

# **A Survey of Iranian School EFL Teachers' Perceptions on Grammar Intervention and an Examination of Mismatches Between Teacher Cognition and Practice**

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**Considering the various problems faced by Iranian teachers in teaching English grammar to their students, this study aimed to investigate Iranian school EFL teachers' perceptions of grammar intervention and possible mismatches between their cognition and practice. So, the research method was based on a descriptive, quantitative and qualitative design and data collection was done via questionnaires, and interviews. Fifteen EFL teachers were randomly chosen for this study. All of the teachers for the study were from Rezvanshahr secondary schools as the participants. In order to take into account gender differences in dealing with teaching, both genders were used in this study. A questionnaire about teachers' perceptions of grammar intervention was designed based on Schulz (2001). After that, the semi-structured interview was used in this study in order to elicit the contextual factors that hinder teachers implementing their beliefs in the classrooms. Then, two questionnaires (epistemic belief inventory and pedagogic belief questionnaires) about mismatches between teacher cognition and practice were prepared for the teachers. Finally, the data gained from the questionnaires were analyzed. Findings revealed that, a) Iranian EFL school teachers have statistically significant perceptions of grammar intervention and b) There are significant mismatches between Iranian EFL school teachers' cognition and their practice of grammar teaching in the classroom. This study can be used by language teachers and syllabus designers of English grammar who work in Iran' Ministry of Education.**

**Keywords : Teachers' Perceptions, Grammar Intervention**

