SUPPLEMENTARY MATERIAL

Adolescents and Verb Spelling: The Role of Gender and Educational Track in Rule Knowledge and Linguistic Attitudes

by

Hanne Surkyn, Dominiek Sandra & Reinhild Vandekerckhove

University of Antwerp

Table S1. *Final model statement 1: It's important for me to write verbs correctly in tasks for school.*

Predictor	Estimate	SE	z	p	
Intercept (male GE students)	3.571	0.540	6.61	<.001	***
Educational Track (TE)	-2.133	0.557	-3.83	<.001	***
Gender (girls)	0.877	0.448	1.96	0.050	.
Residual deviance: 167.08 on 385 degrees of freedom					

Table S2. *Final model statement 2: Verb spelling errors in school tests are acceptable.*

Predictor	Estimate	SE	z	p	
Intercept (GE students)	-1.594	0.176	-9.07	<.001	***

Educational Track (TE)	0.804	0.246	3.27	0.001	**
Residual deviance: 404.68 on 386 degrees of freedom					

Table S3. *Final model statement 3: It's important for me to write verbs correctly in messages to teachers.*

Predictor	Estimate	SE	z	p	
Intercept (male GE students)	3.425	0.533	6.43	<.001	***
Educational Track (TE)	-2.036	0.560	-3.64	<.001	***
Gender (girls)	1.254	0.489	2.57	0.010	*
Residual deviance: 160.02 on 385 degrees of freedom					

Table S4. *Final model statement 4: It's important to me that teachers of Dutch (GE, TE) or PAV (PE) write verbs correctly.*

Predictor	Estimate	SE	z	p	
Intercept (male GE students)	2.927	0.444	6.59	<.001	***
Educational Track (TE)	-1.416	0.489	-2.90	0.004	**

Gender (girls)	1.504	0.519	2.90	0.004	**
Residual deviance: 161.23 on 385 degrees of freedom					

Table S5. *Final model statement 5: Verb spelling errors in messages from teachers who teach a subject other than Dutch (GE, TE) or PAV (PE) are acceptable.*

Predictor	Estimate	SE	z	p	
Intercept (male GE students)	-1.803	0.266	-6.78	<.001	***
Educational Track (TE)	1.116	0.293	3.81	<.001	***
Gender (girls)	-0.802	0.292	-2.74	0.006	**
Residual deviance: 319.91 on 385 degrees of freedom					

Table S6. *Final model statement 6: Verb spelling errors in conversations via WhatsApp or Facebook Messenger are acceptable.*

Predictor	Estimate	SE	z	p	
Intercept (male GE students)	0.245	0.191	1.28	0.200	
Educational Track (TE)	0.831	0.222	3.74	<.001	***
Gender (girls)	-0.481	0.217	-2.22	0.027	*

Residual deviance: 506.71 on 385 degrees of freedom

Table S7. *Final model statement 7: It's important for me to write verbs correctly in messages to friends.*

Predictor	Estimate	SE	*z*	*p*	
Intercept (GE students)	-0.061	0.132	-0.46	0.645	
Educational Track (TE)	-1.467	0.247	-5.95	<.001	***

Residual deviance: 467.25 on 386 degrees of freedom

Table S8. *Final model statement 8: Verb spelling errors in messages to family members are acceptable.*

Predictor	Estimate	SE	*z*	*p*	
Intercept (GE students)	-0.485	0.135	-3.58	<.001	***
Educational Track (TE)	1.336	0.221	6.05	<.001	***

Residual deviance: 498.65 on 386 degrees of freedom

Table S9. *Final model statement 9: I consider myself to have a good command of the verb spelling rules.*

Predictor	Estimate	SE	*z*	*p*

Intercept (GE students)	0.431	0.135	3.20	0.001	**
Educational Track (TE)	-1.048	0.215	-4.88	<.001	***

Residual deviance: 513.12 on 386 degrees of freedom

Table S10. *Final model statement 10: I often catch myself making verb spelling errors.*

Predictor	Estimate	SE	*z*	*p*	
Intercept (GE students)	-1.187	0.155	-7.64	<.001	***
Educational Track (TE)	0.652	0.227	2.87	0.004	**

Residual deviance: 458.05 on 386 degrees of freedom