



PHONICS INSTRUCTION CHANGES BRAIN ACTIVITY

Research by Flowers et al. (2004) has found that providing phonic based instruction to adults with dyslexia resulted in increased activation of the area of the brain that processes language. This resulted in significant improvements in their reading ability.

Functional magnetic resonance imaging verified that dyslexia is biologically based. The researchers found that the part of the brain associated with decoding words into groups of letters that are associated with meaningful sound patterns and recognizing familiar objects was less active in participants with dyslexia.

Phonics-based instruction was chosen for the research because it has been proven to be successful in helping children with reading difficulties. The researchers recommended that a phonics-based program which focuses on the structure of language and how language works and involves all the senses (sight, touch, hearing) is the most beneficial for improving reading ability.

Link: <http://www.sciencedaily.com/releases/2004/10/041027144140.htm>