Paper W-11

The Imagery-Language Connection: Improving Word Reading and Comprehension in Students with Learning Difficulties in the United States, the United Kingdom, and Australia

Nanci Bell, Lindamood-Bell Learning Processes, USA, angelica.benson@lindamoodbell.com

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Abstract

New research suggests that the dual coding of imagery and language is a critical factor in language comprehension and word reading. Imagery is a basic sensory-cognitive function connecting us to the language we hear and the print we read. There are two distinct types of imagery: symbol imagery and concept imagery intrinsic to word reading and reading comprehension. Neurological and behavioral research validates the imagery-language connection resulting in lasting effects on word attack, word recognition, comprehension, and specific areas of brain function in students with dyslexia or Autism Spectrum Disorders. Word reading and comprehension gains were replicated with children with learning difficulties in the United States, the United Kingdom, and Australia. These students received imagery-based instruction to improve word reading or comprehension. Results of this two single-group pre/post design study will be highlighted in this session.

References


