

Comprehension and Use of English Article by Urdu LI Speakers in Pakistan

Author/s: Iqra Yasmeen¹, Azhar Pervaiz², Musarat Nazeer³

Affiliation: ¹M.Phil Scholar, Department of Linguistics and Language Studies (iqra64337@gmail.com), ²Assistant Professor, Department of Linguistics and Language Studies (azhar.pervaiz@uos.edu.pk), ³M.Phil Scholar, Department of Linguistics and Language Studies (musarat7896@gmail.com)

ABSTRACT:

The focus of this study is to find out the production and comprehension of definite and indefinite articles for the given and the new referents. The study involves 52 graduates and post-graduates aged eighteen to twenty-five years with normal language skills from the University of Sargodha (UOS). There are two parts of the study done in this paper, one is the production task which is based on a picture story (Schroder, Gemballa, Ruppig & Wartenburger, 2012), and the other task is the comprehension task which follows van Hout et al (2010) through the truth-value judgment task. The instrument of the study i.e. the questionnaire is divided into three parts. The third part of the questionnaire consists of the truth value judgment task, in which participants choose the right option by looking at the picture. Production and comprehension of the definite and indefinite articles as a mark of givenness show that participants have a better understanding of given referents as compared to the new referents. The results show that most of the participants responded with the right option for the given referents.

Keywords: Information structure, Markers of givenness, Definite articles, Indefinite articles, Referents

To cite: Yasmeen, I, Pervaiz, A. & Nazeer, M. (2024). Slang Word Formation Used on Social Media Platforms among Pakistani Netizens Comprehension and Use of English Article by Urdu LI Speakers in Pakistan, *Journal of English Language, Literature and Linguistics (JELLL)*, 2 (1), 49-66

1. INTRODUCTION

Urdu is an Indo-Aryan language and it is the national language of Pakistan. It is widely spoken and understood by Pakistanis and Indians. Urdu has also an official status in many of India's states. Urdu is written in Perso-Arabic (Urdu alphabet) script. It is a mixture of Arabic, Persian, and many other local languages, and is similar to Hindi in spoken, but different in written form. In language acquisition, the child's first task is to know about the linguistic means which serve as the markers of information structure. Information structure is also known as information packaging, it describes the way how information is packed within a sentence. Information structure explains why people use different languages for transferring the same meaning. Speakers always make choices about how to phrase their utterances. Speakers can use active voice sentences as well as passive voice sentences. For example, a speaker might say 'The aardvark chased the squirrel' 'The squirrel was chased by the aardvark', or 'what was chased by the aardvark was the squirrel'. All these variations describe the same event. Language scholars agree that the linguistic form varies as a speaker wants to perform a different function with the utterance. Like what speakers want to foreground, what speakers want to focus on, what is considered most essential, what is assumed to be already known, and what information the speaker wants to background.

Information structure theory has described several independent dimensions including the topics givenness. Focus is a grammatical category that contributes to the more prominent information. It focuses on the stress pattern in the sentence. Topic: The topic is about what is said and in a sentence is being talked about. The topic focuses on the theme of the sentence. Givenness: givenness classifies words and information that is previously known (given information) that has previously been discussed by the speaker in the same discourse. And it also discusses the information that is newly introduced in the discourse. In English, relevant information structural markers are definite and indefinite articles. Definite and indefinite articles serve as a marker of givenness in information structure theory. The present study investigates how the Urdu speaker's graduates and post-graduates comprehend and understand the definite and indefinite articles.

2. LITERATURE REVIEW

Givenness is the basic notion of information structure. Krifka (2008), in his influential paper "basic notions of information structure" uses the term givenness. Givenness is divided into two types, relational givenness and referential givenness. According to Gundel, (2015, p.

589), Relational givenness involves the partition of the semantic conceptual representation of a sentence into two complementary parts X and Y. X explains what the sentence is about and Y explains what is predicted about the sentence. Referential givenness express the relation between the linguistics expression for a non-linguistic entity that exists in the hearer or speakers' mind. The present study focuses on the two givenness status new referents on the one hand and given referent on the other. When we talk about referents, a speaker has to decide whether the referents are given or new from the perspective of the listener. A good speaker must not rely only on his perspective about new and given referents but also should consider the perspective of the listener.

According to Chafe (1976) new referent represents the information that the speaker assumes that he is introducing to the listener and the given referent represents the information that speakers assume is already known by the listener. When a New referential is known to the speaker and unknown to the listener then it will be known as an indefinite referential (Schaeffer & Matthewson, 2005, p.57). When a new referential is unknown to both speakers and hearer it will be known as indefinite non-referential (Schaeffer & Matthewson, 2005, p.57). New referents can be discourse-new, that are first time presented in the discourse, or maybe hearer new that are first time heard by the hearer (prince, 1992). The present study focuses on new referents that are indefinite referential, that is known to the speaker and new to the hearer and given referents that are discourse old and hearer old.

Warden (1976) conducted three experiments concerning the production of definite and indefinite articles serving as a marker of givenness, in which participants had to describe pictures or scenes. Warden (1976) developed a third experiment in which participants had to tell the cartoon stories to other participants of the same age. The age of children was between three and nine years. The results revealing a "given better than new" pattern, showed that the children of increasing age perform better in marking new referents with indefinite articles. In the experiment for comprehension, the pattern "given better than new" was found in almost all studies. According to the Marathons (1976), experiment participants' ages range from three to four years Children, they were told stories and asked to use toys to act them out. Children performed better when a definite article was the right option (94%) than when an indefinite article was the right option (76%). Van Hout & de Ree (2008), and Van Hout et al. (2010) performed the truth-value judgment task.

In the study by van Hout et al (2008) the participants, Dutch-speaking children aged 4; 1 to 5; 4, had to accept (yes) or reject (no) sentences with definite and indefinite articles, these sentences are presented orally describing a picture. The participants accepted the sentences in which the indefinite article referred to a new referent in the picture in only 58% of the cases; they allowed the indefinite article to refer to a given referent to a considerable portion 42%. The truth value judgment experiment was constructed by van Hout et al (2010, experiment 1). They presented a picture in which a man was giving a balloon to his baby who is in a pram next to him, and the picture presented on the right side in which one of the balloons of a right-side man was flying away. That balloon was not introduced before in the sentence. The corresponding question was 1, did a balloon fly away? (The correct answer was: yes), 2. “Did the balloon fly away?” (the correct answer was: no). The adult control group answered the first question correctly 92% of the time and almost negated the second question by giving only 21% “yes” answer.

In contrast, most of the children aged three to five answered both questions yes in this way children erroneously accepted the definite articles are used to refer to new objects. The children were unable to distinguish between the definite and indefinite articles for referring to new and given referents. The tasks also address the comprehension of articles by using pictures. Two pictures were introduced, in the left side picture, the boy was holding a kite, while a fence with a kite was on the right side. In the second picture on the right side, a kite was flying away from the hand of a boy and on the right side, a kite was standing on the fence. In the corresponding sentence, the kite was introduced by saying that “a boy was flying his kite” the referent questions were 1, “did a kite fly away?” (correct answer: yes) or in question 2, “did the kite fly away?” (the correct answer was: yes). Both children and adults predominantly answered both questions with yes which shows that children and adults identified that both definite and indefinite articles can be used to refer to given referents.

Van Hout et al (2010, experiment, 2) conducted another comprehension task using the “referent-selection paradigm”; in which the child’s task was to listen to a short story that the told by the experimenter and move to one referent in a picture to make the picture compatible with the content of the story. The child was able to attach referent with the picture or to move. 87% of the Children children 7 and 5; 3 mostly interpreted the definite article correctly and 96% of adults also interpreted the answer correctly. While in the interpretation of indefinite articles only 41% child could interpret the correct answer, moreover 87% of adults interpreted the indefinite article correctly. The pattern ‘new better than given’ was mostly found in the studies

that are concerned with the production of articles. Schafer and de Villiers' (2000) studies show that children with the age 3;6 to 5;5, who participated in the study, used the indefinite articles correctly between 86% and 97% of the time while definite articles only between 47% and 70%. Some studies did not find an obvious pattern ('new as good as given'), Roth (2016) performed an experiment in which participants had to answer questions related to pictures and video scenes presented on a computer screen only visible to the participants.

The design of the Roth (2016) study was similar to the one used by Scfer and Mathewson (2005), the only difference was Roth (2016) did not show the referents with the shared visual context. The children, as well as adults, used the definite and indefinite articles for given and new referent for approximately in more than 90%. Some further studies do not allow to draw a comparison of given and new referents since the investigated new referents were not really a hearer new. To sum up, the results that are obtained in from the previous studies on the acquisition of definite and indefinite articles serving as a markers of givenness demonstrate the different results. In the production of articles the pattern 'given better than new' in different studies in which participants were asked to describe through pictures, while, the pattern 'new better than given' in these studies participants were asked to describe the purely verbal task.

The present study aims to investigate the production and comprehension of definite and indefinite articles as markers of givenness by Urdu speaking graduates and post-graduates. Participants in this study have to produce longer text to make sequence and sense of the story, therefore, both given and new referents are present in the same story.

Research Question 1: In what way the typically developing Urdu speaking undergrad encode the givenness status of the referent (new versus given) with indefinite or indefinite articles develop?

Research Question 2: Whether or not typically developing Urdu speaking undergrad understand indefinite and definite articles as a marker of the givenness status of the referent (new versus given) develop?

3. RESEARCH METHODOOLOGY

The research was performed by using a questionnaire, a questionnaire was adopted with few modifications according to the aim of the research from a relevant study by Fuchs, Domahs & Kauschke (2021). The questionnaire was divided into three parts, first part of the questionnaire consisted of the participant's information. The second part consists of a picture

story, which contains six pictures of trees surrounded by birds and animals, with 11 questions. The third part of the questionnaire consists of a truth value judgement task. It includes 16 questions with given and new referents. In these questions, tom is referring to the birds or animals. Two options are given in which participants have to choose to answer ‘yes or no’ according to /her understanding. Each question consists of two parts and is further divided into given or new referents with the use of definite or indefinite articles. In the comprehension experiment eight animals were included (bee, duck, owl, rabbit, camel, cat, lion, and bird). Every category was tested with two questions, eight questions belonging to the condition new referents and eight further questions belonging to the condition given referents. The questionnaire is created by using Google forms and data is also collected online by sending a link to Google forms.

The population of the research was undergraduates and post-graduates of age 18-25 from the University of Sargodha (UOS). Researchers took a random sample of 52 participants from different educational backgrounds. Among 52 participants 26 were male respondents representing 50% of the sample and 26 were female respondents also representing 50% of the sample. All the data of the questionnaire were analysed through IBM SPSS Statistics 23 Software. Names of participants were kept confidential; instead of names participants were given numbers like 1,2,3,4, ..., etc. similarly, in picture story in place of the articles, a number given, A was denoted with 1, The was denoted by 2 and An was denoted with 3. In truth judgement task options (A, the, an) were presented with number 1, 2, and 3 respectively.

4. RESULTS AND FINDINGS

Study 1: Elicited Production

Method

Production study of articles consists of one picture story which contain six pictures, oriented towards the picture story developed by de Cat (2011, p. 840). The participants were asked to describe the use of definite and indefinite articles by looking at the pictures, and to have to fill out the questionnaire. Here is an example of a picture story.

Figure 1

Example of picture story

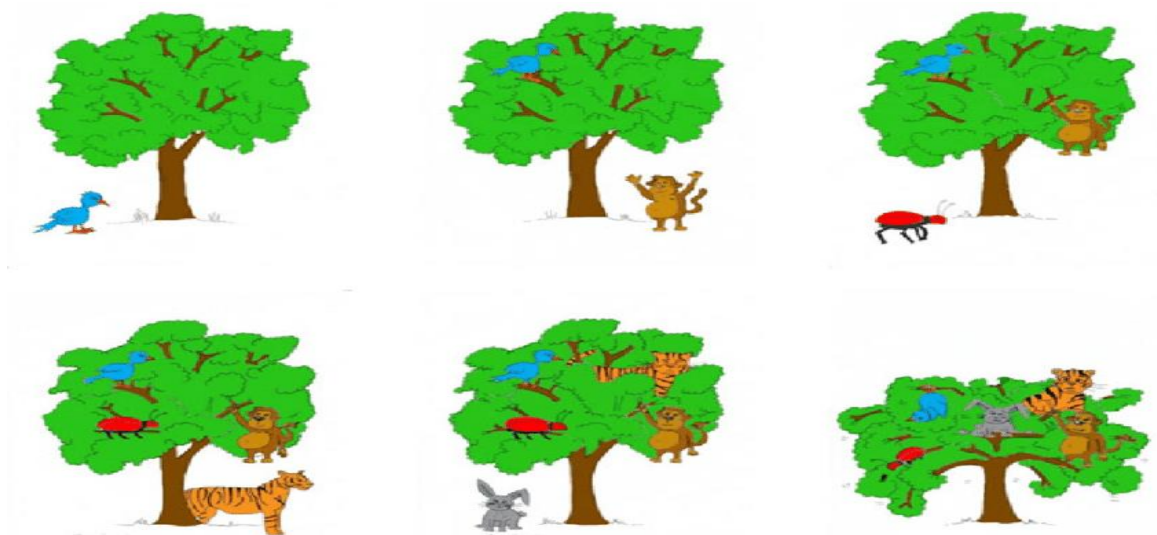


Figure 1. Information structure in language acquisition. Production and comprehension of (in) definite Articles by German-speaking children (Source: Fuchs, Domahs, & Kauschke, 2021)

Picture Story

Picture 1: **A** bird is sitting next to a tree.

Picture 2: **The** bird is sitting in the tree and **a** monkey is standing next to it.

Picture 3: **The** monkey is sitting in the tree as well and **a** beetle is standing next to it.

Picture 4: **The** beetle is also sitting in the tree and **a** tiger is standing behind it.

Picture 5: **The** tiger is sitting in the tree as well and **a** rabbit is standing next to it.

Picture 6: **The** rabbit is also sitting in the tree. **The** animals are too heavy, and the Crown of the tree is collapsing.

Results and discussion

In this section complete analysis of the picture story is done by using SPSS Software. The percentage analysis of the questionnaire is done and the percentage analysis of the questionnaire is given below.

Figure 2 represents the production of articles by graduates and post graduates of the University of Sargodha (UOS) by looking at the picture story. The correct answer for picture one is 'A' 'A bird is sitting next to a tree' and 69.2% of the participants gave the correct answer while only 28.8% of the participants responded in the favour of definite article 'the'. Given referents in the picture are shown with the definite article 'The' and 44.2% of the participants guess the correct answer while 40.4% consider the indefinite article correct for the given referent which was wrong. In the same, second picture of the story, a new referent is introduced

which is a monkey. Most of the participants could not guess the right answer and on the other hand, 53.8% of the participants respond with the definite article ‘The’ for new referent which is wrong. In picture three given referent is shown that is about the monkey, 53.8% of the participants responded with the definite article ‘The’ which is the correct answer, moreover, 34,.6% of the participants answer the indefinite article ‘A’ for the given referent which is not appropriate, and 11.5% of the respondent answer with the indefinite article ‘An’ which were also wrong. The first three pictures of the story explain that participants are better able to use definite article ‘The’ for the given referent as comparison with the indefinite articles (A, An) for the new referents. Figure 2 explains that participants have a better understanding of given referents in comparison with the new referent.

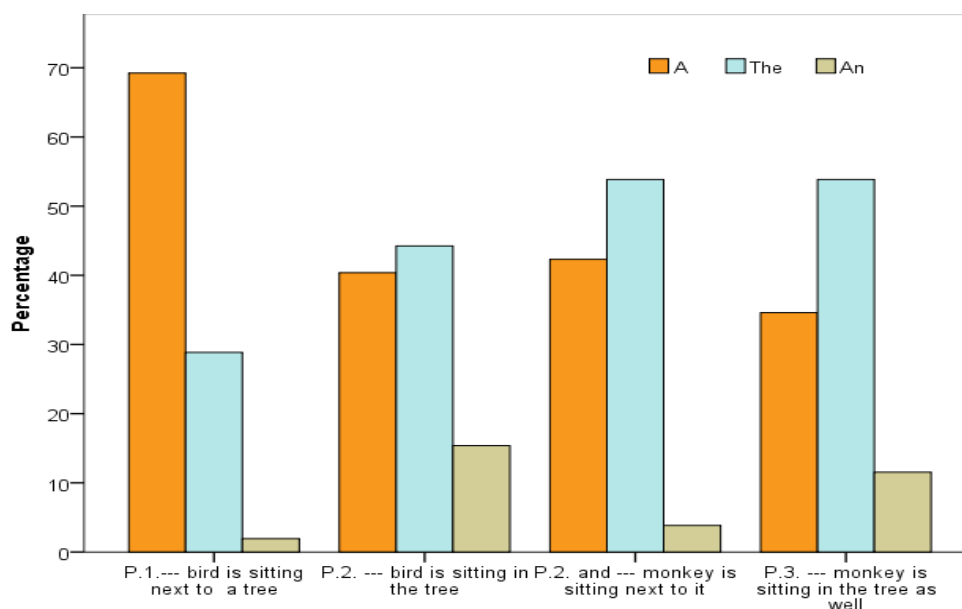


Figure 2 *Use of definite and indefinite articles for the given and new referents*

Figure 3 is the continuation of figure 2, figure 3 also explains the picture story for the production of definite and indefinite articles for given and new referents. Figure 2 contains the four questions and by using the SPSS Software graphs are made. In picture three of the story, a new referent ‘beetle’ is introduced. 55.8% of the respondents answer picture three with the indefinite article ‘A’ and 7.7% of the participants answer the question with the indefinite article ‘An’ and 36.5% of the participants answer the new referent with the definite article ‘The’ which is the wrong answer for the new referents. As the story continues the new and the given referents are introduced through a questionnaire, in picture four both new and given referents are introduced. The beetle is the given referent in picture four while the tiger is a new referent.

50.0% of the participants responded with the correct answer for the given referent 'the', moreover 40.4% of the participants used the indefinite article 'A' for the given referent and 9.6% of the participants also used the indefinite article for the given referent 'beetle'. Picture four also shows the new referent tiger in the picture story. Only 38.5% of the participants responded with the correct answer 'A' and 9.6% of the participants used the indefinite articles 'An' which is wrong, while most of the participants (51.9%) responded with the use of a definite article for the new referent. Picture five also shows the same trend of one given referent and the introduction of one new referent in the picture story. 50.0% of the participants responded with the definite article 'the' for the given referent tiger, while the other hand, 40.4% of the participants responded with an answer of the indefinite article 'A' for the given referent. Figure 2 also shows the same trend that participants are better able to use definite articles 'The' for the given referents, while most of the time they mistake by using indefinite articles (A, An) for the new referents.

Figure 3

Use of definite and indefinite articles for the given and new referents

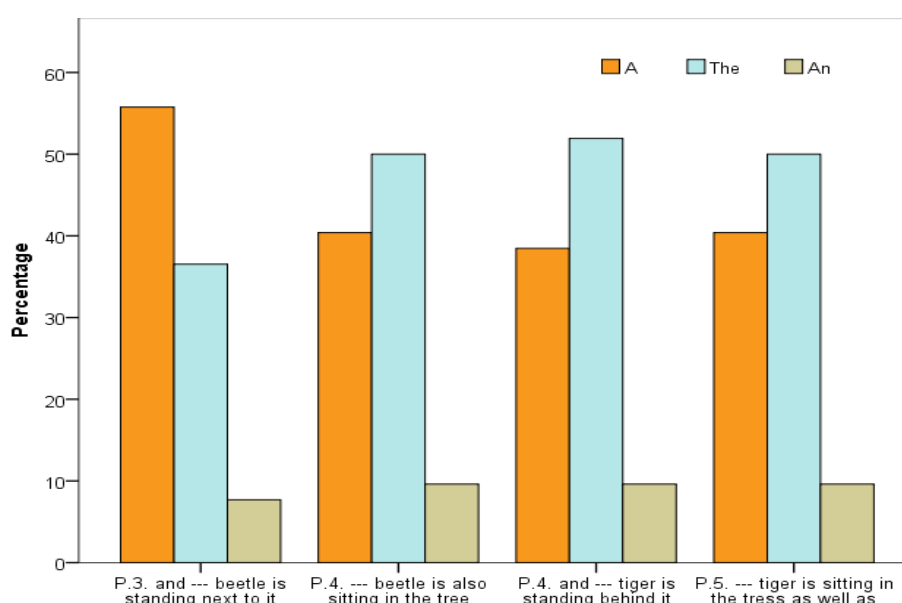
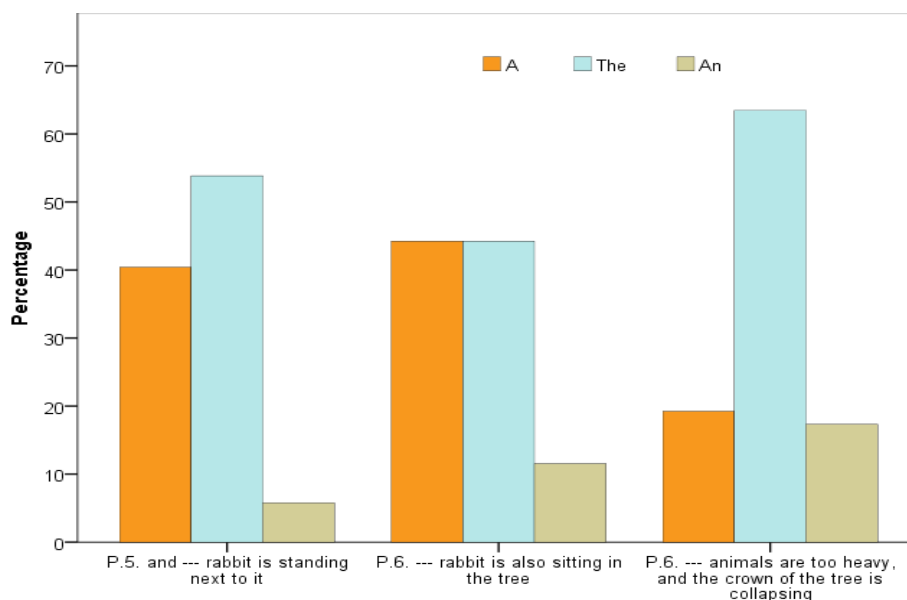


Figure 4 also represents the parentage of usage of definite and indefinite articles as markers of givenness (new and given referents) by graduates and post-graduate students of the university of Sargodha. Figure three contains the three questions which are the continuation of the picture story. Picture five introduces the new referent rabbit in the picture story and only 40.4% of the participants can use the indefinite article for the new referent while 53.8% of the participants answer the question with a definite article 'The' for the new referent. Picture 6

now shows the given referent in the form of a rabbit, 44.2% of the participants responded with the correct answer definite article ‘The’ for the given referent and 44.2% of the participants responded with the indefinite article ‘A’ and 11.5% of the participants responded with the answer indefinite article ‘An’. Picture 6 shows the completion of the picture story which only represents the given referent for all the animals and 63.5% of the participants can answer the definite article ‘the’. This whole picture story explains that the participants are better able to understand the given referents as comparison with the new referents. Respondents almost in every case of given referents responded with more than 50% with the correct answer.

Figure 4

Use of definite and indefinite articles for the given and new referents



Study 2: truth-value judgment task

The rationale behind the comprehension experiment is Van Hout et al (2010) who used the truth-value judgment task for the comprehension of definite and indefinite articles as a marker of givenness. Pictures in the form of questionnaires are presented to the participants, accompanied by a question that they had to answer with a yes or no question. In each picture, a boy tom who is visiting the zoo is pointing at one of the two animals of the same species. The task comprises new referents and given referents for definite and indefinite articles. Eight animals' bee, duck, owl, rabbit, camel, cat, lion, and bird were included in the comprehension experiment. Every category was tested with two questions, eight questions belong to the condition new referents and the eight questions belong to the condition given referents. In the condition new, tom is pointing at an animal that is sitting still while the other animal is running

away. The context sentence is “tom is pointing at a cat”. In test question condition 1 NEW_{indef} is “is a cat running away” the correct response is “yes”. In condition 2 NEW_{def} “is the cat running away”, the correct answer is “No”. The sample task is as followed.

Figure 5

Example of picture for truth value judgment task



Figure 1. Information structure in language acquisition. Production and comprehension of (in) definite Articles by German-speaking children (Source: Fuchs, Domahs, & Kauschke, 2021)

In the condition given, tom points at an animal that is running away whereas the other animal is sitting still. The context sentence in the given referent is “tom is pointing at a cat”. In the test questions, at the condition three $GIVEN_{indef}$ is “is a cat running away” the correct answer is yes or no acceptable, while in condition 4 $GIVEN_{def}$ is “is the cat running away” the correct response is “Yes”. Here is the sample picture

Figure 6

Example of picture for truth value judgment task



Figure 1. Information structure in language acquisition. Production and comprehension of (in) definite Articles by German-speaking children (Source: Fuchs, Domahs, & Kauschke, 2021)

Experiment 2

Study 2 represents the truth value judgement task for the comprehension of definite and indefinite articles as a marker of givenness. By using the SPSS Software percentage analysis of all the questions has been done.

In table 1, question one shows the new referent in the form of a cat introduced by tom, and the two options are given which are two conditions. The first option shows the introduction of a new referent which contains the indefinite article, 'A' and its answer is yes. While the use of the definite article with the introduction of a new referent and without pointing toward the new referent is wrong. 51.9% of the participant responded to the new referent with the indefinite article, while 48.1% of the participants responded with the indefinite article 'The'. In the second question of the table1 participants have to guess the definite article for the given referent. 76.9% of the participants responded with the right option definite article for the given referent. While only 23.1% of the respondents replied with the definite article 'A'. In the 3rd question of the table tom is pointing at a duck which is a new referent that is introduced by the speaker and only 48.1% of the participants replied with the right option of indefinite article 'A' while 51.9% of the participants responded with the definite article 'The'. Question four from the table also repeats the same statement but in the picture, it is obvious that tom is pointing towards the given referent. For the given referent 65.4% of the participants responded with the definite article 'The', moreover, 34.6% of the respondents also respond in the favour of an indefinite article for a given referent. In question five, tom is introducing a new referent by pointing toward the bee who is not flying away, for the new referent 57.7% of the participants used the indefinite article and 42.3% of the participants responded with the definite article 'The'. Question 6 in table 1 is also the continuation of the previous question and in this question, tom is pointing toward the given referent as 'flying bee'. 78.8% of the participants responded with the definite article 'The' and only 21.2% of the participants responded with the indefinite article 'A'. in table 1 response of the participants explains that participants are better able to understand the given referents and they use the right article (definite article 'The') for the given referents, moreover participants responded poorly for new referents, instead of using indefinite article (a, an) they were using definite articles.

Table 1

Use of definite and indefinite articles for the given and new referents

Statement	Option	Percentage
Tom is pointing at a cat	Is a cat running away	51.9%
	Is the cat running away	48.1%

Tom is pointing at a cat	Is a cat running away	23.1%
	Is the cat running away	76.9%
tom is pointing at a duck	is a duck running away	48.1%
	is the duck running away	51.9%
tom is pointing at a duck	is a duck running away	34.6%
	is the duck running away	65.4%
tom is pointing at a bee	is a bee flying away	57.7%
	is the bee flying away	42.3%
tom is pointing at a bee	is a bee flying away	21.2%
	is the bee flying away	78.8%

Table 2 shows the different questions for comprehension of definite and indefinite articles for the given and new referent through the truth value judgment task. Questions in the table are also the continuation of table 1. In the first question of table 2, tom is introducing a new referent in which he is pointing toward an owl, and for the new referent, 63.5% of the participants responded with the indefinite article 'An' which is the right option and even a single person did not respond with the indefinite article 'A' moreover 36.5% of the participants responded with the definite article 'The' for the new referent. In table 2, the second question is the continuation of the first question and in the question, tom is pointing toward a given referent in the picture. 80.85 % of the participants responded with the definite article 'The' for the given referent, and only 19.2% of the respondents replied with the indefinite article for the given referent. In question 3 tom is pointing towards a rabbit and here he is introducing a new referent. 53.8% of the participants responded with the right option. They had responded with the indefinite article for new referents, moreover, 46.2% of the participants responded with the definite article 'The' for the new referent. Question four has also the same statement but with the given referent. Question four shows that for the given referent of rabbit 82.7% of the respondents responded with the definite article, while on the other hand, only 17.3% of the respondents responded with the definite article 'A' for the given referent. For the given referent participants have a high percentage of the right option while for the new referent participants instead of using indefinite article (A, An) participants used the definite article 'The'. Participants have a better understanding of given referent as compared to indefinite articles. In table 2, tom is pointing towards a new referent in question 5, he is introducing a camel, and also pointing toward a still camel. 59.6% of the participants responded with the indefinite article 'The' for the new referent, while on the other hand, 40.4% of the participants responded with the definite article 'The' for the new referent. Option one is the correct option for a new referent.

Statement	Option	Percentage
tom is pointing at an owl	is a owl flying away	0.0%
	is the owl flying away	36.5%
	is an owl flying away	63.5%
tom is pointing at an owl	is a owl flying away	0.0%
	is the owl flying away	80.8%
	is an owl flying away	19.2%
tom is pointing at a rabbit	is a rabbit running away	53.8%
	is the rabbit running away	46.2%
tom is pointing at a rabbit	is a rabbit running away	17.3%
	is the rabbit running away	82.7%
tom is pointing at a camel	is a camel running away	59.6%
	is the camel running away	40.4%

Table 2 Use of definite and indefinite articles for the given and new referents

Table 3 contains the five questions that are about the comprehension of definite and indefinite articles for the given and new referents through the truth value judgment task. In question 1, tom is pointing at a camel, this is the continuation of the previous question. Tom is not introducing any new referent, running camel is the referent that is already given. 80.8% of the participants used the definite article for the given referent camel that is the right option, moreover, 19.2% of the participants used the indefinite article 'A' for the given referent. Tom is pointing at a lion in the second question. In the second question, tom is introducing a new referent lion and pointing at a lion who I still. 59.6% of the participants responded with the indefinite article 'A' for the new referent, while 40.4% of the respondents responded with the definite article 'The'. Indefinite articles are used for the new referents, while definite articles are used for the given referent. In question 3, the referent is already given as a lion. 79.6% of the participants respond in the favour of a definite article for a given referent and this is the right option. 23.1% of the participants responded with an indefinite article for the given referent and that is the incorrect option. In question four, tom is pointing at a parrot when he is still or if he is flying away. In question, four toms are introducing a new referent and that is a parrot. For the new referent of parrot, 48.1% of the participants used the indefinite article 'A', while 51.9% of the participants responded with the definite article for the new referent. Tom in question shows the given referent that is a parrot, and he is pointing toward a flying parrot. 80.8% of the respondents responded with the definite article for the given referent, moreover, only 19.2% of the participants responded with the definite article for the given referent. Table 3 depicts that respondents have a better understanding of the given referent as compared to the

new referent and they used the definite articles correctly in comparison with the indefinite articles.

Statement	Option	Percentage
tom is pointing at a camel	is a camel running away	19.2%
	is the camel running away	80.8%
tom is pointing at a lion	is a lion running away	59.6%
	is the lion running away	40.4%
tom is pointing at a lion	is a lion running away	23.1%
	is the lion running away	76.9%
tom is pointing at a parrot	is a parrot flying away	48.1%
	is the parrot flying away	51.9%
tom is pointing at a parrot	is a parrot flying away	19.2%
	is the parrot flying away	80.8%

Table 3 *Use of definite and indefinite articles for the given and new referents*

Limitations of the study

This research study has a small sample size; the results cannot be generalized as the sample cannot exemplify the whole population. In addition, it was difficult to completely analyse the use of definite and indefinite articles for the given and new referents because the analysis was based on the close-ended questions given in the questionnaire, and there was no story narration task. Some students did not respond with proper attention. This study's main focus was on the definite and indefinite article as a mark of givenness for Urdu speaking adults therefore, it cannot be generalized to other languages. This research can be further studied for validity and reliability.

5. CONCLUSIONS

The present study investigates the production and comprehension of definite and indefinite articles as markers of givenness by Urdu speaking graduates and post-graduates from the perspective of information structure theory. Through picture study and through truth-value judgment task respondents analysed how they used definite and indefinite articles for the given and new referents. Most of the respondents replied with a definite article 'The' for the given referents, Definite article is used for the given referents. Indefinite articles (A, An) are used for the new referents, participants used both definite and indefinite articles for the new referents in comparison with the participants of the given referents. It shows that participants had a better understanding of definite articles for the given referent as compared with indefinite articles for the new referents. For the comprehension of definite and indefinite articles understanding of given and new referents is also very important. This article for the production task of the article only focuses on the questions of a picture story, if the narration task of the picture story is also

added researchers can get a clear idea of definite and indefinite articles production. In this study graduates and post-graduates from the University of Sargodha are taken as a sample, research can also take graduates and post-graduates as their sample population for the research purpose.

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