Feeling Set Up by The Set-up

A Study on Swedish Junior High School Students' Understanding of Phrasal Verbs

Agnes Jonsson

Stockholms universitet

Feeling Set Up by The Set-up

A Study on Swedish Junior High School Students' Understanding of Phrasal Verbs

Agnes Jonsson

ABSTRACT

Existing research on phrasal verbs is ample due to their prevalent existence in the English language and the difficulties they bring out as a result of their lack of transparency (Liu, 2011, p. 661). However, more research is necessary to cover new generations of English learners who cross paths with phrasal verbs. This study will provide empirical information on (i) whether Swedish students in 7th-9th grade understand frequently used phrasal verbs better than non-frequent ones, (ii) if phrasal verbs are easier to understand in productive- or perceptive tasks, (iii) if the students' first languages (L1) interfere with this understanding, or (iv) if there is a difference in understanding phrasal verbs which are more common in AmE or BrE. The factors of second language acquisition taken into account in the analysis are explicit and implicit exposure of English, English varieties, crosslinguistic influences and idiomaticity. Chameliec & Weiss (2008, p. 381) define a phrasal verb as "a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g., *go in for, win over, blow up*". The data was elicited with a questionnaire in three parts: one part about the participants background information and two parts on phrasal verb understanding, both in contextualized examples and without context. In the analysis, factors such as the construction of the questionnaire and choice of phrasal verbs need to be considered. The results demonstrate that Swedish junior high school students understand about 50% of the tested phrasal verbs in both parts of the questionnaire. More frequent ones are easier to understand, more so the AmE PVs, and the perceptive task generated a slightly higher percentage of correct answers. The textbooks did not have explicit sections on phrasal verbs, or even formulaic expressions in general. However, the books contained vocabulary boxes with a few different phrasal verbs, which also occurred in the texts. Since no explicit teaching method has been applied in these classes, doing so might increase the general frequency of correct answers. Furthermore, no conclusive results can be made regarding crosslinguistic influences, however, hypotheses on positive transfer can be made.

Keywords

TABLE OF CONTENTS

1. INTRODUCTION

The purpose of this study is to investigate how well Swedish junior high school students (ages 12-16) understand phrasal verbs (PVs). Research on PVs needs to be ongoing due to the fact that even though there is an abundance of research previously conducted on phrasal verbs within the field of second language acquisition (SLA), there are still questions remaining. These questions concern L1-interference, exposure frequency (if more frequently used PVs are more easily understood than less frequent ones), and if explicit or implicit teaching methods make a difference for Swedish L2-learners of English in Sweden.

Sweden is a constantly expanding multi-lingual country where English has become an integrated part of the Swedish society (EPI, 2018). Swedes' proficiency level with regards to the English language is high and new generations are growing up in this continuously changing linguistic environment (EPI, 2018). Every year, the EF English Proficiency Index (EPI) does research on English proficiency levels across the world. Current data demonstrates that in 2017 Sweden was ranked second in Europe, however, in 2018 Sweden was in first place. Sweden's continuously high rankings can be interpreted as a positive consequence of "strong education systems, daily exposure to English in the media, and an entrenched culture of internationalism" (EPI, 2018, p. 24). The need to keep that proficiency level up is important since English is integrated everywhere into the Swedish society. Consequently, charting how well new generations understand frequent linguistic features they may encounter will provide information to make necessary adjustments to prepare them for the future. Therefore, it is important that research concerning this is ongoing. Phrasal verbs constitute an intrinsic linguistic feature in English which is used on a daily basis and understanding them has been linked together with a high proficiency level. Hence, to add to previous research, this study provides new empirical data on the understanding of phrasal verbs, contributing to the continuously growing research field of second language acquisition.

The definition of SLA is according to Ortega (2009) "the scholarly field of inquiry that investigates the human capacity to learn languages other than the first" (p.1). Since English is not the official language in Sweden, it falls under this definition due the fact that most people in Sweden do not grow up with English as their L1. However, English is implemented in most parts of the Swedish society and can, therefore, not be considered a foreign language (Bolton & Meierkord, 2013). Instead, it can be considered to be a second language, consequently, allowing the definition to be utilized in this study. SLA has been viewed from different perspectives, by different researchers and in different contexts. Different theories have been applied and used as foundations for further research; from behaviouristic ideas of language learning, to cognitive viewpoints, sociocultural perspectives and communicative approaches (Lightbown & Spada, 2013). Regardless of perspective, it is evident that a language is a phenomenon which can be taught and learnt, and that it is continuously evolving, expanding and changing. One frequently occurring subject of discussion within the field of SLA is whether or not a person's L1 affects their L2 acquisition (Ortega, 2009; Lightbown & Spada, 2013). An

L1 can have both a positive effect (transfer) when the L1 helps the L2 learner understand or produce correct language structures due to similarities between L1 and L2. However, it can also have a negative effect (interference) where knowledge about the L1 interferes with their L2 acquisition. Ortega (2009) discusses this in terms of *crosslinguistic influences* under which both negative and positive effects are included (see section 2.4). Lightbown & Spada (2013) state that in learning a new language, L2 learners utilize new perspectives from their L1 which lead to a more profound understanding of language structures. Consequently, learning a second language is beneficial for multiple reasons.

English today is what is spoken all around the globe and it has been labelled a lingua franca. This means that it is a "contact language […] a language between speakers who do not share a first language" (Jenkins, Baker & Dewey, 2017, p. 8). As mentioned earlier, Sweden is continuously expanding multi-culturally. This growth generates an emergence of several new languages within the society and, subsequently, the need for a lingua franca. In Sweden, English plays this role. Therefore, information about English language use, and levels of understanding in general, is important, but also the many varieties in which English exists. The most common varieties discussed in Sweden are American English and British English. Previous research has demonstrated BrE's previously influential stance in Europe is decreasing along with a slow emergence of AmE (Robert Linn & McLelland, 2002). The Americanization of Sweden has been ongoing since the middle of the twentieth century (Stephan, 2006). Hence, when previous teaching methods have aimed to be consequent with BrE, considerations to the Americanization and the younger generation's access to extramural English, (English found outside the school system), filled with AmE (implicit input) must nowadays be considered when planning present and future teaching. Thus, if future generations of English L2-speakers in Sweden are going to be able to use English, not just learn it, a valid English education, covering communicative features in the English language, is important.

The Swedish National Agency for Education (SNAE, 2018) discusses the importance of language education. English in Sweden is wide-spread nowadays and due to the multi-cultural society growing in Sweden, it is necessary to have knowledge of English to be able to participate in societal activities and have contacts with others, using English as a lingua franca (SNAE, 2018). Moreover, teaching aims in Sweden involve providing knowledge about English and giving the students "the opportunity to develop all-round communicative skills" (SNAE, 2018, p. 34). Furthermore, the curriculum for compulsory school also states that teaching should give the students language strategies to understand English language features (SNAE, 2018). For Swedish students in junior high school, the curriculum and intended learning outcomes are joined in one document. The knowledge requirements in the curriculum for the end of 6th grade can be applied to the 7th grade participants in this study since the study was conducted merely two months into 7th grade. The knowledge requirements for the lowest grade E states that the students should be able to "understand **the most essential content**" (SNAE, 2018, p. 38). Subsequently, there are only knowledge requirements for the end of 9th grade, which are not applicable to any of the tested participants. However, the difference between the requirements from the ones at the end of 6th grade is that the students should be able to "understand **the main content and clear details**" (SNAE, 2018, p. 39). Moreover, the curriculum states that "fixed

language expressions" should be encountered in 7th to 9th grade (SNAE, 2018, p. 37). What should be noticed is that there is a progression-assessment whereby the students should initially be able to have a general understanding of English to finally be able to explain specifics. To be able to reach those requirements, instructions must guide the students on that path towards language development. Research has been conducted regarding whether that progress benefits more from explicit or implicit exposure to language features. For more information, see section 2.5.

1.1. PURPOSE AND RESEARCH QUESTIONS

The research concerning phrasal verbs is ample due to their prevalent existence in the English language and the difficulties they bring out as a result of their lack of transparency (Liu, 2011, p. 661). However, more research is necessary to cover new generations of English learners who cross paths with phrasal verbs. Hence, the purpose of this study is to provide empirical information on i) whether Swedish students in 7th-9th grade understand frequently used phrasal verbs better than non-frequent ones, (ii) if phrasal verbs are easier to understand in productive- or perceptive tasks, (iii) if the students' first languages (L1) interfere with this understanding, or (iv) if there is a difference in understanding phrasal verbs which are more common in AmE or BrE. The phrasal verbs are chosen from a previously conducted corpus study by Chamielec & Weiss (2008) with regards to factors such as time and relevance to this study. Therefore, the research questions are:

Which factors contribute to Swedish students' understanding of phrasal verbs in 7th, 8th & 9th grade?

- Are phrasal verbs that are known to be frequent in native speakers of English language use understood more easily?
- Is the students' understanding better in productive- or receptive tasks?
- Do the students' L1 demonstrate any crosslinguistic tendencies in their ability to understand phrasal verbs?
- Are American- or British English phrasal verbs easier to understand?

Before proceeding with information about the actual investigation, there are a number of concepts that need to be introduced. The study is constructed to provide information about Swedish junior high school students' understanding of phrasal verbs (PVs). Therefore, information about second language acquisition (SLA), first languages (L1), second language (L2), idiomaticity, American and British English (AmE & BrE), as well as information about explicit and implicit teaching methods will be provided to be able to answer the research questions (see section 2: Background & Previous Research).

2. BACKGROUND & PREVIOUS RESEARCH

Learning a second language (L2) can be troublesome when it comes to idiomaticity. L2-learners are considered to be proficient English users when they are able to use idiomatic

expressions, for instance, fixed idiomatic expressions such as *kick the bucket* (Podromou, 2003). In his article, Podromou (2003) adds a statement from the UCLES, CPE Handbook (2002) which states that when understanding idiomatic features "the learner is approaching the linguistic competence of an educated native speaker and is able to use the language in a variety of culturally appropriate ways (p. 45). As mentioned, people in Sweden are considered to have a high proficiency level when it comes to English. It is taught to children from a very young age and the Swedish society in general is filled with extramural English (EPI, 2018). Previous researchers within this area of SLA include Lightbown & Spada (2013) *How Languages are Learned*, Ortega (2009) *Understanding second language acquisition*, Chamielec & Weiss (2008) *Modeling the Frequency of Phrasal Verbs with Search Engines*, Liu (2011) *The Most Frequently Used English Phrasal Verbs in American and British English: A Multicorpus Examination* and Gardner, & Davies (2007) *Pointing out Frequent Phrasal Verbs: A Corpus-Based Analysis*, among many others.

Chamielec & Weiss's (2008) research: *Modeling the Frequency of Phrasal Verbs with Search Engines* discusses the most and least frequent phrasal verbs found on three online search engines: Google, Yahoo and Live. A set of PVs were chosen due to the variable of whether or not they were separable, meaning that a word could or could not be placed between the verb and the particle. These were individually tested, in their different forms, to retrieve patterns for the PVs, which could, subsequently, be applied to the search engines. Notably, one issue with this data collection method, according to the researchers, is that "not every word pattern corresponds to an actual phrasal verb" (Chamielec & Weiss's, 2008, p. 382). However, the decision was made to continue with the data they collected. This led to the final results when they ranked the most and least frequent PVs on the basis of the results from the search engines (see section 4.1).

Another corpus-based study is Gardner & Davies's (2007) research *Pointing out Frequent Phrasal Verbs: A Corpus-Based Analysis.* The study used the British National Corpus (BNC) with the aim to investigate phrasal verb frequency and the relation to teaching and learning. The data collection was divided into three steps: (i) transferring the corpus into a data base program, (ii) "gathering […] [identifying and reporting] every instance where a lexical verb (LV) was followed by an adverbial particle (AVP)" (p. 344) and (iii) lemmatizing the data. The analysis was divided into form-based and meaning-based analyses to be able to cover frequency as well as instances where the context might alter the meaning of the PV (p. 345). In sum, lists of the most frequent PVs were compiled and conclusions about pedagogical implications were drawn. What was stated was that ample exposure is important as well as being aware of the "multiple meaning senses that are characteristic of high-frequency PVs" (p. 354).

Also, research conducted by Liu (2011) *The Most Frequently Used English Phrasal Verbs in American and British English: A Multicorpus Examination* provides insight to the complexity of understanding phrasal verbs. It connects back to Gardner & Davies's study and adds to previous research by providing data from the Corpus of Contemporary American English (COCA) along with data from the BNC in a cross-investigation of American English (AmE) with British English (BrE) PVs. The data was collected through

carefully modified queries by: (i) deciphering which tokens belonged to "a lexical lemma", (ii) adding first one intervening word, then searching for separable PVs adding two intervening words and (iii) "recording and tabulating the query results" (p. 665). Finally, comparisons between the corpora were made with frequency as the main criterion for analysis (p. 671). Validations to previous research were made and as for pedagogical implications, Liu (2011) agreed with Gardner and Davies (2007) regarding the importance of increased exposure and knowledge of phrasal verbs' complexities.

2.1. DEFINITION OF A PHRASAL VERB

Phrasal verbs are considered to be a part of the English language that second language learners find difficult to comprehend (Liu, 2011, p. 661). A reason for this might be that the notion of what constitutes a phrasal verb varies within the research field. Multiple researchers have begun to break down phrasal verbs into smaller components to be able to define phrasal verbs from other multi-word units, for instance, prepositional verbs, phrasal prepositional verbs and other idiomatic expressions. However, the results of that have merely caused amplified confusion for both teachers and students due to the complexity of sorting and keeping track of all entities (Gardner & Davies, 2007). One definition is that a phrasal verb is "a simple verb combined with an adverb or a preposition, or sometimes both, to make a new verb with a meaning that is different from that of the simple verb, e.g., *go in for, win over, blow up*" (Chamielec & Weiss, 2008, p. 381). This definition is the one this study is based upon and there are three reasons for this. First, the phrasal verbs tested on the students are obtained from the study in which this definition is used. Secondly, it is based upon a corpus-based dictionary which makes the information generally reliable. Finally, the definition is easy to understand yet extensive enough to provide information about the grammatical combinations necessary for it to constitute a phrasal verb in this study.

2.2. IDIOMATICITY

An idiomatic expression is considered to be a grammatical grouping of two, or several. entities which separately have different meanings than when they are combined (Podromou, 2003). However, some idiomatic expressions tend to be more literal than others (Wulff, 2010). Considering ideas which stem from construction grammar, there is only one criterion a grammatical structure needs to establish to be regarded as idiomatic: "it has to be a conventionalized multi-lexemic expression […] [to] be positioned somewhere on an idiomaticity continuum" (Wulff, 2010, p. 2). Consequently, phrasal verbs, as defined by the definition above, are a part of this idiomatic continuum. This information and classification of phrasal verbs creates a space for error acceptance in the SLA community due to the fact that it needs to be processed beyond the literal word, which, as mentioned, has proven to be problematic for L2-learners. However, once learned, the L2-learner is considered a highly proficient user of English (EPI, 2018).

2.3. PHRASAL VERBS IN TEACHING

Teaching phrasal verbs is a phenomenon which has long been debated in terms of which phrasal verbs to teach first and how to teach them in the best possible way (Gardner & Davies, 2007, p. 339). Corpus based studies can help aid this by providing data about more or less frequent PVs. However, variations between English varieties, regions and dialects make it more complex to retrieve answers that are 100% true. Still, corpus studies can provide indications about phrasal verb usage, which give teachers directions on which phrasal verbs to teach and how they are used, consequently, making the education more authentic. The research field of SLA has studied how languages are best acquired in the classroom environment (Gardner & Davies, 2007). New theories are constantly applied as new research is conducted, consequently, leading to new ways of viewing and implementing PVs in L2-teaching.

2.4. CROSSLINGUISTIC INFLUENCES

To be able to understand L2 learning it is important to have knowledge about a person's L1: similarities, differences and patterns. There is a lot of previous research within this area of SLA, which influences the way L2 languages are considered to be acquired. Lightbown & Spada (2013) claim that learners use knowledge of languages they already have acquired and Ellis (2009) agrees by stating that "[in] learning something new, we build on what we already know" (p. 153). Furthermore, even though there are still gaps in the research regarding the specificities of L1 impact, previous research has provided evidence for the fact that "[the] learner's first language does have an influence" on L2 learning (Lighbown & Spada, 2013, p.45).

Most prevalent when discussing L1 impact on L2 learning is the notion of transfer or interference. These concepts presume either a positive relation between L1 and L2 where similar patterns are applied to the new language in a correct way (transfer) or a negative way (interference) when the L1 makes the learner use the new language incorrectly due to assumptions about pattern similarities between L1 and L2 (Abrahamsson, 2009). This draws on hypotheses connected to behavioristic ideas and from contrastive analysis, which influenced the research field greatly in the 1950s-1960s (Abrahamsson, 2009; Ortega, 2009). However, more current research now uses the terminology *crosslinguistic influences* when discussing L1 impact on L2 learning. Abrahamsson (2009) discusses the wide scope the terminology covers and Ortega (2009) states that:

> crosslinguistic influences can have positive as well as negative consequences for L2 learning. In addition, knowledge of the L1 impacts on L2 acquisition subtly and selectively, sometimes resulting in strikingly negative and positive consequences for different learner L1 backgrounds, at different stages of development or proficiency and for different areas of the L2 (p. 31).

There are similarities in patterns between Swedish and English, for instance, both languages have phrasal verbs (Swe: partikelverb) (Gardner & Davies, 2007; Sjoholm,

1995). Following up on previous research, for instance EPI (2018), it could then be hypothesized that the reason for Swedish people mastering the English language at such high levels, is due to positive L1 impact on their L2 learning.

2.5. EXPLICIT OR IMPLICIT EXPOSURE

The discussion about whether language is acquired more successfully with explicit or implicit exposure has been a topic of interest in SLA for a long time and is still ongoing. To define the concepts briefly, implicitness entails learning unconsciously while explicitness entails conscious actions (Rebuchat, 2015). The choice between implicitness and explicitness is made depending on intended learning outcomes and individual purposes for the L2 learner. Rebuchat (2015) states in his research that "implicit learning can give rise to a sense of intuition, i.e. subjects often know that they have acquired knowledge but they are unaware of what that knowledge is." (p. XIV). Simultaneously, the effects of explicit learning by enabling 'noticing' often result in effective and durable L2 learning (Rebuchat, 2015). Consequently, this connects to the cognitivist idea of the noticing hypothesis which claims that learning is not possible without explicitly noticing what is being learned (Ortega, 2009). Nonetheless, both implicit and explicit exposure methods are applicable and beneficial depending on, for instance, the purpose, level of proficiency and linguistic background.

When it comes to idiomatic expressions in language learning, research has demonstrated that such formulaic features are rarely explicitly taught or tested (Alali & Schmitt, 2012). Arguably, even though it is difficult to understand idiomatic expressions due to its separation from the words' literal meaning, it is implied that such linguistic features are implicitly acquired (Alali & Schmitt, 2012). As previously mentioned in the introduction, idiomatic expressions such as phrasal verbs, constitute a large part of the English language. Furthermore, Alali & Schmitt (2012) also argues that "formulaic sequences are central to language learning and use, and so need to be included in explicit teaching" (p. 157). Furthermore, Nick Ellis (2015) in Rebuchat (2015) agrees with that argument by stating that "explicit learning is necessary in L2 acquisition" (p. 13).

2.6. PHRASAL VERBS IN AMERICAN- OR BRITISH ENGLISH

Phrasal verbs are used on a daily basis for English-speaking people. Due to this frequent usage, it is easy to understand why researchers have investigated this linguistic feature for decades (Iatsu, 2005). Previous research on PVs has provided information on the fact that there are differences in usage between American English (AmE) and British English (BrE). Tatiana Iatsu (2005) briefly describes the differences concerning definitions (how explicitly the verb + particle-combination is described) and usage preferences. Noticeably, Iatsu (2005) claims that it is more common to use phrasal verbs in AmE when BrE tends to favour the equivalent single word option. Iatsu (2005) concludes that data based upon extracted phrasal verbs with both an AmE-perspective and a BrE-perspective, which are investigated independently, might be difficult to compare and analyse due to individual definitions between researchers.

3. VALIDITY & RELIABILITY

This section will provide answers concerning this study's validity and reliability with regards to materials and methodology. Conclusions are made with considerations to previous researchers' definition of the concepts.

Validity is, according to Trost & Hultåker (2016), when the elicitation method provides the information necessary to answer the research questions. This study was constructed to elicit quantitative data for empirical analysis to be able to answer the research questions about Swedish students' understanding of phrasal verbs. The method consisted of questionnaires which were designed with regards to the research questions, providing relevant data for the study. Hence, this study has taken into account the requirements for high validity if considering Trosts & Hultåkers' (2016) definition (see section 4: Materials & Methodology).

Reliability is when all interfering variables are considered, and all participants have the same prerequisites (Trosts & Hultåker, 2016). In studies involving people's understanding of language use, as in this case, this is not easy to manage. Nonetheless, even though this study is a comparative study between three groups of students, the classes were almost homogenous in their L1; the age-range within each class was with no more than two years apart, they all got the same amount of time to fill out the questionnaire and all three classes conducted the study in the same classroom with the researcher and their English teacher present. All classes had the same teacher. Mackey & Gass (2011) state that "[no] group of participants is going to be identical to another group" (p.11). This is important to remember in research which deals with people who all have individual backgrounds. However, all variables which were possible to predict in advance and maintain static were taken into consideration. Hence, this study has taken into account the requirements for reliability.

4. MATERIALS & METHODOLOGY

This section will provide information about the study's materials, participants and methodology. More detailed information can be found in the tables and figures in appendices A - J.

4.1. MATERIALS

The materials for this study consisted of a consent form (Appendix A) and an information sheet (Appendix B) as well as the questionnaire which was divided into three parts: one background questionnaire (Appendix C) and a two-part questionnaire covering phrasal verbs both in a receptive task (Appendix D) and in a productive task (Appendix E). The phrasal verbs were chosen from a previously conducted corpus study by Chamielec & Weiss (2008) where the ten most frequent, and ten least frequent, phrasal verbs queried

through Google were listed. The most frequent phrasal verbs were: *sign up, look for, be in, check out, go back, look at, find out, be after, look in* and *start off*. The least frequent ones were: *sob out, slog out, swirl down, nestle up, fur up, rein back, skirt around, sponge down* and *ravel out*. However, *be after* was accidentally replaced by the PV *look after*. The decision to continue the investigation regardless of this was made and calculations and analyses were conducted accordingly (see sections 7 & 8). Three student groups from the same Swedish junior high school participated in the study and the questionnaires were answered on paper with pens or pencils in a classroom environment. Also, the students' course material, *Wings 7-9*, was researched for information on phrasal verbs by searching for explicit sections on idiomaticity.

4.2. PARTICIPANTS

The information about the participants was retrieved from the distributed background questionnaire. The participants remained anonymous with considerations to ethical guidelines (see section 5). The groups consisted of students with an age range of 12-16 years in 7th to 9th grade. The student groups consisted of 70 students in total. See Appendix F (table 7) for detailed information.

4.2.1. 7th GRADE

This group consisted of 26 students age 12-13. The majority of the class had Swedish as their L1, approximately 85%. Four students were bilingual L1 users (15%), all combining their Swedish L1 with different first languages: Persian, Chinese, Norwegian and Swiss German. 14 students (54%) indicated that they had previous knowledge of phrasal verbs while 12 students (46%) indicated that they heard about the concept for the first time at the time of the study. Six students (23%) considered their English to be more British, consequently, 19 students (77%) considered their English to be more American. The students stated that they came across English while watching TV (96%), in school (85%), on the Internet (including online gaming and social media, 58%), through books (38%), friends (35%), and other forums such as: radio, at home and travelling (23%).

4.2.2. 8th GRADE

This group consisted of 24 students age 13-14. The majority of the class had Swedish as their L1, approximately 83%. Four students were bilingual L1 users (17%), combining their Swedish L1 with different first languages: English (two students), Arabic and Danish. 15 students (62,5%) indicated that they had previous knowledge of phrasal verbs while 9 students (37,5%) indicated that they heard about the concept for the first time at the time of the study. Ten students (42%) considered their English to be more British, consequently, 14 students (58%) considered their English to be more American. The students stated that they came across English while watching TV (92%), in school (92%), through friends (50%), on the Internet (including online gaming, YouTube and social media, 42%), through books (33%), and other forums such as: radio, at home, sports and travelling (23%.

4.2.3.   9th GRADE

This group consisted of 20 students age 14-16. The majority of the class had Swedish as their L1 (95%). One student was bilingual (5%), combining Swedish with Finnish. Six students (30%) indicated that they had previous knowledge of phrasal verbs while 14 students (70%) indicated that they heard about the concept for the first time at the time of the study. Three students (15%) considered their English to be more British, consequently, 17 students (85%) considered their English to be more American. The students stated that they came across English in school (100%), watching TV (90%), through friends (80%), on the Internet (including online gaming and social media, 75%), through books (70%), and other forums such as: radio, at home and travelling (35%).

4.3.   COURSE MATERIAL

The investigated course material consisted of three textbooks, one for each grade. The books were *Wings 7, Wings 8*, and *Wings 9* which were constructed similarly with sections about words and phrases, reading, speaking, writing, listening and grammar.

4.4.   METHODOLOGY

The consent form was constructed and emailed to the students' English teacher, who distributed and collected them prior to going through with the study. All students were given a consent form to fill out with their parents (Appendix A). The questionnaire was composed based on the findings from the previously mentioned corpus study by Chamielec & Weiss (2008). In the first part of the phrasal verb questionnaire, the students chose the correct meaning of the phrasal verb. Four alternatives were provided, one was correct. For the second part, the students were supposed to fill in the gap with phrasal verbs from a box on top of the page. Only one answer was correct, but to be able to limit the possibility of guessing, an extra five phrasal verbs were added. At the time of the study, the students were given an information sheet explaining the research they decided to participate in. Paper copies of the questionnaire were printed and distributed on site. Subsequently, an oral instruction about the questionnaire was given. The instructions were given in Swedish. Also, extra instructions were individually provided to the students who needed extra explanations. The students filled out the questionnaire and as they handed in their answers, to maintain their anonymity, their answering sheets were given numbers by the researcher, instead of the students' names, which matched the number on their consent form. The questionnaires which did not have a matching consent form number were excluded from the study. The participants were given 30 minutes to complete the questionnaire. This procedure was repeated in all three classes and the compilation of the results was made by adding up the students' background information as well as their correct answers from the forms and comparing the results.

The analysis of the course material, *Wings* 7 – 9 textbooks and workbooks, focused mostly on the textbooks. The textbooks were investigated for explicit sections about phrasal verbs. However, due to the lack of such explicit sections, focus was directed to the vocabulary boxes accompanying the texts. In each book there were yellow vocabulary boxes with lists, in which phrasal verbs were searched for. The workbooks were also

researched for any sections on phrasal verbs. However, they did not provide any such explicit information; hence, the decision was made to focus merely on the textbooks.

The analysis consisted of comparisons of the three classes' background information and results, connected to previous research within the SLA-field (see section 7 & 8 for the analysis and discussion of the results).

5. ETHICAL CONSIDERATIONS

This study has been conducted with considerations to the Swedish Research Council's four research ethical principles to protect the participants anonymity and rights. These consist of the obligation to provide information about the study, consent, confidentiality and application of data.

Firstly, the right to information about the study was met as the participants were provided with information prior to the study along with the consent form as well as the information sheet. Contact information to me and my supervisor at Stockholm university was included on both forms in order for the participants and their parents to be able to ask questions before, during, and after the study was conducted. Information about the terms and conditions for the study was given, including for instance, the participants' right to withdraw from the study at any time at which point all data would be deleted.

Secondly, due to the fact that the participants signed a consent form after being given information about the study, the obligation of information about consent was upheld. Also, the majority of the participants were under the age of 15, consequently, requiring parental consent which was provided by the students prior to the study. Information about the importance of parental consent was also stressed.

Thirdly, the obligation to keep the participants anonymous was met since the questionnaires were provided with numbers instead of their names. Also, neither me nor my supervisor had any connection to the students, either prior to or after the study. Analyses of the data can, therefore, not be connected to the participants or the school. Both consent forms and questionnaires are kept safely away from unauthorized people, hence, the study fulfills the demands of confidentiality.

Finally, the last obligation from the Swedish Research Council, which requires insurance that the collected data will only be applied to this research, is met.

6. RESULTS

This section will provide the results from questionnaire A and questionnaire B. The results will be presented in tables and figures combined with an informative text to aid understanding.

The results demonstrated that all three classes got approximately 50% of the phrasal verbs correct. All classes' results demonstrated the same pattern with a higher percentage correct answers for questionnaire A (see appendix D) than for questionnaire B (see appendix E) as illustrated below in figure 1. Specified information on each student's result is demonstrated in appendix G.
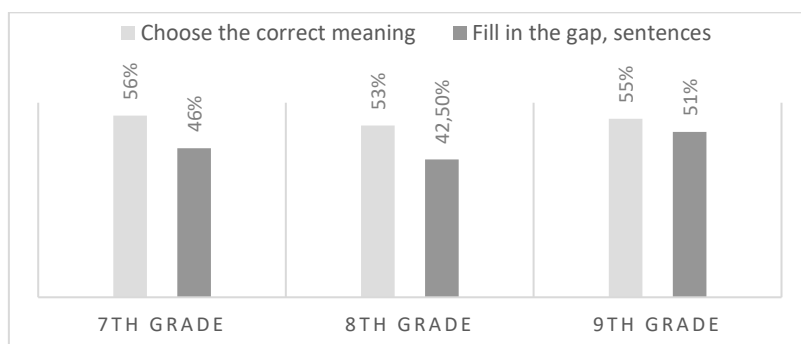
Figure 1. General results of correct answers in 7th to 9th grade.

6.1. 7th GRADE

The results demonstrate a frequency of 56% correct answers by the students in 7th grade for questionnaire A (see Appendix D) and a frequency of 46% correct answers for questionnaire B (see Appendix E). The frequent PVs on questionnaire A got a frequency percentage of correct answers between 58% - 96%, and the less frequent ones ranged from 8% - 54% (see table 2). Questionnaire B demonstrated a similar pattern where the frequent PVs got a frequency of correct answers between 12% - 85%, while the least frequent ones had a frequency range of correct answers between 8% - 77% (see table 3). The textbook did not have explicit sections on phrasal verbs, but they did contain vocabulary boxes along with some of the texts and these boxes contained phrasal verbs. However, none of the tested PVs for this study were found in these boxes.

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Sign up	96%	Sob out	23%
Look for	96%	Scorch along	8%
Look in (on)	58%	Ravel out	54%
Check out	85%	Skirt around	12%
Find out	88%	Nestle up	42%

Table 1. 7th grade results *questionnaire A*

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Be in	12%	Slog it out	31%
Go back	65%	Swirl down	77%
Look at	65%	Fur up	23%
Start off	65%	Rein back	8%
Look after	85%	Sponge down	31%

Table 2. 7th grade results *questionnaire B*

6.2. 8th GRADE

The results demonstrate a frequency of 53% correct answers by the students in 8th grade for questionnaire A (see Appendix D) and a frequency of 42.5% correct answers for questionnaire B (see Appendix E). The frequent PVs on questionnaire A got a frequency percentage of correct answers between 46% - 96% and the less frequent ones ranged from 13% - 46% (see table 4). For questionnaire B the frequent PVs got an accuracy score of between 0% - 96%, while the least frequent ones had a frequency range of correct answers between 13% - 63% (see table 5). The textbook did not have explicit sections on phrasal verbs, however, they did contain vocabulary boxes along with some of the texts and these boxes contained some phrasal verbs. Notably, none of the tested PVs for this study were found in these boxes.

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Sign up	83%	*Sob out*	33%
Look for	96%	*Scorch along*	13%
Look in (on)	46%	*Ravel out*	42%
Check out	67%	*Skirt around*	21%
Find out	83%	*Nestle up*	46%

Table 3. 8th grade results *questionnaire A*

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Be in	0%	*Slog it out*	21%
Go back	83%	*Swirl down*	63%
Look at	50%	*Fur up*	17%
Start off	63%	*Rein back*	13%
Look after	96%	*Sponge down*	21%

Table 4. 8th grade results *questionnaire B*

6.3. 9th GRADE

The results demonstrate a frequency of 55% correct answers by the students in 9th grade for questionnaire A (see Appendix D) and a frequency of 51% correct answers for questionnaire B (see Appendix E). The frequent PVs on questionnaire A got a frequency percentage, between 40% - 100%, and the less frequent ones ranged from 0% - 65% (see table 6). For questionnaire B the frequent PVs got a frequency between 10% - 85%, while the least frequent ones had a frequency range of correct answers between 15% - 75% (see table 7). The textbook did not have explicit sections on phrasal verbs, however, they did contain vocabulary boxes along with some of the texts and these boxes contained some phrasal verbs. However, none of the tested PVs for this study were found in these boxes.

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Sign up	90%	Sob out	30%
Look for	100%	Scorch along	5%
Look in (on)	40%	Ravel out	65%
Check out	80%	Skirt around	0%
Find out	100%	Nestle up	40%

Table 5. 9th grade results *questionnaire A*

Frequent phrasal verbs	correct answers (%)	Less frequent phrasal verbs	correct answers (%)
Be in	10%	Slog it out	40%
Go back	80%	Swirl down	75%
Look at	80%	Fur up	35%
Start off	75%	Rein back	15%
Look after	85%	Sponge down	15%

Table 6. 9th grade results *questionnaire B*

7. ANALYSIS

In this section, the results for the study will be analysed with regards to previous research, the research questions and the purpose of the study, with hopes of providing answers to fill a small gap in the research field. The analysis will provide answers concerning factors underlying the understanding of phrasal verbs for Swedish junior high school students in 7th – 9th grade, with emphasis on the research questions:

- Are phrasal verbs that are known to be frequent in native speakers of English language use understood more easily?
- Is the students' understanding better in productive- or receptive tasks?
- Do the students' L1 demonstrate any crosslinguistic tendencies in their ability to understand phrasal verbs?
- Are American- or British English phrasal verbs easier to understand?

7.1. FREQUENCY EXPOSURE ANALYSIS

Firstly, looking at the results, along with the findings in COCA and the BYU-BNC (see appendix G), frequency does seem to have an effect on the students' understanding of phrasal verbs. The frequent PVs got a higher frequency of correct answers than the less frequent ones (see tables 1-6). Considering the participants' background information about extramural English, conclusions can be made that the exposure to frequent phrasal verbs both in- and outside the school environment has a positive effect for their understanding of PVs. SNAE (2018) states that students "should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and

interests" (p. 34). Hence, the student's background answers provided information that teachers should be taking into account in teaching about PVs. The reason for their high scores on the frequent phrasal verbs, and lower on the less frequent ones, might come from the technical globalization and growing multi-cultural society Sweden has become. Nowadays, Sweden's population is greatly impacted by TV, the Internet and gaming, and it has especially demonstrated to have a positive effect on Swedish people's English proficiency (EPI, 2018). How much of an impact is left for future research to investigate, but the results in this study demonstrate a high level of input from these categories. This also seems to transfer over to communication between peers as approximately 50% or more students in each grade state that they encounter English in that discourse area. Implicit exposure, with regards to the frequent PVs then seems to have an impact on Swedish students' ability to understand them.

Evidently, increased exposure is beneficial for students' understanding. However, since the textbooks did not provide any specific sections on phrasal verb or idiomaticity in general there is no telling if explicit teaching methods would increase their understanding of that linguistic feature. However, a hypothesis can be made, connected to previous research on the importance of explicit instructions, that would such information be accessible then the percentage of correct answers in a study like this would likely increase.

7.2. RECEPTION & PRODUCTION

Generally, the construction of the questionnaire probably had an impact on the collected data. Researchers investigating the phenomenon of reception and production in language learning have come to diverse conclusions where some argue that they are separate systems while others claim they are connected to each other through similar processes (Spinner, 2014). What has been found more recently is that there are similarities in these processes, but also differences. Spinner (2014) states that

> [not] only are there cases in which comprehension appears to precede or exceed production, as might be expected (Grüter, 2005; Ringbom, 1992), but there are also cases in which production appears to precede or exceed comprehension (Flynn, 1986; Unsworth, 2007). In order to avoid the unappealing conclusion that there are separate grammars for production and comprehension, researchers have speculated about the particular demands in each case that can present a challenge for learners.
>
> (Spinner, 2014, p. 706)

Consequently, the analysis of the data needs to consider the variable that L2 learners might be stronger either receptively (questionnaire A) or productively (questionnaire B). The general scores for both questionnaires demonstrate a slightly higher percentage of accurate answers with an average of 54,6 %, while questionnaire B was met with an average of 46,5 % correct results. This can be interpreted as these classes being somewhat stronger in their receptive English skills than in their productive skills, as questionnaire B required the students to read sentences and actively write the correct PV in the gap. However, the differences are too small to be able to make concrete statements and it needs to be remembered that these results could merely have been a result of the students guessing instead of knowing the correct answer.

7.3. CROSSLINGUISTIC INFLUENCES ANALYSIS

The majority of the students had Swedish as their L1, over 80% throughout the grades. This suited the purpose for this study since the purpose was to investigate Swedish junior high school students, consequently, assuming that the majority had Swedish as their L1. However, Sweden's multi-cultural society needs to be taken into account and with that the notion of bilingualism in the Swedish school system. This means that considerations about how these students' data might have affected the results are important in the analysis. What should then be noticed is that the bilingual students in 7th grade all answered with a 50% or higher accuracy. The Swedish/Norwegian student got 70% correct answers on questionnaire A and 60% correct answers on questionnaire B. The Swedish/Swiss German student got 60% correct answers on questionnaire A and 50% on questionnaire B. The Swedish/Chinese student got 60% correct answers on questionnaire A and 80% on questionnaire B. Overall, the general frequency of correct answers can be considered to be high which might be an effect of positive crosslinguistic tendencies. Swedish and Norwegian both have phrasal verbs with regards to the definition *verb + particle* (Sjoholm, 1995; Miccoli, 2010). Chinese (mandarin) has very few equivalents to English phrasal verbs with the combination *verb + particle,* thus, native speakers of Chinese are more likely to translate the components individually than as one compound due to L1 interference (Chen, 2007). However, the Chinese bilingual student in this study got 60% correct answers on the perceptive part and 80 % correct answers on the productive part, which is not in line with the concept of crosslinguistic influences. Nevertheless, this is merely one student in a small-scale study which means that the data is not generalizable and can, therefore, not be perceived as conclusive results. Information on whether phrasal verbs are used in Swiss German could not be found, however, PVs do exist in the Germanic languages, for instance, German, Swedish and Norwegian (Riguel, 2014). This enables the possible conclusion of regarding phrasal verbs as a linguistic feature in Swiss German as well. This student also scored above 50% on both questionnaires, which can be interpreted as positive crosslinguistic influences. It is interesting that the student who does not have equivalents to phrasal verbs in their L1 (Chinese) got higher scores than students with this language feature. More research on this is clearly needed.

In the 8th grade, there were two bilingual students who combined their Swedish L1 with English. These students got high scores on the questionnaires. Participant 24 (P24) got 70% correct answers on both questionnaire A and B, and participant 16 (P16) got 70% correct answers on questionnaire A and 90% correct answers on questionnaire B. The student with Swedish/Danish (P8), scored 50% correct on questionnaire A and 60% on questionnaire B while the Swedish/Arabic student only got 50% on questionnaire A and 20% on questionnaire B. In Sandford Pedersen & Nimb's research (2000), phrasal verbs are distinguished from other linguistic verb functions in Danish and in Abdul Amir Mubarak's research (2015), a contrastive study on English- and Arabic PVs demonstrates their existence in both languages. Not surprisingly, the students with English as their L1 got a very high accuracy rate, but also the Danish student did well, providing further information on the possibility of positive transfer in understanding phrasal verbs.

In 9th grade only one student was bilingual, combining Swedish and Finnish. The student (P5) scored 50% correct on questionnaire A and 40% on questionnaire B. Finnish is a language where PVs are infrequent, usually uttered with a single-word alternative (Sjoholm, 1995). However, in more informal settings, such as slang, a two-component alternative is sometimes applied, demonstrating a familiarity with the linguistic feature of a phrasal verb (Sjoholm, 1995). Again, not many conclusions can be made about these results, however, an indication about the fact that no equivalents in the students' L1 affected the results can be noticed. No generalizable results or conclusions can be presented merely through the bilingual participants in this study due to the fact that they were to make connections on their individual L1 effect on L2 in this case.

However, over 80% of the students in each grade had Swedish as their L1 and considering that Swedish is a language in which PVs exist, along with the knowledge of L1 influence on L2 understanding, the students might have been able to figure out some of the PVs by connecting it to their L1. Some of the PVs, for instance, *go back* and *look after* are quite similar to the Swedish expressions *gå tillbaka* and *titta efter (till)*. The table below demonstrated the Swedish equivalents to all 20 PVs. What can be noticed is that all of the more frequent ones are quite similar to the Swedish version, either having the initial word starting with the same phonological sound as for *Sign up* / *Skriva in sig /s/* or the second one starting with the same phonological sound (*look in (on))* / *titta in (hos) /i/*. Other PVs are similar in particle choice (*after/efter)* which might also make the connection easier for students with Swedish as their L1. For the less frequent ones the similarities are not as clear, arguably, contributing to lower scores.

Eng	Swe	Eng	Swe
Sign up	Skriva in sig	**Swirl down**	Singla ner
Look for	Titta efter/leta efter	**Nestle up**	Gosa in sig
Be in	Stanna inne/hemma	**Fur up**	Täppa till
Go back	Gå tillbaka	**Rein back**	Ha under kontroll
Look at	Titta på	**Skirt around**	Hålla sig borta ifrån
Find out	Få reda på	**Sponge down**	Tvåla in sig
Look after	Se efter	**Ravel out**	Reda ut
Look in (on)	Titta in hos (besöka)	**Sob out**	Gråta ut
Start off	Sätta igång	**Slog it out**	Puckla på
Check out	Kolla in	**Scorch along**	Bränna iväg

Table 7. The tested phrasal verbs and their Swedish equivalents

The reason for the students' demonstration of level of understanding English PVs might be due to crosslinguistic influences, but since the results generally did not provide any revealing data, the question remains unanswered.

7.4. PHRASAL VERBS IN AMERICAN- OR BRITISH ENGLISH ANALYSIS

The PVs in this study can be divided into categories where they are more common in AmE or BrE (see appendix G). Since information about this was difficult to find in efforts of searching through previous research, the decision was made to conduct a minor corpus investigation on these PVs. The investigation made it possible to see if the PVs were used more often in AmE or BrE, or equally frequent in both varieties. COCA and BYU-BNC

corpora were searched to get the comparable data by looking at frequencies per million words (pmw). The search strings included four word forms for each PV: the infinitive, the present, the past and the present participle, and the connected particle (*"sign/signs/signed/signing up"*). However, for *Be in* the search string was *("am|is|are|was|were|been|being in_rp*")* to capture irregular verb forms. However, the numbers need to be analysed with knowledge about restrictions and limitations of the investigation. These restrictions involved disregarding the fact that these numbers might contain other ways of using the constituents (verb + particle) than as a PV due to the fact that the individual instances were not further subjected to qualitative analysis. Also, the search is limited to the direct adjacency between the verb and the particle which rules out intervening components. Hence, these numbers reveal a general idea of the frequencies and should be analysed accordingly.

The PVs used more often in BrE are: *Be in, Start off, Fur up, Rein back and Look after*. In contrast, the PVs used more frequently in AmE are: *Sign up, Look for, Check out, Find out, Look at and Go back*. For the PVs: *Look in (on), Sob out, Scorch along, Ravel out, Skirt around, Slog it out, Swirl down, Sponge down and Nestle up*, the differences in frequencies pmw were too small to be able to place them in either AmE or BrE. Hence, the decision was made to view these as belonging equally to both varieties.

Interestingly, the AmE PVs got a higher percentage of correct answers throughout the grades. In 7th grade the AmE PVs got 43% correct answers, in 8th grade 82% correct answers and in 9th grade the AmE PVs got 86 % correct answers. For the BrE PVs, the participants in 7th grade got 21,5% correct answers, the 8th grade participants got 19,9% correct answers and in 9th grade they got 25% correct answers. For the PVs which were neither categorized as AmE or BrE the percentage frequency demonstrated that the 7th grade participants demonstrated a frequency of correct answers of 32,9%, the 8th grade participants got 34,25% correct answers and in 9th grade the participants got 36,65% correct answers. This can be interpreted as: (i) the students being more influenced by the globally, ongoing Americanization or (ii) that the AmE PVs coincidentally belonged to the set of PVs Chamielec & Weiss (2008) stated were more frequently used, thus, regardless of variety, the result is a consequence of frequency exposure. What also needs to be taken into account is the fact that the categorization is made on the basis of the rough numbers retrieved from the minor corpus study. The division of PVs among the three categories is, therefore, not equally distributed in numbers. Hence, no conclusions can be drawn but indications about usage and hypotheses about the participants' understanding can be made. Consequently, looking at this data, it can be hypothesized that implicit input does have an impact on Swedish junior high school students' understanding of PVs. Hence, even though previous research on explicit and implicit teaching instruction tends to favour explicit methods to raise awareness of the complexities PVs implicit input is, for these students, helpful (Ortega, 2009; Rebuchat, 2015).

8. DISCUSSION

This section will discuss the study with regards to additional variables that may have an impact on the results, for instance, the data collection method, the construction of the questionnaire, time and day of the study and choice of participants. Connections will also be drawn to previous studies within this field. This study has investigated factors connected to Swedish junior high school students' understanding of phrasal verbs with regards to variables such as age, proficiency level with regards to grade in school, L1, extramural English, preference for AmE or BrE and previous knowledge of phrasal verbs.

8.1. CONSTRUCTION OF THE QUESTIONNAIRE

The choice of using questionnaires as the data collection method for this study was made to get a larger quantity of data, which would, hopefully, provide slightly more generalizable results. Questionnaires are easily constructed with today's technology which is time-saving and the questions are not evaluating (Dörnyei & Taguchi, 2009)). Due to the fact that they do not evaluate the participants, presumably, more questions will be answered truthfully. The background form provided data necessary for analyses with regards to the research questions. Considering the questionnaire, it could be the case that some of the options too choose from for the PVs on questionnaire A might have been too difficult for some students. This can be hypothesized after having a brief discussion with the students' English teacher. Consequently, that might have caused them to answer incorrectly. Although they were instructed to ask about the options if they did not fully understand them, they might not have felt comfortable enough to do so. Moreover, an extra five PVs were added to questionnaire B, which might have caused the participants to answer incorrectly due to confusion. However, the extra PVs were added to rule out a guessing game, which was hypothesized to occur if there would have only been ten PVs for ten sentences. Also, the construction of the sentences might have had an effect on the results. Arguably, some students might have had trouble understanding the sentence and were, therefore, not able to choose the correct PV. Altogether, the data provided from this study needs to have these variables considered.

Additionally, there was the error of adding a different phrasal verb on the questionnaire amongst the frequent ones, which was not a part of the sample PVs from the corpus study by Chamielec & Weiss (2008). Instead of the frequent PV *be after*, the PV *look after* was investigated. Due to this fact, there is no measuring the results for this PV with the previous research from which the PVs were chosen. However, *look after* is still a frequent PV considering the fact that it got 4336 hits resulting in 43,36 instances per million words (pmw) in the BYU-BNC corpus using the search string "*look/looks/looked/looking after*", in the chart function. This study has, therefore, kept *look after* as an investigated PV and has not disregarded it in the calculations.

Finally, one last note needs to be added here, and that is that the information provided for the students in the consent form and information sheet might have been too specific. This might have given them time to investigate phrasal verbs before the study took place, consequently, leading to inexplicable results.

8.2. SETTING & TIME

The students were all tested in the same classroom, with the same materials and time-limit of 30 minutes. However, considerations about time of day as well as time during the week need to be taken into consideration for the analysis of the results. The participants in 7th grade were tested on a Monday morning in comparison to the participants in 8th grade who were tested on a Friday morning and also the participants in 9th grade who were tested on a Friday afternoon. Variation in the results might have been influenced of this variable with regards to motivation and level of focus.

8.3. AGE

Age does not seem to have an effect on the students' understanding of phrasal verbs. The results were fairly consistent for all grades. This can be connected back to whether or not phrasal verbs are being taught explicitly or not. What was hypothesized was that there would be a progression throughout the grades, similar to SNAE's (2018) curriculum. However, the understanding seems to be more curved as it is higher in 7th grade, drops slightly in 8th grade, and increases again in 9th grade. Since this study is not constructed to

PV Results

60%	
56%	55%
50%	53% 51%
46%	
40%	42,50%
30%	
20%	
10%	
0%	

······○······ Questionnaire A   ······○······ Questionnaire B
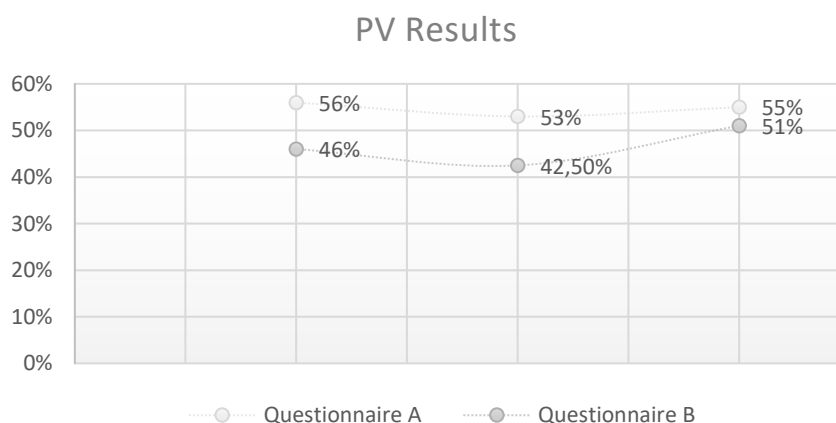
follow one class over three years, little can be stated about this. However, if such a longitudinal study would be conducted and this data was found, discussions of proof for the U-shaped learning curve, often discussed in SLA, should be taken into account. However, for this small-scale study, the results are not generalizable and will not leave an imprint on the SLA research field regarding phrasal verbs.

9. SUMMARY & CONCLUSION

Due to the fact that this is a small-scale study in a research field with ample studies on phrasal verbs and with the small number of participants, the results cannot be considered generalizable. However, the study does leave an imprint and fills a small gap concerning current research on phrasal verbs with regards to young Swedish L2 learners of English.

What can be concluded is that frequency of exposure to PVs does seem to have an effect on students' understanding of PVs. Implicit exposure, considering the background information on extramural English and the lack of explicit sections on idiomaticity in general, or more specifically PVs in the textbooks, can then be said to be influential. Arguably, if explicit instructions would be incorporated, in combination with knowledge on which phrasal verbs the students implicitly come in contact with, the level of understanding would increase.

Crosslinguistic influences from L1 cannot be concluded to have any impact on L2 understanding of PVs for the investigated groups as the data is limited and the results are not generalizable. Since phrasal verbs' meanings often are far from the literal meaning of the combined set of words, it can, however, be argued that even though most languages encountered in this study have phrasal verbs, that is not a prerequisite for understanding PVs in another language. Instead, they should be considered as their own set of vocabulary, which could be helpful if a person's L1 has an equivalence to that lexical item.

The course material did not contain any explicit sections about PVs. Since previous research has demonstrated the importance of explicit teaching methods when it comes idiomaticity, the absence of these section can be seen as a result of the students' scores. Hence, introducing PVs explicitly would probably amount to better results.

10.   FURTHER RESEARCH

This section will provide suggestions for future research areas within this field of SLA. Due to the fact that SLA is a constantly growing research field, new generations of speakers and new discoveries, theories and ideas will need to be investigated, validated and disregarded as languages evolve. Currently, and with this study and previous research as a foundation, four areas for future research will be presented. Firstly, future research should conduct in-depth investigations on the effect of extramural English on Swedish students' understanding of PVs. Specific information regarding what kind of games, tv-shows, YouTube clips, social media and books/magazines are encountered and, consequently, how the English language, specifically PVs, is used in these genres should be investigated. Secondly, a follow-up study to this study should include a comprehensive textbook analysis together with investigations on teaching methods to follow up on the notion of the importance of explicit instructions. Thirdly, a thorough study on the usage of AmE- and BrE PVs in Sweden and how that division might affect people's understanding would provide interesting data and information for educational purposes. Finally, this study is conducted with its foundation and chosen materials from 2008. More recent corpus data covering new data explicitly pinpointed to the student groups should, therefore, be implemented in future research to get more accurate information.

REFERENCES

Aarts, B. (2008). *English Syntax and Argumentation*. 3rd ed. Basingstoke: Hargreaves MacMillan.

Abdul Amir Mubarak, L. (2015). Phrasal Verbs in English and Arabic: A Contrastive Study With Reference to Some Scientific Texts. *Journal of Babylon Center for Humanities Studies.* 5(1). Retrieved 20181209 https://www.iasj.net/iasj?func=fulltext&aId=103529

Abrahamsson, N. (2009). *Andraspråksinlärning.* Lund: Studentlitteratur AB.

Alali & Schmitt (2012). Teaching Formulaic Sequences: The Same as or Different From Teaching Single Words? *TESOL Journal.* 3(2). Retrieved 20181112 from https://onlinelibrary-wiley-com.ezp.sub.su.se/doi/epdf/10.1002/tesj.13

Barber, C., Beal, J.C., & Shaw, P.A. (2009). *The English Language: A Historical Introduction.* Cambridge: CUP.

Bolton, K., & Meierkord, C. (2013). English in contemporary Sweden: Perceptions, policies, and narrated practices. *Journal of Sociolinguistics, 17* (1), 93-117. doi:10.111/josl.12014

Chamielec, G. & Weiss. D. (2008). Modeling the Frequency of Phrasal Verbs with Search Engines. *2008 International Multiconference on Computer Science and Information Technology.* doi: 10.1109/imcsit.2008.4747269

Chen, J. (2007). On how to solve the problem of the avoidance of phrasal verbs in the Chinese context. *International Education Journal, 2007*, 8(2), 348-353. ISSN 1443-1475 © 2007 Shannon Research Press. Retrieved from https://files.eric.ed.gov/fulltext/EJ834272.pdf 20181209

Dörnyei, Z., Taguchi, T. (2010*). Questionnaires in Second Language Research*. New York: Routledge.

EPI = EF English Proficiency Index (2018). Retrieved https://www.ef.se/__/~/media/centralefcom/epi/downloads/full-reports/v8/ef-epi-2018-english.pdf 2018-11-15

Gardner, D., & Davies, M. (2007). Pointing out Frequent Phrasal Verbs: A Corpus-Based Analysis. *TESOL Quarterly, 41*(2), 339-359. Retrieved from http://www.jstor.org.ezp.sub.su.se/stable/40264356

Gass, S., & Mackey, A. (2011). *Data elicitation for second and foreign language research*. New York: Routledge.

Iatsu, T. (2005). Some Differences in American and British Phrasal Verbs. *Diacronia.* Retrieved 2081128 from http://www.diacronia.ro/ro/indexing/details/A2750/pdf

Jenkins, J., Baker, W., & Dewey, M. (2017). *The Routledge handbook of English as a lingua franca.* New York: Routledge. Retrieved 20181113 from http://books.google.se/books?id=bFsyDwAAQBAJ&dq=The Routledge Handbook of English as a lingua Franca&source=gbs_navlinks_s

Lightbown & Spada. (2013). *How Languages are Learned.* United Kingdom: Oxford University Press.

Liu, D. (2011). The Most Frequently Used English Phrasal Verbs in American and British English: A Multicorpus Examination. *TESOL Quarterly, 45*(4), 661-688. Retrieved from http://www.jstor.org.ezp.sub.su.se/stable/41307661

Miccoli, A. (2010). *"We can pull it off, if we hold on… Men skal det ta av, hvis vi står på?" Off versus Av and On versus På: a corpus-based contrastive investigation.* (Master's Thesis). Retrieved from https://www.duo.uio.no/bitstream/handle/10852/25256/MasterxsxThesis.pdf?sequence=2&isAllowed=y 20181209

Ortega, L. (2009). *Understanding second language acquisition*. New York: Routledge.

Podromou. L. (2003). Idiomaticity and the non-native speaker. *English Today, 19*(02). doi: 10.1017/s0266078403002086

Rebuschat, P. (2015). Implicit and Explicit Learning of Languages. *Studies in Bilingualism.* (48). John Benjamins Publishing Company. Xiii-Xxii. doi:10.1075/sibil.48.003int

Riguel, E. (2014). Phrasal verbs, "the scourge of the learner*". Lancaster University Postgraduate Conference in Linguistics & Language Teaching 2014*. Retrieved 20181209

Robert Linn, A. & McLelland, N. (2002). *Standardization: studies from the Germanic languages.* Amsterdam: John Benjamins Pub.

Sandford Pedersen, B. & Nimb, S. (2000). Semantic Encoding of Danish Verbs in SIMPLE Adapting a verb-framed model to a satellite-framed language. *The institute for language and speech processing. LREC 2000*. Retrieved 20181209 http://www.lrec-conf.org/proceedings/lrec2000/pdf/13.pdf

Sjöholm, K. (1995). The Influence of Crosslinguistic, Semantic, and Input Factors on the Acquisition of English Phrasal Verbs: A Comparison between Finnish and Swedish Learners at an Intermediate and Advanced Level. *Institute of Education Sciences.* Retrieved from https://files.eric.ed.gov/fulltext/ED390305.pdf 20181209

Spinner, P. (2014). Language Production and Reception: A Processability Theory Study. *Language Learning. 63*(4). Doi:10.1111/lang.12022

Stephan, A. (2006). *The Americanization of Europe: Culture, Diplomacy, and Anti-Americanism after 1945.*United States: Berghahn Books. Retrieved 20181212 from https://books.google.se/books?id=DHccFniw4mMC&dq=Americanization+%2B+Sweden&lr=&hl=sv&source=gbs_navlinks_s

The Swedish National Agency for Education. (2018). *Curriculum for the compulsory school, preschool class and school-age educare.* (34-42) Retrieved 2018-11-13 https://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfee44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3984.pdf?k=3984

The Swedish Research Council. (2002). *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning.* http://www.codex.vr.se/texts/HSFR.pdf

Trost. J. & Hultåker, O. (2016). *Enkätboken.* Lund: Studentlitteratur.

Wulff, S. (2010). *Rethinking idiomaticity: A usage-based approach.* London: Continuum

Appendix A

Consent Form

<div align="right">Participant 1.</div>

Hi!

My name is Agnes Jonsson and I am studying at Stockholm University. During this term I am going to write my degree project in English linguistics, 15 credits, within the teachers' education program. The purpose of this study is to investigate how well Swedish students understand English phrasal verbs. The study will consist of two forms: one background form and one test form. The estimated time for this study is 30 minutes. Participation is optional. The study follows research ethical principles which means that the gathered information will only be used for the purpose of this study. Thus, only me and my supervisor will have access to this information. All participants will remain anonymous; hence, the results of this study cannot be connected to this school or the participants. If you feel that it is ok for your child to participate in the study, please discuss this with your child, sign the forms together, if he/she wants to participate, and return **one** copy to your child's English teacher as soon as possible. Also, if you would rather have this information in Swedish, please contact me via email and I will send you a translated copy of this form.

Thank you for your participation and contribution to future linguistic research!

Kind Regards
Agnes Jonsson

If you have any questions concerning the study, please contact me or my supervisor.
Student: Agnes Jonsson
Email: agnes.jonsson@hotmail.com
Telephone: 070 779 53 75
Supervisor: Caroline Gentens
Email: caroline.gentens@english.su.se
Telephone: +46 (0)8 16 25 71

_____   _____
Parent's Signature   Student's Signature

Appendix B

Information Sheet

Hi!

My name is Agnes Jonsson and I am studying at Stockholm University. During this term I am going to write my degree project in English linguistics, 15 credits, within the teachers' education program.

The purpose of this study is to investigate how well Swedish students understand English phrasal verbs in the hope of using this knowledge to improve methods of teaching English. The study will consist of two forms: one background form and one test form. The estimated time for this study is 30 minutes.

Participation is optional. The study follows research ethical principles which means that the gathered information will only be used for the purpose of this study. Thus, only me and my supervisor will have access to this information. All participants will remain anonymous; hence, the results of this study cannot be connected to this school or the participants.

Thank you for your participation and contribution to future linguistic research!

Kind Regards
Agnes Jonsson

If you have any questions concerning the study, please contact me or my supervisor.
Student: Agnes Jonsson
Email: agnes.jonsson@hotmail.com
Telephone: 070 779 53 75
Supervisor: Caroline Gentens
Email: caroline.gentens@english.su.se
Telephone: +46 (0)8 16 25 71

Appendix C

Background Questionnaire

Age:_____

Grade:_____

First language/languages:_____

Do you have any previous knowledge of phrasal verbs?

YES ☐
NO ☐

In what contexts do you come across English?

TV ☐
Radio ☐
Friends ☐
Books ☐
School ☐
Other:_____
_____

Do you use more American- or British English?

American ☐
British ☐

Appendix D

Questionnaire A

CHOOSE THE RIGHT MEANING OF THE PHRASAL VERB
Only one answer is correct. Good luck!

Sign up

☐ sing ☐ write ☐ register ☐ transfer

Look for

☐ admire ☐ search ☐ be careful ☐ improve

Look in (on)

☐ peep ☐ be aware ☐ catch ☐ visit

Check out

☐ look ☐ get bored ☐ spend ☐ sleep

Find out

☐ discover ☐ overlook ☐ miss ☐ trust

Sob out

☐ sigh ☐ hope ☐ give up ☐ weep

Scorch along

☐ set on fire ☐ drive fast ☐ run fast ☐ follow

Ravel out

☐ leave ☐ solve ☐ fight ☐ learn

Skirt around

☐ dance ☐ avoid ☐ play ☐ be silly

Nestle up

☐ cuddle ☐ collect ☐ build ☐ argue

(Chamielec, G. & Weiss, D. 2008)

Appendix E

Questionnaire B

FILL IN THE GAP BY CHOOSING THE CORRECT PHRASAL VERB FROM THE BOX.
As you may notice, there are only ten sentences while the box contains 15 phrasal verbs. Choose only one to fill in the gap. Good luck!

BE IN	GO BACK	LOOK AT	START OFF	LOOK AFTER
SLOG IT OUT	SWIRL DOWN	FUR UP	REIN BACK	SPONGE DOWN
TAIL AWAY	WINKLE OUT	KNOCK OFF	ASK OUT	PISS OFF

1. Even though I don't believe fighting can solve problems, in this case I see no other option than for them to _____ before we can move on.

2. There is no good reason for why the government tries to _____ public spending.

3. My doctor said that I have to stop eating junk food because it causes my arteries to_____.

4. The party sounds so boring. I think I'm going to _____for the night.

5. Speeches always _____ with something that catches the listeners attention.

6. I don't like this new style, I want to _____ to the way things were.

7. We have to work late so it is your job to _____ your baby sister.

8. I don't have time to shower, so I'll just _____ before heading to school.

9. I love watching the snowflakes _____ from the sky.

10. You have to get a doctor to _____ that cut before it gets infected.

Appendix F

Background Information	7th Grade	8th Grade	9th Grade
Age	12-13	13-14	14-16
L1	Swe: 85% Bilingual: 15% (Swiss German, Persian, Chinese & Norwegian)	Swe: 83% Bilingual: 17% (Danish, English, Arabic)	Swe: 95% Bilingual: 5% (Finnish)
Previous knowledge	Yes: 54% No: 46%	Yes: 37.5% No: 62.5%	Yes: 30% No: 70%
Extramural English	TV, Internet	TV, Internet	TV, Internet
AmE or BrE	AmE: 73% BrE: 27%	AmE: 58% BrE: 42%	AmE: 80% BrE: 20%

Table 7. General background information 7th – 9th grade.

Appendix G

Frequency in AmE & BrE	COCA		BYU-BNC	
	Raw Frequency	**PMW**	**Raw Frequency**	**PMW**
Sign up	8619	14.92	446	4.46
Look for	69115	119.73	8297	82.97
Look in (on)	330	0.57	42	0.42
Check out	10775	18.65	475	4.75
Find out	43152	74.71	6481	64.81
Sob out	29	0.05	6	0.06
Scorch along	0	0	1	0.01
Ravel out	0	0	0	0
Skirt around	146	0.25	13	0,13
Nestle up	36	0.06	2	0,02
Be in	7257	12.56	1347	13.47
Go back	55348	95.82	7815	78.15
Look at	220539	381.82	30074	300.74
Start off	2980	5.16	912	9.12
Look after	3503	6.06	4336	43.36
Slog it out	13	0.02	6	0.06
Swirl down	62	0.11	6	0.06
Fur up	9	0.02	9	0.09
Rein back	25	0.04	22	0.22
Sponge down	8	0.01	6	0.06

Table 8. Corpus data from COCA & BYU-BNC demonstrating the raw frequency and frequency per million words (PMW) for each phrasal verb in AmE & BrE.

Appendix H

Individual results 7th grade

7th Grade	P1	P2	P3	P4	P5	P6	P7	P8	P9
L1	SWE	SWE, NOR	SWE	SWE	SWE, SWISS GER	SWE	SWE	SWE	SWE
Age	12	12	13	13	13	13	13	13	13
Previous knowledge	YES	YES	YES	NO	YES	YES	YES	YES	YES
Extramural English	Youtube, Online Games	TV, Radio, Friends, Books	TV, Friends, Gaming	/	TV, Friends, Books, Gaming	TV, Radio, Friends, Books, Gaming	TV, Radio, Friends	TV, Books, YouTube, Gaming	TV, Internet
AmE/BrE	BrE	AmE	AmE	BrE	AmE	AmE	BrE	AmE	BrE
Q:A									
Sign up	X	X		X	X	X	X	X	X
Look for	X	X	X	X	X	X	X	X	X
Look in (on)	X	X	X		X	X	X	X	X
Check out	X		X		X	X	X	X	X
Find out	X	X	X		X	X	X	X	X
Sob out		X							X
Scorch along				X					
Ravel out		X	X		X		X	X	X
Skirt around				X					
Nestle up	X	X					X		
Q:B									
Be in									X
Go back	X	X	X		X		X	X	
Look at	X	X			X	X		X	X
Start off	X	X	X		X		X	X	X
Look after		X	X			X	X	X	X
Slog it out			X		X		X	X	X
Swirl down	X	X	X		X	X	X	X	X
Fur up							X	X	
Rein back									
Sponge down		X		X			X	X	

Table 9. Individual results for 7th Grade participants 1-9 (P1 – P9).

7th Grade	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19
L1	SWE	SWE	SWE	SWE, CHINESE	SWE	SWE	SWE	SWE	SWE	SWE
Age	13	13	13	13	13	13	13	13	13	12
Previous knowledge	NO	YES	NO	YES	YES	NO	NO	YES	NO	NO
Extramural English	TV, Books, Gaming	TV, Radio, Friends, Books, School, Social media, Travelling	TV, Radio	TV, Books	TV, Friends, Books,	TV	TV	TV, Social media	TV	TV
AmE/BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	BrE	AmE	AmE
Q: A										
Sign up	X	X	X	X	X	X	X	X	X	X
Look for	X	X	X	X	X	X	X	X	X	X
Look in (on)	X	X	X		X			X		
Check out	X	X	X	X	X	X		X	X	X
Find out	X	X	X	X	X	X	X	X	X	X
Sob out				X				X		X
Scorch along							X			
Ravel out		X		X	X	X		X	X	
Skirt around							X			X
Nestle up	X							X		
Q: B										
Be in				X						
Go back	X	X		X	X			X	X	
Look at	X	X		X	X			X	X	
Start off				X	X			X		X
Look after	X	X		X	X	X	X	X	X	X
Slog it out		X		X						
Swirl down	X	X	X	X	X			X	X	
Fur up			X			X				
Rein back				X				X		
Sponge down		X								

Table 10. Individual results for 7th Grade participants 10 – 19 (P10 – P19).

7th grade	P20	P21	P22	P23	P24	P25	P26
L1	SWE	SWE	SWE	SWE	SWE	SWE	SWE
Age	13	13	13	13	12	13	13
Previous knowledge	NO	NO	YES	YES	YES	NO	NO
Extramural English	TV, Radio, Friends, Books	TV, Home	TV, Friends, Youtube, Gaming	TV	TV, Travelling	TV, Books	TV, Gaming
AmE/BrE	AmE	BrE	AmE	AmE	AmE	BrE	AmE
Q:A							
Sign up	X	X	X	X	X	X	X
Look for	X		X	X	X	X	X
Look in (on)				X			X
Check out	X	X	X	X	X	X	
Find out	X		X	X	X	X	
Sob out					X		
Scorch along							
Ravel out					X	X	
Skirt around							
Nestle up	X	X	X	X	X	X	
Q:B							
Be in				X			
Go back		X			X	X	X
Look at	X	X	X		X	X	
Start off	X		X	X	X	X	X
Look after	X	X			X	X	X
Slog it out					X		
Swirl down		X	X	X	X		X
Fur up					X		
Rein back							
Sponge down			X		X		

Table 11. Individual results for 7th Grade participants 20 – 26 (P20 – P26).

Appendix I

Individual results 8th grade p. 31 – 33.

8th grade	P1	P2	P3	P4	P5	P6	P7	P8
L1	SWE	SWE	SWE	SWE	SWE	SWE	SWE, DANISH	SWE, ARABIC
Age	14	14	13	14	14	14	14	13
Previous knowledge	NO	NO	YES	NO	NO	NO	YES	YES
Extramural English	TV, Travelling	TV, Sports	TV, Books, Friends, Social media	TV, Travelling	TV, Friends	Social media	TV, Friends, Books	TV, Radio
AmE/BrE	AmE	BrE	AmE	BrE	AmE	AmE	BrE	AmE
Q:A								
Sign up		X	X	X	X	X	X	X
Look for	X		X	X	X	X	X	X
Look in (on)				X	X			
Check out				X	X	X	X	X
Find out	X	X	X	X	X	X	X	
Sob out			X		X			
Scorch along	X	X						
Ravel out			X			X		X
Skirt around			X			X		
Nestle up			X				X	X
Q:B								
Be in								
Go back		X	X	X	X		X	X
Look at		X		X			X	
Start off	X	X	X	X			X	
Look after		X	X	X	X		X	
Slog it out			X	X				
Swirl down			X	X	X		X	X
Fur up								
Rein back		X					X	
Sponge down					X			

Table 12. Individual results for 8th Grade participants 1 - 8 (P1 – P8).

8th grade	P9	P10	P11	P12	P13	P14	P15	P16
L1	SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE, ENG
Age	13	14	14	14	14	14	14	14
Previous knowledge	NO	NO	NO	NO	NO	NO	YES	YES
Extramural English	TV, Books	TV, Gaming	TV	TV, Youtube	TV, Radio, Friends	TV, Friends, Books, Gaming	TV, Friends, Social media	TV, Friends, Books
AmE/BrE	AmE	AmE	AmE	BrE	BrE	AmE	BrE	AmE
Q:A								
Sign up	X	X	X	X	X	X	X	X
Look for	X	X	X	X	X	X	X	X
Look in (on)				X		X		X
Check out	X	X		X		X		X
Find out	X	X	X	X		X	X	X
Sob out		X					X	
Scorch along								X
Ravel out	X	X		X		X		
Skirt around			X		X			
Nestle up	X	X				X		X
Q:B								
Be in								
Go back	X	X		X	X	X	X	X
Look at	X			X		X	X	X
Start off	X			X		X	X	X
Look after	X	X		X		X	X	X
Slog it out								X
Swirl down	X	X	X			X	X	X
Fur up		X		X				X
Rein back								X
Sponge down		X					X	X

Table 13. Individual results for 8th Grade participants 9 – 16 (P9 – P16).

8th grade	P17	P18	P19	P20	P21	P22	P23	P24
L1	SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE, ENG
Age	13	14	14	14	14	13	14	13
Previous knowledge	NO	YES	NO	YES	NO	NO	YES	YES
Extramural English	TV, Friends, Family	TV, Books, YouTube	TV, Books	TV	TV, Friends	TV, Friends, Gaming	TV, Radio, Friends, Books, YouTube	Friends, YouTube, Social media
AmE/BrE	AmE	BrE	AmE	BrE	AmE	BrE	AmE	BrE
Q:A								
Sign up	X	X	X	X	X			X
Look for	X	X	X	X	X	X	X	X
Look in (on)	X	X	X	X		X		X
Check out		X			X	X	X	X
Find out	X	X		X	X		X	X
Sob out		X	X	X		X		
Scorch along								
Ravel out				X		X		X
Skirt around	X							
Nestle up	X	X		X				X
Q:B								
Be in								
Go back	X	X		X	X	X		X
Look at	X	X				X		X
Start off	X	X		X	X		X	X
Look after	X	X	X		X	X	X	X
Slog it out		X						
Swirl down	X	X		X			X	X
Fur up								X
Rein back								
Sponge down								X

Table 14. Individual results for 8th Grade participants 17 – 24 (P17 – P24).

Appendix J

Individual results 9th grade p. 34 – 35.

9th grade	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
L1	SWE	SWE	SWE	SWE	SWE, FIN	SWE	SWE	SWE	SWE	SWE
Age	15	14	15	15	15	15	15	15	15	14
Previous knowledge	NO	YES	YES	NO	NO	NO	NO	NO	NO	YES
Extramural English	TV, Friends, Home	TV, Friends, Books, Gaming, Newspapers, Social media	TV, Friends, Books, Social media	TV, Radio, Friends, Books, Home	Tv, Radio, Friends, Books	TV, Friends, Books, YouTube, Music	TV, Friends, Home	TV, Friends, Books, YouTube, Social media	TV, Friends, Books, Sports	TV, Friends, Gaming
AmE/BrE	AmE	BrE	AmE	BrE	AmE	AmE	AmE	AmE	AmE	AmE
Q:A										
Sign up	X	X	X	X	X	X	X	X	X	X
Look for	X	X	X	X	X	X	X	X	X	X
Look in (on)				X	X	X		X	X	X
Check out	X	X	X		X	X	X	X		X
Find out	X	X	X	X	X	X	X	X	X	X
Sob out	X	X								X
Scorch along								X		
Ravel out		X	X	X		X	X	X		
Skirt around										
Nestle up	X	X	X			X	X	X	X	X
Q:B										
Be in			X							
Go back	X	X		X	X	X	X	X	X	X
Look at	X	X	X		X	X	X	X	X	X
Start off	X	X	X		X	X		X	X	X
Look after	X	X	X	X		X	X	X		X
Slog it out		X	X			X			X	X
Swirl down		X	X	X	X	X	X	X		X
Fur up				X		X	X			
Rein back		X							X	
Sponge down			X				X			

Table 15. Individual results for 9th Grade participants 1-9 (P1 – P10).

9th grade	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
L1	SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE	SWE
Age	15	14	15	14	15	15	14	15	15	16
Previous knowledge	NO	NO	NO	YES	YES	YES	NO	NO	NO	NO
Extramural English	TV, Friends, Books	TV, Radio, Friends, Music, Sports, Internet	TV, Radio, Books, Friends, Internet, Gaming	TV, Books, Gaming	TV, Friends, Books, Social media	TV, Friends, Books, Internet	TV, Books, YouTube, Gaming, Music	TV, Friends, Books, Internet	YouTube, Gaming	TV
AmE/BrE	AmE	AmE	BrE	AmE	AmE	AmE	AmE	BrE	AmE	AmE
Q:A										
Sign up	X	X	X	X		X	X	X		X
Look for	X	X	X	X	X	X	X	X	X	X
Look in (on)					X	X				
Check out		X		X	X	X	X	X	X	X
Find out	X	X	X	X	X	X	X	X	X	X
Sob out	X	X				X				
Scorch along										
Ravel out		X	X	X		X	X	X	X	
Skirt around										
Nestle up	X		X	X	X				X	
Q:B										
Be in	X									X
Go back	X		X		X	X		X	X	
Look at	X	X			X	X	X	X	X	
Start off	X		X	X		X	X	X	X	
Look after	X	X	X	X	X	X	X	X	X	
Slog it out	X		X						X	
Swirl down	X	X	X	X		X	X	X		
Fur up		X					X	X	X	
Rein back	X									
Sponge down						X				

Table 16. Individual results for 9th Grade participants 10-20 (P10 – P20).