



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ
σε συνεργασία με το
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
«ΔΗΜΟΚΡΙΤΟΣ»
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

ΔΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
ΕΞΕΙΔΙΚΕΥΣΗ ΣΤΙΣ Τ.Π.Ε. ΚΑΙ ΕΙΔΙΚΗ ΑΓΩΓΗ – ΨΥΧΟΠΑΙΔΑΓΩΓΙΚΗ ΤΗΣ ΕΝΤΑΞΗΣ

ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

**Η ΛΕΞΙΛΟΓΙΚΗ ΓΝΩΣΗ ΜΕΣΩ ΜΕΛΕΤΗΣ ΠΕΡΙΠΤΩΣΗΣ ΣΕ ΜΑΘΗΤΗ ΜΕ
ΔΙΑΤΑΡΑΧΗ ΑΥΤΙΣΤΙΚΟΥ ΦΑΣΜΑΤΟΣ ΥΨΗΛΗΣ ΛΕΙΤΟΥΡΓΙΚΟΤΗΤΑΣ**

Δαυίδ Ανθή, 585

Μεταπτυχιακή διατριβή που υποβάλλεται στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τ.Ε.Φ. – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο Πληροφορικής και Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

Εγκεκριμένο από την τριμελή επιτροπή:

Επιβλέπουσα Καθηγήτρια: Ιφιγένεια Δόση, Επίκουρη Καθηγήτρια, Τ.Ε.Φ – Δ.Π.Θ.
2^ο Μέλος: Χριστίνα Συριοπούλου, Αναπληρώτρια Καθηγήτρια,
ΠΑ.ΜΑΚ.
3^ο Μέλος: Σπυρίδων Κιοσσές, Αναπληρωτής Καθηγητής, Π.Θ.

Κομοτηνή

2023

ΠΕΡΙΛΗΨΗ

Σκοπός της εν λόγω μεταπτυχιακής διατριβής είναι η εξέταση της λεξιλογικής γνώσης μέσω μελέτης περίπτωσης σε μονόγλωσσο μαθητή με Διαταραχή Αυτιστικού Φάσματος Υψηλής Λειτουργικότητας (ΔΑΦΥΛ) σε σύγκριση με συνομήλικο τυπικής ανάπτυξης (ΤΑ). Η περιορισμένη υπάρχουσα βιβλιογραφία αναφορικά με τη διερεύνηση τόσο του εύρους όσο και του βάθους στη ΔΑΦΥΛ αποτέλεσε το κίνητρο εκπόνησης της παρούσας έρευνας. Στη συγκεκριμένη μελέτη περίπτωσης συμμετείχαν δύο μαθητές 9 ετών, με παρόμοιο γνωστικό και γλωσσικό προφίλ, το οποίο ελέγχθηκε μέσα από τις δοκιμασίες ρέουσας νοημοσύνης, αντίστροφης ανάκλησης ψηφίων και επανάληψης προτάσεων. Οι δοκιμασίες αυτές χορηγήθηκαν σε πρώτη φάση προκειμένου να σκιαγραφηθεί το προφίλ των μαθητών. Έπειτα, για την αξιολόγηση του λεξιλογικού εύρους χρησιμοποιήθηκαν οι δοκιμασίες εκφραστικού και προσληπτικού λεξιλογίου, ενώ για τη μέτρηση του βάθους, η δοκιμασία ορισμού λέξεων. Οι απαντήσεις των συμμετεχόντων στις δοκιμασίες εύρους διαχωρίστηκαν σε σωστές ή λανθασμένες, ενώ στη δοκιμασία ορισμού κατηγοριοποιήθηκαν σε ορισμούς χαμηλού, μεσαίου, υψηλού επιπέδου καθώς και σε τυπικούς – Αριστοτελικούς. Από τα αποτελέσματα προέκυψε ότι στο εκφραστικό λεξιλόγιο οι μαθητές σημείωσαν παρόμοια υψηλή επίδοση, υποδεικνύοντας ότι η ικανότητα ενεργής χρήσης των λέξεων είναι επαρκής και για τους δύο συμμετέχοντες. Ωστόσο, στο προσληπτικό λεξιλόγιο ο συμμετέχων τυπικής ανάπτυξης σημείωσε καλύτερη επίδοση, οδηγώντας στο συμπέρασμα ότι η αντίληψη των λέξεων ενδεχομένως να είναι περισσότερο ανεπτυγμένη στην ΤΑ συγκριτικά με την ΔΑΦΥΛ. Επίσης, εντός του εύρους της λεξιλογικής γνώσης, η εκφραστική ικανότητα φάνηκε να υπερτερεί σε σχέση με την προσληπτική, φανερώνοντας ότι οι δύο πτυχές του λεξιλογικού εύρους ακολουθούν ξεχωριστή πορεία ανάπτυξης, εύρημα το οποίο εντοπίστηκε και στους δύο συμμετέχοντες. Τέλος, αναφορικά με την αξιολόγηση του βάθους, ο μαθητής ΤΑ παρείχε υψηλότερου επιπέδου ορισμούς σε σχέση με το παιδί με ΔΑΦΥΛ, αποδεικνύοντας ότι η ΔΑΦ πιθανόν να επηρεάζει αρνητικά την ποιότητα γνώσης του λεξιλογίου.

Λέξεις-κλειδιά: λεξιλογική γνώση, εύρος, βάθος, διαταραχή αυτιστικού φάσματος υψηλής λειτουργικότητας

Βιβλιογραφία

Ξενόγλωσση

Alloway, T. P. (2007). *The Automated Working Memory Assessment*. London: Psychological Corporation.

American Psychiatric Association, D. S. M. T. F., & American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (Vol. 5, No. 5). Washington, DC: American psychiatric association.

Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77-117). Newark, DE: International Reading Association

Andreou, M., & Peristeri, E. (2020). Expressive vocabulary in children with Asperger syndrome: insights into the organization of the mental lexicon in autism spectrum disorder from item analyses. *European Journal of Psychological Research Vol, 7*(1).

Anglin, J. M., Miller, G. A., & Wakefield, P. C. (1993). Vocabulary development: A morphological analysis. *Monographs of the society for research in child development*, i-186.

Arutiunian, V., Lopukhina, A., Minnigulova, A., Shlyakhova, A., Davydova, E., Pereverzeva, D., & Dragoy, O. (2021). Expressive and receptive language in Russian primary-school-aged children with autism spectrum disorder. *Research in developmental disabilities, 117*, 104042.

Baddeley, A. & Hitch, G. (1974). Working memory. *In Recent advances in learning and motivation*, G. A. Bower (ed.), 47-99. New York: Academic Press.

Baddeley, A. (2000). The episodic buffer: a new component of working memory? *Trends in Cognitive Sciences, 4*, 417-423.

Benelli, B., Arcuri, L., & Marchesini, G. (1988). Cognitive and linguistic factors in the development of word definitions. *Journal of Child Language, 15*(3), 619-635.
<https://doi.org/10.1017/S0305000900012599>

- Benelli, B., Belacchi, C., Gini, G., & Lucangeli, D. (2006). To define means to say what you know about things: the development of definitional skills as metalinguistic acquisition. *Journal of Child Language*, 33(1), 71-97. <https://doi.org/10.1017/S0305000905007312>
- Brisk, M., & Harrington, M. M. (2007). *Literacy and bilingualism: A handbook for all teachers: Second edition*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Caramelli, N., Borghi, A. M., & Setti, A. (2006). The identification of definition strategies in children of different ages. *Linguistica Computazionale*, 26, 155–178. <https://doi.org/10.1400/59033>
- Clark, E. V., & Berman, R. A. (1987). Types of linguistic knowledge: Interpreting and producing compound nouns. *Journal of Child Language*, 14, 547–567. <https://doi.org/10.1017/S030500090001028X>
- Clark, E. V. (1998). The acquisition of morphology. In A. J. Spencer & A. M. Zwicky (Eds.), *Handbook of morphology* (pp. 374-389). Blackwell.
- Cockcroft, K. (2016). A comparison between verbal working memory and vocabulary in bilingual and monolingual South African school beginners: Implications for bilingual language assessment. *International Journal of Bilingual Education and Bilingualism*, 19(1), 74–88. <https://doi.org/10.1080/13670050.2014.964172>
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Cole, M., & Cole, S. R. (2001). *The development of children (4th ed.)*. New York: Worth Publishers.
- Colom, R., & Shih, P. C. (2004). A meta-analysis of the relationship between fluid intelligence and executive functions. *Psychological Bulletin*, 130(4), 765-778.
- Cromley, J. G., & Azevedo, R. (2007). Testing and refining the direct and inferential mediation model of reading comprehension. *Journal of educational psychology*, 99(2), 311.
- Conti-Ramsden, G., Botting, N., & Faragher, B. (2001). Psycholinguistic markers for specific language impairment (SLI). *Journal of Child Psychology and Psychiatry*, 42(6), 741–748. <https://doi.org/10.1111/1469-7610.00770>.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.). SAGE Publications.

Daller, H., Milton, J., & Treffers-Daller, J. (2007). Editor's introduction. In H. Daller, J. Milton, & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 1-32). Cambridge, UK: Cambridge University Press.

Davis, F. B. (1968). Research in comprehension in reading. *Reading Research Quarterly*, 499-545.

Dong, Y., Tang, Y., Chow, B. W., Wang, W., & Dong, W. Y. (2020). Contribution of Vocabulary Knowledge to Reading Comprehension Among Chinese Students: A Meta-Analysis. *Frontiers in psychology*, 11, 525369. <https://doi.org/10.3389/fpsyg.2020.525369>

Dosi, I., & Gavriilidou, Z. (2020). The role of cognitive abilities in the development of definitions by children with and without Developmental Language Disorder. *Journal of Psycholinguistic Research*, 49(5), 761–777. <https://doi.org/10.1007/s10936-020-09711-w>

Dosi, I., Gavriilidou, Z., & Dourou, C. (2021). Definitional skills of learners with and without developmental language disorder. *International Journal of Learning, Teaching and Educational Research*, 20(10).

Dosi, I. & Gavriilidou, Z. (2022). Definitional Skills in Children with Developmental Language Disorder: Delayed or Deviant? *Proceedings of the 46th annual Boston University Conference on Language Development* (pp. 167-179). Boston: Somerville, MA

Dosi, I. (2023). Quantity and quality of vocabulary knowledge in Greek-speaking university students. *International Journal of Research Studies in Education*, 12(2), 11-20. <https://doi.org/10.5861/ijrse.2023.19>

Dosi, I., Siskou, G., & Dourou, C. (2023). Depth of vocabulary knowledge in dominant bilingual children with different language profiles: The impact of vocabulary size and verbal working memory. *Psychology of Language and Communication*, 27(1), 463-487.

Dourou, C., Gavriilidou, Z., & Markos, A. (2020). Definitional skills and preferred definition types according to age, gender, educational level and career orientation. *International Journal of Research Studies in Education*, 9(2), 29-49. <https://doi.org/10.5861/ijrse.2020.5021>

Dunn, L. M., & Dunn, L. M. (1981). *Peabody picture vocabulary test-revised*. American Guidance Service, Incorporated.

Durrleman, S., Delage, H., Prévost, P., & Tuller, L. (2017). The comprehension of passives in autism spectrum disorder. *Glossa: a journal of general linguistics*, 2(1).

Félix, J., Santos, M. E., & Benitez-Burraco, A. (2024). Specific language impairment, autism spectrum disorders and Social (Pragmatic) communication Disorders: Is there overlap in language deficits? A review. *Review Journal of Autism and Developmental Disorders*, 11(1), 86-106.

Fenson, L., Marchman, V. A., Thal, D. J., Dale, P. S., Reznick, J. S., & Bates, E. (2007). *MacArthur–Bates Communicative Development Inventories: User’s Guide and Technical Manual* (2nd ed.). Baltimore, MD: Paul H. Brookes.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219-245.

Friedmann, N., Aram, D., & Novogrodsky, R. (2011). Definitions as a window to the acquisition of relative clauses. *Applied Psycholinguistics*, 32(4), 687-710.

Gandia, A.M. (2016). *On word definition in children and adults: Effects of word category and level of abstraction* [Doctoral dissertation]. Universitat de Barcelona.

Gastgeb, H. Z., Rump, K. M., Best, C. A., Minshew, N. J., & Strauss, M. S. (2009). Prototype formation in autism: can individuals with autism abstract facial prototypes? *Autism Research*, 2(5), 279-284.

Gastgeb, H. Z., & Strauss, M. S. (2012). Categorization in ASD: The role of typicality and development. *Perspectives on language learning and education*, 19(2), 66-74.

Gavriilidou, Z. (2015). The development of noun, verb and adjective definitional awareness in Greek preschoolers. *Journal of Applied Linguistics*, 30, 44-58.

- Gavriilidou, Z., Markos, A., & Dourou, C. (2022). The Interaction of Variables Affecting Definitional Skills: Extending Previous Research on Word Definitions. *Journal of Language and Education*, 8(3), 66-81. <https://doi.org/10.17323/jle.2022.12901>
- Gernsbacher, M. A., Morson, E. M., & Grace, E. J. (2016). Language and speech in autism. *Annual review of linguistics*, 2, 413-425.
- Goldstein, D., & Kreutzer, J. S. (1996). An investigation of fluid intelligence across three measures of executive functioning. *Journal of Clinical and Experimental Neuropsychology*, 18(2), 257-266.
- Gonzalez, J. E., Pollard-Durodola, S., Simmons, D. C., Taylor, A. B., Davis, M. J., Fogarty, M., & Simmons, L. (2014). Enhancing preschool children's vocabulary: Effects of teacher talk before, during and after shared reading. *Early Childhood Research Quarterly*, 29(2), 214–226. <https://doi.org/10.1016/j.ecresq.2013.11.001>
- Graves, M. F. (2006). *The vocabulary book*. New York: Teachers College Press.
- Gentner, D. (1982). *Why Nouns Are Learned before Verbs: Linguistic Relativity Versus Natural Partitioning* (Technical Report No. 257).
- Gutierrez-Clellen, V., & DeCurtis, L. (1999). Word definitional skills in Spanish speaking children with language impairment. *In Communication Disorders Quarterly*, 21(1), 23-31.
- Haastrup, K., & Henriksen, B. (2000). Vocabulary acquisition: acquiring depth of knowledge through network building. *International Journal of Applied Linguistics*, 10, 221-240. <https://doi.org/10.1111/j.1473-4192.2000.tb00149.x>
- Hadley, E. B., Dickinson, D. K., Hirsh-Pasek, K., & Golinkoff, R. M. (2018). Building semantic networks: The impact of a vocabulary intervention on preschoolers' depth of word knowledge. *Reading Research Quarterly*, 54(1), 41–61. <https://doi.org/10.1002/rrq.225>
- Hadley, E. B., & Dickinson, D. K. (2020). Measuring young children's word knowledge: A conceptual review. *Journal of Early Childhood Literacy*, 20(2), 223-251.
- Henderson, L. M., Clarke, P. J., & Snowling, M. J. (2014). Reading comprehension impairments in autism spectrum disorders. *L'Année Psychologique*, 114(04), 779 797.

- Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition, 21*, 303-317.
- Hitchcock, E. R., Clough, C. G., Hughes, R. C., & Kenny, B. G. (1989). Transplantation in Parkinson's disease: stereotactic implantation of adrenal medulla and foetal mesencephalon. In *Advances in Stereotactic and Functional Neurosurgery 8: Proceedings of the 8 th Meeting of the European Society for Stereotactic and Functional Neurosurgery, Budapest 1988* (pp. 48-50). Springer Vienna.
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review, 26*(1), 55-88.
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and writing, 2*, 127-160.
- Huang, A. X., & Wheeler, J. J. (2006). High-functional autism: An overview of characteristics and related issues. *International Journal of Special Education, 21*(2), 109-123.
- Huttenlocher, J., & Lui, F. (1979). The semantic organization of some simple nouns and verbs. *Journal of verbal learning and verbal behavior, 18*(2), 141-162.
[https://doi.org/10.1016/S0022-5371\(79\)90091-4](https://doi.org/10.1016/S0022-5371(79)90091-4)
- Johnson, C. J., & Anglin, J. M. (1995). Qualitative developments in the content and form of children's definitions. *Journal of Speech and Hearing Research, 38*(3), 612-629.
<https://doi.org/10.1044/jshr.3803.612>
- Kambanaros, M., Christou, N., & Grohmann, K. K. (2019). Interpretation of compound words by Greek-speaking children with autism spectrum disorder plus language impairment (ASD+LI). *Clinical linguistics & phonetics, 33*(1-2), 135-174.
- Kamil, M. L., & Hiebert, E. H. (2005). Teaching and learning vocabulary: Perspectives and persistent issues. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and learning vocabulary. Bringing research to practice* (pp. 1-23). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Kaufman, A. S., & Kaufman, N. L. (2004). Kaufman Assessment Battery for Children (Second Edition). Circle Pines, MN: American Guidance Service.

- Kjelgaard, M. M., & Tager-Flusberg, H. (2001). An investigation of language impairment in autism: Implications for genetic subgroups. *Language and cognitive processes, 16*(2-3), 287-308.
- Koizumi, R., & In'nami, Y. (2020). Structural equation modeling of vocabulary size and depth using conventional and Bayesian methods. *Frontiers in Psychology, 11*, 512909.
- Korecky-Kröll, K., Dobek, N., Blaschitz, V., Sommer-Lolei, S., Boniecki, M., Uzunkaya-Sharma, K., & Dressler, W. U. (2019). Vocabulary as a central link between phonological working memory and narrative competence: Evidence from monolingual and bilingual four-year-olds from different socioeconomic backgrounds. *Language and Speech, 62*(3), 546–569. <https://doi.org/10.1177/0023830918796691>
- Kotsopoulos, A. (2003). Translation and adaptation in Greek of Expressive One-Word Picture Vocabulary Test-Revised. Unpublished manuscript.
- Kover, S. T., McDuffie, A. S., Hagerman, R. J., & Abbeduto, L. (2013). Receptive vocabulary in boys with autism spectrum disorder: Cross-sectional developmental trajectories. *Journal of autism and developmental disorders, 43*, 2696-2709.
- Kwok, E. Y., Brown, H. M., Smyth, R. E., & Cardy, J. O. (2015). Meta-analysis of receptive and expressive language skills in autism spectrum disorder. *Research in Autism Spectrum Disorders, 9*, 202-222.
- Krott, A., & Nicoladis, E. (2005). Large constituent families help children parse compounds. *Journal of Child Language, 32*(1), 139–158. <https://psycnet.apa.org/doi/10.1017/S0305000904006622>
- Kurland, B.F. & Snow, C. (1997). Longitudinal measurement of growth in definitional skill. *Journal of Child Language, 24*, 603–26. <https://doi.org/10.1017/s0305000997003243>
- Laufer, B., & Paribakht, T. S. (1998). The relationship between passive and active vocabularies: Effects of language learning context. *Language Learning, 48*, 365-391.
- Lawrence, J. F., Hagen, A. M., Hwang, J. K., Lin, G., & Lervåg, A. (2019). Academic vocabulary and reading comprehension: exploring the relationships across measures of vocabulary knowledge. *Reading and Writing, 32*(2), 285–306. <https://doi.org/10.1007/s11145-018-9865-2>

- Li, M., & Kirby, J. R. (2015). The effects of vocabulary breadth and depth on English reading. *Applied Linguistics*, 36(5), 611-634. <https://doi.org/10.1093/applin/amu007>
- Lucas, R., Thomas, L., & Norbury, C. F. (2017). Can children with autism spectrum disorders learn new vocabulary from linguistic context? *Journal of Autism and Developmental Disorders*, 47, 2205-2216.
- Luo, Y., Song, H., Wan, L., & Zhang, X. (2021). The effect of vocabulary depth and breadth on English listening comprehension can depend on how comprehension is measured. *Frontiers in Psychology*, 12, 657573. <https://doi.org/10.3389/fpsyg.2021.657573>
- Luyster, R., Lopez, K., & Lord, C. (2007). Characterizing communicative development in children referred for autism spectrum disorders using the MacArthur-Bates Communicative Development Inventory (CDI). *Journal of child language*, 34(3), 623-654.
- Makau, J. M. (1990). *Reasoning and communication: Thinking critically about arguments*. Belmont, CA: Wadsworth.
- Marinellie, S. A., & Johnson, C. J. (2002). Definitional skill in school-age children with specific language impairment. *Journal of communication disorders*, 35(3), 241-259.
- Marinellie, S. A., & Johnson C. (2004). Nouns and Verbs: a comparison of definitional style. *Journal of Psycholinguistic Research*, 33(3), 217-235. <https://doi.org/10.1023/B:JOPR.0000027963.80639.88>.
- Marinellie, S. (2010). Improving children's formal word definitions: A feasibility study. *Child Language Teaching and Therapy*, 26(1), 23-37. <https://doi.org/10.1177/0265659009349970>
- Marinis, T., & Armon-Lotem, S. (2015). Sentence repetition. *Assessing multilingual children: Disentangling bilingualism from language impairment*, 95-124.
- Marshall, C. R., & van der Lely, H. K. J. (2007). Derivational morphology in children with grammatical-specific language impairment. *Clinical Linguistics & Phonetics*, 21, 71-91. <https://doi.org/10.1080/02699200600594491>

- Martin, N., & Brownell, R. (2010). EOWPVT-4: Expressive one-word picture vocabulary test. *Novato, CA: ATP: Assessment a division of Academic Therapy of Publications.*
- Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools.* ASCD.
- McGhee-Bidlack, B. (1991). The development of noun definitions: A metalinguistic analysis. *Journal of Child Language, 18*, 417-434. <https://doi.org/10.1017/S0305000900011132>
- McGregor, K. K., & Bean, A. (2012). How children with autism extend new words. *Journal of Speech Language and Hearing Research, 55*(1), 70. <https://doi.org/10.1044/1092-43882011/11-0024>
- McGregor, K. K., Oleson, J., Bahnsen, A., & Duff, D. (2013). Children with developmental language impairment have vocabulary deficits characterized by limited breadth and depth. *International Journal of Language & Communication Disorders, 48*(3), 307-319.
- Meara, P. (1997). Towards a new approach to modelling vocabulary acquisition. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy* (pp. 109-121). Cambridge, UK: Cambridge University Press.
- Meara, P., & Wolter, B. (2004). V_LINKS: Beyond vocabulary depth. In D. Albrechtsen, K. Haastrup, & B. Henriksen (Eds.), *Angles on the English-speaking world 4* (pp. 85-96). Copenhagen, Denmark: Museum Tusulanum Press.
- Melka, F. (1997). Receptive vs. productive aspects of vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition, and pedagogy* (pp. 84-102). Cambridge, UK: Cambridge University Press.
- Miller, G. A., & Gildea, P. M. (1987). How children learn words. *Scientific American, 257*(3), 94-99.
- Miller, G. A. (1991). *The science of words.* New York: Scientific American Library.
- Milton, J., & Treffers-Daller, J. (2013). Vocabulary size revisited: the link between vocabulary size and academic achievement. *Applied Linguistics Review, 4*(1), 151-172.

Minshew, N. J., Muenz, L. R., Goldstein, G., & Payton, J. B. (1992). Neuropsychological functioning in nonmentally retarded autistic individuals. *Journal of clinical and experimental neuropsychology*, 14(5), 749-761.

Minshew, N. J., Meyer, J., & Goldstein, G. (2002). Abstract reasoning in autism: A disassociation between concept formation and concept identification. *Neuropsychology*, 16(3), 327.

Moseley, R. L., Shtyrov, Y., Mohr, B., Lombardo, M. V., Baron-Cohen, S., & Pulvermüller, F. (2015). Lost for emotion words: What motor and limbic brain activity reveals about autism and semantic theory. *NeuroImage*, 104, 413-422.

Mottron, L. (2004). Matching strategies in cognitive research with individuals with high-functioning autism: Current practices, instrument biases, and recommendations. *Journal of autism and developmental disorders*, 34, 19-27.

Mullen, E. M. (1995). *Mullen scales of early learning* (pp. 58-64). Circle Pines, MN: AGS.

Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 19-35). Lawrence Erlbaum Associates, Inc.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nicoladis, E., & Krott, A. (2007). Family size and French-speaking children's segmentation of existing compounds. *Language Learning*, 57(2), 201-228. <https://doi.org/10.1111/j.1467-9922.2007.00407.x>

Nippold, M. A. (1995). School-age children and adolescents: Norms for word definition. *Language, Speech, and Hearing Services in Schools*, 26(4), 320-325.

Nippold, M. A., Hegel, S., Sohlberg, M. M., & Schwarz, I. (1999). Defining abstract entities: Development in preadolescents, adolescents, and young adults. *Journal of Speech, Language, and Hearing Research*, 42, 473-481. <https://doi.org/10.1044/jslhr.4202.473>

- Norbury, C. F. (2005). Barking up the wrong tree? Lexical ambiguity resolution in children with language impairments and autistic spectrum disorders. *Journal of experimental child psychology, 90*(2), 142-171.
- Norbury, C. F., Griffiths, H., & Nation, K. (2010). Sound before meaning: Word learning in autistic disorders. *Neuropsychologia, 48*(14), 4012-4019.
- Nurweni, A. & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes, 18*, 161-75. [https://doi.org/10.1016/S0889-4906\(98\)00005-2](https://doi.org/10.1016/S0889-4906(98)00005-2)
- Oller, D. K., & Eilers, R. E. (Eds.). (2002). *Language and literacy in bilingual children* (Vol. 2). Multilingual Matters.
- Ouellette, G. P. (2006). What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension. *Journal of educational psychology, 98*(3), 554.
- Owens, R. E., Jr. (2008). *Language development: An introduction* (7th ed.). Boston, MA: Pearson Education, Inc.
- Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. *Precursors of functional literacy, 11*, 67-86.
- Perfetti, C. (2007). Reading ability: Lexical quality to comprehension. *Scientific studies of reading, 11*(4), 357-383.
- Perkins, M. R., Dobbins, S., Boucher, J., Bol, S., & Bloom, P. (2006). Lexical knowledge and lexical use in autism. *Journal of autism and developmental disorders, 36*, 795-805.
- Plaisted, K. C. (2000). Aspects of autism that theory of mind cannot explain. In S. Baron-Cohen, H. Tager-Flusberg, & D. J. Cohen (Eds.), *Understanding Other Minds: Perspectives from Developmental Cognitive Neuroscience*. New York: Oxford University Press.
- Proctor, C. P., Uccelli, P., Dalton, B., & Snow, C. E. (2009). Understanding depth of vocabulary online with bilingual and monolingual children. *Reading & Writing Quarterly, 25*(4), 311-333.

- Punch, K. F. (2005). *Introduction to social research: Quantitative and qualitative approaches* (2nd ed.). SAGE Publications.
- Qian, D. D. (1999). Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension. *Canadian Modern Language Review*, 56, 282-307.
- Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language learning*, 52(3), 513-536.
- Raven, J., Court, J., & Raven, J.C. (2008). *Raven's coloured progressive matrices and vocabulary scales*. London: Pearson Education.
- Read, J. (2000). *Assessing vocabulary*. Cambridge, UK: Cambridge University Press.
- Read, J. (2004). Plumbing the depths: how should the construct of vocabulary knowledge be defined. In P. Bogaards, & B. Laufer (Eds.), *Vocabulary in a Second Language* (pp. 209-227). Amsterdam: John Benjamin. <http://dx.doi.org/10.1075/llt.10.15rea>
- Roid, G. H., & Miller, L. J. (1997). Leiter international performance scale-revised (Leiter-R). *Wood Dale, IL: Stoelting, 10*.
- Ropar, D., & Peebles, D. (2007). Sorting preference in children with autism: The dominance of concrete features. *Journal of Autism and Developmental Disorders*, 37(2), 270–280
- Rupley, W. H., & Nichols, W. (2005). Vocabulary Instruction for the Struggling Reader. *Reading and Writing Quarterly* 21(3), 239-260.
- Sadoski, M., Kealy, W. A., Goetz, E. T., & Paivio, A. (1997). Concreteness and imagery effects in the written composition of definitions. *Journal of Educational Psychology*, 89(3), 518-526. <https://doi.org/10.1037/0022-0663.89.3.518>
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Springer.
- Schwartz, M. & Katzir, T. (2012). Depth of lexical knowledge among bilingual children: The impact of schooling. *Reading and Writing*, 25, 1947–1971. <http://doi.org/10.1007/s11145-011-9308-9>

Segalowitz, N., Watson, V., & Segalowitz, S. (1995). Vocabulary skill: Single-case assessment of automaticity of word recognition in a timed lexical decision task. *Second Language Research*, *11*, 121-136.

Segalowitz, S. J., Segalowitz, N. S., & Wood, A. G. (1998). Assessing the development of automaticity in second language word recognition. *Applied Psycholinguistics*, *19*, 53-67.

Simos, P. G., Sideridis, G. D., Protopapas, A., & Mouzaki, A. (2011). Psychometric evaluation of a receptive vocabulary test for Greek elementary students. *Assessment for Effective Intervention*, *37*(1), 34–49. <https://doi.org/10.1177/1534508411413254>

Simos, P. G., Kasselimis, D., & Mouzaki, A. (2011). Age, gender, and education effects on vocabulary measures in Greek. *Aphasiology*, *25*, 492-504.

Simos, P., Sideridis, G. D., Mouzaki, A., Chatzidaki, A., Tzeveleki, M., & Protopapas, A. (2012). Vocabulary growth in L2 among immigrant school-aged children in Greece. *Applied Psycholinguistics*, *52*, 1-26.

Snow, C. E., Cancino, H., Gonzalez, P., & Shriberg, E. (1989). Giving formal definitions: An oral language correlate of school literacy. In D. Bloome (Ed.), *Literacy in Classrooms* (pp. 233–249). Norwood, NJ: Ablex.

Snow, C. E. (1990). The development of definitional skill. *Journal of child language*, *17*(3), 697-710.

Snow, C. E., Cancino, H., Temple, J. D., & Schley, S. (1991). Giving formal definitions: a linguistic or metalinguistic skill? In *Language Processing in Bilingual Children*, ed. Bialystok, Ellen, 90-112. Cambridge: Cambridge University Press.

Sparrow, S. S., & Cicchetti, D. V. (1985). Diagnostic uses of the vineland adaptive behavior scales. *Journal of Pediatric Psychology*, *10*(2), 215-225.

Stæhr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in second language acquisition*, *31*(4), 577-607.

Stahl, S. and Nagy, W. (2005). *Teaching Word Meaning*. New Jersey: Erlbaum, Mahwah.

- Schmitt, N. (2014). Size and depth of vocabulary knowledge: What the research shows. *Language Learning, 64*, 913-951.
- Silva, M., & Cain, K. (2015). The relations between lower and higher-level comprehension skills and their role in prediction of early reading comprehension. *Journal of educational psychology, 107*(2), 321.
- Sukenik, N., & Tuller, L. (2023). Lexical semantic knowledge of children with ASD—a review study. *Review Journal of Autism and Developmental Disorders, 10*(1), 130-143.
- Swart, N. M., Muijselaar, M. M., Steenbeek-Planting, E. G., Droop, M., de Jong, P. F., & Verhoeven, L. (2017). Differential lexical predictors of reading comprehension in fourth graders. *Reading and Writing, 30*, 489-507.
- Tager-Flusberg, H., Paul, R., & Lord, C. (2005). Language and communication in autism. *Handbook of autism and pervasive developmental disorders, 1*, 335-364.
- Tek, S., Mesite, L., Fein, D., & Naigles, L. (2014). Longitudinal analyses of expressive language development reveal two distinct language profiles among young children with autism spectrum disorders. *Journal of autism and developmental disorders, 44*, 75-89.
- Vermeer, A. (2001). Breadth and depth of vocabulary in relation to L1=L2 acquisition and frequency of input. *Applied Psycholinguistics, 22*, 217-234.
<http://doi.org/10.1017/S0142716401002041>
- Vogindroukas, I., Stankova, M., Chelas, E. N., & Proedrou, A. (2022). Language and speech characteristics in Autism. *Neuropsychiatric Disease and Treatment, 2367-2377*.
- Wang, S. (2015). An empirical study on the role of vocabulary knowledge in EFL listening comprehension. *Theory and Practice in Language Studies, 5*(5), 989.
- Waring, R. (1998). *Receptive and productive vocabulary: Do we know what we are talking about?* PACSLRF Conference, March 26. Tokyo, Japan.
- Watson, R. (1985). Towards a theory of definition. *Journal of Child Language, 12*(1), 181-197.
<https://doi.org/10.1017/S0305000900006309>

Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in second language acquisition*, 27(1), 33-52.

Weismer, S. E., Lord, C., & Esler, A. (2010). Early language patterns of toddlers on the autism spectrum compared to toddlers with developmental delay. *Journal of Autism and Developmental Disorders*, 40, 1259-1273.

Weismer, S.E., Gernsbacher, M. A., Stronach, S., Karasinski, C., Eernisse, E. R., Venker, C. E., & Sindberg, H. (2011). Lexical and grammatical skills in toddlers on the autism spectrum compared to late talking toddlers. *Journal of Autism and Developmental Disorders*, 41, 1065-1075.

Wesche, M., & Paribakht, T. S. (1996). Assessing Second Language Vocabulary Knowledge Depth vs. Breadth. *Canadian Modern Language Review*, 53, 13-39. <https://doi.org/10.3138/cmlr.53.1.13>

Williams, K. T., & Williams, K. T. (2007). *EVT-2: Expressive vocabulary test*. Pearson Assessments.

Williams, D., Botting, N., & Boucher, J. (2008). Language in autism and specific language impairment: Where are the links? *Psychological bulletin*, 134(6), 944.

Yin, R. K. (2009). *Case study research: Design and methods* (Vol. 5). SAGE Publications.

Yin, R. K. (2014). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Zarokanellou, V., Prentza, A., Tafiadis, D., Kolaitis, G., & Papanikolaou, K. (2024). Lexical knowledge in school-aged children with high-functioning autism spectrum disorder: Associations with other linguistic skills. *Languages*, 9(1), 31.

Zhang, X. (2011). The relationship between vocabulary knowledge and listening comprehension. *Foreign Lang. World* 143, 36–42.

Ελληνική

Αναστασιάδη-Συμεωνίδη, Α., Βλέτση, Ε., & Μητσιάκη, Μ. (2014). Η ενίσχυση της λεξιλογικής ικανότητας στη γλωσσική διδασκαλία. Στο Ε. Κατσαρού & Μ. Λιακοπούλου (επιμ.), *Θέματα Διδασκαλίας και Αγωγής στο Πολυπολιτισμικό Σχολείο* (σσ. 363-396). Θεσσαλονίκη: Γραφικές Τέχνες ACCESS.

- Bogindroukas, I., Ioannia, & Grigoriadou, E. (2009). *Δοκιμασία Γλωσσικής Αντίληψης και Έκφρασης*. Χανιά: Γλαύκη.
- Βογινδρούκας, Ι., Πρωτόπαπας, Α., & Σιδερίδης, Γ. (2009). *Δοκιμασία εκφραστικού λεξιλογίου (ελληνική έκδοση του Renfrew Word Finding Vocabulary Test)*. Χανιά: Γλαύκη.
- Βογινδρούκας, Ιωάννης, Αθανάσιος Πρωτόπαπας, και Σταυρούλα Σταυρακάκη. (2011). *Εικόνες Δράσεις, Τεστ Πραγματικών και Γραμματικών Δυνατοτήτων*. Χανιά: Εκδόσεις Γλαυκή.
- Δόση, Ι., Σίσκου, Γ., Δούρου, Χ. & Κούκη, Ε. (2023). Η ποιότητα της λεξιλογικής γνώσης δίγλωσσων μαθητών με διαφορετική γλωσσική κυριαρχία: η επίδραση της ποσότητας του λεξιλογίου και της εργαζόμενης μνήμης. *Ροδόπη 3*.
- Δούρου, Χ. (2019). *Σύγκριση της ικανότητας ορισμού των λέξεων ατόμων διαφορετικών ηλικιακών ομάδων*. Διδακτορική διατριβή. Δημοκρίτειο Πανεπιστήμιο Θράκης, Κομοτηνή.
- Κάκουρος, Ε., & Μανιαδάκη, Κ. (2006). *Ψυχοπαθολογία παιδιών και εφήβων*. Αθήνα: Τυπωθήτω.
- Μαρίνης, Θ. (2008). Ανάπτυξη σύνταξης και μορφολογίας. Στο Δ. Νικολόπουλος (Επιμ.), *Γλωσσική Ανάπτυξη και Διαταραχές* (σσ. 279-313). Αθήνα: Τόπος.
- Μότσιου, Ε. (2017). *Εισαγωγή στην ανάπτυξη της γλώσσας*. Θεσσαλονίκη: University StudioPress.
- Παρασκευόπουλος, Ι., Καλατζή-Αζίζη, Α., & Γιαννίτσας, Ν. (1999). *Αθηνά Τεστ, Αξιολόγηση Δυσκολιών Μάθησης*. Αθήνα: Ελληνικά Γράμματα.
- Σιδερίδης, Γ., Αντωνίου, Φ., Μουζάκη, Α., & Σίμος, Π. (2015). *Raven's Educational CPM/CVS*. Αθήνα, Ελλάδα: Μοτίβο Εκδοτική Α.Ε.
- Συριοπούλου, Χ. Κ. (2016). *Εκπαίδευση και Ειδική Αγωγή Ατόμων με Διαταραχή Φάσματος Αυτισμού*. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.
- Τζουριάδου, Μ., (1995), *Παιδιά με ειδικές εκπαιδευτικές ανάγκες (Μια ψυχοπαιδαγωγική προσέγγιση)*, Θεσσαλονίκη: Προμηθεύς.
- Οικονομίδης, Β. (2003). *Το δεκτικό λεξιλόγιο παιδιών 5,5-6,5 ετών*. Αθήνα. Γρηγόρη.