Using Music and Bodily Kinesthetic as an Instructional method for English Language Learning

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Abstract

This study attempted to investigate the influences of two intelligences from Gardner's MI Theory, music and bodily kinesthetic, that should be reinforced to acquire the knowledge, and to invest more efficiently in the EFL teaching-learning process. This study was carried out in Kuwait during the spring semester 2009/2010. The researcher applied a questionnaire (Mckenzie, 1999) which was distributed to the fourth and fifth graders. The questionnaire was handed out by ten English language teacher trainees who have to attend these elementary public schools as part of a practicum course they have enrolled in. The target population for this research consisted of 65 elementary fourth and fifth grade students randomly selected from all Kuwaiti public schools. The reason for selecting students only from these two grades is because they have been exposed to the English language for three to four years, unlike students enrolled in first, second and third grades which are exposed to only listening, speaking, and small amount of reading and writing. The questionnaire used in this research paper was made of 16 statements related to each of the eight intelligences proposed by Gardner. The data obtained from the returned questionnaire were computed and coded numerically. The Statistical Package for Social Sciences (SPSS) was employed to generate a scheme to analyze the data (Creswell, 2003). The analysis of the data was performed through the use of both descriptive and inferential statistics. The main findings of this paper have shown that grades 4 and 5 are significantly different with regard to what were their preferences when we talk about multi-intelligences. These preferences are associated with individuals' long-lasting personalities, cultural associated customs, or inborn abilities, rather than with phases that children tend to go through at different ages.

استخدام الذكاء الموسيقي والذكاء الحسي الحركي في تدريس اللغة الإنجليزية للمرحلة الإبتدائية

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الملخص

تبحث هذه الدراسة في تأثير ذكائين من نظرية الذكاءات المتعددة لغاردنر، وهذان الذكاءان هما الذكاء الموسيقي والذكاء المتعلق بالحركة الجسدية، وهما ذكاءان ترى الدراسة أنه من الواجب تعزيزهما لاكتساب المعرفة واستثمارهما في مجال تعليم اللغة الإنجليزية كلغة أجنبية، وقد أجريت هذه الدراسة في المدارس الحكومية لدولة الكويت في فصل الربيع من العام الأكاديمي 2010/2009، حيث قام عشرة من المدرسين المتدربين بتوزيع استبيان (قام ماكينزي ببنائه عام 1999) على طلاب في الصفين الرابع والخامس الإبتدائي، وقد تكونت عينة الدراسة من 65 طالب في الصفين الرابع والخامس الابتدائي، تم اختيارهم بشكل عشوائي من المدارس الكويتية الحكومية، وقدم تم اختيار طلاب من هذين الصفين فقط، لأن هؤلاء الطلاب درسوا اللغة الإنجليزية لمدة ثلاث أو أربع سنوات، بينما طلاب الصفوف الثلاثة الأولى يتمتعون بمهارات محدودة في اللغة الإنجليزية لا تتجاوز مهاراتي الاستماع والمحادثة وجزءً يسيراً من مهاراتي الكتابة والقراءة، وقد تألف الاستبيان من 16 فقرة، تتعلق بكل ذكاء من الذكاءات الثمانية التي اقترحها غاردنر، وقد تم تحليل البيانات المستخلصة من الاستبيان احصائياً بواسطة التحليل الاحصائي (SPSS) ، كما استخدم الاحصاء الوصفي والاستنتاجي في تحليل النتائج. واظهرت نتائج الدراسة أن هناك فروقاً ذات أهمية احصائية فيما يتعلق بأفضليات الطلبة بالنسبة للذكاءات المتعددة، وترتبط تلك الأفضليات بشخصيات الطلبة والعادات الثقافية وقدراتهم الفطرية أكثر من ارتباطها بالمراحل العمرية لنمو الأطفال.

Introduction

Learning a second language is not always enjoyable. Much of the time it is hard work, and in many situations, the teacher just lectures, the classes are monotonous and boring, and the students daydream. This paper was motivated by the desire to provide pedagogically useful information about the teaching of English as a foreign language in Kuwaiti elementary public school contexts. Kuwaiti English education can be categorized as a true foreign language learning context rather than an English as a second language situation. That is, outside the classroom, English is rarely used and the classroom instruction is most likely the only input for language learning. Learners, therefore, receive limited target language input and have limited language learning time, unlike the natural learning situation or other second language learning situations - where the target language is used outside the classroom. In this study, I have attempted to investigate the influences of two intelligences from Gardner's MI Theory, music and bodily kinesthetic, that should be reinforced to acquire the knowledge, and to invest more efficiently in the EFL teaching-learning process. No-the theory is not specifically about kuwiti school-rather it has "Implications" for are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

Background of the current methodology debate

Brown (2000:13) speaks of the "changing winds and shifting sands" of language teaching, which seem to have produced a major new method about every quarter of a century, each presenting a break from its predecessor, but usually keeping some aspects of previous methods (Hussein 1989, Richards and Rodgers 2000, Brown 2000). These shifts have taught us a great deal about the situations in which different methods are most useful. For that reason, methods that have fallen out of general favor tend to continue to be used in special circumstances: grammar-translation, for instance, when learners do not need to speak the language, and the direct method when learners need to achieve fluent conversation rapidly in environments where English is not normally heard (Titone and Danesi 1985, Hussein 1989, Howatt 1984, Hammerly 1982).

Communicative Language Teaching (CLT) has been the preferred way to teach ESL and EFL since the 1970s. English teachers generally are familiar with CLT's emphasis on situational, student-centered communication, nonjudgmental teaching, and inductive learning of vocabulary and grammar from conversation. The assumption underlying the method is that language is learned most naturally and effectively as part of genuine communication with other people (Kitao and Kitao 1999, Met and Galloway 1992, Rosenfield and Berko 1990, Savignon 1983). However, CLT has come under fire as English teaching has spread in areas where many people have no contact with native English speakers. With increasing globalization, English has come to be used as a lingua franca in many situations: science and technology research, international diplomacy and business, and communication at many levels between speakers of different languages (Rajadurai 2005, Hung 2004, McKay 2003, 2002, Kirkpatrick 2002, Jenkins 2000, MacArthur 1998, Pennycook 1994, Kachru 1992a, b).

As a consequence of the widening use of English, many countries have imported teachers and teaching methods from the U.K and U.S.; that is, CLT has been introduced into hundreds of classrooms taught by non-native English speakers in areas where English is not commonly spoken. For the average student in these classes, native-like fluency in conversation, the goal of CLT, is much less important than accurate vocabulary, grammar, and spelling that will enable them to read their science textbooks. Furthermore, it is difficult for teachers with weak English proficiency to model natural conversation accurately. Consequently, it is not unusual for CLT programs to incorporate memorization and drills, especially in the earliest grades, in order to teach the basic building blocks of the language rapidly. In these changing programs, teachers, administrators, test-givers, and educational policymakers may hold different views on the best way to teach English with resulting confusion of aims (Nkosana 2008, Kam and Wong 2004, Kam 2004, Bax 2003, Holliday 1997).

Teachers communicate with students through language, and students interact with teachers and their peers, obtaining knowledge through language. Therefore, language has always been one of the most critical issues in education in Kuwait. In some cases, students'

lack of academic achievement at the university level stems not from lack of intelligence, but rather from poor mastery of the English language. The decision in Kuwait to teach English at the primary level was agreed upon when it was realized and recognized that when students graduated from high school, their standard of English proficiency was poor. Five more years, besides the previously taught seven years (middle school for three years and high school for four years), would increase the total exposure to English and would allow schools to offer a more enriched curriculum. However, the Kuwaiti public school system faces an enormous challenge to ensure that students receive the education that they deserve by determining the appropriate method of instruction of English language learners (students whose first language are not English and who are learning English-ELLs.) which is not a simple task because eventually these ELLs need to develop comprehensive literacy skills needed to meet the requirements for high school graduation.

Research questions

The findings of this research paper will be of significance for Kuwaiti teacher training programs and the Kuwaiti Ministry of Education, especially foreign language programs. The data obtained for this research paper reveal the importance of activating the two intelligences, music and kinesthetic, as approaches in teaching English as a foreign language. Second, the findings should assist the ministry of Education in making better decisions towards serving elementary school EFL students because the ministry is the only academic institute in charge of determining and developing the curriculum for every subject taught at the primary level, including English, and it will assist in finding the appropriate methodology or approach to teach EFL based on the data.

The article is guided by the following research questions:
(1) What type of multiple intelligences should be used for language acquisition instead of traditional teaching methods?

(2) Should the English Language curriculum be developed based on the Multiple-Intelligence Theory?

(3) Which Intelligence has the most impact on foreign language learning and teaching in elementary stage?

Setting of the study

El-Dib (2008) classifies Kuwait as a hybrid ESL-EFL country, and indeed, English may be more widely known there than in some other Arab countries. It has been a core secondary school subject since 1911 (Al-Aryan USE APA Style 1988), and today, all oil companies, banks, and technical establishments use English in communicating with the outside world, and English is the medium of instruction in the science colleges at Kuwait University. English teaching has changed over the years, in part in response to changes in the attitudes of the profession, but also in response to the weaknesses perceived in successive approaches as they were applied in Kuwait. Grammar-translation was adopted in the 1950s, the audio-lingual approach in the 1960s, and CLT in the mid-1970s, gradually modified by increased emphasis on explicit, analytical teaching, drilling, and testing in order to teach better accuracy (Al-Bazzaz 1994, 1985, Mabrouk and Khalil 1989, Sawwan 1984). In 1993, English was introduced into the elementary schools, starting in first grade. In 2002, the Kuwait Ministry of Education announced that the curriculum would blend communicative, audio-lingual, and grammar-translation approaches, but the approach was kept more communicative in the earliest grades.

Public elementary schools in Kuwait have five grades, and appear to have something in the vicinity of 350 to 400 children, or about 70 to 80 children in each grade. The school day runs from 7:30 a.m. to 1:20 p.m., after which the children go home for lunch. The children have seven 40-minute class periods over the course of the school day, broken by a 20-minute recess period after the second class, and by a 15-minute prayer period after the fourth class. However, not all academic subjects receive the same amount of time. Two of the daily 40-minute periods are devoted to Arabic reading and writing, and two more 40-minute periods each day are given to math. Only one 40-minute period a day is spent on English. The remaining two daily periods are divided among several subjects: science (which is studied for three periods a week), Muslim religious studies-Islam- (also studied for three periods each week), social science, physical education, music, and art. Children stay in a single homeroom throughout the day (except for recess and for prayers), and different teachers for each subject come to the classroom (it should be noted

that in Kuwait, elementary school children have a different teacher for each subject, so that teachers specialize in English, Arabic, arithmetic, etc.). Therefore, material taught in one subject does not carry over to the teaching of other subjects during the course of the day, but on the other hand, all subjects are taught by specialists.

Furthermore, the Ministry of Education regulated the Kuwaiti EFL teachers not to pressure or test the students on learning English in first and second grade, as well as, limiting the detailed quantity of English words on a gradual basis. Yalden (1981), however, asserted that "while great efforts have been made to enrich second and foreign language teaching, there are still too many students who complain that they never have learned to really use the language. There are still problems with the methodologies teachers use. There will always be a demand for sound approaches to language teaching" (p.1). In addition, Hammerly (1991) asserted that "classroom instruction is an artificial environment, and the time of teaching and learning is very limited" (p. 63). Within this limited learning environment, the classroom context, many researchers (e.g. Krashen 1981; Savignon, 1983; Omaggio, 1987) in the field of foreign/second language education have emphasized the importance of providing meaningful input, communicative teaching methods and authentic materials to develop learners' communicative competence in the target language.

Although these children are exposed to the English language for only forty minutes per day, five days a week, the target language has become a concern in classroom teaching because many students do not show high levels of proficiency in communication even after twelve years of English language study. Ellis (1994) noted that "second and foreign language acquisition is a complex, multifaceted phenomenon and it is not surprising that it has come to mean different things to different people" (p.15).

Language learning is a complex process that encompasses academic and cultural knowledge as well as basic communicative skills. Learners progress through various developmental stages in a predictive manner (Terrell, 1977). In the beginning stages, students are not expected or required to respond in the second language. This is considered a time of absorption. If they do respond and make mistakes, their errors are not corrected. Speech is allowed to emerge.

According to the language acquisition theory, speech is the result of acquisition, not the cause (Krashen, 1997, p. 10). In natural approach activities, students are not called on individually. The method uses what Terrell calls random volunteered responses (Krashen, 1997). Students can respond at any time, sometimes in unison with other students.

Traditionally, schools have emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). While many students function well in this environment, there are those who do not. Gardner's theory argues that students will be better served by a broader vision of education, wherein teachers use different methodologies, exercises and activities to reach all students, not just those who excel at linguistic and logical intelligence.

Therefore, the focus of this study is to ascertain if a curriculum which is based on the two intelligences (music and bodily kinesthetic) that is viewed by the ELLs in this paper, would be as a viable approach for second language learners, specifically in listening, speaking and English language vocabulary development. This study will contribute to a better understanding of second language acquisition using music and movement-based approach. Therefore, in this paper, and for the purposes of validity, the focus is only on fourth and fifth grade English Language Learners (ELLs).

Literature Review

Learning is a gestalt experience involving thinking, feeling, speaking, moving and ultimately sharing. This fits in with Krashen's input hypothesis (1998b) which that states: 1) we acquire (not learn) language by understanding input that contains structures that are just beyond our current level of competence; 2) speech is not taught directly, but "emerges" on its own. Early speech is typically not grammatically accurate; 3) if input is understood, and there is enough of it, I + 1 is automatically provided. We do not have to deliberately program grammatical structures into the input. Krashen further states that, we can understand language that we do not know by utilizing context, and using extra-linguistic information like realia, visual aids and our basic knowledge of the world. Also, Loye's work (1982) supports this theory stating in order for learning to be absorbed,

information should be presented verbally and pictographically because speech is regarded as the basis of language and structure is viewed as being at the heart of speaking ability (Richards & Rodgers, 2000, p. 35).

In addition, central to any given culture is music and dance. Since the beginning of time, humans have used music and movement to convey meaning and emotions. Music is an activity that is accessed by ways of the senses. Use of the tactile, auditory and kinesthetic senses activates the mind, illustrating the concept of internalization and verbalization (Gardner, 1999; Armstrong, 1999), Previous research on music and language development indicates that music and language are closely related, both neurologically and developmentally (Crosswhite, 1996; Levman, 1992). Gardner theorizes that music and language follow similar developmental patterns in adjacent areas of the brain (Radocy & Boyle, 1974).

Many similarities have been discovered between speech and music. Both are forms of expression and music is often referred to as a nonverbal means for communication (Hoskins, 1988). A musical setting is conducive to the encouragement of vocalizing and speech production (Wylie, 1983). Music incorporates many of the behaviors and skills needed for speech and can facilitate development of many of the skills necessary for speech production (Miller, 1982). Also, music has become a respected tool in theoretical design and practical application for English language learners. There are cognitive functions common in processing both language and music that are necessary for second language acquisition. Natural processes occur in the mind without learner awareness. For example, Sunday church services as well as Sunday schools are filled with religious songs concerning Biblical activities. Even events in history are marked through playful verses and rhymes (e.g., Ring Around the Rosy -this popular action song really tells the story of the Black Plague in Europe). In an effort to help their students to recall and remember facts, innovative teachers have put complicated mathematical formulas and lists to music (Armstrong, 1994; Jensen, 2000b;).

In addition, Abrate (1983:8-12) advocates other benefits of music including the fact that songs: 1) hold the attention and interest of students; 2) introduce native and colloquial language as well as

pronunciation variants; 3) present cultural phenomena and points of view; 4) provide a context for language learning and; 5) offer an entertaining alternative to textbook study.

However, at the kinesthetic approach to learning relies on the students' active, physical participation allowing them to discover their education and individual capabilities (Grant, 1985:455). Kinesthetic is described as muscular movement in response to visual, auditory and tactile stimulation. The teaching method combines the ideas and concepts set forth by Dewey (1966), Montessori (1964), Piaget (1952) and Vygotsky (1978). Graham (1989) contends that music can be used to establish a mood, to lessen anxiety, to encourage calmness, to ease loneliness and soothe irritability (p. 3). Furthermore, the language of emotions is commonly encoded in songs and this language can support the acquisition of the target culture. Graham further postulates the vocabulary fluency people learn in song which allows a fluency of emotion and a communication of their most sincere feelings (p. 3).

Method & Data collection

The purpose of this study is to present an analysis of students' perceptions of the efficacy of using multiple intelligence programs that are designed for English language development. these programs basically depend on the uses of two intelligences- music and movement- as a catalyst for language acquisition. This study was carried out in Kuwait during the spring semester 2009/2010. The researchers applied a questionnaire (Mckenzie, 1999) which was distributed to the fourth and fifth graders. The questionnaire was handed our by ten English language teacher trainees who have to attend these elementary public schools as part of a practicum course they have enrolled in. The target population for this research consisted of 65 elementary fourth and fifth grade students randomly selected from all Kuwaiti public schools. The reason for selecting students only from these two grades is because they have been exposed to the English language for three to four years, unlike students enrolled in first, second and third grades who are exposed to only listening, speaking, and small amount of reading and writing. The questionnaire used in this research paper was made of 16 statements related to each of the eight intelligences proposed by Gardner (year) (Linguistic(1+2); Bodily-Kinesthetic(3+4); Visual- Spatial(5+6); Interpersonal(7+8);

Intrapersonal(9+10); Mathematical-Logical(11+12); Musical(13+14); Naturalist(15+16)). The teacher trainees had to read the questionnaire to the students and translate each statement into the first language (Arabic) to insure the students' understanding. In addition, each student was required to tick the statements with which they strongly agree.

The data obtained from the returned questionnaire were computed and coded numerically. The Statistical Package for Social Sciences (SPSS) was employed to generate a scheme to analyze the data (Creswell, 2003). The analysis of the data was performed through the use of both descriptive and inferential statistics.

Validity

Several steps were taken into account in constructing and establishing the reliability and validity of the questionnaire. The researcher conducted a pilot study on one class from each grade level (first through fifth) to identify the problems which impede the subjects' understanding of the questionnaire. In general, the analysis of the data in the pilot study indicated that the questionnaire was clear for only the fourth and fifth grader because they were more exposed to the target language than the other students in the three previous grades (1st. through 3rd.). In addition, to obtain the reliability of the instrument, the questionnaire was administered to only one class of both fourth and fifth graders in one of the schools different from where the research was conducted (Creswell, 2003).

Analysis of the data:

The analysis of the data obtained from the questionnaire is presented in table (1,2 and 3). The findings related to the frequencies and percentages of all items on the questionnaire (Table 1) indicate that most students showed interest in learning through bodily-kinesthetic and musical intelligence, where the mean for both consecutively is 2.56 and 2.65. This is reflected in questions 3,4,13 and14 in the questionnaire. On the other hand, most students did not prefer learning through group work (reflected in questions 7, 8 and 9) where the mean is 1.51. the students also showed less interest in verbal intelligence where the mean for both questions 1 and 2 related to verbal intelligence is 1.33 This result might be considered

surprising since the students are studying language, not music. However, if both disciplines are investigated, one might discover that they have a lot in common. The study of language involves the study of rhythm, stress, accent and melody, which are also fundamental concepts in the study of music. The conclusion here was drawn from the answers of both grades 4 and 5.

Although there is not much difference reflected between grades 4 and 5 in the questionnaire results, a few have been noted. The results have shown that grade 5 reflected a disinterest in interpersonal study significantly more than grade 4 ($p=0.01$, where significance is measured at the level $p<0.05$). In addition, statistics show that music is preferred significantly more by 5th graders, where the significance was found to be 0.05. as for math, 4th graders have shown better ability to calculate and solve mathematical equations that 5th graders. This ability has been shown to be significantly better ($p=0,01$). These differences probably reflect the fact that these preferences are not changing rapidly at the 9-10-11-year old stage (that is, between 4th and 5th grades), so perhaps the preferences are associated with individuals' long-lasting personalities, cultural associated customs, or inborn abilities, rather than with phases that children tend to go through at different ages. Secondly, the patterns of the questions across the entire sample show that many children disagree that learning through reading improves learning, and smaller numbers also disagree that working or studying alone, working or studying with others, learning through math, or learning in connection with nature can improve learning. On the other hand, large numbers of children agree that doing things in class (presumably involving physical movement), music, and building or making physical objects all improve learning. There certainly seems a lot of opportunity here to argue that music, dance, other movement activities, and perhaps also art may enhance the teaching of reading, writing, and speaking skills and make it easier for most children to learn foreign languages.

Even if some doubt remains about how children interpret individual questions, the overall pattern is still clear: that they like to learn and feel they learn better in a number of rather unacademic ways. This evidence supports the argument that some nontraditional approaches might be valuable added to a more traditional curriculum.

Conclusion

True, the students are learning English, but the question remains, does culture have impact on how to teach a foreign language? Cultural types and customs should be considered and taken into account in EFL and ESL settings when it comes to the settings the learning style students prefer should be taken into account. Second or foreign language teaching is a fact of life in almost every country in the world. Yet countries differ greatly in terms of the role of foreign languages in the community, their status in the curriculum, educational traditions and experience in language teaching, and the expectations that members of the community have for language teaching and learning. In examining the impact of societal factors on language teaching, it is necessary to determine the impact of groups in the community or society, at large, on the program. These groups include (1) policy makers in government; (2) educational and other government officials; (3) employers; (4) the business community; (5) politicians; (6) tertiary education specialists; (7) educational organizations; (8) parents; (9) citizens; and (10) students (Richards, 2001).

In light of the data analysis, attitudes of parents are probably another major factor in the students' learning style. There is a big gap, a big wall by so many Kuwaiti people built to separate their children from learning English, especially, if the students' parents can't speak English. Indeed a majority of these parents are from the Bedouin (Nomads) population, and tends to have little interest in English language teaching at any level of education. The parents feel this even though they were aware that a lack of English would put their children at a disadvantage. A majority of Bedouin students who graduate from the university in Kuwait do, in fact, have degrees that require little or no foreign language knowledge, such as Law, Religious Studies, or Human Studies. Also, the interference between Arabic and English is playing a role in this learning controversy specially if the society is built on conservative Islamic rules and the language of the Muslim holy book is based on the Arabic language and not English (the target language).

Another reason for the discrepancy in the data analysis is based on the acculturation model of Schumann (1978) which holds that the most important influence on the success of second language learning

is the relationship between the social group of second language learners and the social group of the speakers of the target language. According to Schumann, when anxiety, stress or self-consciousness is high, inductive acquisition is not likely to take place efficiently and incorrectly acquired forms are apt to become fossilized. This occurs as when there is tension between the two social groups. Yet language that is inductively acquired through interaction with members of a social group is extremely useful, as it is easily available to the language user for the construction of connected discourse in meaningful communication.

It is clear that there is no one way to teach language which is perfect for all children or for all situations. But the more a teacher knows about how children learn in a specific community or culture, the better the teacher can choose the approach that is suited to each child and each situation.

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Appendix

- Questionnaire
- Table (1), (2) and (3)

Multi-Intelligence Questionnaire

This survey should be filled out by fourth and fifth grade students. The questionnaire should be carried out by the English Language teachers who teach these grade levels. Fill in the blanks below with the numerical value of each answer.

(Agree)= 3   (Not Sure)=2   (Disagree) = 1

(1) I learn better by reading what the teacher writes on the whiteboard.

(2) When I read instructions, I remember them better.

(3) When I do things in class, I learn better.

(4) I learn best in class when I can participate in related activities.

(5) I learn more when I can make a model of something.

(6) When I build something, I remember what I have learned better.

(7) In class, I learn best when I work with others.

(8) I prefer to study with others.

(9) When I study alone, I remember things better.

(10) I prefer working on projects by myself.

(11) I can add and subtract in my head.

(12) I love to play with puzzles.

(13) I focus in on noise and sound.

(14) I remember words by putting them in rhyme.

(15) I enjoy working in a garden.

(16) Studying in nature is helpful.

		agree		not sure		disagree		Mean	Std. Devi ation
		Frequency	%	Frequency	%	Frequency	%		
q1	I learn better by reading what the teacher writes on the whiteboard.	5	7.7	9	13.8	51	78.5	1.29	.605
q7	In class, I learn best when I work with others.	2	3.1	15	23.1	48	73.8	1.29	.522
q2	When I read instructions, I remember them better.	2	3.1	21	32.3	42	64.6	1.38	.550
q10	I prefer working on projects by myself.	5	7.7	17	26.2	43	66.2	1.42	.635
q12	I love to play with puzzles.	11	16.9	11	16.9	43	66.2	1.51	.773
q11	I can add and subtract in my head.	7	10.8	21	32.3	37	56.9	1.54	.686
q9	When I study alone, I remember things better.	13	20.0	11	16.9	41	63.1	1.57	.809

q15	I enjoy working in a garden.	12	18.5	13	20.0	40	61.5	1.57	.790
q16	Studying in nature is helpful.	15	23.1	7	10.8	43	66.2	1.57	.847
q8	I prefer to study with others.	14	21.5	19	29.2	32	49.2	1.72	.801
q13	I focus in on noise and sound.	43	66.2	10	15.4	12	18.5	2.48	.793
q4	I learn best in class when I can participate in related activities.	46	70.8	12	18.5	7	10.8	2.60	.680
q5	I learn more when I make something for a class project.	42	64.6	20	30.8	3	4.6	2.60	.581
q6	When I build something, I remember what I have learned better.	44	67.7	18	27.7	3	4.6	2.63	.575
q14	I remember words by putting them in rhyme.	46	70.8	15	23.1	4	6.2	2.65	.598
q3	When I do things in class, I learn better.	51	78.5	9	13.8	5	7.7	2.71	.605

(Table 1)

			Mean	t	Sig.
q1	I learn better by reading what the teacher writes on the whiteboard.	Gr4	1.25	-0.55	0.58
		Gr5	1.33		
q2	When I read instructions, I remember them better.	Gr4	1.38	-0.14	0.89
		Gr5	1.39		
q3	When I do things in class, I learn better.	Gr4	2.66	-0.67	0.50
		Gr5	2.76		
q4	I learn best in class when I can participate in related activities.	Gr4	2.69	1.02	0.31
		Gr5	2.52		
q5	I learn more when I make something for a class project.	Gr4	2.59	-0.08	0.93
		Gr5	2.61		
q6	When I build something, I remember what I have learned better.	Gr4	2.66	0.35	0.73
		Gr5	2.61		
q7	In class, I learn best when I work with others.	Gr4	1.28	-0.17	0.87
		Gr5	1.30		
q8	I prefer to study with others.	Gr4	2.03	3.28	0.00
		Gr5	1.42		
q9	When I study alone, I remember things better.	Gr4	1.66	0.85	0.40
		Gr5	1.48		
q10	I prefer working on projects by myself.	Gr4	1.56	1.88	0.07
		Gr5	1.27		
q11	I can add and subtract in my head.	Gr4	1.75	2.55	0.01
		Gr5	1.33		
q12	I love to play with puzzles.	Gr4	1.63	1.21	0.23
		Gr5	1.39		
q13	I focus in on noise and sound.	Gr4	2.34	-1.34	0.18
		Gr5	2.61		
q14	I remember words by putting them in rhyme.	Gr4	2.56	-1.11	0.27
		Gr5	2.73		
q15	I enjoy working in a garden.	Gr4	1.56	-0.07	0.95
		Gr5	1.58		
q16	Studying in nature is helpful.	Gr4	1.56	-0.06	0.95
		Gr5	1.58		

(Table 2)

			Mean	t	sig
Q1+2	Verbal	Gr4	1.31	-0.46	0.65
		Gr5	1.36		
Q3+4	bodily ken.	Gr4	2.67	0.26	0.80
		Gr5	2.64		
Q5+6	Spatial	Gr4	2.63	0.16	0.87
		Gr5	2.61		
Q7+8	interpersonal	Gr4	1.66	2.78	0.01
		Gr5	1.36		
Q9+10	intrapersonal	Gr4	1.61	1.65	0.10
		Gr5	1.38		
Q11+12	math	Gr4	1.69	1.65	0.01
		Gr5	1.36		
Q13+14	music	Gr4	2.45	-1.97	0.05
		Gr5	2.67		
Q15+16	naturalist	Gr4	1.56	-0.09	0.93
		Gr5	1.58		

(Table 3)