

Cooperative Learning, Multiple Intelligences and Proficiency:  
Application in College English Language Teaching And Learning

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## Statement of Sources

This thesis contains no material published elsewhere or extracted in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma.

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All research procedures reported in the thesis received the approval of the relevant Ethic Committee.

Signature.....

Date.....

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## **Abstract**

The purpose of this research is to investigate whether the implementation of Cooperative Learning (CL) activities, incorporating the insights given by Howard Gardner' (1993) theory of Multiple Intelligences (MI) and the notion of Whole Language Approach (WLA) in college EFL classrooms will have a positive effect on students' language proficiency and attitude. A quasi-experimental study was developed. The site of this study was in an EFL classroom in a Taiwanese College. The subjects were from the researcher's three English classes at Chung Hwa Institute of Medical Technology during one semester. Many learning activities based on Gardner's theory of Multiple Intelligences were used while a Cooperative Learning approach was practiced.

The data for this study was collected from three sources. One was from the subjects' questionnaires on attitudes and on motivation, regarding Cooperative Learning and Multiple Intelligences. Another was from student interviews. The third was from the students' test scores on their language proficiency tests. The results of the study showed that the experimental group that was taught using the ideas based on CL and MI outperformed the group based on CL, and the control group, on the Simulate English General Proficiency tests for the four language skills. Though there were no significant differences among them within this short-time study, the motivation in learning English was enhanced a great deal for the experimental group that was taught using the CL and MI ideas.

Based upon the insight gained from this study, CL, MI, WLA and Language Learning Center were thus recommended to be integrated into the Junior College English curriculum. Pedagogical implications for the application of CL and MI in an EFL classroom were developed. Above all, suggestions for teacher development in CL and MI were proposed. Finally, suggestions for future research have been recommended.