Coding scheme: Lexical inferencing strategies (Think-Aloud Study)

CODES[1]	STRATEGY NAME[2]	DESCRIPTION	ILLUSTRATION
S1	Word level, intralingual	The student focuses on a single word and uses his/her knowledge of German.	"kleine Brite" (1.5) äh (-) *el pequeño* (2.0) *un sustantivo*[3] ["little Britain" (1.5) äh (-) *the little* (2.0) *a noun*]
S1-6	Word formation rules	The student uses his/her knowledge of German word formation rules, e.g. rules for the formation of compound words, suffixes indicating parts of speech.	"Dro (-) hungen" (--) Droh (---) drohen (---) ["threat" (--) threa (---) threatens (---)]
S1-8	Inflectional morphology	The student uses his/her knowledge of morphosyntactic elements and rules of inflectional morphology, e.g. plural or case marking, suffixes indicating tense.	"geschenkt" (---) "geschenkt" (---) *esto es un participio* ["given" (---) "given" (---) *that's a participle*]
S1-7	Partial meaning of complex words	The student uses his/her knowledge of the partial meaning of complex words, e.g. root, prefix, suffix or parts of compound words, to infer the meaning of the whole word.	"Lebenswoche" *era semana* (1.2) *y* "Leben" (-) "Leben" *será algo (a lo mejor) de vivir* (.) *su semana de vi ah su primera semana de vida* ["week of life" *that was week* (1.2) *and* "life" (-) "life" *could be (maybe) something with live* (.) *his week of li ah his first week of life*]
S1-7a	Partial meaning of complex words (a)	The student uses his/her knowledge of the meaning of complex words to infer the meaning of recognized parts of them.	"Geburt" *es* (---) *cumpleaños, no?* (unser/"und zwar") Geburtstag (1.8) *su nacimiento* ["birth" *is* (---) *birthday, no?* (our/"namely") birthday (1.8) *his birth*]
(S1-5)	Etymological clues	The student uses his/her knowledge about the historical development of the German language (possibly in combination with knowledge about sound shifts between German and other languages).	-
S1-9	Orthographical clues	The student uses his/her knowledge about the orthographical rules of German, e.g. capitalization of nouns, hyphen in compound words.	"Brit" – *esto es un sustantivo porque está en mayúscula* ["Brit" – *that's a noun because it's capitalized*]

[1] The names correspond to the strategy groups and item numbers of the questionnaire study (Kienberger 2020). Items marked with an x were included after the first phase of coding, based on the collected data. Items in brackets were eliminated from the definite version of the coding scheme as no clear evidence for their use by the study's participants exists.

[2] The coding scheme is based on the part of the taxonomy presented in Kienberger (2020) referring to cognitive lexical inferencing strategies that can be used without external resources like dictionaries or the help of other people.

[3] Used transcription convention: GAT2 (Selting et al. 2009). The passages in quotation marks are parts of the original German target text. Translation provided by the author.

S1-x	*Exclusion principle*	The student excludes a certain meaning if she already knows another German word with that meaning.	"zwar" *podría ser ahora pero* (.) *no sé* (.) *ahora creo que era* jetzt (1.7) *y así que no sé* ["namely" *could be now but* (.) *I don't know* (.) *now, I think that was* now (1.7) *and therefore I don't know*]
S1/2	Word level, intra- or interlingual	The student focuses on a single word and uses his/her knowledge of German and/or another language.	gleid (---) glied (---) gliedern [student pronounces parts of the word "Familienmitgliedern" (family members) and/or similar words];
			<<unterstreicht> "recht" > *creo que es directo pero no sé* [<<underlines> "right">*I think it's direct but I don't know*]
S1/2-4	Acoustic similarity / Sound	The student pronounces a word several times (at least three times), activating the sound as a source for inferencing.	Brit Brit Brite Brit Brit Brit
S2	Word level, interlingual	The student focuses on a single word and uses his/her knowledge of any other language than German.	[focusing on the word "posten" (post)] *como post* [*like post*]
S2-1	First language (L1 cognates)	The student makes use of his/her first language. [Spanish was coded as first language.]	"präsentiert" (-) *igual es presentar* ["presents" (-) *could be present*]
S2-2	Second/Foreign languages (L2) – English	The student makes use of English.	"folgten" (-) *me recuerda a* hm *a seguir seguir* (-) äh f (-) *follow* ["follow" (-) *it reminds me of* hm *follow follow* (-) äh f (-) *follow*]
S2-3	Second/Foreign languages (L2) – other languages	The student makes use of other languages.	"Drohung" (.) *es que* "Drohungen" *no me suena a nada en ningún idioma* (.) *ni en francés ni en inglés ni en español ni nada* ["threat" (.) *well,* "threats" *doesn't sound like/remind me of anything in any language* (.) *not in French, not in English, not in Spanish, nothing*]
(S2-5)	Sound shifts	The student uses his/her knowledge about sound shifts between German and other (Germanic) languages.	-
S3	Immediate context = Sentence or part of it	The student makes use of the immediate context, viz. the sentence or a part of it.	[focusing on the word "Familienmitgliedern" (family members)] *la madre* (2.7) "verbot anderen" (-) *otra* (-) *familia* [*the mother* (2.7) "prohibits other" (-) *other* (-) *family*]

S3-x	Phraseologisms	The student uses his/her knowledge about formation and (mostly metaphorical) meaning of phraseologisms.	"Drohungen folgten", *la verdad es que* (-) *(pues/es) una frase, esto seguro que es una frase así como* (---) *como Sacré Bleu o algo así en francés* ["Threats followed", *that's really* (-) *(well/it's) a phrase, surely that's a phrase like* (---) *like Sacré Bleu or something like that in French*]
S3-10	Word order	The student uses his/her knowledge about German word order, e.g. personal form of the verb on second position in the sentence, sentence bracket.	"Frau ins Visier" (--) "die Frau *im* Visier" (2.5) *(o sea) sujeto la mujer* (1.2) *(sería) complemento circunstancial de lugar (entonces)* ["woman as a target" (--) "the woman *as* target" (2.5) *(that means) subject the woman* (1.2) *(would be) circumstantial complement of place (therefore)*]
S3-11	Syntactic relations	The student analyses the grammatical structure of (part of) the sentence to find relations between known and unknown words.	"Sachen" (-) *que ni idea* (-) *que parece un verbo* (.) *pero es que lleva un artículo así que no puede ser* ["things" (-) *no idea* (-) *it seems to be a verb* (.) *but it has an article, so it can't be*];
			ella lo hace todo por Ralphie, ya (---) ähm (-) "Zukunft", ähm "nur" (.) *solo por "*Ralphies" (.) *futuro vamos a poner, por ejemplo, futuro* [*she does everything for Ralphie, okay* (---) ähm (-) "future", ähm "just" (.) *just for* "Ralphie's" (.) *future we'll write, for instance, future*]
S3-12	Semantic relations	The student analyses the semantic relations between known and unknown words.	"das" (-) "Geld" (--) Geld *es dinero* (-) *(o sea)* (1.5) "kommt auf sein" (-) "Sparbuch" (---) "Sparbuch" (1.7) *como hablan de dinero, no sé por qué siento que "*Sparbuch" *es como su* (---) *como su* (--) *no sé, libro de cuentas, una cosa así* ["the" (-) "money" (--) money *is money* (-) *(that means)* (1.5) "goes on his" (-) "savings book" (---) "savings book" (1.7) *as they are talking about money, I feel that* "savings book" *is like his* (---) *like his* (--) *I don't know, like bank account (book), a thing like that*]
S3-9	Orthography	The student uses his/her knowledge about the orthographical rules of German on sentence level, e.g. period or comma as structuring elements.	*dos puntos, se dice algo* [*colon, something is said*]
S4	Wider context = several sentences, text	The student makes use of the wider context, viz. several sentences or the whole text.	"Sie tue nur für Ralphies Zukunft" (3.4) *esto* (1.3) *el niño*? ["She does for Ralphie's future" (3.4) *that* (1.3) *the child?*]

S4-13	Paradigmatic relations	The student makes use of systematic lexical relations such as synonyms, antonyms, sequences, super- or subordinate terms.	"Kinder" (3.0) "Kinder (-) spielzeug (.) Kinderzimmer und Baby (.) nahrung" (2.0) äh *a lo mejor no es que sea un sitio a lo mejor son* (.) *cosas* (---) *para bebés* ["children" (3.0) "children's (-) toys (.) children's rooms and baby (.) food" (2.0) äh *maybe it's not a place, maybe these are* (.) *things* (---) *for babies*]
(S4-15)	Lexical familiarization	The student makes use of elements of lexical familiarization such as paraphrases, definitions, explanations, illustrations etc. that describe or explain the unknown word.	-
S4-16	Textual coherency	The student makes use of logical relationships in the text, e.g. cause – effect or before – after.	"sie sei" (--) *algo que hace la* (.) *madre* (--) *ella* (-) *(por/pues) algo con* sei y *(en/el) Ralphie también (por/pues) algo con* sei ["she is" (--) *something that does the* (.) *mother* (--) *she* (-) *(for/well) something with* is *and (in/the) Ralphie also (for/well) something with* is]; [probably focusing on the word "warb"] *entiendo el concepto como* (1.2) *la gente* (.) *no*? (1.4) *o* "für die Ralphie" (---) *o el dinero que han recaudado o* (---) *son hasta diez mil eur cerca cerca de diez mil euros* (3.0) [*I understand the concept as* (1.2) *the people* (.) *no*? (1.4) *or* "for whom Ralphie" (---) *or the money he has earned or* (---) *that's up to ten thousand eur nearly nearly ten thousand euros* (3.0)]
S4-14	Rules and elements of text cohesion (formal coherency)	The student focuses on the use of connectors and other elements of text cohesion such as pronouns, adverbs etc.	*su pero su* (.) *masculino* (-) *(de)* (.) *entonces era de Ralphie* [*his, but his* (.) *masculine* (-) *(from)* (.) *therefore, it was Ralphie's*]; "dürfe sie das auch" (.) sie (unintelligible) *también* (2.0) *justificando la mamá* ["she also might" (.) she (…) *also* (2s) *justifying the mother*]
S4-17	Text type	The student uses his/her knowledge of the text type.	[referring to the headline] *ese es el* (1.2) *que viene antes del título y el título es* [*that's the* (1.2) *that comes before the title and the title is*]
S4-18	Thematic (subject-specific) know-ledge	The student uses his/her knowledge about the text topic.	"Licht" *a lo mejor es como* leicht/*light* [probably mispronunciation of engl. *light*] (-) *como algo de luz* (-) äh (--) *algo relacionado con* (--) °hh (-) *con las cámeras o los móviles*

			["light" *maybe it's like* light/*light* (-) *like something with light* (-) äh (--) *something related to* (--) °hh (-) *with cameras o cell phones*]
S4-19	Cultural, regional knowledge	The student uses his/her cultural and regional knowledge, e.g. names of prominent figures, geographical or political information.	*Bueno, se menciona a Kim Kardashian, debe ser algo malo con el bebé* [*Okay, here they mention Kim Kardashian, it has to be something bad with/happening to the baby*]
S4-20	World knowledge, common sense	The student uses his/her common sense and general knowledge of the world.	"Ralphie und seine Mutter machen viel (.) Geld mit (---) Werbung" (3.2) *(que gana mucho) dinero con algo* (1.5) äh (.) *con* (4.4) *a lo mejor es a una* (-) *una empresa* ["Raphie and his mother are making a lot of (.) money with (---) advertising" (3.2) *(that he earns a lot of) money with something* (1.5) äh (.) *with* (4.4) *maybe it's an* (-) *a company*]
S5	Extralingual context	The student uses the extralingual context; specific linguistic knowledge is not necessary.	-
S5-21	Visual text form, layout	The student focuses on visual aspects of the text form, e.g. the arrangement of the elements, font size and typ, highlighting.	[referring to the headline] *ese es el* (1.2) *que viene antes del título y el título es* [*that's the* (1.2) *that comes before the title and the title is*]
S5-22	Visualizations, pictures, pictograms	The student makes use of pictures, graphics, diagrams etc.	*y en la* (---) *foto* (.) *sale* (--) *una especie de* (1.2) *cómoda, camilla, algo así* [*and on the* (---) *foto* (.) *you see* (--) *some kind of* (1.2) *commode, stretcher, something like that*]
S5-23	Numbers and symbols	The student makes use of numbers or other comprehensible signs or symbols.	"Mehr" (--) *creo que (es)* (2.8) "Mehr" (---) *(un mi)* (---) *mi* (--) "als" (.) *esto es una cantidad de dinero* ["More" (--) *I think (it's)* (2.8) "More" (---) *(one mi/my)* (---) *mi/my* (--) "than" (.) *that's an amount of money*]
S5-24	Communication situation	The student uses his/her knowledge about the communication situation or the context of publication of a text, e.g. respective place, time, situation.	*A ver, bueno, el periódico* "Heute" (.) *eso es hoy* [*Let's see, okay, the newspaper* "Today" (.) *that's today*]