



PRIVATE PÄDAGOGISCHE HOCHSCHULE DER DIÖZESE LINZ  
INSTITUT FORSCHUNG UND ENTWICKLUNG

**Interdisziplinärer Diskurs**

**PRÄSENTATION DISSERTATION**

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**Grammar acquisition among teenage learners of English:**

**The case of Austria and Sweden**

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## Grammar acquisition among teenage learners of English: The case of Austria and Sweden

In Austrian language classrooms, a heavy focus is placed on teaching and learning grammar rules. However, in light of the sharp increase of out-of-class use of English across Europe and beyond, the role attributed to teaching and learning grammar rules in instruction needs to be revisited. To explore the impact of out-of-class English on grammar learning, I recruited students aged 13–14 years in Austria and Sweden and their English teachers (N = 227). These countries were selected because they differ in the type of instruction provided in English classes (more grammar-based in Austria), and in the extensiveness of students' use of out-of-class English (less extensive in Austria). Students completed four tests of implicit and two tests of explicit grammar knowledge, and questionnaire and interview data gave insight into participants' weekly use of out-of-class English and the type of instruction they experienced. Interesting disparities between the two countries emerged in the effect of out-of-class English on grammar acquisition. The findings seem to demonstrate the value of (explicit) instruction in contexts where out-of-class English is less extensive.



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