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Version: Supplemental Material

APPENDIX 1 – TARGET ITEMS AND MEANINGS

Table 1 presents the list of target items in the current study with their frequency band, target meaning and type of meaning they represent. To initially evaluate the likelihood of the familiar words being known by the learners in the most frequent meaning, they were compared against the New General Service List (NGSL, Brezina & Gablasova, 2015) and Essential Word List (EWL, Dang & Webb, 2016) pedagogical lists of the most frequent words in English. It can be seen that 75% of the familiar words appear in either the NGSL or EWL lists. The other 5 words that do not appear in either list (*nail, flat, pen, toast* and *jam*) are common words in basic English textbooks and the L2 classroom, and this was confirmed by the three L2-English EFL teachers to Spanish-speakers consulted. These teachers also considered the target items to be generally representative of the type of polysemous and homonymous meanings learners may encounter in instructional settings/materials (e.g., *paper* as 'material' and 'exam', *point* as 'mark/unit of counting' and 'purpose', *story* as 'tale' and 'floor of a building'). This provides further ecological validity to the study.

TABLE 1 Target items

	Target words	Known meaning	Target new meaning	Type of Meaning	Frequency band
1	*body*[a]	Physical structure of people/animals (A1)	Group of people (C2)	Polysemous	1
2	*point*	Mark or unit for counting (B1)	Purpose of something (B2)	Polysemous	1
3	*key*	Instrument to open doors (A1)	Moving part in computers/ instruments (B2)	Polysemous	1
4	nail	Body part (B2)	Piece of metal to join something together (B2)	Polysemous	2
5	*board*	Flat piece of wood or other hard material (A2)	Meals provided at an accommodation (B2)	Polysemous	1

6	*chair*	Seat for one person (A1)	Person in charge of a meeting/organisation	Polysemous	1
7	<u>*game*</u>	Organised play (A1)	Animals hunted for food/sport	Polysemous	1
8	*nut*	Hard fruit (B2)	Small piece of metal with a hole to put a bolt (B2)	Polysemous	2
9	<u>*paper*</u>	Thin, flat material used for writing/painting (A1)	Exam or written essay for assessment (A2)	Polysemous	1
10	<u>*head*</u>	Body part (A1)	Someone in charge of an organization, group (B2)	Polysemous	1
11	<u>*bank*</u>	Financial organisation (A1)	Land along the side of a river (B2)	Homonymous	1
12	flat	Place where people live (A1)	Puncture in a tyre	Homonymous	1
13	pen	Instrument for writing (A1)	Small area to keep animals in	Homonymous	2
14	<u>*ball*</u>	Round object to play with (A1)	Big dancing party	Homonymous	1
15	*match*	Game of sport (A2)	Stick used to light a fire (B2)	Homonymous	2
16	<u>*story*</u>	Description of true or imagined events (A2)	A floor or level of a building (B2)	Homonymous	1
17	toast	Bread that has been heated to make it crispy (A2)	Expression of good wishes when drinking (C1)	Homonymous	2
18	*band*	Group of musicians (A1)	Flat, thin strip of loop material (C2)	Homonymous	2
19	*ear*	Part of the body (A1)	Part of some crop plants, which produces grain	Homonymous	1
20	jam	Conserve of fruit (A2)	Situation in which it is difficult/impossible to move because there are so many cars/people (B2)	Homonymous	2
21	flesh		The soft tissue of the body	Primary	3
22	hutch		Box or cage to keep rabbits or small domestic animals	Primary	12
23	dash		Amount of something that is added to something else	Primary	4

24	knot	Fastenings formed by looping and tying a rope or cord	Primary	4
25	cub	Young animal, such as lion or bear	Primary	5
26	ivy	Evergreen plant	Primary	8
27	lever	stick or handle on a machine or piece of equipment	Primary	4
28	rake	Garden tool with a long handle and pointed metal parts at the bottom	Primary	5
29	lard	White substance made from pig fat	Primary	11
30	rag	Piece of usually old, torn cloth	Primary	5

Notes:

[a] The two meanings of the words *body* and *head* can be translated into the same L1 word form (*cuerpo* and *cabeza*, respectively). However, these are not the most direct translations for the secondary meanings of the words. The current study employs the most direct L2 translation of those meanings in the teaching materials and tests (*organismo* and *encargado*, respectively). Given prior findings that L2 learners are reluctant to make L1>L2 transfers of metaphorical or peripheral senses of words (Kellerman, 1986), it is unlikely that this affected the results.

Words in *italics* appear in the NGSL as nouns (e.g., *flat* does but as adjective); underlined words appear in the EWL.

The meanings of the familiar words' are associated to the corresponding CEFR level by which learners are expected to learn them, according to the *Cambridge Advanced Learner's Dictionary*. Note that some secondary meanings of familiar words did not include that information, and neither did low-frequency words.

The 30 target words were selected following a small-scale norming study in which 10 L1 and proficient L2 English speakers rated a pool of 50 potential target words and their meanings (16 polysemous, 18 homonymous, 16 primary) to account for imageability and relatedness to primary meaning (in the case of secondary senses). The L2 raters who had experience teaching English to the target participants ($n = 3$) were also asked to rate the learners' expected familiarity with the target meanings, especially the likelihood of the learners knowing the primary meaning of the familiar words but not the target secondary meanings.

Table 2 presents the descriptive statistics for the 30 target words in terms of L1 and

L2 speakers' ratings for imageability, meaning relatedness and familiarity. The imageability

ratings indicate that all the meanings (polysemous, homonymous and primary) were

considered to be largely imageable (*M* between 4.10 and 4.33 out of 5). Regarding

familiarity, the primary meanings of the known words (i.e., polysemous and homonymous)

were considered highly familiar (*M* = 4.29) by L2 speakers with experience teaching English

to the target learners and the same L1. The new primary meanings for the unknown words

were identified by the same raters as highly unfamiliar for the target participants (*M* = 1.24).

As for the relatedness of the secondary meanings to the primary common meaning, the raters

were presented with the primary meaning of the word with a sentence as example as well as

the target secondary meaning with a sample sentence (retrieved from the dictionary samples

for those meaning). On a scale from 1 (*highly unrelated*) to 5 (*highly related*), the results

showed that, as intended, the target new secondary meanings for the polysemous and

homonymous words were perceived as generally unrelated to the primary meaning, although

the scores were expectedly lower for homonymy (*M* = 1.15, range 1-2) than polysemy (*M* =

2.04, range 1-3.6) (see Table 2). Overall, these results substantiate the validity of the target

items and meanings for the purposes of the present study.

TABLE 2 Descriptive statistics from norming ratings for the 30 target words

Type of meaning	N	Meaning Relatedness [a] (max. 5)		Meaning Imageability (max. 5)		Meaning Familiarity [b] (max.5)	
		M(SD)	Range	*M*(SD)	Range	*M*(SD)	Range
Polysemous	10	2.04(.90)	1-3.6	4.33(.33)	3-5	4.29(.57)	3-5
Homonymous	10	1.15(.33)	1-2	4.14(.42)	3-5		
Primary	10			4.10(.77)	2-5	1.24(.33)	1-2

[a] Relatedness to the primary, known meaning of the familiar words (1 = *highly unrelated* and 5 = *highly related*)

[b] Familiarity with the primary meaning of the known words (1 = *highly unfamiliar* and 5 = *highly familiar*)

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