**Supplementary Material**

Examples of the categories included in the coding system and checklist for the analysis of LREs.

TABLE 3.

Linguistic focus

|  |  |
| --- | --- |
| **Type of focus** | **Example** |
| **Spelling** | proceso **process** con una sola c creo que es (INT3-E12) |
| **Morphology** | **Bound: but** he don’t el no but he el no he don’t **he doesn’t** (P-INT4-E28) |
| **Free:** para nuestra **from** [CROSSES OUT from] para for **for** (P-INT7-E11) |
| **Word** | *podrás decidir* qué carrera estudiar podrás elegir la carrera que te guste (4) ¿carrera? bueno pues el trabajo el trabajo que te gusta **the job that you like** (P-INT5-E27) |
| **Phrase** | **sometimes they know there is something wrong with their child** and they ¡ay! ¿cómo era? ¿cómo era clases particulares? […] *sometimes they notice there is something wrong with their child* **and** […] **they look for** a teacher on their free hours for a teacher for an afternoon teacher *they look for* a teacher ¿cómo eran clases particulares? ay no me acuerdo *sometimes they notice there is something wrong with their child and they look* (3) *they look for* **a teacher after school** after school (INT1-E33) |
| **Clause** | *because* (3) *because* **you** only you don’t have *because you* que tú no tienes todavía la edad de salir todavía con tu gente por ahí y por las noches vamos a ver *because you***are** (3) you are erm **still** (…) *because you are still* erm **very young** *very young to***go out** with your friends **with your friends** (6) *your friends* (…) at night **at nights** (INT6-E10) |
| **Sentence** | puedo poner que aunque muy raro podemos ver ejemplos de esto en niños en todas las escuelas (…) bueno voy a ponerlo (5) voy a ponerlo así ejemplos de ésto (…) examples es que no **e-x-a-m-p-l-e-s** of this many examples no sí **many** examples **of this we have** we [CROSSES OUT have] **can see** erm (3) erm sometimes we can see we sometimes we can see sometimes we can oichhh (3) see in schools **in school** *many examples of this we can see in school* um aunque **although** um **they are not very** (…) very **common**(INT2-E51)**Intended message:** Aunque muy raro, podemos ver ejemplos de esto en niños en todas las escuelas. (Even though they are infrequent, we can see examples of this in kids in every school).**Final text:** Many examples of this we can see in school although they are not very common.  |
| **Discourse** | *Because you* no pero you no [CROSSES OUT you] *because* children because **children** children estamos hablando de ellos no de mí (INT6-E39) |

TABLE 4.

Example of embeddedness

|  |  |
| --- | --- |
| **Main episode**  | **Clause**te puedes encontrar en desventaja you may you may **you may** esto you may **find** you may encontrarte en desventaja *you may find* **yourself** [at disadvant ¡uy! at *you may find yourself* at disadvantage ¿se dice así en desventaja? in disadvantage at disadvantage (4) *puedes encontrarte you may find yourself* (10) **at**] disadvan **disadvantage** (ADV5-E49) |
| **Embedded episode** | **Free morphology (Preposition)**at disadvant ¡uy! at *you may find yourself* at disadvantage ¿se dice así en desventaja? in disadvantage at disadvantage (4) *puedes encontrarte you may find yourself* (10) **at** (ADV5-E49) |

TABLE 5.

Resolution

|  |  |
| --- | --- |
| **Type of resolution** | **Example** |
| **Correct**  | **concentrate** on my studies on in *concentrate* on *concentrate* in concentrate on creo que es **on** (INT5-E15) |
| **Incorrect** | *we must dedicate a time for study para estudiar* y formarnos (7) formarnos formarnos no sé cómo es eso así es que vamos a ver otra *cosa we must dedicate a time for study* **and** (4) darnos forma **give form** a nosotros mismos (9) **to myself** (P-INT5-E4) |
| **Unresolved** | **Abandoned** *if your brothers and sisters study, the persons will study more easy* porque está but porque está but en la familia hay libros hay ambiente pero como no sé cómo se dice ambiente hay familia hay un libro hay algun libro hay dictionary (3) ambiente no motivaciones de eso de estudio vale pero no (P-INT3-E9)**Postponed***there is a difference* enormous let’s say **enormous** [ADDS enormous] enormous ¡qué exagerada! difference bueno subrayamos lo del enormous y luego lo cambio (ADV1-E26) |
| **No resolution** | *Included among* primero me he acordado de between pero luego me he acordado de among será among among among them (INT7-E21) |

|  |  |
| --- | --- |
| TABLE 6. Writing strategies |  |
| **Strategy** | **Example** |
| **Generation of forms through the L2** | **sometimes** they know there is something wrong and they (3) sometimes they detect they notice **they notice there is something wrong** (INT1-E32) |
| **Generation of forms through the L1** | *la gente debe cambiar* (...) su manera de educar *people must change* his *people must change* his vamos a ver su manera de educar *people must change* su concepto de educación his concept of the education of education *people must change* **his concept of education** (P-INT1-E7) |
| **Comparing cross-linguistic equivalents** | mucha ¿mucha? ¿mucha? ¿mucha? More más eso es más more es más too much ¿no? ¿sería? demasiado eso es demasiado pongo demasiado *yo he tenido* **too much discipline** (P-INT7-E23) |
| **Sounding out / trying out in context** | **and I couldn’t concentrate** on my studies on in concentrate on concentrate in my studies concentrate on creo que es concentrate **on** (INT5-E15) |
| **Rereading** | *But parents can’t* ¿cómo se dice proporcionar? Si esto lo sé yo *no* pueden proporcionar a sus hijos todos los conocimientos que son necesarios en la vida *so children need a more delicate teaching that has place through educational programs* xxx *become what they really want they will be able to choose the job or profession they are going to be dedicated to* cómo digo yo proporcionar *can’t can’t* si esto lo sé yo suministrar o algo así es que no me acuerdo (3) pues pongo give *can’t* **give** (INT3-E59) |
| **Backtranslation** | pero ella no puede hacerlo (4) *que ella no estudia porque sus padres no están con ella el profesor quiere ayudarle pero ella me dice que ella no puede estudiar porque necesita preguntarle a su madre o a su padre sobre los estudios* (3) cosa **thing** *cosa* que ella no puede *thing* **that** que ella **she can't do** (P-INT4-E21) |
| **Use of intuition** | Determ determ determinante ¿eso se puede...? ¿esoexiste? a ver *is going to be* (6) *is going to be* **really** (6) ¡ay qué mal! *is going to be really* **determinant** esto no existe me suena a mí ¿sabes? a ver *the student's home life and his her training as a child are going to be really determinant* no, esto me lo he inventado *are going to be really* important [CROSSES OUT determinant] **important** (ADV6-E18) |
| **Use of grammatical rules or technical metalanguage** | pues eso que no (…) que no aprende nada nada no aprenderá nada will won’t **won’t learn** mm **anything** porque si pongo nothing pues una negación dos negaciones da una afirmativa anything (INT5-E15) |
| **Explanation of meaning**  | That student’s home life ¿cómo podría poner eso? que no sea the student's home life que estoy copiando lo que pone aquí the familial ¿cómo era eso? familial y familiar familial era perteneciente a la familia y familiar era familiar en el sentido parecido al español pero (…) *from my own experience I can say that the* that (3) the the say **familial environment** (ADV1-E11) |
| **Use of analogies** | **early in your** (4) *in your* school time venga Schule zeit en alemán es schule zeit tiempo de escuela Schule zeit school zeit school time XXX **school time** ¡toma ya! (ADV5–E59) |
| **Appeal to episodic memory** | nuestra carrera (…) career sí ¡toma! ¡toda la clase diciéndonos que no se dice career y ahora lo digo yo! **our courses** our ¿cómo se dice? our courses **at university** university (ADV1-E16) |
| **Resourcing (their own notes or the prompt)** | *Many children* em *that are* (…) afec ¿cómo es afectado? A ver que lo vea aquí en la pregunta [PROMPT READING] ah influenced **influenced** (INT6-E23) |

TABLE 7.

Depth of processing

|  |  |
| --- | --- |
| **Type of processing** | **Example** |
| **Non–problem solving (Low)** | university a ver *los profesores at the* uni **university** la primera es con una sola i latina creo, bueno sí (P-INT2-E15)*you can study* this job this or that? this sí **this job** (P-INT5-E20) |
| **Problem solving** **(Medium)** | **they have developed** developed erm (4) ¿cómo podría decir? *quizá que ellos han desarrollado* um lo mejor de sí mismos (4) ¿cómo se dice eso de..? a ver *quizá ellos han desarrollado* um es que no sé cómo ponerlo um (6) sus buenas his **their best um qualities** um *sus mejores cualidades* (INT3-17) |
| **Problem solving****(High)** | um (3) um ¿cómo podría decir que los? a ver (3) um *they go to school and it’s obvious parents* um (...) ¿cómo es que conducen o sea que (...)? *family is the center until they go to school and it’s obvious parents* **are** (...) um (6) ay no sé cómo ponerlo (...) *parents are* (...) voy a escribir porque es que si no (...) an example um (6) es que en español sería un ejemplo a seguir pero es que en inglés (...) an example (...) a ver (6) and (...) no sé lo que poner voy a poner (...) mirror (...) erm (3) um (...) no sé no sé *family is the center of their life until they go to school and it’s obvious parents are* (...) no bueno lo que sea (...) y si no lo pongo en español y luego (...) porque es que no (...) consigo coger la idea (...) *it's obvious parents* erm (...) tienen mucha influencia pero (...) no es eso (...) *parents* um (...) bueno (...) esto da igual (...) pongo un asterisco porque esto lo tengo que seguir (...) **an example and a mirror** (INT2–E5) |

TABLE 8.

Strategic orientation

|  |  |
| --- | --- |
| **Type of orientation** | **Example** |
| **Compensatory**  | *are an example and a mirror* um puf (…) [CROSSES OUT and a mirror] *an example* **to** (…) a seguir *an example to* (3) es que no es (3) bueno voy a poner **to keep** pero es que no es to keep (2) **to go on** no sé si sera (3) to keep o to go on no sé (INT3) |
| **Upgrading** | **as I started** (...) no, started not, [CROSSES OUT started] as I learnt? Learnt or began to learn? No, I don’t like that one. So, as, yes, I, I learnt (3) What can I say here? *This is a very relevant aspect in my case*, *as I*, *as I* **was**, yes (6), an eager learner (3) was, have been, no, [CROSSES OUT was] **have been**, *as I have been, I have been* **an eager, eager learner since** my early childhood, yes! Good! (ADV4) |
| **No orientation** | **which either encourages or hinders their child to study** ¿se puede usar esta estructura con encourage? *hinders their child to study* encourage their child to study (4) sí *they are crucial in creating an atmosphere at home which either encourages or hinders their child to study* (INT5) |

TABLE 9.

Checklist for the analysis of LREs

|  |
| --- |
| **Linguistic Focus** |
| Spelling |  |
| Morphology: Free |  |
| Morphology: Bound |  |
| Word |  |
| Phrase |  |
| Clause |  |
| Sentence |  |
| Discourse |  |
| **Resolution** |
| Correctly resolved |  |
| Incorrectly resolved |  |
| Unresolved: Abandoned |  |
| Unresolved: Posponed  |  |
| No resolution |  |
| **Occurrence** |
| Unique  |  |
| Recurrent |  |
| **Depth of Processing** |
| Non–problem solving (Low) |  |
| Problem solving (Medium) |  |
| Problem solving (High) |  |
| **Strategic Orientation** |
| Upgrading |  |
| Compensatory |  |
| No orientation |  |

|  |
| --- |
| **Pretexts, Texts, and Strategies\*** |
| Pretext(s) |  |
| Text(s) |  |
| Generation of forms in the L1 |  |
| Generation of forms in the L2 |  |
| Explicit evaluation |  |
| Repetition (previously written word or simple phrase) |  |
| Rereading (complex phrases, clauses, sentences) |  |
| Backtranslation |  |
| Sounding out/trying out in context |  |
| Use of intuition or appeal |  |
| Use of grammatical rules or technical metalanguage |  |
| Resourcing (their own notes or the prompt) |  |
| Use of analogies |  |
| Appeal to episodic memory |  |
| Explanation of meaning |  |
| Comparing cross-linguistic equivalents |  |

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| --- |
| **Upgrading behavior** |
| Reconceptualization |  |
| Elaboration |  |
| Ensuring truth value |  |
| Coherence-cohesion:-Handling connections-Changing the functional role of sentences |  |
| Stylistic concerns-Adjusting to register requirements-Avoiding repetition-Upgrading translation |  |
| Information structuring:-Postponing-Introducing a new idea: topic-comment manipulation |  |
|  |  |
| **Compensatory behaviour** |
| Message abandonment |  |
| Message reduction |  |
| Message replacement |  |
| Approximation |  |
| Foreignizing |  |
| Literal translation |  |
| Circumlocution |  |
| Code-switching |  |

\*Indicate the number of times each strategy appears in the LRE.