APPENDICES

Appendix A. Background information about participants.

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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...

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**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: the the woman is scared
   Repair: the woman no the man puts on a robe
   False start: the 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.

   #bueno #no #se #com #dir-ho 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’, ‘desperation’)
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)

Potential problems

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. I don't know (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

Instructions

1. Read the narrative once.

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

   he is angry ↑ and pointing at the ceiling ↑

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

   he points ↓ again to the ceiling but he doesn't seems ↓ to be ↓ so angry ↑

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 she lives [laifs] a little house out of a city.

Lexical choice: the alarm clock sounds

**Examples of Error-free T-Units**

and the woman is very happy

in the other room 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
Instructions

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: \[ TLU = \frac{\text{No. of accurately supplied articles}}{\text{No. of obligatory contexts} + \text{No. of inappropriate suppliance}} \]

**Examples of accurately supplied articles**

He’s in front of the mirror.

He decides to go to the doctor.

She hides behind a sofa.

**Examples of inaccurately supplied articles**

He’s combing the hair.

And the mister Brown leaves the room.

He’s putting the price tags on the products.

**Examples of obligatory contexts**

**One** man goes into the apartment.

He is pointing at _____ ceiling.
Instructions

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 **cash**.
- Then the alarm **watch** rings.
- The woman looks **attently** at the man.
- **After** he leaves.
- **In the finally** the man leaves.
- **In one moment** the clock rings.

**Examples of morphosyntactic errors**
- Yesterday a couple are **in bed**.
- While the man **looks** at the products an employee is putting tags on the products.
- The alarm clock **ring**

**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 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 to shopping

Missis Guelda is a girl that she lives in a little house.

A room that there are two men.

A alarm clock rings.

Mr. Brown lifts her arm.

Then the woman is so happy.

He is screaming ___ her (missing preposition)

Finally the man pay to the woman.

She is worried for the noise.

He starts a life more relaxed

Rings suddenly an alarm clock.

He is shouting very loud.

Examples of wrong self-repairs

The man starts shouting at his her she MSRW.

Examples of double errors

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

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 (MSR).

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 the oldest child in my family. I have a sister and two brothers.

You must complete the text like this:

A slip of tongue
On a variety show presented by P. and U. Bird Seed Company, a funny thing happened. It can from the presenter at the beginning of the program. He seemed extremely nervous for so many minutes awkwardly before the microphone. As soon as he opened his mouth, everyone burst out laughing. We all knew what the 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 which were considered impolite yesterday are now accepted. Just a few years ago, it was thought improper behaviour for a man to smoke in the street. Now men thought of themselves as gentlemen would make a fool 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 was sure the wallet must have been found by one of the villagers, but it was not returned to him. Three months passed, then one morning, he found his wallet outside his front door. It had been 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 only do they bring together, but they unite a worldpublic. Is it not sufficient reason for continuing the Games? Of course, a few people intend to use them as an occasion for propaganda, but this is no reason why the 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 interesting aspect of these theses is that nearly all the missing vehicles had been taken from local garages. The police have theretofore assumed that the garages find it easier to break into garages, whereas vehicles are often left unlocked at night, than into locked cars, 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.
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