

Figure 12.3. Right/Left Brain Dominance Test.

In this test, each item has two contrasting statements. Between the two statements is a scale of five points on which you are to indicate your perception of which statement best describes you. Boxes 1 and 5 indicate that a statement is very much like you; boxes 2 and 4 indicate that one statement is somewhat more like you than the other statement; box 3 indicates no particular leaning one way or the other. See next page for scoring directions.

I prefer speaking to large audiences. 1 2 3 4 5 I prefer speaking in small group situations.

Box number 4 has been checked to indicate a moderate preference for speaking in small group situations.

	1	2	3	4	5	
1. I remember names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. I remember faces.
2. I respond better to verbal instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. I respond better to demonstrated, illustrated, symbolic instructions.
3. I am intuitive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. I am intellectual.
4. I experiment randomly and with little restraint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. I experiment systematically and with control.
5. I prefer solving a problem by breaking it down into parts, then approaching the problem sequentially, using logic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. I prefer solving a problem by looking at the whole, the configurations, then approaching the problem through patterns using hunches.
6. I make objective judgments, extrinsic to person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. I make subjective judgments, intrinsic to person.
7. I am fluid and spontaneous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. I am planned and structured.
8. I prefer established, certain information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. I prefer elusive, uncertain information.
9. I am a synthesizing reader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. I am an analytical reader.
10. I rely primarily on language in thinking and remembering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. I rely primarily on images in thinking and remembering.
11. I prefer talking and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. I prefer drawing and manipulating objects.
12. I get easily distracted trying to read a book in noisy or crowded places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. I can easily concentrate on reading a book in noisy or crowded places.
13. I prefer work and/ or studies that are open ended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. I prefer work and/or studies that are carefully planned.
14. I prefer hierarchical (ranked) authority structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. I prefer collegial (participative) authority structures.
15. I control my feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. I am more free with my feelings.
16. I respond best to kinetic stimuli (movement, action).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. I respond best to auditory, visual stimuli.

Continue on next page

	1	2	3	4	5	
17. I am good at interpreting body language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. I am good at paying attention to people's exact words.
18. I frequently use metaphors and analogies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. I rarely use metaphors or analogies.
19. I favor logical problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. I favor intuitive problem solving.
20. I prefer multiple-choice tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. I prefer open-ended questions.

Scoring directions.

Score each item as follows: Some of the items are scored according to the numbers at the top of each column of boxes, others are reversed. For the following items use the indicated numbers on the test page:

1 2 5 6 8 10 11 14 15 19 20

1 2 3 4 5

The rest of the items are reversed in their scoring. Score the following as indicated below.

3 4 7 9 12 13 16 17 18

5 4 3 2 1

Now total up all scores:

This was a test of left- and right-brain preference. A score of 60 is the midpoint. The scoring chart below indicates that a score of 60 plus or minus 3 is a toss-up:

- Above 70 Quite right-brain oriented
- 64-70 Moderately right-brain oriented
- 57-63 No particular dominance on either side
- 50-56 Moderately left-brain oriented
- Below 50 Quite left-brain oriented

3. Readings, lectures, discussions

Yet another way of encouraging self-awareness of styles in your classroom is through occasional readings, lectures, or "lecturettes" delivered by others or by you, followed by discussions about successful learning styles. A significant number of ESL reading books include a chapter on successful language learners. Your own knowledge of this domain could be enhanced by consulting books like:

- Brown, H. Douglas. 1991. *Breaking the Language Barrier*. Intercultural Press.
- Cohen, Andrew. 1990. *Language Learning: Insights for Learners, Teachers, and Researchers*. Newbury House.
- Marshall, Terry. 1990. *The Whole World Guide to Language Learning*. Intercultural Press.
- Oxford, Rebecca. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.
- Wenden, Anita, and Rubin, Joan. 1987. *Learner Strategies in Language Learning*. Prentice Hall International.