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The relationship between extramural English
exposure and receptive vocabulary knowledge
of young Swedish L2 learners of English

Karin Hubbe Emilsson

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Supervisor: Dr Henrik Gyllstad

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Abstract

This study examines if extramural English (EE) has a positive effect on L2 vocabulary acquisition of young Swedish L2 learners ($N = 24$) of English (age 8-10). It examines the correlation between the amount of time spent on EE and scores on the Picture Vocabulary Size Test (PVST), which measures receptive vocabulary knowledge. Since earlier research on older Swedish L2 learners of English indicates that there is a gender effect (males tend to do better than females because they have been shown to spend more time on EE), the second aim of this study was to examine the gender effect of younger Swedish L2 learners. The results show a significant strong relationship between the receptive vocabulary knowledge of young Swedish L2 learners of English and amount of time spent on EE. The more time spent on EE, the higher score on the PVST. However, there were no significant differences between males and females, but the results indicate that the type of EE activity could impact the L2 acquisition, since all the top ranked scorers mentioned EE activities that required them to be more productive (speaking English), and the bottom ranked scorers did not. To conclude, EE makes it possible for young Swedish L2 learners (both males and females) to make progress in English out of the school grounds, and it is likely a very important factor for Swedes' high level of proficiency in English.

1. Introduction

The learning of a second language like English can happen both through instructed learning in a classroom and outside the confines of the school grounds in more informal settings. Recent research from the Swedish context has started to emerge that shows that the learning outside of school can make a significant difference. Therefore, further research within this area is important, because a better understanding of young learners L2 knowledge can lead to improved adjusted teaching methods.

A term used for the type of English learning taking place outside of school is Extramural English (EE), which refers to linguistic activities that learners engage in outside the classroom such as playing computer games, listening to music, watching TV, using social media, reading, playing boardgames etc. (Sundqvist, 2009, p. 25-26). Especially for vocabulary (VOC) learning, the research has shown that the time spent on EE has a positive correlation with second language learners' vocabulary (Sundqvist, 2009). Also, the type of EE activities these learners engages in matters (Sundqvist, 2009). For example, the more productive a learner is while spending time on EE, the greater the impact on VOC learning (Sundqvist, 2009). Earlier research has shown that males spend more time than females on these productive EE activities, which has led to a greater impact on VOC knowledge for males in comparison to females. (Sundqvist, 2009).

However, there is little research on young Swedish L2 learners. Previous studies that discuss the relationship between EE and VOC knowledge of L2 learners of English have mainly targeted older Swedish L2 learners of English (mostly students from 9th grade and beyond). There is thus a gap in research in reference to younger Swedish L2 learners of English, and in particular with regard to a possible gender effect. By researching the connection between young Swedish L2 learners EE and their language proficiency, differences can be spotted, and strategic work be implemented to decrease big differences between students. According to the Swedish Department of Education (Skolverket), the Swedish education system is supposed to have an equalizing effect on children's learning so that all children have the chance to learn, also children from homes with parents with lower levels of education (lower socio-economic status (SES)). The education in Sweden is supposed to be adjusted to every student's prerequisite and needs, according to the Swedish Department of Education.

This study aims to examine possible effects of EE on general receptive VOC knowledge of young Swedish L2 learners of English. This study also aims to examine whether there is a possible gender effect, with significant differences between males and females, with regards to amount of EE and level of vocabulary knowledge.

The following research questions were postulated:

RQ1. What is the relationship between the amount and types of EE and general receptive vocabulary knowledge of young Swedish L2 learners of English?

RQ2. Is there a gender effect, with significant differences between males and females, with regard to amount of EE and level of vocabulary knowledge?

In terms of predictions, the review of previous research (see section Literature Review) has indicated that there is a clear relationship between EE and general receptive vocabulary knowledge of Swedish L2 learners of English, and also that there is a gender effect with significant differences between males and females, with regard to amount of EE and level of vocabulary knowledge. However, to the best of my knowledge, young Swedish L2 learners of English have not been subjected to this type of research to any larger extent before.

The outline of this essay is as follows. First, a literature review; a presentation of background and previous work that is of relevance in order to understand the context of the empirical study reported in this essay. Then, the methods and materials used in this study will be presented. Finally, there will be a presentation and a discussion of the results.

2. Literature review

When trying to make sense of the relationship between EE and receptive vocabulary knowledge of young Swedish L2 learners of English, I have reviewed components and relationships of Instructed Second Language Acquisition (ISLA) and informal learning to get an overview of different approaches to language acquisition. I have also looked closer at the concept of vocabulary knowledge; how we learn vocabulary, what ways are more effective, and how important vocabulary knowledge is overall for L2 acquisition. Since the language of interest in this study is English taught in a Swedish context, I will also give a brief portrait of the English subject in the Swedish school system. Some researchers, especially Krashen (1982; 2003) have been wanting to make distinctions between the terms learning and acquisition, but this study

will use these terms interchangeably. Some key concepts explained by Leow & Zamora (2017) which I will use in this section are:

- *intentional learning* – learning with intent to learn
- *incidental learning* – learning without any intention to learn
- *explicit learning* – learning with awareness
- *implicit learning* – learning without awareness

Intentional and explicit learning mostly happens through instruction. Incidental and implicit learning mostly happens in an informal setting. Intentional/explicit and incidental/implicit will also be used interchangeably in this study.

2.1. Instructed vs informal learning

Second Language Acquisition (SLA) is a branch of applied linguistics, which often refers to the study of how people learn a second language (Barkhuizen & Ellis, 2005). Many scholars have made attempts to define ISLA and discuss how it is related to SLA. Loewen (2020) found a common theme amongst these definitions of ISLA; namely the attempt to intervene in the process of L2 learning, to manipulate this process. It is a long tradition that language acquisition often happens in a classroom setting, where students learn verb conjugations and other language rules which will enable them to know the language. Norris & Ortega (2000) found durable beneficial effects of instructed learning, and especially with regards to grammatical features, if one has a goal of perform well on tests like the TOEFL for example. Nowadays, though, people tend to value communication in L2 higher than knowing the grammatical rules (Loewen, 2020), and researchers, teachers and L2 learners argues that just because you know grammatical rules does not mean that you will be able to communicate in that language (Ellis, 2005). Instead, if one has the goal of engaging in spontaneous conversations, implicit knowledge is the primary knowledge (Ur, 2011), informal learning is therefore important when learning a second language (Loewen, 2020).

Krashen (2003) argues that implicit knowledge cannot be taught. However, explicit learning and practice creates opportunities to make implicit knowledge more effective and helps while mastering an L2 (Hulstijn, 2002), because it takes time to develop implicit knowledge (Loewen, 2020). To acquire an L2 through implicit learning, the learner must be exposed to a

tremendous amount of L2 input over a long time, because it takes time for learners to gradually understand patterns in the L2 they are exposed to (Loewen, 2020). To conclude, both explicit and implicit knowledge are important for L2 communication and often one uses a combination of implicit and explicit knowledge when producing language (Bialystok, 1982). An L2 might be learned only through implicit learning, but with the intention of completely understanding the language, portions of instruction are preferable, depending on, of course what one intends to do with the language.

2.2. Vocabulary knowledge and its importance for the skills

Everyone - researchers, teachers, students - can all agree upon the fact that learning vocabulary is essential when it comes to learning a second language (Schmitt & Schmitt, 2020). Orosz (2009, p. 181) suggests that vocabulary learning is "an essential element [...] which contributes at every level to communication and comprehension in the target language". Vocabulary size directly affects how well one uses language and that is it critical for L2 learners' skills in the L2 (Anthony & Nation, 2017). Earlier research does not lack evidence to back up these claims, and empirical evidence has shown very high correlations between these two variables (vocabulary size and language proficiency). Alderson (2005) used a DIALANG analysis, an online language assessment system, which showed that performance on any language test clearly has a connection to vocabulary size and claims "that language ability is to quite a large extent a function of vocabulary size" (p. 88). But how much vocabulary knowledge is needed in order to communicate in language? Schmitt (2010, p. 7) claims that L2 learners still can use English well, even if they do not acquire vocabulary sizes like native speakers and claims that there is evidence that suggests "that it requires between 2,000- and 3,000-word families to be conversant in English (if 95% coverage is adequate)".

2.3. Intentional/explicit vs Incidental/implicit vocabulary learning

Just as native English-speaking children know thousands of word families orally (4-5,000) by the time they start school (Nation & Waring, 1997), Swedish L2 learners of English also have an extensive vocabulary. Native speakers of English pick up their language by being exposed to it daily, which is called incidental/implicit learning. The Swedish L2 learners of English have throughout the years typically acquired their vocabulary knowledge through intentional/explicit learning, while studying L2 in school. Today, as will be shown in this study, young Swedish learners of L2 are exposed English daily which incidentally helps them with L2 vocabulary acquisition.

As we can see, there are two main processes of vocabulary acquisition: incidental/implicit learning and intentional/explicit learning (Schmitt & Schmitt, 2020). Incidental/implicit learning happens when the learner is exposed to the language without focusing on the learning process. Intentional/explicit learning happens when the learner is focusing on acquiring vocabulary through intentional study. Both native speakers and L2 learners acquire their vocabulary knowledge through both processes (Schmitt & Schmitt, 2020), depending on where in the world. L2 learners of English in countries with little target language exposure daily, probably acquires vocabulary knowledge more explicitly, whereas in Sweden L2 learners of English acquire their vocabulary to a great extent more implicitly, through different EE exposure.

According to Schmitt & Schmitt (2020) when learning the most essential vocabulary, explicit instruction is preferable since it has a habit of resulting in a learning that is stronger, faster and more effective and durable than incidental learning. They acknowledge that research has shown that incidental exposure can be valuable for learning vocabulary but argue that intentional/explicit learning “almost always leads to faster gains, with a better chance of retention, and of reaching productive levels of mastery” (Schmitt & Schmitt, 2020, p. 162). Even if research has shown that intentional/explicit vocabulary learning has proven to be effective, certain measures can be taken to help the learners. First, relying on textbooks for vocabulary learning can be problematic if Schmitt & Schmitt (2020) is right that “most textbooks lack any obvious systematic approach to vocabulary” (p. 163). Matsouka & Hirsh (2010) concluded that authentic texts were better for vocabulary learning because they entailed a lot more repetition than text in textbooks. Cobb (2007) also looked at intentional/explicit vocabulary learning and concluded that much more reading of authentic texts than reading textbooks would be better, to reach the level of recycling one needs when learning vocabulary. Since intentional/explicit learning has shown to be effective, it is important that both teachers, syllabuses, textbooks will need to be adjusted so that learners can get the most out of their education, and supplements to textbooks for introducing new words should be considered (Schmitt & Schmitt, 2020).

Acquiring vocabulary knowledge outside the classroom can have numerous benefits (Nation, 2013). Not only do we free the teacher from the effort of teaching to some degree, but also from time spent on learning in the classroom. “Although incidental learning is not

as effective as direct deliberate learning for any particular word, there is so much more opportunity for incidental learning that it accounts for most of first language vocabulary learning” (Nation, 2013, p. 93). This has also proven to be true for vocabulary acquisition for L2 learners. Lindgren & Muñoz (2013); Jensen (2016); De Wilde & Eyckmans (2017) have shown that children at a young age can acquire an impressive vocabulary size by being exposed to the target language several hours per week. In Belgium, children who had not had any instruction in the target language before the test scored a 66.20 out of 108 on the Peabody Vocabulary Test (De Wilde & Eyckmans, 2017). Lefever (2010) performed a study on children in Iceland and found that most children were able to understand basic spoken English, start to understand written English and many could take part in simple conversations in English before they even had started their formal education. This is a clear case of young learners acquiring L2 vocabulary knowledge only through EE, because they have not yet started intentional/explicit vocabulary acquisition. Much of their EE comes from media exposure (Lefever, 2010; Schmitt & Schmitt, 2020).

Today, EE activities such as online gaming, social media, watching movies/TV/YouTube (with or without captions) are immensely popular and young learners have more opportunities than ever before to acquire vocabulary and incidentally, daily. For example, several studies have shown that computer gaming in English can lead to substantial learning gains (Peterson, 2013). There are also numerous internet sites supporting the explicit teaching/learning of vocabulary (Schmitt & Schmitt, 2020). But still, research on how to make use of young learners recreational SLA is quite young, but Schmitt & Schmitt (2020, p. 25) believes that “it is likely to become a major focus of research in the coming decades”. De Wilde et al. (2020) studied Dutch secondary school students and found that speaking English, gaming and using social media were the three most important types of L2 input regarding many different aspects, vocabulary being one of them. According to them, these interactive types of EE help while learning an L2 because the learners get an opportunity to interact socially and authentically. Even more studies of incidental L2 acquisition from online gaming has been performed in the last decade (e.g., Kuppens, 2010; Sylvén & Sundqvist, 2012; Jensen, 2016). Jensen (2016) from Denmark found strong correlations between gaming (spoken and written English input) to scores on the Peabody Picture Vocabulary Test. Sundqvist & Wikström (2015) who investigated Swedish 9th grade students, also found that gamers had the highest vocabulary test scores. Verspoor et al. (2011) found that students who engage in a lot of EE have shown a greater vocabulary

knowledge than their peers who does not have that same amount of media exposure (Schmitt & Schmitt, 2020). Vocabulary can also be learned incidentally from other sources, such as reading. Research has shown that “small, but meaningful, amounts of learning can accrue from it” (Schmitt & Schmitt, 2020, p. 155-156); it just must be done very regularly over a long time. Peters (2018) concluded that the amount of EE “has greater effect on learners’ vocabulary size than length of instruction” (Schmitt & Schmitt, 2020, p. 25).

2.4. The English subject in the Swedish school system

According to the Swedish National Agency for Education ‘*Skolverket*’ the English subject in the Swedish School aims to develop versatile communication skills for the students. The students should be able to understand spoken and written English and be able to communicate both in writing and conversational wise. The students should develop an ability to use language strategies to make themselves understood, adjust the language to different purposes, receivers and contexts, and also to reflect about cultural and societal phenomenon in different contexts where English is used (Skolverket). If we look at the aims of grade 1-3, there are certain guidelines regarding the English subject in general. In 1st and 2nd grade, the students only have 20 minutes of English per week. In 3rd grade the students have 60 minutes of English per week. The content of the communication in grade 1-3 should be topics that are well known for the students, their interests, persons and places they know, everyday life and way of living in different contexts and areas where English is being used. Their receptive knowledge is practiced through listening to spoken English and read texts from different media. The aim is that the students should be able to carry simple conversations and dialogues. At grade 1-3 the students get to watch children’s movies and dramatized stories for children, and practice songs, rhymes, poems and fairytales. They also should practice reading common words and phrases and learn to read signs of different context. Their productive knowledge is practiced through performing simple presentations, simple descriptions, and messages and by producing songs, rhymes and dramas. (Skolverket).

3. Methods and materials

3.1. Preliminaries

To understand if there is a relationship between extramural English and receptive vocabulary knowledge of young Swedish L2 learner of English, both their vocabulary knowledge and their EE exposure was examined. They were given a vocabulary test to get

information about their vocabulary size. The young L2 learners and their parents were asked to give information about their EE.

3.2. Item creation and elicitation instruments

3.2.1. The Picture Vocabulary Size Test (PVST)

Since Paul Nation's book *Teaching and Learning Vocabulary* (1990), there has been an interest in evaluating L2 vocabulary, which has resulted in lots of different vocabulary tests used by researchers. However, research of vocabulary size has over the years run into various methodological problems, which have resulted in distorted findings (Anthony & Nation, 2017). Anthony & Nation (2017) argues that "the two most serious problems have been finding a way to choose a representative sample of words and deciding how to measure knowledge of those words" (Anthony & Nation, 2017, p. 356). When estimating a learner's vocabulary size with a vocabulary test, adequate numbers of vocabulary items being sampled is essential, because not only does it affect the quality of the test, but also if the results of the test are to be the basis of how to adjust teaching methods or learning materials (Gyllstad et al., 2015; Gyllstad et al., 2020). Different opinions flourish amongst researchers about how many items per 1000-word frequency band provide a good enough accuracy. Gyllstad et al. (2020) stress the importance of balancing the size of item samples with practical test lengths. The test scores and vocabulary knowledge of participants also corresponded better if the sampling size increase to 15 or more items per 1000-word family (Gyllstad et al., 2015). The Picture Vocabulary Size Test (PVST) which is used in this study is 96 items long: 8 items from each of the first 500-word frequency bands, which means that it includes 16 items from the first 1000-word frequency bands. One correct answer on the test corresponds to a vocabulary knowledge of 62,5 words. According to the current discussion amongst researchers about sampling rate, the PVST would meet the criterion of an adequate sampling rate. It therefore felt safe to continue with the PVST as the instrument for measuring the young L2 learners' vocabulary knowledge. Also, this test is best suited for young native speakers of English (up to 8 years old), and young intermediate proficiency non-native speakers (Anthony & Nation, 2017), which was one of the reasons that I choose to use this vocabulary test in my study. The PVST measures the size of learners' receptive vocabulary knowledge in the sense that a test taker must provide a meaning for a target word by choosing its correct definition from four multiple choices, similar to the Vocabulary Size Test (VST) (Anthony & Nation, 2017). The learner hears the target word and click on one of the images on the screen that represents the target word, which is different from the VST. It measures "knowledge of the spoken word form, the form-meaning connection, and

to a smaller degree concept knowledge” (Anthony & Nation, 2017). The PVST is a computerized test and takes about 15-25 minutes to complete. This can be used on learners that yet do not know how to read English, which was suitable for the participants in this study. The test-taker’s score is then extrapolated into how many words he/she knows in the target language or that section of language such as the most frequent 6,000-word families of English for young native speakers. The PVST was downloaded from Laurence Anthony’s website (who created the test in collaboration with Paul Nation of Victoria University of Wellington New Zealand) and installed the PVST on a laptop. There were several issues installing the PVST on a Mac, and the Linux version was simply not available. A Windows laptop with touch screen was used, which also made it easy for the participants to sit the test.

3.2.2. Questionnaire about extramural English

To be able to use the PVST on the participants, a consent form filled out by their parents was necessary. And, to make conclusions about the relationship between EE and general receptive vocabulary knowledge of the participants, it was important to find out their daily amount of EE. A decision was made to combine the consent form with a questionnaire on EE (see Appendix 1). I created a website for the questionnaire which would make it easily accessible for the parents, to get as many test subjects as possible. Then, I created an information sheet about the study which was distributed to the parents through the participants teachers. The teachers also posted a note in the school application ‘V-klass’ about the study, with a link to the online questionnaire. I also informed the parents of the students in second grade about the study through an existing parental Facebook-group that I belonged to and added a link to the online questionnaire. The data gathered from the questionnaire were coded and entered into Excel sheets, by the author. Some responses were re-coded into numerical values to analyse the data easier. All values were double checked to increase coding-reliability.

3.3. Participants

The interest in these research questions of this essay comes from noting the astonishing L2 communicative skills of my eight-year-old son. Since I know his teacher and most of the parents in his 2nd grade class, it was a natural choice to approach his teacher about participation in the study as a first option. I presented the aims of my study, and the teacher responded in the affirmative. I then approached the school principal, who also responded in the affirmative. Since I had recovered from covid-19 a few weeks earlier, the school principal gave permission to perform the test on the school grounds, even if no parents are allowed in the school due to

the current pandemic. A dialogue continued with the teacher of the selected class about the logistic details of how to perform the PVST. When performing the tests on the 2nd grade class, a 3rd grade teacher showed interest in letting her students take the test as well, had we only permissions from their parents. Letting the 3rd grade class take the test would increase my ability to draw more reliable conclusions about the expected relationship between EE and general receptive vocabulary knowledge of young Swedish L2 learners of English, and a potential gender effect. Any data collected from the 3rd grade class would complement the data from the 2nd grade class. The participants of this study were 8–10-year-olds. They attended 2nd and 3rd grade in a Swedish primary school in an urban area in Götaland, Sweden, with a population of approximately 4,500 people of similar socio-economic status: middle-income homeowners. The composition of the group of participants is shown in Table 1 below. Two of the students in the 3rd grade each had a native English-speaking parent. There were very few students with an immigrant background (approx. 8%). The students in the 2nd grade class have 20 minutes of English per week in their curriculum, whereas the students in the 3rd grade class have 60 minutes of English per week in their curriculum.

Table 1

Composition of participants (N = 24)

Gender	Second Grade	Third Grade	Tot
Females	5	8	13
Males	9	2	11

At the outset of the study, a total of 46 students and their parents were approached. Parents of 29 students gave their consents for their child to participate in the study. Due to technical errors with the PVST, and to participants being sick and home from school, incomplete PVST-results from 5 of the initial participants are not included in this study.

3.4. Procedures

With the intention of making sure that the PVST would be suitable for the age group aimed to be include in this study, a pilot run of the test was performed on a male 2nd grade student, and on a female 4th grade student to test for ceiling/floor effects of the test results. This means that the author needed to make sure that the test was neither too easy nor too hard for the intended test takers, that their scores do not cluster toward the best/least possible score, to facilitate discrimination among the test takers in the end. The male 2nd grader, who in relation to

classmates has a high EE, scored 57/96 which, according to the PVST, means he has an estimated English vocabulary size of 3562 words. The female 4th grader scored 49/96, which indicates that she has an estimated English vocabulary size of 3062 words. Test-runs were also performed on a couple of native Swedish adults, with average English knowledge, who scored 71/96 and 80/96. Since the results from the pilot study indicated no risk for ceiling/floor effects a decision was made to use the PVST for this study. After all the consent forms had arrived in the mail, the first test was to be staged. The teacher gave access to a separate room next to the classroom. One participant at a time would come into the room with his/her headphones, plug them into the test computer, receive an explanation about how the test works before the test started.

On the first test day, vocabulary score data from 12 participants was collected. When the data was evaluated, alarming errors with the results file were found; some of the answers were marked “none” and a zero score was given. This meant that there were incomplete results for 3 of the participants. One of the test constructors was contacted, but no solution for the observed issue could be found. More test-runs were performed at home, but this error did not occur again. The decision was made to run the PVST on the rest of the participants, and at the same time let the 3 students re-take the test because of the faulty unexplained technical errors of the results. Unfortunately, these technical errors continued, and produced more incomplete results. My supervisor was contacted, who helped me get an analogue version of the PVST, which made it possible to continue using the same test and save the results which were already collected. Just like the digital version, the participants would see the same four pictures on a screen, hear a word from a speaker which they were to match with one of the pictures shown. Instead of giving the right answer by touching the screen, the participants would circle the number of the picture they thought the word described, manually, on an answering sheet. Even though the computerized test version de facto is different from a pen-and-paper version the way the students sat the task was remarkably similar. A total of 10 students had incomplete results with 12 or less “none” answers. A decision was made to use the analogue version, and collect answers for these specific test items, to save the data that was already collected. The author went back to the school to test the 3rd grade students, and at the same time collected the complete data from the second grade. The analogue version of the PVST were used for the 3rd grade students.

3.5. Data analysed

The data analysed in this study are the responses on the questionnaire on the EE, the reliability of the scores on the PVST, and the omnibus results of the PVST. A comparison was done of the mean scores between the genders. Correlations between EE and scores on the PVST was performed. Both *descriptive* and *inferential* statistics were used, which are the two principal areas of statistics in applied linguistics (Sundqvist, 2009). When analysing if males scored higher than females, *descriptive statistics* was used because *descriptive statistics* are used to “summarize sets of numerical data in order to conserve time and space” (Dörnyei, 2007, p. 209). With the help of *inferential statistics*, an analyse was performed to investigate whether the difference is statistically significant. “*Statistical significance* is measured by a probability coefficient (p) which can range from 0 to 1” (Sundqvist, 2009, p. 111). Something that has no chance of happening has a probability of 0, whereas something that is certain to happen has a probability of 1 (Aron, Aron & Coups, 2005). Results are typically considered significant if $p < .05$, i.e., the probability that the results are due to chance is less than five percent (Dörnyei, 2007, p. 210). A statistically significant result means a non-random result – it is not due to chance and the results can “be generalized to the statistical population” (Sundqvist, 2009, p. 112).

First, the participants’ scores from the PVST were subjected to a reliability analysis. For this purpose, the Cronbach’s alpha coefficient for internal consistency was used (Bachman, 2004). According to Dörnyei (2007), Cronbach’s alpha should be at least .7 in research regarding L2. A high alpha means that the scores were reliably measured. Second, when comparing the PVST mean scores between the genders, an independent samples t -test was used to analyse the statistical significance. Third, when examining the relationship between EE and scores on the PVST, a correlation analysis was used. A correlation value was computed between these variables, and it ranged between -1 and 1; the higher the value the stronger indication of a strong relationship (Dörnyei, 2007; Sundqvist 2009).

4. Results and Discussion

This section presents and discusses the results of this study. First, the results of the PVST, followed by a presentation and discussion of the participants’ responses about their EE. Lastly, the correlations between these variables will be presented and analysed.

4.1. Picture Vocabulary Size Test (PVST) Scores

4.1.1. Reliability analysis

Firstly, the participants' scores from the PVST were subjected to a reliability analysis. For this purpose, the Cronbach's alpha coefficient¹ for internal consistency (Bachman, 2004) was calculated for the PVST scores for the 96 items. The results are shown in Table 2. As can be seen, the vocabulary score data yielded a very good reliability coefficient of .85 (see DeVellis, 1991 for scale interpretations). Thus, the data from the main test instrument used in this study was reliably measured.

Table 2

Cronbach's alpha reliability for the phrase instrument data

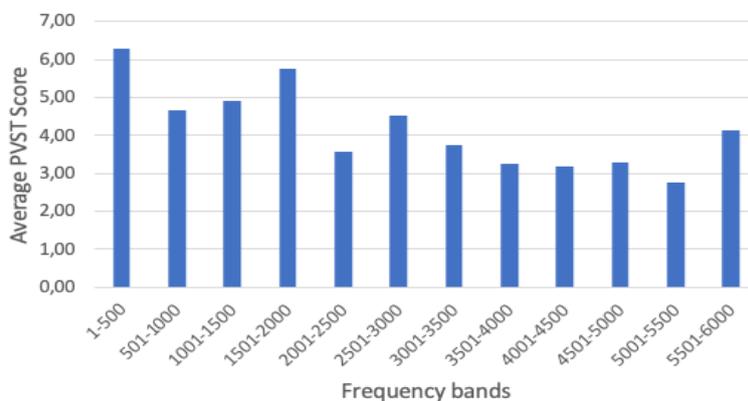
Test data	Participants	Number of items	Cronbach's alpha (α)
PVST Scores	$N = 24$	96	.85

4.1.2. Word frequency analysis

The PVST uses 8 items for each 12 levels of 500 word-bands. The mean scores for all the participants showed that they had a better knowledge of the more frequent words, see Figure 1 below, which was expected.

Figure 1

Omnibus results of average scores per word frequency band



¹ Cronbach's alpha is a statistical measure of how closely related the scores (in this case) are as a group. It is a number between 0 and 1.

Notably, the participants seemed to score unexpectedly well on the last frequency band (5501-6000) which contained the words:

- (1) brachiosaur
- (2) disillusioned
- (3) goalie
- (4) licorice
- (5) pansy
- (6) sardine
- (7) volley
- (8) stupendous

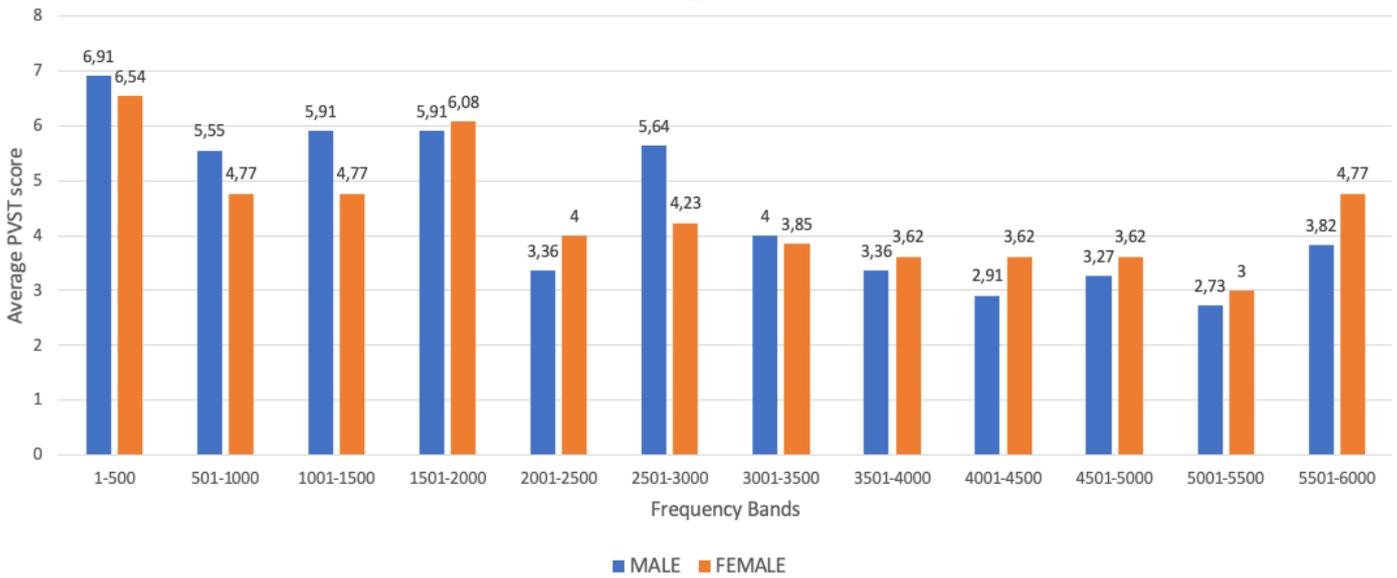
Scores were especially high on *brachiosaur*, *licorice*, *sardine* and *volley*. One possible explanation for this could be that these words are near cognates or cognates, which are translation equivalents across two languages that are remarkably similar or identical (Baayen et al, 2010). In Swedish translation these words are: ‘brachiosaur’, ‘lakrits’, ‘sardin’ and ‘volley’. The second last frequency band (5001-5500) on which they expectedly scored low, consisted of these 8 words:

- (1) crimson
- (2) smudge
- (3) sleet
- (4) gospel
- (5) souvenir
- (6) obnoxious
- (7) anguish
- (8) sag

Only ‘souvenir’ is a cognate in Swedish translation. The word ‘gospel’ is used in Sweden when it refers to a musical genre, but in this context the word was referring to the teachings or revelation of Christ which translates ‘evangeliet’.

Figure 2

Average PVST scores per gender group and frequency band



On 2 instances of this frequency band, the males’ average score was more than 1 point higher than the females’. The females did not score 1 or more than the males on any of the word frequency bands. The words included in the word-bands that males scored higher on, could be gaming related words, such as *whip*, *beast*, *earn*, *confirm*, *object*, and *alert* (see Table 3). As we will see in the next section about the results of extramural English, the males mention that they play more first-person shooter games than females.

Table 3

Words included in word frequency bands 1001-1500 and 2501-3000

Words								
Frequency band								
1001-1500	Whip	Handkerchief	Check	Beast	Knowledge	Earn	Mail	Frame
2501-3000	Flock	Calf	Laundry	Function	Confirm	Object	Alert	Horizon

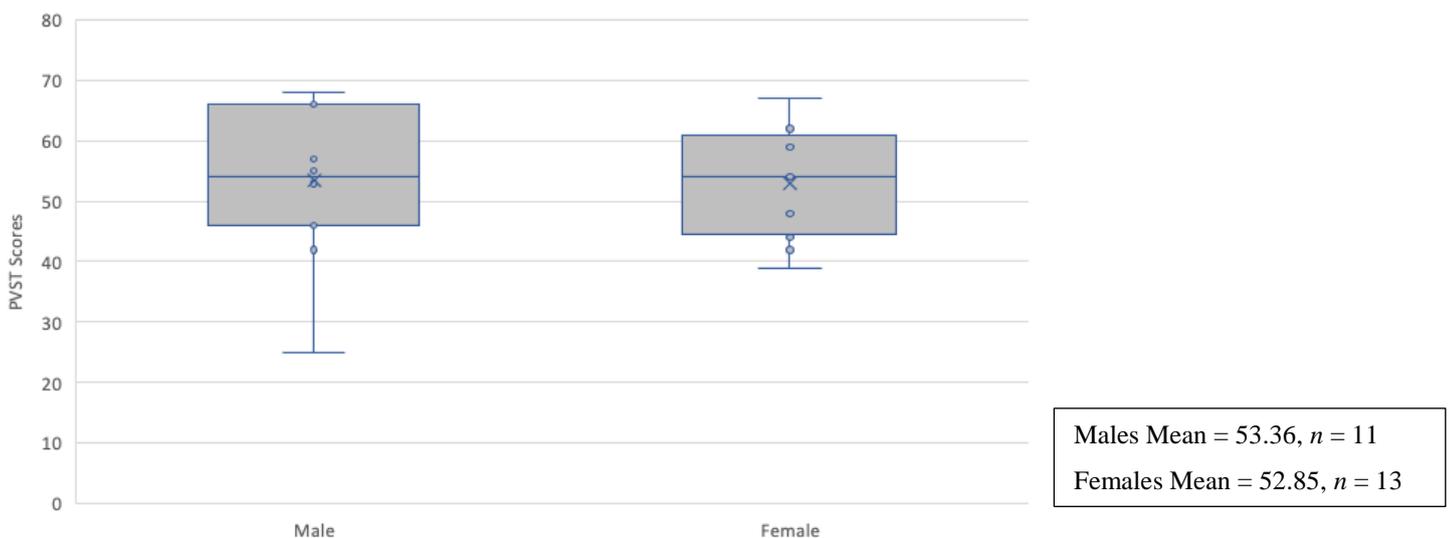
4.1.3. Gender and grade analysis

The male and female participants’ mean scores for the items in PVST are shown in Figure 3. As can be seen, the males’ mean score was slightly higher than that of the female students. In order to check whether this small difference is statistically significant, an Independent samples *t*-test was run (see Field, 2013). First, assumptions necessary to be fulfilled for the *t*-test were checked. Specifically, normality of the data was investigated through a Kolmogorov-Smirnof-

test², which showed normality, with $D(13) = 0.122$, $p = .200$ for the data of the females, and $D(11) = 0.216$, $p = .162$ for the data of the males. The subsequent independent samples t -test showed that the participants' mean scores on the PVST were not different when comparing the females' scores ($M = 52.85$, $SE = 2.49$) and the males' scores ($M = 53.36$, $SE = 3.77$). The difference of -0.51 , 95% CI $[-9.64, 8.60]$, at $t(22) = -.118$, $p = .907$, was not statistically significant. These results are surprising since earlier research (Bollansée et al., 2021; Sundqvist, 2009; Sundqvist & Sylvén, 2012), has shown a significant difference between males and females in vocabulary knowledge, which therefore was expected also in this study. Amongst the males, we find both the top scorer and the person who scored the lowest on the PVST, and the males scores' thus have a wider spread.

Figure 3

PVST scores per gender groups. Maximum score is 96.



In a second analysis, the participants' PVST scores in the two grade levels were compared to one another. The mean scores for the 3rd grade students ($M = 56.60$, $SE = 2.85$) was higher than those from the 2nd grade students ($M = 50.57$, $SE = 2.96$) but just as the comparison between gender groups, an independent samples t -test showed that this difference of 6.03 was not statistically significant, 95% CI $[-14.85, 2.80]$, at $t(22) = -1.417$, $p = .171$. As a further comparison of the performance of boys compared to girls within a grade group rendered too few participants and very uneven sample sizes, no comparison is reported here in this regard.

² In statistics, the Kolmogorov-Smirnov test is used to compare a sample with a probability distribution (checking the normality of the data collected). In this test with high p-value, the data is normally distributed, so the data passed the normality test.

The calculated mean vocabulary size for the participants indicates a vocabulary size of about 3300 words. The hours of instruction for a 2nd grade student in this group will be a total of approx. 26 hours at the end of this school year, a 3rd grader approx. 66 hours of instruction. If we look at reported levels of English vocabulary size of much older foreign learners (Schmitt, 2010, p. 9) we can see that young Swedish L2 learners of English have an extended vocabulary size for their age (see Table 4). The factors behind the levels reported in Table 4 are many, and it is beyond the scope of this thesis to analyse this further. Just briefly, education systems in the countries listed differentiate and also levels of exposure to English that learners in these countries have the possibility to experience.

Table 4

English vocabulary size of foreign learners

Country	Vocab. Size	Hours of instruction
Japan EFL University	2,000	800-1,200
China English majors	4,000	1,800-2,400
Indonesia EFL University	1,220	900
Oman EFL University	2,000	1350+
Israel High School graduates	3,500	1,500
France High School	1,000	400
Greece Age 15, high school	1,680	660
Germany Age 15, high school	1,200	400

Note. This table is based on data from the year of 2000.

4.2. Results of extramural English

4.2.1. Time values

The mean value of the male participants estimated average time spent on EE on *weekdays*, is 2.45 hours. The mean value of the female participants estimated average number of hours on *weekdays* is 2.21. The mean value of the male participants' estimated time spent on EE on *weekends* is 4.9 hours, whereas the mean value of the females' estimations was 5.5 hours. However, according to the parents, males spend much more time on EE than females, every day of the week. Especially on weekends, where the males are estimated to spend an average of 4.73 hours on EE, and females only 1.23 hours. According to the parents, the males spend an average of 2.27 hours on EE on *weekdays*, where females only spend an average of 1.23 hours. This suggests that the parents could be underestimating the time the female participants spend on EE. First, there are no significant gender differences in regard to time spent on EE according to the participants themselves. Also, since there are no significant gender differences in the participants' omnibus vocabulary knowledge, the participants might spend almost the same amount on EE as they themselves suggest.

4.2.2. Extramural English activities

Parents believe that watching YouTube is the most popular EE activity, followed by online gaming and watching films (see Table 5).

Table 5

Parents' opinions of their child's EE activities.

Activity	Online		Film	TV- shows	Videogames	Books	Homework	Social		
	YouTube	Gaming						Media	Boardgames	Comics
<i>N</i>	19	13	13	7	5	4	4	3	1	1

Note. This table demonstrates the total amount of parents who said their child engaged in a certain EE activity.

N = Number of parents out of 24 parents possible on each activity.

The 6 participants who had the highest scores on the PVST, all had parents who said they spent time on online gaming. Online gaming is an activity that may include verbal communication, in comparison to the two other top 3 popular activities: watching YouTube or films. From the questionnaire data, it was not possible to make distinctions between online gaming that includes or does not include verbal communication, which in hindsight would have been interesting when connecting L2 vocabulary knowledge and EE. Online gaming is a broad field. At the same time, it might be hard for some parents to report exact online gaming activities. At

least, it was interesting to see that it suggests a possible correlation between the type of EE activity and the PVST score. When comparing the participants' opinions of their EE activities, Roblox, YouTube and Fortnite were the most popular (see Table 6). Roblox is an online game, where the player mostly reads, very seldom hears and writes English and never produces spoken English. Fortnite is also an online game but in which verbal communication is quite central, with English as the lingua franca. Interestingly, when looking at the participants with the highest scores on the PVST, they all mentioned EE activities with elements of verbal communication. Males mentioned Fortnite, and females mentioned talking to English speaking friends in real life (IRL). The participants with the lowest scores did not mention any EE activities with elements of verbal communication.

Table 6

Students' opinions of their EE activities.

Activity	Roblox	Youtube	Fortnite	Film	Talk to friends in English	Toca Boca	Books, Netflix, Music	English pencils	Brawl Stars, Forza, Tom Gold Run
<i>N</i>	13	9	7	5	3	2	1	1	1

Note. *N* = Number of students out of 24 possible on each activity.

Sylvén and Sundqvist (2012) looked at gender differences in gaming and found that males and females tended to play somewhat different games. Males preferred more first-person shooter or multiplayer games, and females preferred single-player simulation games. They concluded that it made a difference in L2 vocabulary acquisition since the games preferred by males were more beneficial in the sense that they allowed the learners to engage and interact more in the target language.

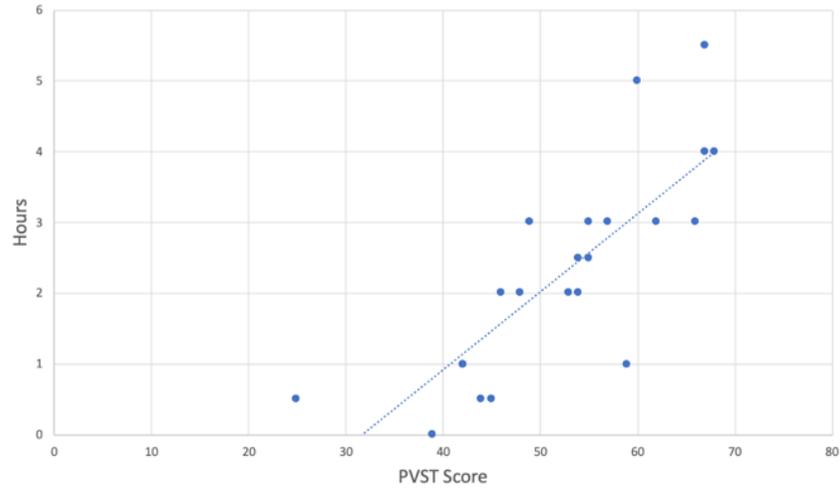
4.3. Correlations between extramural English and vocabulary knowledge

To answer my main research question, what the relationship is between EE and general receptive vocabulary knowledge of young Swedish L2 learners of English, correlated the reported levels of the participants' EE and their scores on the PVST which indicates their vocabulary knowledge. A correlation analysis needs to include both the child's and parents' estimated EE as a separate variable, and the variable for vocabulary knowledge. (See Figure 4, 5, 6, and 7 on the following page).

$$r = .80, p = < .001$$

Figure 4

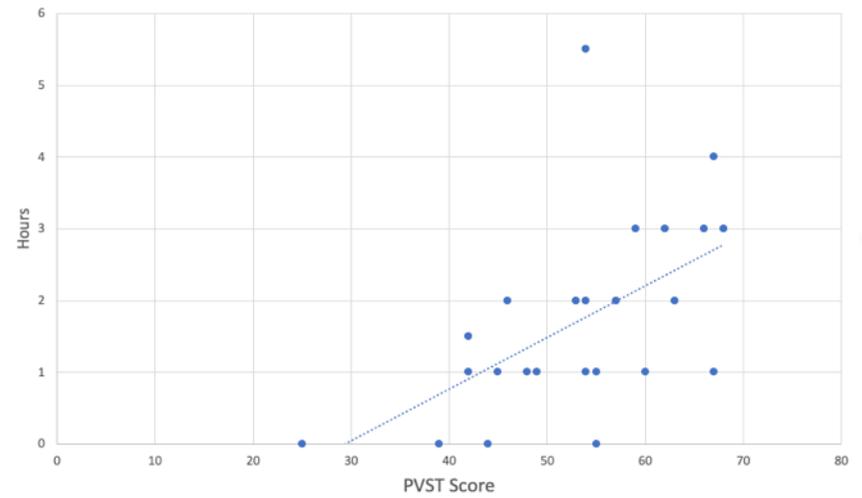
Child's estimated EE on weekdays in correlation with PVST score



$$r = .56, p = .004$$

Figure 5

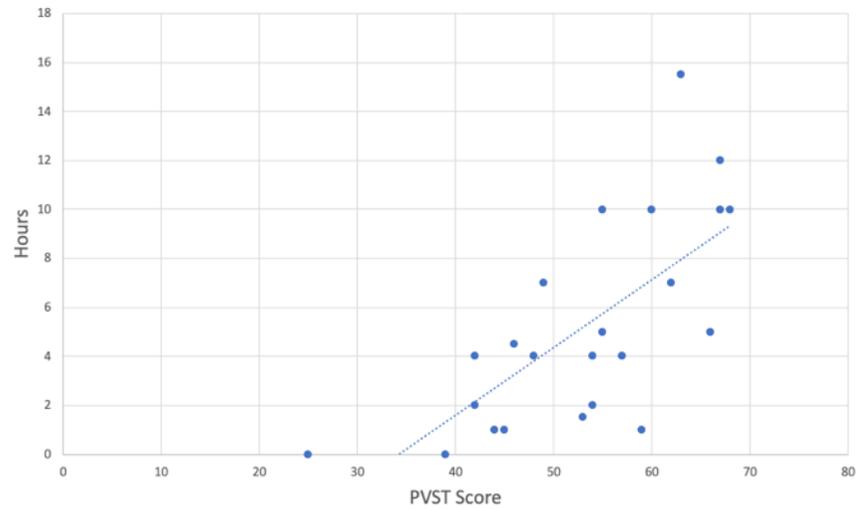
Parent's estimated EE on weekdays in correlation with PVST score



$$r = .70, p = < .001$$

Figure 6

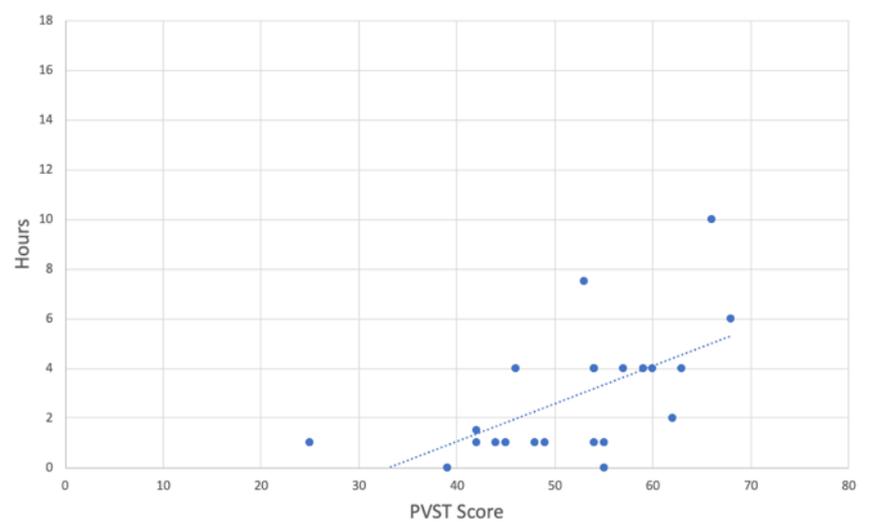
Child's estimated EE on weekends in correlation with PVST score



$$r = .64, p = < .001$$

Figure 7

Parent's estimated EE on weekends in correlation with PVST score



The scatterplot in Figure 4 shows the child's estimated EE on weekdays in correlation with their PVST score. As shown, there is a strong statistically significant relationship between children's estimations of EE and VOC knowledge on weekdays ($r = .80, p = < .001$). The children who have the highest scores on the test, also have the most EE exposure. The highest scorers report 4-5,5 hours of EE per day. Children who had the lowest scores on the tests, reports that they spend between 0.5-1 hour per day on EE. The second lowest scorer reports no EE activities at all.

The parent's estimated EE on weekdays in correlation with the child's PVST score (Figure 5) shows also a strong statistically significant relationship ($r = .56, p = .004$). However, compared to Figure 4, the parents tend not to report as many hours of EE as the child. Several parents do not believe that the child is exposed to any EE at all during the weekdays. Amongst these are the students with the two lowest scores. One parent of a medium scorer reports that their child spends 5,5 hours on EE on weekdays. This is the highest number of reported EE activity amongst the parents, most parents believe that their child spends 1 hour, several reports 2 hours and a few parents report 3 hours per day.

When looking at the correlations between estimated EE on weekends and the PVST scores (Figure 6 and 7) strong statistically significant relationships are found here as well. The correlations regarding the child's estimations and their scores ($r = .70, p = < .001$) have a slightly stronger statistically significant relationship than the parents ($r = .64, p = < .001$). The children tend to report more hours of EE exposure during the weekends, than their parents' reports. Most parents reports that their child spends 1 hour or 3 hours/weekend on EE (Figure 7). Parents to the children with the two lowest scores reports 0-1 hour of EE exposure. Parents to the children with the two highest scores reports 6-10 hours of EE exposure during the weekends. Looking at Figure 6, the children with the two highest scores reports 10-12 hours of EE exposure. The two lowest scorers reports that they are not exposed to any EE at all during the weekends. The children's reports on EE are more spread out than the parent's.

To conclude, the results indicate a relationship between EE and VOC knowledge in the sense that more time spent on EE activities implies better scores on the PVST. There is a strong statistically significant relationship between children's estimations of EE and VOC knowledge both on weekdays ($r = .80, p = < .001$) and on weekends ($r = .70, p = < .001$). There is also a strong statistically significant relationship between parent's estimations of EE on weekends (r

= .64, $p = < .001$) and VOC knowledge, and a statistically significant relationship between parent's estimations of EE on weekdays ($r = .56, p = .004$).

Notably, there seem to be a remarkable difference in the parent's and children's estimations of EE on weekdays. It could be that the parents are polishing the truth, or that the children's estimations of are not entirely dependable. Also, two of the parents' answers on estimated EE were corrected verbally since they had misunderstood the questionnaire. There is always a possibility that the parents did not entirely understand the questionnaire.

There was no significant correlation between what age the child started reading, writing and hearing English and their VOC knowledge. Most children ($n = 21$) started to write English at age 7, and the rest ($n = 3$) at age 6. Most children also started to read English at age 7 ($n = 17$), a few at age 6 ($n = 6$) and 1 student started reading English at age 5. Since there was no greater difference in ages, no correlations between these values could be noted. When it comes to hearing English, there is no correlation with their VOC knowledge ($p = .85$). However, there was a statistically significant relationship between what age the child started *speaking* English and their VOC knowledge ($p = .003$), it is highly likely that the relationship is not due to chance.

There was no significant correlation between how often the parents estimated that they spoke English with their child, and the child's vocabulary knowledge ($p = 0.14$).

5. Conclusions

This study aimed to examine possible effects of EE on general receptive VOC knowledge of young Swedish L2 learners of English, and also to examine a possible gender effect, with significant differences between males and females, with regards to amount of EE and level of vocabulary knowledge - because vocabulary size is closely related to what one can do with the language in large. Since recent research on older participants from the Swedish context has shown, the implicit and incidental learning that takes place in informal settings makes a significant difference. It is therefore important to examine this relationship if we want to better understand how young L2 learners of English in Sweden are acquiring their L2 vocabulary knowledge to make suggestions of future improved and adjusted teaching methods already at an early age.

This study correlated the scores on Nation and Anthony's Picture Vocabulary Size Test with the participants' EE exposure. The PVST was used since it seemed age appropriate both in content and in format for the participants in this study (8-10 years old).

It is possible to make an argument based on empirical evidence for the participants in my sample, i.e., a group of Swedish second and third graders representing Götaland, that there is a positive relationship between young Swedish L2 learners' general receptive vocabulary knowledge and EE. The effects of EE on vocabulary acquisition showed to be greater than length of instruction since there were no significant age differences in scores on the PVST. Instead, the total amount of time spent on EE strongly correlates with their scores on the PVST. Also, the vocabulary size of these young students is extensive for their age, they have a greater vocabulary size than much older students in other countries that have had a tremendous number of hours of instruction, in comparison (Table 3).

Unexpectedly, this study shows that there are no significant gender differences when it comes to receptive vocabulary knowledge of the participants in this study. Based on earlier studies (Sundqvist, 2009) males were expected to have higher scores on the PVST than the females since males have been shown to spend more time on EE, mostly due to online gaming. A reason for this non-existing gender difference could be that the males and females in this study spend about the same amount of time on EE, on average.

In addition, it is possible that it is not only the amount of time spent on EE that matters for vocabulary acquisition, but that the type of EE activity has an impact on vocabulary acquisition. The young Swedish L2 learners in this study who were exposed to a lot of EE which might contain elements of productive English (in this case speaking) had the highest scores on the PVST.

Considered when summarizing this study, due to time limitations which generated a small convenience sample ($N = 24$), we cannot be sure that the result of this study is representable for the population at large. Also, the self-reported data from both parents and children regarding the number of hours spent on EE activities can also be a limitation in this study.

Now, since EE has been suggested to be efficient for L2 acquisition even amongst younger Swedish L2 learners of English, there lies a challenge in how to adjust the vocabulary teaching

methods to benefit from the EE the young learners voluntarily expose themselves to. It could be developing new explicit materials as supplements to the already existing ones (Schmitt & Schmitt, 2020). Another challenge of vocabulary teaching lies in encouraging the young learners who are not yet involved in EE to become engaged. Schmitt (2019) suggests that teachers could use internet for more language activities in instruction. Something we all can do for our young Swedish learners of English is to encourage them and make it possible for them to be extensively exposed to EE. Vocabulary acquisition gained from informal instruction should be viewed as equally important as instructed learning. Therefore, “screen-time” must not always be discredited - especially not if it comes to learning a second language. Hopefully, in the future, we all can make use of young learners’ EE activities as tools for language learning.

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Appendix 1: Online questionnaire and form of consent

Available from <https://eng.bjorkeberget.se/>, accessed May 12, 2021.

Engelsk Ordkunskap

Sök ... Tusen tack för din medverkan!



Detta är en studie kring kopplingen mellan barns ordkunskaper i engelska och deras kontakt med engelska på fritiden.

Om du godkänner ditt barns medverkan så kommer ditt barn, under skoltid, att utföra ett test i engelsk ordkunskap, där man matchar ett ord med en utav fyra bilder som visas på en datorskärm.

Ansvarig för studien är Karin Hubbe Emilsson, student på Lunds Universitet. Testet är godkänt att utföras av elevernas rektor, samt elevernas klasslärare.

Detta är en frivillig studie. Ingen kan komma till skada i studien, och man kan närhelst avsäga sig sin medverkan. Ditt barns medverkan kommer inte att påverka lärarens utvärdering av ditt barn, eller ditt barns framtida betyg. Full anonymitet och sekretess utlovas. Vänligen fyll i hela formuläret så sanningsenligt som du kan.

Ditt barns fullständiga namn (kommer inte att framgå i den uppsats som studien ska mynna ut i - men testansvarig behöver veta vilka barn i klassen som kommer att utföra testet)

Jag samtycker till att mitt barn får delta i denna studien

1) Hur mycket tid, i genomsnitt på vardagar, uppskattar du att ditt barn lägger på fritidsaktiviteter där engelska används?

0h 1h 2h 3h 4h 5-6h 7-8h >8h

2) Hur mycket tid, i genomsnitt på helgen (lördagen & söndagen), uppskattar du att ditt barn lägger på fritidsaktiviteter där engelska används?

0h 1h 2h 3h 4h 5-6h 7-8h 9-10h >10h >15h

3) Vilka fritidsaktiviteter där engelska används tror du att ditt barn lägger mest tid på ?

Läser böcker Tittar på film Gaming online Tittar på YouTube Låxor Läser tidningar
 Använder sociala medier Spelar TV-spel Läser serietidningar Tittar på TV-program Sällskapsspel
 Annat, nämligen:

4) Använder du **eller någon annan vårdnadshavare** någonsin engelska när du pratar med ditt barn?

5) Verkar ditt barn gilla att använda engelska?

6) Vid vilken ålder skulle du säga att ditt barn började

höra engelska?:

läsa engelska?:

tala engelska?:

skriva engelska?:

Tack så väldigt mycket för din medverkan!

Karin Hubbe Emilsson - kandidatuppsats i engelska språkvetenskap Lunds Universitet, 2021

Kontaktinformation: Karin@bjorkeberget.se / 0702-886 112

Handledare: Henrik Gyllstad, henrik.gyllstad@englund.lu.se, Lunds Universitet

SKICKA

Appendix 2: Map of Götaland

The data sample in this study was collected at a school located in the geographical region of Götaland, Sweden, see the dark green area on the map of Sweden below.

Map available from Wikipedia,

(https://sv.wikipedia.org/wiki/G%C3%B6taland#/media/Fil:Sverigekarta-Landsdelar_G%C3%B6taland.svg), accessed May 12, 2021.



Appendix 3: Information note to parents about the study



Studie om unga barns ordkunskap i engelska

Här kommer information om en studie som kommer att genomföras under våren, och där barnen i klassen får möjlighet att medverka.

Studien kopplar barns ordkunskaper i engelska och deras kontakt med engelska på fritiden.

Om du godkänner ditt barns medverkan så kommer ditt barn, under skoltid, att ta ett test i engelska ordkunskap, där man matchar ett ord med en utav fyra bilder som visas på skärmen.

Ansvarig för studien är Karin Hubbe Emilsson, student på Lunds Universitet. Testet är godkänt av elevernas rektor, samt elevernas klasslärare.

Detta är en frivillig studie. Ingen kan komma till skada i studien, och man kan närhelst avsäga sig sin medverkan. Full anonymitet och sekretess utlovas. Ditt barns medverkan kommer inte att påverka lärarens utvärdering av ditt barn, eller ditt barns framtida betyg.

För att studien skall genomföras behöver du som barnets föräldrar ge en indikation på hur mycket tid ditt barn lägger på fritidsaktiviteter där de exponeras för engelska per vecka. ([gaming](#)/TV/film/böcker/sociala medier)

Gå in på <http://eng.zen.bjorkeberget.se/> och svara på några frågor – det tar inte lång tid!

Din medverkan uppskattas verkligen!

Karin Hubbe Emilsson

0702-886 112 / karin@bjorkeberget.se / Lunds Universitet, 2021

Appendix 4. Picture Vocabulary Size Test Examples

Item 1) "Behind: He is behind the car".

1.  2. 

3.  4. 

Item 96) "Stupendous: It's stupendous"

1.  2. 

3.  4. 

Appendix 5. Example of PVST result data file

ID: 101001
 Name:
 Gender: Male
 Age: 8
 School:
 Final Score: 57/96
 Estimated Vocabulary Size: 3562

Question	Mark	Response	Correct Answer	Script
1	1	301011	301011	Behind: He's behind the car.
2	0	301022	301021	By: He's by the car.
3	1	301031	301031	Thirteen: Thirteen.
4	1	301041	301041	House: This is my house.
5	1	301051	301051	Wild: It's wild.
6	1	301061	301061	Animal: It's an animal.
7	1	301071	301071	Table: It's a table.
8	1	301081	301081	Grass: It's grass.
9	1	302091	302091	Message: It's a message.
10	1	302101	302101	Attack: It's an attack.
11	0	302113	302111	Lake: It's a lake.
12	0	302122	302121	Afraid: It's afraid.
13	0	302133	302131	Breath: He takes a breath.
14	1	302141	302141	Believe: He believes me.
15	1	302151	302151	Cream: Some cream.
16	0	302162	302161	Beneath: You can see from beneath.
17	1	303171	303171	Whip: It's a whip.
18	1	303181	303181	Handkerchief: It's a handkerchief.
19	1	303191	303191	Check: It was checked.
20	1	303201	303201	Beast: It's a beast.
21	1	303211	303211	Knowledge: He has a lot of knowledge.
22	1	303221	303221	Earn: He earned it.
23	1	303231	303231	Mail: He has some mail.
24	1	303241	303241	Frame: He has a frame.
25	1	304251	304251	Tour: He's on a tour.
26	1	304261	304261	Video: He has a video.
27	1	304271	304271	Various: He has various things.
28	0	304283	304281	Penalty: He has a penalty.
29	1	304291	304291	Hobby: It is a hobby.
30	1	304301	304301	Hotel: This is a good hotel.
31	1	304311	304311	Tape: This is a tape.
32	0	304323	304321	Electric: This is electric.
33	1	305331	305331	Beef: This is beef.
34	0	305344	305341	Gear: This is my gear.
35	1	305351	305351	Liquid: This is a liquid.
36	0	305364	305361	Award: This is an award.
37	1	305371	305371	Independent: He is doing it independently.
38	1	305381	305381	Investigate: It's investigating.
39	1	305391	305391	Display: He can see the display.
40	1	305401	305401	Adopt: He is adopted.
41	1	306411	306411	Flock: It's a flock.
42	0	306424	306421	Calf: It's a calf.
43	1	306431	306431	Laundry: It's the laundry.
44	0	306442	306441	Function: It's not functioning.
45	1	306451	306451	Confirm: She confirmed it.
46	0	306463	306461	Object: She objected.
47	1	306471	306471	Alert: She's very alert.
48	1	306481	306481	Horizon: She saw the horizon.
49	1	307491	307491	Bully: He is being a bully.
50	1	307501	307501	Signature: He is making his signature.
51	1	307511	307511	Rotate: He is rotating it.
52	0	307523	307521	Thrust: He's making a thrust.
53	1	307531	307531	Cafeteria: This is a cafeteria.
54	0	307543	307541	Cushion: This is a cushion.
55	1	307551	307551	Chap: This is a good chap.
56	0	307562	307561	Limb: This is a limb.
57	1	308571	308571	Grasshopper: It's a grasshopper.
58	0	308582	308581	Quaint: It's quaint.
59	1	308591	308591	Compass: It's a compass.
60	1	308601	308601	Savage: It's savage.
61	0	308612	308611	Expedition: It's an expedition.
62	0	308622	308621	Shabby: He is shabby.
63	1	308631	308631	Chant: He's chanting.
64	0	308642	308641	Kite: He's got a kite.
65	0	309653	309651	Portable: It's portable.
66	0	309664	309661	Lunar: It's lunar.
67	0	309673	309671	Slick: There's a slick.
68	0	309682	309681	Fatal: It's fatal.
69	0	309692	309691	Sloppy: It's sloppy.
70	0	309704	309701	Merit: It has merit.
71	1	309711	309711	Scandal: It was a scandal.
72	1	309721	309721	Thistle: It's a thistle.
73	1	310731	310731	Spa: This is a spa.
74	1	310741	310741	Pulley: This is a pulley.
75	0	310754	310751	Canary: This is a canary.
76	0	310762	310761	Jig: This is a jig.
77	1	310771	310771	Reap: He is reaping.
78	0	310784	310781	Rinse: He is rinsing.
79	1	310791	310791	Trample: He is being trampled.
80	0	310803	310801	Enhance: He is enhancing it.
81	0	311813	311811	Crimson: It's crimson.
82	1	311821	311821	Smudge: It's smudged.
83	1	311831	311831	Sleet: It's sleet.
84	0	311843	311841	Gospel: It's the gospel.
85	0	311852	311851	Souvenir: It is a souvenir.
86	1	311861	311861	Obnoxious: It's obnoxious.
87	0	311872	311871	Anguish: Full of anguish.
88	0	311884	311881	Sag: It is sagging.
89	1	312891	312891	Brachiosaur: A brachiosaur
90	1	312901	312901	Disillusioned: Disillusioned
91	0	312914	312911	Goalie: A goalie
92	1	312921	312921	Licorice: Licorice
93	0	312933	312931	Pansy: It's a pansy
94	0	312944	312941	Sardine: It's a sardine
95	0	312953	312951	Volley: It's a volley
96	0	312964	312961	Stupendous: It's stupendous