**Left- and Right-Brain Dominance**

As the child's brain matures, various functions become lateralized to the left or right hemisphere. The left hemisphere is associated with logical, analytical thought, with mathematical and linear processing of information. The right hemisphere perceives and remembers visual, tactile, and auditory images; it is more efficient in processing holistic, integrative, and emotional information. Torrance (1980) lists several characteristics of left- and right-brain dominance.

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| Left-brain dominance | Right-brain dominance |
| Intellectual  Remembers names  Responds to verbal instructions and explabations  Experiments systematically and with control  Makes objective judgments  Planned and structured  Prefers established, certain information Analytic reader  Reliance on language in thinking and remembering.  Prefers talking and writing  Prefers multiple-choice tests.  Controls feelings More  Not good at interpreting body language Rarely uses metaphors  Favors logical problem solving | Intuitive  Remembers faces  Responds to demonstrated, illustrated  Instruction and explanations  Experiments randomly and wilh less control  Makes subjective judgments  Fluid and spontaneous  Prefer elusive, uncertain information  Synthesizing reader.  Reliance on images in thinking and remembering.  Prefers drawing and manipulating objects  Prefers open-ended question tests  Free with feelings  Good at interpreting body language  Frequently uses metaphors  Favor intuitive problem solving |

While we can cite many differences between left and right brain characteristics, we must remember that the two hemispheres work in collaboration. The construct left brain and right brain helps us to identify another learning style continuum with implications for second or foreign language learning and teaching.

For example Danseni(1988) attributed the failure of certain teaching methods to strong reliance on left brain processes in the classroom. It has also be found by Krashen, Seliger, and Hartnett (1974) that left-brain-dominant second language learners preferred a deductive style of teaching, while right-brain-dominant learners appeared to be more successful in an inductive classroom environment. Other researchers Stevick (1982) concluded that left-brain-dominant second language learners are better at producing separate words, gathering the specifics of language, carrying out sequences of operations, and dealing with abstraction, classification, labeling, and reorganization.

Right-brain-dominant learners, on the other hand, appear to deal better with whole images (not with reshuffling parts), with generalizations, with metaphors, and with emotional reactions and artistic expressions. Research suggests that the right hemisphere plays a great role in second language learning in early stages of language learning. This may suggest a greater need to perceive whole meanings in those early stages, and to analyze and monitor oneself more in the later stages.

N.B: **Deductive** refers to a way of teaching moving from the general to the specific

**Inductive:** the lesson move from the specific to the general