Appendix A. Background information about participants.

First Name	Gender	Age	Years of instruction	First Name	Gender	Age	Years of instruction
AnRi	Female	19	8	CaSe	Female	18	13
MaVi	Female	19	8	CrVi	Female	20	5
MaBo	Female	19	6	CaMa	Male	18	6
AnHe	Female	18	8	EdMo	Male	19	2
AlMa	Male	19	10	JaCa	Female	18	9
MaCo	Female	20	10	SiRo	Female	19	10
MiOr	Male	19	10	MiMa	Female	18	6
JoMe	Male	17	10	JoCl	Male	18	8
MoYu	Female	19	8	CaGa	Female	19	8
LaQu	Female	18	12	OsRo	Male	18	12
NuVa	Female	18	12	CaVe	Male	18	12
OrTe	Female	20	12	NaMa	Female	19	12
MePe	Female	19	12	CrHi	Female	18	13
SeSa	Male	25	8	ArPo	Female	22	12
NeSa	Male	20	12	ClCa	Female	18	6
GeAg	Male	21	10	MaCa	Female	18	12
NuLo	Female	20	12	AdFo	Female	18	10
LaCl	Female	10	10	MiLo	Female	20	6
XaFa	Male	18	12	DaAr	Male	17	10
CaTr	Male	21	5	RiSa	Female	18	9
LaMi	Female	18	8	EsVi	Female	20	10
AnSa	Female	19	12	LaMa	Female	18	12
NaDe	Male	18	12	MaRa	Male	18	8
LoMa	Female	18	12	RaPu	Male	20	12

Appendix B. Instructions given to participants

These are the oral instructions given to participants during task administration in the two different sessions. The transcription below corresponds to the first session for sequence C.

Session 1

Researcher: I'm going to give you two different comic strips. The first time I want you to look at the story for 10 minutes. You can take notes on a piece of paper but you will not be able to use them when you tell me the story. This will help you think about what to say and how to say it. During the narration you will be able to look at the comic strip as you tell me the story.

(Researcher gives Story 1 to participant.)

At the top you have an idea of how to begin the story. When I say so you'll tell me the story.

(10-minute silence)

Researcher: Ready? You can begin the story by reading the text at the top.

(Participant begins the story.)

Researcher: Very good. Now we're going to do the same thing with a different story. This time you will only have 50 seconds to look at the story.

(Researcher gives Story 2 to participant. 50-second silence.)

Researcher: Ready? You can begin the story by reading the text at the top.

(Participant begins the story.)

Researcher: OK. Very good. Now I'd like you to give me your opinion about the two tasks you've just done. Here's a questionnaire with 5 questions about each story.

(Researcher gives questionnaires.)

You just have to circle your answer for each question. Take as long as you need and let me know when you're finished.

(Participant begins answering questionnaires.)

OK. That's all for today. Thank you very much for participating and I'll see you next…

Session 2

Researcher: As we did the other day, I'm going to give you two different comic strips. The first time I'm going to give you 10 minutes to look at the story. When I tell you, you will read the text at the top and you will tell me the story. This time you will not be able to look at the comic strips so you will have to remember what happened.

(Researcher gives Story 3 to participant.)

As you can see in the text at the top this story happened yesterday so you will tell me the story in the past.

(10-minute silence)

Ready? Remember the story happened yesterday. You can read the text at the top. Go ahead.

(Participant begins story.)

Researcher: Good. I'm going to give you the last story. This time you will have fifty seconds to look at the story. Again, when you tell me the story you will not be able to look at the comic strip so you will have to remember what happened.

(Researcher gives story 4 to participant.)

As you can see, this story happened last night, so you will also tell me the story in the past.

(50-second silence.)

Ready? You can read the text at the top and tell me the story. Remember it happened last night.

(Participant begins to tell the story.)

Researcher: Excellent. Like the other day, I'm going to give you a questionnaire for each story.

(Researchers gives learner the questionnaires.)

Today I need you to ask you some further questions about your interpretation of the questions in the questionnaire. You can answer them in English, Catalan, or Spanish.

Question 1. When you think of easy and difficult, what do you actually consider? What makes the task easier or more difficult?

Question 2: When you think of frustrated and relaxed, what does it depend on?

Question 3: I did the task well or I didn't do the task well: what do you base your decision on?

Question 4: Why are the tasks interesting or not interesting in your opinion? What do you mean by interesting or not interesting?

Question 5: What is your interpretation of this question: I want to do more tasks like this or I don't want to do more tasks like this?

Appendix C. Instructions for calculating fluency

Rate A: the total number of syllables in a narration divided by the total number of seconds and multiplied by 60.

Rate B: the number of syllables in a narration excluding repetitions, self-corrections, false starts, and asides in the L1 divided by the total number of seconds and multiplied by 60.

Instructions for Rate A:

1. Count the number of syllables in each narration.

2. It is recommendable to write down the number of syllables every 2 lines, then add up all the figures.

3. Initial "s-" does not count as a syllable (i.e. "strange" = 1 syllable)

4. Past "-ed" form does not count as a syllable (i.e. "looked" = 1 syllable) unless you find phonetic transcription (i.e. "looked [luked]" = 2 syllables)

5. "trying" or "doing" count as two syllables.

6. "didn't" and "doesn't" count as two syllables.

7. Syllables in Catalan or Spanish words must be counted.

8. A false start containing no vowels (i.e. "sh") does not count as a syllable.

9. Ignore phonetic transcriptions such as:

   they are into the [de] apartment

10. Write down the total number of syllables.

Instructions for Rate B:

1. Eliminate syllables which appear in repetitions, self-corrections, and false
   starts by using a slash "/".

   Repetition: t/he the woman is scared

   Repair: t/he w/oma/n n/o the man puts on a robe

   False start: t/he w/o the man goes to the neighbor's apartment

   The following do NOT count as repetitions or self-corrections:

   they both were into a flat into a little flat

   I think that she the woman is psychologist

2. Eliminate syllables which appear in Spanish or Catalan words.

   #b/uen/o #n/o #s/e #com/ #d/ir-h/o he up the stairs

3. Count the number of slashes and subtract it from the total number of
   syllables calculated for Rate A, and write it down.

Appendix D. Instructions for calculating lexical complexity

Percentage of Lexical Words: The number of lexical words (i.e. open class words) in a text divided by the total number of words and multiplied by 100.

Ratio of Lexical to Function Words: The number of lexical words divided by the number of functions words and multiplied by 100.

Guiraud's index of lexical richness: The number of types divided by the square root of the total number of words in a text (types/√tokens).

Lexical words include:

1. Full verbs, nouns, adjectives, and adverbs ending in –*ly*.

2. The verbs '*have*', '*do*', and '*be*' in all their forms except when used as auxiliaries (i.e. 'I've seen it', 'do you understand?, 'he is writing').

3. Wrongly conjugated verbs (i.e. "gaved").

4. Words that have problems with number (i.e. "mens").

5. Interjections *hello* and *goodbye.*

6. Hyphenated words and contractions should be counted a one single word (i.e. "I'm" counts as one word).

7. Conjugated forms of verbs (e.g. *go* and *went*) count as different types.

8. Phrasal verbs (e.g. 'to get up') count as a single lexical word.

9. In prepositional verbs (e.g. 'interested in') only the verb counts as a lexical word.

Words that should NOT be counted as lexical words:

1. Closed class items (i.e. prepositions, pronouns, conjunctions, articles, etc.).

2. Numbers (one, two, three, first, second, etc.).

3. *Wh-* words (including *how*).

4. Modal verbs (*can, may, might, must, should, could, would, will,* etc.)

5. The verbs '*have*', '*do*', and *'be'* when used as auxiliaries.

6. Adverbs other than the ones ending in *–ly* (i.e. again, always, last, just, everyday, yesterday, today, later, well, inside, outside, etc.).

7. *Nothing, anything, everything, something.*

8. Prepositions in prepositional verbs (e.g. 'interested in') count as function words.

Discarded from the general count will be:

1. Proper names.

2. Words in Catalan or Spanish.

3. Words which are the result of transfer or interference (i.e. 'attently', 'desesperation')

4. *Mister*, *Missis*, *Miss.*

5. Incomplete words, loose syllables and letters.

Instructions:

1. Go through the narrative once. Circle and then count the total number of lexical words.

2. Read the story again and eliminate the words or particles listed as "discarded". Write down the total number of discarded words.

3. You do not need to make the calculations indicated above.

Appendix E. Instructions for calculating structural complexity

Sentence Nodes per T-unit: the number of sentence nodes, indicated by tensed and untensed verbs, in a narrative divided by the total number of T-Units in the narrative.

T-Unit: a main clause plus any subordinate clauses attached to or embedded within it.

Examples:

a man arrives to the Guelda's house (1 T-Unit, 1 S-Node)

so the man gives at the #ai takes some money from his wallet (1 T-Unit, 1 S-Node)

and she was there sh er listening to him (1 T-Unit, 1 S-Node)

he is angry (1 T-Unit, 1 S-Node) and pointing at the ceiling (1 T-Unit, 1 S-Node)

he seems or looks very worried (1 T-Units, 1 S-Node)

the man is going to see the doctor (1 T-Unit, 1 S-Node)

he starts to scream (1 T-Unit, 2 S-Nodes)

he starts laughing (1 T-Unit, 2 S-Nodes)

he seems to be angry (1 T-Unit, 2 S-Nodes)

she invites him to go out (1 T-Unit, 2 S-Nodes)

he is supposed to be the husband (1 T-Unit, 2-Nodes)

missis guelda is a girl that that she lives in a city (1 T-Unit, 2 S-Nodes)

he points again to the ceiling (1 T-Unit, 1 S-Node) but he doesn't seems to be so angry (1 T-unit, 2 S-Nodes)

a man arrives to the house (1 T-Unit, 1-SN) and starts to scream (1 T-Unit, 2 S-Nodes)

<u>Potential problems</u>

1. Verbless sentences count as 'sentence fragments' and therefore not as T-Units:

and she's hiding behind the sofa (1 T-Unit, 1 S-Node). well not behind like well (sentence fragment)

2. When 'because' and 'so' after a pause this one counts as a separate T-Unit. The same rule applies to:

and the man stops to shouting her wife (1 T-Unit, 2 S-Nodes). so then the man is paying her (1 T-Unit, 1 S-Node).

3. Embedded asides:

and I think that's eh therapy for husbands to #laughs to. <u>I don't know</u> (1 T-Unit, 1 S-Node) eh. #descarregar #o #no #se eh to eh to be better husbands with their wife (1 T-Unit, 3 S-Nodes)

4. Verbless ends of narratives do not count as T-Units:

and he finally leaves (1 T-Unit, 1 S-Node) so well

<u>Instructions</u>

1. Read the narrative once.

2. Write a "T" at the end of each T-Units.

   he is angry ^t and pointing at the ceiling ^t

3. Then write an "S" next to each S-Node you come across.

   he points ^s again to the ceiling but he doesn't seems ^s to be ^s so angry ^t

4. Count the number of T-Units and the number of S-Nodes in each narrative.

Appendix F. Instructions for calculating error-free T-Units

Error-free T-units: the percentage of correct T-Units that do not contain any errors.

These include syntactic, morphological, and lexical choice (i.e. lexical form and

collocation) errors.

Examples of T-Units with errors

Morphosyntactic:	missis guelda is a girl that he that <u>she</u> lives [laifs] a little house out of
	a city.
	and finally the the man mister Perelman eh <u>go</u> go out the house
Lexical choice:	the alarm clock <u>sounds</u>

Examples of Error-free T-Units

and the woman is very happy

in the other room eh there are some man some men who who are waiting for something

eh Gueldas eh saw that (Error-free T-Unit) and say something eh said something to to

mister Perelman (Error-free T-Unit).

Potential problems

Two T-Units may share the same wrong subject, so both count as wrong:

and other men eh get in the room. and seemed uhm very angry

<u>Instructions</u>

1. Read the narrative once.

2. Read the narrative again and indicate with a "T" the end of each terminal unit you find.

3. When you come across T-units that contain no syntactic, morphological, or lexical choice errors circle the "T" at the end of the terminal unit.

4. Count the total number of T-Units

5. Count the total number of error-free T-Units.

Appendix G. Instructions for calculating target-like use of articles

Target-like use (TLU) of articles: it's calculated by dividing the number of accurately supplied articles (both definite and indefinite) in obligatory contexts by the number of obligatory contexts plus the number of non-obligatory contexts with inappropriate suppliance, and multiplied by 100.

Formula: TLU = <u>No. of accurately supplied articles   </u>

No. of obligatory contexts + No. of inappropriate suppliance

<u>Examples of accurately supplied articles</u>

He's in front of the mirror.

He decides to go to the doctor.

She hides behind a sofa.

<u>Examples of inaccurately supplied articles</u>

He's combing the hair.

And the mister Brown leaves the room.

He's putting the price tags on the products.

<u>Examples of obligatory contexts</u>

<u>One</u> man goes into the apartment.

He is pointing at _____ ceiling.

1. Read the narrative once.

3. Read the narrative again and circle the definite and indefinite articles that have been used accurately, both in terms of referential function and form. Cross (with an X) articles that have been used in contexts where they should have been used. Use a dash (____) to indicate the places where an article should have been used and was not used.

4. Count the number of accurately supplied articles, inaccurately supplied ones, and the contexts where there should have been an article but wasn't and record the three numbers.

5. You do not need to make the final calculation.

Appendix H. Instructions for calculating the percentage of self-repairs

and the ratio of repaired to unrepaired errors

Percentage of self-repairs: calculated by dividing the number of self-initiated self-repairs by the number of total number of lexical and morphosyntactic errors (both repaired and unrepaired), and multiplied by 100.

Ratio of repaired to unrepaired errors: calculated by dividing the number of repaired errors by the number of unrepaired errors, and multiplied by 100.

Examples of lexical errors

The woman goes to the <u>cash</u>.

Then the alarm <u>watch</u> rings.

The woman looks <u>attently</u> at the man.

<u>After</u> he leaves.

<u>In the finally</u> the man leaves.

<u>In one moment</u> the clock rings.

Examples of lexical self-repairs

So the man gives at the well takes LEXR some money from his wallet.

She looks at the watch #bueno at the clock LEXR.

At the final #ai at the end LEXR the man goes out of the room.

Examples of morphosyntactic errors

Yesterday a couple <u>are</u> in bed.

While the man <u>looks</u> at the products an employee is putting tags on the products.

The alarm clock <u>ring</u>

Examples of morphosyntactic self-repairs

The man finally leave left MSR the room.

The man pay to the Guelda pays MSR to the Guelda.

He were he was MSR at home.

The man continues <u>to shopping</u>

Missis Guelda is a girl that <u>she</u> lives in a little house.

A room <u>that</u> there are two men.

<u>A</u> alarm clock rings.

Mr. Brown lifts <u>her</u> arm.

Then the woman is <u>so</u> happy.

He is screaming ____ her (missing preposition)

Finally the man pay <u>to</u> the woman.

She is worried <u>for</u> the noise.

He starts <u>a life more relaxed</u>

<u>Rings suddenly an alarm clock.</u>

He is shouting very <u>loud</u>.

Examples of double errors

The woman look the man who has a price tag on his back (lexical and morphosyntactic).

The man arrives in his in his in her MSR house.

At the first in MSR the first picture we can see this man.

Then she he MSR probably wants to hit her

Then the a another MSR man starts to scream at her again.

Examples of wrong self-repairs

The man starts shouting at his her she

MSRW.

Instructions

1. Read the narrative once.

2. Read the narrative again and use LEXE to indicate lexical errors, MSE to indicate morphosyntactic errors.

3. When you encounter a self-repaired error, indicate it by using LEXR for lexical self-repairs, MSR morphosyntactic ones.

4. When the results of a self-repair is wrong, underline the tag (<u>MSR</u>)

5. Both phonological errors and self-repairs should be excluded from the count.

6. Count the number of errors by category.

7. Count the number of repairs by category and indicate the number of wrong self-repairs.

8. You do not need to calculate the results.

Appendix I. Affective Variables Questionnaire

Name: _____Group: _____

First check the story that you narrated:

□ PAID FOR LISTENING (The man who had an argument with a woman and paid her for listening to
                        him).
□ FUNNY DOCTOR (The man who is losing his hair and goes to the doctor, who laughs at him).

□ HE WAS CHEAP (The woman who put a man in her shopping cart because he had a price tag).

□ GONE WITH THE MUSIC (The couple that couldn't sleep because there was music coming from the
                        apartment above).

Now evaluate each story by circling the appropriate answer in each case:

I thought this task was **easy**	1 2 3 4 5 6 7 8 9	I thought this task was **difficult**
I felt **frustrated** doing this task	1 2 3 4 5 6 7 8 9	I felt **relaxed** doing this task
I did **not** do this task **well**	1 2 3 4 5 6 7 8 9	I did this task **well**
This task was **not interesting**	1 2 3 4 5 6 7 8 9	This task was **interesting**
I **don't want** to do **more** tasks like this	1 2 3 4 5 6 7 8 9	I **want to do** more tasks like this

Appendix J. C-test

Instructions: You must reconstruct the text by adding the missing letters. Here is an example:

My name is Tom. I'm t__ __ oldest ch __ __ __ in m__ family. I ha__ __ a sister a__ __ two brot__ __ __ __

<u>You must complete the text like this:</u>
My name is Tom. I'm t**he** oldest ch**ild** in m**y** family. I ha**ve** a sister a**nd** two bro**thers.**

A slip of tongue
On a variety show presented by P. and U. Bird Seed Company, a funny thing happened. It ca __ __ from t__ __ presenter a__ the begi__ __ __ __ __ of t__ __ program. H__ seemed extr__ __ __ __ __ nervous a__ __ for so__ __ minutes st__ __ __ awkwardly bef__ __ __ the micro__ __ __ __ __. As so__ __ as h__ opened h__ __ mouth, every__ __ __ __ burst o__ __ laughing. W__ all kn__ __ what t__ __ poor man should have said, but what he actually said was: "This is the Poo and Ee Bird Company. Good ladies, evening and gentlemen!

Social customs
Social customs and ways of behaving change. Things wh__ __ __ were consi__ __ __ __ __ impolite ye__ __ __ ago a__ __ now accep__ __ __ __ __. Just a f__ __ years a__ __, it w__ __ thought impo__ __ __ __ behaviour f__ __ a m__ __ to sm__ __ __ __ in t__ __ street. N__ man w__ __ thought o__ himself a__ a gent__ __ __ __ __ would ma__ __ a fo__ __ of himself by smoking when a lady was in the room.

A 50 percent thief
Sam Benton, the local butcher, had lost his wallet while taking his savings to the post office. Sam w__ __ sure th__ __ the wal__ __ __ must ha__ __ been fo__ __ __ by o__ __ of t__ __ villagers, b__ __ it w__ __ not retu__ __ __ __ to h__ __. Three mon__ __ __ passed, a__ __ then o__ __ morning, h__ found h__ __ wallet out__ __ __ __ his fr__ __ __ door. I__ had be__ __ wrapped up in a newspaper and it contained half the money he had lost, together with a note which said: "A thief, but only 50 percent a thief".

Keep the torch burning
Olympic Games are the biggest international gathering of any kind in the world. Not on__ __ do th__ __ bring spor__ __ __ __ __ together, b__ __ they un__ __ __ a world pub__ __ __. Is i__ not suffi__ __ __ __ __ reason f__ __ continuing th__ __? Of cou__ __ __, a few peo__ __ __ intend t__ use th__ __ as a__ occasion f__ __ propaganda, b__ __ this i__ no rea__ __ __ why t__ __ Games should be cancelled. Why should every harmless activity be spoiled for the majority by the minority?! So, as long as the majority wants it, the games will continue.

Lock up your cars
The recent increase in car stealing has alarmed the police, who are looking for what they now believe must be a well organized gang of professional car thieves. An inter__ __ __ __ __ __ aspect o__ these the__ __ __ is th__ __ nearly a__ __ the mis__ __ __ __ vehicles ha__ __ been ta__ __ __ from loc__ __ __ garages. The pol__ __ __ have ther__ __ __ __ __ assumed th__ __ the ga__ __ find i__ easier t__ break in__ __ garages, wh__ __ __ vehicles a__ __ often le__ __ unlocked a__ night, than into locked cards, parked on the roadside during the daytime or at night. They advise car owners to lock up their cars, even when they are kept in locked garages.

APPENDIX K

Comic strips

Sequence C

Session 1

Story 1: Paid for listening

+ planning time
+ Here-and-Now

Story 2: Funny doctor

- planning time
+ Here-and-Now

Session 2

Story 3: He was cheap

+ planning time
- Here-and-Now

Story 4: Gone with the music

- planning time
- Here-and-Now