

Table S1. Description of LIWC categories used in the study with examples of the words belonging to each category and examples of previous relevant studies.

Category	Examples	Examples of previous relevant studies that used this category
<u>Comprehensive categories</u> Sub-categories		
<u>Summary Language Variables</u> <u>(Studies quoted here used all the sub- categories listed below)</u>		Lumontod III, R. Z. (2020). Seeing the invisible: Extracting signs of depression and suicidal ideation from college students' writing using LIWC a computerized text analysis. <i>Int. J. Res. Stud. Educ</i> , 9, 31-44. Low, D. M., Rumker, L., Talkar, T., Torous, J., Cecchi, G., & Ghosh, S. S. (2020). Natural language processing reveals vulnerable mental health support groups and heightened health anxiety on reddit during covid-19: Observational study. <i>Journal of medical Internet research</i> , 22(10), e22635.
Analytical Thinking	/	
Clout	/	
Emotional tone	/	
<u>Linguistic dimensions</u> <u>(Studies quoted here used all the sub- categories listed below)</u>		Lumontod III, R. Z. (2020). Seeing the invisible: Extracting signs of depression and suicidal ideation from college students' writing using LIWC a computerized text analysis. <i>Int. J. Res. Stud. Educ</i> , 9, 31-44.
Personal pronouns	I, them, her	
1 st person singular	I, me, mine	Robertson, S. M., Short, S. D., Sawyer, L., & Sweazy, S. (2021). Randomized controlled trial assessing the efficacy of expressive writing in reducing anxiety in first-year college students: the role of linguistic features. <i>Psychology & health</i> , 36(9), 1041-1065.
3 rd person singular	she, her, him	
<u>Psychological processes</u> <u>(Studies quoted here used all the sub- categories listed below)</u>		Lumontod III, R. Z. (2020). Seeing the invisible: Extracting signs of depression and suicidal ideation from college students' writing using LIWC a computerized text analysis. <i>Int. J. Res. Stud. Educ</i> , 9, 31-44. Low, D. M., Rumker, L., Talkar, T., Torous, J., Cecchi, G., & Ghosh, S. S. (2020). Natural language processing reveals vulnerable mental health support groups and heightened health anxiety on reddit during covid-19:

		<p>Observational study. <i>Journal of medical Internet research</i>, 22(10), e22635.</p> <p>Varma, P., Burge, M., Meaklim, H., Junge, M., & Jackson, M. L. (2021). Poor sleep quality and its relationship with individual characteristics, personal experiences and mental health during the COVID-19 pandemic. <i>International journal of environmental research and public health</i>, 18(11), 6030.</p>
Affective processes	Happy, cried	<p>Jelinek, L., Stockbauer, C., Randjbar, S., Kellner, M., Ehring, T., & Moritz, S. (2010). Characteristics and organization of the worst moment of trauma memories in posttraumatic stress disorder. <i>Behaviour Research and Therapy</i>, 48(7), 680-685.</p> <p>Robertson, S. M., Short, S. D., Sawyer, L., & Sweazy, S. (2021). Randomized controlled trial assessing the efficacy of expressive writing in reducing anxiety in first-year college students: the role of linguistic features. <i>Psychology & health</i>, 36(9), 1041-1065.</p>
Positive emotion	Love, nice, sweet	<p>Tov, W., Ng, K. L., Lin, H., & Qiu, L. (2013). Detecting well-being via computerized content analysis of brief diary entries. <i>Psychological assessment</i>, 25(4), 1069.</p> <p>Desrosiers, A., Vine, V., & Kershaw, T. (2019). "RU Mad?": Computerized text analysis of affect in social media relates to stress and substance use among ethnic minority emerging adult males. <i>Anxiety, Stress, & Coping</i>, 32(1), 109-123.</p>
Negative emotion	Hurt, ugly, nasty	<p>Tov, W., Ng, K. L., Lin, H., & Qiu, L. (2013). Detecting well-being via computerized content analysis of brief diary entries. <i>Psychological assessment</i>, 25(4), 1069.</p> <p>Desrosiers, A., Vine, V., & Kershaw, T. (2019). "RU Mad?": Computerized text analysis of affect in social media relates to stress and substance use among ethnic minority emerging adult males. <i>Anxiety, Stress, & Coping</i>, 32(1), 109-123.</p>
Social processes	Mate, talk, daughter, buddy	
Cognitive processes	Cause, know, ought	Jelinek, L., Stockbauer, C., Randjbar, S., Kellner, M., Ehring, T., & Moritz, S. (2010).

		Characteristics and organization of the worst moment of trauma memories in posttraumatic stress disorder. <i>Behaviour Research and Therapy</i> , 48(7), 680-685.
<i>Biological processes</i> <i>(Studies quoted here used all the sub- categories listed below)</i>	Eat, blood, pain	Low, D. M., Rumker, L., Talkar, T., Torous, J., Cecchi, G., & Ghosh, S. S. (2020). Natural language processing reveals vulnerable mental health support groups and heightened health anxiety on reddit during covid-19: Observational study. <i>Journal of medical Internet research</i> , 22(10), e22635.
Health	Clinic, flu, pill	
<i>Time orientation</i> <i>(Studies quoted here used all the sub- categories listed below)</i>		Jelinek, L., Stockbauer, C., Randjbar, S., Kellner, M., Ehring, T., & Moritz, S. (2010). Characteristics and organization of the worst moment of trauma memories in posttraumatic stress disorder. <i>Behaviour Research and Therapy</i> , 48(7), 680-685.
Past focus	Ago, did, talked	
Present Focus	Today, is, now	
Future Focus	May, will, soon	

Table S2. Follow up regression models follow-up models with added predictors (IES and DASS scores).

	β Coefficient	<i>p</i>	95% CI
<i>General Affect</i>			
Cognitive Reserve	-.23	<.001	-.30 – -.15
IES total score	-.08	.004	-.14 – -.03
DAAS Depression	.28	.006	.08 – .48
DAAS Anxiety	-.96	<.001	-1.24 – -.67
DAAS stress	.58	<.001	.45 – .70
<i>Positive Emotions</i>			
Cognitive Reserve	-.07	<.001	-.08 – -.07
IES total score	-.08	<.001	-.08 – -.07
DAAS Depression	-.21	<.001	-.23 – -.19
DAAS Anxiety	.23	<.001	.21 – .26
DAAS stress	-.04	<.001	-.06 – -.03
<i>Negative Emotions</i>			
Cognitive Reserve	-.22	<.001	-.30 – -.14
IES total score	-.02	.51	-.07 – .04
DAAS Depression	.66	<.001	.46 – .86
DAAS Anxiety	-1.23	<.001	-1.52 – -.95
DAAS stress	.31	<.001	.18 – .43
<i>Anxiety</i>			
Cognitive Reserve	.17	<.001	.15 – .19
IES total score	.14	<.001	.12 – .15
DAAS Depression	-.24	<.001	-.29 – -.18
DAAS Anxiety	.18	<.001	.10 – .26
DAAS stress	.11	<.001	.08 – .15
<i>Sadness</i>			
Cognitive Reserve	-.09	<.001	-.12 – -.06
IES total score	-.01	.62	-.03 – .02
DAAS Depression	.07	.06	-.01 – .15
DAAS Anxiety	-.31	<.001	-.42 – -.20
DAAS stress	.29	<.001	.24 – .34
<i>Affiliation</i>			
Cognitive Reserve	.11	<.001	.06 – .16
IES total score	-.18	<.001	-.22 – -.14
DAAS Depression	.12	.07	-.02 – .26
DAAS Anxiety	.36	<.001	.16 – .55
DAAS stress	-.10	.02	-.19 – -.02
<i>Achievement</i>			

Cognitive Reserve	.21	<.001	.19 – .22
IES total score	.10	<.001	.09 – .11
DAAS Depression	-.50	<.001	-.54 – -.46
DAAS Anxiety	.60	<.001	.54 – .67
DAAS stress	.19	<.001	.16 – .21
<i>Reward</i>			
Cognitive Reserve	-.14	<.001	-.17 – -.11
IES total score	-.22	<.001	-.24 – -.20
DAAS Depression	.43	<.001	.35 – .50
DAAS Anxiety	-.22	<.001	-.32 – -.11
DAAS stress	-.21	<.001	-.26 – -.16
<i>Risk taking</i>			
Cognitive Reserve	.08	<.001	.06 – .09
IES total score	.04	<.001	.02 – .04
DAAS Depression	-.41	<.001	-.44 – -.38
DAAS Anxiety	.63	<.001	.58 – .68
DAAS stress	-.03	.01	-.05 – -.01
<i>Focus on the past</i>			
Cognitive Reserve	-.09	<.001	-.11 – -.08
IES total score	-.06	<.001	-.07 – -.05
DAAS Depression	.04	.01	.01 – .07
DAAS Anxiety	-.10	<.001	-.14 – -.05
DAAS stress	-.07	<.001	-.09 – -.05
<i>Focus on the present</i>			
Cognitive Reserve	.11	.01	.04 – .19
IES total score	-.01	.80	-.06 – .05
DAAS Depression	.15	.13	-.05 – .35
DAAS Anxiety	-.10	.47	-.39 – .18
DAAS stress	.03	.60	-.09 – .16
<i>Focus on the future</i>			
Cognitive Reserve	.53	<.001	.50 – .56
IES total score	.07	<.001	.05 – .09
DAAS Depression	-.40	<.001	-.48 – -.33
DAAS Anxiety	1.44	<.001	1.34 – 1.55
DAAS stress	-.50	<.001	-.55 – -.45