**Impact of Iranian EFL Teachers’ Online Grammar Tests on the Ninth Grade Iranian High School EFL Students’ Grammatical Competence**

**Omid Tabatabaei 1; Sarallah Jafaripour 2**

*1 Associate Professor of TEFL, Islamic Azad University, Najafabad; Email:* [*tabatabaeiomid@yahoo.com*](mailto:tabatabaeiomid@yahoo.com)

*2 PhD Candidate in TEFL, Islamic Azad University, Najafabad; Email: sarallahjafaripoor@yahoo.com*

**Abstract**

This study aimed at investigating the effect of EFL teachers’ online grammar tests on EFL students’ grammatical competence. Having administered an Oxford Quick Placement Test (OQPT), 30 out of a pile of 68 ninth grade Iranian high school EFL students with intermediate level of English proficiency were selected and randomly assigned into two equal groups of control and experimental. Both groups completed two thirty-minute grammar tests, one as a pretest and the other one as a posttest both of which were relevant to the junior high school student book “*prospect 3”.* Having learnt pertinent grammatical points through a weblog designed by the researcher, the experimental group received on-blog grammar quizzes. Moreover, a questionnaire was administered to the experimental group to unravel their attitudes towards online grammar tests. The results of independent-samples *t* test indicated that the experimental group which received blog-based treatment, made more progress in their grammatical competence. Furthermore, the results of one-sample *t* test revealed positive attitudes of experimental group concerning online grammar tests. The study contributed to teaching pedagogy by encouraging EFL teachers to improve students’ grammatical competence by means of online grammar tests.

**Keywords*:*** *Blended Learning, Grammatical Competence, Online Assessment, Weblog*