Video storybooks as a bridge to literacy

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Stellingen behorende bij het proefschrift:
Video Storybooks as a Bridge to Literacy
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1. Today's Internet storybooks include additional features that make the story text comprehensible, rather than simply more entertaining.

2. There is no ground for the concern that Internet storybooks work as a prosthesis that enables children to enjoy the story but reduces the probability that children develop skills for understanding new stories.

3. As long as children's Theory of Mind (TOM) limits understanding of causation in narratives video additions to storybooks may stimulate understanding.

4. Video storybooks promote the depth of vocabulary learning.

5. Anchoring language to images sets up effective memory traces resulting in vocabulary knowledge (Paivio, 2007).

6. Video additions more than static images have a significant impact on deriving sophisticated information from the story text as well as on learning of academic vocabulary, two essential skills if a child is to profit from reading education further on.

7. The amount of effort children will exert to learn from a book depends directly on whether they perceive comprehension of the story as a challenge that is within their reach.

8. Preliterate L2 children are not interested in salient details in illustrations but look for visual details in illustrations that match the story language.

9. Preliterate L2 children can learn from Internet storybooks without an adult present.

10. With two computer sessions per pupil, per week, the increase in vocabulary may amount to 600 words per year, more than half the number of words that second language learners learn per year.

11. The current studies are the first to show the advantages of Internet on learning story comprehension and vocabulary in kindergarten classrooms.

12. The present finding that multimedia learning benefits second language learners and probably other at-risk children as well may definitively change classroom practices in preschool and kindergarten classrooms.

13. Even though children benefit from encounters with video storybooks without a mediating adult it depends on the teacher whether Internet connections in classrooms are indeed beneficial.

14. The creation of a website with picture storybooks should be given high priority by publishers.