ABSTRACT

This study attempts to look into the article choice of *a/an*, *the*, and Ø and their production by two Indonesian English teachers. The participants of this study, i.e. teacher 1 and teacher 2, are two experienced Indonesian English teachers with different proficiency levels, i.e. upper-intermediate and advanced respectively. The primary data collection instrument was a forced-choice elicitation task adopted from Ionin, Ko, and Wexler (2004), Snape (2006), and White (2009) controlled in its noun types and semantic contexts of definiteness [±def] and specificity [±spec]. Furthermore, the article production of the teachers in the classrooms was observed and video-taped. Based on the findings, both teachers have acquired definite article *the* yet have shown variability in their use of *a/an* and Ø as suggested by both the forced-choice elicitation task and the observation data. They could consistently produce accurate *the* in most cases yet the uses of *a/an* and Ø were contrastingly different in the two sources of data. In addition, teacher 1 substantiated *the* flooding and more omission errors of *a/an,* while teacher 2 demonstrated more comission errors of overusing *a/an*. In terms of specificity, based on the two data sources, both participants demonstrated that their article choice indicated very low fluctuation, thus, specificity still plays a role in the participants article choice. In addition, there are other uses in which both participants overused *the* in [+def,+spec] contexts and *a/an* or Ø in [-def,-spec] contexts indicating that the participants have not fully acquired (in)definiteness in their article choice (Humphrey, 2007). In terms of noun countability in the two sources of data, teacher 1 demonstrated that the four types of nouns contributed to misidentification to his article production, i.e. abstract singular nouns, mass nouns, imaginable singular nouns, and imaginable plural nouns. Meanwhile, teacher 2 showed that three types of nouns, i.e. abstract singular nouns, imaginable singular nouns, and mass nouns, contributed misidentification to her use of articles.

Keywords: Article choice, non-NEST, noun countability, semantic context, definiteness, specificity, forced-choice elicitation task