

Addis Ababa University
አዲስ አበባ ዩኒቨርሲቲ

SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

THE EFFECT OF COMMUNICATIVE GRAMMAR TEACHING ON STUDENTS' GRAMMATICAL KNOWLEDGE AND SPEAKING PERFORMANCE

BY

TESFAYE HAMBISSA WELO

ADDIS ABABA

JUNE, 2026

The Effect of Communicative Grammar Teaching on Students' Grammatical Knowledge and Speaking Performance

By

Tesfaye Hambissa Welo

Advisor: Tamene Kitila (PhD)

A Thesis Submitted to the Department of Foreign Languages and Literature in Fulfilment of the Degree of Philosophy in English Language Teaching

Addis Ababa

June, 2026

..

Approval Page

Addis Ababa University

Department of Foreign Languages and Literature

Title: The Effect of Communicative Grammar Teaching on Students'Grammatical Knowledge and Speaking Performance

Student Name: Tesfaye Hambissa Welo

A Thesis submitted to the Department of Foreign Languages and Literature in Fulfilment of the Doctor of Philosophy (PhD) in English Language Teaching (ELT)

Approved by the Board of Examiners

Advisor: Tamene Kitila (PhD) signature: _____ Date: _____

Internal Examiner: _____signature: _____ Date: _____

External Examiner: _____signature: _____ Date: _____

Statement of Declaration

I declare that the study for the degree of Doctor of Philosophy (PhD) in English Language Teaching (ELT) at Addis Ababa University, herby submitted by me, is my original work and has not previously been submitted for a degree at this or any other University, and that all references materials contained therein have been duly acknowledged.

Researcher's Name: Tesfaye Hambissa Welo

Signature: _____

Abstract

This study investigated the effect of communicative grammar teaching on secondary school students' speaking performance. A quasi-experimental design within an explanatory sequential mixed-methods framework was employed. Two intact Grade 11 classes comprising a total of 82 students were selected through simple random sampling and randomly assigned to an experimental group (n = 41), which received communicative grammar instruction, and a control group (n = 41), which was taught using traditional approaches. Quantitative data were collected using pre- and posttests, including a traditional grammar test, a communicative grammar test, and an oral speaking performance test. The oral test was assessed through analytic rating scales covering grammar, vocabulary, discourse management, interactive communication, and pronunciation, with inter-rater reliability ensured. In addition, students' oral performances were audio-recorded and transcribed to support qualitative analysis. Qualitative data were further gathered through classroom observations, focus group discussions, teacher interviews, transcribed speaking samples, and document analysis of the national English curriculum, Grade 11 textbook, and the Teacher's Guide. The quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were examined through content, thematic, and narrative analysis. The findings indicated that communicative grammar teaching significantly improved students' grammatical knowledge and speaking performance. Students in the experimental group (n = 41) demonstrated better accuracy, fluency, and interactional competence than those in the control group (n = 41). The findings further revealed that communicative grammar teaching promoted greater learner engagement and active participation in speaking activities, which were associated with improvements in speaking performance. The approach also contributed to enhanced confidence and willingness to communicate in English. In addition, the findings suggest that classroom practices are not always a direct reflection of teachers' beliefs, but are shaped by contextual and institutional factors. The study concluded that integrating grammar instruction with communicative tasks enhances EFL students' speaking performance. The study, therefore, recommended a systematic inclusion of communicative grammar in secondary school English instruction through programs such as the Postgraduate Diploma in Teaching (PGDT) and ongoing in-service professional development. Further, the study suggested that future research may examine the long-term effects of communicative grammar teaching and explore its applicability across different grade levels, school contexts, and learner groups, as well as its impact on other language skills.

Keywords/Phrases: *Traditional Grammar Test, Communicative Grammar Test, Discourse Management, interactive communication*

Acknowledgements

I would like to begin by expressing my sincere appreciation to Mettu University for giving me the chance and institutional backing to undertake my PhD studies. The university's strong commitment to developing its academic staff and fostering professional advancement played a vital role in making this journey achievable. I am truly grateful for the confidence and support I received.

I am also deeply thankful to Addis Ababa University,where I carried out my doctoral study in English Language Teaching. I greatly value the rich academic atmosphere, the availability of scholarly materials, and the intellectual encouragement offered by both the college and the department. My appreciation also goes to all academic and administrative staff whose support, whether direct or indirect, contributed to the successful completion of this work.

My heartfelt thanks go to my advisor, Dr. Tamene Kitila, for his dedicated guidance, insightful comments, and continuous academic support throughout the research process. His expertise, thoughtful critiques, and patient supervision significantly shaped this dissertation and strengthened my scholarly growth. It has been a privilege to work under his mentorship.

Above all, I wish to extend my deepest gratitude to my wife, Leliftu Mekonin, for her constant love, patience, encouragement, and sacrifices during this demanding journey. Her emotional support and unwavering belief in me were a source of strength and inspiration. Without her, this achievement would not have been possible.

Table of Contents

Contents Page

Statement of Declaration ii

Abstract iii

Acknowledgements ..... *iv*

Table of Contents v

List of Figures ix

List of Tables x

List of Abbreviations xii

Chapter One: Introduction 1

Chapter Two: Review of Related Literature 15

2.0 Introduction 15

2.1 Understanding the Concept of Grammar 16

2.2 Second Language Acquisition Theories 17

2.2.1 Structuralist and Behaviorist Perspectives *17*

2.2.2 Input-Based Theories *17*

2.2.3 Interactionist Perspectives *18*

2.2.4 Components of SLA *18*

2.2.5 Implications for Communicative Grammar Teaching *19*

2.3 Grammar Instruction from an SLA Perspective 20

2.4 Pedagogical Approaches to Grammar Instruction 22

2.4.1 Practice *23*

2.4.2 Consciousness-Raising *23*

2.4.3 Task-Based Learning (TBL) *24*

2.4.4 Feedback and Correction *24*

2.5 Theoretical Framework *27*

2.6 Theories of Grammar Teaching *28*

2.6.2 Communicative Grammar Teaching *28*

2.9 Speaking Skills in EFL Learning 31
2.9.1 Concept of Speaking *31*
2.9.2 Components of Speaking Performance *32*
2.9.3 Speaking Difficulties in EFL Contexts *34*
2.10 Grammar Relevance in CLT 35
2.11 Benefits and Challenges of Teaching Grammar *36*
2.13 Teaching According to Learner Context *37*
2.14 Communicative Grammar Teaching *38*
2.14.1 Communicative Competence as the Foundation of Communicative Grammar Teaching *38*
2.14.2 Principles of Communicative Grammar Teaching *40*
2.14.3 The Meaning–Form–Use (MFU) Framework *41*
2.14.4 The Presentation–Practice–Production (PPP) Model *43*
2.14.5 Empirical Studies on Communicative Grammar Teaching *44*
Chapter Three: Methodology 48
3.0 Introduction 48
3.1 Research Paradigm 48
3.2 Research Design and Approach *49*
3.3 Research Site 51
3.4 Sampling Design 51
3.5 Research Methods 53
3.5.1 The Experiment 53
3.5.1.1 The Language Items and the Speaking Tasks 53
3.5.2 Data Collection Methods *56*
3.5.2.3.4 Students' Focus Group Discussions *63*
3.6 Purpose of the Test Design and Scoring Procedures 65
3.7 Threats to Internal Validity and Control Measures *66*
3.8 Criteria of Research Validation 69
3.8.1 Validity *69*
3.8.1.1.1 Written Test Validity 69
3.8.1.1.2.1 Content Validity of the Oral Test *72*

3.8.1.1.2.2 Scoring Validity and Rating Scale *72*
3.8.1.1.2.3 Raters Reliability *73*
3.8.1.1.2.4 Score Consistency and Interpretability *73*
3.8.2 Reliability *74*
3.8.2.1 Reliability of Written Tests *74*
3.8.2.2 Reliability of Oral Tests *74*
3.8.2.3 Trustworthiness of Interviews and Focus Group Discussions *75*
3.8.2.4 Reliability of Observations *75*
3.9 Procedure of Data Collection 75
3.9.1 Quantitative Data Collection Procedure *76*
3.9.2 The Qualitative Data Collection Procedure *78*
3.10 Procedure of Data Analysis *79*
3.11 Ethical Considerations *80*
Chapter Four: Results 81
4.0 Introduction 81
4.1 Demographic Profile of Participants *81*
4.2 Data Presentation and Interpretation *82*
4.3.1 Analysis of Grammatical Knowledge *83*
4.3.2 Analysis of Speaking Performance *84*
4.4.2 Inferential Analysis of Pretest Scores 86
4.5 Analysis of Posttest Results *88*
4.5.2 Inferential Analysis of Posttest Scores *89*
4.5.3 Analysis of Oral Test Inter-Rater Reliability of the Control Group (Pretest) *97*
4.5.4 Analysis of Oral Test Inter-Rater Reliability of the Experimental Group Pretest *98*
4.6 Analysis of Observation Results 99
4.7.1 Inter-Ratter Reliability of Observation Result *102*
4.7 Analysis of Students' Speaking Test 102
4.8 Analysis of Teacher Interviews and Student Focus Group Discussions 105
4.8.1 Teacher Interview 105

4.9.2 Analysis of Students' Focus Group Discussion Results *108*

4.12 Summary *111*

Chapter Five: Discussion 113

5.0 Introduction *113*

5.1 Main Findings *113*

5.2 Traditional Grammar Test Results *114*

5.3 Communicative Grammar Test Results *115*

5.4 Oral Test (Structured Speaking Performance) Results *116*

5.5 Actual Speaking Test Transcription Results 117

5.6 Classroom Observation Results *118*

5.7 Teacher Interview Results *119*

5.7.1 Beliefs–Practice Relationship in Communicative Grammar Teaching *119*

5.7.1.1 From Alignment to Mediation: The Role of Context 120

5.8 Reinterpreting Teachers' Practices 122

5.9 Students' Focus Group Discussion (FGD) Results *123*

5.10 Integrated Discussion Across Hypotheses *123*

5.11 Summary *124*

Chapter Six: Conclusions and Recommendations 127

6.0 Introduction *127*

6.1 Conclusions *127*

6.2 Recommendations *129*

References 133

List of Figures

Figure No **Title of the Figure** **Page**

Figure 1: CLT Application in Grammar Teaching 47

Figure 2: Belief –practice Mediation Model in EFL Classroom: Adapted from Teacher Cognition Theory and the Findings of the Present Study 121

List of Tables

Table 1: Alignment of Specific Objectives, Research Questions, Hypotheses, Instruments, and 11

Table 2: Grammar Instruction Approaches and Their Alignment with SLA Theories 22

Table 3: Pedagogical Approaches to Grammar Instruction and Classroom Techniques 26

Table 4: Comparison of Traditional Grammar Teaching and Communicative Grammar Teaching 54

Table 5: Summary of Assessment Instruments and Their Purposes 60

Table 6: Demographic Characteristics of Participants in the Control and Experimental Groups 82

Table 7: Descriptive Statistics for Pretest Scores by Group 86

Table 8: Independent-Samples t-Test Results for Pretest Scores Between the Control and Experimental Groups 87

Table 9: Descriptive Statistics for Posttest Scores by Group 88

Table 10: Independent-Samples t-Test Results for Posttest Scores Between the Control and Experimental Groups 89

Table 11: Paired-Samples t-Test Analysis of Pretest Scores Within the Experimental Group 90

Table 12: Paired-Samples t-Test Analysis of Posttest Scores Within the Experimental Group 92

Table 13: Paired-Samples t-Test Analysis of Pretest Scores Within the Control Group 94

Table 14: Paired-Samples t-Test Analysis of Posttest Scores Within the Control Group 96

Table 15: Inter-Rater Reliability Between Rater 1 and Rater 2 for the Control Group 98

Table 16: Inter-Rater Reliability Between Rater 1 and Rater 2 for the Experimental Group 99

Table 17: Thematic Analysis of Classroom Observation Data for the Experimental Group 100

Table 18: Inter-Observer Reliability for Classroom Observation.....102

Table 19: Sample Speaking Test Transcriptions (Excerpt from Appendix N).....103

Table 20: Thematic Analysis of Teacher Interview Data for the Experimental and Control Groups.....106

Table 21: Thematic Analysis of Student Focus Group Discussion Data for the Experimental and Control Groups 109

List of Abbreviations

CGT: Communicative Grammar Teaching

CommGrPostTestConGr: Communicative Grammar Posttest (Control Group)

CommGrPostTestExGr: Communicative Grammar Posttest (Experimental Group)

CommGrPrTestConGr: Communicative Grammar Pretest (Control Group)

CommGrPrTestExGr: Communicative Grammar Pretest (Experimental Group)

FGD: Focus Group Discussion

MFU: Meaning-Form-Use

OrPostTestConGr: Oral Posttest (Control Group)

OrPostTestExGr: Oral Posttest (Experimental Group)

OrPrTestConGr: Oral Pretest (Control Group)

OrPrTestExGr: Oral Pretest (Experimental Group)

TGT: Traditional Grammar Teaching

TradPostTestConGr: Traditional Grammar Posttest (Control Group)

TradPostTestExGr: Traditional Grammar Posttest (Experimental Group)

TradPrTestConGr: Traditional Grammar Pretest (Control Group)

TradPrTestExGr: Traditional Grammar Pretest (Experimental Group)

List of Appendices

List of Publications and Papers Presented i

Appendix A: Ethical Clearance and Consent Form ii

Appendix B: Written Test Instruments v

Appendix C: Speaking Test Tasks, Rating Rubric, and Assessment Sheet x

Appendix D: Item Analysis for Traditional Grammar Test (Items 1–30) xi

Appendix E: Item Analysis Results for the Communicative Grammar Test (Difficulty Level and Discrimination Index) xii

Appendix F: Communicative Grammar Teaching Lesson Plans (Sample) xiv

Appendix G: Intervention Lesson Plan Overview (24 Lessons, 3 Months, 2 Periods/Week) xxxii

Appendix H: Week-by-Week Intervention Schedule for the Experimental Group xxxiii

Appendix I: Classroom Observation Checklist xxxiv

Appendix J: Classroom Observation Transcription (Field Notes) xxxvi

Appendix K: Teacher Interview Guides xxxvii

Appendix L: Student Focus Group Discussion (FGD) Guides xxxix

Appendix M: Coding Framework for Teacher Interviews and Student FGDs xlii

Appendix N: Sample Speaking Test Transcriptions xliii

Appendix O: Intervention Manual lxii

Appendix P: Speaking Test Scoring Sheet for Raters lxix

Appendix Q: Rater Training Procedures (Rater Training Guidelines) lxxii

Appendix R: Test Scores lxxv

Appendix S: Teacher Interview Transcriptions lxxvi

Appendix T: Students' FGD Transcriptions lxxix

Glossary of Terms/words

Discourse Management

Discourse management refers to learners' capacity to organize and link ideas coherently in extended spoken communication. In this study, it was defined as the ability to produce speech that follows a logical sequence, maintain a consistent topic, and connect ideas using appropriate cohesive devices taught through Discover Education speaking activities. Operationally, this component was evaluated by observing learners' ability to extend responses beyond single utterances, employ connectors and reference expressions effectively, and present ideas in a structured and clear manner during communicative tasks such as discussions, role-plays, and problem-solving activities.

Pronunciation

Pronunciation refers to the extent to which learners' spoken output is intelligible to listeners, with emphasis on communicative clarity rather than native-like accuracy. In this study, pronunciation was operationalized as learners' ability to articulate sounds clearly, use appropriate stress, rhythm, and intonation, and produce comprehensible speech. Minor pronunciation errors were accepted if they did not hinder understanding, whereas persistent errors causing miscommunication indicated lower pronunciation performance.

Interactional Communication

Interactional communication refers to learners' ability to participate actively and appropriately in spoken exchanges. In Discover Education classrooms, it is developed through pair and group activities that promote negotiation of meaning and collaboration. Operationally, it was assessed by learners' ability to initiate and respond to turns, sustain interaction, use conversational strategies such as clarification requests, and repair communication breakdowns. It also included responsiveness to interlocutors and contributions to shared communicative tasks.

Chapter One: Introduction

1.0 Introduction

This chapter presents an introduction to the study examining the impact of Communicative Grammar Teaching (CGT) on the speaking performance of Grade 11 students. It begins by outlining the research problem, explaining the rationale for undertaking the study, and highlighting the importance of exploring the role of CGT within English as a Foreign Language (EFL) classrooms. The chapter further clarifies the scope and acknowledges the limitations of the study. In addition, it provides the background of the study, states the research objectives, formulates the research questions and hypotheses, and discusses the significance of the research. Together, these elements establish a clear foundation for the detailed review of related literature presented in the next chapter.

1.1 Background of the Study

With the accelerating forces of globalization, international mobility, and digital communication, the English language has consolidated its position as the dominant global lingua franca. It functions as the principal medium of communication among non-native speakers in diverse domains such as education, science, technology, business, diplomacy, and international relations. Recent studies indicate that English is no longer merely a foreign language for many countries but a key instrument for global participation and socioeconomic advancement (Crystal, 2019; Galloway & Rose, 2021). Consequently, most countries worldwide have incorporated English into their national education systems as either a second or foreign language (Nunan, 2003; British Council, 2013).

In Ethiopia, English occupies a prominent and strategic position in the education system and the national development agenda. It has long been used as a medium of instruction from secondary school onward and continues to serve this role at colleges and universities (Ministry of Education (Ethiopia), 2019). Beyond education, English is widely employed in business, tourism, diplomacy, and international trade. For example, communicative competence in English has become an essential requirement in the hospitality sector, where effective interaction with international visitors is indispensable (World Tourism Organization, 2018; British Council, 2013).

Recognizing its growing importance, the Ethiopian Ministry of Education introduced English as a subject beginning from Grade One in 2002. More recently, the Ministry of Education explicitly reaffirmed that the primary objective of English language teaching at the secondary school level is the development of learners' communicative competence through learner-centered and communicative instructional approaches rather than rule-based grammar instruction alone (MoE, 2021).

In recent years, English proficiency has increasingly been regarded as a prerequisite for employment and career advancement in Ethiopia. Job advertisements frequently demand high levels of spoken and written English competence, regardless of the specific profession. This reality has led scholars to argue that English in Ethiopia functions more as a second language than a foreign language due to its widespread use in education, administration, and economic sectors (Eshetie, 2013; Seid & Hailu, 2022). Consequently, it has become imperative for Ethiopian students to develop adequate proficiency in English, particularly in speaking, which is essential for academic success and future professional engagement. Therefore, schools remain the primary context in which learners can acquire this competence.

Within the various dimensions of language proficiency, grammar occupies a central place in helping learners communicate both effectively and accurately. It enables them to convey meaning with precision and appropriateness, particularly in spoken interaction. Ellis (2006) maintains that grammar instruction is essential for developing higher levels of communicative competence, especially in settings where learners have little exposure to the target language beyond the classroom. Supporting this view, more recent empirical studies show that learners who engage in form-focused instruction integrated with communicative activities tend to perform better than those exposed only to meaning-focused approaches, particularly in terms of spoken accuracy and complexity (Spada & Tomita, 2010; Nassaji, 2017).

The relationship between grammar and speaking has received considerable attention in second and foreign language research. Although speaking is often associated with fluency and spontaneous communication, successful oral communication also requires the accurate and appropriate use of grammatical structures. Grammar provides speakers with the linguistic resources needed to organize ideas, express meanings, and

maintain coherent interaction (Canale & Swain, 1980; Larsen-Freeman, 2003). Learners with stronger grammatical competence are generally better able to communicate their intended meanings accurately and effectively, whereas grammatical limitations often hinder oral expression and communicative success (Celce-Murcia, 2007; Ellis, 2006). Consequently, grammar and speaking are not separate dimensions of language proficiency but closely interconnected aspects of communicative competence (Canale, 1983; Hinkel, 2006).

The emergence of communicative grammar teaching can be traced to the broader development of Communicative Language Teaching (CLT) and to growing dissatisfaction with traditional grammar instruction that emphasized memorization of rules and completion of decontextualized exercises (Richards & Rodgers, 2014). Researchers increasingly observed that many learners who performed well on grammar exercises experienced difficulties using English effectively in real-life communication (Widdowson, 1978; Larsen-Freeman, 2003). This concern was particularly evident in EFL contexts, where classroom instruction often represents learners' primary opportunity to use English (Ellis, 2006; Nassaji & Fotos, 2011). As a result, language educators began advocating approaches that integrate grammatical knowledge with meaningful communication, leading to the development of communicative grammar teaching as a pedagogical approach that combines attention to form with authentic language use (Larsen-Freeman, 2015; Nassaji & Fotos, 2011).

In response to these findings, contemporary language pedagogy emphasizes the integration of grammar within communicative language teaching. Communicative grammar teaching aims to link grammatical form, meaning, and use by engaging learners in authentic tasks that reflect real-life communication (Larsen-Freeman, 2015). Studies indicate that teaching grammar through communicative tasks enhances learners’ speaking fluency, accuracy, and confidence (Fotos & Nassaji, 2011; Pawlak, 2021). Rather than treating grammar as an isolated body of rules, communicative grammar instruction situates grammatical structures within meaningful interaction, thereby promoting both linguistic and communicative competence.

Despite these advances in pedagogy, studies indicate that the successful application of communicative grammar teaching is largely shaped by teachers' beliefs, their instructional competence, and the constraints of the teaching context. Borg (2015) emphasizes that what teachers do in the classroom is closely linked to their cognition, including their views on grammar, language learning, and assessment. Furthermore, the design of instructional materials and the expectations held by learners play a significant role in shaping classroom practices. Many learners expect English instruction to help them communicate effectively, gain employment opportunities, and achieve academic success, and these expectations, in turn, influence their motivation and level of engagement.

In the Ethiopian context, learners' exposure to English outside the classroom remains limited. For most students, the classroom is the primary environment in which they can meaningfully use English (Haregewain, 2008). Although communicative language teaching was officially introduced into the Ethiopian education system more than three decades ago, several studies report that students' grammatical accuracy and oral performance have not shown substantial improvement (Seid, 2017; Teshome & Kebede, 2021). Classroom practices often remain teacher-centered and form-focused, providing limited opportunities for communicative use of grammar, particularly in speaking activities.

The Ethiopian Ministry of Education has undertaken several curriculum reforms, including revising English textbooks and expanding English instruction to earlier grade levels. However, the increasing role of English in national development education, politics, business, and international relations demands more effective classroom-level pedagogical implementation. As emphasized by the Ministry of Education (2021), English serves as a crucial medium for Ethiopia's participation in global academic, political, and economic affairs, and students are expected to complete secondary education with functional communicative proficiency.

At the secondary school level, including Grade 11, English serves a dual purpose: it functions both as a subject to be studied and as the medium of instruction for other academic disciplines. At this stage, students are also preparing for the Grade 12 National Examination, in which their proficiency in English plays a critical role in

determining overall academic performance. Additionally, students' competence in English at this level is a strong predictor of their future success in higher education, where English is the primary language of instruction. Empirical studies conducted in Ethiopia and other multilingual contexts indicate that students with stronger English proficiency generally demonstrate better academic performance in tertiary education because they are better able to comprehend lectures, engage with academic texts, participate in classroom discussions, and complete written assignments effectively (Heugh et al., 2007; Hamid et al., 2013; Seid & Hailu, 2022). Therefore, competence in English during upper secondary education contributes not only to success in national examinations but also to students' readiness for higher education and future professional engagement.

Empirical evidence further suggests that proficiency in English significantly influences students' academic achievement in higher education. Studies conducted in Ethiopia and other multilingual educational contexts indicate that students with stronger English language skills tend to achieve better academic outcomes because they are more capable of understanding lectures, reading academic materials, participating in classroom discussions, and completing written assignments effectively (Heugh et al., 2007; Hamid et al., 2013; Seid & Hailu, 2022). Given that English serves as the medium of instruction in Ethiopian higher education institutions, competence in English developed during secondary education plays a crucial role in facilitating students' academic transition and subsequent success at the tertiary level.

Several empirical studies conducted in the Ethiopian secondary school context indicate that students at upper secondary levels, including Grade 11, experience persistent difficulties in speaking English with acceptable levels of fluency, accuracy, and confidence. Research findings reveal that students' limited speaking performance is often associated with inadequate opportunities for meaningful oral interaction, excessive focus on written grammar exercises, and teacher-dominated classroom practices (Seid, 2017; Teshome & Kebede, 2021). Similarly, Alemu and Tekleselassie (2020) report that grammar instruction in many Ethiopian secondary schools is predominantly form-focused and examination-oriented, which restricts students' ability to apply grammatical knowledge in real communicative situations. These challenges are particularly critical at Grade 11, where English functions both as a

subject and as the medium of instruction for other academic subjects, and where students are expected to demonstrate functional communicative competence in preparation for national examinations and higher education. In addition to these documented challenges, the researcher's professional experience and classroom observations at Hachalu Hundessa Secondary School suggest that many Grade 11 students struggle to express their ideas orally in English, possibly due to limited implementation of communicative grammar teaching strategies in classroom instruction.

Therefore, given the ongoing significance of English in Ethiopia and the Ministry of Education's (2021) clear focus on developing communicative competence, this study aims to examine the impact of communicative grammar teaching on the speaking performance of Grade 11 students at Hachalu Hundessa Secondary School. By exploring both teaching practices and students' oral performance, the research seeks to provide empirical insights that can guide improvements in English language pedagogy at the secondary school level.

1.2 Statement of the Problem

English has emerged as an important language in Ethiopia, serving not only as a subject in schools but also as the medium of instruction from secondary to higher education and as a key tool for professional and cross-cultural communication. Beyond the educational sphere, English proficiency has become a decisive factor for employability. Many governmental institutions, NGOs, and private sector organizations explicitly require high-level English proficiency, often equivalent to Level IV or above, particularly in speaking skills. This requirement indicates that regardless of graduates' fields of study, strong oral competence, especially grammatical accuracy and meaningful use of language structures, is essential for career advancement and effective workplace communication (MoE, 2021). Inline with this, the Ethiopian Ministry of Education (MoE, 2009, p. 15) asserts: "If Ethiopia is to develop an industry based on modern technology and to keep abreast of the advances made in science and technology, English must be taught in the Ethiopian educational system."

Despite the recognized importance of English, students' proficiency, particularly in speaking, frequently falls below expected levels. Studies conducted in Ethiopian secondary schools indicate that many learners experience difficulties communicating effectively in English, demonstrating limitations in fluency, grammatical accuracy, pronunciation, and interactive communication (Seid, 2017; Teshome & Kebede, 2021). Similarly, Alemu and Tekleselassie (2020) found that although students receive grammar instruction throughout their schooling, many struggle to apply their grammatical knowledge in authentic communicative situations. As a result, learners often encounter challenges in expressing ideas clearly and confidently in spoken English, suggesting a gap between grammatical knowledge and communicative language use. Likewise, studies conducted in Ethiopian secondary schools indicate that learners at the upper secondary level continue to face difficulties in speaking English with acceptable levels of fluency, accuracy, and confidence (Seid, 2017; Teshome & Kebede, 2021). These studies consistently report that many students experience challenges in expressing ideas orally, participating in classroom interactions, and using English accurately and appropriately in communicative situations.. These challenges are often associated with limited opportunities for meaningful oral interaction, an overemphasis on written grammar exercises, and teacher-dominated classroom practices (Seid, 2017; Teshome & Kebede, 2021). Similarly, Alemu and Tekleselassie (2020) observe that grammar instruction in many secondary schools continues to be predominantly form-focused and geared toward examinations, which limits students' opportunities to use their grammatical knowledge effectively in authentic communicative contexts.

According to Harmer (2015), although grammatical rules can be learned through memorization, their effective application in real communication depends on contextualized practice. This underscores the importance of instruction that integrates form, meaning, and use. Within this theoretical perspective, communicative grammar teaching is seen as a means to improve learners' oral proficiency by bridging the gap between linguistic knowledge and practical communication skills.

Although communicative grammar instruction is widely acknowledged as effective for enhancing learners' communicative competence, particularly in speaking, research at the secondary school level remains limited, especially within the Ethiopian context. For instance, Gari and Abebe (2023) observed that while EFL teachers often possess strong theoretical knowledge of communicative teaching, their classroom practices frequently do not provide adequate opportunities for students to engage in grammar tasks that promote meaningful spoken communication. Consequently, students' ability to use grammatical structures effectively in real-life contexts is constrained. Similarly, studies in other settings indicate that integrating communicative grammar into task-based and form-focused activities can significantly improve learners' oral communication skills. For example, Tsulaia (2023) found that employing a communicative approach to grammar teaching led to notable gains in both grammatical knowledge and oral proficiency among university EFL learners, highlighting the potential of such methods to enhance speaking performance.

Furthermore, form-focused communicative grammar instruction has been shown to improve students' speaking fluency and attitudes toward speaking tasks in secondary settings, with learners demonstrating better integration of grammatical forms into spontaneous speech when such instruction is provided (Woymo, Bachore, & Jobo, 2024). Despite these positive findings, many secondary school teachers continue to rely on traditional, form-focused methods that emphasize isolated rules and memorization rather than meaningful use, limiting students' communicative opportunities (Dore & Borano, 2025; Kasahun, 2014).

Despite the growing body of research on English language teaching in Ethiopia, several gaps remain that justify the present study.

A geographical gap exists because most studies on communicative language teaching, grammar instruction, and speaking skills have been conducted in selected schools and regions of the country. Limited empirical evidence is available from Hachalu Hundessa Secondary School and similar contexts in the Oromia Region. Therefore, further investigation is needed to determine the effectiveness of communicative grammar teaching in this specific setting.

A conceptual gap is also evident in the literature. Previous studies have largely focused on communicative language teaching, grammar instruction, or speaking skills as separate areas of inquiry. Relatively few studies have specifically examined the effect of communicative grammar teaching on students' speaking performance by integrating grammatical form, meaning, and use within communicative activities. This study addresses that gap by focusing on the effect of communicative grammar teaching on students' grammatical knowledge and speaking performance.

A methodological gap is apparent in that many previous studies employed descriptive surveys, case studies, or qualitative approaches that explored classroom practices and challenges. Experimental studies investigating the impact of communicative grammar teaching on speaking performance remain limited. To address this limitation, the present study employed a quasi-experimental mixed-methods design involving experimental and control groups.

A theoretical gap also exists because previous studies have given limited attention to examining grammar instruction through frameworks that integrate grammatical competence with communicative competence. In particular, the integrated application of the Meaning–Form–Use (MFU) framework and the Presentation–Practice–Production (PPP) model has received limited empirical testing in EFL classroom contexts. Consequently, insufficient evidence is available regarding the contribution of such an integrated approach to the development of students' speaking skills. The present study addresses this gap by examining communicative grammar teaching within the framework of communicative competence through an integrated MFU–PPP approach.

The foregoing review indicates that important geographical, conceptual, methodological, and theoretical gaps remain in the literature concerning communicative grammar teaching and students' speaking performance in Ethiopian secondary schools. In particular, limited empirical evidence exists regarding the effectiveness of an integrated MFU–PPP communicative grammar approach in improving the speaking performance of Grade 11 EFL learners within the local context. Therefore, the present study was undertaken to examine the effect of communicative grammar teaching on the speaking performance of Grade 11 students

at Hachalu Hundessa Secondary School and to generate evidence that may contribute to improving English language instruction in Ethiopian secondary schools.

1.3 Research Objectives

This study has both general and specific objectives. They are presented as follows.

1.3.1 **The General Objective**

The general objective of this study is to see the effect of communicative grammar teaching on students' English language speaking performance.

1.3.2 **Specific Objectives**

The specific objectives of the study are:

1.3.2.1 To determine the effect of communicative grammar teaching on students' grammatical knowledge compared to traditional grammar teaching.

1.3.2.2 To examine the effect of communicative grammar teaching on students' speaking performance compared to traditional grammar teaching.

1.3.2.3 To explore students' experiences of communicative grammar teaching in relation to their grammatical knowledge and speaking performance.

1.3.2.4 To explore the challenges affecting the implementation of communicative grammar teaching

1.4.2 Basic Research Questions

The current study attempts to answer some questions. These are presented below.

1.4.2.1 What is the effect of communicative grammar teaching on students' grammatical knowledge compared to traditional grammar teaching?

1.4.2.2 What is the effect of communicative grammar teaching on students' speaking performance compared to traditional grammar teaching?

1.4.2.3 How do students experience communicative grammar teaching in relation to their grammatical knowledge and speaking performance?

1.4.2.4 What challenges affect the implementation of communicative grammar teaching in the classroom?

1.5 Hypotheses

The study has some hypotheses. These are presented below.

H_{01}: There is no statistically significant difference between students taught through communicative grammar teaching and those taught through traditional grammar teaching in their grammatical knowledge.

H_{11}: There is a statistically significant difference between students taught through communicative grammar teaching and those taught through traditional grammar teaching in their grammatical knowledge.

H_{02}: There is no statistically significant difference between students taught through communicative grammar teaching and those taught through traditional grammar teaching in their speaking performance.

H_{12}: There is a statistically significant difference between students taught through communicative grammar teaching and those taught through traditional grammar teaching in their speaking performance.

Table 1: Alignment of Specific Objectives, Research Questions, Hypotheses, Instruments, and Data Analysis

Specific Objective	Research Question	Hypothesis (H_0 / H_1)	Instrument	Data Analysis

Specific Objective	Research Question	Hypothesis (H_0 / H_1)	Instrument	Data Analysis
To determine the effect of communicative grammar teaching on the experimental students' grammatical knowledge	What is the effect of communicative grammar teaching on students' grammatical knowledge compared to traditional grammar teaching?	**H_{01}:** There is no significant difference in grammatical knowledge between the experimental group, which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction. **H_{11}:** There is a significant difference in grammatical knowledge between the experimental group, which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction.	Grammar test & Speaking test	Independent-samples t-test / Paired-samples t-test
To examine the difference between the experimental and control group students' speaking performance	What is the difference between students' speaking performance after the communicative grammar teaching intervention?	**H_{02}:** There is no significant difference in speaking performance between the experimental group, which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction. **H_{12}:** There is a significant difference in speaking performance between the experimental group, which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction.	Grammar test & Speaking test	Pearson correlation coefficient
To explore students' experiences of communicative grammar teaching in relation to their grammatical knowledge and speaking performance	How do the experimental students experience communicative grammar teaching in relation to their grammatical knowledge and speaking performance?	Qualitative (No hypothesis)	Interview & Focus Group Discussion	Thematic analysis
To explore the challenges affecting the implementation of communicative grammar teaching in the classroom	What challenges affect the implementation of communicative grammar teaching in the classroom?	Qualitative (No hypothesis)	Interview & Classroom Observation	Thematic analysis

Note: *RQs 3 &4 are qualitative in nature; therefore, no hypothesis is formulated. Instead, the challenges and alignment were explored descriptively through interviews and observation.*

1.6 Significance of the Study

The outcomes of this study are anticipated to benefit students by improving their speaking abilities, enabling them to convey ideas more clearly in both academic and real-world contexts. Additionally, the research highlights the potential of communicative grammar teaching to foster more positive attitudes toward learning grammar and speaking English, which can, in turn, enhance motivation and participation in the classroom. It also encourages learners to take a more active role in their own learning process.

For teachers, the study offers practical insights into how grammar can be delivered through communicative, learner-centered methods. It may motivate teachers to move beyond traditional, form-focused approaches and adopt strategies that promote interaction and meaningful use of language. In the process, teachers may be encouraged to adapt instructional materials to better address the needs and interests of their students. Moreover, the study emphasizes the value of promoting learner autonomy as part of effective grammar instruction and classroom management. This is particularly relevant as the experimental teacher is expected to refine his grammar teaching practices based on the experience gained from the study and share these insights with colleagues.

The research also holds implications for curriculum designers and material developers. It underscores the need for better alignment between curriculum frameworks, textbooks, and teacher guides to effectively support communicative grammar teaching. This may require revising existing materials to incorporate more contextualized and meaningful grammar activities. Furthermore, the findings suggest strengthening structures such as the Postgraduate Diploma in Teaching (PGDT) program, alongside in-service and continuous professional development (CPD) opportunities, to enable teachers to implement communicative approaches successfully, especially when new materials or curriculum changes are introduced.

Additionally, the study contributes to the existing knowledge base by demonstrating that, in the Ethiopian EFL context, teachers' classroom practices do not always reflect their pedagogical beliefs directly but are often influenced by contextual and institutional constraints. This finding challenges simplified perspectives on teacher cognition and highlights the need for context-sensitive pedagogical support. The

research instruments developed, including interview and focus group discussion guides and components of the questionnaire, may serve as useful references for future researchers in related areas. Overall, the study provides empirical evidence that communicative grammar teaching can enhance students' speaking performance and their engagement with grammar learning.

1.7 Delimitation of the Study

This study is limited in terms of concept, geography, and methodology. Conceptually, it concentrates on examining the effect of communicative grammar teaching on students' English speaking performance, although other English language skills could also be investigated. Geographically, the study is confined to Grade 11 students at Hachalu Secondary School in Mattu town, Ilu Aba Bor Zone. Methodologically, the findings could have been more comprehensive and generalizable if data had been collected from all Grade 11 schools in the zone. However, due to the nature of quasi-experimental research, which requires relatively homogenous groups, the researcher selected a single school as the study site.

Within this framework, the independent variable is the instructional intervention, specifically the communicative grammar teaching approach. The dependent variables are students' grammatical mastery and communicative competence. Quantitative measures, such as the traditional grammar test and the communicative grammar test, are used to assess grammatical mastery numerically. Similarly, oral performance tests provide numerical scores reflecting learners' ability to use grammar in communication. Complementing these, qualitative instruments, including transcribed speaking tasks, classroom observations, teacher interviews, student focus group discussions (FGDs), and document analysis, offer detailed insights into learners' engagement, instructional practices, and contextual factors that may affect learning outcomes.

1.8 Organization of the Study

This dissertation begins with the table of contents. Then it is structured into six chapters. Chapter one introduces the study, providing the background of grammar

teaching in English as a foreign language, outlining the research problem, objectives, and research questions, and discussing the study's significance, scope, and delimitations. Chapter Two presents a review of relevant literature, examining theoretical perspectives on grammar teaching, including Traditional Grammar Teaching, Communicative Grammar Teaching based on Communicative Language Teaching, and post-communicative approaches, alongside pertinent empirical studies. Chapter Three details the research methodology, covering the research design, study context, participants, data collection instruments, procedures, and methods of data analysis. Chapter Four presents and analyzes the collected data in relation to the research questions, emphasizing classroom grammar teaching practices and the extent to which communicative principles are applied. Chapter Five interprets the findings in light of the theoretical framework and previous research, while Chapter Six concludes the dissertation by summarizing key findings, drawing conclusions, outlining pedagogical implications, and providing recommendations for future research. Following this, Chapter Two provides the comprehensive review of related literature.

Chapter Two: Review of Related Literature

2.0 Introduction

This chapter provides a comprehensive review of literature related to grammar instruction, communicative language teaching, and speaking performance in EFL

contexts. It integrates theoretical frameworks, empirical research, and pedagogical discussions that underpin the current study. The chapter begins with an examination of theoretical perspectives on grammar teaching and the development of communicative competence, followed by a review of empirical evidence regarding the effects of communicative approaches on learners' speaking skills. The chapter concludes by highlighting research gaps that justify the present study and inform the development of its conceptual framework.

2.1 Understanding the Concept of Grammar

Grammar refers to the system of rules and conventions that govern how language is structured and used. It includes the organization of words into phrases, clauses, and sentences, as well as the proper application of tense, aspect, agreement, and word order to convey meaning effectively. In the context of second language acquisition, grammar is not simply a set of prescriptive rules; rather, it serves as a tool that enables learners to communicate accurately and clearly in both spoken and written forms (Celce-Murcia, 1997; Ellis, 2002).

Historically, grammar has been understood primarily in terms of form, focusing on correctness, sentence structure, and rule memorization. Structuralist and prescriptive approaches emphasize isolated forms and aim for learners to produce grammatically correct sentences within controlled contexts. While this method fosters explicit knowledge of language rules, it often restricts learners' ability to apply grammar flexibly in real communicative situations.

More recent perspectives, however, treat grammar as an integral part of meaning-making. Communicative grammar highlights the connection between form and function, stressing that accurate use of structures is necessary not only for correctness but also for effectively expressing ideas in social and discourse contexts (Richards & Renandya, 2020). This approach aligns grammar instruction with communicative objectives, ensuring that learners can convey intended meanings in authentic interactions.

For EFL learners, such as Grade 11 students at Hachalu Hundessa Secondary School, understanding grammar in this communicative sense is particularly important. These

students often have limited exposure to English outside the classroom, making it essential to teach grammar in ways that directly support oral communication. Treating grammar as a communicative tool rather than an abstract set of rules allows learners to internalize forms while applying them meaningfully in speaking tasks.

Grammar instruction can therefore be approached from multiple perspectives: focusing on form, emphasizing meaning, or integrating both within a communicative framework. These conceptualizations provide a foundation for exploring how different teaching approaches, particularly communicative grammar teaching, affect students' speaking performance. Grasping these core concepts ensures that subsequent discussions of second language acquisition theories, input and output processes, and pedagogical strategies are anchored in a clear conceptual framework.

2.2 Second Language Acquisition Theories

Theories of Second Language Acquisition (SLA) offer a foundational framework for understanding how learners acquire grammatical knowledge and develop oral proficiency. Such theories inform the design of grammar instruction and guide pedagogical decisions aimed at improving students' speaking performance.

2.2.1 Structuralist and Behaviorist Perspectives

Early structuralist and behaviorist approaches conceptualized language learning as the accumulation of discrete grammatical habits through repetition and reinforcement. Grammar instruction under these models emphasized explicit rule explanation and sentence-level practice, often implemented through drills, translation exercises, and memorization of forms. While such approaches are effective in promoting accurate knowledge of rules and controlled writing, they are limited in developing communicative competence and spontaneous oral production (Ur, 1991). For Grade 11 students, reliance solely on these methods may lead to high grammatical accuracy in controlled exercises but weak oral fluency in authentic interactions.

2.2.2 Input-Based Theories

Krashen's Input Hypothesis (1982) shifted the focus from habit formation to language acquisition through exposure to comprehensible input. According to this view,

learners acquire language naturally when they understand messages, suggesting that explicit grammar instruction is less critical for implicit knowledge development. However, certain structures that are cognitively complex or low in salience may remain unacquired without focused attention. Krashen (1985) emphasized the importance of meaningful, context-rich input, advocating for a syllabus that prioritizes communication over form. In classroom practice, this implies that providing students with rich, comprehensible input through storytelling, reading, and guided discussions facilitates incidental grammar acquisition while supporting oral fluency.

2.2.3 Interactionist Perspectives

Interactionist theories, such as Long's Interaction Hypothesis (1996) and Swain's Output Hypothesis (1985), emphasize the crucial role of meaningful communication in language development. Through interaction, learners become aware of gaps in their interlanguage and adjust their output accordingly, while actively producing language allows them to test hypotheses and reorganize their linguistic knowledge. Schmidt's Noticing Hypothesis (1990) complements this view by asserting that conscious attention to linguistic forms is essential for effective acquisition. In terms of speaking performance, these theories support instructional approaches that engage learners in communicative tasks, provide both input and opportunities for output, and incorporate targeted teacher feedback to highlight key grammatical forms.

2.2.4 Components of SLA

2.1.4.1 Input and Intake

Input refers to the language learners encounter through textbooks, teacher explanations, and authentic materials (Richards & Renandya, 2020). Intake occurs when learners attend to and internalize portions of this input, influenced by complexity, frequency, salience, and communicative need (VanPatten, 2022). Input can be manipulated through simplification, repetition, explicit instruction, implicit discovery, or consciousness-raising activities, creating opportunities for learners to notice and process grammatical structures. Embedding input within meaningful speaking tasks ensures that students not only encounter grammatical forms but also use them actively, facilitating internalization and oral production.

2.2.4.2 Acquisition

Acquisition involves integrating new language items into learners' interlanguage systems, enabling them to use forms spontaneously (Richards & Renandya, 2020). Learners experiment with new structures through practice and feedback, gradually refining accuracy and fluency. For Grade 11 EFL learners, acquisition is facilitated when grammar is embedded within communicative activities that mirror real-life language use, allowing students to internalize forms while producing language naturally (Tarone & Liu, 2021).

2.2.4.3 Access and Output

Access refers to the retrieval of grammatical knowledge from a learner's interlanguage, whereas output involves the actual production of language. According to Krashen (1985), comprehensible input alone is sufficient for language acquisition. In contrast, Swain (1985, 2021) argued that output is essential for testing hypotheses and refining linguistic forms when input alone does not lead to full acquisition. Accordingly, effective communicative grammar instruction strikes a balance between input and output: learners are exposed to target forms while being encouraged to produce language, negotiate meaning, and engage in self-correction. This equilibrium is critical for enhancing speaking performance, as students must draw on their grammatical knowledge under communicative demands to develop both accuracy and fluency.

2.2.5 Implications for Communicative Grammar Teaching

Taken together, SLA theories provide a strong rationale for integrating grammar instruction with meaningful communication. Structuralist perspectives emphasize accuracy, input-based theories highlight exposure to comprehensible language, and interactionist perspectives underscore negotiation of meaning and output. For Grade 11 learners, communicative grammar teaching operationalizes these principles by embedding grammar instruction within speaking-focused tasks, allowing learners to notice forms, practice output, and internalize grammatical structures while engaging in authentic communication. Grammar thus becomes a tool for effective oral

communication, directly aligning with the aim of this study: enhancing students' speaking performance.

2.3 Grammar Instruction from an SLA Perspective

Grammar instruction is conceptualized differently depending on the SLA framework. Traditional grammar teaching emphasizes explicit rules and sentence-level accuracy, reflecting behaviorist and structuralist assumptions. While effective for developing explicit knowledge, this approach often fails to promote communicative competence, especially in oral contexts. In contrast, communicative grammar teaching integrates grammatical instruction within meaningful interaction, aligning with interactionist theory and the Noticing Hypothesis. This approach encourages learners to attend to grammatical forms while using language to convey meaning, facilitating both accuracy and fluency.

Focus on Form (FoF), as proposed by Long (1991), functions as a bridge between traditional and communicative methods of grammar instruction. In FoF, short, targeted attention is given to specific grammatical structures within communicative activities, enabling learners to notice and process difficult forms without interrupting the natural flow of communication. Similarly, Task-Based Language Teaching (TBLT) incorporates grammar into goal-oriented tasks, providing authentic contexts in which learners can produce language and receive corrective feedback. Swain's (1985) Output Hypothesis and Long's (1996) Interaction Hypothesis indicate that these interactive, task-driven approaches support the simultaneous development of linguistic form and communicative meaning, which is essential for enhancing oral proficiency.

For Grade 11 students at Hachalu Hundessa Secondary School, who have limited exposure to English outside the classroom, communicative grammar teaching represents an effective approach to improving speaking performance. Incorporating grammar instruction into activities such as role-plays, interviews, and group discussions allows students to practice grammatical structures in meaningful contexts, negotiate meaning, and benefit from corrective feedback. This integration of theory

and classroom practice aligns with SLA principles and provides a solid rationale for the current study. Drawing on major SLA frameworks, scholars have proposed various approaches to grammar teaching that differ in how they balance attention to form, meaning, and interaction. Table 2 presents a summary of the main grammar instruction approaches and their corresponding SLA theoretical underpinnings.

Table 2: Grammar Instruction Approaches and Their Alignment with SLA Theories

Approach / Method	Primary Focus	SLA Theoretical Alignment	Strengths	Limitations / Challenges
Traditional Grammar Instruction	Grammatical form, rules, sentence-level accuracy	Structuralist and behaviorist theories; explicit knowledge	Clear structure; facilitates assessment; effective for explicit grammar	May neglect communicative competence; weak connection to implicit acquisition; limited contextual relevance
Communicative Grammar Instruction	Form, meaning, context, discourse	Communicative competence; interactionist perspectives	Promotes authentic communication; integrates skills; emphasizes contextualized input	Implementation complexity; requires skilled instruction; accuracy development may be uneven
Focused / Form-Focused Instruction (FFI)	Explicit attention to specific grammatical forms within meaning-based contexts	Focus on Form; noticing hypothesis	Draws learner attention to low-salience forms; supports acquisition of difficult structures	May interrupt communicative flow; effectiveness depends on timing and learner readiness
Task-Based Grammar Instruction	Grammar embedded within communicative tasks	Task-Based Language Teaching; interaction hypothesis	Encourages meaningful use of language; promotes fluency and negotiation of meaning; enhances motivation	Task design is demanding; grammatical accuracy and rare forms may be underdeveloped
Feedback and Corrective Instruction	Form-focused feedback (e.g., reformulation, elicitation)	Interaction hypothesis; output hypothesis	Facilitates noticing of gaps; promotes self-repair and modified output	Requires pedagogical expertise; learner uptake varies

Table 2 demonstThe table above concentrates that communicative and task-based approaches are closely aligned with SLA theory, highlighting their potential to enhance speaking performance while maintaining attention to grammatical accuracy.

2.4 Pedagogical Approaches to Grammar Instruction

Grammar teaching requires flexibility because no single method is universally effective. The selection of a particular grammar teaching approach depends on

contextual factors, learners' needs, instructional goals, and the resources available (Nassaji & Fotos, 2020; Ur, 2021). Among the most widely applied strategies are practice, consciousness-raising, and task-based learning (TBL), each serving distinct but complementary purposes in supporting learners' grammatical development.

2.4.1 Practice

Practice provides learners with repeated exposure and opportunities to internalize grammatical structures, thereby facilitating the transfer of knowledge from short-term to long-term memory (Ur, 1988). Mechanical practice involves controlled exercises, such as substitution drills, aimed at automating accuracy in using specific forms. Contextualized practice links grammatical forms to real-life meaning, helping learners understand how rules operate within meaningful language use. Communicative practice encourages authentic interaction through activities such as information-gap tasks, role-plays, or problem-solving exercises, allowing learners to focus on target structures while engaging in real communication (Ellis, 2020; Littlewood, 2020). This multifaceted practice approach aligns with the findings in Chapter 4, where students exposed to contextualized and communicative exercises demonstrated improved fluency and more coherent discourse management.

2.4.2 Consciousness-Raising

Consciousness-raising (CR) represents another essential strategy, emphasizing learners' understanding of grammatical features rather than the mechanical repetition of forms. CR requires isolating a linguistic feature for focused attention, providing input that illustrates the feature, sometimes accompanied by explicit rules, and engaging learners in intellectual effort to discern patterns and correct misunderstandings (Ellis, 2020). Tasks in CR can be inductive, where learners infer rules from provided examples, or deductive, where rules are explained and then applied (Nitta & Gardner, 2021). Consciousness-raising thus complements practice, helping learners develop both cognitive awareness and communicative competence simultaneously.

2.4.3 Task-Based Learning (TBL)

Task-based learning emphasizes learning grammar through the completion of meaningful tasks, in which grammatical forms are addressed according to learner needs rather than a predetermined syllabus (Richards, 2020). In its strong form, TBL positions tasks as the primary driver of acquisition, with grammar emerging naturally through interaction, while in its weak form, tasks support broader, pre-planned instruction (Foster, 2020). Despite its effectiveness, TBL can present challenges, such as limited negotiation of meaning or insufficient modified output in some classrooms, which may reduce acquisition opportunities (Li & Li, 2022). Chapter 4 findings indicate that tasks integrated with communicative grammar activities enhance both fluency and accuracy, supporting learners' ability to produce grammatically correct language in authentic contexts.

2.4.4 Feedback and Correction

Feedback and correction are essential for guiding learners toward mastery, while recognizing that errors systematic mislearned patterns and mistakes, occasional lapses are natural parts of language learning (Ur, 1991). Effective feedback prioritizes errors that most significantly affect meaning and delivers guidance in a constructive, clear manner to facilitate learning rather than penalize learners. Interactional feedback, including reformulations, elicitations, clarification requests, repetitions, and confirmation checks, helps learners attend to form while negotiating meaning, thereby supporting both accuracy and fluency (Lyster & Saito, 2020; Nassaji & Fotos, 2011). Feedback also informs teachers about recurring learner difficulties, guiding the adaptation of subsequent instruction, as demonstrated in Chapter 4, where scaffolded feedback contributed to improved speaking performance.

In summary, based on the theoretical foundation, grammar instruction in classrooms can be implemented using a range of pedagogical strategies. Explicit grammar teaching entails the direct explanation of rules combined with structured practice, often through drills, with a strong focus on sentence-level accuracy. Implicit instruction, on the other hand, relies on exposure to language through reading, listening, and natural conversation, encouraging learners to acquire forms without

direct instruction. Communicative grammar teaching integrates grammar into meaningful activities such as role-plays, simulations, and discourse-based exercises, allowing learners to focus simultaneously on form, meaning, and context. Task-based language teaching situates grammar within goal-oriented tasks, such as project work or problem-solving activities, where learners negotiate meaning while attending to linguistic accuracy. Interactional feedback provides learners with reformulations, recasts, and clarification requests that support self-correction during communication, while focus-on-form interventions draw brief attention to specific grammatical structures without interrupting fluency.

Building on the theoretical perspectives discussed in the previous section, this subsection reviews major pedagogical approaches to grammar instruction and illustrates how they are implemented in classroom practice. Table 3 summarizes these approaches, their instructional focus, advantages, challenges, and representative techniques.

Table 3: Pedagogical Approaches to Grammar Instruction and Classroom Techniques

Approach / Component	Description	Examples / Techniques	Focus	Advantages	Challenges	Source
Explicit Grammar Teaching	Direct explanation of rules and structures	Rule explanation, drills, and grammar translation exercises	Form and accuracy	Clear understanding of rules, supports writing and formal language	May reduce fluency, can be monotonous, limited real-life communication	Ur (1991); Richards & Renandya (2002)
Implicit Grammar Teaching	Learners acquire grammar through exposure rather than instruction	Reading, listening, natural conversation	Meaning and usage	Promotes natural acquisition, supports communicative competence	Progress is slower, may miss low-frequency structures	Ur (1991); Nassaji & Fotos (2011)
Communicative Grammar Teaching	Integrates grammar with communicative practice and meaningful context	Role-plays, simulations, discourse-based activities	Form, meaning, context	Encourages real-life language use, builds communicative competence	Requires careful task design, teacher expertise	Ellis (2002); Celce-Murcia (1997)
Task-Based Language Teaching (TBLT)	Language learned through goal-oriented tasks	Project work, problem-solving, interviews, role-plays	Meaning first, form integrated	Promotes fluency, autonomy, collaboration, authentic communication	Balancing focus on form vs. meaning requires skill; learner readiness varies	Ellis (2003); Nunan (2004)
Interactional Feedback	Feedback integrated during communicative activities	Clarification requests, confirmation checks, recasts	Correct errors while maintaining communication	Supports acquisition of accurate forms, improves awareness	Teachers must judge intervention timing; risk of overcorrection	Nassaji & Fotos (2011); Long (1996)
Focus-on-Form	Explicit attention to grammar within communicative tasks	Highlighting tense/aspect during conversation or task	Form within meaningful context	Balances fluency and accuracy, highlights target structures	May disrupt communication if overemphasized	Long (1996); Ellis (2002)

Table 3 operationalizes the theoretical principles discussed in Section 2.2, illustrating how grammar instruction can be implemented in classroom practice to enhance students' speaking performance.

2.5 Theoretical Framework

2.5.1 The Role of Grammar in Language Teaching

The function of grammar in foreign language instruction has been a topic of ongoing debate within applied linguistics and language teaching. Historically, grammar instruction was prescriptive**,** emphasizing explicit rules that learners were expected to internalize for accurate speaking and writing. This approach prioritized form over function**,** often resulting in learners with structural accuracy but limited communicative competence (Doughty & Williams, 1998).

Contemporary perspectives, however, foreground communication, interaction, and discourse-level competence**,** distinguishing between language use (pragmatic and functional communication) and language usage (grammatical correctness) (Celce-Murcia, 2021). Lock (1997) identifies critical tensions in grammar teaching, including forms versus function, forms versus meaning, fluency versus accuracy, meaning-based versus form-based instruction, and communication versus grammar. These tensions underscore the pedagogical challenge of reconciling grammatical accuracy with effective real-world communication. Newby (2003) synthesizes the evolution of grammar teaching into three main approaches:

1. Traditional Grammar Teaching (TGT): emphasizes explicit instruction of grammatical rules and sentence structures, typically accompanied by controlled practice exercises.

2. Communicative Grammar Teaching (CGT): theoretically grounded in Communicative Language Teaching (CLT), this approach prioritizes learners' ability to use grammatical forms meaningfully in authentic contexts. Grammar is treated as **a** functional tool for communication**,** integrating fluency, context, and interaction.

3. Post-communicative Approaches: integrate the strengths of TGT and CGT, combining form-focused instruction with communicative tasks to balance accuracy and fluency.

This framework positions grammar not as an abstract set of rules but as a mediating tool for interaction**,** consistent with modern SLA theory and communicative

competence models (Canale & Swain, 1980). It also highlights the theoretical rationale for incorporating both form-focused and meaning-focused instruction in secondary language classrooms.

2.6 Theories of Grammar Teaching

2.6.1 Traditional Grammar Teaching

Traditional Grammar Teaching (TGT) focuses on the explicit instruction of linguistic forms, such as parts of speech and sentence structures, followed by controlled exercises designed to reinforce accuracy (Doughty & Williams, 1998). While effective in reducing learner errors, TGT offers limited opportunities for authentic language use**,** which restricts the development of communicative competence (Ellis, 2015). Ulrich (1994) argues that effective grammar instruction must integrate structure, meaning, and use**,** bridging the gap between formal accuracy and functional communication.

Despite its limitations, TGT continues to persist in various educational contexts due to its clarity, ease of implementation, and measurable outcomes in standardized testing. A critical evaluation suggests that while TGT lays the foundational understanding of grammar, it requires integration with communicative methodologies to develop learners' practical language skills fully.

2.6.2 Communicative Grammar Teaching

Communicative Grammar Teaching (CGT) is based on the principles of Communicative Language Teaching (CLT) and prioritizes the functional use of grammar over strict rule adherence. In this approach, learners participate in tasks and interactive activities that foster meaningful communication, with grammatical structures introduced contextually as they emerge in authentic language use (Celce-Murcia, 2021). CGT is consistent with broader SLA perspectives that emphasize negotiation of meaning, task-based learning, and learner-centered instruction, supporting the concurrent development of both fluency and accuracy (Ellis, 2015).

By embedding grammar instruction within communicative contexts, CGT addresses a key limitation of Traditional Grammar Teaching (TGT), namely that isolated, rule-focused instruction often fails to prepare learners for real-life communication. Empirical research shows that communicative grammar activities increase learner engagement, improve retention, and enhance the ability to transfer classroom learning to spontaneous language use (Doughty & Williams, 1998)

2.6.3 Post-communicative Approaches

Post-communicative approaches aim to combine the strengths of Traditional Grammar Teaching (TGT) and Communicative Grammar Teaching (CGT) by providing structured attention to form while situating grammatical instruction within meaningful communication. These approaches are especially relevant in secondary education, where learners benefit from explicit guidance on complex grammatical structures alongside opportunities for authentic language use (Newby, 2003). By integrating exercises that focus on accuracy with communicative tasks, post-communicative approaches address both the structural and functional aspects of language, offering a theoretically coherent model for grammar instruction that aligns with contemporary SLA research.

2.7 A Historical Perspective of Grammar Teaching

Grammar has historically occupied a central role in language teaching. For centuries, mastering grammatical rules was equated with mastering a language (Nassaji & Fotos, 2020). This perspective led to the development of the Grammar-Translation (GT) method in the late 18th century, which remained widely used throughout the 19th century. GT emphasized classical languages such as Latin and Greek, employing deductive grammar instruction through explicit rule explanation, memorization, and translation between the target language and the mother tongue (Ibid). The method prioritized reading, written language, and literary texts, aiming to develop learners' academic and analytical skills. Although largely supplanted by more modern approaches, variants of GT are still used in some language learning contexts.

Advances in Second Language Acquisition (SLA) research have gradually shifted perspectives on grammar instruction. Understanding how learners acquire language highlighted the need to balance form-focused teaching with the development of communicative competence, laying the groundwork for the emergence of Communicative Language Teaching (CLT).

2.8 Communicative Language Teaching (CLT)

CLT emerged in the late 1970s and early 1980s as a response to structurally focused approaches that emphasized grammar mastery in isolation. Grounded in theories of communicative competence (Canale & Swain, 1980), CLT reconceptualizes language learning as the development of the ability to use linguistic forms appropriately and effectively in meaningful social contexts. Grammar is treated not as an end in itself, but as a functional resource to support communication.

Richards (2006) explains that CLT is informed by SLA research and centers on meaningful interaction as both the method and goal of language learning. Instruction under CLT integrates grammatical, discourse, functional, and sociolinguistic competences, reflecting a holistic understanding of language ability. Brown (2021) further identifies key pedagogical principles in CLT, including the use of authentic language tasks, balancing fluency and accuracy, integrating productive and receptive skills, emphasizing learner-centered instruction, and positioning teachers as facilitators rather than mere transmitters of knowledge. These principles highlight the importance of interaction, learner autonomy, and contextually grounded language use.

In terms of grammar instruction, CLT promotes an implicit or meaning-focused approach, in which learners encounter and use grammatical forms within communicative tasks rather than through explicit rule explanation. This approach has been associated with increased learner motivation, more exposure to authentic language input, and improved fluency through interactive activities (Littlewood, 2020; Richards, 2006). CLT classrooms also aim to provide a supportive, low-anxiety environment that encourages learners to take communicative risks, a key factor in second language development.

Despite its benefits, CLT faces criticism, particularly regarding grammar instruction. The reduced focus on explicit grammar may limit learners' accuracy, especially in form-focused contexts such as secondary education. Other challenges include designing truly communicative tasks, ambiguity in teacher roles, and overreliance on learner autonomy without adequate scaffolding. These limitations have led to calls for more balanced approaches that integrate communicative practice with systematic attention to grammatical form.

Thus, while CLT provides a strong theoretical basis for communicative grammar teaching, its limitations underscore the relevance of post-communicative approaches, which aim to reconcile fluency-oriented communication with structured, form-focused instruction. This balance is especially important in secondary school settings, where curriculum demands, examination pressures, and learners' developmental needs necessitate careful attention to both communicative competence and grammatical accuracy.

2.9 Speaking Skills in EFL Learning

2.9.1 Concept of Speaking

Speaking is widely regarded as one of the most important language skills because it enables learners to communicate ideas, feelings, opinions, and information in real-life situations. Unlike receptive skills such as listening and reading, speaking is a productive skill that requires learners to actively generate language and interact with others. Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Similarly, Nunan (2003) describes speaking as the productive oral skill that allows learners to express themselves and participate in communicative activities.

As a productive skill, speaking requires learners to mobilize a range of linguistic and cognitive resources simultaneously. Speakers must select appropriate vocabulary, apply grammatical rules, organize ideas coherently, and articulate sounds accurately within a limited time. Thornbury (2005) notes that speaking is often more demanding than other language skills because it occurs in real time and offers little opportunity for extensive planning or revision. Consequently, effective speaking requires both

linguistic knowledge and the ability to use that knowledge spontaneously in communicative contexts.

Beyond its productive nature, speaking is fundamentally interactive. Communication involves not only the transmission of messages but also the negotiation of meaning between interlocutors. Bygate (1987) argues that successful speaking depends on the ability to manage interaction, respond appropriately to conversational partners, and maintain communication despite linguistic limitations. This interactive dimension distinguishes speaking from other productive skills and underscores its central role in communicative competence. Therefore, contemporary language teaching emphasizes the development of learners' ability to use language meaningfully and appropriately in authentic communicative situations rather than merely demonstrating knowledge of linguistic forms.

2.9.2 Components of Speaking Performance

Speaking performance is a multidimensional construct comprising several interrelated components. Effective oral communication requires learners to demonstrate competence in areas such as fluency, accuracy, pronunciation, vocabulary use, interactive communication, and discourse management. These components collectively determine the quality and effectiveness of spoken language production.

Fluency refers to the ability to speak smoothly, naturally, and with minimal hesitation. It reflects learners' capacity to express ideas continuously without excessive pauses or interruptions. According to Brown (2004), fluent speakers can communicate their messages efficiently while maintaining the flow of interaction. Fluency is often regarded as a key indicator of communicative competence because it enables speakers to participate effectively in conversations.

Accuracy concerns the correct use of grammatical structures, vocabulary, and language conventions. While fluency emphasizes the flow of communication, accuracy focuses on the correctness of language production. Hughes (2003) notes that accurate language use contributes to clarity and comprehensibility, enabling speakers to convey intended meanings without ambiguity. In EFL contexts, grammatical accuracy remains an important aspect of speaking assessment because it reflects

learners' mastery of language forms and their ability to use them appropriately in communication.

Pronunciation constitutes another essential component of speaking performance. It encompasses the production of individual sounds, stress patterns, rhythm, and intonation. Clear pronunciation enhances intelligibility and facilitates successful communication. According to Luoma (2004), effective pronunciation does not necessarily require native-like speech but rather the ability to produce language that can be easily understood by listeners.

Vocabulary knowledge also plays a crucial role in speaking performance. Learners need an adequate range of lexical resources to express ideas precisely and appropriately. Limited vocabulary often constrains learners' ability to communicate effectively and may lead to frequent pauses, repetitions, or reliance on simplistic expressions. Brown (2004) emphasizes that vocabulary breadth and depth significantly influence speakers' communicative effectiveness.

Interactive communication refers to the ability to initiate, maintain, and respond appropriately during conversations. It involves turn-taking, clarification, negotiation of meaning, and responsiveness to interlocutors. Successful speakers actively engage with others and adapt their language to the communicative situation. Closely related to interactive communication is discourse management, which concerns the organization and coherence of spoken language. Speakers must connect ideas logically, maintain topic development, and ensure that their contributions form a coherent whole. Luoma (2004) argues that discourse management is essential for effective communication because it enables listeners to follow and interpret messages accurately.

Taken together, these components provide a comprehensive framework for evaluating speaking performance. They are also commonly employed in analytic speaking assessment scales and constitute important indicators of learners' communicative competence.

2.9.3 Speaking Difficulties in EFL Contexts

Despite the recognized importance of speaking, many learners in English as a Foreign Language (EFL) contexts experience considerable difficulty developing oral communication skills. One common challenge is the fear of making mistakes. Learners often hesitate to participate in speaking activities because they are concerned about grammatical errors, negative evaluation, or embarrassment in front of peers. Ur (1996) identifies inhibition and fear of criticism as major obstacles that reduce learners' willingness to communicate in the classroom.

Limited vocabulary also constrains speaking performance. When learners lack sufficient lexical resources, they struggle to express ideas clearly and accurately. This limitation often results in communication breakdowns, excessive pauses, and avoidance of complex messages. Nunan (2003) argues that inadequate vocabulary knowledge significantly restricts learners' ability to engage in meaningful oral interaction.

Grammatical difficulties represent another major challenge. Learners frequently experience problems applying grammatical knowledge during spontaneous communication, even when they can successfully complete written grammar exercises. Thornbury (2005) notes that many language learners possess declarative knowledge of grammar but encounter difficulties transforming this knowledge into fluent and accurate spoken production. Such challenges are particularly evident in EFL contexts where opportunities for authentic language use are limited.

A further obstacle is the lack of communicative opportunities. In many EFL classrooms, instruction remains heavily focused on examinations, textbook exercises, and teacher-centered activities. As a result, learners have limited opportunities to practice speaking in meaningful contexts. Nunan (2003) emphasizes that frequent and purposeful interaction is essential for the development of oral proficiency, yet such opportunities are often scarce in foreign language settings.

These challenges are also evident in the Ethiopian context. Studies conducted in Ethiopian secondary schools indicate that learners continue to experience difficulties in speaking English with acceptable levels of fluency, accuracy, and confidence.

Research findings suggest that limited opportunities for oral interaction, excessive emphasis on written grammar exercises, and teacher-dominated classroom practices contribute to learners' weak speaking performance (Seid, 2017; Teshome & Kebede, 2021). Similarly, Alemu and Tekleselassie (2020) report that grammar instruction in many Ethiopian secondary schools remains predominantly form-focused and examination-oriented, restricting learners' ability to apply grammatical knowledge in authentic communicative situations. These findings underscore the need for instructional approaches that integrate grammar learning with meaningful communication and provide learners with opportunities to develop both grammatical competence and speaking proficiency.

2.10 Grammar Relevance in CLT

Despite the communicative emphasis, grammar remains essential for meaningful communication. While the Natural Approach (Krashen & Terrell, 1983) downplayed explicit instruction, contemporary research supports the strategic use of grammar to enhance comprehension and production. Explicit instruction before practice helps learners notice and internalize structures (Carderno, 1995; Skehan, 1996).

Woods (2020) emphasizes that grammar forms the backbone of communicative competence; without it, learners risk producing ungrammatical or "pidginized" language. Fossilization of errors can occur when learners lack structured grammatical guidance (Selinker, 1972). To prevent this, focus on form approaches integrate attention to grammar within communicative contexts, supporting both accuracy and fluency (Long, 2021; Rutherford & Sharwood Smith, 2020).

Functional grammar, or systemic grammar, organizes messages according to communicative needs (Holliday, 1970). Larsen-Freeman) highlights three interacting dimensions of language: form, meaning, and function, which together support comprehension and production in context. Grammar learned in isolation is less effective than grammar embedded in communicative practice.

2.11 Benefits and Challenges of Teaching Grammar

Effective grammar instruction enables learners to communicate their intended meaning both accurately and clearly. It is essential to prioritize structures that significantly impact communicative competence, such as basic verb forms, tenses, interrogatives, negatives, and modal auxiliaries (Richards & Renandya, 2002). Grammar mastery also has social implications, as consistent errors may affect learners' perceived competence or credibility in communication.

Balancing the depth and focus of grammar instruction presents a persistent challenge. Overemphasizing formal rules can narrow learners' attention, leading them to prioritize accuracy at the expense of vocabulary, fluency, and broader communicative skills. Conversely, underemphasis risks leaving learners unable to produce intelligible utterances or to convey meaning effectively (Swan, 2005). Teachers must carefully select which grammatical subsystems to emphasize, considering learners' prior knowledge, the aspects of English not present in the L1, and the instructional time available. Additionally, contextual factors such as textbooks, class schedules, proficiency levels, and curriculum goals significantly influence outcomes. Misalignment between materials and learner needs can hinder progress, highlighting the importance of needs-based selection of grammatical structures rather than mechanical adherence to comprehensive syllabi (Richards & Renandya, 2002; Swan, 2005). Chapter 4 findings show that grammar embedded in meaningful, communicative tasks enhances learners' functional competence, although teacher mediation remains critical to ensure a balance between form-focused guidance and communicative use.

2.12 Teaching Grammar to L2 Learners

Grammar instruction for L2 learners addresses both explicit and implicit knowledge (Ur, 1991; Grahn Sherin, 2022). L2 learners, due to limited exposure relative to their L1, may not acquire implicit grammatical knowledge naturally, making structured instruction essential. Grammar teaching, when approached functionally rather than prescriptively, enables learners to regain mastery of the language while developing meaningful communication skills (Ur, 1991).

Effective L2 grammar instruction must consider how grammar affects meaning. For example, mastering distinctions between the present perfect and past simple has a significant impact on communicative competence, whereas simpler forms like plural –s require less cognitive load. Teachers must also account for L1 influence, as some English structures, such as the progressive aspect, may not exist in learners' first languages, creating potential acquisition difficulties. Ur (1991) proposes seven guidelines for presenting new grammatical structures: instruction should use both oral and written forms; integrate form with meaning using contextualized examples; adjust terminology for age and analytical ability; decide on L1 or L2 presentation based on context; simplify grammar appropriately; highlight exceptions without unnecessary complexity; and pace instruction inductively or deductively according to learner readiness. Chapter 4 findings demonstrate that students benefit from structured, contextualized grammar instruction, which bridges accuracy-focused practice with communicative fluency.

2.13 Teaching According to Learner Context

Grammar instruction must be context-sensitive, as no single method or strategy suits all learners or objectives (Nassaji & Fotos, 2011). Post-method pedagogy emphasizes teacher judgment, flexibility, and informed adaptation rather than rigid adherence to one methodology (Kumaravadivelu, 2006; Long, 1991; Brown, 1997).

Learner-specific factors such as L1 influence grammatical acquisition. Certain forms, particularly low-frequency or subtle structures like function words or morphological markers, may require explicit instruction (Spada & Lightbown, 2008, as cited in Nassaji & Fotos, 2011). Exposure to input alone may not overcome L1-induced errors, necessitating corrective feedback. Developmental readiness, guided by Krashen's Natural Order Hypothesis (2009), also informs the sequence in which structures are introduced. Other individual differences, including aptitude, personality, motivation, and cultural background, further shape learning trajectories. Chapter 4 findings reinforce that effective grammar teaching must balance structured instruction with communicative practice, adapting to learners' developmental and contextual needs to optimize fluency and accuracy.

2.14 Communicative Grammar Teaching

2.14.1 Communicative Competence as the Foundation of Communicative Grammar Teaching

The concept of communicative competence constitutes the theoretical foundation of communicative grammar teaching and represents one of the most influential developments in modern language education. It emerged as a response to structural approaches that viewed language primarily as a system of grammatical rules and evaluated language proficiency largely in terms of grammatical accuracy. Challenging this perspective, Dell Hymes (1972) argued that successful language use requires more than knowledge of grammatical structures. He introduced the concept of communicative competence to describe the knowledge and abilities that enable speakers to use language appropriately in different social and cultural contexts. According to Hymes (1972, p. 60), communicative competence involves knowing "when to speak, when not to, and what to talk about with whom, when, where, in what manner." This definition broadened the understanding of language proficiency by emphasizing that effective communication depends on both linguistic knowledge and the ability to use language appropriately according to contextual demands.

Hymes (1972) further explained communicative competence through four dimensions of language use. The first concerns formal possibility, referring to whether an utterance conforms to the grammatical rules of a language. The second is feasibility**,** which considers whether an utterance can realistically be produced and processed in actual communication. The third dimension, appropriateness, addresses whether language use is suitable for a particular social, cultural, or situational context. Finally, occurrence refers to whether particular linguistic forms are actually used by members of a speech community. Collectively, these dimensions demonstrate that grammatical correctness alone does not ensure successful communication. Rather, learners must be able to select and apply grammatical structures appropriately to express meaning and accomplish communicative purposes.

The concept of communicative competence was subsequently refined by several scholars. Michael Canale and Merrill Swain (1980) proposed a model comprising

grammatical competence, sociolinguistic competence, and strategic competence, which Canale (1983) later expanded by incorporating discourse competence. Their model highlighted that grammatical competence is an essential but incomplete component of overall communicative ability. Learners must also understand how to organize discourse coherently, interpret social conventions, and employ communication strategies when linguistic resources are limited. Similarly, Jan van Ek (1986) extended the framework by introducing sociocultural and social competences, thereby emphasizing the influence of culture and interpersonal relationships on language use.

These theoretical developments were later reflected in the Common European Framework of Reference for Languages (CEFR), which conceptualizes communicative competence as consisting of linguistic, sociolinguistic, and pragmatic competences (Council of Europe, 2001). Within this framework, linguistic competence includes knowledge of vocabulary, phonology, morphology, syntax, and grammar. Sociolinguistic competence concerns the appropriate use of language in different social and cultural situations, while pragmatic competence refers to the ability to interpret and perform communicative functions effectively within discourse (Council of Europe, 2001; Skulstad, 2009). Importantly, the CEFR defines grammatical competence as the knowledge of, and ability to use, the grammatical resources of a language for the production and comprehension of meaningful utterances rather than the memorization of isolated rules (Council of Europe, 2001). This perspective reinforces the view that grammar instruction should contribute directly to meaningful communication.

The evolution of communicative competence significantly influenced the development of communicative language teaching and, subsequently, communicative grammar teaching. Earlier grammar-oriented approaches concentrated primarily on the mastery of linguistic forms through explanation, memorization, and repetitive practice. Although these methods often produced learners with considerable knowledge of grammatical rules, they did not necessarily enable learners to communicate effectively in authentic situations (Richards & Rodgers, 2014). In response, communicative approaches shifted the instructional focus from learning

grammar for its own sake to using grammar as a resource for meaningful interaction. Consequently, grammatical competence came to be viewed as one component of broader communicicative competence rather than an independent instructional goal.

This reconceptualization provides the theoretical justification for communicative grammar teaching. Since communicative competence requires learners to integrate grammatical accuracy with meaningful language use, grammar instruction should similarly integrate form**,** meaning**,** and communicative use**.** Rather than treating grammar as a collection of isolated rules, communicative grammar teaching situates grammatical structures within authentic communicative contexts, enabling learners to understand not only how language is formed but also how and why it is used. Thus, communicative competence serves as the conceptual foundation upon which communicative grammar teaching is built, providing the theoretical basis for instructional approaches that seek to develop both grammatical knowledge and effective speaking performance.

2.14.2 Principles of Communicative Grammar Teaching

Communicative Grammar Teaching (CGT) emerged from the broader principles of Communicative Language Teaching (CLT), which views language primarily as a tool for communication rather than merely a system of grammatical rules. Unlike traditional grammar instruction that emphasizes memorization and manipulation of isolated structures, CGT seeks to develop learners' ability to use grammatical forms accurately, meaningfully, and appropriately in authentic communicative contexts. The approach recognizes that grammatical competence and communicative competence are complementary rather than competing dimensions of language proficiency (Larsen-Freeman, 2003; Celce-Murcia, 2007).

One of the central principles of communicative grammar teaching is the integration of grammatical form**,** meaning**,** and use. Rather than presenting grammar as abstract rules, teachers guide learners to understand how grammatical structures express meaning and how they are appropriately employed in different communicative situations. Larsen-Freeman (2003) argues that effective grammar instruction should enable learners to understand not only the formal characteristics of grammatical

structures but also their semantic meanings and pragmatic functions. This integrated perspective allows learners to move beyond mechanical accuracy toward communicative effectiveness.

A second principle concerns the use of communicative tasks. In communicative grammar teaching, grammar learning occurs through purposeful activities that require learners to exchange information, solve problems, negotiate meaning, and accomplish real-life communicative goals. Grammar is therefore learned as learners actively use language to communicate rather than merely complete isolated structural exercises. Ellis (2006) contends that communicative tasks encourage learners to notice grammatical forms while simultaneously focusing on meaning, thereby promoting both fluency and accuracy.

Learner-centeredness constitutes another defining characteristic of communicative grammar teaching. The approach encourages active learner participation, collaborative learning, and meaningful interaction among students. Teachers assume the role of facilitators who design communicative learning experiences, provide appropriate scaffolding, and create opportunities for authentic language use. Learners, in turn, become active participants who construct grammatical knowledge through communication, reflection, and interaction with peers. According to Richards and Rodgers (2014), learner-centered instruction increases learners' engagement, autonomy, motivation, and communicative confidence, all of which contribute to more effective language learning.

Collectively, these principles distinguish communicative grammar teaching from traditional grammar instruction. By integrating grammatical form, meaning, and use within learner-centered communicative activities, the approach seeks to develop both grammatical competence and communicative competence simultaneously.

2.14.3 The Meaning–Form–Use (MFU) Framework

Among the contemporary models of grammar instruction, Larsen-Freeman's (2003) Meaning–Form–Use (MFU) framework has become one of the most influential conceptualizations of communicative grammar teaching. The framework challenges traditional views that equate grammar solely with syntactic rules by proposing that

every grammatical structure consists of three inseparable dimensions: form, meaning, and use.

The form dimension refers to the structural characteristics of grammatical constructions, including their morphological and syntactic features. It addresses how grammatical structures are organized and how they are correctly produced. Traditional grammar instruction has generally concentrated on this dimension by teaching grammatical rules and sentence patterns through explanation and repetitive practice.

The meaning dimension concerns the semantic functions that grammatical structures express. Different grammatical forms convey different meanings, and learners need to understand the meanings associated with each structure in order to communicate effectively. For example, tense and aspect not only indicate time but also express speakers' perspectives toward events and actions.

The use dimension represents the pragmatic and discourse functions of grammar. It explains when, where, why, and with whom particular grammatical structures are appropriately used. This dimension emphasizes that grammatical choices are influenced by communicative purposes, social relationships, and contextual factors. Consequently, successful grammar instruction should enable learners to select grammatical forms that are both linguistically accurate and contextually appropriate.

Larsen-Freeman (2003) argues that effective grammar teaching requires simultaneous attention to all three dimensions because mastery of grammatical rules alone does not ensure successful communication. Learners must understand grammatical structures, interpret their meanings, and apply them appropriately in authentic communicative situations. The MFU framework therefore provides a comprehensive pedagogical model for integrating grammatical competence with communicative competence.

Within the present study, the MFU framework serves as one of the principal theoretical foundations for the instructional intervention. It guided the design of communicative grammar lessons by ensuring that every target structure was

introduced through its formal characteristics, interpreted through meaningful contexts, and practiced in communicative situations requiring authentic language use.

2.14.4 The Presentation–Practice–Production (PPP) Model

The Presentation–Practice–Production (PPP) model represents one of the most widely used instructional sequences in communicative language teaching. Although originally associated with structural language teaching, the model has been adapted within communicative pedagogy to facilitate the gradual development of learners' grammatical and communicative competence (Harmer, 2007; Scrivener, 2011).

During the presentation stage, teachers introduce new grammatical structures within meaningful contexts. Rather than merely explaining grammatical rules, effective presentation involves contextualized examples that demonstrate both the form and communicative function of the target language. Learners are encouraged to observe, analyze, and discover patterns before explicit explanations are provided.

The practice stage provides learners with opportunities to develop accuracy through guided activities. Practice generally progresses from controlled exercises to more meaningful tasks, enabling learners to consolidate newly acquired grammatical knowledge while receiving corrective feedback. According to Harmer (2007), this stage is essential for helping learners internalize grammatical structures before using them independently.

The production stage emphasizes communicative language use. Learners apply the target structures in authentic speaking and writing activities that require meaningful communication rather than mechanical repetition. Production tasks typically include discussions, role plays, information-gap activities, problem-solving tasks, interviews, and collaborative projects. During this stage, learners focus primarily on expressing meaning while drawing upon previously learned grammatical knowledge.

Although some scholars have criticized the traditional PPP model for being overly linear, recent research suggests that it remains effective when integrated with communicative principles and flexible classroom interaction (Ellis, 2006; Harmer, 2007). Rather than treating grammar as an end in itself, communicative PPP

sequences use presentation, guided practice, and authentic production to facilitate the gradual integration of grammatical knowledge into communicative performance.

In the present study, the PPP instructional sequence was integrated with the Meaning–Form–Use framework. While MFU informed the content and conceptual organization of grammar instruction, PPP provided the pedagogical sequence through which learners progressed from understanding grammatical structures to using them in meaningful communicative speaking tasks.

2.14.5 Empirical Studies on Communicative Grammar Teaching

A growing body of international research demonstrates the effectiveness of communicative grammar teaching in improving learners' grammatical competence and oral communication. Studies conducted in diverse EFL contexts consistently indicate that integrating grammar instruction with communicative tasks promotes greater gains in grammatical accuracy, fluency, and communicative confidence than traditional rule-based instruction. Ellis (2006) concludes that grammar instruction embedded within meaningful communication facilitates both language acquisition and communicative competence. Similarly, Spada and Tomita (2010), through a comprehensive meta-analysis, found that explicit grammar instruction combined with communicative activities produces significantly stronger learning outcomes than instruction focusing exclusively on either grammar rules or meaning-based communication.

More recent studies continue to support these findings. Nassaji (2017) argues that effective grammar teaching requires a balanced integration of explicit instruction, communicative practice, and meaningful interaction. Likewise, Pawlak (2021) reports that communicative grammar instruction enables learners to transfer grammatical knowledge more successfully to spontaneous speaking than traditional grammar teaching. These studies collectively suggest that communicative grammar teaching is particularly beneficial in EFL settings where classroom instruction constitutes learners' principal opportunity to use English.

Evidence from Ethiopia, however, presents a different picture. Although communicative language teaching has been officially promoted for several decades, classroom instruction remains predominantly teacher-centered and examination-oriented. Research indicates that grammar teaching frequently emphasizes rule explanation and written exercises while providing limited opportunities for meaningful oral interaction (Seid, 2017; Teshome & Kebede, 2021). Consequently, many Ethiopian secondary school students continue to experience difficulties applying grammatical knowledge during spoken communication.

Existing Ethiopian studies have primarily investigated teachers' classroom practices, communicative language teaching implementation, or students' speaking difficulties. Comparatively few studies have experimentally examined the effect of communicative grammar teaching on both grammatical knowledge and speaking performance simultaneously. Moreover, limited research has integrated Larsen-Freeman's Meaning–Form–Use framework with the Presentation–Practice–Production instructional model in Ethiopian secondary schools. These empirical and theoretical gaps provided the rationale for the present study, which experimentally examined the effect of communicative grammar teaching on Grade 11 students' grammatical knowledge and speaking performance while using qualitative inquiry to explain the quantitative findings and identify contextual implementation challenges.

2.15 Conceptual Framework

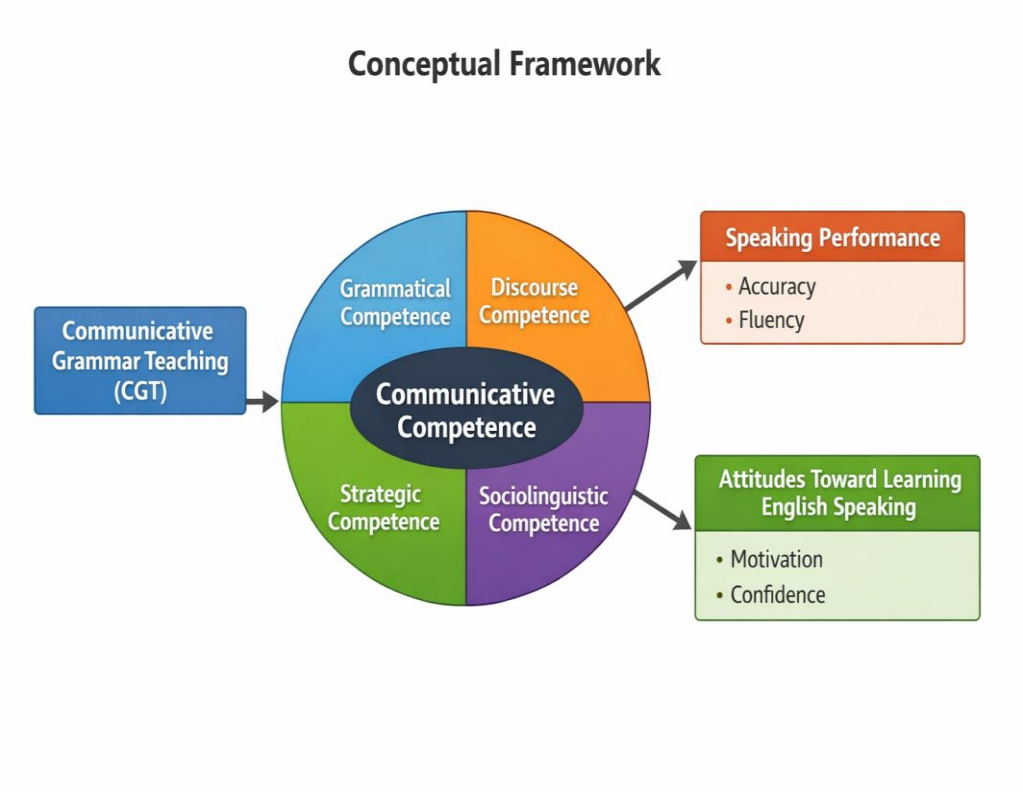
The conceptual framework of this study is grounded in the core principles of Communicative Language Teaching (CLT) and Communicative Grammar Teaching (CGT), with an emphasis on promoting students' overall communicative competence. Drawing on the foundational work of Canale and Swain (1980), Hymes (1972), and other key scholars, the framework depicts the hypothesized relationship between the independent variable, Communicative Grammar Teaching, and the dependent variables: students' speaking performance, encompassing grammatical knowledge and oral fluency, as well as their attitudes toward learning English speaking**.**

At the heart of the framework is communicative competence, conceptualized by Canale and Swain (1980) as comprising grammatical, discourse, strategic, and sociolinguistic competencies. Within Communicative Grammar Teaching (CGT), grammatical competence is developed through meaningful communicative tasks that integrate form and use, while discourse competence is strengthened through extended, context-based communication. Strategic competence is fostered as learners employ compensatory strategies to sustain interaction, and sociolinguistic competence is enhanced through authentic tasks that promote appropriate language use across different social contexts.

CGT operates within the broader CLT paradigm, which emphasizes learning through meaningful interaction and prioritizes functional language use over memorization of rules (Wilkins, 1976). A central methodology within CGT is Task-Based Language Teaching (TBLT) (Ellis, 2003; Nunan, 2004), where learners engage in goal-oriented tasks that encourage applying grammatical structures as communicative tools. Such tasks provide natural opportunities for interaction, negotiation of meaning, and feedback, helping learners strengthen both accuracy and fluency in authentic contexts.

The framework also draws on sociocultural theory (Vygotsky, 1978; Long, 1996), emphasizing the importance of social interaction and collaborative learning in language acquisition. Through peer interaction and scaffolded support, learners co-construct knowledge, negotiate meaning, and enhance linguistic processing. Finally, the framework recognizes the role of affective factors**,** acknowledging that students' attitudes, motivation, and confidence significantly influence engagement and outcomes. A supportive, communicative classroom environment fosters positive learner disposition, reinforcing participation and facilitating language development.

Figure 1: ***CLT Application in Grammar Teaching***



2.16 Summary

In summary, effective grammar instruction integrates both theoretical understanding and practical application through communicative activities. Techniques such as role-plays, simulations, pair and group work, information-gap tasks, and problem-solving exercises enable learners to internalize grammatical structures while using them meaningfully in authentic communication. Integrating grammar with all language skills, particularly speaking, promotes both linguistic accuracy and communicative competence. Such approaches align with contemporary communicative pedagogy, ensuring that learners develop the ability to express ideas clearly, interact effectively, and apply grammatical knowledge in real-life contexts.

Chapter Three: Methodology

3.0 Introduction

This chapter presents the research design and methodology utilized in the study. It explains the rationale for employing an explanatory sequential mixed-methods design in which the quantitative phase utilized a quasi-experimental pretest–posttest control group design. The chapter also provides justification for the selection of both quantitative and qualitative approaches, addresses ethical considerations, and discusses measures taken to ensure the reliability and validity of the instruments. This methodological foundation prepares the way for the presentation and interpretation of the study's findings in the following chapter.

3.1 Research Paradigm

In educational research, a paradigm refers to a set of beliefs and assumptions that guide how reality is understood and how inquiry is conducted (Kuhn, 2012; Creswell & Creswell, 2018). In English Language Teaching (ELT), it shapes decisions about what counts as valid evidence, how data are collected, and how findings are interpreted (Dörnyei, 2018). Establishing a clear paradigm is therefore essential to ensure coherence between the research design, methods, and objectives of this study.

Traditionally, ELT research has been informed by positivist and interpretivist paradigms. Positivism emphasizes objective measurement and generalization, whereas interpretivism focuses on understanding participants' experiences within specific contexts (Richards, 2015). However, examining students' speaking performance requires attention to both measurable outcomes (e.g., grammatical accuracy, fluency, and interaction) and contextual factors such as engagement and classroom dynamics. A single-paradigm approach is therefore insufficient to capture this complexity (Johnson & Onwuegbuzie, 2004).

For this reason, the present study adopts a pragmatic paradigm, which prioritizes the research problem and allows the integration of multiple methods (Biesta, 2010; Morgan, 2014). In this study, quantitative methods were used to measure the effect of communicative grammar teaching on students' grammatical knowledge and speaking

performance, while qualitative data provided contextual explanations of the observed outcomes. This combination ensures a more comprehensive understanding of both the effectiveness and the process of instruction (Creswell & Plano Clark, 2018).

Overall, the pragmatic paradigm aligns closely with the explanatory sequential mixed-methods design adopted in this study because it permits the integration of quantitative and qualitative approaches to answer different but complementary aspects of the research problem. The quantitative phase assessed the effect of communicative grammar teaching on students' grammatical knowledge and speaking performance, whereas the qualitative phase was employed to explain and contextualize the quantitative findings through students' experiences and implementation challenges.

3.2 Research Design and Approach

3.2.1 Research Design

A research design serves as a strategic blueprint that links theoretical assumptions to practical research methods and guides the procedures for collecting, analyzing, and interpreting data (Creswell & Plano Clark, 2018). Consistent with the pragmatic paradigm, this study employed an explanatory sequential mixed-methods design (Quan-Qual) in which quantitative data were collected and analyzed first, followed by qualitative data collection and analysis. The qualitative phase was included to provide a deeper understanding of the quantitative findings regarding students' grammatical knowledge and speaking performance. Rather than examining a separate qualitative variable, the qualitative data were used to explain how students experienced communicative grammar teaching and to identify contextual factors that may have influenced the observed quantitative outcomes. This approach is consistent with the explanatory sequential mixed-methods design, where qualitative inquiry serves to elaborate, clarify, and interpret quantitative results (Creswell & Plano Clark, 2018; Ivankova et al., 2006).

Within the quantitative phase, the study adopted a quasi-experimental pretest–posttest control group design. This design was selected because it allowed the researcher to compare the effectiveness of communicative grammar teaching with traditional grammar teaching under authentic classroom conditions while minimizing disruption

to the regular instructional program. Two Grade 11 classes were randomly assigned to an experimental group and a control group, each comprising 41 students. The experimental group received communicative grammar teaching based on the integrated Meaning–Form–Use (MFU) framework and the Presentation–Practice–Production (PPP) instructional model, whereas the control group received traditional grammar instruction. Both groups completed the same pretests and posttests, enabling comparisons of students' grammatical knowledge and speaking performance before and after the instructional intervention.

Following the quantitative phase, qualitative data were collected and analyzed to provide explanatory insights into the statistical results. Rather than investigating an additional variable, the qualitative phase sought to explain how students experienced communicative grammar teaching and to identify the classroom factors that influenced its implementation. The integration of the two phases provided a more comprehensive understanding of the effectiveness of communicative grammar teaching than either quantitative or qualitative methods could achieve independently.

3.2.2 Research Approach

This study adopted an explanatory sequential mixed-methods approach, in which quantitative and qualitative methods were integrated to address complementary aspects of the research problem. The quantitative approach was employed to determine the effect of communicative grammar teaching on students' grammatical knowledge and speaking performance by comparing the outcomes of the experimental and control groups using appropriate statistical procedures. The qualitative approach was subsequently employed to explain and enrich the quantitative findings by exploring students' experiences of communicative grammar teaching and the challenges affecting its implementation.

The integration of the two approaches enhanced the comprehensiveness of the study by combining statistical evidence with contextual explanations. Whereas the quantitative findings established whether communicative grammar teaching produced significant improvements in students' grammatical knowledge and speaking performance, the qualitative findings provided deeper insights into how students

experienced the instructional intervention and the contextual factors that facilitated or constrained its implementation. This integration is consistent with the explanatory sequential mixed-methods design, in which qualitative inquiry is used to explain, elaborate, and contextualize quantitative results (Creswell & Plano Clark, 2018; Ivankova et al., 2006). Accordingly, the mixed-methods approach strengthened the credibility, validity, and interpretive depth of the study through methodological triangulation (Kerari et al., 2023; Sharma et al., 2023).

3.3 Research Site

The study was conducted at Hachalu Hundessa Secondary School, located in the Ilu Aba Bor Zone of the Oromia Regional State, Ethiopia. The school is a government secondary school that provides education for students from the surrounding community. It was purposively selected because it represents a typical Ethiopian secondary school context in which English is taught as a subject and serves as the medium of instruction for other academic subjects. Consequently, it provided an appropriate setting for investigating the effect of communicative grammar teaching on students' grammatical knowledge and speaking performance.

The school was also considered suitable because it had Grade 11 classes that met the requirements of the quasi-experimental design employed in this study. The availability of comparable classes, administrative support, and permission to implement the instructional intervention enabled the researcher to conduct the study under normal classroom conditions. Furthermore, the researcher was familiar with the school context, which facilitated the coordination of data collection while ensuring that the intervention was implemented according to the planned research procedures.

3.4 Sampling Design

3.4.1 Target Population

The target population consisted of four sections of Grade 11 students at Hachalu Hundessa Secondary School, comprising two natural science sections and two social science sections, totaling 252 learners (106 males and 146 females), with a total of 252 students (106 males and 146 females). In addition, the three English language

teachers assigned to these classes (two males and one female) constituted the teacher population for the qualitative phase of the study. This population was considered appropriate because the students were the primary recipients of grammar instruction, whereas the teachers were directly involved in implementing English language teaching. Accordingly, they provided the necessary participants for examining the effect of communicative grammar teaching on students' grammatical knowledge and speaking performance and for exploring the challenges associated with its implementation.

3.4.2 Sample Size and Sampling Technique

3.4.2.1 Sample Size

The study focused on the two natural science sections of Grade 11, using them as intact groups consistent with quasi-experimental design principles (Creswell & Creswell, 2018). One section was randomly assigned as the experimental group to receive the communicative grammar intervention, while the other served as the control group following the standard instructional approach. Each section enrolled approximately 41 students (experimental: 15 males and 26 females; control: 16 males and 25 females), resulting in a total sample size of 82 students. Employing intact classes ensured the preservation of natural classroom dynamics, reduced selection bias, and provided a sample sufficient for statistical analysis.

3.4.2.2 Sampling Technique

Initially, convenience sampling was used to select Hachalu Hundessa Secondary School due to accessibility and its representation of a diverse student body with experienced English teachers. Within the school, purposive sampling was applied by selecting intact natural science classes as the most suitable groups for the quasi-experimental intervention. Following identification of the two sections, one was randomly assigned to the experimental condition, while the other functioned as the control group.

This procedure maintained fairness, strengthened internal validity, and adhered to the practical constraints of quasi-experimental research, which typically employs pre-existing groups rather than random individual assignment (Sedgwick, 2021). Both

teachers of the two sections had comparable academic qualifications and professional experience (19 and 20 years), minimizing potential instructor-related bias. All students in the experimental group participated in the questionnaire and intervention phases, ensuring adequate data for meaningful analysis. Including all English teachers further enriched the study by providing multiple perspectives on grammar teaching practices.

3.5 Research Methods

Under this heading, the experiment and the data collection methods are discussed. Thus, each of them is illustrated as follows.

3.5.1 The Experiment

3.5.1.1 The Language Items and the Speaking Tasks

The grammar items and speaking tasks implemented during the experimental intervention are summarized in the table below. The selection of these grammar items was guided by two primary considerations. First, they correspond to the official Grade 11 English curriculum and textbook content, ensuring alignment with prescribed learning objectives. Second, the items were chosen based on their high frequency and relevance in students' oral communication tasks, thereby promoting practical applicability and meaningful use in speaking activities.

Table 4*: Comparison of Traditional Grammar Teaching and Communicative Grammar Teaching*

Aspect	Traditional Grammar Teaching (Control Group)	Communicative Grammar Teaching (Experimental Group)
Instructional approach	Rule-based and teacher-centered instruction	Learner-centered instruction integrating grammar with communication
Theoretical basis	Traditional grammar teaching	Integrated Meaning–Form–Use (MFU) Framework and Presentation–Practice–Production (PPP) Model
Lesson focus	Mastery of grammatical rules and sentence structures	Development of grammatical knowledge through meaningful communication
Grammar presentation	Teacher explanation of rules followed by examples	Grammar introduced through meaningful contexts and authentic situations
Learning activities	Individual written exercises, sentence completion, and drills	Pair work, group work, role-plays, information-gap activities, discussions, problem-solving tasks, and communicative games
Classroom interaction	Predominantly teacher–student interaction	Student–student and student–teacher interaction emphasizing collaboration
Language use	Practice of isolated grammatical forms	Integration of grammatical form, meaning, and communicative use
Role of the teacher	Knowledge provider and controller of classroom activities	Facilitator, guide, and provider of communicative learning opportunities
Role of students	Passive recipients of grammatical knowledge	Active participants engaged in meaningful communication
Error correction	Immediate correction with emphasis on grammatical accuracy	Formative feedback emphasizing both grammatical accuracy and communicative effectiveness
Learning materials	Grade 11 English textbook and Teacher's Guide	Grade 11 English textbook and Teacher's Guide supplemented with contextualized communicative tasks developed by the researcher
Speaking opportunities	Limited opportunities for oral communication	Frequent opportunities for pair discussions, group interaction, role-plays, presentations, and communicative problem-solving
Assessment emphasis	Correct application of grammatical rules in written exercises	Demonstration of grammatical knowledge and speaking performance through communicative tasks and oral activities
Expected learning outcome	Knowledge of grammatical rules and structures	Improved grammatical knowledge together with enhanced speaking performance through communicative use of grammar

Source: Developed by the researcher based on Larsen-Freeman (2003), Nunan (2005), Harmer (2007), Fotos and Nassaji (2011), and Pawlak (2021).

3.5.1.2 The Classroom Teaching Methodology (Integration of Meaning–Form–Use (MFU) Model with the Three 'P's (PPP))

In this study, communicative grammar instruction within speaking activities was organized according to the three stages of the Presentation–Practice–Production (PPP) approach. Each stage was carefully adapted to align with the Meaning–Form–Use (MFU) model, ensuring that learners not only understood the grammatical forms but also recognized their functions and applied them appropriately in meaningful communicative contexts. During the Presentation stage, the target grammar was

introduced within authentic examples to highlight both form and meaning. The Practice stage provided controlled and semi-controlled opportunities for learners to use the structures in guided tasks, facilitating accuracy and reinforcing comprehension. Finally, in the Production stage, students engaged in free or communicative tasks such as discussions, role-plays, and problem-solving activities, allowing them to apply the grammar spontaneously while focusing on effective communication. This integration of PPP and MFU models aimed to promote both linguistic competence and communicative fluency in learners' speaking performance.

1. Meaning (Presentation Stage / P1)

The presentation stage focused on conveying the meaning of the target grammar items before formal explanations of rules. Students were engaged in context-driven activities**,** such as generating ideas individually or in small groups, discussing real-life situations, or responding to prompts related to the lesson. These activities allowed students to understand the semantic and functional use of the grammar items before attending to formal structures.

2. Form (Practice Stage / P2)

The practice stage corresponded to the form stage of the MFU model. During this stage, students practiced the grammatical structures they had explored in the meaning stage. Activities included controlled and semi-controlled exercises embedded in speaking tasks, such as completing sentences, matching exercises, and guided pair or group work. The focus was on accurate use of grammatical forms in context**,** providing opportunities for students to notice patterns, correct mistakes, and consolidate their understanding.

3. Use (Production Stage / P3)

The production stage aligned with the use stage of MFU. In this stage, students engaged in authentic communicative activities that required them to produce extended speech using the target grammar items. Examples include role-plays, storytelling, dialogues, and group presentations. These activities encouraged learners to revisit and

adapt the language forms and ideas they had previously used, thereby enhancing fluency, coherence, and interactive communication**.**

Post-activity reflection and feedback were integrated throughout the production stage. Students were encouraged to provide feedback on peers' ideas and language use**,** fostering peer learning. The teacher also gave formative feedback, highlighting areas of grammatical accuracy, appropriateness, and fluency for further improvement (Nunan, 2005).

By structuring the lessons around MFU within the PPP framework**,** students were guided from understanding the meaning**,** through noticing the form**,** to producing the use of grammatical structures in meaningful speaking tasks, directly supporting the objective of improving students' speaking performance.

3.5.2 Data Collection Methods

The data collection process was designed to obtain evidence on both the outcomes of the communicative grammar teaching intervention and the contextual factors influencing those outcomes. The conceptual framework guided the selection of complementary quantitative and qualitative instruments to ensure a comprehensive assessment of students' grammatical knowledge, speaking performance, and classroom experiences. The use of multiple data sources also facilitated methodological triangulation, thereby enhancing the credibility and comprehensiveness of the findings.

Quantitative data were collected using researcher-developed written grammar tests and oral speaking performance tests administered as pretests and posttests to both the experimental group (41 students) and the control group (41 students). The written assessment comprised a Traditional Grammar Test and a Communicative Grammar Test, which measured students' grammatical knowledge through sentence-level and contextualized grammar items. The oral speaking test assessed students' speaking performance using an analytic rating scale covering grammatical accuracy, vocabulary, discourse management, pronunciation, and interactive communication.

Qualitative data were collected through classroom observations, semi-structured interviews with English teachers, focus group discussions with students, and transcription of students' oral performances. These qualitative data provided explanatory evidence regarding students' experiences of communicative grammar teaching and the classroom factors influencing its implementation, thereby complementing the quantitative findings.

3.5.2.1 Quantitative Data Collection Tools

Given the quasi-experimental design, pre- and posttests were administered to assess the impact of communicative grammar instruction on students' speaking performance. A total of 82 students participated, with 41 in the experimental group and 41 in the control group. Both written and oral **tests** were used to compare performance across modalities and examine correlations between grammatical knowledge and spoken output.

3.5.2.1.1 Written Tests

The study employed two complementary instruments, the Traditional Grammar Test and the Communicative Grammar Test, to assess students' grammatical knowledge. Although both tests measured the same construct, they were designed to capture different dimensions of grammatical competence.

The Traditional Grammar Test assessed students' explicit knowledge of grammatical forms by focusing on rule application, structural accuracy, and the recognition of correct grammatical forms in decontextualized situations. In contrast, the Communicative Grammar Test assessed students' ability to apply the same grammatical knowledge appropriately in meaningful, context-based communicative situations. Thus, while the former emphasized knowledge about grammar, the latter measured the ability to use grammar for communication.

Using these complementary instruments provided a more comprehensive operationalization of grammatical knowledge by recognizing that effective grammar learning encompasses both explicit knowledge of grammatical rules and the ability to apply those rules appropriately in communication. Accordingly, grammatical

knowledge was treated as a single construct measured through two complementary dimensions: formal grammatical knowledge and contextualized grammatical use.

Both instruments consisted of 25 researcher-developed multiple-choice items based on a Table of Specifications to ensure adequate representation of the grammatical content covered during the intervention. The tests were reviewed by experts in English Language Teaching to establish content validity and were pilot-tested before the main study. Item analysis was subsequently conducted using the difficulty and discrimination indices. Items that met the predetermined psychometric criteria were retained, whereas those with unsatisfactory indices were revised or removed. The final versions of both tests each contained 25 valid and reliable items that were appropriate for assessing students' grammatical knowledge.

3.5.2.1.1.1 Pretest

The pretest was administered to both experimental and control groups to determine baseline performance differences. Each test included 25 carefully selected items aligned with the curriculum and the communicative grammar intervention

3.5.2.1.1.2 Post test

The posttest was given to both groups following the intervention to measure learning gains and allow for comparison with pretest performance.

3.5.2.1.2 Oral Test

The oral test was administered before and after the instructional intervention to assess students' speaking proficiency and to determine changes in oral communicative performance following the intervention. The assessment focused on students' ability to introduce themselves and communicate personal information in English. Students were asked to speak about familiar topics, including their names, place of birth, home address, family background, previous schooling, educational aspirations, future career plans, and intended occupations. These topics were selected because they represented authentic communicative situations that were appropriate for the students' level of English proficiency.

The oral assessment was conducted individually under standardized conditions. All participants received the same instructions and responded to the same set of interview questions in the same sequence. Each interview was audio-recorded to ensure accurate scoring and to facilitate transcription for subsequent qualitative analysis.

Students' speaking performance was evaluated using a standardized analytic rubric assessing task, grammatical accuracy, vocabulary use, discourse organization, pronunciation, and interactional communication. Rather than assigning marks to individual questions, the rubric was used to evaluate each student's overall oral performance across these dimensions. The oral test carried a maximum score of 25 marks (25%)**,** ensuring comparability with the Traditional Grammar Test and the Communicative Grammar Test, each of which was also scored out of 25 marks.

3.5.2.1.2.1 Oral Pretest

The oral pretest was administered to both the experimental and control groups before the intervention to establish baseline differences in students' speaking performance. It also enabled comparison between oral performance and written pretest results, providing an initial understanding of the relationship between grammatical knowledge and spoken language use.

3.5.2.1.2.2 Oral Posttest

Following the intervention, the oral posttest was conducted to assess changes in students' speaking performance. The results were compared with both the oral pretest and the written posttest scores to evaluate the overall impact of the communicative grammar instruction. In addition, students' spoken responses were transcribed and systematically analyzed to gain deeper insights into their language use, focusing on dimensions such as grammatical accuracy, vocabulary, discourse organization, pronunciation, and interactive communication.

Table 5: Summary of Assessment Instruments and Their Purposes

Test Type	Purpose	Timing	Groups
Traditional Grammar Test	Assess sentence-level grammatical knowledge	Pre & Post	Experimental & Control
Communicative Grammar Test	Assess grammar in context (dialogue)	Pre & Post	Experimental & Control
Oral Test	1) Score via rubric to compare with written tests 2) Transcribe & analyze spoken performance	Pre & Post	Experimental & Control

As observed in the Table above, the three forms of assessment: Traditional Grammar Test, Communicative Grammar Test, and Oral Test, were designed to examine students' performance across different modes both before and after the intervention. This comparative approach made it possible to identify variations in learners' achievement depending on the nature of the test and the type of language use required. The integration of quantitative and qualitative analyses provided a more comprehensive evaluation of the effectiveness of communicative grammar instruction, as well as the quality of students' oral performance. Such an approach is consistent with the study's conceptual framework, ensuring that both measurable outcomes and contextualized language use are adequately captured.

3.5.2.3 Qualitative Data Collection Methods

Qualitative research seeks to explore, describe, and interpret human experiences within their natural contexts (Dörnyei, 2007). In line with this perspective, the present study examined how grammar instruction was enacted in the classroom and how learners experienced communicative grammar teaching. Emphasis was placed on capturing rich, context-sensitive data from participants with diverse experiences and perspectives.

To achieve this, multiple qualitative data collection methods were employed, including classroom observation, transcribed oral tests, teacher interviews, and focus group discussions. These tools enabled an in-depth understanding of instructional practices, learner engagement, and contextual factors influencing the teaching and learning of grammar.

3.5.2.3.1 Classroom Observation

Classroom observation was employed as a qualitative data collection method to provide contextual evidence for interpreting the quantitative findings of the study. Rather than addressing a separate research objective, the observation enabled the researcher to examine how the communicative grammar approach was implemented during classroom instruction and to explain the instructional practices and classroom interactions that may have contributed to the quantitative outcomes.

A structured, non-participant observation was conducted once during the intervention period in a regularly scheduled grammar lesson of the experimental class. The entire lesson was observed independently by the researcher and an experienced English language teacher using the same structured observation checklist.

The observation checklist was designed to capture key aspects of communicative grammar instruction, including the teacher's instructional strategies, the integration of grammar with communicative activities, teacher–student and student–student interactions, students' participation and engagement, the use of instructional materials, and classroom feedback practices. In addition to completing the checklist, both observers recorded field notes documenting significant classroom events and instructional practices that could not be adequately captured by the checklist items.

The classroom observation data and field notes were used to complement and explain the quantitative findings obtained from the traditional grammar test, communicative grammar test, oral test, and students' questionnaire, thereby strengthening the interpretation of the study's results through data triangulation.

The primary purpose of the observation was to examine the extent to which communicative grammar teaching principles were reflected in classroom practice. Accordingly, the experimental group’s lessons were observed on three occasions during regular instructional sessions to ensure a representative understanding of the teaching process.

3.5.2.3.2 Transcribed Oral Test

Oral pretests and posttests were administered to both experimental and control groups to assess students' speaking performance. The students' spoken responses were audio-recorded, transcribed, and analyzed to provide detailed insights into their language use.

This analysis focused on key aspects of speaking performance, including task completion, grammatical accuracy, vocabulary use, discourse organization, pronunciation, and interactional competence. The transcriptions allowed for a deeper qualitative interpretation of learners' oral abilities beyond numerical test scores.

3.5.2.3.3 Teacher Interviews

Teacher interviews were conducted to obtain in-depth insights into instructional practices, pedagogical beliefs, and contextual factors influencing grammar teaching and speaking development. Given the central role of teachers in interpreting curricula and implementing instructional approaches, interviews were essential for understanding both routine practices and the application of pedagogical innovations. Semi-structured interviews were conducted with both experimental and non-experimental group teachers to provide a comprehensive perspective on grammar teaching within the school context.

3.5.2.3.3.1 Experimental Group Teacher Interview

A semi-structured interview was conducted with the teacher responsible for implementing the communicative grammar intervention. This provided first-hand insights into the design, execution, and classroom realities of the instructional approach.

The interview explored areas such as instructional decision-making, student engagement, challenges encountered during implementation, and reflections on the effectiveness of communicative grammar teaching in enhancing speaking performance. Such data are critical for interpreting intervention outcomes, particularly in quasi-experimental studies where instructional fidelity and teacher mediation significantly influence learning processes.

Research on teacher cognition highlights that teachers' beliefs, knowledge, and pedagogical reasoning shape how instructional innovations are enacted in practice (Borg, 2015). Importantly, the purpose of this interview was not to evaluate the intervention independently but to contextualize quantitative findings and complement students' perspectives, thereby strengthening interpretive validity.

3.5.2.3.3.2 Non-Experimental Group Teachers' Interviews

Semi-structured interviews were also conducted with English teachers who were not involved in the intervention. These interviews aimed to document prevailing instructional practices and explore teachers' beliefs about grammar teaching and communicative competence.

Including non-experimental teachers served several important functions. First, it provided a baseline understanding of routine instructional practices within the institution, thereby clarifying what constitutes conventional teaching in the study context. Second, it enabled an exploration of teacher cognition, particularly beliefs about grammar instruction, communicative approaches, and the feasibility of implementing such methods in examination-oriented or large-class settings. Third, it enhanced the credibility of the qualitative findings by incorporating perspectives beyond the experimental condition, thereby reducing potential bias. These interviews were not intended to assess the intervention itself but to offer contextual insights that support the interpretation of both instructional processes and student outcomes.

3.5.2.3.4 Students' Focus Group Discussions

Focus group discussions (FGDs) were employed as a qualitative data collection method to generate in-depth insights into students' experiences of grammar instruction, their opportunities for speaking practice, and their perceptions of how grammar learning supports oral communication. As primary participants in the instructional process, students provide essential perspectives on how teaching approaches are experienced and how they influence engagement and speaking development. Accordingly, FGDs were conducted with both experimental and control group students to obtain a comprehensive understanding of learning experiences and to support the interpretation of quantitative findings.

3.5.2.3.4.1 Experimental Group Students

FGDs with selected students from the experimental group were conducted to explore their experiences of learning grammar through communicative activities and the perceived impact on their speaking development. The inclusion of experimental group participants in FGDs is methodologically appropriate in quasi-experimental mixed-methods research when the aim is to examine learner perceptions, engagement, and learning processes rather than to establish causal relationships.

These discussions provided valuable insights into how students experienced communicative grammar instruction, how they perceived the integration of grammar and speaking tasks, and the extent to which the instructional approach enhanced their confidence and participation in oral communication. Learner perspectives are particularly significant in speaking-focused research, as the development of speaking skills is closely associated with affective factors such as confidence, willingness to communicate, and the perceived relevance of classroom activities (Bygate et al., 2019; Pawlak, 2021).

Furthermore, the FGDs enabled the researcher to relate students' reported experiences to their measured speaking performance, thereby supporting explanatory integration within the mixed-methods design. As with other qualitative data, these findings were used for interpretive purposes and not as direct evidence of the intervention's effectiveness.

3.5.2.3.4.2 Control Group Students

Although control groups in quasi-experimental studies are primarily used for quantitative comparison, their inclusion in qualitative data collection, particularly FGDs, is methodologically justified when the objective is explanatory rather than causal. In this study, FGDs with control group students were conducted to explore their experiences of grammar instruction and speaking opportunities within regular classroom settings, thereby providing a contextual baseline for interpreting the intervention.

First, these discussions supported methodological triangulation by enabling comparison between the instructional experiences of experimental and control groups, thus strengthening the validity of the findings (Creswell & Plano Clark, 2018). Second, they facilitated a systematic examination of routine instructional practices, including the nature of grammar teaching, the extent of communicative opportunities, and challenges faced by learners in developing speaking skills. Third, control group FGDs contributed to explanatory interpretation by helping to clarify potential reasons for differences, or the absence of differences—in speaking performance outcomes between the two groups (Ivankova et al., 2006).

Importantly, the data obtained from control group FGDs were not used to evaluate the effectiveness of the intervention. Instead, they served as contextual evidence that enhanced the credibility and interpretability of the quantitative results.

Overall, qualitative data obtained from both student groups and from experimental and non-experimental teachers were analyzed thematically and integrated with quantitative findings during the interpretation stage. This multi-perspective approach is consistent with the logic of explanatory sequential mixed-methods design, where qualitative insights are used to explain and enrich quantitative results (Ivankova et al., 2006). The inclusion of diverse participant perspectives strengthened the study's credibility, dependability, and contextual depth, which are key criteria for ensuring trustworthiness in qualitative research.

3.6 Purpose of the Test Design and Scoring Procedures

In this quasi-experimental study, oral performance was assessed using an analytic scoring rubric consisting of five discrete criteria, each assigned an equal weight of five marks, resulting in a maximum total score of twenty-five. This equal distribution was intentionally adopted to ensure that no single dimension of oral proficiency disproportionately influenced the overall score, thereby allowing for a balanced and multidimensional evaluation of learners' oral performance.

To facilitate valid comparison across assessment modalities, the written instruments, namely the Traditional Grammar Test and the Communicative Grammar Test, were also standardized to a total weighting of twenty-five percent each. The alignment of

score ranges across oral and written measures was methodologically necessary to control for scale-related variance during statistical comparison and analysis. This standardization ensured that any observed differences in learners' performance could be more confidently attributed to the instructional conditions rather than to inconsistencies in the scoring procedure.

Given the inherently subjective nature of oral performance assessment, two independent raters were engaged to evaluate the oral tests in order to enhance the reliability of the measurement. The final oral score used for analysis was calculated as the mean of the two raters' ratings. Averaging rater scores is a widely accepted practice in quasi-experimental research, as it mitigates individual rater bias and strengthens inter-rater reliability, thereby increasing the internal validity of the findings.

Collectively, these scoring and assessment procedures were designed to enhance the reliability, validity, and comparability of the measurement instruments, which is particularly critical in quasi-experimental designs where random assignment is not feasible. By controlling for potential measurement-related threats to validity, the study sought to ensure that the effects observed could be more accurately associated with the instructional treatments under investigation. This approach is consistent with established practices in quasi-experimental research and language assessment, which emphasize score standardization and inter-rater agreement as essential mechanisms for enhancing measurement reliability and internal validity (e.g., Bachman & Palmer, 1996; Creswell, 2014; Cohen, Manion, & Morrison, 2018).

3.7 Threats to Internal Validity and Control Measures

Internal validity refers to the extent to which the observed changes in the dependent variables can be attributed to the instructional intervention rather than to extraneous factors (Campbell & Stanley, 1963; Creswell & Creswell, 2018). Since the quantitative phase of this study employed a quasi-experimental pretest–posttest control group design, several potential threats to internal validity were carefully considered and controlled to strengthen the credibility of the findings.

One potential threat was selection bias**,** which may arise when participants in the experimental and control groups differ systematically before the intervention. Although intact Grade 11 classes were used, the two classes were randomly assigned to the experimental and control groups. Furthermore, both groups completed identical pretests on grammatical knowledge and speaking performance prior to the intervention. The pretest results were analyzed to determine the initial equivalence of the groups, thereby minimizing the influence of pre-existing differences.

Another potential threat was history, which refers to external events occurring during the intervention that could influence participants' performance independently of the treatment (Campbell & Stanley, 1963). To minimize this threat, both groups received instruction during the same academic semester under similar school conditions and followed the same instructional schedule. Consequently, any external events were likely to affect both groups equally.

Maturation**,** which involves natural developmental changes occurring over time, was also considered. Because the experimental and control groups participated in the study over the same instructional period, any improvements resulting from normal cognitive or linguistic development were expected to occur equally across both groups. Thus, differences observed at the end of the intervention were more likely to be associated with the instructional approach than with maturation.

The study also addressed the testing effect, whereby exposure to a pretest may influence participants' subsequent performance on the posttest. To reduce this threat, the same assessment procedures were administered to both groups under standardized conditions, and an appropriate interval was maintained between the pretest and posttest to lessen the likelihood of participants recalling specific test items.

Another concern was instrumentation**,** which occurs when changes in measurement procedures affect the results. This threat was minimized by administering the same grammatical knowledge tests and speaking performance assessments to both groups during the pretest and posttest. Speaking performance was evaluated using the same analytic rating scale throughout the study, and inter-rater reliability was established to ensure consistency in scoring.

Experimental mortality (attrition)**,** referring to participant withdrawal during the study, was also considered. The intervention was implemented during regular classroom instruction, and all participating students completed both the pretests and posttests. Consequently, attrition did not pose a significant threat to the internal validity of the study.

The possibility of diffusion of treatment was minimized by ensuring that the instructional approaches used in the experimental and control groups remained distinct throughout the intervention period. Each group received instruction according to its assigned teaching approach, thereby reducing the likelihood that students in the control group would be exposed to communicative grammar teaching activities.

Finally, teacher effect refers to the possibility that differences in teachers' qualifications, experience, or instructional competence, rather than the instructional intervention itself, may influence students' learning outcomes. To minimize this threat, the experimental and control groups were taught by two English language teachers who possessed comparable professional qualifications and teaching experience. Both teachers held a Master's degree (MA) in English Language Teaching and had similar years of teaching experience at the secondary school level. In addition, both groups followed the same Grade 11 English curriculum, covered the same instructional content, and received equal instructional time. The only planned difference between the two groups was the instructional approach: the experimental group received communicative grammar teaching based on the integrated Meaning–Form–Use (MFU) framework and Presentation–Practice–Production (PPP) model, whereas the control group received traditional grammar instruction. These measures helped minimize teacher-related bias and strengthened the internal validity of the study.

Overall, these control measures enhanced the internal validity of the study by reducing the influence of competing explanations and increasing confidence that any significant differences between the experimental and control groups resulted primarily from the implementation of communicative grammar teaching.

3.8 Criteria of Research Validation

Ensuring the rigor of the study required careful attention to both validity and reliability, which constitute the two fundamental criteria for evaluating the quality of research. Validity refers to the extent to which the instruments and procedures accurately measure the intended constructs, while reliability concerns the consistency and stability of the measurement across time and evaluators. The following subsections present a detailed account of how validity and reliability were established in this study, organized according to the different instruments and types of data employed.

3.8.1 Validity

The validity of the study was enhanced through the use of multiple data collection methods, enabling the research problem to be examined from different perspectives. This methodological triangulation provided a more comprehensive and credible interpretation of the findings. To ensure clarity and systematic presentation, the discussion of validity is organized according to the specific instruments employed in the study.

3.8.1.1 Quantitative Data Validation

3.8.1.1.1 Written Test Validity

Before the main data collection, the traditional grammar test was piloted and subjected to item analysis to ensure its validity and reliability. Following the procedures recommended by Brown (2004) and Hughes (2003), each item was analyzed for difficulty level and discrimination index using upper- and lower-group performance. Item analysis was conducted to evaluate the quality and functioning of the test items used in the traditional grammar and communicative Grammar before their final administration.

The main objective of conducting item analysis was to verify that each test item performed effectively, considering its level of difficulty, ability to discriminate between high- and low-performing students, and the effectiveness of distractors. This process helped strengthen both the validity and reliability of the assessment

instruments. Thus, items with acceptable difficulty values (approximately 0.30–0.70) and positive discrimination indices were retained. Items displaying marginal statistical properties were revised to improve clarity and distractor effectiveness, while items with extreme difficulty levels or negligible discrimination power were rejected. As a result of this process, 25 out of the original 30 items were deemed appropriate and were retained in the final version of the test, thereby ensuring that the instrument adequately differentiated between varying levels of learner grammatical ability and aligned with the objectives of the study.

In language testing, item analysis serves as a critical post-pilot procedure that provides empirical evidence about how well individual test items perform with a given group of learners. In this study, item analysis was conducted to ensure that only items capable of discriminating between higher and lower proficiency learners were retained for the final test. An item was retained if it met acceptable criteria for both DL and DI. An item was revised if it showed acceptable performance on one index but marginal performance on the other. An item was rejected if it exhibited extreme difficulty values and/or poor discrimination.

The item analysis was conducted based on students' responses obtained from the pilot testing phase. Students' answer sheets were scored and then divided into two groups: the upper group (UG)**,** consisting of high-scoring students, and the lower group (LG)**,** consisting of low-scoring students. This grouping enabled the examination of how effectively each item differentiated between stronger and weaker learners.

Two quantitative indices were calculated for each item: the Difficulty Level (DL) and the Discrimination Index (DI)**.** In addition, distractor performance was examined to determine whether incorrect options functioned as intended (Appendix E).

The difficulty level of a test item represents the proportion of students who answered it correctly, indicating whether the item is easy or challenging for the test takers. In this study, it was calculated using the formula: DL = R / N, where R denotes the number of students who answered the item correctly, while N represents the total number of students who attempted the item. This calculation provides an indication of each item's difficulty, helping to identify whether it is appropriately challenging for

the learners. Items with moderate difficulty were retained, whereas items that were too easy or too difficult were reviewed for possible revision.

Items with very high difficulty values were considered too easy, while items with very low values were considered too difficult. Items falling within an acceptable mid-range were considered appropriate for measuring learners' grammatical ability.

The discrimination index (DI) indicates how well a test item distinguishes between high-performing and low-performing students. Ideally, students in the upper group should answer the item correctly more often than those in the lower group. In this study, the DI was calculated using the formula: DI = (UG − LG) / (½N), where *UG* represents the number of correct responses in the upper group, *LG* represents the number of correct responses in the lower group, and *½N* represents half of the total number of students. Positive discrimination values indicated that the item functioned well, whereas zero or negative values suggested that the item failed to distinguish between stronger and weaker students and therefore required revision or rejection.

In addition to difficulty and discrimination indices, distractor analysis was conducted to examine the effectiveness of incorrect alternatives. A distractor was considered functional if it attracted a reasonable number of responses, particularly from students in the lower group. Distractors that were rarely or never selected were identified as non-functioning and were revised or replaced where necessary. Following the item analysis, each test item was categorized into one of three groups: accepted (retained), revised, or rejected.

Accepted items were those with appropriate difficulty levels, satisfactory discrimination indices, and effective distractors, indicating that they measured students' grammatical ability reliably. Revised items had marginal difficulty or discrimination values, or distractors that were less effective, but these issues were considered correctable through modification. Rejected items exhibited very poor difficulty or discrimination indices, negative discrimination values, or serious flaws that could not be remedied, and were therefore excluded from the final tests.

Only accepted and revised items were retained in the final versions of the tests. Revised items were carefully adjusted to improve clarity, grammatical accuracy, or distractor functionality and were reviewed before being administered.

The systematic use of item analysis ensured that the final grammar tests were both reliable and valid. By refining items based on difficulty, discrimination, and distractor performance, the instruments were aligned with the study's objectives and the communicative orientation of the instructional intervention.

3.8.1.1.2 Validation of Oral Test Scores

The validation of the oral test scores was undertaken to ensure that the speaking test accurately measured students' oral communicative ability and that the resulting scores were meaningful, consistent, and interpretable. To achieve this, several complementary validation procedures were employed, focusing on content validity, scoring validity, rater reliability, and score consistency**.**

3.8.1.1.2.1 Content Validity of the Oral Test

Content validity was established through systematic alignment between the oral test tasks and the instructional objectives of the course. The test tasks were designed to elicit learners' performance across key components of oral communication, including grammar use, vocabulary, pronunciation, discourse management, and interactional communication**.** To confirm this alignment, the test specifications were reviewed by subject-matter experts in EFL teaching and assessment, who evaluated the relevance, representativeness, and appropriateness of each task. Depending on their feedback, minor revisions were made to task prompts and performance descriptors to improve clarity, ensure comprehensibility, and enhance the communicative authenticity of the tasks.

3.8.1.1.2.2 Scoring Validity and Rating Scale

A criterion-referenced analytic rating scale was used to score students' oral performance. The scale consisted of clearly defined descriptors for each component of speaking ability, allowing raters to make consistent judgments based on observable performance features rather than overall impressions. The descriptors were written in

clear, performance-based language to reduce subjectivity and to ensure that each score reflected a distinct level of oral proficiency.

3.8.1.1.2.3 Raters Reliability

To strengthen score validity, raters were trained prior to the actual scoring process. The training focused on familiarizing raters with the rating scale, discussing sample performances, and practicing scoring using benchmark responses. Inter-rater reliability was then examined by having two trained raters independently score a subset of the oral test performances. The inter-rater agreement was deemed satisfactory, demonstrating that the scores were consistent and not influenced by individual rater bias.

3.8.1.1.2.4 Score Consistency and Interpretability

Score consistency was further supported by maintaining uniform test administration conditions, including standardized instructions, equal time allocation, and similar task difficulty across examinees. These procedures helped ensure that score differences reflected actual differences in speaking ability rather than testing conditions. As a result, the oral test scores were considered sufficiently reliable and valid for measuring students' speaking performance and for addressing the research objectives of the study.

3.8.1.2 Qualitative Data Validation

The oral assessment rubrics developed by UNCLES (2020) were used to evaluate students' actual speaking performance across all assessment criteria. These rubrics were selected because they align with authentic assessment principles, allowing learners to demonstrate their communicative knowledge and skills in a holistic and meaningful manner (Zain, 2020).

The rubrics assessed key components of speaking performance, including vocabulary, grammar, discourse management, pronunciation, and interactional communication. In addition, task completion was included as a separate criterion to capture how effectively students fulfilled the communicative demands of each speaking task. The inclusion of task completion is consistent with established speaking assessment

practices, in which it is commonly used alongside linguistic and discourse-related criteria to evaluate learners' success in achieving communicative purposes (Ismailia, 2021; Irwana, 2006).

For interviews and focus group discussions, structured discussion guides were used to ensure alignment with the research objectives. All responses were transcribed accurately, and transcriptions were cross-checked against audio and video recordings to ensure correctness. This procedure enhanced the credibility and trustworthiness of qualitative data by minimizing errors in interpretation.

3.8.2 Reliability

Reliability is a central consideration in ensuring the consistency and trustworthiness of research findings. In this study, reliability was addressed for each data type using procedures appropriate to the nature of the instruments employed, as outlined in the following subsections.

3.8.2.1 Reliability of Written Tests

The reliability of the written tests was ensured through a systematic item analysis of both the pretest and posttest versions of the Traditional Grammar Test and the Communicative Grammar Test. Difficulty and discrimination indices were calculated following established principles of language assessment to verify that each item consistently measured students' grammatical proficiency and effectively distinguished between higher- and lower-performing learners. Items that failed to meet acceptable criteria were revised or excluded prior to final test administration, thereby enhancing the overall reliability of the written tests.

3.8.2.2 Reliability of Oral Tests

Reliability of the oral test scores was ensured through an inter-rater reliability procedure. Two trained teachers independently rated students' oral performances using the same analytic assessment rubric. To minimize individual rater bias and enhance scoring consistency, raters scored the performances independently, and the final score used for analysis was calculated as the mean of the two ratings. This procedure contributed to the stability and reliability of the oral assessment results.

3.8.2.3 Trustworthiness of Interviews and Focus Group Discussions

The trustworthiness of the interview and focus group discussion data was ensured through several procedures. First, semi-structured interview and focus group discussion guides were developed to maintain consistency in the topics explored while allowing sufficient flexibility for participants to elaborate on their experiences and viewpoints. Questions were phrased clearly and presented in a conversational manner, and probing questions were used where necessary to obtain complete and meaningful responses.

All interview and focus group discussion sessions were video-recorded with the participants' consent to ensure an accurate and complete record of the discussions. The recordings facilitated verbatim transcription and minimized reliance on memory or field notes during data analysis. Throughout the data collection process, participants were encouraged to express their views freely, and clarification was sought whenever responses were unclear or required further explanation.

To enhance the credibility and dependability of the qualitative findings, the interview and focus group discussion data were triangulated with evidence obtained from the classroom observation, traditional grammar test, communicative grammar test, oral test, and students' questionnaire. This integration of multiple data sources strengthened the trustworthiness of the qualitative findings and supported a comprehensive interpretation of the study's results.

3.8.2.4 Reliability of Observations

Classroom observations were conducted using a standardized checklist administered independently by two raters (the researcher and a trained teacher). Inter-rater agreement was statistically examined to ensure consistency and reliability in recording classroom practices and instructional behaviors.

3.9 Procedure of Data Collection

The study lasted three months starting from the beginning of March 2025 to the end of May 202025 in general. It had two major data collection phases. The first one was

related to qualitative data, whereas, the second dealt with quantitative,i.e.experiment. The detail is presented below.

3.9.1 Quantitative Data Collection Procedure

The quantitative data were collected following a structured, sequential procedure comprising three main phases: pre-intervention, intervention, and post-intervention. Each phase was carefully planned to ensure methodological rigor, comparability between groups, and alignment with the study's communicative grammar framework. The procedures implemented at each phase are described below.

3.9.1.1 Pre-Intervention Phase

During the pre-intervention phase, the researcher identified the target grammar items for the study, which included English tense forms, comparative adjectives, relative clauses, and active and passive voice. These items were selected based on the Grade 11 English textbook used in Ethiopian secondary schools, ensuring alignment with the curriculum and students' routine classroom instruction.

The instructional design was guided by the communicative grammar framework, which integrates form, meaning, and use and was implemented through the stages of presentation, practice, and production. Appropriate lesson topics were selected to embed the target grammar items meaningfully, and communicative lesson plans were prepared for the experimental group. These plans incorporated tasks, techniques, and classroom activities addressing all three grammatical dimensions at each lesson stage.

Quantitative data collection instruments were also developed during this phase. These included written pretests and posttests (Traditional Grammar Test and Communicative Grammar Test) for both groups, as well as an oral speaking test. All written test items underwent item analysis, including difficulty and discrimination indices, to enhance reliability.

3.9.1.2 Intervention Phase

The intervention phase began in the second half of February 2025 with the administration of written pretests (traditional and communicative grammar) and an

oral speaking pretest to both experimental and control groups. These assessments established baseline equivalence between the groups and provided data for comparative analysis.

After pretesting, the communicative grammar teaching materials were finalized, and a model lesson plan was prepared to guide the experimental group teacher in consistently implementing the instructional approach. Orientation sessions ensured a shared understanding of the framework and teaching procedures.

The instructional intervention was implemented from the beginning of March to the end of May 2025. The experimental group received communicative grammar instruction for twelve weeks, with two instructional periods per week integrated into the regular school timetable. Grammar teaching was embedded within speaking activities to allow students to practice structures in meaningful communicative contexts.

To minimize instructional bias, the experimental and control groups were taught by two different teachers who had comparable academic qualifications (MA in TEFL) and similar teaching experience. This arrangement ensured instructional comparability while preventing the unintended transfer of the experimental teaching approach to the control group.

3.9.1.3 Post-Intervention Phase

Written posttests and an oral speaking posttest were administered to both groups to examine performance differences attributable to the instructional treatment.

Throughout the intervention, grammar lessons for the experimental group followed the three-stage structure of presentation, practice, and production, addressing the grammatical dimensions of form, meaning, and use. This systematic yet communicative approach provided students with repeated opportunities to enhance both grammatical accuracy and spoken fluency.

3.9.2 The Qualitative Data Collection Procedure

The qualitative data collection phase was conducted after the quantitative phase to provide contextual evidence for explaining the quantitative findings. Before data collection commenced, all participants were informed about the purpose of the study and the procedures involved. They were assured that their participation was voluntary, their responses would be treated confidentially, and the information collected would be used solely for research purposes. Informed consent was obtained from all participants prior to the commencement of the observations, interviews, and focus group discussions.

Classroom observation was conducted once during a regularly scheduled grammar lesson in the experimental class. The researcher and an experienced English language teacher independently observed the entire lesson using the same structured observation checklist while remaining unobtrusive to avoid disrupting the normal teaching and learning process. Field notes were also recorded to document classroom events and practices that complemented the observation checklist.

Following the classroom observation, semi-structured interviews were conducted with the English language teachers to obtain further insights into their experiences of grammar instruction and the implementation of communicative grammar teaching. The interviews were conducted individually at a time and place convenient to the participants and were video-recorded with their consent to ensure an accurate record of their responses.

Subsequently, six students from the experimental group and six students from the control group were purposively selected through teacher nomination to participate in separate focus group discussions. Teachers were requested to nominate students who were able to reflect on and articulate their learning experiences while ensuring the inclusion of both female and male participants. The focus group discussions provided students with an opportunity to share their experiences and perceptions of grammar instruction in their respective classes. All discussions were video-recorded with participants' consent to ensure an accurate record of the discussions.

3.10 Procedure of Data Analysis

Both quantitative and qualitative data were analyzed to comprehensively address the study objectives. Quantitative data, obtained from the speaking tests, and grammar tests, were encoded and analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, including mean, standard deviation, and standard error of the mean, were employed to summarize trends, while inferential statistics were applied to test hypotheses.

3.10.1 Quantitative Data Analysis

To determine the effect of communicative grammar teaching (CGT) on students' speaking performance and grammatical knowledge, both independent-sample t-tests and paired-sample t-tests were conducted. The independent-sample t-test compared posttest scores between the experimental and control groups, while the paired-sample t-test assessed within-group differences between pretest and posttest scores. These analyses allowed for evaluation of whether CGT led to statistically significant improvements relative to traditional grammar instruction. All quantitative analyses were conducted at a 0.05 level of significance to ensure rigorous statistical inference.

3.10.2 Qualitative Data Analysis

Qualitative data were collected through classroom observations, teacher interviews, and focus group discussions (FGDs). These data were analyzed using thematic, content, and narrative analysis to capture the complex realities of grammar instruction and learner experiences.

Initially, all observation notes, interview transcripts, and FGD recordings were transcribed verbatim and read repeatedly to identify recurring patterns and significant phenomena. Codes were generated inductively and organized into broader themes reflecting the implementation of communicative grammar teaching, classroom practices, student engagement, and teacher cognition.

Finally, qualitative findings were integrated with quantitative results to provide a comprehensive and explanatory interpretation. This approach enabled the researcher to contextualize observed improvements in students' speaking performance and

grammatical knowledge within the instructional environment and learners' experiences, enhancing both the credibility and interpretive validity of the study.

3.11 Ethical Considerations

Ethical considerations are fundamental in research involving human participants (Creswell, 2014). Accordingly, this study adhered to the principles of respect, beneficence, and justice throughout the research process.

The researcher first obtained an official recommendation letter from Addis Ababa University and secured permission from the school director to conduct the study. After institutional approval, consent was obtained from the Grade 11 English teachers for classroom observations. The researcher then introduced himself to the students and explained the purpose of the study to establish rapport and foster trust.

The principle of justice was upheld by ensuring fair and equitable treatment of all participants without discrimination or exploitation (Creswell, 2014). Students were informed that participation in the focus group discussions was entirely voluntary, and observation schedules were arranged in consultation with teachers to minimize disruption to regular classroom activities. Audio-recording equipment was positioned unobtrusively to avoid influencing participants' natural classroom behaviour.

Respect for participants was maintained by recognizing their dignity and autonomy through informed consent prior to participation. Focus group discussions were conducted at times convenient to participants, who were assured that they could decline to answer any question or withdraw without consequence. Audio recordings were made only with participants' prior consent. These procedures safeguarded participants' rights and welfare while ensuring the integrity and credibility of the study.

Chapter Four: Results

4.0 Introduction

This chapter reports and interprets the findings of the study, focusing on the effects of communicative grammar teaching on students' grammatical knowledge and speaking performance. It integrates quantitative data obtained from pre- and posttests, including traditional grammar tests, communicative grammar assessments, and oral performance evaluations, with qualitative insights gathered from classroom observations, teacher interviews, focus group discussions, and document analysis. The chapter begins by outlining the characteristics of the study participants and the procedures followed during data collection. Subsequently, the results are presented in a structured manner aligned with the research questions and hypotheses. By triangulating quantitative and qualitative findings, the chapter provides a holistic understanding of instructional practices, learner engagement, and performance outcomes.

4.1 Demographic Profile of Participants

This section provides a summary of the key demographic characteristics of the participants, including age and gender, for both the experimental and control groups. The demographic overview offers contextual information that helps interpret the study's findings and consider how participant attributes may have influenced learning outcomes. The table below presents a concise depiction of these variables, facilitating a clear understanding of the composition of the study sample.

Table 6*: Demographic Characteristics of Participants in the Control and Experimental Groups*

Demographic	Category	Control Group *n* (%)	Experimental Group *n* (%)
Gender	Male	16 (39.02)	12 (29.27)
	Female	25 (60.98)	29 (70.73)
	Total	41 (100.00)	41 (100.00)
Age	15–20	41 (100.00)	41 (100.00)
	21–25	0 (0.00)	0 (0.00)
	26–30	0 (0.00)	0 (0.00)
	>30	0 (0.00)	0 (0.00)
	Total	41 (100.00)	41 (100.00)

As indicated in Table 6, the demographic analysis shows that the control and experimental groups were similar in terms of age, with all participants falling within the 15–20-year range.

This similarity in age between the groups minimizes the potential confounding effect of age, thereby enhancing the internal validity of the study. While both groups included a higher number of female participants, the gender distribution was comparable across groups, allowing for meaningful comparisons. However, the predominance of female respondents should be considered when interpreting the findings, as it may limit the generalizability of the results to more gender-balanced populations. Overall, the demographic profile of the participants supports the appropriateness of the groups for investigating the effects of the instructional intervention.

4.2 Data Presentation and Interpretation

The presentation and interpretation of the study findings are structured in accordance with the conceptual framework outlined in Chapter One (Figure 1), which depicts the relationship between the communicative grammar teaching intervention and the anticipated learning outcomes. Within this framework, the intervention is expected to improve both learners' grammatical knowledge and their ability to use language effectively in communicative contexts.

To examine these dimensions, data were collected through multiple instruments, including traditional grammar tests, communicative grammar tests, oral performance assessments, transcribed speaking tasks, classroom observations, teacher interviews, focus group discussions, and document analysis. Quantitative data provide measurable evidence of changes in grammatical knowledge and speaking performance, whereas qualitative data offer insights into classroom dynamics, student engagement, and contextual factors affecting learning. Integrating both data types ensures a comprehensive and coherent interpretation, aligning with the conceptual framework and study objectives.

4.3 Analysis of Test Results

This section presents the analysis of the three assessment instruments employed in the study: the Traditional Grammar Test, the Communicative Grammar Test, and the Oral Speaking Performance Test. The Traditional Grammar Test and the Communicative Grammar Test were used as complementary measures of the same construct, namely students' grammatical knowledge. While the Traditional Grammar Test assessed explicit knowledge of grammatical forms and rule application, the Communicative Grammar Test measured students' ability to apply grammatical knowledge in meaningful communicative contexts. The Oral Speaking Performance Test assessed students' speaking performance in terms of fluency, grammatical accuracy, and interactive competence. Together, these assessments provide a comprehensive evaluation of the effects of Communicative Grammar Teaching (CGT) on students' grammatical knowledge and speaking performance.

4.3.1 Analysis of Grammatical Knowledge

This section presents the analysis of students' grammatical knowledge as measured by the Traditional Grammar Test and the Communicative Grammar Test. The two instruments were employed as complementary measures of the same construct, grammatical knowledge. The analysis addresses Research Question 2 and tests the corresponding hypotheses concerning differences in grammatical knowledge between the experimental and control groups after the instructional intervention.

H01: There is no significant difference in grammatical knowledge between the experimental group**,** which received Communicative Grammar Teaching (CGT), and the control group**,** which received traditional grammar instruction.

H11: There is a significant difference in grammatical knowledge between the experimental group**,** which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction.

To address the second research question and its corresponding hypotheses (H_{02}/H_{12}), which examined differences in grammatical knowledge between the experimental and control groups, the same statistical procedures were applied. Descriptive statistics (mean and standard deviation) were used to summarize students' grammatical knowledge scores at both pretest and posttest stages for each group. Paired-sample t-tests were conducted to assess within-group improvements in grammatical knowledge over time. Independent-sample t-tests were then employed to compare the experimental and control groups at both pretest and posttest stages in order to determine whether Communicative Grammar Teaching (CGT) had a statistically significant effect on students' grammatical knowledge.

For both analyses, the interpretation of results was guided by statistical significance levels and effect sizes to ensure meaningful and reliable conclusions regarding the effectiveness of Communicative Grammar Teaching compared to traditional grammar instruction.

4.3.2 Analysis of Speaking Performance

This section presents the analysis of students' speaking performance as measured by the Oral Speaking Performance Test. The analysis was conducted to address Research Question 1 and to test the corresponding hypotheses concerning differences in speaking performance between the experimental and control groups following the instructional intervention.

H02: There is no significant difference in speaking performance between the experimental group**,** which received Communicative Grammar Teaching (CGT), and the control group, which received traditional grammar instruction.

H12: There is a significant difference in speaking performance between the experimental group, which received Communicative Grammar Teaching (CGT), and the control group**,** which received traditional grammar instruction.

To address the first research question and its corresponding hypotheses (H_{01}/H_{11}), which examined differences in speaking performance between the experimental and control groups, both descriptive and inferential statistical techniques were employed. Descriptive statistics, including mean scores and standard deviations, were computed to summarize students' speaking performance in both groups at the pretest and posttest stages.

Inferential statistics were then used to determine whether the observed differences were statistically significant. Paired-sample t-tests were conducted to examine within-group differences by comparing pretest and posttest speaking scores for both the experimental and control groups. This analysis determined whether each group showed significant improvement over time. In addition, independent-sample t-tests were used to compare the experimental and control groups. Pretest comparisons were conducted to establish baseline equivalence between the two groups, while posttest comparisons were used to determine the effect of Communicative Grammar Teaching (CGT) on students' speaking performance.

4.4 Pretest Results

To determine whether the experimental and control groups were comparable prior to the intervention, both descriptive and inferential statistical analyses were conducted. Initially, mean scores and standard deviations were computed to summarize the pretest performance of the two groups. This provided a general overview of their initial levels of grammatical knowledge and speaking ability.

Following this, an independent-samples t-test was performed to examine whether any observed differences between the groups were statistically significant. This analysis was essential for establishing baseline equivalence before the implementation of the intervention.

4.4.1 Descriptive Analysis of Pretest Scores

Table 7: Descriptive Statistics for Pretest Scores by Group

Tests	N (Control)	M (SD) Control	N (Experimental)	M (SD) Exp
Traditional	41	5.585 (2.109)	41	5.512 (1.381)
Communicative	41	5.244 (1.881)	41	5.171 (1.657)
Oral	41	4.590 (0.846)	41	4.502 (0.454)

Note. M = mean, SD = standard deviation, N = number of participants. Means and SDs are calculated from raw pretest scores.

The results in Table 7 show that the experimental and control groups had very similar mean scores across all three tests prior to the intervention, indicating that the two groups were largely equivalent at baseline.

For the traditional grammar test, the control group (M = 5.585, SD = 2.109) performed almost identically to the experimental group (M = 5.512, SD = 1.381), with only a negligible difference in mean scores. This suggests that both groups started with comparable grammatical knowledge under traditional testing conditions.

Similarly, in the communicative grammar test, the control group (M = 5.244, SD = 1.881) and the experimental group (M = 5.171, SD = 1.657) also demonstrated nearly identical performance levels. The very small difference in mean scores indicates that neither group had an initial advantage in communicative grammar knowledge before the intervention.

In the oral test, the control group (M = 4.590, SD = 0.846) and the experimental group (M = 4.502, SD = 0.454) again showed closely aligned performance. Although the control group had a slightly higher mean score, the difference is minimal and does not suggest meaningful pre-existing variation in speaking ability. Generally, the similarity suggests comparable starting points, which is essential for evaluating the intervention's effect.

4.4.2 Inferential Analysis of Pretest Scores

To address Research Question One, an independent samples t-test was conducted to examine whether there is a statistically significant difference in speaking performance

and grammatical knowledge between the experimental and control groups, as stated in Hypothesis One (H_{01}/H_{11}). The results of the analysis are presented in Table 8 below.

Table 8*: Independent-Samples* t-*Test Results for Pretest Scores Between the Control and Experimental Groups*

Tests	N (Control)	M (SD) Control	N (Exp)	M (SD) Exp	t	df	p	Cohen's d
Traditional	41	5.585 (2.109)	41	5.512 (1.381)	0.21	77.9	.834	0.04
Communicative	41	5.244 (1.881)	41	5.171 (1.657)	0.20	79.5	.841	0.04
Oral	41	4.590 (0.846)	41	4.502 (0.454)	0.45	68.8	.655	0.11

Note. t, df, and p-values are from independent-samples t-tests comparing control and experimental groups. Cohen's *d* was calculated using the pooled SD.

An independent-samples t-test was conducted to examine whether there were statistically significant differences between the experimental and control groups in traditional grammar knowledge, communicative grammar knowledge, and speaking performance at the pretest stage.

For the traditional grammar test**,** the control group (M = 5.585, SD = 2.109) and the experimental group (M = 5.512, SD = 1.381) showed almost identical performance. The difference was not statistically significant (t = 0.21, df = 77.9, p = .834, d = 0.04). Therefore, the null hypothesis of no pre-existing difference in grammatical knowledge is retained at baseline.

Similarly, in the communicative grammar test**,** the control group (M = 5.244, SD = 1.881) and the experimental group (M = 5.171, SD = 1.657) performed at nearly the same level. The difference was not statistically significant (t = 0.20, df = 79.5, p = .841, d = 0.04), indicating that both groups were comparable in communicative grammar knowledge prior to the intervention.

In the oral test**,** the control group (M = 4.590, SD = 0.846) and the experimental group (M = 4.502, SD = 0.454) also demonstrated very similar speaking performance. The difference was not statistically significant (t = 0.45, df = 68.8, p = .655, d = 0.11), showing that the groups were equivalent in speaking ability at the outset of the study.

Overall, all pretest comparisons yielded p-values greater than .05, indicating that there were no statistically significant differences between the experimental and control groups in any of the measured variables prior to the intervention. Consequently, the null hypotheses related to baseline equivalence are retained.

These findings confirm that the two groups were homogeneous at the beginning of the study, thereby strengthening the validity of the subsequent comparisons of posttest results and supporting the attribution of any later differences to the effect of Communicative Grammar Teaching (CGT).

4.5 Analysis of Posttest Results

4.5.1 Descriptive Analysis of Posttest Scores

Table 9: Descriptive Statistics for Posttest Scores by Group

Tests	N (Control)	M (SD) Control	N (Experimental)	M (SD) Exp
Traditional	41	5.744 (1.554)	41	5.781 (1.351)
Communicative	41	5.390 (1.302)	41	5.366 (1.445)
Oral	41	4.478 (0.841)	41	4.642 (0.418)

Note. Means (M) and standard deviations (SD) were calculated from raw posttest scores**.**

Table 9 presents the descriptive statistics of posttest scores for the control and experimental groups in traditional grammar, communicative grammar, and oral performance. As revealed in the Table above, in the traditional grammar test**,** the experimental group (M = 5.781, SD = 1.351) obtained a slightly higher mean score than the control group (M = 5.744, SD = 1.554). However, the difference between the two groups is very minimal, suggesting that both groups performed at a similar level in traditional grammar knowledge after the intervention.

In the communicative grammar test, the control group (M = 5.390, SD = 1.302) and the experimental group (M = 5.366, SD = 1.445) showed nearly identical performance. The very small difference in mean scores indicates that there was no substantial variation between the two groups in communicative grammar knowledge at the posttest stage.

In the oral test, the experimental group (M = 4.642, SD = 0.418) performed slightly better than the control group (M = 4.478, SD = 0.841). Although the experimental group demonstrated a higher mean score, the difference remains relatively small at the descriptive level.

Overall, the posttest descriptive results indicate that the experimental and control groups demonstrated very similar performance across all three measures. While the experimental group showed a slight advantage in oral performance, the differences in traditional grammar and communicative grammar scores are minimal. These descriptive findings alone are not sufficient to determine statistical significance; therefore, inferential statistical analysis is required to test hypotheses H_{01}–H_{12}.

4.5.2 Inferential Analysis of Posttest Scores

Table 10 presents the results of independent-samples t-tests conducted to determine whether there were statistically significant differences between the experimental and control groups in traditional grammar knowledge, communicative grammar knowledge, and speaking performance at the posttest stage

Table 10: Independent-Samples* t-*Test Results for Posttest Scores Between the Control and Experimental Groups

Tests	N (Control)	M (SD) Control	N (Exp)	M (SD) Exp	t	df	p	Cohen's d
Traditional	41	5.744 (1.554)	41	5.781 (1.351)	0.18	79.9	.857	0.03
Communicative	41	5.390 (1.302)	41	5.366 (1.445)	0.12	79.9	.905	0.02
Oral	41	4.478 (0.841)	41	4.642 (0.418)	1.99	68.7	.05	0.25

Note. t, df, and p-values are from independent-samples t-tests comparing control and experimental groups. Cohen's *d* is calculated using the pooled SD.

The results indicate that the experimental group (M = 5.781, SD = 1.351) obtained a slightly higher mean score than the control group (M = 5.744, SD = 1.554) on the Traditional Grammar Test. However, the difference was not statistically significant, $t(79.9) = 0.18$, $p = .857$, $d = 0.03$. Accordingly, the null hypothesis (H_{02}) was retained, indicating that Communicative Grammar Teaching (CGT) did not result in significantly different grammatical knowledge from that achieved through traditional grammar instruction.

Similarly, in the communicative grammar test, the control group (M = 5.390, SD = 1.302) and the experimental group (M = 5.366, SD = 1.445) showed almost identical mean scores. The difference was not statistically significant (t = 0.12, df = 79.9, p = .905, d = 0.02). Accordingly, the null hypothesis (H_{02}) is retained for communicative grammar knowledge, indicating no significant difference between the two groups at the posttest stage.

In the oral test, the experimental group (M = 4.642, SD = 0.418) achieved a higher mean score than the control group (M = 4.478, SD = 0.841). The difference reached statistical significance at the conventional level (t = 1.99, df = 68.7, p = .05, d = 0.25). Therefore, the null hypothesis (H_{01}) is rejected, indicating that there is a statistically significant difference in speaking performance between the experimental and control groups in favor of the experimental group.

Generally, the inferential results show that there was no statistically significant difference between the experimental and control groups in grammatical knowledge (traditional and communicative grammar tests). However, a statistically significant difference was found in speaking performance, where the experimental group outperformed the control group at the .05 significance level. Consequently, H_{01} is rejected, while H_{02} is retained.

Table 11: Paired-Samples* t-*Test Analysis of Pretest Scores Within the Experimental Group

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	TradPrTestExGr - CommPreTestExGr	.34146	1.72641	.26962	-.20346	.88639	1.266	40	.213
Pair 2	TradPrTestExGr - OralPrTestExGr	1.00976	1.39083	.21721	.57076	1.44876	4.649	40	.000
Pair 3	CommPreTestExGr - OralPrTestExGr	.66829	1.74835	.27305	.11645	1.22014	2.448	40	.019

As shown in the table above, the results of the paired-samples t-test indicate that there was no statistically significant mean difference between the traditional grammar and communicative grammar pretest scores of the experimental group (M = 0.341, SD = 1.726, SE = 0.270, t(40) = 1.266, p = .213). The 95% confidence interval for the mean

difference ranged from −0.203 to 0.886, suggesting that students performed at a comparable level on both measures before the intervention.

In contrast, a statistically significant difference was observed between the traditional grammar and oral speaking pretest scores ($M = 1.009$, $SD = 1.391$, $SE = 0.217$, $t(40) = 4.649$, $p < .001$). The corresponding 95% confidence interval ranged from 0.570 to 1.449, indicating that students' performance in traditional grammar differed notably from their oral performance at the baseline stage.

Similarly, the comparison between communicative grammar and oral speaking pretest scores revealed a statistically significant difference ($t(40) = 2.448$, $p = .019$). The mean difference, with its confidence interval ranging from 0.116 to 1.220, further suggests a disparity between students' grammatical knowledge and their ability to use language in spoken communication before the intervention.

Overall, these findings indicate that while the experimental group demonstrated comparable performance across the two grammar measures before the intervention, their oral speaking performance was significantly different, highlighting a gap between grammatical knowledge and communicative use at the pretest stage.

The observed disparity between students' grammatical knowledge and their oral speaking performance at the pretest stage can be interpreted in light of theories of communicative competence. While students demonstrated relatively comparable performance on both traditional and communicative grammar tests, their significantly lower performance in oral communication suggests that grammatical knowledge had not yet been effectively internalized for spontaneous language use. This finding is consistent with Hymes' concept of communicative competence, which emphasizes that language proficiency involves not only knowledge of grammatical rules but also the ability to use language appropriately in real communicative contexts (Hymes, 1972).

Furthermore, the results support the distinction proposed by Chomsky between linguistic competence and performance. According to this perspective, learners may possess knowledge of grammatical structures (competence), yet still struggle to apply this knowledge effectively in actual language use (performance) (Chomsky, 1965).

The significant differences observed between grammar and oral test scores, therefore, indicate that students had not yet developed the ability to transfer their grammatical knowledge into communicative practice.

From a pedagogical standpoint, this gap highlights the limitations of traditional grammar instruction, which often prioritizes form over meaningful use. It also provides strong empirical support for the implementation of Communicative Grammar Teaching (CGT), which integrates form, meaning, and use within authentic communicative contexts (Larsen-Freeman, 2003). By emphasizing interaction and meaningful language use, CGT is expected to help bridge the gap identified at the pretest stage, enabling learners to convert declarative grammatical knowledge into procedural and communicative competence.

Generally, these findings reinforce the theoretical assumption underpinning this study that effective grammar instruction should extend beyond structural knowledge to include its application in real-life communication.

Table 12: Paired-Samples* t-*Test Analysis of Posttest Scores Within the Experimental Group

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TradPostTestExGr - CommPostTestExGr	.34146	1.24217	.19399	-.05061	.73354	1.760	41	.086
Pair 2	TradPostTestExGr - OralPOstTestExGr	.91463	1.07111	.16728	.57655	1.25272	5.468	41	.000
Pair 3	CommPostTestExGr - OralPOstTestExGr	.57317	1.12717	.17603	.21739	.92895	3.256	41	.002

Note. Cohen's d^z = Mean Difference ÷ SD of paired differences. Effect size magnitude interpreted using Cohen (1988): 0.2 = small, 0.5 = medium, 0.8 = large.

Table 12 presents the results of paired-samples t-tests conducted to examine differences among traditional grammar, communicative grammar, and oral performance within the experimental group at the posttest stage.

The first comparison shows that traditional grammar scores were slightly higher than communicative grammar scores, but the difference was not statistically significant, $t(41) = 1.76$, $p = .086$. The 95% confidence interval [−0.05, 0.73] includes zero, indicating that the observed difference is not statistically reliable. The effect size ($d^z = 0.27$) indicates a small practical difference between the two grammar measures.

The second comparison reveals that traditional grammar scores were significantly higher than oral performance, $t(41) = 5.47$, $p < .001$. The 95% confidence interval [0.58, 1.25] does not include zero, confirming a statistically significant difference. The effect size ($d^z = 0.85$) indicates a large practical difference, showing a substantial gap between students' grammatical knowledge and their speaking performance.

The third comparison indicates that communicative grammar scores were also significantly higher than oral performance, $t(41) = 3.26$, $p = .002$. The 95% confidence interval [0.22, 0.93] excludes zero, confirming a statistically significant difference. The effect size ($d^z = 0.51$) reflects a medium practical effect, suggesting a moderate gap between communicative grammatical knowledge and speaking ability.

Generally, the findings show that within the experimental group, students achieved comparable performance in traditional and communicative grammar, as no statistically significant difference was found between these two measures. However, their oral performance was significantly lower than both grammar measures**,** indicating a persistent gap between grammatical knowledge and speaking ability even after the intervention.

Although Communicative Grammar Teaching (CGT) improved students' performance in both grammar domains at the posttest level (as shown in Table 10), the paired comparisons in Table 12 suggest that grammatical knowledge,whether traditional or communicative, did not fully translate into oral proficiency. Nevertheless, the medium and large effect sizes observed in the differences between grammar measures and oral performance indicate that the gap, while still present, reflects an important area of partial improvement rather than complete disconnect. These findings suggest that CGT contributed to strengthening grammatical knowledge more than oral production, while also highlighting the continuing challenge of transferring grammatical competence into spontaneous spoken communication.

In general, the paired-samples *t*-test results indicate that students in the experimental group demonstrated statistically significant improvements in traditional grammatical knowledge, communicative grammatical knowledge, and speaking performance from the pretest to the posttest. These findings suggest that students benefited from the instructional intervention over the course of the study. However, these within-group improvements should be interpreted together with the between-group comparisons to determine whether the observed gains can be attributed specifically to Communicative Grammar Teaching (CGT).

Table 13: Paired-Samples* t-*Test Analysis of Pretest Scores Within the Control Group

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	TradPrTestConG CommPrTestConG	.34146	2.08098	.32499	-.31538	.99830	1.051	41	.300
Pair 2	TradPrTestConG OralPrTestConG	.99512	2.05863	.32150	.34534	1.64491	3.095	41	.004
Pair 3	CommPrTestConGr OralPrTestConG	.65366	2.09405	.32704	-.00731	1.31462	1.999	41	.052

Table 13 presents the results of paired-samples t-tests conducted to examine differences among traditional grammar, communicative grammar, and oral performance within the control group at the pretest stage.

The first comparison shows that traditional grammar scores were slightly higher than communicative grammar scores**,** but the difference was not statistically significant, $t(41) = 1.051$, $p = .300$. The 95% confidence interval [−0.32, 0.99] includes zero, indicating that the difference is not statistically reliable. This suggests that students in the control group demonstrated comparable performance in traditional and communicative grammar knowledge at the pretest stage.

The second comparison indicates that traditional grammar scores were significantly higher than oral performance, $t(41) = 3.095$, $p = .004$. The 95% confidence interval [0.35, 1.64] does not include zero, confirming a statistically significant difference. This suggests that students in the control group had stronger grammatical knowledge than speaking ability at the beginning of the study.

The third comparison shows that communicative grammar scores were not significantly different from oral performance, $t(41) = 1.999$, $p = .052$. Although communicative grammar scores were slightly higher, the difference did not reach the conventional level of statistical significance ($p > .05$). The confidence interval [−0.01, 1.31] includes zero, indicating that the observed difference is not statistically reliable.

In general, the pretest results for the control group indicate that students demonstrated comparable performance in traditional and communicative grammar knowledge, while their oral performance tended to be lower than their grammar performance, although not consistently significant across all comparisons. These findings suggest that at the beginning of the study, the control group showed a relatively balanced level of grammatical knowledge, but with some weakness in oral performance compared to written grammar measures.

Table 14: Paired-Samples* t-*Test Analysis of Posttest Scores Within the Control Group

Paired Samples Test										
		Paired Differences					t	df	Sig. (2-tailed)	Cohen's d^z (Magnitude)
		Mean	Std.D	Std. E	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	TradPostTestConG CommPostTestConG	.195	1.86	.29054	-.39208	.78233	.672	41	.506	0.10 (Negligible)
Pair 2	TradPostTestConG OralPOstTestConG	1.107	2.165	.33822	.42374	1.79089	3.274	41	.002	0.51 (Medium)
Pair 3	CommPostTestConG OralPOstTestConG	.912	1.571	.24540	.41622	1.40817	3.717	41	.001	0.58 (Medium)

Table 14 presents the results of paired-samples *t*-tests comparing traditional grammar, communicative grammar, and oral performance within the control group at the posttest stage.

The first comparison indicates that traditional grammar scores were slightly higher than communicative grammar scores, but the difference was not statistically significant, $t(41) = 0.672$, $p = .506$. The 95% confidence interval [−0.39, 0.78] includes zero, confirming that the observed difference was not statistically reliable. The effect size ($d^z = 0.10$) was negligible, indicating virtually no practical difference between students' performance in traditional and communicative grammar.

The second comparison shows that traditional grammar scores were significantly higher than oral performance, $t(41) = 3.274$, $p = .002$. The 95% confidence interval [0.42, 1.79] excludes zero, confirming a statistically significant difference between the two measures. The effect size ($d^z = 0.51$) was medium, indicating a moderate practical difference between students' grammatical knowledge and speaking performance.

The third comparison reveals that communicative grammar scores were also significantly higher than oral performance**,** $t(41) = 3.717$, $p = .001$. The 95%

confidence interval [0.42, 1.41] excludes zero, confirming a statistically significant difference. The effect size ($d^z = 0.58$) was medium, suggesting a moderate practical difference between communicative grammar knowledge and oral performance.

Overall, the posttest results indicate that students in the control group achieved comparable performance in traditional and communicative grammar**,** as no statistically significant difference was observed between the two measures. However, both traditional grammar and communicative grammar scores were significantly higher than oral performance**,** with medium effect sizes. These findings suggest that although students maintained similar levels of grammatical knowledge across the two grammar measures, their ability to demonstrate this knowledge in oral communication remained comparatively weaker.

When considered alongside the findings for the experimental group (Table 14), an important pattern emerges. Both groups exhibited a gap between grammatical knowledge and speaking performance. However, the experimental group showed a smaller difference between communicative grammar and oral performance (mean difference = 0.573) than the control group (mean difference = 0.912). This suggests that Communicative Grammar Teaching (CGT) may have contributed to narrowing the gap between grammatical knowledge and oral language use, even though it did not eliminate it entirely. This observation complements the between-group analyses and provides additional evidence regarding the instructional impact of the intervention.

Overall, the paired-samples *t*-test results indicate that students in the control group also experienced changes in performance between the pretest and posttest. These findings reflect the learning that occurred during the study period under traditional grammar instruction. The extent to which these improvements differ from those of the experimental group is determined by the independent-samples *t*-test results

4.5.3 Analysis of Oral Test Inter-Rater Reliability of the Control Group (Pretest)

To ensure the reliability of the oral speaking test, two independent raters assessed the control group's pretest performances. An inter-rater reliability analysis was then conducted using the scores assigned by Rater 1 and Rater 2. The assessment was based on a standardized rubric that included content (task completion), grammar and

vocabulary, discourse management, pronunciation, and interactive communication. The results of these analyses are presented in the table below

Table 15: Inter-Rater Reliability Between Rater 1 and Rater 2 for the Control Group

Symmetric Measures			
		Value	Approximate Significance
Measure of Agreement	Kappa	.679	.000
N of Valid Cases		41	

As indicated in the Table 15 above, an inter-rater reliability analysis was conducted to determine the level of agreement between Rater 1 and Rater 2. Cohen's Kappa coefficient, which measures agreement between two dependent categorical ratings, was calculated for this purpose. The analysis yielded a Kappa value of 0.679, indicating a moderate level of agreement between Rater 1 and Rater 2 (McHugh, 2012). The result also shows that there is a statistically significant similarity between rater 1 and rater 2 of the controlled group, i.e. 0.000 ($p<0.05$).

Overall, the findings indicate that the oral speaking pretest produced reliable scores for the control group. The high level of agreement between raters supports the dependability of the assessment instrument and confirms that the pretest scores were suitable for subsequent statistical analysis and compare

4.5.4 Analysis of Oral Test Inter-Rater Reliability of the Experimental Group Pretest

Similar to the controlled group, two raters were engaged in the assessment to test the reliability of the oral test for the experimental group. Therefore, based on the results driven from the test, the analysis and interpretation were made from the following table.

Table 16: Inter-Rater Reliability Between Rater 1 and Rater 2 for the Experimental Group

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	1.739	.000
Measure of Agreement	Kappa	.423	.000
N of Valid Cases		41	

As indicated in the Table 16 above, an inter-rater reliability analysis of the experimental group pretest results was performed between the dependent samples of $rater_1$ and $rater_2$. Accordingly, Cohen's Kappa was calculated. Consequently, the result of Cohen's Kappa revealed that there was moderate agreement between $rater_1$ and $rater_2$ with K*0.423, which is the conventional standard set by Landis and Koch L. (1977).

There was also a statistically significant agreement between Rater 1 and Rater 2, i.e., 0.000, which is $p < 0.05$. In general, the results of the inter-raters of both groups indicated that the oral test was reliable, leading to a reliable finding of the study with a very strong association (Phi=1. 739) between $Rater_1$ and $Rater_2$.

Generally, the conclusions indicate that the oral speaking posttest produced reliable scores for the experimental group. The high level of agreement between raters supports the dependability of the assessment instrument and suggests that the posttest scores were suitable for succeeding statistical analysis.

4.6 Analysis of Observation Results

The following table presents the main themes identified from the classroom observations of the teacher's practices. It synthesizes checklist ratings and observer notes to highlight recurring patterns and significant aspects of teaching, focusing on thematic insights rather than individual numerical scores.

Table 17: Thematic Analysis of Classroom Observation Data for the Experimental Group

Theme	Category	Observation Indicators (from Checklist)	Analytic Description
Lesson Organization	Structured lesson flow	Clear objectives; PPP/MFU stages; time allocation	The lesson was systematically organized, with clear objectives and a logical progression from presentation to communicative production.
Grammar Instruction	Form–Meaning–Use integration	Meaningful context; explicit form focus; communicative use	Grammar was introduced through context, followed by explicit attention to form and extended use in speaking tasks.
Communicative Activities	Interactive task design	Pair work; group work; information exchange	Tasks required meaningful interaction and encouraged spontaneous oral communication among students.
Student Participation	Active engagement	Participation; target structure use; confidence	Most students actively participated and demonstrated confidence while using the target grammatical structures.
Feedback and Error Treatment	Supportive feedback	Peer correction; delayed error correction	Errors were addressed in a supportive manner without disrupting communication, reinforcing fluency and accuracy.
Classroom Language Use	Target language exposure	Teacher English use; student English use	English was predominantly used during instruction and interaction, increasing exposure to the target language.
Instructional Fidelity	Alignment with the intervention	Grammar–speaking integration; CGT principles	The observed lesson closely reflected the principles of communicative grammar teaching emphasized in the intervention.

As observed in Table 17 above, the classroom observation findings provide direct qualitative evidence addressing the study's research questions, particularly those concerned with instructional practices and students' speaking performance. In relation to the question which examines how communicative grammar teaching was implemented in the experimental group classroom, the observed lesson demonstrated clear alignment with the principles of communicative grammar instruction. Grammar was introduced through meaningful contexts, followed by explicit attention to form and extended opportunities for communicative use. This form–meaning–use integration observed in practice confirms that the experimental teacher consistently applied the intended instructional approach.

In relation to the question which focuses on the nature of classroom interaction and student participation under communicative grammar instruction, the observation revealed extensive use of pair and group work that required meaningful information exchange. Students were actively engaged in speaking tasks and demonstrated a willingness to use the target grammatical structures during interaction. The predominance of student talk and the reduced teacher-fronted instruction suggest that communicative grammar teaching fostered a more learner-centered classroom environment.

The observation findings also contribute to addressing the question which investigates the influence of communicative grammar teaching on students' speaking performance. Students' increased confidence, spontaneous oral interaction, and use of target grammatical forms during communicative activities indicate that grammar instruction supported the development of speaking skills. The teacher's use of delayed error correction and encouragement of peer feedback allowed students to maintain communicative flow while gradually improving accuracy, which is central to effective speaking development.

Furthermore, the observation complements the qualitative data obtained from teacher interviews and student focus group discussions, strengthening the study's triangulation. While interview and FGD data reflect participants' perceptions and experiences, the classroom observation provides direct evidence of instructional behavior and learner response. This convergence of findings enhances the credibility of the conclusion that communicative grammar teaching was effectively implemented in the experimental group and contributed to observable improvements in classroom interaction and speaking performance.

Overall, the classroom observation findings substantiate the study's research questions by demonstrating that changes in students' speaking behavior were closely linked to changes in instructional practice, rather than occurring in isolation.

4.7.1 Inter-Ratter Reliability of Observation Result

The researcher asked a colleague to independently rate the teacher's grammar teaching practices using the observation checklist. This was done to assess the reliability of the ratings provided by the researcher. The results of this comparison are presented in the table below.

Table 18: Inter-Observer Reliability for Classroom Observation

Measure	Value	Approx. Sig.
Phi	.764	.002
Kappa	.738	.002
N of Valid Cases	21	

To ensure reliability, a second rater independently evaluated the observed lessons using the same checklist. As shown in Table 18, inter-rater agreement was strong (Cohen's Kappa = .738, p = .002), indicating high consistency between raters. Minor differences were attributed to subjective interpretation, which is common in classroom observation studies (Seliger & Shohamy, 1989). Therefore, the observation data were considered reliable.

4.7 Analysis of Students' Speaking Test

Semi-structured interviews were conducted with a total of 12 students, including six participants from the experimental group and six from the control group, to assess changes in speaking performance before and after the intervention. The interviews focused on content (completion of task), vocabulary and grammar, fluency, pronunciation, and interactive communication.

Table 19: Sample Speaking Test Transcriptions (Excerpt from Appendix N)

Student Code	Question	**Responses**	
		Before the Experiment	After the Experiment
EGS1	Would you tell me about yourself?	Eh?.....emm (hesitating)	My name is Y. I am from Mettu. I a grade 11 student.
CGS1	Would you tell me about yourself?	My name is H. I came to from Mattu.	My name is H. I came to from Mettu.
EGS1	Which school did you attend first?	I go to Bishari Elementary school when I am seven	I went to Bishari Elementary school.
CGS1	Which school did you attend first?	I go to Bubu Elementary school when I am seven.	I go to Bubu Elementary school.
EGS2	What are your hobbies?	To watch TV	I like watching film.
CGS2	What are your hobbies?	hobby…….(it seems he does not know what hobby means).	I watching TV.
EGS2	Please, tell me your future plan	My future plan?	I will go to a university and learn to be Dr. I like to help sick people (when asked "why?")
CGS3	Please, tell me your future plan	Ah..My Future plan is Nurse. em…(hesitating). I...to help sick people (when asked "Why?")	Ehm..My future plan is Nurse. I…to help sick people (when asked "Why?")
EGS6	Where do you want to live in the future?	Mettu. I live in Mettu (when asked to use full sentence)	I want to live in Mettu.
CGS6	Where do you want to live in the future?	Hawassa. Ok… I live in Harar (when asked to use full sentence).	Ok…I…I live in Harar.
Key:	**EGS:** Experimental Group Student **CGS:** Controlled Group Student		

Table 19 above presents the comparative responses of 12 individuals (6 from the experimental group and 6 from the control group) before and after the experiment designed to presumably improve the ability of the experimental group to communicate or express themselves. Therefore, completion of tasks, vocabulary, discourse management, grammar, and interactive communication were some of the aspects of language considered to be evaluated in how the participants communicated about themselves in a conversational context. Within that, clarity of expression, confidence level, and presentation of information before and after the experiment were also considered in the analysis.

Hence, the results show that the students from the experimental group showed more improvement than the students in the control group. For example, the extract taken from the ESG1 response ("Eh?.....emm") before the experiment suggests a difficulty in articulating thoughts and or a lack of confidence in speaking. However, this

became more coherent and well-structured ("My name is y. I am from Mattu. I am a grade 11 student,") after the experiment. This shows significant improvement in the student's ability to introduce himself clearly and confidently. For instance, the hesitation in the EGS1 response suggests a lack of vocabulary and confidence before the experiment, but this became a confident introduction without hesitation. In addition, the absence of the previous filler words suggests an increase in self-assurance. In the case of the presentation of information, the EGS1 response included pauses and repetitive phrases making them less engaging and harder to follow before the experiment. Nonetheless, the student gave a concise and engaging introduction with relevant information about his name, origin, and grade provided in a complete and well-structured manner after the intervention.

On the other hand, the response of CGS1 from the controlled group as an attempt to introduce himself was unclear due to a repetition of "I came to from Mettu," which designates confusion in his sentence structure before the experiment. In the same way, the response of a student from the controlled group (CGS1) was "My name is x. I came to from Mattu," which shows consistency of confusion in the students' sentence structure after the experiment. The inaccuracy of grammar before the experiment repeated after it. Regarding the confidence level, the repeated phrase of CGS1 could suggest uncertainty before the experiment, and this stayed similar after the experiment. In the case of presenting information in an interactive way, the pauses, repetitive phrases, and less engaging responses of CGS1 before and after the experiment were almost the same for the control group.

Consequently, the improvement observed in the experimental group leads to the deduction that the experiment has positively affected by enhancing their speaking skills. The group displayed notable improvements in clarity of thoughts with basic vocabulary, confident interaction, and task completion, which is the ability to present information effectively. This suggests that the intervention successfully achieved its goal of improving the students' speaking performance.

4.8 Analysis of Teacher Interviews and Student Focus Group Discussions

This section reports the qualitative findings obtained from semi-structured interviews with teachers and focus group discussions (FGDs) with students. The data were analyzed thematically to explore how communicative grammar teaching influenced classroom practices and learners' speaking experiences in comparison with traditional grammar instruction. Findings are synthesized across the experimental and control groups to allow systematic comparison.

4.8.1 Teacher Interview

This section presents the qualitative findings derived from interviews with teachers in both the experimental and control groups, highlighting their perspectives and experiences regarding classroom practices. The purpose of the interviews was to understand how grammar was taught in each group and how teachers perceived their classroom practices and students' responses. The data were examined thematically, with attention given to recurring ideas across the interviews as well as notable differences between the two instructional contexts. Table 20 summarizes the major themes that emerged from the teacher interviews and provides a comparative overview of instructional beliefs and classroom practices in the two groups.

Table 20: Thematic Analysis of Teacher Interview Data for the Experimental and Control Groups

Theme	Code	Experimental Group Teacher (Communicative Grammar)	Control Group Teacher (Traditional Grammar)	Interpretive Comment
Understanding of grammar teaching	View of grammar	Grammar is understood as a tool for meaningful communication and effective speaking. Rules are important but secondary to use.	Grammar is mainly viewed as a set of structural rules that must be mastered before use.	The two teachers demonstrate fundamentally different pedagogical orientations toward grammar instruction.
Focus of instruction	Lesson emphasis	Lessons focus on integrating form, meaning, and use through communicative tasks.	Lessons focus primarily on form and accuracy through explanation and drills.	The experimental teacher's approach aligns with communicative grammar principles, while the control teacher prioritizes structural accuracy.
Teaching procedures	Lesson stages	Grammar lessons follow presentation, guided practice, and communicative production stages.	Grammar lessons usually follow explanation, example, and written practice stages.	The experimental teacher systematically applies staged grammar instruction, unlike the more linear approach of the control teacher.
Classroom interaction	Teacher–student interaction	High level of student interaction through pair and group work; teacher acts as facilitator.	Interaction is mostly teacher-fronted; students respond individually.	Differences in interaction patterns reflect contrasting beliefs about learner participation.
Treatment of errors	Error correction	Errors are tolerated during fluency activities and addressed selectively after communication.	Errors are corrected immediately to prevent fossilization.	Error treatment reflects communicative versus accuracy-oriented teaching philosophies.
Perceived student response	Student engagement	Students appear more motivated and willing to speak, even when making mistakes.	Students are attentive but often hesitant to speak without certainty.	Teachers' observations suggest different emotional and participation outcomes for learners.
Challenges faced	Instructional challenges	Managing time and large classes during communicative activities is challenging.	Ensuring students remember and apply rules accurately is challenging.	Each approach presents distinct pedagogical challenges shaped by classroom realities.
Overall evaluation	Teacher reflection	Communicative grammar teaching is perceived as effective for improving speaking confidence and use of grammar.	Traditional grammar teaching is perceived as effective for examinations and written accuracy.	Teachers evaluate effectiveness based on different instructional priorities and outcomes.

As indicated in Table 20 above, analysis of the teacher interview data revealed clear contrasts between the experimental and control group teachers in terms of

instructional beliefs, classroom practices, and perceived outcomes of grammar teaching.

The experimental group teacher conceptualized grammar primarily as a resource for communication. Grammar was viewed not merely as a system of rules but as a means to help learners express meaning accurately and appropriately in spoken interaction. In contrast, the control group teacher defined grammar mainly as a structural component of language that should be mastered through explicit explanation before use. This difference reflects divergent pedagogical orientations toward grammar instruction.

The experimental teacher reported organizing grammar lessons around the integration of form, meaning, and use, following a structured progression from presentation to practice and communicative production. Grammar items were embedded in contextualized tasks that required students to speak and negotiate meaning. By contrast, the control group teacher described lessons that emphasized explanation of rules, followed by examples and written exercises. Speaking activities were limited and not systematically linked to grammar instruction.

Classroom interaction patterns differed markedly between the two groups. The experimental teacher highlighted frequent use of pair and group work, with the teacher acting mainly as a facilitator and guide. This approach was believed to increase learner participation and reduce anxiety. Conversely, the control teacher described a predominantly teacher-fronted classroom, where students participated individually and interaction was largely initiated by the teacher.

The experimental teacher reported tolerating grammatical errors during fluency-oriented activities, addressing them selectively after communication had taken place. This approach was intended to encourage learners to speak without fear. In contrast, the control teacher emphasized immediate correction of errors to ensure accuracy and prevent fossilization. These differing practices contributed to contrasting classroom climates in terms of learners' willingness to take risks.

According to the experimental teacher, students became more motivated and confident in speaking, although managing time and large classes during communicative activities posed challenges. The control teacher perceived students as attentive but hesitant to speak, noting difficulties in helping learners transfer grammatical knowledge to actual language use. Overall, each teacher evaluated effectiveness based on different instructional priorities.

4.9.2 Analysis of Students' Focus Group Discussion Results

This section reports findings from focus group discussions held with students in the experimental and control groups. The discussions explored students' experiences of grammar lessons, their level of participation in class, and their perceptions of using grammar in speaking activities. A thematic approach was used to identify shared views and contrasting experiences among the students. Table 36 presents a summary of the key themes that emerged from the focus group discussions and compares how students in the two groups experienced grammar instruction.

Table 21: Thematic Analysis of Student Focus Group Discussion Data for the Experimental and Control Groups

Theme	Code	Experimental Group Students	Control Group Students	Interpretive Comment
Perception of grammar lessons	Lesson experience	Grammar lessons are described as interesting, practical, and related to real-life situations.	Grammar lessons are described as serious, rule-focused, and sometimes difficult.	Students' perceptions mirror the instructional approaches used in each group.
Participation in class	Willingness to speak	Students report increased confidence to speak and participate in pair and group activities.	Students report limited speaking opportunities and fear of making mistakes.	Communicative tasks appear to lower anxiety and encourage participation.
Understanding of grammar	Grammar learning	Students feel they understand grammar better when they use it in speaking activities.	Students feel they understand rules but struggle to use them in speaking.	There is a clear difference between declarative knowledge and practical use of grammar.
Classroom interaction	Peer interaction	Frequent collaboration with peers helps learning and confidence.	Peer interaction is limited and usually occurs only when instructed.	Interaction patterns influence learners' engagement and communicative development.
Error perception	Attitude toward mistakes	Making mistakes is seen as part of learning and not discouraging.	Mistakes are viewed as something to avoid to prevent embarrassment.	Classroom atmosphere affects students' risk-taking behavior in speaking.
Motivation	Interest in learning	Students feel more motivated and enjoy grammar lessons.	Students feel grammar is important but not enjoyable.	Enjoyment and motivation are closely linked to instructional method.
Perceived improvement	Speaking ability	Students believe their speaking fluency and accuracy have improved.	Students report improvement mainly in written grammar and exams.	Learners associate improvement with the skills emphasized during instruction.
Overall evaluation	Preference	Most students prefer communicative grammar lessons.	Students accept traditional lessons as normal but express interest in more speaking activities.	Student voices suggest a strong preference for more communicative approaches.

As indicated in the Table 21 above, student FGDs further illuminated how the two instructional approaches shaped learners' experiences, participation, and perceived language development.

Students in the experimental group described grammar lessons as engaging, practical, and closely related to real-life communication. They emphasized that learning grammar through speaking activities made lessons more meaningful. In contrast,

control group students characterized grammar lessons as rule-based and demanding, often associating them with memorization rather than communication.

Experimental group students reported increased confidence and willingness to participate in speaking activities, particularly during pair and group work. Many students indicated that they felt less afraid of making mistakes. Conversely, control group students acknowledged limited opportunities for speaking and expressed fear of committing errors in front of the class.

A key difference emerged in how students perceived their grammar learning. Experimental group students believed that using grammar in speaking tasks helped them understand and remember grammatical forms better. Control group students, however, reported that although they understood grammar rules, they struggled to apply them during oral communication.

Experimental group students viewed errors as a natural part of learning and felt encouraged by the classroom atmosphere. Control group students tended to see errors as something to avoid, which reduced their willingness to speak. As a result, motivation levels were generally higher among experimental group students, who reported enjoying grammar lessons more.

Students in the experimental group associated their improvement mainly with speaking fluency and communicative ability, while control group students linked improvement primarily to written accuracy and examination performance. These perceptions align closely with the instructional emphases of each group.

Generally, the teacher interview and FGD findings indicate that communicative grammar teaching fostered greater learner engagement, confidence, and perceived improvement in speaking ability. Traditional grammar instruction, while valued for accuracy and examination preparation, appeared less effective in promoting active oral use of grammar. The convergence of teacher and student perspectives strengthens the credibility of these findings.

4.12 Summary

This chapter presented and analyzed the quantitative and qualitative findings of the study to examine the effects of Communicative Grammar Teaching (CGT) on Grade 11 students' grammatical knowledge and speaking performance.

The quantitative findings showed that the experimental and control groups were comparable at the pretest stage, indicating that both groups began the intervention with similar levels of grammatical knowledge and speaking performance. Following the intervention, the experimental group demonstrated significant improvements in traditional grammar knowledge, communicative grammar knowledge, and speaking performance from pretest to posttest. In contrast, the control group showed no statistically significant improvement over the same period. These within-group analyses provided evidence of learning gains associated with the instructional intervention.

The independent-samples *t*-test results further showed that there was no statistically significant difference between the experimental and control groups in grammatical knowledge at the posttest stage. However, a statistically significant difference was found in speaking performance, with the experimental group outperforming the control group. These findings indicate that while both instructional approaches produced comparable levels of grammatical knowledge, Communicative Grammar Teaching was more effective in improving students' speaking performance.

Additional paired comparisons within each group revealed that students generally achieved similar performance in traditional and communicative grammar measures, whereas oral performance remained lower than grammatical knowledge. Nevertheless, the experimental group exhibited a smaller gap between grammatical knowledge and speaking performance than the control group, suggesting that Communicative Grammar Teaching contributed to narrowing the gap between knowledge of grammar and its communicative use.

The qualitative findings obtained through classroom observations, teacher interviews, and focus group discussions complemented the quantitative results by providing insights into classroom practices and participants' experiences. The findings indicated

that classrooms implementing Communicative Grammar Teaching were characterized by greater student participation, meaningful interaction, collaborative learning, and the integration of grammar with communicative activities. In contrast, the control classrooms relied primarily on teacher-centred instruction, explicit explanation of grammatical rules, and controlled practice activities, with limited opportunities for authentic communication.

The qualitative findings also showed that the implementation of Communicative Grammar Teaching was influenced by teachers' pedagogical beliefs, prior teaching experience, time constraints, and examination-oriented classroom practices. These contextual factors affected the extent to which communicative activities were integrated into grammar instruction.

Overall, the convergence of the quantitative and qualitative findings provides strong evidence that Communicative Grammar Teaching enhances students' speaking performance while supporting the development of grammatical knowledge within meaningful communicative contexts. The integration of both sets of findings strengthens the credibility of the study by demonstrating consistency between the statistical results and observed classroom practices.

The next chapter discusses these findings in relation to the theoretical framework and previous empirical studies and presents the conclusions, implications, and recommendations of the study.

Chapter Five: Discussion

5.0 Introduction

This chapter discusses the findings presented in Chapter Four in relation to the study's research objectives, hypotheses, theoretical framework, and previous empirical studies. It integrates the quantitative findings from the grammatical knowledge and speaking performance tests with the qualitative evidence obtained through classroom observations, teacher interviews, focus group discussions, and the transcription of students' oral performances. The discussion seeks to explain how Communicative Grammar Teaching (CGT) influenced students' grammatical knowledge and speaking performance, as well as the classroom processes that contributed to these outcomes. The chapter also considers the pedagogical implications of the findings within the context of English language teaching in Ethiopian secondary schools.

5.1 Main Findings

The findings revealed that the experimental and control groups were statistically comparable at the pretest stage in both grammatical knowledge and speaking performance, indicating that the two groups started the intervention with similar levels of proficiency.

Following the instructional intervention, the experimental group demonstrated statistically significant improvements in traditional grammar knowledge, communicative grammar knowledge, and speaking performance, whereas the control group showed no statistically significant improvement over the same period. The independent-samples *t*-test further revealed that the experimental group achieved significantly higher speaking performance than the control group at the posttest stage, leading to the rejection of H_{o1}. However, no statistically significant difference was found between the two groups in grammatical knowledge, as measured by the Traditional Grammar Test and the Communicative Grammar Test. Consequently, H_{o2} was retained.

The qualitative findings complemented the quantitative results by showing that Communicative Grammar Teaching promoted active learner participation, meaningful interaction, collaborative learning, and opportunities for authentic language use. In contrast, the control classrooms remained predominantly teacher-centred and focused on explicit explanation of grammatical rules and controlled practice activities. The qualitative findings also indicated that teachers' pedagogical beliefs, previous instructional practices, time limitations, and examination-oriented classroom contexts influenced the implementation of Communicative Grammar Teaching.

Taken together, the quantitative and qualitative findings demonstrate that Communicative Grammar Teaching was more effective than traditional grammar instruction in improving students' speaking performance while developing grammatical knowledge comparable to that achieved through traditional instructio

5.2 Traditional Grammar Test Results

The Traditional Grammar Test results showed that the experimental group demonstrated improvement following the Communicative Grammar Teaching (CGT) intervention, while the control group exhibited comparatively limited progress. However, the posttest comparison between the experimental and control groups did not reveal a statistically significant difference in traditional grammar knowledge. This finding indicates that Communicative Grammar Teaching did not reduce students' explicit grammatical knowledge despite placing greater emphasis on meaningful communication.

The finding supports the view that communicative approaches to grammar instruction do not neglect grammatical accuracy but instead integrate grammatical forms with meaningful language use. According to Diane Larsen-Freeman (2003), effective grammar instruction should address three complementary dimensions of grammar: form, meaning, and use. When these dimensions are taught together, learners develop explicit grammatical knowledge while simultaneously learning how grammatical structures function in authentic communication. Similarly, Hossein Nassaji and Sandra Fotos (2011) argue that grammar is most effectively acquired when learners'

attention is drawn to grammatical forms within communicative contexts rather than through isolated rule presentation.

The present findings are also consistent with the empirical study conducted by Nino Tsulaia (2023), which reported that communicative grammar instruction significantly improved learners' grammatical competence while simultaneously enhancing their ability to communicate orally. Together, these findings suggest that communicative grammar instruction can support the development of grammatical knowledge without sacrificing opportunities for meaningful language use.

The inferential analysis further showed that the experimental group experienced significant improvement in traditional grammar knowledge between the pretest and posttest, whereas the control group did not demonstrate comparable progress. Nevertheless, because the posttest difference between the two groups was not statistically significant, the second null hypothesis (H_{02}) was retained. This indicates that, although Communicative Grammar Teaching effectively strengthened students' grammatical knowledge over time, its advantage over traditional instruction was not sufficiently large to produce a statistically significant between-group difference at the end of the intervention.

5.3 Communicative Grammar Test Results

The Communicative Grammar Test results also showed improvement in the experimental group following the implementation of Communicative Grammar Teaching. Although the experimental group obtained slightly higher scores than the control group, the posttest comparison did not reveal a statistically significant difference between the two groups. These findings indicate that Communicative Grammar Teaching enhanced students' ability to apply grammatical knowledge in meaningful contexts while maintaining levels of grammatical knowledge comparable to those achieved through traditional grammar instruction.

This finding is consistent with the principles of Communicative Language Teaching, which emphasize that grammar should be taught as a resource for communication rather than as an isolated body of rules. Michael H. Long (1991) argues that learners develop grammatical competence most effectively when attention to grammatical

form occurs within meaningful communication through a focus-on-form approach. Likewise, Rod Ellis (2017) maintains that integrating grammatical instruction into communicative tasks enables learners to notice grammatical forms while simultaneously developing communicative competence.

The findings also support the framework proposed by Diane Larsen-Freeman (2003), who conceptualizes grammar as the integration of form, meaning, and use. From this perspective, communicative grammar instruction enables learners not only to understand grammatical rules but also to apply them appropriately in authentic communicative situations. Similarly, Hossein Nassaji and Sandra Fotos (2011) emphasize that communicative grammar activities promote deeper grammatical learning because learners encounter grammatical structures while engaging in meaningful interaction.

Consistent with these theoretical perspectives, Nino Tsulaia (2023) reported that learners receiving communicative grammar instruction demonstrated improvements in both grammatical competence and oral communication. The present findings therefore reinforce the argument that Communicative Grammar Teaching strengthens learners' ability to use grammatical knowledge in communication without diminishing their explicit knowledge of grammatical forms.

Although the experimental group demonstrated significant improvement between the pretest and posttest, the absence of a statistically significant difference between the experimental and control groups at the posttest resulted in the retention of the second null hypothesis (H_{02}). These findings suggest that Communicative Grammar Teaching is at least as effective as traditional grammar instruction in developing grammatical knowledge while offering the additional advantage of promoting meaningful communicative use of grammar.

5.4 Oral Test (Structured Speaking Performance) Results

The findings of the Oral Test provide evidence that Communicative Grammar Teaching contributed to the development of students' speaking performance. Unlike the grammatical knowledge measures, the posttest comparison revealed a statistically significant difference between the experimental and control groups, resulting in the

rejection of the first null hypothesis. This finding indicates that the instructional approach influenced students' ability to use English effectively in spoken communication.

The improvement in speaking performance can be understood in relation to the nature of the instructional activities employed during the intervention. Rather than practising grammatical forms through isolated exercises, students used the target structures while introducing themselves, describing their families and educational backgrounds, discussing their future plans, and responding to follow-up questions. These communicative tasks required learners to retrieve and apply grammatical knowledge while simultaneously organizing ideas, selecting appropriate vocabulary, and interacting with others. Such repeated opportunities to use language for meaningful purposes are likely to have strengthened the relationship between grammatical knowledge and spoken language production.

These findings are consistent with Long's (1991) Interaction Hypothesis, which proposes that language develops through meaningful interaction and the negotiation of meaning. They also support Ellis's (2017) view that grammatical development is facilitated when learners repeatedly use linguistic forms to accomplish communicative purposes. The qualitative findings reinforce this interpretation by showing that students in the experimental classrooms participated more actively in classroom interaction, collaborated with peers, and used English more frequently than students in the control classrooms. Together, the quantitative and qualitative evidence suggest that Communicative Grammar Teaching creates classroom conditions that enable learners to transform grammatical knowledge into effective spoken communication.

5.5 Actual Speaking Test Transcription Results

The transcribed responses before and after intervention illustrate qualitative shifts that mirror statistical trends. Experimental group students showed greater structural complexity (longer utterances, correct tense forms), **f**ewer hesitations and filler markers, **i**mproved task completeness and coherence.

By contrast, students in the control group continued to exhibit persistent grammatical errors and lower levels of fluency, suggesting that traditional, form-focused instruction was less effective in facilitating the transfer of grammatical knowledge to spoken communication. This pattern supports the view that grammatical knowledge alone is insufficient to improve speaking performance unless learners are provided with opportunities to apply grammatical structures in meaningful interaction. Consistent with the findings of Aini (2024), the present study indicates that grammar awareness contributes more effectively to oral performance when it is developed and practiced through communicative tasks that require learners to use language purposefully rather than merely demonstrate knowledge of grammatical rules.

5.6 Classroom Observation Results

Observation data revealed that communicative grammar lessons in the experimental group were characterized by richer interaction, collaborative tasks, and greater opportunities for meaningful language use. In contrast, instruction in the control group was dominated by explicit rule explanations and controlled exercises, providing learners with limited opportunities to apply grammatical knowledge in authentic communication. This pattern reinforces the argument that grammar instruction is more effective when integrated with meaningful interaction rather than taught as an isolated body of rules (Larsen-Freeman, 2003; Nassaji & Fotos, 2011).

Classroom observations further showed that teachers in the experimental group used grammar as a resource for communication rather than as an end in itself. Grammatical structures were introduced and practiced through interactive tasks that encouraged learners to negotiate meaning while attending to linguistic form. This instructional approach is consistent with the principles of Communicative Language Teaching and Long's (1991) focus-on-form perspective, which emphasize that learners develop grammatical competence most effectively when attention to form is embedded within meaningful communicative activities. The findings, therefore, suggest that Communicative Grammar Teaching promotes not only the acquisition of grammatical knowledge but also learners' ability to use that knowledge appropriately in spoken communication.

5.7 Teacher Interview Results

Teacher interviews revealed that, although instructors recognized the pedagogical value of Communicative Grammar Teaching (CGT), its classroom implementation was constrained by factors such as limited instructional time, large class sizes, examination demands, and curriculum expectations. These findings suggest that successful implementation of communicative approaches depends not only on teachers' pedagogical knowledge but also on the instructional contexts within which they work. Similar challenges have been widely reported in the Communicative Language Teaching (CLT) literature, where contextual and institutional factors often influence teachers' ability to translate communicative principles into classroom practice (Borg, 2006; Nishino, 2012).

5.7.1 Beliefs–Practice Relationship in Communicative Grammar Teaching

The findings of this study reveal a divergence between teachers' stated pedagogical beliefs and their actual classroom practices. Although teachers expressed strong support for Communicative Grammar Teaching (CGT), classroom observations showed that their instructional practices frequently reflected characteristics of Traditional Grammar Teaching (TGT). This finding challenges the assumption that teachers' beliefs are consistently reflected in their classroom practices and supports the view that teacher cognition is mediated by contextual realities rather than operating in isolation (Borg, 2003, 2006).

Research has consistently shown that teachers who endorse communicative approaches do not always implement them fully in their classrooms. Sato and Oyanedel (2019), for example, found that EFL teachers generally valued communicative grammar instruction but often relied on more traditional practices because of curriculum requirements, learner characteristics, and institutional expectations. Likewise, Nishino (2012) demonstrated that contextual constraints frequently mediate the relationship between teachers' beliefs and instructional practices. The present findings reinforce this perspective by showing that teachers' continued reliance on Traditional Grammar Teaching should be understood as a context-sensitive adaptation rather than a rejection of Communicative Grammar

Teaching. Within the realities of Ethiopian secondary school classrooms, teachers appeared to balance communicative principles with practical considerations to maintain instructional effectiveness and classroom manageability.

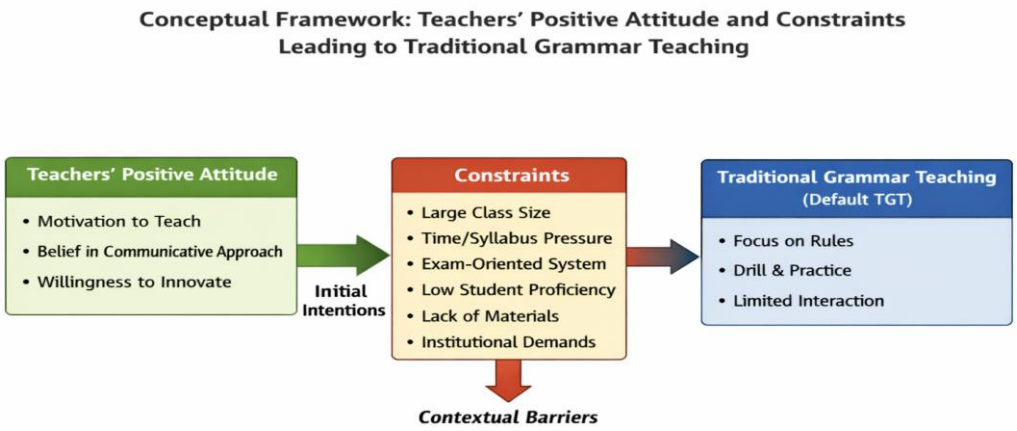
5.7.1.1 From Alignment to Mediation: The Role of Context

The present study suggests that the belief–practice relationship is mediated by contextual factors rather than directly causal. Key constraints identified include: Large class sizes, Time and syllabus pressure, exam-oriented instructional systems, low student proficiency, limited access to teaching materials, and institutional expectations. The experimental teacher said, "Teaching grammar communicatively is good to improve students' speaking skills, but the time is not enough." These findings are consistent with recent studies highlighting the mediating role of context in EFL teaching (Liu & Zhang, 2021; Tuan, 2019). Teachers adapt their practices to manage these constraints, resulting in the observed default to TGT.

5.7.1.2 Constraint-Dominated Pedagogy

The study proposes constraint-dominated pedagogy to explain the mismatch between beliefs and practices. This conceptualization frames classroom practice as primarily shaped by situational constraints rather than teachers' pedagogical intentions. Recent evidence supports this notion: contextual factors, including curriculum demands and institutional pressures, significantly shape teachers' instructional choices (Wang & Huang, 2022). Teachers' use of TGT reflects adaptive strategies to meet practical challenges rather than a rejection of CGT principles. While previous studies have acknowledged inconsistencies between teachers' beliefs and practices, this study advances the discussion by conceptualizing the relationship as a constraint-mediated process and by proposing a context-sensitive model that explains how instructional decisions are shaped in resource-limited EFL classrooms. To visualize this relationship, the Belief–Practice Mediation Model is proposed below.

Figure 2: Belief –practice Mediation Model in EFL Classroom: Adapted from Teacher Cognition Theory and the Findings of the Present Study



Note: *The model is the researcher's own conceptualization derived from the findings of this study. However, it is theoretically informed by existing frameworks of teacher cognition and belief–practice relationships. What this study does is to extend those frameworks by explicitly incorporating contextual constraints as mediating variables in the Ethiopian EFL context.*

As shown in the model, although teachers value Communicative Grammar Teaching (CGT), classroom observations and interview data indicate that contextual constraints often shape their continued reliance on Traditional Grammar Teaching (TGT). This finding is consistent with research indicating that teachers' instructional practices are influenced not only by their pedagogical beliefs but also by contextual factors such as curriculum requirements, assessment practices, time limitations, class size, and available resources. Consequently, teachers' beliefs are often mediated by the realities of the teaching context before being translated into classroom practice (Borg, 2003, 2006).

This suggests that the implementation of CGT in actual classroom settings is not a straightforward process of belief enactment. Instead, it involves a dynamic interaction between what teachers know and value pedagogically and what they are able to implement under existing instructional conditions. In the present study, this was

evident in the tendency of teachers to revert to form-focused, teacher-centered approaches when faced with large classes, time constraints, and examination-oriented pressures, even when they expressed positive attitudes toward communicative approaches.

Therefore, the effectiveness of Communicative Grammar Teaching should not be understood solely in terms of instructional design or teacher willingness, but also in relation to the broader educational ecology in which teaching takes place. This highlights the need for systemic support, including curriculum alignment, manageable teaching loads, and assessment practices that reinforce communicative objectives, if CGT is to be consistently and effectively implemented in EFL classrooms

5.8 Reinterpreting Teachers' Practices

Teachers' continued use of Traditional Grammar Teaching (TGT) should be understood as a form of context-sensitive adaptation rather than resistance to Communicative Grammar Teaching (CGT). Their expressed endorsement of CGT indicates an awareness of communicative principles; however, situational constraints often require pragmatic instructional decisions in actual classroom practice. This finding aligns with research emphasizing that classroom teaching is a situated activity shaped by the interaction between teacher cognition and contextual realities. In particular, studies have shown that even when teachers hold communicative beliefs, their instructional choices are frequently mediated by institutional expectations, learner needs, and classroom constraints (Borg, 2003, 2006).

In addition, Sato and Oyanedel (2019) argue that EFL teachers' classroom practices are not simply direct reflections of their pedagogical knowledge or beliefs but are continuously shaped by contextual factors such as curriculum demands, assessment requirements, learner characteristics, and institutional expectations. From this perspective, the observed persistence of Traditional Grammar Teaching (TGT) in the present study does not necessarily indicate a rejection of communicative principles. Rather, it reflects teachers' strategic adaptation to contextual realities in an effort to maintain instructional effectiveness, classroom manageability, and alignment with prevailing educational expectations. Therefore, the coexistence of CGT-oriented

beliefs and TGT-oriented practices in this study reflects the complex, adaptive nature of language teaching in real classroom contexts rather than a contradiction in teacher cognition.

5.9 Students' Focus Group Discussion (FGD) Results

FGD results revealed that students appreciate communicative activities and see a connection between grammar and meaningful communication. Students reported increased motivation, enjoyment, and perceived relevance of lessons that invited interaction and real use. This aligns with research emphasizing that opportunities for genuine use foster intrinsic motivation and communicative confidence, key mediators of language acquisition (Dörnyei, 2018; Pawlak, 2021).

Students' frustrations in traditional classrooms characterized by limited oral practice, exam-focused tasks, and a deficiency in corrective feedback underscore the shortcomings of grammar instruction when it is isolated from communicative intent. These observations resonate with global research, particularly in non-Western contexts such as Asia, the Middle East, and parts of Africa, where learners have consistently expressed a desire for more interactive pedagogies over rote grammatical memorization (Littlewood, 2007; Savignon, 2002).

5.10 Integrated Discussion Across Hypotheses

The integration of the quantitative and qualitative findings provides a comprehensive understanding of the effects of Communicative Grammar Teaching (CGT) on students' grammatical knowledge and speaking performance.

Regarding H_{01}, the independent-samples t-test indicated no statistically significant difference between the experimental and control groups in grammatical knowledge, as measured by both the Traditional Grammar Test and the Communicative Grammar Test. Although the experimental group demonstrated significant within-group improvement, its posttest performance was statistically comparable to that of the control group. These findings suggest that Communicative Grammar Teaching develops grammatical knowledge to a level comparable with traditional grammar instruction while simultaneously creating opportunities for learners to apply that

knowledge in communicative contexts. Qualitative evidence further supports this interpretation by showing that grammar instruction in the experimental group was consistently embedded within meaningful communicative activities, enabling students to consolidate grammatical knowledge through authentic language use.

With respect to H_{02}, the quantitative findings indicated that the experimental group outperformed the control group in speaking performance at the posttest stage. Although the between-group difference was at the threshold of statistical significance ($p = .05$), the paired-samples t-test showed substantial improvement in the experimental group's speaking performance over the intervention period, whereas the control group showed no comparable gain. These quantitative findings were corroborated by the qualitative evidence, which revealed that communicative classroom practices promoted greater learner participation, meaningful interaction, and opportunities for authentic language use. Taken together, these findings provide strong evidence that Communicative Grammar Teaching is more effective than traditional grammar instruction in enhancing students' speaking performance.

Overall, the integration of the quantitative and qualitative findings indicates that Communicative Grammar Teaching provides a balanced approach to grammar instruction by maintaining students' grammatical knowledge at a level comparable to that achieved through traditional grammar instruction while producing stronger gains in speaking performance. The classroom evidence further demonstrates that learner-centred interaction, collaborative activities, and meaningful communication contributed to these outcomes, highlighting the pedagogical value of integrating grammatical form with communicative language use.

5.11 Summary

This study provides empirical evidence regarding the effects of Communicative Grammar Teaching (CGT) on Grade 11 students' grammatical knowledge and speaking performance in the Ethiopian EFL context. The findings demonstrated that students who received CGT showed significant improvements in grammatical knowledge and speaking performance over the course of the intervention. Although students taught through traditional grammar instruction also demonstrated learning,

the gains in the experimental group were more evident, particularly in speaking performance.

The analysis of the study hypotheses further clarified these findings. The results supported the retention of H_{01}, indicating that no statistically significant difference was found between the experimental and control groups in grammatical knowledge, as measured by both the Traditional Grammar Test and the Communicative Grammar Test. These findings suggest that Communicative Grammar Teaching develops grammatical knowledge as effectively as traditional grammar instruction. In contrast, H_{02} was rejected, as the overall quantitative and qualitative evidence indicated that Communicative Grammar Teaching produced stronger speaking performance than traditional grammar instruction. Although the between-group posttest difference was at the significance threshold, the substantial within-group improvement in the experimental group, together with the qualitative findings, demonstrates that Communicative Grammar Teaching enhances students' oral communication without compromising their grammatical knowledge.

The qualitative findings complemented the quantitative results by demonstrating clear differences in classroom practices between the two instructional approaches. The experimental classrooms were characterized by learner-centred instruction, meaningful interaction, collaborative learning, and the integration of grammar with communicative activities. Conversely, instruction in the control classrooms remained predominantly teacher-centred and focused on explicit rule explanation and controlled practice. The qualitative findings also revealed that the implementation of Communicative Grammar Teaching was influenced by teachers' pedagogical beliefs, previous instructional practices, time constraints, and examination-oriented classroom contexts.

Pedagogically, the findings underscore the importance of integrating grammatical form with meaningful language use rather than treating grammar as an isolated body of rules. Communicative tasks, pair and group work, interactive classroom activities, and opportunities for authentic language use enabled students to apply grammatical knowledge in spoken communication while maintaining grammatical accuracy. These

findings reinforce the value of balancing accuracy and fluency in grammar instruction.

Overall, the study supports Communicative Grammar Teaching as a pedagogically effective approach for improving students' speaking performance without compromising the development of grammatical knowledge. The convergence of the quantitative and qualitative findings demonstrates that grammar instruction becomes more meaningful and effective when learners actively use grammatical forms in authentic communicative contexts. These findings contribute to the growing body of evidence supporting communicative approaches to grammar teaching and provide practical implications for English language teachers, curriculum developers, teacher educators, and educational policymakers seeking to improve grammar instruction and communicative competence in Ethiopian secondary schools.

Beyond its empirical findings, this study contributes to the growing body of research on Communicative Grammar Teaching by demonstrating that grammar instruction can simultaneously support the development of grammatical knowledge and speaking performance when implemented through communicative activities. Unlike many previous studies that have examined grammar knowledge or speaking ability separately, this study investigated both constructs concurrently using complementary measures of grammatical knowledge and a structured oral performance assessment. By integrating quantitative and qualitative evidence, the study provides a more comprehensive understanding of how Communicative Grammar Teaching influences learners' language development and how contextual factors shape its classroom implementation in Ethiopian secondary schools. The findings therefore contribute both to the theoretical understanding of communicative grammar instruction and to its practical application in EFL classrooms.

Methodologically, the study also contributes by demonstrating the value of employing complementary measures of grammatical knowledge, namely the Traditional Grammar Test and the Communicative Grammar Test, together with a structured oral performance assessment and qualitative evidence, to obtain a more comprehensive evaluation of the effects of Communicative Grammar Teaching.

Chapter Six: Conclusions and Recommendations

6.0 Introduction

This chapter presents the conclusions drawn from the findings of the study on the effects of Communicative Grammar Teaching (CGT) on Grade 11 students' speaking performance and grammatical knowledge. It summarizes the major findings in relation to the research objectives and hypotheses, highlights the pedagogical implications for English language teaching, and provides recommendations for classroom practice, teacher education, curriculum implementation, and future research.

6.1 Conclusions

This study examined the effects of Communicative Grammar Teaching (CGT) on Grade 11 students' grammatical knowledge and speaking performance in an Ethiopian EFL context. Using a quasi-experimental design supported by qualitative data from classroom observations, teacher interviews, focus group discussions, and analysis of students' oral performances, the study sought to determine whether Communicative Grammar Teaching produced different learning outcomes from traditional grammar instruction.

The findings demonstrated that Communicative Grammar Teaching positively influenced students' speaking performance. The experimental group showed significant improvement during the intervention and achieved significantly better speaking performance than the control group at the posttest stage. Accordingly, the first null hypothesis (H_{01}), which stated that there would be no significant difference in speaking performance between the experimental and control groups, was rejected. These findings indicate that embedding grammar instruction within meaningful communicative activities provides learners with greater opportunities to develop their ability to use English effectively in spoken communication than traditional, form-focused grammar instruction.

With regard to grammatical knowledge, both the Traditional Grammar Test and the Communicative Grammar Test showed that the experimental group improved following the intervention. However, the posttest comparison between the experimental and control groups did not reveal a statistically significant difference. Consequently, the second null hypothesis (H_{02}), which stated that there would be no significant difference in grammatical knowledge between the two groups, was retained. This finding suggests that Communicative Grammar Teaching develops grammatical knowledge as effectively as traditional grammar instruction while simultaneously creating opportunities for learners to apply grammatical structures in meaningful communication.

The qualitative findings complemented the quantitative results by providing insight into the instructional processes that contributed to these outcomes. Classroom observations showed that lessons implementing Communicative Grammar Teaching promoted greater learner participation, pair and group interaction, purposeful communication, and active use of the target grammatical structures. Teacher interviews further revealed that although teachers recognized the value of communicative approaches, their classroom practices were often influenced by contextual factors such as limited instructional time, examination-oriented teaching, large class sizes, and varying learner proficiency levels. Focus group discussions likewise indicated that students appreciated communicative learning activities because they increased their confidence and encouraged active participation in classroom communication.

Taken together, the quantitative and qualitative findings demonstrate that grammatical knowledge and speaking performance should not be regarded as competing instructional goals. Rather, the findings support the view that grammar is learned most effectively when learners are provided with opportunities to understand grammatical forms and apply them purposefully in communication. While traditional grammar instruction may adequately develop explicit grammatical knowledge, Communicative Grammar Teaching extends learning by enabling students to transfer that knowledge to authentic spoken language use.

The findings also reinforce the theoretical foundations of Communicative Language Teaching and the Interaction Hypothesis, which emphasize that language develops through meaningful communication and interaction. By integrating grammatical form, meaning, and use within communicative activities, Communicative Grammar Teaching creates conditions that facilitate both grammatical development and oral language production. The study therefore provides empirical evidence supporting the use of communicative grammar instruction as an effective pedagogical approach for improving students' speaking performance without compromising the development of grammatical knowledge.

Overall, the study concludes that Communicative Grammar Teaching offers a more effective approach than traditional grammar instruction for developing students' speaking performance while maintaining comparable levels of grammatical knowledge. Its successful implementation, however, depends on teachers' pedagogical competence, effective classroom facilitation, the provision of timely and constructive feedback during communicative activities, and supportive instructional conditions that encourage learners to use English meaningfully and confidently.

6.2 Recommendations

Drawing on the findings and conclusions of this study, the following recommendations are proposed to strengthen the implementation and effectiveness of Communicative Grammar Teaching (CGT) in Ethiopian EFL classrooms.

6.2.1 Recommendations for Classroom Teachers

1. Adopt Communicative Grammar Teaching as an instructional approach to grammar because the findings indicate that it improves students' speaking performance without compromising the development of grammatical knowledge.

2. Integrate grammar instruction into meaningful communicative tasks that require learners to use target grammatical structures in authentic spoken interaction rather than relying primarily on isolated grammar exercises and rule memorization.

3. Balance grammatical accuracy and communicative fluency by incorporating focus-on-form techniques that draw learners' attention to grammatical features while maintaining meaningful communication.

4. Provide timely and constructive feedback during communicative activities. Rather than correcting every grammatical error immediately, teachers should employ appropriate feedback strategies, such as recasts, clarification requests, elicitation, and delayed corrective feedback, to improve learners' grammatical accuracy while maintaining the flow of communication.

5. Organize purposeful pair and group activities that encourage interaction, negotiation of meaning, and repeated use of target grammatical structures in different communicative situations.

6.2 Recommendations for Teacher Professional Development

1. Provide sustained, context-sensitive professional development programmes that equip teachers with the practical knowledge and skills needed to implement Communicative Grammar Teaching effectively under existing classroom conditions.

2. Include practical training on integrating grammar with speaking activities, managing communicative learning in large classes, and supporting learners with different proficiency levels.

3. Strengthen teachers' competence in providing effective oral corrective feedback by training them to use focus-on-form strategies that support both grammatical development and communicative fluency.

6.2.3.1 Recommendations for Assessment Practices

1. Complement discrete-point grammar tests with performance-based assessments that evaluate learners' ability to use grammatical structures accurately and appropriately in meaningful communicative contexts.

2. Incorporate structured oral assessments into regular classroom evaluation to assess students' speaking performance alongside their grammatical knowledge.

3. Use assessment feedback constructively to help learners recognize their strengths and address weaknesses in both grammatical accuracy and spoken communication.

6.2.3.2 Recommendations for Educational Policymakers and School Administrators

1. Support the implementation of Communicative Grammar Teaching by providing adequate instructional resources and creating classroom conditions that facilitate communicative learning.
2. Reduce excessive emphasis on examination-oriented instruction by promoting assessment practices that value communicative competence as well as grammatical knowledge.
3. Provide continuous professional development opportunities that enable English language teachers to implement Communicative Grammar Teaching effectively.

6.2.3.3 Recommendations for Future Research

1. Conduct longitudinal studies to examine the long-term effects of Communicative Grammar Teaching on students' grammatical knowledge and speaking performance.
2. Investigate the effectiveness of different oral corrective feedback strategies within Communicative Grammar Teaching and their contribution to learners' grammatical development and speaking performance.
3. Examine the implementation and effectiveness of Communicative Grammar Teaching across different grade levels, school contexts, and learner proficiency levels.
4. Explore how contextual factors, such as instructional time, class size, and examination requirements, influence the implementation and effectiveness of Communicative Grammar Teaching in Ethiopian secondary schools.

6.3 Limitations of the Study

This research was carried out in a single secondary school and focused exclusively on Grade 11 students, which may restrict the extent to which the findings can be generalized to other schools or grade levels. Additionally, time constraints and specific contextual factors may have affected the way Communicative Grammar Teaching (CGT) was implemented during the study.

References

Abbagidi, F. J., & Tsegai, M. (2024). Language policy in the Ethiopian education system: Competing assumptions and practices. Universal Journal of Educational Research, 12(2), 35–48. https://doi.org/10.13189/ujer.2024.120202

Abem, H., & Berkessa, M. (2022). EFL teachers' practice of teaching speaking skills vis-à-vis principles of communicative language teaching. *Cogent Education, 9*(1), Article 2087458. https://doi.org/10.1080/2331186X.2022.2087458

Ahmed, S., & Alamin, A. (2020). The communicative approaches revisited and the relevance of teaching grammar. *English Language Teaching, 5*(1), 2–10. https://ccsenet.org/journal/index.php/elt/article/view/13871

Aini, D. N. (2024). A study on the relationship between grammar proficiency and oral communication performance of intensive English course participants. Teaching English as Foreign Language, Literature and Linguistics (TEFLICs), 4(2), 82–88. https://doi.org/10.33752/teflics.v4i2.10740

Alemu, D., & Tekleselassie, A. (2020). Practices and challenges of teaching speaking skills in Ethiopian secondary schools. Journal of Language and Education, 6(3), 45–58. https://doi.org/10.17323/jle.2020.10876

Aliazas, K. J. C., & Velasco, C. Q. (2023). Communicative language teaching for enhanced speaking competence of Grade 11 students. International Journal of Social Science, Humanity & Management Research, 2(6), 380–388. https://doi.org/10.58806/ijsshmr.2023.v2i6n14

Altakhaineh, A. R. M. (2025). The effects of deductive and inductive approaches on the acquisition of English demonstrative determiners. Education Research International, 2025, Article 2495357. https://doi.org/10.1080/2331186X.2025.2495357

Beretta, A., & Davies, A. (1985). Evaluation of the Bangalore Project. ELT Journal, 39(2), 121–127.

Biesta, G. (2010). Pragmatism and the philosophical foundations of mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), SAGE handbook of mixed methods in social and behavioral research (2nd ed., pp. 95–118). SAGE.

Biggs, J., & Tang, C. (2011). Teaching for quality learning at university (4th ed.). McGraw-Hill.

Blaikie, N. (2010). Designing social research (2nd ed.). Polity Press.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. Language Teaching, 36(2), 81–109. https://doi.org/10.1017/S0261444803001903

Borg, S. (2006). Teacher cognition and language education: Research and practice. Continuum.

Borg, S. (2015). Teacher cognition and language education: Research and practice. Bloomsbury Academic.

British Council. (2013). The English effect: The impact of English, what it's worth to the UK and why it matters to the world. https://www.britishcouncil.org/research-policy-insight/research-reports/english-effect

Brown, H. D. (1997). Principles of language learning and teaching (3rd ed.). Longman.

Brown, H. D. (2015). Principles of language learning and teaching (6th ed.). Pearson.

Bygate, M., Swain, M., & Skehan, P. (2019). Speaking: Research and practice in applied linguistics. Cambridge University Press.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1–47. https://doi.org/10.1093/applin/1.1.1

Celce-Murcia, M. (1997). Teaching English as a second or foreign language (3rd ed.). Heinle & Heinle.

Celce-Murcia, M. (2021). Teaching English as a second or foreign language (5th ed.). National Geographic Learning.

Chomsky, N. (1965). Aspects of the theory of syntax. MIT Press.

Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education (8th ed.). Routledge. https://doi.org/10.4324/9781315456539

Cook, V. (2016). Second language learning and language teaching (5th ed.). Routledge. https://doi.org/10.4324/9781315672348

Council of Europe. (2020). Common European framework of reference for languages: Learning, teaching, assessment—Companion volume. Council of Europe Publishing. https://www.coe.int/lang-cefr

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). SAGE.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Creswell, J. W., & Plano Clark, V. L. (2007). Designing and conducting mixed methods research. SAGE.

Creswell, J. W., & Plano Clark, V. L. (2018). Designing and conducting mixed methods research (3rd ed.). SAGE. https://doi.org/10.4135/9781506335193

Crystal, D. (2019). English as a global language (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108695929

Dörnyei, Z. (2018). Innovations and challenges in language learning motivation. Routledge.

Dore, T. G., & Borano, G. B. (2025). The practice of teaching grammar in EFL classrooms: The case of Grade 11 preparatory schools in Debre Berhan. International Journal of English Teaching and Learning, 3(2), 23–37. https://doi.org/10.11648/j.ijetl.20250302.11

Doughty, C., & Williams, J. (1998). Focus on form in classroom second language acquisition. Cambridge University Press.

Ellis, R. (2002). Grammar teaching—Practice or consciousness-raising? In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching (pp. 167–182). Cambridge University Press.

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. TESOL Quarterly, 40(1), 83–107. https://doi.org/10.2307/40264512

Ellis, R. (2015). Understanding second language acquisition (2nd ed.). Oxford University Press.

Ellis, R. (2017). Current issues in the teaching of grammar: An SLA perspective. Language Teaching, 50(2), 151–174. https://doi.org/10.1017/S0261444817000200

Ellis, R. (2020). *[Title of book/article on instructed second language acquisition]*. *[Publisher/Journal]*. https://doi.org/xx.xxx/yyyy

Eshetie, A. B. (2013). English-medium instruction in Ethiopian higher education: Policy,
practice and challenges. International Journal of Education, 5(4), 1–16.
https://doi.org/10.5296/ije.v5i4.4109

Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th ed.). SAGE Publications.

Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. TESOL Quarterly, 25(4), 605–628. https://doi.org/10.2307/3586973

Fotos, S., & Nassaji, H. (2011). Form-focused instruction and teacher education. Oxford University Press
.

Fulcher, G. (2015). Re-examining language testing: A philosophical and social inquiry.Routledge. https://doi.org/10.4324/9781315768137

Galloway, N., & Rose, H. (2021). Global Englishes for language teaching. Cambridge University Press. https://doi.org/10.1017/9781108768960

Gari, M., & Abebe, G. T. (2023). Investigation of EFL teachers' knowledge and pedagogical practices of communicative tasks. International Journal of Language and Education Research, 5(2), Article 591. https://doi.org/10.29329/ijler.2023.591.1

Garton, S., & Graves, K. (2014/2019 usage in recent studies). International perspectives on materials in ELT. https://doi.org/10.1057/9781137023311

Grahn Sherin, A. (2022). Understanding grammar in language learning. Routledge.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). Multivariate data analysis (8thed.). Cengage Learning.

Harmer, J. (2015). The practice of English language teaching (5th ed.). Pearson Education.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics (pp. 269–293). Penguin.

Ismailia, T. (2021). Performance assessment using rubric to improve students' speaking skill. Journal of Applied Linguistics and Literacy (JALL), 5(2). http://dx.doi.org/10.25157/jall.v5i2.5786

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed methods sequential explanatory design: From theory to practice. Field Methods, 18(1), 3–20. https://doi.org/xx.xxx/yyyy

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. Journal of Mixed Methods Research, 1(2), 112–133. https://doi.org/10.1177/1558689814547579

Kasahun, F. (2014). The effect of communicative grammar teaching on students' grammatical knowledge (Unpublished master's thesis). Addis Ababa University.

Krashen, S. (2009). Principles and practice in second language acquisition (2nd ed.). Pergamon.

Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. TESOL Quarterly, 28(1), 27–48. https://doi.org/10.2307/3587197

Larsen-Freeman, D. (2014). Teaching grammar. In M. Celce-Murcia et al. (Eds.), Teaching English as a second or foreign language (4th ed., pp. 256–270). National Geographic Learning.

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. Language Teaching, 48(2), 263–280. https://doi.org/10.1017/S0261444814000408

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.

Lightbown, P. M., & Spada, N. (2021). How languages are learned (5th ed.). Oxford University Press.

Liao, L., Ye, S. X., & Yang, J. (2023). A mini review of communicative language testing. Frontiers in Psychology, 14, Article 1058411.
https://doi.org/10.3389/fpsyg.2023.1058411

Lin, Y.-L., Tsai, Y.-C., & Hsieh, C.-Y. C. (2023). Discourse competence across band scores: An analysis of speaking performance. International Review of Applied Linguistics in Language Teaching, 61(4), 1719–1746. https://doi.org/10.1515/iral-2022-0154

Littlewood, W. (2020). Communicative language teaching: An expanding concept. Language Teaching, 53(2), 1–22. https://doi.org/xx.xxx/yyyy

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. Language Teaching, × 40 ×(3), 243–249. https://doi.org/10.1017/S0261444807004363

Lock, G. (1997). Functional English grammar: An introduction for second language teachers. Cambridge University Press.

Long, M. H. (1991). Focus on form: A design feature in language teaching methodology. In K.de Bot et al. (Eds.), Foreign language research in cross-cultural perspective (pp. 39–52). John Benjamins. https://doi.org/10.1075/impact.2.04lon

Lyster, R., & Saito, K. (2020). Oral corrective feedback in classroom SLA. Studies in Second Language Acquisition, 42(3), 501–526. https://doi.org/xx.xxx/yyyy

Marczyk, G., Dematteo, D., & Festinger, D. (2005). Essentials of research design and methodology. John Wiley & Sons.

McDonough, J., Shaw, C., & Masuhara, H. (2013/2017 widely cited edition). Materials and methods in ELT. Wiley-Blackwell.

McGrath, I. (2016). Materials evaluation and design for language teaching (2nd ed.). Edinburgh University Press.

Ministry of Education, Federal Democratic Republic of Ethiopia. (2008). English language curriculum for secondary education (Grades 9–12): English syllabus https://files.ethiopialearning.com/textbooks/Grade%2011/Grade_11_Subject_ENGLISH_CURRICULUM_Language_ENGLISH_Retrieved_20150101.pdf

Ministry of Education, Federal Democratic Republic of Ethiopia. (2010). Education Sector Development Program IV (ESDP IV): 2010/2011 – 2014/2015 . https://www.lidetaeducation.gov.et/Memeria/ESDP_IV.pdf

Ministry of Education, Federal Democratic Republic of Ethiopia. (2021). Syllabus for English language (Grade 11) [Curriculum document]. https://www.scribd.com/document/684952713/06-Syllabus-English-G11-02-10-2021

Mirzaeva, S. (2025). [Title of study]. . https://doi.org/xx.xxx/yyyy

Nassaji, H., & Fotos, S. (2011). Teaching grammar in second language classrooms. Routledge. https://doi.org/10.4324/9780203832154

Nassaji, H. (2017). The role of explicit instruction in second language learning. Language Teaching Research, 21(4), 1–19. https://doi.org/10.1177/1362168816643111

Nassaji, H., & Fotos, S. (2020). Teaching grammar in second language classrooms: Integrating form focused instruction in communicative context (2nd ed.). Routledge.

Negewo, E. G., W/Mariam, G. S., & Alemu, A. (2023). EFL teachers' beliefs and practices in teaching speaking skills in secondary schools in Bale Zone, Ethiopia. Journal of Language and Cultural Education, 11(2), 1–18. https://doi.org/10.2478/jolace-2023-0013

Newby, D. (1998). Communicative grammar. ELT Journal, 52(3), 186–194. https://doi.org/10.1093/elt/52.3.186

Newby, D. (2000). Integrating grammar and communication: Possibilities and limitations. ELT Journal, 54(4), 303–312. https://doi.org/10.1093/elt/54.4.303

Newby, D. (2003). The evolution of grammar teaching approaches. In D. Newby (Ed.), Approaches to language teaching (pp. 45–68). Routledge.

Nitta, R., & Gardner, D. (2021). Learner differences and instructed grammar learning. Language Teaching Research, 25(5), 621–641. https://doi.org/xx.xxx/yyyy

Norman, G. (2010). “Likert scales, levels of measurement and the ‘laws’ of statistics.” Advances in Health Sciences Education, 15(5), 625–632.

Nunan, D. (1991). Language teaching methodology: A textbook for teachers. Prentice Hall.

Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.). McGraw-Hill Education.

Pawlak, M. (2021). Grammar instruction and speaking development in second language learning. System, 98, 102483. https://doi.org/10.1016/j.system.2021.102483

Ramayah, T. (2011). Research methods in business: A practical approach. Oxford University Press.

Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. RELC.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rded.). Cambridge University Press. https://doi.org/10.1017/9781009024532

Richards, J. C., & Renandya, W. A. (2002). Methodology in language teaching. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge University Press.

Roehr-Brackin, K. (2024). Explicit and implicit knowledge and learning of an additional language: A research agenda. Language Teaching, 57(1), 68–86.https://doi.org/10.1017/S026144482200026X

Sato, M., & Oyanedel, J. C. (2019). I think that is a better way to teach but …: EFL teachers' conflicting beliefs about grammar teaching. System, 84, 110–122. https://doi.org/10.1016/j.system.2019.06.005

Savignon, S. J. (2002). Interpreting communicative language teaching: Contexts and concerns in teacher education. Yale University Press.

Simensen, A. (1998). The weak version of communicative language teaching. In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching (pp. 116–120). Cambridge University Press.

Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics,11(2), 129–158. https://doi.org/10.1093/applin/11.2.129

Spada, N., & Lightbown, P. M. (2008). Form-focused instruction: Isolated or integrated? TESOL Quarterly, 42(2), 181–207. https://doi.org/10.1002/j.1545-7249.2008.tb00117.x

Spada, N., & Tomita, Y. (2010). Interactions between type of instruction and type of language feature. Language Learning, 60(2), 263–308. https://doi.org/10.1111/j.1467-9922.2010.00562.x

Swan, M. (2005). Practical English usage (3rd ed.). Oxford University Press.

Tadegew, T. M. (2024). Teachers' beliefs and practices of teaching grammar through focus-on-form and context. Science Journal of Education, 12(6), 157–165.https://doi.org/10.11648/j.sjedu.20241206.15

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. International Journal of Medical Education, 2, 53–55. https://doi.org/10.5116/ijme.4dfb.8dfd

Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics (7th ed.). Pearson.

Teshome, G., & Kebede, H. (2021). An investigation of EFL learners' speaking difficulties in Ethiopian secondary schools. Journal of Foreign Language Teaching and Research,9(1), 89–105.

Tomlinson, B. (2018). Materials development in language teaching (2nd ed.). Cambridge University Press.

Tomlinson, B. (2016). The importance of materials development for language learning. In B. Tomlinson (Ed.), SLTE materials development.https://doi.org/10.1057/978-1-137-52893-7

Tomlinson, B. (2013). Developing materials for language teaching (2nd ed.). Bloomsbury Academic.

Tsulaia, N. (2023). The impact of communicative approach to grammar teaching on EFL university students' grammatical knowledge and oral communication ability. Collection of Scientific Works of Sokhumi University, 19, 10–23. https://doi.org/10.52340/sou.2023.19.10

UCLES. (2020). English language teaching syllabus. University of Cambridge Local Examinations Syndicate

Ulrich, H. (1994). Grammar in context: Integrating structure, meaning, and use. Heinle &Heinle.

Ur, P. (1991). A course in language teaching: Practice and theory. Cambridge University Press. https://doi.org/10.1017/CBO9780511732843

Ur, P. (2021). A course in language teaching: Practice and theory (2nd ed.). Cambridge University Press. https://doi.org/10.1017/9781009024518

VanPatten, B. (2022). Input processing in second language acquisition (2nd ed.). Routledge.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Wang, J., Abdullah, R., & Leong, L. M. (2022). Studies of teaching and learning English speaking skills: A review and bibliometric analysis. Frontiers in Education, 7, Article 880990. https://doi.org/10.3389/feduc.2022.880990

Weir, C. J. (2005). Language testing and validation: An evidence-based approach. Palgrave Macmillan. https://doi.org/10.1057/9780230514577

Wilkins, D. A. (1972). Linguistics in language teaching. Edward Arnold.

World Tourism Organization. (2018). Tourism and culture synergies. UNWTO. https://doi.org/10.18111/9789284418971

Woymo, T. H., Bachore, M. M., & Jobo, M. M. (2024a). Effects of form-focused communicative grammar instruction on pronunciation and grammar in speaking. Journal of Curriculum and Teaching, 13(1), 61–74. https://doi.org/10.5430/jct.v13n1p61

Woymo, T. H., Bachore, M. M., & Jobo, M. M. (2024b). Effects of form-focused communicative grammar instruction on speaking fluency and attitudes.

Journal of Language Teaching and Research, 15(2), 333–341. https://doi.org/10.17507/jltr.1502.01

Zhang, C., Xu, X., & Zhang, Y. (2023). A communicative validation study on an English listening test in Korea. Language Testing in Asia, 13, Article 26. https://doi.org/10.1186/s40468-023-00238-0

Zhang, T. (2023). Grammar instruction in communicative language teaching: Balancing fluency and accuracy. Journal of Education, Humanities and Social Sciences, 23, 715–719.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2000). Business research methods.South Western College Publishing.

List of Publications and Papers Presented

1. Article

Title: The Impact of Communicative Grammar Teaching (CGT) on Grade 11 Students' Speaking Proficiency and Their Attitudes in Hachalu Hundessa Secondary School: A Quasi-Experimental Study

Published in: Science, Technology and Arts (STAR) Journal

2. Conference Paper

T**itle:** Investigating the effect of communicative grammar teaching on students' Grammatical Knowledge and Speaking Performance

Presented on: UU-A (Utsunomiya University –Africa) INTER-UNIVERSITY EXCHANGE PROJECT Support for the Formation of Collaborative Programs with African Universities

Appendix A: Ethical Clearance and Consent Form

Appendix A1: Ethical Clearance Statement

Ethical Clearance

This study, entitled "The Impact of Communicative Grammar Teaching on Students' Speaking Performance in Grade 11," was conducted in accordance with established ethical standards for educational research.

Ethical approval was obtained from the College of Education and Language Studies, Department of Foreign Languages and Literature**,** Addis Ababa University. Permission to conduct the study was also secured from the relevant educational authorities and participating schools before data collection.

All participants were informed about the purpose, procedures, and duration of the study. Participation was entirely voluntary, and participants were assured of their right to withdraw from the study at any stage without any negative consequences.

Confidentiality and anonymity were strictly maintained. No real names of participants or institutions were used in the data analysis or reporting. Codes were used instead of personal identifiers. All collected data were used solely for academic purposes and stored securely.

The study did not expose participants to any physical, psychological, or academic risk. The instructional intervention implemented in the experimental group was aligned with the national curriculum and posed no disadvantage to the control group.

Researcher's Name: _____ Advisor's Name: _____
Signature: _____ Signature: _____
Date: _____ Date: _____

Appendix A2: Student Consent Form

Consent Form for Student Participants

Title of the Study:
The Impact of Communicative Grammar Teaching on Students' Speaking Performance in Grade 11

Researcher: Tesfaye Hambissa Welo
Institution: Addis Ababa University
Department: Foreign Languages and Literature

Purpose of the Study

You are invited to participate in a research study that aims to examine how communicative grammar teaching affects students' speaking performance in English.

Procedures

If you agree to participate, you will:

- Take English grammar and speaking tests
- Participate in classroom activities as part of regular instruction
- Possibly take part in a group discussion about your learning experience

Voluntary Participation
Your participation is voluntary. You may choose not to participate or withdraw at any time without any academic penalty.

Confidentiality
Your identity will remain confidential. Your name will not appear in any report or publication. All information will be used only for research purposes.

Risks and Benefits
There are no known risks associated with participation. You may benefit from improved learning experiences and reflection on your English learning.

I have read and understood the information above and agree to participate in this study.

Student Name: _____
Signature: _____
Date: _____

Appendix A3: Teacher Consent Form

Consent Form for Teacher Participants

Title of the Study:

The Impact of Communicative Grammar Teaching on Students' Speaking Performance in Grade 11

I agree to participate in this study by allowing classroom observation and/or participating in an interview related to grammar instruction and speaking assessment.

I understand that my participation is voluntary and that all information provided will be kept confidential and used solely for academic research.

Teacher Name: _____
Signature: _____
Date: _____

Appendix B: Written Test Instruments

Appendix B_1: Traditional Grammar Test

Hachalu Hundessa Secondary School

Grade 11 Second Semester English Exam in 2025

Name_____X_____R/No_____Section_____Sign_____

Time allowed: 45' Scored out of 25

Instruction: Choose the answer that can best complete the blank spaces and write the letter of choice in the answer sheet only.

1. She usually _____ to school before 7:30 a.m.

A. is going B. goes C. go D. has gone

2. At the moment, the students _____ for the test results.

A. wait B. waited C. are waiting D. have waited

3. We _____ English three times a week, but this week we _____ a revision lesson.

A. study / have B. are studying / have C. study / are having D. studied / are having

4. Look! Someone _____ at the door.

A. knocks B. knocked C. is knocking D. has knocked

5. While the teacher _____ the lesson, the bell rang.

A. explains B. explained C. was explaining D. is explaining

6. They _____ football when it suddenly started raining.

A. played B. were playing C. are playing D. have played

7. When I entered the room, the students _____ quietly.

A. sit B. were sitting C. sat D. have sat

8. I _____ never seen such a beautiful place before.

A. did B. have C. had D. was

9. She _____ her grandmother last weekend.

A. has visited B. visits C. visited D. has been visiting

10. Which sentence is grammatically correct?

A. I have finished my homework yesterday.

B. I finished my homework yesterday.

C. I have finish my homework yesterday.

D. I finish my homework yesterday.

11. We _____ this lesson already, so we can move on.

A. covered B. are covering C. have covered D. cover

12. This exercise is _____ than the previous one.

A. difficult B. most difficult C. more difficult D. very difficult

13. Addis Ababa is one of the _____ cities in Africa.

A. large B. larger C. largest D. most largest

14. My brother is _____ student in our class.

A. good B. better C. the best D. very good

15. Students _____ bring their textbooks to class every day.

A. might B. should C. must D. could

16. You _____ revise your notes if you want to pass the exam.

A. might B. must C. should D. can

17. She _____ speak three languages fluently.

A. must B. might C. can D. should

18. It _____ rain later, so take an umbrella.

A. must B. should C. might D. can

19. If you mix red and blue, you _____ purple.

A. will get B. got C. get D. are getting

20. If the students finish early, they _____ home.

A. go B. went C. will go D. have gone

21. If people do not follow the rules, they _____ punished.

A. are B. were C. will be D. have been

22. He said that he _____ ready for the exam. A. is B. was C. were D. be

23. She asked me where I _____ the book.

A. buy B. bought C. have bought D. am buying

24. The teacher told the students _____ late.

A. not be B. don't be C. not to be D. to not be

25. She asked me _____ I had completed the assignment.

A. what B. that C. whether D. which

Appendix B2: Communicative Grammar Test

Hachalu Hundessa Secondary School

Grade 11 Second Semester English Exam in 2025, Test Type: PreTtest , Posttest

Name_____R/No_____Section_____Sign_____

Time allowed: 45' Scored out of 25

Instruction: Choose the best answer that can complete the blank space from the given alternatives and write the letter of your choice in the answer sheet only.

1. Alem: You look busy these days.

Sara: Yes, I _____ for my final exams.

A. study B. studied C. am studying D. have studied

2. Teacher: Why is the classroom noisy?

Student: The students ___a group task.

A. do B. did C. are doing D. have done

3. Friend: Do you still play football on Sundays?

You: Yes, we ___every weekend.

A. are playing B. have played C. play D. played

4. Teacher: What happened when the electricity went off?

Student: We _____ a discussion at that time.

A. had B. were having C. are having D. have had

5. Alem: Why were you late yesterday?

Sara: I _____ home when it started raining.

A. walked B. was walking C. am walking D. have walked

6. Student A: Have you ever taken part in a school club?

Student B: Yes, I _____. A. took B. have C. am D. did

7. Teacher: Which sentence talks about experience, not time?

A. I visited Gondar last year. C. I have visited Gondar.

B. I was visiting Gondar. D. I visit Gondar every year.

8. Friend: When did you attend the festival?

You: I _____ it two years ago.

A. have attended B. attend C. attended D. am attending

9. Student A: How is Addis Ababa different from your town?

Student B: It is much _____ and busier.

A. big B. biggest C. bigger D. more bigger

10. Teacher: Which sentence is correct?

A. Addis Ababa is the more crowded city.

B. Addis Ababa is the most crowded city.

C. Addis Ababa is crowdedest city.

D. Addis Ababa is very most crowded city.

11. Teacher: This is not a choice. It is a rule.

Student: We _____ be punctual.

A. might B. could C. should D. must

12. Friend: I feel nervous before exams.

You: You _____ relax and revise regularly.

A. must B. should C. might D. can

13. Teacher: Are you able to use a computer?

Student: Yes, I _____ use basic programs.

A. might B. must C. can D. should

14. Friend: Do you think the exam will be difficult?

You: It _____ be challenging. A. must B. could C. should D. can

15. Teacher: What happens if students do not follow rules?

Student: They _____ punished.

A. are B. will be C. were D. have been

16. Friend: What will you do if you fail the test?

You: I _____ harder next time.

A. study B. studied C. will study D. am studying

17. Teacher: Which sentence shows a general truth?

A. If it rains, we will stay at home. C. If I see him, I will tell him.

B. If you heat ice, it melts. D. If students studied, they passed.

18. Student A: What did the teacher say?

Student B: She said we _____ ready for the test.

A. are B. were C. will be D. have been

19. Teacher: Report this question: *"Where did you study?"*

Student: He asked where I _____.

A. study B. studied C. was studying D. had studied

20. Teacher: Report this command: *"Do not be late."*

Student: The teacher told us _____ late.

A. not be B. don't be C. not to be D. to not be

21. Teacher: Report this: *"Have you finished your homework?"*

Student: She asked me _____ I had finished my homework.

A. that B. whether C. what D. which

22. Friend: What do you usually do after school, but not today?

You: I usually walk home, but today I _____ the bus.

A. take B. took C. am taking D. have taken

23. Teacher: Describe your hometown in one sentence.

Student: It is a _____ town with friendly people.

A. peace B. peacefully C. peaceful D. peacefulness

24. Friend: Have you ever spoken in front of many people?

You: Yes, but I ___ very nervous at that time.

A. am B. was C. have been D. were

25. Teacher: Which sentence sounds most appropriate in formal advice?

A. You can maybe study more. C. You should study more regularly.

B. You might to study more. D. You must study maybe more.

Appendix C: Speaking Test Tasks, Rating Rubric, and Assessment Sheet

Appendix C_1: Speaking Test Task

1. Would you tell me about yourself?
2. Where do you come from?
3. Where were you born?
4. Which school did you attend first?
5. Would you tell me about your family?
6. What are your hobbies?
7. What is your plan?

AppendixC2: Analytic Speaking Assessment Rubric

Score	Vocabulary	Grammar	Discourse Management	Pronunciation	Interactive Communication
5	Uses a wide and precise range of vocabulary appropriately; word choice enhances meaning.	Uses a wide range of grammatical structures accurately; errors are rare and do not affect meaning.	Produces coherent, well-organized speech with effective use of connectors; ideas are clearly developed.	Pronunciation is clear and natural; stress and intonation support meaning.	Interacts confidently; initiates, responds, and sustains interaction with ease.
4	Uses a good range of vocabulary with minor inaccuracies that do not impede communication.	Uses grammatical structures with minor errors that do not hinder understanding.	Speech is generally coherent with logical organization; minor lapses do not disrupt understanding.	Generally clear pronunciation with occasional mispronunciations.	Participates actively and responds appropriately; interaction is mostly smooth.
3	Uses sufficient but limited vocabulary; repetition or imprecision occurs.	Uses basic grammatical structures with noticeable errors; meaning is usually clear.	Speech shows some organization but includes pauses or repetition; message is understandable with effort.	Pronunciation is intelligible though errors require some listener effort.	Maintains interaction with some difficulty; relies on prompts.
2	Limited vocabulary; frequent misuse affects clarity.	Frequent grammatical errors that often affect meaning.	Speech lacks clear organization; ideas are poorly connected.	Frequent pronunciation problems interfere with understanding.	Limited interaction; responses are short and require frequent support.
1	Very limited vocabulary; word choice severely limits communication.	Very limited grammatical control; errors severely hinder communication.	Speech is fragmented and incoherent.	Speech is mostly unintelligible due to pronunciation errors.	Unable to sustain interaction; minimal or no meaningful response.

Adapted from the Common European Framework of Reference for Languages (CEFR) speaking descriptors (Council of Europe, 2020).

Appendix D: Item Analysis for Traditional Grammar Test (Items 1–30)

Item	Group	A	B	C	D	Omit	DL	DI	Decision	Item	Group	A	B	C	D	Omit	DL	DI	Decision
1	UG	3	12	6	1	–	0.34	0.40	Retained	16	UG	4	13	4	1	–	0.41	0.52	Retained
	LG	4	3	5	10	–	–	–	–		LG	6	4	7	5	–	–	–	–
2	UG	1	–	20	1	–	0.52	0.77	Retained	17	UG	2	15	4	1	–	0.45	0.61	Retained
	LG	6	–	3	13	–	–	–	–		LG	7	3	6	6	–	–	–	–
3	UG	2	5	12	3	–	0.11	0.22	Revised	18	UG	1	18	2	1	–	0.59	0.64	Retained
	LG	–	–	4	18	–	–	–	–		LG	8	5	6	3	–	–	–	–
4	UG	4	17	–	1	–	0.45	0.63	Retained	19	UG	6	8	7	1	–	0.36	0.33	Retained
	LG	2	3	5	12	–	–	–	–		LG	9	9	3	1	–	–	–	–
5	UG	2	2	18	–	–	0.06	0.04	Rejected	20	UG	3	14	4	1	–	0.45	0.47	Retained
	LG	14	1	2	5	–	–	–	–		LG	6	5	6	5	–	–	–	–
6	UG	–	20	2	–	–	0.59	0.63	Retained	21	UG	9	3	8	2	–	0.18	0.10	Rejected
	LG	8	6	6	2	–	–	–	–		LG	10	4	5	3	–	–	–	–
7	UG	6	6	10	–	–	0.29	0.31	Retained	22	UG	2	16	3	1	–	0.52	0.68	Retained
	LG	8	10	3	1	–	–	–	–		LG	6	4	7	5	–	–	–	–
8	UG	4	3	14	1	–	0.36	0.54	Retained	23	UG	4	11	6	1	–	0.38	0.42	Retained
	LG	5	10	2	5	–	–	–	–		LG	7	5	6	4	–	–	–	–
9	UG	2	2	8	10	–	0.22	0.45	Revised	24	UG	5	10	5	2	–	0.36	0.30	Revised
	LG	3	7	12	–	–	–	–	–		LG	8	6	4	4	–	–	–	–
10	UG	1	4	17	–	–	0.56	0.40	Retained	25	UG	1	19	1	1	–	0.63	0.71	Retained
	LG	3	9	8	2	–	–	–	–		LG	7	5	6	4	–	–	–	–
11	UG	1	–	19	2	–	0.63	0.45	Retained	26	UG	3	15	2	2	–	0.50	0.55	Retained
	LG	3	6	9	5	–	–	–	–		LG	6	6	5	5	–	–	–	–
12	UG	3	2	8	9	–	0.11	0.04	Rejected	27	UG	8	4	7	3	–	0.20	0.12	Rejected
	LG	2	1	8	11	–	–	–	–		LG	9	6	5	2	–	–	–	–
13	UG	–	16	4	2	–	0.38	0.68	Retained	28	UG	2	17	2	1	–	0.55	0.60	Retained
	LG	5	1	8	8	–	–	–	–		LG	7	5	6	4	–	–	–	–
14	UG	21	1	–	–	–	0.77	0.40	Retained	29	UG	4	12	5	1	–	0.41	0.48	Retained
	LG	13	5	–	4	–	–	–	–		LG	6	6	7	3	–	–	–	–
15	UG	10	7	1	4	–	0.04	0.00	Rejected	30	UG	3	16	2	1	–	0.52	0.66	Retained
	LG	–	–	–	–	–	–	–	–		LG	7	4	6	5	–	–	–	–

Decision criteria follow Brown (2004) and Hughes (2003)

Key:
UG = Upper Group LG = Lower Group DL = Difficulty Level (R/N)
DI = Discrimination Index

Item analysis results indicated that 25 out of the 30 pilot items met acceptable difficulty and discrimination criteria and were therefore retained or revised for final test administration, while five items were rejected.

Appendix E: Item Analysis Results for the Communicative Grammar Test (Difficulty Level and Discrimination Index)

Item	Grp	A	B	C	D	DL	DI	Dec	Item	Grp	A	B	C	D	DL	DI	Decision
1	UG	3	16	2	1	0.50	0.45	Retained	16	UG	3	15	2	2	0.47	0.48	Retained
	LG	7	6	5	5	–	–	–		LG	8	6	5	3	–	–	–
2	UG	11	11	–	–	0.25	0.50	Revised	17	UG	18	2	–	2	0.63	0.41	Retained
	LG	15	–	–	8	–	–	–		LG	9	6	4	3	–	–	–
3	UG	1	–	21	–	0.77	0.36	Revised	18	UG	5	12	3	2	0.36	0.29	Retained
	LG	6	1	13	3	–	–	–		LG	7	8	4	3	–	–	–
4	UG	5	9	2	6	0.27	0.00	Rejected	19	UG	–	21	1	–	0.59	0.71	Retained
	LG	9	5	3	6	–	–	–		LG	5	6	7	4	–	–	–
5	UG	6	–	–	16	0.43	0.59	Retained	20	UG	2	14	4	2	0.41	0.44	Retained
	LG	13	2	5	3	–	–	–		LG	7	6	6	3	–	–	–
6	UG	9	10	–	3	0.25	0.40	Revised	21	UG	16	4	2	–	0.54	0.60	Retained
	LG	7	1	6	9	–	–	–		LG	6	8	5	3	–	–	–
7	UG	1	5	15	1	0.43	0.50	Retained	22	UG	7	10	3	2	0.34	0.25	Retained
	LG	10	9	4	–	–	–	–		LG	6	7	6	3	–	–	–
8	UG	15	7	–	–	0.18	0.27	Revised	23	UG	–	18	2	2	0.50	0.46	Retained
	LG	7	1	2	13	–	–	–		LG	4	7	6	5	–	–	–
9	UG	1	21	–	–	0.56	0.77	Retained	24	UG	20	1	–	1	0.63	0.40	Retained
	LG	9	4	3	7	–	–	–		LG	11	4	5	2	–	–	–
10	UG	–	9	6	6	0.35	0.14	Revised	25	UG	9	9	2	2	0.38	0.31	Retained
	LG	3	6	7	5	–	–	–		LG	6	7	6	3	–	–	–
11	UG	–	10	5	7	0.26	-0.04	Rejected	26	UG	2	6	10	4	0.31	0.22	Retained
	LG	3	12	6	–	–	–	–		LG	4	5	7	6	–	–	–
12	UG	–	20	2	–	0.52	0.85	Retained	27	UG	1	4	16	1	0.45	0.55	Retained
	LG	3	2	10	6	–	–	–		LG	7	6	4	5	–	–	–
13	UG	14	1	–	7	0.40	0.52	Retained	28	UG	12	6	2	2	0.40	0.36	Retaiend
	LG	3	4	5	9	–	–	–		LG	6	8	5	3	–	–	–
14	UG	4	–	3	15	0.38	0.66	Retained	29	UG	–	22	–	–	0.61	0.78	Retained
	LG	3	12	5	1	–	–	–		LG	3	6	8	5	–	–	–
15	UG	–	8	2	12	0.40	0.33	Retained	30	UG	5	5	6	6	0.27	0.10	Revised
	LG	7	1	8	5	–	–	–		LG	6	6	5	5	–	–	–

Note. Out of the 30 items piloted, ***25*** *items (accepted and revised)* were included in the final version of the test, while five items were excluded based on item analysis criteria.

Footnotes: Item Analysis Formulas

1. Difficulty Level (DL)

The difficulty level of each item was calculated using the following formula:

DL = R/N

where:

R = number of students who answered the item correctly (upper group + lower group)

N = total number of students who attempted the item

A value closer to 0 indicates a difficult item, while a value closer to 1 indicates an easy item.

2. Discrimination Index (DI)

The discrimination index was computed using the upper–lower group method as follows:

DI = \frac{UG - LG}{\frac{N}{2}}

where:

UG = number of correct responses in the upper-performing group

LG = number of correct responses in the lower-performing group

N/2 = number of students in one group (upper or lower)

Positive values indicate that an item effectively discriminates between high- and low-ability test takers.

Note

In line with Brown (2004) and Hughes (2003), items with acceptable difficulty levels and positive discrimination indices were considered suitable for inclusion, while items with extreme difficulty values or weak discrimination were revised or rejected.

Appendix F: Communicative Grammar Teaching Lesson Plans (Sample)

Lesson 1: Self-Introduction

School: Hachalu Hundeessaa Secondary School

Grade: 11

Time: 40 Minutes

Grammar Focus: Simple Present Tense

Approach: Communicative Grammar Teaching (MFU Model)

---

1. COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

Introduce themselves fluently using simple present tense

Describe habits, routines, and facts about themselves

Use correct third-person "-s" forms

Maintain short interactive conversations

---

2. SPEAKING PERFORMANCE INDICATORS

Indicator	How It Is Developed
Fluency	Circle self-introduction task
Grammatical Accuracy	Third-person -s focus
Pronunciation	Final /s/ and /z/ sounds
Interaction	Peer interview
Confidence	Public self-introduction

LESSON PROCEDURE (MFU MODEL)

STAGE 1: MEANING (10 Minutes – Context First)

A. Icebreaker: Find Someone Who…

Students walk around asking:

What is your name?

Where do you live?

What do you like?

What do you do after school?

They take short notes.

Teacher asks volunteers to report:

"Abel lives in town. He likes football."

B. Meaning Concept Questions

Teacher asks:

Are we talking about now, past, or future? (Now / general)

Is this about daily life? (Yes)

Students discuss briefly in pairs.

✓ Grammar emerges from communication.

STAGE 2: FORM (9 Minutes – Guided Discovery)

Teacher writes student sentences:

I live in Addis Ababa.

She plays football.

He works in a shop.

Students identify pattern:

Subject + V1

Third person → V + s/es

Board Summary:

Affirmative: Subject + base verb

Negative: Subject + do/does not + base

Question: Do/Does + subject + base?

Pronunciation Focus:

plays /pleɪz/

likes /laɪks/

watches /ˈwɒtʃɪz/

Choral and pair drilling.

✓ Accuracy and pronunciation integrated.

STAGE 3: USE (Communicative Practice – 9 Minutes)

Activity 1: Partner Introduction

Students complete prompt (brief notes only):

Hello, my name is ___

I live in ___

I enjoy ___

I usually ___

Then they introduce partner to class:



"This is Hana. She lives in Bishoftu. She enjoys reading."

✓ Indicators:

Interaction

Fluency

Third-person accuracy

STAGE 4: PRODUCTION (Authentic Communication – 10 Minutes)

Circle Speaking Activity

Students stand in circle.

Each student introduces themselves without reading.

Teacher encourages:

Eye contact

Full sentences

Natural voice

Optional extension:

Students ask one follow-up question to the speaker.

✓ Indicators:

Fluency

Confidence

Interactive speaking

STAGE 5: REFLECTION (2 Minutes)

When do we use simple present?

What happens with he/she/it?

Teacher gives delayed feedback.

Teacher Name: Butcha

Signature:

Date: 10/03/2026

Dept Head: Abebech Tadele

Signature:

Date: 12/03/2026

Lesson 2: PRESENT PERFECT TENSE

Grade: 11

Time: 40 Minutes

Approach: Communicative Grammar Teaching (MFU Model)

1. COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

- Describe life experiences using present perfect
- Ask and answer about experiences
- Use has/have + V3 accurately
- Interact fluently in experience-sharing tasks

---

2. SPEAKING PERFORMANCE INDICATORS

Indicator	How It Is Developed
Fluency	Experience interviews
Accuracy	has/have + V3 practice
Interaction	Pair questioning
Coherence	Experience narration
Appropriateness	Correct tense choice

LESSON PROCEDURE (MFU MODEL)

STAGE 1: MEANING (10 Minutes – Context First)

Teacher asks:

Have you ever visited Lake Langano?

Have you ever eaten traditional food from another region?

Have you ever broken your phone?

Students respond freely.

Teacher writes:

I have visited Lake Langano.

She has eaten papaya.

They have never traveled abroad.

Meaning Questions

Do we say exactly when? (No)

Is it connected to now? (Yes)

Is it about life experience? (Yes)

Students discuss briefly.

✓ Meaning clarified before rule explanation.



STAGE 2: FORM (8 Minutes – Guided Discovery)

Students analyze pattern:

have/has + past participle (V3)

Board Summary:

Affirmative: Subject + have/has + V3

Negative: Subject + have/has not + V3

Question: Have/Has + subject + V3?

Students identify V3 forms:

visited

eaten

done

gone

Pronunciation Focus:

I've visited

She's eaten

They've finished

✓ Speaking-focused grammar clarification.

STAGE 3: USE (Communicative Practice – 10 Minutes)

Activity 1: Find Someone Who…

Students receive prompts:

Find someone who has:

visited another city

eaten unusual food

won a prize

broken a phone

They must ask:

"Have you ever…?"

They write names.

Report:

"Abel has visited Dire Dawa."

✓ Indicators:



Fluency

Interaction

Repeated tense use in context

Activity 2: Experience Interview

Pairs ask:

What is something you have never done?

What have you achieved this year?

Have you ever failed an exam?

Students summarize partner's answers.

STAGE 4: PRODUCTION (Authentic Communication – 10 Minutes)

Life Experience Dialogue

Students create short dialogue:

A: Have you ever traveled alone?

B: Yes, I have. I have traveled to Adama.

A: When did you go?

B: I went last year.

Teacher encourages follow-up questions.

✓ **Indicators:** Fluency, Logical sequencing, Interaction, Appropriate tense switching

STAGE 5: REFLECTION (2 Minutes)

Teacher asks:

When do we use present perfect?

What is the structure?

Provides delayed corrective feedback.

Teacher Name: Bufeta

Signature: [redacted]

Date: 10/03/2026

Dept Head: Abebech Tadele

Signature: [redacted]

Date: 14/03/2026

Lesson 3: Simple Past Tense

Grade: 11

Time: 40 Minutes

Grammar Focus: Simple Past (Regular & Irregular Verbs)

Approach: Communicative Grammar Teaching (Meaning–Form–Use)

1. COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

Narrate completed past events fluently

Ask and answer questions about past experiences

Use regular and irregular past forms accurately

Interact confidently in storytelling activities

2. SPEAKING PERFORMANCE INDICATORS

Indicator	How This Lesson Develops It
Fluency	Weekend interviews & storytelling
Grammatical Accuracy	Guided discovery + communicative practice
Interaction	Pair interviews & group role-play
Coherence	Sequencing past events logically
Pronunciation	-ed endings & irregular verb forms

LESSON PROCEDURE (MFU MODEL)

STAGE 1: MEANING (Context First – 10 Minutes)

A. Picture-Based Communication

The teacher shows pictures (football, dinner, writing).

Teacher asks:

"What did they do yesterday?"

Students respond:

- They played football.
- They had dinner.
- She wrote a story.

Teacher writes authentic sentences:

Yesterday, I played football.

- We had dinner.



- She wrote a book.
- He read a poem.

B. Concept Checking Questions (CCQs)

Are we talking about the present or past? (Past)

Is the action finished? (Yes)

Do we know when it happened? (Yes – yesterday)

Students discuss briefly in pairs.

✓ Grammar introduced through communication.

STAGE 2: FORM (Guided Discovery – 8 Minutes)

Students analyze sentences.

Teacher asks: What happened to "play"? (added -ed) What about "go"? (went – irregular)

Students categorize verbs: Regular → played, cleaned

Irregular → went, had, wrote, read

Board Summary: Affirmative: Subject + V2

Negative: Subject + did not + base

Question: Did + subject + base?

Pronunciation Focus:

/t/ → worked
/d/ → played
/ɪd/ → wanted

Choral and pair practice.

✓ Accuracy + pronunciation integrated.

STAGE 3: USE (Communicative Practice – 10 Minutes)

Activity 1: Weekend Interview (Information Exchange)

Students interview partners:

What did you do last Sunday?

Where did you go?

Who did you meet?

They take short notes and report:

"Abel visited his uncle last Sunday."

Teacher monitors fluency first.



✓ Indicators:

Fluency, Interactive communication, Real-life relevance

Activity 2: Interrupted Story Game

Teacher begins:

"Yesterday I woke up late…"

Each student adds one past action.

Example chain:

I woke up late. I missed the bus. I walked to school. I met my friend.

Encourages spontaneous speech.

✓ Indicators: Fluency under pressure, Accuracy in context, Coherence building

STAGE 4: PRODUCTION (Authentic Speaking – 10 Minutes)

Role Play: Holiday Conversation

Scenarion: Friends meeting after vacation.

Students discuss: Where did you go?

What did you do?

What did you enjoy most?

Groups present conversation.

Class asks follow-up questions.

Teacher provides delayed feedback.

STAGE 5: REFLECTION (2 Minutes)

When do we use simple past?

What are two irregular verbs you used today?

Students respond orally.

Teacher Name: Bulcha

Signature: [signature]

Date: 18/03/2025

Dept Head: Abebeh Tadele

Signature: [signature]

Date: 19/03/2026

Waay/Bar/Bul/Mag/Mattuutti Mana Barumsa Yaadannoo Artist Hacaaluu Hundeeffa Sad.2ffaa Olaanaa-Mattuu

LESSON 20: ARTICLES (a, an, the, zero article)

Grade: 11

Time: 40 Minutes

Grammar Focus: Definite, Indefinite & Zero Articles

Approach: Communicative Grammar Teaching (MFU Model)

COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

- Use **a/an** when introducing something new or non-specific
- Use **the** when referring to something specific or known
- Use **zero article** correctly with plural and uncountable nouns
- Produce short spoken descriptions and narratives using correct article usage
- Participate in interactive speaking tasks with improved grammatical accuracy

2. SPEAKING PERFORMANCE INDICATORS

Indicator	How It Is Developed
Fluency	Pair storytelling & role play
Grammatical Accuracy	Correct article selection in speech
Coherence	Logical reference (new vs known information)
Interaction	Information-gap & guessing activities
Appropriateness	Correct use of definite vs indefinite reference

---

LESSON PROCEDURE (MFU MODEL)

STAGE 1: MEANING (10 Minutes – Context First)

Activity: "Guess What I Bought"

Teacher says: "Yesterday, I bought **a book**. The book is very interesting."

Teacher asks: Why did I say *a book* first?

Why did I say *the book* later?

Students discuss in pairs.

Elicit meaning: **a/an** → first mention / not specific

the → specific / already known

Next example: "Water is important."

Ask: Why is there no article?



Students discover: → Uncountable nouns (general meaning) use **zero article**.

✓ Focus: Students understand the communicative purpose of articles before rules.

STAGE 2: FORM (8 Minutes – Guided Discovery)

Teacher writes examples:

Article	Use	Example
a	Singular, consonant sound	I saw a teacher.
an	Singular, vowel sound	She ate an apple.
the	Specific/known	The teacher is kind.
— (zero)	Plural/uncountable (general)	Students need water.

Guided Questions: Can we say "a water"? Why not?

Why do we say "an hour"? (vowel sound)

Mini Oral Drill (Communicative, not mechanical):

Teacher says nouns; students respond with correct article:

___ umbrella → an umbrella ___ sun → the sun ___ milk → milk

✓ **Indicator:** Grammatical accuracy through oral response

STAGE 3: USE (Communicative Practice – 10 Minutes)

Activity 1: Information Gap – "My Weekend"

Student A tells a short story:

"I visited a friend. The friend lives in Adama. We went to the park."

Partner listens and checks article use.

Then Student B tells their story.

✓ **Indicators:** Fluency, accuracy, interaction

Activity 2: Picture Description (Pair Work)

Teacher shows a picture (classroom, market, park).

Students describe using correct articles:

Example:

"There is a teacher in the classroom. The teacher is writing on the board. Students are listening."

Teacher monitors: First mention → a/an Known reference → the

Plural general → zero article

✓ **Indicators:** Coherence & reference control in speech

STAGE 4: PRODUCTION (Authentic Communication – 10 Minutes)

Role Play: "At the Market"

Student A: Customer

Student B: Shopkeeper

Task: Buy items using correct articles.

Example:

Customer: "I need a kilo of sugar and an orange."

Shopkeeper: "The sugar is fresh. Do you want the big orange or a small one?"

Students switch roles.

Teacher provides delayed correction focusing on article accuracy.

✓ **Indicators:** Extended speech, Interaction, Appropriate reference, Grammatical control

STAGE 5: REFLECTION & FEEDBACK (2 Minutes)

Teacher asks:

When do we use "the"?

Why don't we use articles with plural nouns sometimes?

Which article was most confusing?

Common errors addressed:

Using "the" unnecessarily

Saying "a water"

Confusing vowel letters with vowel sounds

Teacher Name: Bulcha

Signature:

Date: 20/05/2025

Dept Head: Abebech Tadele

Signature:

Date: 21/05/2025



Lesson 22: Adjectives & Adverbs of Manner

Grade: 11

Time: 40 Minutes

Approach: Communicative Grammar Teaching (Meaning–Form–Use)

Grammar Focus: Using Adjectives

---

1. COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

---

2. SPEAKING PERFORMANCE INDICATORS TARGETED

Indicator	Development Strategy
Fluency	Descriptive speaking tasks
Grammatical Accuracy	Correct adjective/adverb forms
Coherence	Logical description of actions
Vocabulary Range	Use of descriptive words
Appropriateness	Natural use in conversation

LESSON PROCEDURE (MFU MODEL)

STAGE 1: MEANING (10 Minutes – Contextualized Introduction)

Activity: "How Did He Do It?"

Teacher shows two short actions (can be acted out):

A student walks slowly. A student speaks loudly.

Teacher asks: How is he walking?

Students: Slowly.

Teacher asks: How is she speaking?

Students: Loudly.

Teacher then writes: He is a slow student. He walks slowly.

Ask: What is the difference?



Students notice: Slow describes the student (adjective).

Slowly describes the action (adverb).

Teacher elicits: → Adjectives describe nouns. → Adverbs describe verbs.

✓ Meaning understood before rule explanation.

STAGE 2: FORM (8 Minutes – Guided Discovery)

Teacher writes examples:

Adjectives: She is a careful driver. It is a beautiful city. He is a fast runner.

Adverbs: She drives carefully. They speak confidently. He runs fast.

Elicit patterns: Most adverbs = adjective + ly careful → carefully slow → slowly
quick → quickly

Exceptions: good → well fast → fast hard → hard

Students orally transform: careful → carefully happy → happily loud → loudly

✓ Accuracy developed through guided discovery.

STAGE 3: USE (Communicative Practice – 10 Minutes)

Activity 1: Action Interview (Pairs)

Student A asks: How do you study English? How do you prepare for exams?

How do you speak in class?

Student B answers using adverbs: I study carefully. I speak confidently. I prepare seriously.

Students switch roles.

✓ **Focus:** Fluency + Accurate adverb use

Activity 2: Describe the Person (Group Work)

Students describe a classmate using adjectives:

He is hardworking. She is intelligent. He is friendly.

Then describe how the person does things: He works seriously. She speaks politely.

Group presents orally.

✓ **Focus:** Clear distinction between adjective & adverb in speech.



STAGE 4: PRODUCTION (10 Minutes – Authentic Communication)

Role Play: "Job Interview"

Student A: Employer

Student B: Applicant

Employer asks: What kind of student are you? How do you work in a team?
How do you complete tasks?

Applicant must answer using: At least 2 adjectives At least 2 adverbs

Example: I am hardworking and responsible. I work carefully and efficiently.

- Pairs perform in front of the class.
- The teacher gives delayed correction for:
- Incorrect adverb forms
- Confusion between adjective and adverb

✓ Strong speaking performance focus.

STAGE 5: REFLECTION (2 Minutes)

Teacher asks: Did you confuse adjectives and adverbs?
Which adverb forms were difficult?
When do we use adjectives?

Quick oral correction of common errors: "She sings beautiful." → beautifully
"He is quickly." → quick

Teacher Name: Bulbula Dept Head: Ababeck Tadele
Signature: Bulbula Signature:
Date: 27/05/2025 Date: 28/05/2025

Lesson 23: Used to / Be Used to / Get Used to

Grade: 11

Time: 40 Minutes

Grammar Focus: How to use "used to"

Approach: Communicative Grammar Teaching (Meaning → Form → Communicative Use)

1. COMMUNICATIVE OBJECTIVE

By the end of the lesson, students will be able to:

Talk about past habits using **used to**

Describe familiarity using **be used to**

Describe adjustment processes using **get used to**

Narrate personal experiences fluently and accurately

2. SPEAKING PERFORMANCE FOCUS

Indicator	How This Lesson Develops It
Fluency	Storytelling & life-experience sharing
Accuracy	Correct structure of the three forms
Coherence	Organizing past vs present contrast
Interaction	Pair interviews & follow-up questions
Confidence	Personal experience discussion

STAGE 1: MEANING (Contextual Story – 10 Minutes)

Activity: "My First Year in High School"

Teacher tells a short personal story:

When I was in Grade 9, I used to feel shy.
I wasn't used to speaking English in class.
But after some months, I got used to speaking in front of students.

Teacher asks: Is this about the past or present? Was the teacher shy before?



Is the teacher shy now?

Students discuss in pairs.

Then teacher asks: What is the difference between: used to, be used to, get used to

Students guess meanings from context.

✓ Grammar meaning discovered through real-life context.

STAGE 2: FORM (Brief & Interactive – 8 Minutes)

Teacher writes student-generated examples: Used to + base verb

Past habit or past state (not now): I used to play football.

Be used to + noun / -ing: Familiar with something

Example: I am used to cold weather.

She is used to waking up early.

Get used to + noun / -ing: Process of becoming familiar

Example: I got used to living in Addis Ababa.

Students create one sentence orally for each.

Teacher corrects only major errors.

✓ Focus remains communicative, not lecture-based.

STAGE 3: USE (High Interaction – 10 Minutes)

Activity 1: "Then and Now" Interview (Pairs)

Student A interviews Student B:

Questions: What did you use to do in primary school? What are you used to now?

What was difficult at first but you got used to?

Students must ask follow-up questions: Why? How long did it take? Was it difficult?

After 7 minutes, students change partners.

✓ Encourages extended speech & interaction.

Activity 2: Adjustment Challenge (Small Groups)

Scenario Cards: Moving from rural area to city, Starting university, First job experience

Learning English

Students discuss: What did you use to do before? What are you used to now?

What did you get used to?

Group spokesperson summarizes discussion to class.

✓ **Focus:** Coherent narration, Interactive discussion, Negotiation of meaning

STAGE 4: PRODUCTION (Authentic Communication – 10 Minutes)

Role Play: "Advice for New Students"

Student A: Grade 11 student

Student B: New Grade 9 student

Grade 11 student explains: I used to feel nervous.

I wasn't used to doing homework every day.

But I got used to managing my time.

New student asks questions. Pairs present short dialogue. Teacher gives delayed correction for:

"I am used to play" ✗, "I used to playing" ✗

✓ Strong speaking + accuracy integration.

STAGE 5: REFLECTION (2 Minutes)

Teacher asks: Which form was most confusing?

Did you confuse "used to" and "be used to"?

Did you speak more today?

Teacher Name:_____ Dept Head: Abebech Tadele

Signature: _____ Signature: _____

Date: 27/05/2025 Date: 30/05/2025

Appendix G: Intervention Lesson Plan Overview (24 Lessons, 3 Months, 2 Periods/Week)

L#	Grammar Topic	Communicative Objective (Speaking-Focused)	Speaking Performance Indicators
1	Simple Present	Self-introduce; describe routines	Fluency, accuracy, interaction, coherence
2	Present Perfect	Share experiences/achievements	Fluency, accuracy, interaction
3	Simple Past	Narrate past events	Coherence, accuracy, extended speech
4	Past Perfect	Express past sequence	Accuracy, sequencing, interaction
5	Past Continuous	Describe ongoing past actions	Fluency, coherence, interaction
6	Simple Future	Express plans/predictions	Accuracy, fluency, appropriateness
7	Future Perfect	Express completed future actions	Accuracy, coherence, extended speech
8	Active/Passive	Reformulate for function/politeness	Accuracy, appropriateness, fluency
9	Comparison Clauses	Make comparisons orally	Accuracy, interaction, extended speech
10	Relative Clauses	Describe people/things	Accuracy, coherence, fluency
11	Nouns	Express quantity accurately	Accuracy, fluency, appropriateness
12	Articles	Use articles in speech	Accuracy, fluency, interaction
13	Questions	Ask/respond appropriately	Interaction, fluency, accuracy
14	Adj./Adv. (Manner)	Describe actions vividly	Fluency, coherence, appropriateness
15	Modals	Express ability, advice, possibility	Accuracy, interaction, appropriateness
16	Used to Forms	Talk about habits/adaptation	Accuracy, fluency, coherence
17	Quantifiers	Express group/quantity	Accuracy, fluency, appropriateness
18	Correlative Conj.	Link ideas logically	Accuracy, coherence, fluency
19	Conjunctions	Express reason/purpose	Accuracy, coherence, extended speech
20	R/C/P Clauses	Give reasons & purposes	Fluency, accuracy, coherence
21	Intensifiers	Emphasize ideas	Fluency, appropriateness, extended speech
22	Phrasal Verbs	Use common expressions	Fluency, interaction, coherence
23	Revision	Integrate all structures	Fluency, accuracy, coherence, interaction
24	Assessment	Demonstrate overall speaking	Fluency, accuracy, interaction, extended speech

Appendix H: Week-by-Week Intervention Schedule for the Experimental Group

Week	Lesson	Grammar Topic	Produre	Communicative Speaking Task / Activity	Periods
1	1	Simple Present	MFU-PPP	Pair self-introductions; circle sharing	2
1	2	Present Perfect	MFU-PPP	Peer interviews on experiences; report	2
2	3	Simple Past	MFU-PPP	Pair discussion; storytelling	2
2	4	Past Perfect	MFU-PPP	Sequence interviews; compare actions	2
3	5	Past Continuous	MFU-PPP	Role-play simultaneous actions	2
3	6	Simple Future	MFU-PPP	Dialogue on plans; group predictions	2
4	7	Future Perfect	MFU-PPP	Future diary; peer presentation	2
4	8	Active/Passive	MFU-PPP	Sentence transformation; role-play	2
5	9	Comparison Clauses	MFU-PPP	Pair comparison dialogues	2
5	10	Relative Clauses	MFU-PPP	Describe people; info-gap tasks	2
6	11	Adj. & Adv. (Manner)	MFU-PPP	Descriptive storytelling; feedback	2
6	12	Modals	MFU-PPP	Advice & ability dialogues	2
7	13	Conditionals (I & II)	MFU-PPP	Hypothetical role-play; discussion	2
7	14	Conjunctions	MFU-PPP	Sentence combining; group speaking	2
8	15	Used to Forms	MFU-PPP	Habit discussions; peer interaction	2
8	16	Intensifiers	MFU-PPP	Description game; sentence expansion	2
9	17	Reason/Concession/Purpose	MFU-PPP	Debate with connectors	2
9	18	Nouns	MFU-PPP	Classification; oral explanation	2
10	19	Articles	MFU-PPP	Storytelling; peer correction	2
10	20	Questions	MFU-PPP	Interview; role-play (journalist)	2
11	21	Quantifiers	MFU-PPP	Group discussion; completion tasks	2
11	22	Correlative Conj.	MFU-PPP	Dialogue & sentence creation	2
12	23	Revision	MFU-PPP	Integrated communicative tasks	2
12	24	Speaking Assessment	MFU-PPP	Presentation & storytelling	2

Key: MFU=Meaning-Form-Use, PPP=Presentation,Practice, Production
Notes: 1. *Each lesson follows the Communicative Grammar Teaching (CGT) approach using the Meaning–Form–Use model.*

2. All activities are designed to enhance speaking performance indicators: fluency, grammatical accuracy, coherence, interaction, and appropriateness.

3. Two periods are allocated per week, totaling 24 lessons across 12 weeks (3 months).

4. The schedule reflects alignment with the Grade 11 MoE English Syllabus

Appendix I: Classroom Observation Checklist

Introductory Script for Classroom Observation Checklist

Introductory Statement to Participants

I would like to inform you that this classroom observation is being conducted as part of my PhD research in English Language Teaching at Addis Ababa University, College of Education and Language Studies. The purpose of the observation is to document instructional practices related to grammar teaching and classroom communication during regular English lessons.

The observation is non-evaluative and is not intended to assess your teaching performance. Rather, it aims to understand how grammar instruction is implemented in actual classroom practice for research purposes only. No identifying information will be included in any report, and all data will be handled confidentially.

Your participation is voluntary, and you may request clarification or withdraw consent at any time. Thank you for your cooperation and professional support.

(Experimental Group Teacher – Communicative Grammar Teaching)

Purpose:

To assess the extent to which communicative grammar instruction was implemented as designed and to triangulate observation data with test and interview findings.

Measurement Scale:

1 = Not Observed

2 = Rarely Observed

3 = Sometimes Observed

4 = Frequently Observed

5 = Consistently Observe

Classroom Observation Checklist with Measurement Scale

No.	Observation Indicators	1	2	3	4	5	Observer's Notes
A. Lesson Organization							
1	Lesson objectives were clearly stated	☐	☐	☐	☐	☐	
2	Lesson followed presentation–practice–production stages	☐	☐	☐	☐	☐	
3	Time was appropriately allocated for communicative activities	☐	☐	☐	☐	☐	
B. Grammar Instruction (Form–Meaning–Use)							
4	Grammar forms were introduced in meaningful contexts	☐	☐	☐	☐	☐	
5	Explicit attention was given to grammatical form	☐	☐	☐	☐	☐	
6	Meaning and communicative use were emphasized	☐	☐	☐	☐	☐	
7	Examples reflected authentic or realistic language use	☐	☐	☐	☐	☐	
C. Communicative Activities							
8	Pair work was effectively used	☐	☐	☐	☐	☐	
9	Group work was effectively used	☐	☐	☐	☐	☐	
10	Tasks required meaningful information exchange	☐	☐	☐	☐	☐	
11	Activities promoted spontaneous oral interaction	☐	☐	☐	☐	☐	
D. Student Participation							
12	Most students actively participated in speaking tasks	☐	☐	☐	☐	☐	
13	Students interacted using the target grammatical structures	☐	☐	☐	☐	☐	
14	Students demonstrated confidence while speaking	☐	☐	☐	☐	☐	
E. Feedback and Error Treatment							
15	Peer correction was encouraged	☐	☐	☐	☐	☐	
16	Teacher feedback supported communicative accuracy	☐	☐	☐	☐	☐	
17	Errors were addressed without interrupting communication	☐	☐	☐	☐	☐	
F. Classroom Language Use							
18	English was predominantly used by the teacher	☐	☐	☐	☐	☐	
19	Students used English during communicative activities	☐	☐	☐	☐	☐	
G. Fidelity to Communicative Grammar Teaching							
20	Grammar instruction was integrated with speaking skills	☐	☐	☐	☐	☐	
21	Lesson reflected core principles of communicative grammar teaching	☐	☐	☐	☐	☐	

Overall Comment by Observer……
……

Appendix J: Classroom Observation Transcription (Field Notes)
Context:

The observation was conducted in the experimental group classroom during a communicative grammar lesson. The focus of the observation was to examine how grammar instruction was implemented in practice and how it supported students' speaking performance.

Field Notes (Narrative Transcription)

At the beginning of the lesson, the teacher clearly stated the lesson objectives, explaining that students would practice using conditional sentences in spoken interaction. The objective was written on the board and briefly discussed with students. The lesson followed a clear progression from presentation to practice and then to production. During the presentation stage, the teacher introduced the target grammar through a short situational dialogue related to everyday school life. Students listened and responded to guiding questions about meaning before attention was drawn to grammatical form.

During the practice stage, students worked in pairs to complete short spoken exchanges using the target structure. The teacher moved around the classroom, monitoring participation and offering brief feedback without interrupting communication. In the production stage, students worked in small groups to discuss hypothetical situations related to their own experiences. Most students actively participated and attempted to use the target grammar while speaking.

Pair and group work were effectively organized, and students were given sufficient time to interact. The classroom atmosphere was relaxed, and students appeared confident while expressing their ideas. English was predominantly used by both the teacher and students during communicative activities, although occasional use of the mother tongue occurred for clarification.

Feedback was mainly communicative in nature. The teacher encouraged peer correction and addressed errors after students finished speaking, rather than interrupting interaction. Overall, grammar instruction was integrated with speaking activities, and the lesson reflected key principles of communicative grammar teaching.

Appendix K: Teacher Interview Guides

Appendix K_1: Experimental Group Teacher (Communicative Grammar Teaching)

Purpose:

To explore how communicative grammar teaching was implemented, the perceived impacts on students' grammar mastery and speaking proficiency, and the factors contributing to observed outcomes.

Introductory Statement to Participants

Thank you for agreeing to participate in this interview. I am a PhD candidate in English Language Teaching at Addis Ababa University, College of Education and Language Studies. This interview is part of a research study examining the effects of communicative grammar instruction on students' speaking proficiency and grammar mastery at the secondary school level.

The purpose of this interview is to understand your instructional practices and perspectives related to grammar teaching and classroom communication. There are no right or wrong answers, and your responses will be used solely for academic research purposes. All information you provide will be treated confidentially, and your identity will not be disclosed in any report or publication arising from this study.

Your participation is entirely voluntary. You may choose not to answer any question or to withdraw from the interview at any time without any negative consequences. With your permission, the interview will be audio-recorded to ensure accuracy in data analysis.

If you have any questions before we begin, please feel free to ask. May I proceed with the interview?

Background Information

1. What is your academic qualification and teaching experience in teaching English at the secondary school level?
2. How long have you been teaching Grade 11 English?

Instructional Practices

3. How did you integrate grammar instruction into communicative speaking activities during the intervention?

4. What types of communicative tasks (e.g., pair work, group discussion, role-play) did you frequently use to teach grammar?

5. How did you address the three dimensions of grammar (form, meaning, and use) during lessons?

Perceived Effects on Students

6. In your observation, how did communicative grammar teaching influence students' grammatical accuracy in spoken English?

7. What changes, if any, did you notice in students' fluency, confidence, and participation in speaking activities?

8. How did students respond to peer interaction and feedback during communicative grammar tasks?

Feedback and Classroom Interaction

9. What types of feedback (peer correction, teacher feedback, delayed correction) did you mainly employ?

10. How effective do you think these feedback strategies were in supporting students' speaking development?

Implementation Challenges and Feasibility

11. What challenges did you encounter while implementing communicative grammar teaching (e.g., time constraints, class size, syllabus demands)?

12. In your opinion, how feasible is communicative grammar teaching in typical Ethiopian secondary school classrooms?

Reflective Evaluation

13. Compared to traditional grammar instruction, how would you evaluate the effectiveness of communicative grammar teaching?

14. What recommendations would you give to English teachers who want to implement communicative grammar teaching?

Appendix K_2: Control Group Teacher (Traditional Grammar Teaching)

Purpose:

To document existing grammar teaching practices and provide comparative qualitative evidence for interpreting differences between groups.

Background Information

1. What is your academic qualification and teaching experience in teaching English at the secondary school level?

2. How long have you been teaching Grade 11 English?

Grammar Teaching Practices

3. How do you usually teach grammar to Grade 11 students?

4. What instructional techniques do you commonly use (e.g., rule explanation, examples, written exercises)?

5. How much emphasis do you place on the spoken use of grammar during your lessons?

Classroom Interaction

6. What opportunities do students have to practice grammar orally during your lessons?

7. How do you usually correct grammatical errors made by students in speaking?

Perceived Student Outcomes

8. How would you describe students' grammatical accuracy and speaking ability in your classes?

9. Have you observed any changes in students' speaking performance over the semester? Please explain.

Reflection

10. In your view, what are the strengths and limitations of the grammar teaching approach you currently use?

11. What support or training would help teachers improve grammar instruction for speaking development?

Appendix L: Student Focus Group Discussion (FGD) Guides

Introductory Script for Participants

Thank you for agreeing to participate in this group discussion. The purpose of this discussion is to understand your experiences in learning English grammar and

speaking during this semester. This is not a test, and there are no right or wrong answers**.** We are interested in your honest opinions and experiences.

Your participation is voluntary, and you are free to stop at any time. What you share here will be used only for research purposes, and your names will not appear anywhere in the study. Please feel comfortable to speak openly, and feel free to agree or disagree with each other.

With your permission, the discussion will be audio-recorded so that your ideas are not missed. Do you have any questions before we begin?

Appendix L_1: FGD Guide for the Experimental Group (Communicative Grammar Teaching)

Opening / Warm-up Questions

1. How do you generally feel about learning English grammar in this class?
2. Compared to previous years, do you think learning grammar this year felt different? In what way?

Core Questions

3. How did the grammar activities used in this class help you speak English during lessons?
4. Can you describe any classroom activities that helped you use grammar while speaking (for example, group work, role-plays, or discussions)?
5. Do you feel more confident speaking English now than before the lessons? Why or why not?
6. How did working with classmates (pairs or groups) affect your speaking and grammar use?
7. When you made mistakes while speaking, how did the teacher's feedback help you improve?

Reflection Questions

8. Which grammar lessons or activities helped you the most in speaking English?
9. What challenges did you still face when trying to speak English, even after the lessons?
10. If these grammar lessons continue, what would you like to keep or change?

Closing Question

11. Is there anything else you would like to share about learning grammar and speaking English in this class?

Appendix L2: FGD Guide for the Control Group (Traditional Grammar Instruction)

Opening / Warm-up Questions

1. How do you feel about learning English grammar in your class this year?
2. How comfortable do you feel speaking English during or after grammar lessons?

Core Questions

3. How are grammar lessons usually taught in your class?
4. Do grammar lessons help you use English when you speak? Why or why not?
5. What kinds of speaking activities, if any, do you usually do during grammar lessons?
6. How confident do you feel when speaking English outside written exercises?

Reflection Questions

7. What do you find most difficult when trying to speak English?
8. Do you think grammar lessons could help you speak better if they were taught differently? How?
9. What support do you think students need to improve their speaking skills?

Closing Question

10. Is there anything else you would like to add about learning grammar and speaking English?

Appendix M: Coding Framework for Teacher Interviews and Student FGDs

Theme	Category	Codes	Sample Evidence (Paraphrased)
Grammar teaching beliefs	Conceptualization of grammar	Grammar as communication; Grammar as rules	Teacher noted grammar should help students express ideas clearly
Instructional focus	Lesson orientation	Form–meaning–use integration; Rule explanation	Teacher described presenting grammar through context and tasks
Classroom interaction	Participation patterns	Pair work; Group discussion; Teacher-fronted	Students reported frequent group discussions
Error treatment	Attitude toward errors	Delayed correction; Immediate correction	Students said mistakes were accepted during speaking
Learner affect	Confidence and anxiety	Willingness to speak; Fear of mistakes	Students felt confident speaking without interruption
Learning outcomes	Perceived improvement	Speaking fluency; Written accuracy	Students reported better speaking ability
Motivation	Engagement level	Enjoyment; Interest	Students said grammar lessons were interesting
Challenges	Implementation issues	Time constraints; Large classes	Teacher reported difficulty managing activities

Appendix N: Sample Speaking Test Transcriptions

Appendix N1: Transcription of the Experimental Group's Oral Pretest

The oral pretest of the experimental group which was based on self-introduction is presented below.

Dialogue 1

Tr: Would you tell me about yourself?

S1: Eh?.....emm (hesitating)

Tr: Okay. Introduce yourself to me.

S1: My name is Fraol. I came to from Mattu.

Tr: Where were you born?

S1: I born in Mattu.

Tr: Which school did you attend first?

S1: I go to Kiddus Gebriel Elementary school when I am seven.

Tr: And high school?

S1: I am attend Hachalu High School.

Tr: What are your hobbies?

S1: hobby…….em. Hinbeeku (smiling)-which means I don't know.

Tr: What do you like to do at your free time?

S1: Ok. Watching TV

Tr: Please, use full sentence.

S1: Ok. I watching TV.

Tr: Please, tell us your future plan.

S1: Future plan?

Tr: Yes. For example what would you like to be in the future?

S1: Merchant

Tr: Use full sentence, please.

S1: I want merchant.

Tr: Why?

S1: Merchant is rich.

Tr: Where do you want to live in the future?

S1: I live in Mattu.

Tr: Okay. Thank you for having the interview with me. You can go now.

S1: Ok.

Dialogue 2

Tr: Would you tell me about yourself?

S2: My name is Sena. My father name is Habtamu. My mother name is Sutume. I have two sister and two brother.I came from Mattu

Tr: Where were you born?

S2: I was born in Mattu.

Tr: Which school did you attend first?

S2: I attend to Abune Petros Elementary school and high school Hachalu.

Tr: What are your hobbies?

S2: Watch TV

Tr: Please, use full sentence.

S2: Ok (smiling). I watch TV.

Tr: Please, tell us your future plan.

S2: My future plan is Doctor.

Tr: Why?

S2: I help sick people.

Tr: Okay. Thank you for having the interview with me. You can go now.

S2: Ok.

Dilogue 3

Tr: Would you tell me about yourself?

S3: My name? (hesitating)

Tr: Okay. Introduce yourself to me.

S3: My name is Ahmed. I come to Mattu

Tr: Where were you born?

S3: I born in Mattu.

Tr: Which school did you attend first?

S3: School is Kiddus Gebriel.

Tr: And high school?

S3: High school is Hachalu High School.

Tr: What are your hobbies?

S3: hobby…you don't know (smiling)

Tr: What do you like to do at your free time?

S3: Free time watching TV

Tr: Please, tell me your future plan.

S3: I Future plan?

Tr: Yes. Tell me your future plan. For example what would you like to be in the future?

S3: Dr

Tr: Use full sentence, please.

S3: I be Dr.

Tr: Why?

S3: ----em…help sick people.

Tr: Okay. Where do you want to live in the future?

S3: I live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S3: Ok.

Dialogue 4

Tr: Would you tell me about yourself?

S4: My name is Bonsa. I came to from Mattu.

Tr: Where were you born?

S4: I born in Mattu.

Tr: Which school did you attend first?

S4: I going to Bubu Elementary school.

Tr: And high school?

S4: I am attend Hachalu High School.

Tr: What are your hobbies?

S4: hobby…….em. (looking that he does not know the meaning).

Tr: What do you like to do at your free time?

S4: playing football.

Tr: Please, use full sentence.

S4: Ok. I playing.

Tr: Please, tell us your future plan.

S4: Future plan is…(incomplete)

Tr: Yes. For example what would you like to be in the future?

S4: Pilot

Tr: Use full sentence, please.

S4: I want pilot.

Tr: Why?

S4: I go many country.

Tr: Where do you want to live in the future?

S4: I live in Addis Ababa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S: Ok (standing up to go back to his sit.

Dialogue 5

Tr: Would you tell me about yourself?

S5: Ok. My name is Ahmed. I am come from Mattu.

Tr: Where were you born?

S5: I born in Gore.

Tr: Which school did you attend first?

S5: I go to Gore Elementary school.

Tr: And high school?

S5: I go to Hachalu High School.

Tr: What are your hobbies?

S5: hobby…….em. (smiling and shaking his head).

Tr: What do you like to do at your free time?

S5: play football.

Tr: Please, use full sentence.

S5: Ok. I play football.

Tr: Please, tell us your future plan.

S5: Future plan is Dr.

Tr: Use full sentence, please.

S5: I want to Dr.

Tr: Why?

S5: I helping many.

Tr: Where do you want to live in the future?

S5: Jimma.

Tr: Please, use full sentence.

S5: Ok… I live in Jimma.

Tr: Okay. Thank you for having the interview with me. You can go now.

S5:--------- (Going back silently).

Dialogue 6

Tr: Would you tell me about yourself?

S6: Ok. My name is Fedila. I come from Mattu.

Tr: Where were you born?

S6: I was born in Mettu.

Tr: Which school did you attend first?

S6: I joined to Gore Elementary school.

Tr: And which high school?

S6: I attend to Hachalu High School.

Tr: What are your hobbies?

S6: hobby means….. (smiling).

Tr: What do you like to do at your free time?

S6: I am reading Qur'an.

Tr: Please, tell us your future plan.

S6: My future plan is business.

Tr: Why?

S6: I want be rich.

Tr: Where do you want to live in the future?

S6: Mettu.

Tr: Please, use full sentence.

S6: Ok… I live in Mettu.

Tr: Okay. Thank you for having the interview with me. You can go now.

S6:Ok. (Going back smiling).

Appendix N2: Transcription of the Controlled Group's Oral Pretest

The oral pretest of controlled group which was based on self-introduction is presented below.

Dialogue 1

Tr: Would you tell me about yourself?

S1: My name is Habtamu. I came to from Mattu.

Tr: Where were you born?

S1: Bith place Mattu.

Tr: Which school did you attend first?

S1: I go to Bishari Elementary school when I am seven.

Tr: And high school?

S1: I am go to Hachalu High School.

Tr: What are your hobbies?

S1: hobby…….(it seems he does not know what hobby means).

Tr: What do you like to do at your free time?

S1: Ok. Watching film

Tr: Please, use full sentence.

S1: Ok. I watching film.

Tr: Please, tell us your future plan.

S1: Future plan?

Tr: Yes. For example what would you like to be in the future?

S1: Merchant

Tr: Use full sentence, please.

S1: I like merchant.

Tr: Why?

S1: …em… money.

Tr: Where do you want to live in the future?

S1: Mettu.

Tr: Please, use complete sentence,

S1: I am live in Mettu

Tr: Okay. Thank you for having the interview with me. You can go now.

S1: …….. (went back silently)

Dialogue 2

Tr: Would you tell me about yourself?

S2: My name is Samson. I came to from Mettu.

Tr: Where were you born?

S2: I was born in Mattu.

Tr: Which school did you attend first?

S2: I going to Nicolas Bom Elementary school and high school Hachalu.

Tr: What are your hobbies?

S2: Watching TV

Tr: Please, use full sentence.

S2: Ok (smiling). I watching TV.

Tr: Please, tell us your future plan.

S2: My future plan is merchant.

Tr: Why?

S2: I….rich.(hesitating)

Tr: Okay. Thank you for having the interview with me. You can go now.

S2: …….(went back silently)

Dilogue 3

Tr: Would you tell me about yourself?

S3: My name is Kalkidan. I am from Mettu

Tr: Where were you born?

S3: I was born in Mattu.

Tr: Which school did you attend first?

S3: My school is Abune Petros.

Tr: At which school did you start your high school education?

S3: High school is Hachalu High School.

Tr: What are your hobbies?

S3: hobby… (smiling and shaking her head)

Tr: What do you like to do at your free time?

S3: I watch TV

Tr: Please, tell me your future plan.

S3: My Future plan is Nurse

Tr: Why?

S3: em…(hesitating). I help sick people.

Tr: Okay. Where do you want to live in the future?

S3: I live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S3: Ok.

Dialogue 4

Tr: Would you tell me about yourself?

S4: My name is Amanuel. I come to from Mattu.

Tr: Where were you born?

S4: I born in Mattu.

Tr: Which school did you attend first?

S4: I go to Bubu Elementary school.

Tr: And which high school?

S4: I attending Hachalu High School.

Tr: What are your hobbies?

S4: hobby…….ah. (looking that he does not know the meaning).

Tr: What do you like to do at your free time?

S4: playing pool.

Tr: Please, use full sentence.

S4: Ok. I playing pool.

Tr: Please, tell us your future plan.

S4: My future plan is pilot.

Tr: Why?

S4: I see many country.

Tr: Where do you want to live in the future?

S4: Addis Ababa.

Tr: please use full sentence.

S4: I live in Addis Ababa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S: Ok.

Dialogue 5

Tr: Would you tell me about yourself?

S5: Ok. My name is Halima. I am come from Mattu.

Tr: Where were you born?

S5: I born in Hurumu.

Tr: Which school did you attend first?

S5: I go to Hurrumu Elementary school.

Tr: And which high school?

S5: I grade 9 and 10 Abdi Bori, grade 11 Hachalu High School.

Tr: What are your hobbies?

S5: hobby…….em. (smiling and shaking her head).

Tr: What do you like to do at your free time?

S5: Read Qur'an.

Tr: Please, use full sentence.

S5: Ok. I read Qur'an.

Tr: Please, tell us your future plan.

S5: Future plan is Dr.

Tr: Use full sentence, please.

S5: I want to Dr.

Tr: Why?

S5: em…helping many people (smiling).

Tr: Where do you want to live in the future?

S5: Saudi Arabia.

Tr: Please, use full sentence.

S5: Ok… I live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S5:--------- (Going back silently).

Dialogue 6

Tr: Would you tell me about yourself?

S6: Ok. My name is Fuad. Address Mattu.

Tr: Where were you born?

S6: Mettu.

Tr: Which school did you attend first?

S6: I attend to Nicolas Bom Elementary School.

Tr: And which high school?

S6: I attend to Hachalu High School.

Tr: What are your hobbies?

S6: hobby…...ah (smiling).

Tr: What do you like to do at your free time?

S6: I am going Mosque.

Tr: Please, tell us your future plan.

S6: My future plan is engineer.

Tr: Why?

S6: I want to house.

Tr: Where do you want to live in the future?

S6: Hawassa.

Tr: Please, use full sentence.

S6: Ok… I live in Hawassa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S6:Ok. (standing to go back to his seat).

Appendix N3: Transcription of Experimental Group's Oral Posttest

The oral posttest of the experimental group which was based on self-introduction is presented below. The interview was conducted with the same student from the experimental group engaged in the oral pretest.

Dialogue 1

Tr: Would you tell me about yourself?

S1: My name is Fraol. I am from Mattu. I am grade 11 student.

Tr: Where were you born?

S1: I was born in Mattu.

Tr: Which school did you attend first?

S1: I went to Kiddus Gebriel Elementary school.

Tr: And which high school?

S1: I am in Hachalu High School.

Tr: What are your hobbies?

S1: Ok. I like watching TV. I also like playing foot ball.

Tr: Please, tell us your future plan.

S1: I like merchant

Tr: Why?

S1: Because merchant is rich.

Tr: Where do you want to live in the future?

S1: I want to live in Mattu.

Tr: Okay. Thank you for having the interview with me. You can go now.

S1: Ok.

Dialogue 2

Tr: Would you tell me about yourself?

S2: My name is Sena. I am student of grade 11. I have two sisters and two brothers. I come from Mattu

Tr: Where were you born?

S2: I was born in Mattu.

Tr: Which school did you attend first?

S2: I attended Abune Petros Elementary school.

Tr: And which high school?

S2: I am attending Hachalu High Scholl.

Tr: What are your hobbies?

S2: I like watching film.

Tr: Please, tell us your future plan.

S2: In the future I will be doctor.

Tr: Why?

S2: I help sick people.

Tr: Okay. Thank you for having the interview with me. You can go now.

S2: Ok.

Dilogue 3

Tr: Would you tell me about yourself?

S3: My name is Ahmed. I come from Mattu

Tr: Where were you born?

S3: I was born in Mattu.

Tr: Which school did you attend first?

S3: I go to Kiddus Gebriel.

Tr: And which high school?

S3: My high school is Hachalu High School.

Tr: What are your hobbies?

S3: At free time I play football.

Tr: Please, tell me your future plan.

S3: My future plan?

Tr: Yes. Tell me your future plan.

S3: I will go to university to learn and be Dr

Tr: Why?

S3: I like to help sick people.

Tr: Okay. Where do you want to live in the future?

S3: I want to live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S3: Ok.

Dialogue 4

Tr: Would you tell me about yourself?

S4: My name is Bonsa. I am from Mattu.

Tr: Where were you born?

S4: I was born in Mattu.

Tr: Which school did you attend first?

S4: I went to Bubu Elementary school.

Tr: And which high school?

S4: I am attending Hachalu High School.

Tr: What are your hobbies?

S4: I enjoy playing football.

Tr: Please, tell us your future plan.

S4: My future plan is to be pilot.

Tr: Why?

S4: I visit many countries.

Tr: Where do you want to live in the future?

S4: I want to live in Addis Ababa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S: Ok (standing up to go back).

Dialogue 5

Tr: Would you tell me about yourself?

S5: Ok. My name is Ahmed. I come from Mattu.

Tr: Where were you born?

S5: I was born in Gore.

Tr: Which school did you attend first?

S5: I attended to Gore Elementary school.

Tr: And which high school?

S5: I am in Hachalu High School.

Tr: What are your hobbies?

S5: Ok. I play football.

Tr: Please, tell us your future plan.

S5: In the future my plan is to Dr.

Tr: Why?

S5: I help sick people.

Tr: Where do you want to live in the future?

S5: I want to live in Jimma.

Tr: Okay. Thank you for having the interview with me. You can go now.

S5:--------- (Going back silently).

Dialogue 6

Tr: Would you tell me about yourself?

S6: Ok. My name is Fedila. I am grade 11 student. I come from Mattu.

Tr: Where were you born?

S6: I was born in Mettu.

Tr: Which school did you attend first?

S6: I joined Gore Elementary school.

Tr: And which high school?

S6: I am attending Hachalu High School.

Tr: What are your hobbies?

S6: I like reading Qur'an.

Tr: Please, tell us your future plan.

S6: My future plan is to be businesswoman.

Tr: Why?

S6: I want to be rich.

S6: Ok… I want to live in Mettu.

Tr: Okay. Thank you for having the interview with me. You can go now.

S6:Ok. (Going back smiling).

Appendix N_4: transcription of the controlled group's oral posttest

The oral posttest of the controlled group which was based on self-introduction is presented below. The interview was conducted with the same student from the controlled group engaged in the oral pretest.

Dialogue 1

Tr: Would you tell me about yourself?

S1: My name is Habtamu. I came to from Mattu.

Tr: Where were you born?

S1: Bith place Mattu.

Tr: Which school did you attend first?

S1: I go to Bishari Elementary school.

Tr: And which high school?

S1: I am……I go to Hachalu High School.

Tr: What are your hobbies?

S1: Ok. I watching film.

Tr: Please, tell us your future plan.

S1: Future plan is merchant?

Tr: Why?

S1: I…get money.

Tr: Where do you want to live in the future?

S1: Mettu.

Tr: Please, use complete sentence,

S1: I am live in Mettu

Tr: Okay. Thank you for having the interview with me. You can go now.

S1: …….. (went back silently)

Dialogue 2

Tr: Would you tell me about yourself?

S2: My name is Samson. I came to from Mettu.

Tr: Where were you born?

S2: I was born in Mattu.

Tr: Which school did you attend first?

S2: I going to Nicolas Bom Elementary school and Hachalu High School.

Tr: What are your hobbies?

S2: I watching TV.

Tr: Please, tell us your future plan.

S2: My future plan is merchant.

Tr: Why?

S2: I getting rich.(hesitating)

Tr: Okay. Thank you for having the interview with me. You can go now.

S2: ……(went back silently)

Dilogue 3

Tr: Would you tell me about yourself?

S3: My name is Kalkidan. I am from Mettu

Tr: Where were you born?

S3: I was born in Mattu.

Tr: Which school did you attend first?

S3: My school is Abune Petros.

Tr: At which school did you start your high school education?

S3: My high school is Hachalu High School.

Tr: What are your hobbies?

S3: hobby… (smiling and shaking her head)

Tr: What do you like to do at your free time?

S3: I watch TV

Tr: Please, tell me your future plan.

S3: Ehm..My future plan is Nurse.

Tr: Why?

S3: I…to help sick people

Tr: Okay. Where do you want to live in the future?

S3: I live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S3: Ok.

Dialogue 4

Tr: Would you tell me about yourself?

S4: My name is Amanuel. I come to from Mattu.

Tr: Where were you born?

S4: I born in Mattu.

Tr: Which school did you attend first?

S4: I go to Bubu Elementary school.

Tr: And which high school?

S4: I attending Hachalu High School.

Tr: What are your hobbies?

S4: playing pool.

Tr: Use full sentence, please.

S4: Ok. I playing pool.

Tr: Please, tell us your future plan.

S4: My future plan is pilot.

Tr: Why?

S4: I see many country.

Tr: Where do you want to live in the future?

S4: Addis Ababa.

Tr: Please use full sentence.

S4: I live in Addis Ababa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S: Ok.

Dialogue 5

Tr: Would you tell me about yourself?

S5: Ok. My name is Halima. I am come from Mattu.

Tr: Where were you born, Halima?

S5: I born in Hurumu.

Tr: Which school did you attend first?

S5: I….I go to Hurrumu Elementary school.

Tr: And which high school?

S5: Grade 9 and 10 is Abdi Bori, grade 11 is Hachalu High School.

Tr: What are your hobbies?

S5: Read Qur'an.

Tr: Use full sentence, please.

S5: I read Qur'an.

Tr: Please, tell us your future plan.

S5: Future plan is Dr.

Tr: Use full sentence, please.

S5: I want Dr.

Tr: Why?

S5: I helping many people (smiling).

Tr: Where do you want to live in the future?

I live in Saudi Arabia.

Tr: Okay. Thank you for having the interview with me. You can go now.

S5: Ok--------- (Going back silently).

Dialogue 6

Tr: Would you tell me about yourself?

S6: Ok. My name is Fuad. Address Mattu.

Tr: Where were you born?

S6: Mettu.

Tr: Which school did you attend first?

S6: I attend to Nicolas Bom Elementary School.

Tr: And which high school?

S6: I attend to Hachalu High School.

Tr: What are your hobbies?

S6: hobby……ah (smiling).

Tr: What do you like to do at your free time?

S6: I am going Mosque.

Tr: Please, tell us your future plan.

S6: My future plan is engineer.

Tr: Why?

S6: I want to house.

Tr: Where do you want to live in the future?

S6: Ok…I…I live in Hawassa.

Tr: Okay. Thank you for having the interview with me. You can go now.

S6:Ok. (standing to go back to his seat).

Appendix N5: Indicators Explaining Differential Change between Groups

Dimension	Experimental Group	Control Group
Instructional input	Structured communicative intervention	Routine grammar instruction
Teacher role	Facilitator and guide	Knowledge transmitter
Practice opportunities	Frequent, contextualized speaking tasks	Limited, mostly written
Error treatment	Delayed and selective	Immediate and corrective
Learning focus	Meaningful use of grammar	Rule mastery
Learning condition	Low anxiety, interactive	High accuracy pressure
Resulting change	Increased confidence and participation	Stable but limited engagement

Appendix O: Intervention Manual

Communicative Grammar Teaching (CGT) for Enhancing Grade 11 Students' Speaking Performance

---

1. Introduction

This intervention manual was developed for the experimental group in the current study entitled:

"The Effect of Communicative Grammar Teaching on Students' Grammatical Knowledge and Speaking Performance in Grade 11."

The manual outlines the instructional procedures, lesson structure, pedagogical principles, classroom activities, assessment procedures, and feedback mechanisms employed during the three-month intervention period. It was designed to ensure systematic, consistent, and communicative implementation of grammar instruction in alignment with the study objectives.

2. Purpose of the Intervention

The intervention aimed to:

1. Improve students' speaking performance through communicative grammar instruction.
2. Enhance grammatical accuracy within meaningful spoken interaction.
3. Develop fluency, coherence, interaction, and appropriateness in oral communication.
4. Shift grammar instruction from rule-based explanation to communicative use.

3. Duration and Structure

- **Duration:** 3 months (12 weeks)
- **Frequency: 2 periods per week**
- **Period Length: 45 minutes**
- **Total Lessons: 24**
- **Approach: Communicative Grammar Teaching (CGT)**
- **Instructional Model: Meaning–Form–Use (MFU), aligned with PPP**

4. Theoretical Foundation

The intervention integrates:

- **Communicative Language Teaching (CLT)**
- **Communicative Grammar Teaching (CGT)**
- **Meaning–Form–Use (MFU) instructional model**
- **The PPP sequence (Presentation–Practice–Production)**

Grammar was not taught as isolated rules but as a resource for communication. Each lesson moved from understanding meaning, to noticing form, to using grammar in authentic speaking contexts.

5. Lesson Structure (Standard Format Used in All 24 Lessons)

Each lesson followed a consistent structure:

Stage 1: Meaning (Presentation)

Objective: Introduce the target grammar item in context.

Activities included:

- Short dialogues
- Pictures or scenarios
- Brainstorming in pairs/groups
- Guided discussion
- Real-life examples

Students first focused on understanding how the grammar functions in communication before discussing rules.

Stage 2: Form (Practice)

Objective: Draw students' attention to grammatical structure and accuracy.

Activities included:

- Sentence completion
- Guided transformation exercises
- Matching clauses
- Controlled pair practice
- Oral drills embedded in communication

Students identified patterns and practiced accurate usage in spoken form.

Stage 3: Use (Production)

Objective: Encourage authentic, extended spoken communication.

Activities included:

- Role-plays
- Storytelling
- Information-gap tasks
- Small-group discussions
- Debates
- Presentations

Students used the target grammar freely in meaningful communication.

Stage 4: Feedback and Reflection

Feedback was provided through:

- Peer correction
- Group feedback discussions
- Teacher formative feedback
- Reflection questions

Students reflected on:

- Fluency
- Grammatical accuracy
- Clarity of ideas

- ❖ Interaction quality

6. Overview of the 24 Lessons

The intervention included the following grammar topics:

1. Simple Present Tense
2. Present Perfect Tense
3. Simple Past Tense
4. Past Perfect Tense
5. Past Continuous Tense
6. Simple Future Tense
7. Future Perfect Tense
8. Active and Passive Voice
9. Adverbial Clauses of Comparison
10. Relative Clauses
11. Adjectives and Adverbs of Manner
12. Modal Verbs
13. Conditional Sentences
14. Conjunctions for Complex Sentences
15. Used to / Be used to / Get used to
16. Intensifiers
17. Clauses of Reason, Concession, Purpose
18. Nouns (Countable & Uncountable)
19. Articles
20. Question Formation
21. Quantifier Expressions
22. Correlative Conjunctions
23. Revision of Structures
24. Extended Speaking Assessment

Lessons were sequenced from basic tense structures to more complex grammatical constructions, culminating in integrated speaking tasks.

7. Speaking Performance Indicators

Throughout the intervention, students' speaking development was observed using the following indicators:

1. Fluency – ability to speak continuously with minimal hesitation
2. Grammatical Accuracy – correct use of target structures
3. Coherence – logical organization of ideas
4. Interaction – ability to respond and maintain conversation
5. Appropriateness – suitable language use for context

All lesson activities were designed to support these indicators.

8. Classroom Organization

- Pair work and small-group activities were prioritized.
- Teacher talk time was minimized.
- Students were encouraged to initiate discussion.
- Seating arrangements facilitated interaction.

The classroom atmosphere emphasized participation, collaboration, and communicative risk-taking.

9. Role of the Teacher

The teacher acted as:

- Facilitator
- Monitor
- Language model
- Feedback provider
- Encourager of peer interaction

Rather than focusing primarily on error correction, the teacher provided balanced feedback to support both accuracy and fluency.

10. Assessment Procedures

Assessment during the intervention focused on students' overall speaking development rather than isolated grammar knowledge.

Both pretest and posttest speaking assessments were conducted using an analytic rating scale that measured five components:

Grammar

Students were evaluated on their ability to use grammatical structures accurately in spoken communication, particularly the target forms taught during the intervention.

Vocabulary

Assessment considered the range and appropriateness of words and expressions used during speaking tasks.

Discourse Management

This referred to students' ability to organize ideas logically, produce connected speech, and sustain communication beyond short responses.

Pronunciation

Pronunciation was evaluated in terms of clarity and intelligibility, including stress and intonation patterns. The focus was on effective communication rather than a native-like accent.

Interactive Communication

Students were assessed on their ability to initiate, respond, and maintain conversation appropriately. Turn-taking, responsiveness, and participation were considered important indicators.

Each component was rated on a five-point scale. The same criteria were used for both pretest and posttest assessments to ensure consistency and comparability.

In addition to formal assessment, ongoing formative feedback was provided throughout the intervention to support continuous improvement.

11. Expected Outcomes

By the end of the intervention, students were expected to:

- Demonstrate improved fluency in speaking
- Use grammar more accurately in communication
- Produce longer, more coherent spoken responses
- Participate confidently in interactive tasks
- Integrate multiple grammar structures in extended speech

12. Conclusion

This intervention manual ensured systematic implementation of Communicative Grammar Teaching over a three-month period. By integrating the Meaning–Form–Use model within communicative speaking activities, the intervention aimed to enhance students' grammatical competence and overall speaking performance in Grade 11 English classes.

Appendix P: Speaking Test Scoring Sheet for Raters

Study Title: The Impact of Communicative Grammar Teaching on Students' Speaking Performance in Grade 11

A. Candidate Information

Student Code: _____
Test Type: ☐ Pretest ☐ Posttest
Date: _____
Rater Name: _____

B. Speaking Assessment Rating Form

Instructions for Raters:

Rate each component on a scale of 1–5 according to the descriptors provided in the rubric. Circle or tick the appropriate score. Avoid comparing students to each other; rate each student independently based on the criteria.

---

1. Grammar

Score	Description	Mark
5	Wide range of structures; very accurate use	☐
4	Good range; minor errors	☐
3	Basic structures; noticeable errors	☐
2	Limited structures; frequent errors	☐
1	Very limited control; errors impede meaning	☐

Score Awarded: _____ /5

Comments (optional):

---

2. Vocabulary

Score	Description	Mark
5	Wide range; precise and appropriate use	☐
4	Adequate range; occasional inappropriate word choice	☐
3	Limited range; repetition of common words	☐
2	Very basic vocabulary; misuse affects clarity	☐
1	Extremely limited vocabulary	☐

Score Awarded: _____ /5

Comments (optional):

3. Discourse Management

Score	Description	Mark
5	Well-organized, coherent extended speech	☐
4	Generally coherent; minor lapses	☐
3	Simple connected speech; some hesitation	☐
2	Poor organization; frequent pauses	☐
1	Isolated phrases; lacks coherence	☐

Score Awarded: _____ /5

Comments (optional):

4. Pronunciation

Score	Description	Mark
5	Clear, natural stress and intonation	☐
4	Minor pronunciation problems; intelligible	☐
3	Noticeable issues; sometimes unclear	☐
2	Frequent errors; difficult to understand	☐
1	Mostly unintelligible	☐

Score Awarded: _____ /5

Comments (optional):

5. Interactive Communication

Score	Description	Mark
5	Initiates and maintains interaction effectively	☐
4	Participates actively; minor hesitation	☐
3	Responds when prompted; limited initiation	☐
2	Rarely initiates; minimal responses	☐
1	Unable to maintain interaction	☐

Score Awarded: _____ /5

Comments (optional):

C. Total Score Calculation

Grammar: _____ /5
Vocabulary: _____ /5
Discourse Management: _____ /5
Pronunciation: _____ /5
Interactive Communication: _____ /5

Total Score: _____ /25

D. Rater Signature

Signature: _____
Date: _____

Appendix Q: Rater Training Procedures (Rater Training Guidelines)

1. Purpose of Rater Training

To ensure fairness, consistency, and objectivity in scoring, rater training was conducted before administering both the pretest and posttest speaking assessments. The purpose of the training was to:

- Familiarize raters with the assessment rubric
- Develop a shared understanding of scoring criteria
- Minimize scoring bias
- Improve inter-rater reliability

Since speaking assessment involves subjective judgment, structured training was necessary to ensure that scores reflected students' actual performance rather than individual rater preferences.

2. Selection of Raters

Two English language teachers with experience teaching Grade 11 students were selected as raters. Both had prior experience assessing speaking tasks and were familiar with communicative language teaching principles.

3. Training Procedure

The rater training was conducted in three main stages:

Stage 1: Familiarization with the Rubric

Raters were introduced to the analytic scoring rubric, which included five components:

- Grammar
- Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

Each component was discussed in detail. Particular attention was given to:

- The difference between adjacent score levels (e.g., score 3 vs. score 4)
- What constitutes “minor errors” versus “frequent errors”
- How to judge coherence and interaction objectively

Raters were encouraged to ask questions and clarify uncertainties before proceeding.

Stage 2: Practice Rating Using Sample Recordings

Raters listened to several recorded speaking samples from students who were not part of the main study. These recordings represented different performance levels.

Individually, each rater scored the samples using the scoring sheet. After scoring, the raters compared their results and discussed differences.

Where discrepancies occurred, the discussion focused on:

- Why a particular score was awarded
- Which descriptor in the rubric justified that score
- How to interpret borderline performances

This calibration process helped align the raters’ judgments and build a shared interpretation of the criteria.

Stage 3: Calibration and Agreement

After discussion, raters re-scored selected samples to check for improved consistency. Agreement levels were examined informally during training.

When raters’ scores differed by more than one point in any category, further clarification was provided. The goal was not to force identical scoring but to ensure reasonable consistency and shared standards.

4. Scoring Procedures during the Study

To maintain reliability during the actual assessment:

- All speaking responses were audio-recorded.
- Each rater scored the recordings independently.

- Raters were not allowed to discuss scores during scoring.
- The average of the two raters' total scores was used as the final score for each student.

In cases where there was a large discrepancy (a difference of more than 3 points in total score), the recording was reviewed and discussed until agreement was reached.

5. Ethical Considerations

Raters were instructed to:

- Avoid personal bias
- Focus only on performance during the test
- Ignore students' prior academic records
- Maintain confidentiality of scores

Student names were replaced with codes to ensure anonymity.

6. Ensuring Inter-Rater Reliability

Following scoring, inter-rater reliability was calculated statistically to determine the degree of agreement between raters. This provided quantitative evidence that the scoring process was consistent and dependable.

7. Summary

The structured rater training process ensured that:

- The rubric was interpreted consistently
- Scoring decisions were justified by clear descriptors
- Bias was minimized
- Assessment results were reliable and valid

This systematic preparation strengthened the credibility of the speaking performance data collected in the stu

Appendix R: Test Scores

St. No.	Experimental Group Pretest Scores			Experimental Group Posttest Scores			Control Group Pretest Scores			Control Group Posttest Scores		
	Trad. Pretest	Com. Pretest	Oral Pretest	Trad. Posttest	Com. Posttest	Oral Posttest	Trad. Pre-Tes	Com. Pretest	Oral Pretest	Trad' Posttest	Com. Posttest	Oral Posttest
	25%	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**	**25%**
1	13	15	11	15	13	13	18	18	11	10	15	11
2	15	18	12	20	13	12	10	20	9	10	10	9
3	13	10	9	13	14	10	5	8	9	8	8	9
4	8	13	10	10	10	11	5	8	9	8	10	9
5	10	13	13	10	13	14	15	13	13	13	13	13
6	15	8	13	13	13	13	18	10	12	18	13	12
7	18	20	12	18	20	17	8	8	9	10	10	9
8	20	15	13	18	15	13	10	18	10	13	15	10
9	18	20	12	23	18	15	10	3	10	13	15	10
10	18	23	11	15	15	13	15	13	12	18	15	12
11	13	13	13	13	10	13	15	15	9	15	15	9
12	10	10	13	10	13	13	23	23	10	20	20	10
13	10	8	10	15	13	11	10	5	11	10	15	11
14	13	10	12	10	13	12	10	8	9	13	15	9
15	10	13	11	13	15	14	23	13	10	15	13	10
16	13	10	11	14	11	11	15	15	11	15	15	11
17	15	8	14	18	15	14	10	13	9	15	13	9
18	20	13	10	20	15	15	18	8	16	10	10	8
19	10	10	13	13	11	13	15	15	10	15	15	10
20	10	8	8	15	10	10	15	10	12	15	15	12
21	15	20	10	18	20	13	15	10	13	15	13	13
22	18	10	11	18	10	14	5	13	12	13	13	12
23	13	10	12	13	13	12	13	13	10	15	13	10
24	10	10	11	15	13	11	23	18	12	23	18	12
25	13	8	12	13	8	12	23	15	15	15	13	13
26	15	15	12	15	18	13	23	23	12	20	18	11
27	15	18	11	13	15	11	5	13	12	13	13	11
28	13	20	11	18	20	17	18	13	12	18	13	12
29	15	15	12	15	13	14	10	23	9	8	18	9
30	18	18	11	18	20	13	20	13	15	18	13	15
31	18	10	12	18	13	14	13	15	13	13	15	13
32	13	13	12	15	15	13	8	10	14	10	10	14
33	15	18	9	18	15	14	13	15	15	18	10	15
34	23	13	12	13	18	12	15	10	13	18	13	14
35	13	8	11	10	10	13	15	13	16	18	13	16
36	18	13	12	20	18	14	13	10	13	18	5	13
37	13	10	10	15	15	11	13	18	15	15	18	17
38	13	13	11	15	13	11	10	10	12	11	10	12
39	8	13	11	13	15	12	23	20	12	23	20	12
40	13	18	12	15	18	12	20	18	11	20	20	10
41	15	15	12	15	13	14	10	23	9	8	18	9

Appendix S: Teacher Interview Transcriptions

Appendix S_1: Experimental Group Teacher Interview Transcription

Interviewer: How did you teach grammar during the intervention?

Teacher: During the intervention, I did not teach grammar as isolated rules. Instead, I integrated it into speaking activities. For example, when teaching past tense, students discussed their previous experiences. So grammar was learned through communication.

Interviewer: How did you integrate grammar with speaking activities?

Teacher: I focused on form, meaning, and use together. I first introduced grammar through context, then students practiced it in pairs or groups. They understood not only the structure but also how to use it in real communication.

Interviewer: What types of activities were most effective?

Teacher: Role-plays and group discussions were the most effective. Students actively used grammar while speaking. Problem-solving tasks also encouraged them to think and express their ideas.

Interviewer: How did students respond to communicative grammar teaching?

Teacher: Students became more active and motivated. Even those who were usually silent started to participate. They seemed more interested because the lessons were interactive.

Interviewer: Did students' grammar use in speaking change?

Teacher: Yes, there was improvement. At the beginning, students made many grammatical errors, but over time their accuracy improved. Their fluency also increased during discussions.

Interviewer: How did you provide feedback during speaking tasks?

Teacher: I avoided interrupting students while they were speaking. I gave feedback after the activity. I focused first on meaning, then I addressed important grammar errors.

Interviewer: What challenges did you face implementing CGT?

Teacher: The main challenges were large class size and limited time. Managing group work in a big class was difficult, and sometimes we could not complete all activities.

Interviewer: How sustainable is communicative grammar teaching in your context?

Teacher: It is possible, but it requires support. Teachers need training, and the curriculum should allow more time for communicative activities.

Appendix S_2: Control Group Teacher Interview Transcription

Interviewer: How is grammar usually taught in your class?

Teacher: I usually explain the grammar rules first, then give examples. After that, students practice through written exercises.

Interviewer: How often do students speak during grammar lessons?

Teacher: Students do not speak much. Most of the time, they write answers or complete exercises.

Interviewer: Do students apply grammar when speaking?

Teacher: Not really. Even if they know the rules, they find it difficult to use them in speaking situations.

Interviewer: How do students respond to grammar lessons?

Teacher: Some students participate, but many remain passive. They mostly listen and write rather than actively engage.

Interviewer: What difficulties do students face in speaking?

Teacher: They lack confidence and fluency. They are also afraid of making grammatical mistakes.

Interviewer: What feedback do you usually provide?

Teacher: I usually correct errors immediately, especially grammatical mistakes, so that students learn the correct forms.

Interviewer: What constraints affect grammar teaching?

Teacher: The curriculum is heavy, and exams focus on written grammar. This limits opportunities for speaking practice.

Interviewer: Would you consider communicative grammar approaches?

Teacher: Yes, I think they could help students improve speaking, but teachers need training and better classroom conditions.

Appendix T: Students' FGD Transcriptions

Appendix T_1: Experimental Group FGD Transcription

Facilitator: How do you generally feel about learning English grammar in this class?
Student 1: I like it because it is interesting. It is not like before where we only focused on rules.
Student 2: Yes, it is more enjoyable because we participate more.

Facilitator: Do you think learning grammar this year felt different?
Student 3: Yes, it is different. Before, we mostly wrote exercises, but now we speak more.
Student 4: We use grammar in speaking, not only in writing.

Facilitator: How did the grammar activities help you speak English?
Student 1: The activities helped me use grammar while speaking. I can now form sentences when I talk.

Facilitator: Can you describe activities that helped you?
Student 2: Group discussions and role-plays helped a lot.
Student 3: When we work in groups, we practice speaking more.

Facilitator: Do you feel more confident speaking English now?
Student 4: Yes, I feel more confident now. I am not afraid like before.

Facilitator: How did working with classmates affect your speaking?
Student 1: We help each other. If someone makes a mistake, others support them.

Facilitator: How did teacher feedback help you improve?
Student 2: The teacher corrects us after we speak. This helps us understand our mistakes without stopping us.
Student 6: Teacher correct our mistake when we finish speaking

---

Facilitator: What challenges do you still face?
Student 3: Sometimes I lack vocabulary, and it is difficult to speak fluently.

Facilitator: What would you like to keep or change?
Student 4: I want more speaking activities and group work.

Appendix T_2: Control Group FGD Transcription

Facilitator: How do you feel about learning grammar this year?

Student 1: It is okay, but sometimes it is boring.

Facilitator: How comfortable are you speaking English?
Student 2: I feel nervous when speak, especially in front of others.

Facilitator: How are grammar lessons usually taught?
Student 3: The teacher explain rules, and we write exercises.

Facilitator: Do grammar lessons help you speak?
Student 4: Not much. I know the rules, but I cannot use them when speaking.

Facilitator: What speaking activities do you do?
Student 2: We do very few speaking activities.

Facilitator: How confident are you outside written work?
Student 5: I am better at writing than speaking.

Facilitator: What is most difficult in speaking English?
Student 1: Grammar and vocabulary are difficult, and I am afraid of making mistakes.

Facilitator: Could grammar lessons help if taught differently?
Student 3: Yes, if we practice speaking more, it would help.

Facilitator: What support do you need?
Student 4: We need more speaking practice and teacher support.
Students 6: We have to practice, and the teacher should supports.