**Appendix 1.** First thematic analysis of Telegram group conversation and classification of screenshots.

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| --- | --- | --- | --- | --- | --- | --- |
|  | Themes | Explanation of themes | Supra-codes | Screenshots | Micro-codes | Some quotations from data |
| Context | *Infrastructure/*  *space of a Catalan-speaking fan translation group* | Translocal in nature, multiple locations; shared spaces, leveraging open online networks; digitally mediated, hybrid practices (online and offline); Influence development of group in relation to communicative affordances | 1. Other countries and linguistic communities |  | 3 | *en franca\* si que esta isa llei [In France there is such law, requiring audiovisual material to be translated into French]*  *(xa, quotation 97)* |
| 1. Spanish-speaking territories |  | 1 | *a mi si no està en català, tant me fa si està en español neutre o español de castellà continua essent español. [If it is not Catalan, I don’t care whether it is Castilian or LatAm Spanish [complains about lack of dubbed material in Catalan] (JB, quotation 100)* |
| 1. Catalan-speaking territories |  | 5 | *Jo sempre he dit que estic obert a incloure dialectes sempre i quan sigui un mateix personatge qui el parli Fins i tot incloure l’aranès en algun cas puntual [I’ve always said I’m open to including dialects when it’s a characteristic of a character, even including Aranese on some occasion] (Link, quotation 56)* |
| 1. Website and group Gaming.cat | 8 | 1 |  |
| 1. Telegram Group *Traduccions Gaming.cat* | 3 | 8 |  |
| 1. Online sites for crowd translation | 3 | 1 |  |
| Internal socialization | *Shared culture, purpose, and discourse* | Common interest, identities, culture, and values; specialized knowledge (lack a critical mass in local communities to which identify without resorting to online socialization, and hold to ambitious standards of knowledge and expertise) | 1. Gaming and games |  | 20 |  |
| 1. Fan translation as an expressive activity for civic engagement |  | 4 |  |
| 1. Scope and nature of fan translation (official vs. non-official) | 1 | 12 | *Figure 2* |
| 1. Catalan as a vehicular language for cultural consumption and production |  | 2 |  |
| 1. Spanish as a source of unwanted interference |  | 10 | *Vigileu amb les traduccions literals i els calcs del castellà, que n’acabo de veure alguna [Watch out for literal translations and calques from Spanish, I’ve just seen some] (Link, quotation 217)* |
| 1. English as a valid intermediate language |  | 4 |  |
| *Fan translating and language testing as shared practices/*  *collaborative learning* | Focus and direction to participation in the network; connected learning centered on organized production, collaboration, and competition that create a sense of shared purpose | 1. *Fan translation process* | 12 | 7 | *Figures 3, 4, 5, 6* |
| 1. *Use of language resources* | 5 | 7 |  |
| 1. *Setting an English-Catalan test for new applicants* | 3 | 18 | *Recurrent themes motivate secondary analysis of informational acts: Tables 2, 3, 4, 5* |
| 1. *Peer evaluation and commenting tests from new applicants (meta-linguistic commentary)* | 1 | **48** | *Recurrent themes motivate secondary analysis of informational acts: Tables 2, 3, 4, 5* |
| 1. *Asking and solving language doubts on English* | 4 | **7** | *Recurrent themes motivate secondary analysis of informational acts: Tables 2, 3, 4, 5*  *“No m'acaba de convèncer perquè no veig que hi haja un contrast clar, però tampoc veig el contrast clar en l'original 😅” [I am not convinced because I can’t see there is a clear difference, but of course I don’t see the difference in the original (English) either 😅, (in reference to difference between med kit and first-aid kit] (Gamer, quotation 218)* |
| 1. *Asking and solving language doubts on Catalan* |  | **25** | *Recurrent themes motivate secondary analysis of informational acts: Tables 2, 3, 4, 5* |
| *Multifarious participation; content contribution; collaborative production* | Participatory culture; Diverse levels of expertise, from novice to master; Transferring of expertise and knowledge from more experienced to less experienced; Distribution of roles according to levels of engagement, personal interest, and objective; Consumption-oriented, to celebrate; Production-oriented, to produce and enlarge content available to the larger community | 1. Roles: promoter, junior translator, senior translator, coordinator | 1 | 13 | *Figure 1* |
| 1. *Link*’s fan history |  | 1 |  |
| 1. *Link* as coordinator | 1 | 1 | *Figure 1* |
| External circulation and socialization | *civic engagement; passionate audiences; social expectations* | Shared purpose is often productive and community-oriented, putting fan-made products within audience-bound contexts, that receive, circulate, comment, and/or critique said products | 1. Expected audience: Catalan speakers at large | 8 | 1 |  |
| 1. Networking attempts with potential interested game developers |  | 4 |  |

**Appendix 2.** Primary and secondary informational acts used in analysis (adapted from Benson, 2015).

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|  | Primary acts |  |
|  | Acknowledge | Signals receipt of information Expresses |
|  | Agree | Expresses agreement |
|  | Answer\*\* | Responds to a question with information |
|  | Challenge | Challenges the addressee |
|  | Check (clarify) | Asks for clarification |
|  | Check (confirm)\*\* | Asks for confirmation |
|  | Clarify | Responds to a request for clarification |
|  | Correct | Corrects the addressee’s statement |
|  | Emphasize\*\* | Underlines the primary act |
|  | Evaluate | Judges what the previous speaker said |
|  | Inform | Provides information |
|  | Object | Signals a different opinion |
|  | Opine | Gives one’s opinion |
|  | Praise | Praises the addressee |
|  | Query | Expresses doubt or strong surprise |
|  | Question | Asks for information |
|  | Suggest | Puts forward an idea or a plan |
|  | Thank | Expresses gratitude |
|  | **Secondary acts** |  |
|  | Alert\*\*\* | Calls the addressee’s attention |
|  | Clue | Follows a primary act and gives a hint |
|  | Expand | Gives complementary information |
|  | Justify | Defends or explains the primary act |
|  | Metacomment | Comments on a current talk |
|  | Preface | Introduces a primary act |
|  | Qualify | Qualifies the primary act |
|  | Quote (applicant)\* | Quotes an applicant’s turn excluding tests |
|  | Quote (member)\* | Quotes a member’s previous turn |
|  | Quote (others)\* | Quotes other sources |
|  | Quote (self)\* | Quotes one’s previous turn |
|  | Quote (test)\* | Quotes an applicant’s test |
|  | React | Expresses attitude and strong feelings |
|  | Self-correct\*\*\* | Corrects own previous statement |
|  | Uptake | Accepts what was said and leads on |

*Notes: \* Given the nature of Telegram, with the reply option, and the discussions analyzed, we disaggregated Quote (Quotes from a previous turn) from Benson into Quote (applicant), Quote (member), Quote (others), Quote (self), and Quote (test). \*\* While we maintain Check (confirm) from Benson’s taxonomy, the responses were not a Yes/No confirmation, but Answer and some Inform/Justify/Opine, so we did not use the informational act Confirm. \*\*\* Benson categorizes Alert and Self-correct as primary acts.*