse amount of new terms.

S 21 : 1 The first time period concerns the influence which occurred on the continent prior to the arrival of ( ) Anglo-Saxons into England.

2 At the end of [the] 10<sup>th</sup> century, with the start of the deterioration of the church mainly due to the invasions of ( ) Danes, [the] early influence of Latin on [the] English language also began to decline.

S 16 : 1 ( ) British had [a] thriving economic balance of trade with the continent.

2 & 3 ( ) British were able to use some of the basic Latin words which were used for several fields by ( ) Romans.

4 These words were taken up by ( ) British for their use in day to day life.

S 20 : 1 Finally there was the English language, which remained the language of ( ) common people.

2 There was a considerable amount of French literature being produced in England, while English remained the uncultivated tongue of ( ) common people.

3 In upper classes, ( ) nobility used 2 languages í ..

4 ( ) Upper classes took into their hands the management of  $\text{-military matters}\emptyset$

S 18 : 1 A few Latin words such as bishop, devil were already in the Old English vocabulary as a result of ( ) Anglo-Saxons  $\emptyset$  earlier contact with the churches before they came to England.

2 But ( ) Anglo-Saxons did not always borrow words from Latin to express Christian concepts.

3 According to ( ) Anglo-Saxons  $\emptyset$  paganism, there were many gods in which they kept their faith.

4 Sometimes ( ) Anglo-Saxons used their own words to define Christian concepts.

S 10 : 1 They were used by a race named ( ) Celts.

2 Any Latin word had to be transmitted through ( ) Celts to the English language.

3 Also ( ) Teutons adopted many miscellaneous words from the Romans.

4 There is evidence that quite a number of Celts lived among ( ) Anglo-Saxons, but they were a defeated population, who were gradually absorbed by the large number of Anglo-Saxon settlers.

S 17 : 1 He employed most of ( ) Normans in the upper reign of the political structure.

2 The system of feudalism was introduced by ( ) Normans í ..

3 French society was completely different from the plain, simple society of ( ) Anglo-Saxons.

4 & 5 ( ) French taught [new] habits to England, to have [dinner], apart from breakfast, which was the only meal known to ( ) Anglo-Saxons.

6 The words  $\text{-fashion}\emptyset$  and  $\text{-dress}\emptyset$  are themselves from ( ) Normans.

7 ( ) French were the rich, the powerful and the refined classes.

S 20 : 1 Since they occupied a superior civilization than ( ) English at that time, [the] English people adopted French life-styles, í ..

2 ( ) Normans were also of Germanic stock..

3 í ..after the battle of Hastings, where ( ) English fought against the Normans, William the Great was [crowned] King of England.

4 At first it was ( ) Normans who spoke French.

5 & 6 ( ) English used to have bread and meat all the time while ( ) Normans added various flavour and taste to their meals í ..

7 & 8 ( ) English used to have one meal which is breakfast until ( ) French added  $\text{-dinner}$ ,  $\text{lunch}\emptyset$  and also the words  $\text{-repast}$ ,  $\text{feast}$ ,  $\text{collation}\emptyset$

9 & 10 ( ) English had two colours in their lives, red and green, until ( ) French added multicolours to their lives.

11 ( ) French knew how to enjoy life.

12 While ( ) English [were employed in] old fashioned occupations with English names such as  $\text{-baker}$ , miller, weaver, fisherman  $\emptyset$  etc., upper class people [dealt with] sophisticated jobs with French names such as  $\text{-tailor}$ , butcher, painter, carpenter, mason etc.

13 ( ) French were the teachers of most things related to art, medicine, architecture, literature and poetry.

## 1.2. Specific reference

### 1.2.1. Proper Nouns



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S 21 : 1 The revival is known as ( ) Benedictine Reforms.

S 4 : 1 It is accepted that ( ) Great Vowel Shift seems to have begun in the South-East of England in the years after 1400.  
2 This phenomenon, ( ) Great Vowel Shift, had a great influence on the pronunciation and also spelling of the English language.

#### 1.2.1.b. The omission of 'the' with the Proper Noun 'Midland'

S 6 : 1 In a rough way it is customary to distinguish four principal dialects of Middle English : Northern, Southern, East Midland and West Midlandí ..In Middle English this ending was preserved as óeth in the Southern dialect. In the Midland [dialect / district] it was óen, in the North it was óes.

S 14 : 1,2,3,4 However we can distinguish four principal dialects of Middle English : Northern, Southern, East Midland and West Midlandí ..In ( ) Midland district it was replace by óen, while in the north it was changed to óes. As a result we have ðovesøin the north, ðovenø in the Midland [district] and ðovethø in the Southí ..In the north we have ðovandeø in the Midland [district] it was ðovendeø and in the south ðovindeø. Out of these dialects, emerged [\*the] Standard English in the 15<sup>th</sup> century. ( ) East Midland [dialect] contributed to this formation and the dialect of London became its basis.

#### 1.2.2. Anaphoric (Direct)

S 6 : 1 The Old English prefix ðor-ð continued to be used occasionally in new formations in Middle Englishí ..The occasional use of ( ) prefix shows that it was not dead, but lost its vitality.

S 21 : 1 í ..it can be traced by considering the number of miscellaneous words introduced to English such as ðanchor, fan, fever, í ..Besides ( ) above-mentioned nouns a considerable number of adjectives and verbs were added such as spend, exchange, turn, prick etc.

2 The greatest influence upon Old English was [derived from] the introduction Christianity into Britain in 597 ADí ..All these examples show how quick[ly] ( ) language shows how much [the] church broadened the horizons of the Britons.

S 20 : 1 But later on, even 200 years after the conquest, all upper class people spoke French, whether they were English or Norman. ( ) Two races mixed through intermarriagesí ..

2 [The] French were the teachers of most things related to art, medicine, architecture, literature and poetry. Some words that were borrowed [from] ( ) respective fields are ðart, design, pain, ointment, í ..

#### 1.2.3. Anaphoric (Indirect)

S 16 : 1 But the fact remains that a considerable part of the vocabulary of Old English is unfamiliar to the modern reader. Some of ( ) words in the original of Anglo-Saxon have survived in altered formí ..

#### 1.2.4. Cataphoric

S 13 : 1 They are ( ) present tense and past tense.

S 4 : 1 Spelling became generally fixed before the Great Vowel Shift and the Great Vowel Shift caused a change in ( ) pronunciation of words.

S 7 : 1 Some of the Normans were of ( ) Scandinavian race.

2 The impact caused by the Normans on ( ) English language was huge.

S 14 : 1 The ending ódom was used in Old English to form ( ) abstract nouns ðfreedomø and ðokedomø

2 In ( ) Midland district it was replaced by óen, while in the north it was changed to óes.

S 10 : 1 Celtic was the first Indo-European language spoken by the inhabitants of ( ) British isle.

2 The earliest part of the Stone Age was termed as ( ) ðPaleolithicø and [\*the] later as ( ) ðNeolithic Ageø

S 8 : 1 As a result of the renewed literary activity just described a new series of Latin words were added to ( ) English language.

2 Also the names of ( ) whole scale of dignitaries of the church, Pope, Archbishop, Bishop, Priest, Monk and Abbot, were introduced to the English vocabulary during this period.



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S 18 : 1 A considerable amount of learned and literary words such as circle, legion, giant, consul and talent were also borrowed from Latin, in the early days of Christianity, although ( ) majority of (\*the) literary and learned words were introduced after the Benedictine Reforms.

2 As a result, ( ) moral values of the Church began to deteriorate while (\*the) vernacular education dissolved.

S 6 : 1 ( ) Indo-European languages, enlarged its vocabulary chiefly by a liberal use of affixes and combining native elements into self-interpreting compounds.

2 Dialectal distinctions are more noticeable between ( ) Northern and Southern [dialects].

3 So we see that during ( ) Middle English period the language had undergone much simplification of its inflections.

S 17 : 1 ( ) Norman ruling class was highly interested in art, literature, architecture and medicine.

2 Therefore, many words were added to ( ) English vocabulary to admire arts, literature and to learn sciencesí ..

3 The number of French words that poured into ( ) English language was unbelievably great.

4 During the time of ( ) Middle English period, momentous changes took place in the language of England.

S 9 : 1 ( ) French language modulated the English vocabulary with the subscription of French nouns, adjectives and verbs.

2 The Norman Conquest diversified the whole course of the English language, which was already influenced by ( ) [Scandinavian], Germanic and Latin languages.

3 It had [an] impact on ( ) language as well as the life-style of the people.

4 ( ) Important features of Frankish law were inserted.

S 20 : 1 Since they occupied a superior civilization than [the] English at that time, ( ) English people adopted French life-styles,í ..

2 & 3 ( ) Fusion of the two tongues, or rather ( ) seeping of French words into English started during the conquest and more words were borrowed after the conquest.

4 ( ) English people used to eat ðcows, pigs, deer, sheepøuntil [the Norman] invasion.

5 The result was the conquest of England by Normans and ( ) coronation of William as the King of Englandí ..

S 12 : 1 The adjectives which had a distinctive form for the singular and plural were limited to a few monosyllabic words which ended in a consonant in ( ) Old English period.

2 & 3 Dialectal differences were more noticeable between ( ) Northern and Southern than with ( ) Midland dialects.

4 Such variety lessened by the end of ( ) Middle English periodí ..

5 & 6 Therefore ( ) Middle Ages was one of the most significant ages in the history of ( ) English languageí ..

S 16 : 1 The use of ( ) Latin language í ..was probably confined to members of the upper classes and the inhabitants of the cities and towns.

2 ( ) Teutonic tribes which conquered England were the Jutes, Saxons and Angles.

3 This is now the foundation of ( ) English nation / languageí ..

4 And not only that, but also ( ) vassal system was established.

5 With ( ) French rulers, French [became] the language of the royal court, church and legal system.

6 ( ) Anglo Saxon language was further developed due to [\*the] Christianization and ( ) Norman Conquest.

7 A form of writing called ðOghamømay have been used by certain members of ( ) Celtic Society, most likely the ðdruids, to record important information.

S 15 : 1 & 2 ( ) Far-reaching influence of Roman Christianity is recorded to have been exerted upon ( ) English language since 597.

3 Christianity imposed a great effect upon ( ) English languageí ..

4 There was a rather considerable impact of Christianity upon ( ) English languageí ..

5 Thus the English language [began to] flourish owing to various aspects of ( ) development of their civilization.

6 Food such as beet, caul, lentil, millet, pear, radish also reflect the extent of ( ) spread of the new doctrine.

7 In the ninth century, churches and monasteries lay everywhere in ruins being plundered by Danes, destroying ( ) moral fibre of the church.

8 Secularism predominated ( ) monastic and divine profile of the church.

9 Thus the English language had to undergo reformation with the influence of ( ) Benedictine Ruleí ..

S 21 : 1 In 597 AD ( ) Archbishop in Rome sent St. Augustine to England to preach Christianity.

2 The most significant influence of Christianization [was] that England was brought into contact with ( ) international community whose working language was Latin.

3 Further it is notable that ( ) Latin influence of Christianization can be clearly divided into two groupsí ..

4 At the end of [the] 10<sup>th</sup> century, with the start of the deterioration of the church mainly due to the invasions of [the] Danes, ( ) early influence of Latin on ( ) English language also began to decline.

5 During this period, words were added to ( ) English language in four main different waysí ..



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- 6 And one of the most interesting Christian influences over ( ) English language was that instead of borrowing new terms there was an attempt to translate the idea behind the Latin word into English.  
7 Before the close of the Old English period some 450 Latin word appeared in ( ) English language.  
8 Through the influence of ( ) Irish insular script, Old English scribes adopted the Latin alphabet.  
9 Therefore hardly any words were added to ( ) English language.

- S 14 : 1 The invaders made extensive and peaceful settlements in ( ) Northern and Southern areas.  
2 ( ) Intermittent use of ðbeckø and ðdaleø are also perceived in Danish place names.  
3 The Scandinavian verb ðdieø borrowed to fit with ( ) native ðdeathø and ðdeadø is of equal importance.  
4 Hence, the words borrowed from it supplied no real need in ( ) English vocabulary.  
5 The hard pronunciation of ( ) Germanic [g] remained with the Scandinavian language.  
6 Hence, the English words ðchurch, chetel, churn and ditchø found their equivalents in ( ) Scandinavian økirk, kettle, kirn and dikeø  
7 The full impact of ( ) Scandinavian influence is found outside [\*the] Standard English.  
8 The tendency towards ( ) general loss of inflectional endings was accelerated by it.  
9 & 10 The present indicative ðsø of ( ) 3<sup>rd</sup> person singular verbs is a feature transferred from ( ) Scandinavian language.  
11 However, specific proof of ( ) Scandinavian influence in syntax is difficult to identify due to the lack of early texts.

- S 19 : 1 ( ) 1902 South African war, Boer war, introduced the word ðconcentration campø  
2 & 3 The victory of ( ) allied forces over ( ) Japanese Empire and Nazi Germany in 1945 has granted English the status of the most widely used international language.  
4 The recently decolonized nations formed a ðnon-alignedø organization as an alternative for ( ) ðsuper-powersø  
5 In ( ) 1970ø the phenomenon of feminist revolution began affecting the lexicon of the English language.  
6 & 7 Towards the end of the 20<sup>th</sup> century, ( ) social and economic reforms of Russia brought ðperestroika and glasnostø into ( ) English word-stock.  
8 & 9 ( ) Gulf War in [the] 1990ø brought ( ) Gulf War Syndrome and Desert-Storm Syndromeø  
10 Other than these, ðtest-tube baby, space invaders, Rubic cube, Reaganomicsí í .. are among ( ) thousands of words [that] entered into the English language during the 20<sup>th</sup> century.  
11 As the new millennium approached, people began to worry about ( ) ðmillennium-bug, e-commerce and Y2Kø  
12 As this event affected the people of the world as well as Americans, new words and phrases used by journalists and political leaders began to seep into ( ) common vocabulary.  
13 ( ) English language will continue to change and will continue to absorb new words for a long while to come.

### 1.2.5. Institutional (Sporadic)

- S 7 : 1 ( ) Law-courts continued to use French terms in their terminology.  
S 17 : 1 Furthermore, when kept on ( ) table for supper, cattle became pork, goat became mutton, and swine, pork.  
S 18 : 1 ( ) Church[,] as the dominant cultural apparatus of the time, had a profound influence on the domestic life of the peopleí ..  
S 20 : 1 After the Norman Conquest there were 3 languages in England : Latin the language of ( ) church, and the language in which all educated men wrote and spoke.  
S 21 : 1 Like this way ( ) church influenced the course of English life in many directionsí ..  
2 All these examples show how quick[ly] [the] language shows how much ( ) church broadened the horizons of the Britons.  
S 14 : 1 The largest single group among the words that came in early was associated with ( ) church.  
2 A large number of words related to ( ) army and navy, fashion, meals, arts and medicine were introduced to the Old English vocabulary during this period.

### 1.2.6. “Logical” use of ‘the’

- S 8 : 1 The flourishing state of the Church started to deteriorate at the end of ( ) 8<sup>th</sup> century.  
S 17 : 1 It is evident in ( ) 12<sup>th</sup> and 13<sup>th</sup> centuries, there were compositions of English texts using French words.  
S 19 : 1 ( ) Second half of the 20<sup>th</sup> century manifested some of the greatest demarcations of the English language.  
S 21 : 1 At the end of ( ) 10<sup>th</sup> century, with the start of the deterioration of the church mainly due to the invasions of [the] Danes, [the] early influence of Latin on [the] English language also began to decline.





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2 In ( ) later half of the 10<sup>th</sup> century, three great religious leaders eager for reform, arose in the church.

## 2.0. ADDITION OF 'THE'

### 2.1. Generic reference

S 8 : 1 í .but (\*the) English did not always adopt a foreign word to express a new concept.

S 19 : 1 (\*The) doctors started to prescribe ðaspirin, iodine, insulin, morphine or penicillinðand they created ðstethoscopesðor ðbronchoscopesðto diagnose patients.

2 Therefore, (\*the) scientists became interested in ðextraterrestrial beingsðand ðUFOð ó Unidentified Flying Objectsð

### 2.2. Specific reference

#### 2.2.1. Proper Nouns

S 11 : 1 The full impact of [the] Scandinavian influence is found outside (\*the) Standard English.

S 17 : 1 As a result of French dialectic derivations, the inflections in (\*the) Old English were reduced.

S 6 : 1 In (\*the) Southern Middle English we find ðvor, vrom, vox, vorzopeðinstead of ðfor, from, fox, forsopeð

S 9 : 1 The Old English word ðeamðwhich was replaced by the French word ðuncleðis not in (\*the) Standard English.

S 19 : 1 However, the most important happening of the 1930ðs which affected the English language, was (\*the) World War II.

S 12 : 1 Such variety lessened by the end of [the] Middle English period by [an] approach towards (\*the) Standard English but [has] not completely faded away even today.

S 21 : 1 As a whole the Latin influence of (\*the) Christianization was not only widespread but it also notifies [the] real beginning of the English habit of importation of [a] foreign language into their vocabulary.

S 15 : 1 Though the number of words that appeared in the English language, as a result of Christianization was 450, this cannot be considered as a sharp indicator to describe the influential significance of (\*the) Christianity into English civilizationí . .

S 18 : 1 Churches were built and monasteries were established all over (\*the) England.

2 (\*The) Christianization brought many new concepts to England.

S 14 : 1 To the Old English ðwithstandð (\*the) Middle English added ðwithdraw, withgo, withsakeð

2 Out of these dialects, emerged (\*the) Standard English in the 15<sup>th</sup> century.

S 16 : 1 Therefore, there was [\*a] considerable Romanization of (\*the) Britain could be seen.

2 One group migrated to (\*the) Britanny, coast of France, where their descendants still speak the Celtic language of Breton today.

3 [The] Anglo-Saxon language was further developed due to (\*the) Christianization and [the] Norman Conquest.

S 5 : 1 The continuation of the hard pronunciation of ðkðand ðgðin words such as ðkid, dike, get, give, gild, eggðis evidence of the word originating from (\*the) Scandinavian.

2 In this manner, words originating from (\*the) Scandinavian have contributed to expanding place-names in England.

3 Where there were similar words in English and (\*the) Scandinavian, the modern word is traced back to both languages as seen in ðburn, cole, drag, fastí .

4 With regard to pronouns, the words ðhie, hiera, himðwere used in Old English but were replaced with ðthey, their and themðfrom (\*the) Scandinavian.

5 Thus it can be said that the form ðareðin (\*the) Modern English is the result of [\*a] borrowing from (\*the) Scandinavian.

S 13 : 1 The influence of (\*the) Latin upon the English language rose and fell with the fortunes of the church.

2 Very often (\*the) English applied a foreign word with a slight adaptation to express a new meaning.

3 There is a difference between (\*the) Old English and (\*the) Modern English with regards to pronunciation, spelling, grammar and vocabulary.

4 (\*The) Old English is a synthetic language.

5 Without a careful study one is unable to read and understand (\*the) Old English.



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6 (\*The) Old English adjectives are so complex which is unnecessary.

### 2.2.2. Anaphoric (Direct)

S 13 : 1 A number of tenses are formed by (\*the) auxiliary verbs.

S 19 : 1 The interest in space expeditions brought attention to (\*the) life outside the earth.

S 10 : 1 Also for (\*the) domestic life they adopted words like *cuppe* (cup), *cucler* (spoon), *line* (rope), *gimm* (gem).

S 8 : 1 Christianity brought with it also some acquaintance with (\*the) higher intellectual achievement in other domainsí ..

S 21 : 1 As in the earlier period we cannot find (\*the) words relating to everyday life but learned and literary words such as *accen*t, *brief*, *decline*, *history*, *title* etc.

S 14 : 1 & 2 In early Middle English they had (\*the) *ós* or *óes* [in] the strong declension and (\*the) *óen* from the weak.

S 16 : 1 & 2 With regard to (\*the) trade, Romans used *cheap*, *monger*, *pound* and with regard to (\*the) domestic life, they used words like *kettle*, *pillow*, *kitchen*í ..

S 9 : 1 Some strong verbs survived while (\*the) grammatical gender disappeared.

2 The names of objects associated with the service or with (\*the) religious life such as *crucifix*, *mitre*, *incense*, *image* etc

3 (\*The) words like *justice* and *equity* instead of *geriht*, *judgement* rather than *dom*, *crime* in place of *synn*, *gylt* indeed show how the terminology of French law has been adopted ;

S 12 : 1 With regard to (\*the) trade, Romans used *cheap*, *monger*, *pound* and with regard to (\*the) domestic life, they used words like *kettle*, *pillow*, *kitchen*í ..

2 The decay of inflections which simplified (\*the) nouns and adjectives resulted [in] a corresponding decay of pronominal inflectionsí ..

3 As another result of the reduction of inflections, the feature of grammatical gender, which was not determined by (\*the) meaning, was eliminated.

4 (\*The) developments in [the] social, cultural, economic, religious and domestic sphere made it necessary to borrow over ten thousand French words.

S 15 : 1 Christianity imposed a great effect upon [the] English language as to the improvement of (\*the) domestic life and many other aspects.

2 The influence of the church exerted on (\*the) domestic life is seen in the names of articles of clothing and household use.

3 Thus the English language interrupted contributing ecclesiastical and pedagogical aspects to (\*the) social life, which led the way to the total ignorance of the work of education and divine services.

4 As their first step they expelled the secular clergy out of their monasteries and substituted their places with (\*the) monks pledged to the threefold vow of chastity, obedience and poverty.

5 Apart from that, the use of suffixes were obvious to be in (\*the) existence such as *martyrdom*, *martyrhad* and *martyrung* etc

S 18 : 1 Latin as the language of services and ecclesiastical learning gained prominence in (\* the) everyday life,

2 Thus with these changes in (\*the) English life, the process of Christianization began.

3 More examples can be given from (\*the) words such as *æmes* which meant *shirt*,í ..

4 Foods such as *beet*, *caulí* ..*mussel*, *lobster*, and (\*the) verbs relating to cookingí .. were also borrowed from Latin.

5 A considerable amount of learned and literary words such as *circle*, *legion*, *giant*, *consul* and *talent* were also borrowed from Latin, in the early days of Christianity, although [the] majority of (\*the) literary and learned words were introduced after the Benedictine Reforms.

6 As a result, [the] moral values of the Church began to deteriorate while (\*the) vernacular education dissolved.

7 As a result of (\*the) renewed literary activity, many of the literary and learned words were borrowed.

8 Among the borrowed names of (\*the) trees, *cedar*, *cypress*, *fig*, *laurel* and *magdala* were the most common.

9 Furthermore assimilation made (\*the) concrete nouns into abstract formsí ..

10 Some words were formed by adding Anglo Saxon affixes to Latin stems and examples can be given from (\*the) words such as *priesthood*, *bishophood* and *martyrdom*.

### 2.2.3. Anaphoric (Indirect) NIL

### 2.2.4. Cataphoric



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S 14 : 1 (\*The) French reign affected the church as well.

S 20 : 1 Then there was French, which the kings and nobles spoke and also the language of (\*the) government administration and [the] court.

S 15 : 1 & 2 Most of the words borrowed during this era were (\*the) Latin importations relating to (\*the) religious matters.

S 7 : 1 í ..It became noticeable how important to learn or rather to [adapt] (\*the) French terms.  
2 But French terms and words became immensely important in (\*the) government institutions.

#### 2.2.5. *Institutional* NIL

#### 2.2.6. *“Logical” use of ‘the’ (Sporadic)*

S 21 : 1 The early borrowing of Latin words starting from (\*the) 600 AD clearly marks the Christianization of England.

### 3.0. CONFUSION OF ‘THE’ AND ‘A / AN’

#### 3.1. *‘A’ for ‘The’*

S 21 : 1 (\*The [A] ) few other words that are imported are ðport, tower and monkø

#### 3.2. *‘An’ for ‘The’*

S 12 : 1 Such variety lessened by the end of [the] Middle English period by (\*the [an] ) approach towards [\*the] Standard English but [has] not completely faded away even today.

#### 3.3. *‘the’ for ‘a’*

S 21 : 1 As a whole the Latin influence of [\*the] Christianization was not only widespread but it also notifies (\*a [the] ) real beginning of the English importation of [a] foreign language into their vocabulary.

### 4.0. OTHER PROBLEMS IN ‘THE’

#### 4.1. *Difficulties in Morphology*

S 21 : 1 Further it is notable that [the] Latin influence of Christianization can be clearly divided into two groups : (\***the**) **one** represents words that were borrowed early, í ..The other contains words of a more learned and literaryí ..

S 16 : 1 As we discussed (\***in the**) **above** the Anglo-Saxon language did contribute a lot to the augmentation of the English language by bringing the basic concepts.

#### 4.2. *Problems in Fixed Phrases with ‘the’*

S 21 : 1 **As a whole [On the whole]** the Latin influence of [\*the] Christianization was not only widespreadí ..

S 19 : 1 The ideological conflict between the ð-free worldøand the ðEastø**paved ( ) way** to a number of the new words.

#### 4.3. *The use of ‘the’ in instances of problems in syntax*

S 10 : 1 The wine trade was the most important [transaction] between Romans and Teutons.

S 14 : 1 **The feature is noticeable in** the ending of the third person plural, present indicative of verbs.  
2 These points clearly show that the period of **Middle English** was a period of great change in all fields of English.

#### 4.4. *Random misuse of ‘the’ in syntax*



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2 The earliest part of the Stone Age was termed as [the] -Paleolithicø and (\*the) later as [the] -Neolithic Ageø

#### 4.5. *The use of 'the' in instances of problems with the Proper Noun 'Midland'*

S 6 : 1 In a rough way it is customary to distinguish four principal dialects of Middle English : Northern, Southern, East Midland and West Midlandí .In Middle English this ending was preserved as óeth in the Southern dialect. In **the Midland** [dialect / district] it was óen, in the North it was óes.

S 14 : 1,2,3,4. However we can distinguish four principal dialects of Middle English : Northern, Southern, East Midland and West Midlandí .In ( ) **Midland district** it was replaced by óen, while in the north it was changed to óes. As a result we have -lovesø in the north, -lovenø in **the Midland** [district] and -lovethø in the Southí .In the north we have -lovandeø in **the Midland** [district] it was -lovendeø and in the south -lovindeø. Out of these dialects, emerged [\*the] Standard English in the 15<sup>th</sup> century. ( ) **East Midland** [dialect] contributed to this formation and the dialect of London became its basis.

### 5.0. OMISSION OF 'A / AN'

#### 5.1. *Omission of 'a'*

S 16 : 1 [The] British had ( ) thriving economic balance of trade with the continent.

S 10 : 1 Celtic words denoting ( ) hill are found in place names like Barr, Bredon, Bryn Mawr.

S 9 : 1 The exactness is that ( ) host of the most vivid and forceful words in English are French.

S 8 : 1 Within ( ) hundred years of the landing of Augustine in Kent, England became permanently Christian.

S 15 : 1 Christianity spread gradually commencing from Kent as a result of the baptism and led the whole [of] Britain to follow the doctrine of Christianity within ( ) 100 years of time.

2 In addition literature, arts, agriculture made ( ) contribution to the language enormously.

S 14 : 1 Up to this time English had been more or less a pure tongue with a [sprinkling] of Latin, Celtic and Danish words; but it became ( ) much more hybrid language.

2 In Old English there [was] ( ) twofold declension of the adjective.

S 19 : 1 In England itself, there were ( ) great many happenings changing the lives of people.

2 -Psychoanalysis, manic depressive, unconscious and superiority / inferiority complexø were few among them.

3 [The] Gulf War in [the] 1990ø brought [the] Gulf War Syndrome and Desert-Storm Syndromeø as soldiers contracted ( ) nameless disease during the war.

S 17 : 1 The concept of ( ) servant would have been unknown if there had been no Norman Conquest.

2 The fact that the army and navy were under the control of people who spoke French, resulted in the introduction of ( ) number of military words into the word-stockí .

3 [The] French influence s resulted in creating ( ) number of synonyms.

4 Moreover, ( ) variety of idioms was also introduced to the languageí .

S 21 : 1 Within ( ) years of the landing of Augustine on Kent, all England was permanently Christian.

2 The second period of borrowings [are] limit[ed] to ( ) very few place names.

3 First if we consider the Latin borrowings, we can recognize that there are ( ) number of words related to religious mattersí .

4 Some of them are -verbena, celandine, cucumber, ginger, periwinkleø and also ( ) few tree[\*s] namesí .

5 Further Anglo Saxons did not borrow the Latin word -deusø since their own word -godø [was] ( ) satisfactory equivalent.

6 í .it notifies [the] real beginning of the English habit of importation of ( ) foreign language into their vocabulary.

### 6.0. ADDITION OF 'A' / 'AN'

#### 6.1. *Addition of 'a'*

S 16 : 1 Especially Britain had (\*a) good trade relations with Romans.

S 7 : 1 Norman nobles came to England in a bid to develop (\*a) goodwill among the two countries.



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S 19 : 1 The Soviets launched the 'earth satellite' an old word introduced into (\*a) new content, 'sputnik' in 1957.

S 21 : 1 'í í í í' The other contains words of (\*a) more learned and literary words introduced due to the religious revival that accompanied the Benedictine Reform.

S 12 : 1 'í ..the replacement of the aristocracy by the French affected the life style of the English people to (\*a) much luxury and rich existence.

S 10 : 1 There are (\*a) very few Latin borrowings through Celtic transmission.

2 First, there existed a commercial and military contact with the Romans. Later it was (\*a) 'religious and intellectual, extended over many centuries and was constantly renewed.

### 6.2. Addition of 'an'

S 8 : 1 Existing native words were largely turned to account to express Christian ideas, as for (\*an) example the word 'God'.

## 7.0. OTHER PROBLEMS IN 'A / AN'

### 7.1. The use of 'a' in instances of problems in syntax

S 15 : 1 Thus they could bring about a religious revival and a stable reformation into the skies of Britain for the want of **a such**.