PROPOSITIONS OF THE THESIS

Transition to literacy: The cognitive challenges underlying emergent reading in children at familial risk for dyslexia

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1. Contrary to current consensus within the field, a phonological awareness or phonological processing deficit prior to reading ability, does not precede or cause a reading deficit.

2. There is no proof that a phonological awareness deficit causes a reading deficit via ‘unstable’ or otherwise corrupted letter–speech sound associations.

3. There seems to be more symmetry between the proximal causes of reading failure than there has ever been between its assumed distal causes.

4. The nature of a letter-speech sound deficit and its impact on multisensory processing in the whole reading network, presents a major challenge to future dyslexia research.

5. There is no one-size-fits all when it comes to successful diagnostics and the design of effective interventions, instead zooming in on subtypes may be a more promising approach.

6. Neuroscientists will benefit from taking a multidisciplinary perspective and adopting tools from other domains, in order to gain more insight in the depth of their data.

7. Given that reading is a relatively new human invention from an evolutionary perspective, it is remarkable how the brain executes the complex challenges of reading.

8. Valorisation success will increase when its practise becomes a core competence in the training of PhD students and a true dialogue with the market and society is held.

9. TED talks are a great vehicle to bring scientific discoveries closer to society.

10. While consumerism is woven in the fabric of modern society, it’s not ‘wanting more’ but ‘spending better’ that will enrich our future.

11. “Rivers know this: there is no hurry. We shall get there some day.” Winnie-the-Pooh