The present study investigated the awareness, beliefs, and instructional practices of Iranian EFL teachers in language schools with respect to vocabulary learning/teaching strategies based on their individual learning experiences, and further examined the correlation between teachers' beliefs and their teaching practices. Those who participated in this study were fifty English teachers in different language institutes. All of them had one year or more experience in teaching English and they had B.A or M.A in English. A questionnaire was used to gather data on these issues. The questionnaire had four parts. The first part was about personal information such as years of teaching, educational background. The second part was about those learning strategies which participants thought were helpful. The next part was a survey about thirty strategies to specify to what degree they actually included or introduced the strategy in class and also how useful they considered the strategy was to their students. The last part was about the opinion of the participants about the questionnaire and those strategies that were not mentioned in the questionnaire. The results showed that Iranian English teachers were aware of a range of vocabulary learning strategies, including both direct and indirect approaches to vocabulary acquisition. Nevertheless, some teaching practices seemed not to conform to research-informed orientation, implying the gap between the reality in the language classroom and implications from empirical research. Overall, there is a positive correlation between the teachers' beliefs and their instructional practices. Some minor differences involved might be related to various contextual factors.
Thus, there is a need to incorporate awareness-raising activities in pre-service or in-service teacher education programs to inform language practitioners of the state-of-the-art vocabulary pedagogy based on empirical research, as well as some practicable approaches to dealing with contextual dilemmas.