

Abstract

The present study investigated Iranian EFL high school teachers' cognition on the treatment of spoken grammar in Iranian high school English textbooks. To this end, the participants of the study, who were 10 Iranian EFL high school teachers, were interviewed and asked to what extent, and if any, what features of spoken grammar have been included in Iranian high school English textbooks, the *Vision* series. The participants' cognition on the value and importance of spoken grammar was also investigated. The interviews were analyzed through thematic analysis. The results showed that the treatment of spoken grammar in the *Vision* textbooks was lexical-based but insufficient and that Iranian EFL high school teachers generally had positive attitudes towards spoken grammar, highlighting the value of exposure to it. The implications of the study are discussed mainly in relation to the importance of spoken grammar for Iranian high school students and teachers as well as policymakers and textbook designers.

Keywords: Iranian EFL high school teachers, language teacher cognition, spoken grammar, textbook evaluation, thematic analysis, the *Vision* textbooks



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Department of English

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Supervisors:

Dr. Farideh Okati
Dr. Behruz Lotfi Gaskaree

By

Saeed Rezaei Kahkha

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