

E-books effectiveness in promoting phonological awareness and concept about print: A comparison between children at risk for learning disabilities and typically.

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E-books effectiveness in promoting phonological awareness and concept about print: A comparison between children at risk for learning disabilities and typically developing kindergarteners

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Abstract

Despite the young children's increasing access to electronic books and the evidence indicating its effectiveness for promoting emergent literacy, research among young children at risk for learning disabilities is only just beginning. Motivated by this challenge, the study reported here compared the effect of an educational e-book on improvements in Phonological Awareness (PA) and Concept About Print (CAP) among 136 pre-school-aged children at risk for learning disabilities (ALD) and typically developing children (TD). The findings indicated improved performance by both experimental groups, but especially ALD children in the area of CAP. These results are explained by the

effectiveness of the multimedia e-book especially for ALD. Implications are discussed.

Highlights

• Educational e-books can promote emergent literacy among kindergarteners at risk for LD. • Educational e-books promote most children's (at risk and not at risk for LD) phonological awareness in a similar way. • Educational e-books improve CAP more for at risk than typically developing children.



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Keywords

E-books; Emergent literacy; Kindergarteners at risk for learning disabilities

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