

This thesis attempts to investigate how "Cooperative Learning" influences the reading comprehension of the elementary average students and students with learning disabilities, and their peer social interrelationship. The research samples are 70 average students, and 8 learning disabled students from Taichung Tu-Hsing Elementary School. The research measure adopts the "Pretest-posttest nonequivalent groups design", uses "Class-units" as the research objects, and divides them into two groups-Experimental Group and Controllable Group, then gives these two groups pretest, posttest, and tracing test. Finally I get the experimented sources and evidences, use pretest as covariance, and proceed "ANCOVA". The conclusion of this research is as following: 1. Cooperative Learning can enhance the reading comprehension of the average students and the learning disabled students. 2. Cooperative learning can promote the acceptance of the learning disabled students in the average class. 3. Cooperative Learning can improve the social contact skills of the learning disabled students. 4. Cooperative Learning makes no prominent change in the nomination rate of the learning disabled students by the peers through my designed peer nominating questionnaires. 5. Cooperative Learning has retained effects on enhancing the reading comprehension of both the average students and the learning disabled students, promoting the acceptance of the learning disabled students in the average class, and improving the social contact skills of these children.