Appendix S1.

*Previous Studies on Attention to Form and Meaning (adapted from Leow et al., 2008)*

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|  | VanPatten  1990 | Greenslade et al. 1999 | Wong  2001 | Leow et al.  2008 | Morgan-Short et al. 2012 | Morgan-Short et al. 2018 |
| Participants | 202 SFL  (L1 English)  Intact classes  3 levels | 53 SFL  (L1 English)  Intact classes  3rd semester Spanish | 79 EFL  (L1 French)  Intact classes  Low intermediate EFL | 72 SFL  Intact classes  2nd semester Spanish | 410 SFL  Intact classes  3rd semester Spanish | 631 SFL Intact classes  Similar level with Leow et al. |
| Groups | Group 1: control  Group 2: *-n*  Group 3: *la*  Group 4: *inflación* | Same as VanPatten | Same as VanPatten | Group 1: control  Group 2: *sol*  Group 3: *la*  Group 4: *lo*  Group 5: *-n* | Same as Leow et al. | Group 1: control  Group 2: *sol*  Group 3: *la*  Group 4: *-n* |
| Passage | “Con mucho gusto” (1978) | Same as VanPatten | Same as VanPatten (English translation; *-n* was not included) | A modified version of “Aztecs” (Rangel Montemayor) | Same as Leow et al. | Same as Leow et al. |
| Modality | Aural | Written | Both aural and written | Written | Same as Leow et al. | Both aural and written |
| Time on task | 3 minutes | 2.5 minutes | 2.5 minutes | 4–5 minutes | Not reported | 3 minutes 43 seconds for aural. 97.56 words per minute for written |
| Amount of exposure to a passage | Yes (similar across the groups) | Not reported | Not reported | Yes (similar across the groups) | Not reported | Yes (Controlled) |
| Assessment of comprehension | Written recall (idea units) | Same as VanPatten | Same as VanPatten | Multiple-choice task | Same as Leow et al. | Same as Leow et al. |
| Measurement of attention; criteria for excluding participants from analysis | Marking blank page; less than 8 marks not included in the analysis | Same as VanPatten | Same as VanPatten | 1. Circling of target items; at least 6 out of 10  2. Think-alouds;  Level 1: -report, circling only  Level 2: +report, -interpret  Level 3: +report, +interpret | Same as Leow et al. (2008) | Checking or mouse-clicking of target items; at least 6 out of 10 |
| Results | Control > *-n*  Control > *la*  *inflación > -n*  *inflación* > *la*  Control = *inflación*  *-n* = *la* | Control > *-n*  Control > *la*  *inflación = -n*  *inflación* > *la*  Control = *inflación*  *-n = la* | Listening:  N/A  Control > *the*  N/A  *inflation* > *the*  Control = *inflación*  N/A  Reading:  N/A  Control = *the*  N/A  *Inflation* = *the*  Control *= inflation*  N/A | Control < *-n*  Control > *la*  *sol > -n*  *sol* > *la*  Control < *sol*  *-n > la*  Control < *lo*  *Sol > lo > la* | NTA group:  Control < -*n*  Control < *la*  *sol < -n*  *sol < la*  Control = *sol*  *-n < la*  *la = lo > sol*  TA group:  Control *< -n*  Control < *la*  *sol < -n*  *sol < la*  Control < *sol*  *-n < la*  *la> sol > lo* | Listening:  US1-A site:  Control = *sol*  *-n* = *la*  US3-A site:  Control = *sol*  *-n* = *la*  UK2-A site:  Control *> -n*  Control = *sol*  *la*  POL-A site  Control *> -n*  Control = *sol*  *la*  Reading:  UK1-W site:  Control = *sol*  *-n* = *la*  US2-W site:  Control > sol  Control = *-n* = *la*  US4-W site:  Control = *sol*  *-n* = *la* |

Note. Report: attending to the target form; interpret: translating the targeted form; NTA: non-think-aloud; TA: think-aloud