

## The Effects of a Collaborative Teaching Program on Iranian EFL Learners' Language Proficiency

(A case of Architecture Learners)

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### Abstract

This paper was an attempt to investigate the effectiveness of a collaborative teaching on Iranian EFL learners' participating in English-for-specific-purposes (ESP) class. Sixty architecture students were classified into two control groups, one being taught merely by an English teacher and the other by an expert teacher in architecture and one experimental group benefiting from both teachers in different sessions. A paired t-test was used to assess whether the participants made any significant progress in their language proficiency from the pre-test to the post-test level of the study. Furthermore, a questionnaire was assigned to the learners' in the experimental group on their attitude toward language learning. The ultimate results revealed no significant advancement of experimental group being taught by both content and English teacher. However, it was shown that the experimental group had a more positive attitude and enthusiasm toward learning through teachers' collaboration.

**Keywords:** Collaborative teaching, English-for-specific-purposes (ESP), Language proficiency.