



## **The Effectiveness of Using Flipped Classroom on Grammar Learning among Iranian EFL Learners**

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### **Abstract**

This study tended to seek the effects of flipped classrooms on improving Iranian EFL learners' grammar learning. To this end, the researcher gave the OQPT to 80 Iranian second grade high school students to determine their level of English proficiency. The researcher selected 60 pre-intermediate students and divided them non-randomly into two equal groups; one experimental group (flipped classroom) and one control group (traditional classroom). Then, both groups were pretested through a researcher-made grammar test. After that, the researcher put the participants of experimental group in flipped classroom. The flipped classroom was equipped with Internet, computer and projector and participants in this classroom were allowed to bring their Smartphones to the classroom and use them during learning. On the other hand, the control group was taught in the traditional classroom. The results of paired and independent samples t-tests revealed that there were significant differences in learning English grammar between both groups: the experimental and the control ones, in favor of the experimental group, and this can be attributed to the use of flipped classroom in teaching the experimental one. Based upon the previous findings, the study recommended the necessity of implementing flipped classroom in teaching and learning English grammar to bring about better outcomes in students' achievement.

**Keywords:** Flipped Classroom, Grammar Learning, Pre-intermediate EFL Learners