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<th>Title</th>
<th>Acquisition of English progressive morpheme –ing for Chinese learners</th>
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<tbody>
<tr>
<td>Author(s)</td>
<td>Wong, Shing Yee Katherine (王聖儀)</td>
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City University of Hong Kong

Linguistics and Language Technology

CTL4235 Project

Acquisition of English Progressive Morpheme –ing for Chinese Learners

Supervisor: Dr Oh Sunyoung
Submission Date: 19 May 2011
Student Name: WONG, Shing-yee Katherine
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ABSTRACT

Grammar is one of the most difficult parts of English learning for Hong Kong students since the first language (L1) - Chinese does not have the spelling system that second language (L2) - English has. The writing system of Chinese uses large numbers of individual characters corresponding to meanings while English makes use of a small number of letters corresponding to sounds. Thus, it is normal for the students to make countless errors when they practice using English grammar, one of which is the doubling error of the final consonant in present continuous verb. This error happens because it is concerned with the phonological knowledge of English which is not included in the primary school curriculum. That is why the writer of this paper is interested in analyzing the doubling errors of the L2 English learners. The writer used descriptive quantitative design which was applied to obtain information concerning the doubling error of the students in using present continuous tense. The population of this research was a class of 25 L2 students studying English in a public primary school. The instruments were a written test and an individual interview. The written test contains 21 fill-in-the-blank questions. Only 14 questions are used to test the present continuous tense and the rest are used as filters. Within these 14 questions, 4 of them are based on the actual verbs and 10 of them are based on non-sense verbs. The actual verbs are used as the control whereas the non-sense verbs are used to
illustrate their phonological knowledge in relation to the final consonant doubling.

Based on the result of the analysis of data, it was found that the average correctness of non-sense verbs in the test by 25 students is 54.8%. Through the interview, it is found that 9 students start learning English since kindergarten while 16 students start since primary school. The finding shows that the years of exposure to English does not affect the performance of the students in using present continuous tense as the students started learning English since primary school have better results than those since kindergarten. The interview also suggests that the explicit teaching of the spelling rules can enhance the performance of the students on present progressive tense.
1. **INTRODUCTION**

In this research, a detail study on the language acquisition in English of Hong Kong primary 5 students is present with highlights on the development of English progressive morpheme *ing* (-ing). The aim of the study is to document the performance of students in the acquisition of the English present continuous tense and the phonological rules for -ing. First, analyse the data and make a thorough comparison of it. Then, evaluate the similarities and differences of the students’ performance in relation to the present continuous verbs development and come up with the proof and improvement for the research in the discussion. Lastly, summarize and conclude the findings within the study.

The morpheme is the minimal[s] unit of meaning (Johnson & Johnson, 1998, p. 217). Units and their meanings may be lexical or grammatical. The finite verb form *playing*, for example, contains a lexical base form *play* and a grammatical morpheme –ing indicating present continuous tense. Specifically, the –ing specifies that an action is (or was) still going on at a particular point of time. The progressive in English can either be in the present or past tense by using appropriate auxiliary verb ‘is/are’ or ‘was/were’ and adding -ing to the end of the base verb. Present continuous tense indicates the action is going on at the present moment of the discourse whereas the
past continuous tense indicates the action is going on at a point of time to the past of
the discourse. In this research, only the progressive part – ing will be the focus and the
tense indicator - auxiliary verbs will not be analyzed. Besides, the data are illustrated
in different form of tables, charts and figures that are shown below.

Normally, the progressive in English is simply formed by just adding inflectional
morpheme\(^1\) –ing to the end of the base verb. But sometimes the change of the word
may occur like doubling the last consonant of verb. In fact, the formation of present
continuous verbs is governed by a set of phonological rules.

Regarding phonological rules, consonants and vowels are the significant factors
contributing the structure of the progressive verb. Consonants and vowels correspond
to distinct parts of a syllable: The most sonorous part of the syllable is typically a
vowel, while the less sonorous margins are typically consonants. Such syllables may
be abbreviated CV, V, and CVC, where C stands for consonant and V stands for
vowel.

\(^1\) Inflectional morpheme attached to the end of the base verb is to allow speakers to morphologically
encode grammatical information. English has only 7 inflectional morphemes: -s (plural) and -s
(possessive) are noun inflections; -s (3rd-person singular), -ed ( past tense), -en (past participle), and
-ing ( present participle) are verb inflections; -er (comparative) and -est (superlative) are adjective and
adverb inflections.
The distribution of the stress, the structure of the stressed syllable and the occurrence of the vowel i.e. *a*, *e*, *i*, *o* or *u* determine the doubling of the last consonant in the progressive verb. Under the following circumstance, the final consonant of the verb is required to become double in progressive form:

1. One-syllable verb

When verbs have only one syllable and CVC structure, the last consonant must be doubled and then added –ing.

   e.g. run → running    sit → sitting

2. Two-syllable verb

When verbs have two or more syllables ending in CVC, the last consonant must be doubled if the last syllable is stressed. When the last syllable is not stressed, just add -ing.

   e.g. spit → spitting    refer → referring

For these kinds of verbs, they are called double verbs and those that do not require doubling the final consonant in progressive form, they are called single verbs.
2. LITERATURE REVIEW

Brown (1973) conducted a study on the natural order of L1 acquisition of grammatical morpheme. He studied the language samples of 3 L1 English children and found that the 3 children learned the English morpheme roughly in the same order but with different ages. This study was considered the pioneer of the natural order of acquisition research. From then on, the natural order studies have been spotlighted on the order in which children acquire grammatical morphemes. The basic idea of natural order studies is that there may be a consistent order in which L1 or L2 learners acquire proficiency in the use of grammatical morphemes. Dulay and Burt (1973) carried out a research on 3 groups of L1 Spanish child learners of English and found a consistent order across them. Later on, Dulay and Burt (1974b) expanded the study on 2 different L1 groups—Spanish and Chinese—of English learning children and got the same conclusion that the natural order of L2 acquisition of grammatical morpheme of both groups are consistent. In this regard, a number of researchers agreed L2 acquisition to be similar to L1 acquisition (Dulay & Burt, 1973; Krashen, Butler, Birnbaum, & Robertson, 1978). Focusing on L2 outcomes, certain researchers found the order in L2 acquisition to be essentially the same regardless of the learners’ L1 (Bailey, Madden, & Krashen, 1974; Larsen-Freeman, 1975; Fathman, 1975). Meanwhile, others found the acquisition order in L2 to be essentially the same
regardless of the learner’s age (Dulay & Burt, 1973; Bailey, Madden, & Krashen, 1974; Fathman, 1975).

Another well-know study was conducted by Berko (1958), he used the “wug” test to determine the knowledge of grammatical morphemes. Non-sense words were a part of this experiment and its purpose is that to test whether the rules subjects learned are in their mind, so they can apply the abstract grammar rules when its attached to word stem or in the real condition where the rules requires to be applied to form the correct grammatical form of sentences, for instances a verb like wash attaches -es to express third person singular subject and -ing to express present progressive tense.
Table 1 Orders of L1 Acquisition of English Morphemes by Brown in 1973 and Berk in 1954 Respectively

<table>
<thead>
<tr>
<th>Order</th>
<th>Grammatical morpheme</th>
<th>Example</th>
<th>Order</th>
<th>Grammatical morpheme</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Present progressive (-ing)</td>
<td>singing, playing</td>
<td>1</td>
<td>Progressive (-ing)</td>
<td>walking, playing</td>
</tr>
<tr>
<td>2/3</td>
<td>Preposition</td>
<td>in the cup, on the floor</td>
<td>2</td>
<td>Plural (-s)</td>
<td>cats, dogs</td>
</tr>
<tr>
<td>4</td>
<td>Plural (-s)</td>
<td>balls, dolls</td>
<td>3</td>
<td>Possessive (-'s)</td>
<td>sister’s book, Tommy’s shoes</td>
</tr>
<tr>
<td>5</td>
<td>Past irregular</td>
<td>broke, went</td>
<td>4</td>
<td>Third person singular (-s)</td>
<td>she cries, Daddy eats</td>
</tr>
<tr>
<td>6</td>
<td>Possessive (-'s)</td>
<td>mommy’s chair, Susan’s teddy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Uncontractible copula (is, am, are)</td>
<td>This is my book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Article (a, an, the)</td>
<td>The teddy, an apple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Past regular (-ed)</td>
<td>walked, played</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third person regular</td>
<td></td>
<td>he climbs, Mommy cooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---------</td>
<td>------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>(-s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third person irregular</td>
<td>John has three cookies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auxiliary uncontractible</td>
<td>She was going to school. Do you like me?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copula contractible</td>
<td>I’m happy; you’re special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auxiliary contractible</td>
<td>Mommy’s going shopping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By comparing both orders shown in table 1, the fact that the orders start with the present progressive, the notion of salience (easily hear and give attention to), syllabicity (-ing is easily to be noticed once it is heard), and lack of exception (-ing is applicable to all words) are seen to be the worth proved to agree that the order of acquisition are mostly rely on the three notions.

The studies discussed so far imply that a natural order of acquisition seems to be
common to learners of English as a second language (ESL) regardless of the impact of variables such as age and L1 background. This general finding has implications for the theory of language acquisition, both first and second, as well as for pedagogical considerations in teaching ESL. In addition to age and L1, however, learning environment has also been an important variable in natural order studies.
3. EXPERIMENT

I have invited 25 primary 5 Chinese students who are studying the same class in St. Matthew Primary School which is a public primary school located in Sheung Wan to be the participants of this test. There are altogether 22 males and 3 females. Their ages are ranged from 10 to 14 years old. The reason for the chosen participants is because the Hong Kong students start learning English present continuous tense in Primary 2 according to the academic curriculum set by Hong Kong Education Bureau, so they should have sufficient knowledge on it to do the task in the research. 9 participants (36%) start learning English since kindergarten and 16 participants (64%) start learning English since primary school. The research is conducted in two formats: written test and individual interview. The written test provided with answers and the individual interview form are demonstrated in appendix 1 and 2 respectively.

Before the written test and the interview, the instructions had been clearly explained to the participants. The written test is in a format of fill-in-the-blank questions. They are asked to complete the test within 30 minutes and then participate in an individual interview. Each interview takes about 5 minutes and it is about the English knowledge of the participant and the acquisition of present continuous tense.
In the written test, there are altogether 21 fill-in-the-blank questions provided with the base form of each word. 3 of them test the plurality, 4 of them test the past tense and the rest 14 questions test the present continuous tense. Considering the present continuous tense questions, the base form of the verbs that actually exist in English (actual verbs) and the created non-sense verbs (non-sense verbs) are provided and participants are asked to give the correct form of verb in the questions.

<table>
<thead>
<tr>
<th>Type of verbs</th>
<th>Single</th>
<th>Double</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual verbs</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Non-sense verbs</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 2 indicates that the questions consist of totally 14 tokens and they are 2 actual single verbs – *play* and *talk*, 5 non-sense single verbs – *choot, neet, riet, tiss* and *weed*, and 2 actual double verbs – *cut* and *win*, 5 non-sense double verbs – *dit, hun, ned, stim* and *yop*. The number of the actual verbs is not the same as that of the non-sense is because the actual verbs questions are used as control to prove that they acquire the knowledge of present continuous tense. The focus is only on the non-sense verbs questions.
Before doing the test, examples are given and explained to the participants to ensure they know what to do in the test. Also, each base form word is pronounced once to the participants. To make the data more reliable, questions like past tense and plural are included to be the filters so that the participants will not aware of being tested only on present continuous tense.

After doing the test, the participants are individually interviewed. The questions asked in the interview are mainly about the language background of the participants and the strategy they apply when doing the written test. There are altogether 5 questions. The first 3 questions are about the mother tongue, the time and the place to learn English of the participants. The fourth question is about whether they have attended any English class beyond school and whether the instructor in the English class taught them the doubling rules of -ing. The final question is about who they learn the doubling rules from and how that person taught the doubling rules. After finished the interview form, participants are asked to explain for their given answers in certain questions of the written test.
In figure 1, it can be seen that there is a total number of 25 students participated in this test. Regarding the start of the primary students’ English learning, 9 of them (36%) have learnt English since kindergarten while 16 of them (64%) have learnt English since primary school.
4. RESULTS

4.1 Written Test

A) Average correctness of the verbs with –ing

Table 3 The Correctness of the Present Continuous Tense Questions in Relation to the Start of English Learning

<table>
<thead>
<tr>
<th>Start of studying English</th>
<th>Kindergarten (K)</th>
<th>Primary school (P)</th>
<th>K + P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of student</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>All 14 questions</td>
<td>58.73%</td>
<td>60.71%</td>
<td>60%</td>
</tr>
<tr>
<td>4 Actual verbs questions</td>
<td>63.89%</td>
<td>76.56%</td>
<td>72%</td>
</tr>
<tr>
<td>10 Non-sense verbs questions</td>
<td>55.56%</td>
<td>54.38%</td>
<td>54.8%</td>
</tr>
</tbody>
</table>

According to table 3, the average correctness of these questions by the 25 participants is 60%. There is no significant difference by year of study, only about 1%, between the average correctness of these questions by participants who started learning English since kindergarten and that by participants who started learning English since primary school. The average correctness for actual verbs and that for non-sense verbs are about 70% and about 55% respectively. The high percentage of average correctness for actual verbs shows that the participants acquire the use of –ing.
B) Average correctness of each non-sense verbs

There are 2 groups of non-sense verbs in the test. One of them is the verbs involving doubling rules. Another group is the verbs involving normal addition of -ing without doubling the final consonant, so we called it singling rule in this paper. In the figure 5, verbs in each group are arranged according to the percentage of correctness. Verbs with higher percentage of correctness are nearer to the percentage axis.

Figure 2 Average Correctness of Each Non-sense Verb by the 25 Participants

Referring to the figure 2, the average correctness of non-sense verbs involving
singling rule is always higher than that involving doubling rules in general. In another sense, the questions of the single verb are easier than those of double verbs. As can be seen, the word *tiss* got the highest order where the word *neet* got the lowest order among all the verbs using singling rule. However, particularly, the word *dit* using doubling rule got the same highest order as the word *tiss* using singling rule. One possible explanation is mainly due to the similarity of the commonly seen word *sit*. Not surprising, the word *ned* using the double –ing rule got the lowest order. It indicates that *ned* is much difficult to students than the other verbs using the same rule. The explanation for this may owing to the confusion of the actual word *need* which use singling rule instead of doubling rule i.e. *needing*. As a result, participants may apply the singling rule of *need* to the similar word *ned* and cause the error.
4.2 Interviews

C) Approaches adopted by students in using –ing

Table 4 The Strategies of the Participants Used in Doing the Non-sense Verbs Questions

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Kindergarten</th>
<th>Primary</th>
<th>Spelling rules</th>
<th>Rote Learning</th>
<th>Perception</th>
<th>No. of correct non-sense verbs/Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rule 1</td>
<td>Rule 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>9</td>
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<td>7</td>
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<td>✓</td>
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</tr>
<tr>
<td>2</td>
<td>✓</td>
<td>✓</td>
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<td></td>
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<tr>
<td>14</td>
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<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>6</td>
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</tbody>
</table>
The approaches in the table 4 are based on students’ feedbacks from individual interviews. In the table 4, students who obtained a higher percentage of correctness (score) are ranked higher. The highest rank and the lowest one are 10 and 1 respectively. Most students in the highest score group (rank 10 to 8) know the –ing spelling rule, either completely or partially. One the other hand, all students in the lowest score group (rank 3 to 1) do not know –ing spelling rule and they used either

<table>
<thead>
<tr>
<th>5</th>
<th>✓</th>
<th>✓</th>
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<th>5</th>
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<td>23</td>
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</tr>
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<td>2</td>
</tr>
<tr>
<td>24</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
</tr>
</tbody>
</table>
rote learning, that is memorizing the progressive forms of actual verbs, or perception, that is their intuition and own way to add –ing to verbs. Mostly, participants who adopt the perception strategy actually give the answers by blind guess.

If look into those high ranked participants, it can be seen that no matter they start learning English from kindergarten or primary school, they both can do well in this test. It implies that the years of exposure to English are not correlated to their performance in this test.
5. DISCUSSION

There are several possible reasons explaining the order differences of certain words in this test. First, the instruction the students received such as rote learning or spelling rule application. 6 participants have written the progressive form of the words *cut* into *cuting* instead of *cutting* while 8 participants have written *win* into *wining* instead of *winning*. According to what the teacher says, the mistakes are made because the participants have just learnt these two words 3 weeks before the test and they are not familiar with them enough, so it can hypothesize that whether the students rely on spelling rule or rote learning can directly affect their performance. If they know how to apply spelling rule in doing progressive form, they can deal with any words they haven’t seen before. Second, the participants are distracted by other tenses and the rules generated by themselves. In the test, the expected answer *playing* has been given another two forms- *plays* by 1 participant and *plaiing* by another 1 participant. *Plays* is resulted from the application of present tense morphemes where *plaiing* is resulted from the alternation of the last letter *y* to *i*. In fact, changing the last consonant *y* to *i* is a spelling rule that exists in both present tense and past tense. When the base form ends in a consonant before *-y*, the *-y* is changed to *-i* and added *-es* for present tense or *-ed* for the past tense, for example, *study* → *studies/studied* and *hurry* → *hurries/hurried*. But the participant wrongly applies the *-y/-i* alternation to *play* as the
structure of *play* ends in a vowel before *-y* and thus no *–y/-i* alternation occurs.

Another word *choot* is expected to give *chooting* as answer; however, one participant has made up a new form *choting*. The possible reason for the deletion of *o* is that they wrongly apply the spelling rule of changing the actual word *shoot*, the present tense form to *shot*, the past tense form. One more rule they non-sense is doubling the last letter whenever they see the letters *n, d & t* in the word. Obviously, they are not clear about the spelling rule and also they mix up the spelling rule of progressive morpheme with other spelling rules of other tenses. Finally, the degree of similarities of pronunciation and spelling will also affect their performance. As mentioned before, the word *dit* is similar to the word *sit* in both pronunciation and spelling. Thus, they can do it correctly. To improve their learning in English progressive morpheme, we suggest that both teachers and students should emphasize on the learning of spelling rules rather than rote learning or a flood input of progressive verb forms.

There are suggestions for improving the test. Firstly, the design of this test could be improved. The filtering questions should involve different tense morphemes only rather than including plural morpheme *–s* about nouns. It is because with filtering questions about plural morpheme, it is difficult to tell whether the students intend to use a plural morpheme *–s* or a third person singular present tense morpheme *–s* for a
verb. Besides, the number of questions involving actual verbs and that involving non-sense ones should be adjusted to be equal, so that the performances for actual verbs and non-sense ones can be compared.

Secondly, the instructions on written test could be improved. Reading each verb to the subjects would be helpful to avoid a chance that different pronunciation for the vowels of non-sense verbs might affect the subjects’ application of –ing spelling rules. For example, the non-sense verb *hun* may be pronounced as with a long vowel [u] or a short vowel [ʌ]. With a long vowel, the progressive form of *hun* should be *huning* without doubling the final consonant /n/. With a short vowel, the progressive form of *hun* will be *hunning* with the final consonant /n/ being doubled before adding –ing. Besides, more emphasis should be given on the hints about where to add the progressive morpheme –ing.

Finally, a pilot testing could be carried out as a trial before the actual test, so that more careful design of test and selection of target subjects can be done for the actual test. It should be noted that the number of subjects for a pilot testing should be smaller than that for a actual test and the group of subjects selected for the pilot testing should not be the same as the group selected for the actual test.
6. CONCLUSION

To sum up, grammar is one of the most challenging sessions of English learning for Hong Kong students. After analyzing the written test and the interview done by the participants, it can be seen that participants make errors while doing present continuous tense in terms of doubling the last consonant of the verb in CVC structure. Although the participants are with different years of exposure to English learning, the participants start learning English since primary school perform better than those since kindergarten. It implies that the years of exposure to English is not a significant factor in learning the English progressive morpheme –ing for Chinese primary students in Hong Kong.

From the interview, it is found that only few of the participants who perform well in the test have been explicitly taught the spelling rules of present continuous tense. For the participants who perform poorly in the test, they mainly rely on the rote learning and perception to do the test, which mean they do not the concrete knowledge on the spelling of present continuous tense, and even they mix up the spelling rules of present continuous tense with other tenses like past tense and present tense. To improve their learning in English progressive morpheme, we suggest that both teachers and students should emphasize on the learning of spelling rules rather than
rote learning or a flood input of progressive verb forms. In overall, these students’ performance in the use of –ing would be better if –ing spelling rules (or phonological rules) are taught explicitly.
7. REFERENCES


APPENDIX 1

Test

Name: ___________________________ Female / Male: __________________________

Date of Birth: ___________________ Place of Birth: _________________________

Class: Primary 5 Email: __________________________________________

Please complete the following questions:

Examples: (i) It is _kapping_ (kap) now.

(ii) He _felt_ (feel) upset yesterday.

(iii) The egg is _bicking_ (bick) now.

(iv) There is one chick and two _eggs_ (egg).
1. Mary is ______talking____ (talk) to me now.
2. They are ______cutting____ (cut) the paper now.
3. There are 2 tables and 4 ______chairs____ (chair).
4. I am ______stimming____ (stim) now.
5. Peter ______borrowed____ (borrow) a book from Jenny yesterday.
6. The duck is ______tissing____ (tiss) now.
7. I have 3 pencils and 6 ______pens____ (pen).
8. They are ______playing____ (play) football now.
9. Susan is ______neeting____ (neet) now.
10. She is ______nedding____ (ned) now.
11. John ______turned____ (turn) on a computer yesterday.
12. I am ______yopping____ (yop) now.
13. John is ______winning____ (win) the game now.
14. Mary wants to buy a bag and 2 ______bottles____ (bottle).
15. The tree is ______rieting____ (riet) now.
16. The flower is ______chooting____ (choot) now.
17. I am ______hunning____ (hun) now.
18. Katie ______washed____ (wash) her clothes yesterday.
19. Betty is ______weading____ (wead) now.
20. Dad ______drank____ (drink) coffee yesterday.
21. Tom is ______ditting____ (dit) now.

Student’s signature: _________________________
Test date: _________________________________
APPENDIX 2

Individual interview (個別訪問)

NOTE:

The answers on this individual interview sheet are written by the interviewer according to the interviewee’s answers (that is, the student’s answers).

Students are required to sign their name at the end of this individual interview sheet to show that all the answers on this sheet are what he/she answers orally.

注意：

這份個別訪問紙上的答案是訪問員根據受訪者的答案(即是受訪學生的答案)來填寫的・
受訪學生需要在這個個別訪問紙的最後部份簽名，以表示這份訪問紙上的全部答案都與他/她的口頭回答一致・
Student name: 學生姓名：_____________________

1. What is your mother tongue? 你的母語是什麼？ ________________________

2. When did you start learning English? 你什麼時候開始學習英語？ ________________________

3. Where do you learn English? 你在什麼地方學習英語？ ________________________

4. a. Have you attend any English class beyond school?  
    (If “No”, please jump to Q5.)  
    你有沒有在學校以外的地方，參加任何英語班/英文補習班？ ________
    (如果沒有，請跳至第 5 題‧)

   b. If the answer to 4. a. is “Yes”, 如果 4. a. 的答案是「有」：
       i) How often do you attend the English class?  
           你參加這些英語班/英文補習班 有多頻密？ ________________
       ii) Did the teacher/instructor of the English class tell you how to add –ing to verbs?  
           (If “No”, please jump to Q5.)  
           這些英語班/英文補習班的老師/導師有沒告訴過你怎為動詞加-ing 呢?
           (如果沒有，請跳至第 5 題‧)
           ________
       iii) If answer to 4. b. ii) is “Yes”, 如果 4. b. ii) 的答案是「有」：
           (1) Was the teacher/instructor the first person who tells you how to add –ing to verbs?  
               那位老師/導師是不是第一個告訴過你怎樣為動詞加-ing 的人呢?
               ________
           (2) How should you add –ing to verbs according to that teacher/instructor?  
               根據那位老師/導師的說法，你應該怎樣為動詞加-ing 呢?
(3) Did you apply that teacher/instructor’s method on adding –ing to verb in this test? If “No”, why?

你在剛才的測驗，有沒有運用那位老師/導師的對於怎樣為動詞加-ing 的方法呢？
如何沒有，為什麼不運用那個方法？

5. a. Did anyone tell you how to add –ing to verbs? (If “No”, please jump to Q5. c.)

有沒有人告訴過你導師的對於怎樣為動詞加-ing 呢？(如果沒有，請跳到第 5. c. 題。)

b. If the answer to 5. a. is “Yes”, if 5. a. 的答案是「有」：

i) Who is the first person who tell you about that?

誰是第一個告訴你那個方法的人呢？

ii) When did that person tell you about that?

那個人在什麼時候告訴你那個方法的呢？

iii) How should you add –ing to verbs according to that person?

根據那個人的說法，你應該怎樣為動詞加-ing 呢？
iv) Did you apply person’s method in adding –ing to verb in this test?

If “No”, why?

你在刚才的测验，有沒有運用那個人的對於怎樣為動詞加-ing 的方法？

呢？如何沒有，為什麼不運用那個方法？

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

c. If the answer to 5. a. is “No”, if 5. a. 的答案是「沒有」，

i) Why do you know how to add –ing to verbs?

為什麼你會知道怎樣為動詞加-ing 呢？

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

ii) When do you start to know how to add –ing to verbs?

你什麼時候開始知道怎樣為動詞加-ing 呢？

_________________________________________________________________________

iii) What is your method in adding –ing to verb in this test?

你為動詞加-ing 的方法是怎樣的呢？

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

iv) Did you apply the method you just mentioned in adding –ing to verb in this test? If “No”, why?

你在刚才的測驗，有沒有運用你刚才說的方法呢？ 如何沒有，為什麼不運用那個方法？

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________