**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 facesResponds to demonstrated, illustrated Instruction and explanationsExperiments randomly and wilh less control Makes subjective judgmentsFluid and spontaneousPrefer elusive, uncertain informationSynthesizing reader.Reliance on images in thinking and remembering.Prefers drawing and manipulating objectsPrefers open-ended question testsFree with feelingsGood at interpreting body languageFrequently uses metaphorsFavor 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