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All

Browse

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- [By Author](#)
- [By Title](#)
- [Other Journals](#)

Font Size

Information

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- [For Authors](#)
- [For Librarians](#)
  
- [Home](#)
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- [Search](#)
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- [Archives](#)
- [Announcements](#)
- [Recruitment](#)
- [Submissions](#)
- [Editorial Team](#)
- [Focus and Scope](#)
- [Contact](#)
- [Index](#)
- [Other Journals](#)

- [Publisher](#)

[Home](#) > [Vol 3, No 2 \(2010\)](#) > [Tuan](#)

## Infusing Cooperative Learning into An EFL Classroom

*Luu Trong Tuan*

### Abstract

This study sought to investigate student diversities in terms of learning styles and linguistic competence, and the extent to which students change as regards participation, interaction and achievement through Cooperative Learning activities embracing their diversities. 77 first-year EFL students from from the two reading classes, one treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of English Linguistics of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) were invited to participate in the study. The findings substantiated that Vietnamese learners are open to change and Vietnamese EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individualistically in the classrooms.

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