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Abstract
The purpose of this study is to explore how teachers apply the theory of multiple intelligence to English classes and to investigate students' perceptions and attitudes toward multiple intelligence in the elementary schools. Students' strengths and weakness in different intelligences, teachers' application of the theory of multiple intelligence in the curriculums and students' opinions about multiple intelligence activities are discussed in this study.

The subjects in the study involved three elementary school classes, including the fifth grade class A, the sixth grade class B, and the sixth grade class C. The total subjects are one hundred and five elementary school students. The researcher observed how the teachers applied the theory of multiple intelligence in the curriculum and how the students reacted to the classroom activities. For the data collection, both of the teachers and students were interviewed. Students did two questionnaires. Both of the quantitative and qualitative methods were used to analyze the questionnaires. The findings of the study are as follows:

1. Students realize their strengths and weaknesses after the first questionnaire.
2. The results of the questionnaires help teachers understand what kind of activities students like and dislike. It is a good reference for teachers to design activities in the future.
3. Teachers might be able to design some activities which can test what students have absorbed and which part they are still weak in. Testing by playing activities is a kind of assessment which most students like.
4. Most of the students enjoyed multiple intelligence activities and multiple intelligence activities had motivated their interests in learning English.
5. Students enjoy learning by playing and learning without too much pressure.
6. Lively and joyful atmosphere in class are also important.
7. Prizes and teachers' compliments can also improve students' participations in classes.
8. Teachers need to vary classroom activities and instructions in order to catch students' concentration and attention.
9. Teachers should also design different teaching methods based on students' needs, interests, and aptitudes.
10. Parents play an important role to influence students' interests in learning English.

In order to make elementary school teachers teach more vivaciously and let every student enjoy learning English, the researcher provides the following instructional implications:

1. Teachers should use different methods to assess if students absorb what teachers teach. In addition, teachers should also let students improve their weaknesses from the assessments instead of

caring about their scores.

2. Teachers should choose some textbooks and supplemental materials which can arouse students' curiosity and match students' level. Besides, teachers should combine cultures and the English class contents together, so that students think learning English is related to their lives.

3. Teachers should attend different workshops and conferences in order to get more ideas about designing interesting activities in class.

4. Teachers should have a deep understanding about the differences between each student and try to strengthen their weaknesses, enhance their strengths, and explore students' potential.

Advisory Committee Jenny Chen - advisor

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