Accessing word meaning: Semantic word knowledge and reading comprehension in Dutch monolingual and bilingual fifth-graders
Cremer, M.

Citation for published version (APA):

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
# Table of contents

1  **General introduction**  
1.1  Vocabulary and school success  
1.2  Semantic word knowledge  
  1.2.1  Access to semantic word knowledge  
  1.2.2  Semantic priming  
1.3  Individual differences between learners  
  1.3.1  Bilingual minority children  
1.4  The organisation of this thesis  

2  **Word knowledge and reading: theories and empirical insights**  
2.1  What’s in a word?  
  2.1.1  Semantic and associative relations between words  
  2.1.2  The development of semantic word knowledge  
2.2  Word associations as a reflection of semantic networks  
2.3  The accessibility of word knowledge  
2.4  The role of word knowledge in reading comprehension  
  2.4.1  Word knowledge and reading in monolingual and bilingual children  
2.5  Open issues and focus of the present work  

3  **Do word associations assess word knowledge? A comparison of monolingual and bilingual, child and adult word associations**  
3.1  Background  
  3.1.1  Word knowledge: lexical and semantic network  
  3.1.2  From context dependent to meaning based  
  3.1.3  Assessing word associations: categorization and elicitation
3.2 Method
  3.2.1 Participants
  3.2.2 Materials
  3.2.3 Procedure
  3.2.4 Analyses
3.3 Results
  3.3.1 Degree of dispersion
  3.3.2 Response patterns for main categories
  3.3.3 Response patterns for subcategories
3.4 Discussion and conclusion

4 The role of accessibility of semantic word knowledge in monolingual and bilingual fifth-grade reading
4.1 Background
  4.1.1 Multidimensionality of word knowledge
  4.1.2 Semantic versus contextual word knowledge
  4.1.3 Word knowledge and reading
  4.1.4 Availability and accessibility of semantic word knowledge
4.2 Method
  4.2.1 Participants
  4.2.2 Materials
  4.2.3 Procedure
  4.2.4 Analyses
4.3 Results
  4.3.1 Descriptives
  4.3.2 Monolingual and bilingual children
  4.3.3 Relationships with reading comprehension
  4.3.4 Contributions to reading comprehension
4.4 Discussion and conclusion
5 Processing semantic relations: word knowledge and reading comprehension in monolingual and bilingual children

5.1 Background
   5.1.1 Semantic representations and processing
   5.1.2 Monolingual and bilingual children

5.2 Method
   5.2.1 Participants
   5.2.2 Materials
   5.2.3 Procedure
   5.2.4 Data handling and analyses

5.3 Results
   5.3.1 Descriptives
   5.3.2 Semantic priming
   5.3.3 Monolingual and bilingual children
   5.3.4 Relationships with reading comprehension
   5.3.5 Contributions to reading comprehension

5.4 Discussion and conclusion

6 Semantic word knowledge in reading comprehension: conclusions

6.1 Introduction
6.2 Summary of main findings
   6.2.1 Word associations as a measure of semantic knowledge
   6.2.2 Semantic word knowledge: availability and accessibility
   6.2.3 Semantic representations and activation

6.3 Theoretical and educational implications
6.4 Methodological considerations and suggestions for future research

Bibliography
Appendices
Summary in English
Samenvatting in het Nederlands