



## **Implementing a Co-Teaching Model for Improving EFL Learners' Grammatical Proficiency**

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### **Abstract**

Over the last few years college instructors have suggested collegial collaboration between teachers for enhancing learning process and functions of education systems (Larson and Goebel, 2008; Murawski and Swanson, 2001; Hadley et al, 2000). One often-discussed innovative method in educational milieu was co-teaching. Drawing on the Friend, Resing, and Cook's (1993) model of co-teaching, the present study was an attempt to examine how co-teaching may affect the learning process in general and the grammar proficiency in particular. Having that in mind, a group of 58 first-grade students studying English in junior high school were assigned to two classes. They received two different treatments in terms of grammar instruction. In one group, learners received grammar instruction from co-teachers while in other group grammar instruction was delivered by a single teacher. The findings of the study revealed that the difference in method of grammar instruction did not lead to the difference in participants' performance in the grammar test. This finding implies that the appropriateness of co-teaching in educational systems, at least for teaching grammar in an EFL context like Iran, is doubtful and that co-teaching classes should be held cautiously.