The Effects of Form-Focused Communicative Grammar Instruction on Students' Pronunciation and Grammar in Speaking

Temesgen Heliso Woymo[1,*], Mebratu Mulatu Bachore[2] & Meshesha Make Jobo[1]

[1]English Language Literature, Wolaita Sodo University, Sodo, Ethiopia

[2]English Language and Literature, Hawassa University, Hawassa, Ethiopia

*Correspondence: English Language and Literature, Wolaita Sodo University, P. O. Box: 138, Wolaita Sodo, Ethiopia. Tel: 251-916-831-678. E-mail: teme.mesy0909@gmail.com

Abstract

Integrating form-focused instruction (FFI) in the communicative language class is the most recently used language teaching and learning approach today. To draw learners' attention to grammatical form, FFI implements different types of corrective feedback and implicit and explicit grammar teaching techniques. This study investigated the effects of FFI combined to communicative grammar instruction on students' pronunciation and grammar in speaking. The main objective of this study was to probe whether the form-focused instruction integrated with communicative grammar activities was effective in terms of students' performance of pronunciation and grammar in speaking. The study employed a quasi-experimental study design with a mixed method approach. It also employed pre and post-tests, questionnaire, and interview in order to gather data. The data collected by the tests and questionnaire were analyzed quantitatively using independent and paired sample t-test where as the interview data was analyzed thematically. The results of the study revealed that the experimental group of students who had been taught spoken English having form-focused communicative grammar instruction showed the enhancement on pronunciation and grammar in speaking in their post-test scores. This directed to the conclusion that the form-focused communicative grammar instruction assisted the students advance their pronunciation and grammar in speaking. Thus, it is recommended that high school EFL teachers should implement communicative grammar activities integrated to form-focused instruction while teaching speaking skills.

Keywords: grammar, pronunciation, speaking, instruction

1. Introduction

Language is a means of communication among the people. Countries have given great attention to teach languages other than the native language to their citizens. This is because of the languages' nature of being a tool of communication and the nations need of interdependence. In the age of globalization, countries have made a need for a global language and no language qualifies for this better than English (Abousenna, 1995, as cited in Fathah, 2006). Over the last three decades, English is widely used foreign language in the world wide (Fathah, 2006). At present, it is used as the language of international communication, science, trade, advertisement, diplomacy and a means of transmission of advanced technology (Dereje, 2021) and it has become the default language of academia. Therefore, it has becom a compulsory subject in the secondary education curriculum in different countries.

Many countries in Europe and Asia made changes in their educational policies to involve English as a compulsory school subject (Gursoy et al., 2017). In the same way, English language is recognized as a compulsory school subject in Ethiopia. Accordingly, the main aim of teaching English in Ethiopian secondary schools is to enable students to communicate in English (USAID Ethiopia & Ministry of Education, 2015; & Kayi, 2012). The focus of English language curriculum in Ethiopia starts with a focus on building language skills and communication in speaking.

One of the language skills that must be mastered by any foreign language learners is the ability to communicate in the target language through speaking. It is the skill that enables learners to communicate with others to exchange message (Khamkhien, 2010) and maintain social relationship (Brown & Yule, 1983 as cited in Fathah, 2006). Speaking is one of the language skills that must be mastered by foreign language learners and its goal is mainly to

make students confident to speak up. Therefore, it is vital to equip EFL students with speaking abilities.

Developing speaking skills is one of the important issues in EFL curriculums. Achievement in language learning is measured in terms of capability to make a conversation in the target language (Nunan, 1999; Burkart & Sheppard, 2004 as cited in Fathah, 2006). Speaking instruction helps EFL students obtain speaking skills, thus communicate spontaneously and naturally with native speakers. Improving students speaking skill need to consider purpose in teaching. The aim of teaching speaking skill is to make learners communicate using English fluently. To achieve this aim, classroom teaching and learning process needs to apply suitable method of teaching since it has significant impact in students learning (Khalil & Kholofelo, 2020). As literature witnessed a variety of EFL teaching methods are implemented to enhance students' ability in a foreign language.

These methods include Grammar-Translation Method (GTM), Audio-Lingual Method (ALM), Natural Approach (NA) and Communicative Language Teaching (CLT). The purpose GTM was to teach classical language. The teacher was the center of the class. GTM mainly focused on written form (Mondal, Canale & Swain as cited in Matamoros-González et al., 2017) and paying little attention to the speaking skills.

The ALM was supported by behaviorism. The teacher was the center of the class at certain grade and students have active roles in their learning. The language comprehension was emphasized (Richards & Rodgers as cited in Matamoros-González et al., 2017). Its purpose was to teach people to understand the target language.

The NA was raised based on the argument that language acqusition required meaningful and natural interaction in the target language. As the argument, speakers should concern on meaning to be clear but not necessarily to be accurate in all details of grammar. It was aimed to foster communicative competence (Krashen, as cited in Matamoros-González et al., 2017). The teacher was accountable for creating an appropriate environment for language learning. Students had active role and it went from passive participation to active depending on the stage of language learning.

CLT is one of the current methods of language teaching (Vu & Binh, 2014; Richards & Rodgers, 2014). It was emerged based on interactionist theory. The focus of interactionist theory is communicative competence (Ratnasari, 2019). It emphasizes interaction as both the means and the ultimate goal of learning foreign languages. Its primary focus is to help learners create meanings to be successful in learning of a foreign language which is assessed in terms of how well learners have developed their communicative competence (Sanjaya & Natsir, 2014). Teaching language structure communicatively is appropriate way to happen the communicative competence.

Language instruction involves teaching its system. Without understanding the language system, students cannot be able to construct any proper sentence. Grammar is one of the elements of language. The development of the four language skills cannot be obtained without using grammar (Saidvaliyevna, 2018 as cited in Maulina et al., 2021). In order to achieve communicative competence and apply the target language in a real-life situation, teaching grammar communicatively is one of the important ways of instruction.

Students maximize their grammar awareness, speaking abilities, and way of applying both concurrently through communicative grammar instruction. As Badill and Chacon (2013, as cited in Maulina et al., 2021) stated that teaching grammar communicatively can help students to develop their oral skills and give students a chance to level up accuracy and fluency. Praise and Meenakshi revealed that the aim of teaching communicative grammar is to develop communicative competence (Praise & Meenakshi, 2015 as cited in Maulina, et al., 2021). Learning grammar communicatively not only improve students' grammar and speaking skills, but meanwhile the communicative procedure allows the students to use their knowledge of grammar and vocabulary in communicative activities (Kaharuddin, 2015 as cited in Maulina, et al., 2021). Communicative activities can promote students acquisition of the communicative competence.

Communicative grammar lessons include communicative activities. The communicative activities allow students to practice the target grammar by focusing on speaking activities (Billah, 2020). Students greatly enjoy communicative grammar activities (Ratnasari, 2019). The communicative grammar activities have an impact on language learning and they encourage students to learn in creative and meaningful ways while promoting fluency. They can contain information, opinion, and reasoning gap activities (Richards & Rodgers, 2001; & Namaziandost et al., 2019). The notion of communication is the center in CLT (Martini & Aizan, 2012) and it advocates learning through communication.

To achieve the overall objective of developing communicative competence, the Ministry of Education in Ethiopia developed CLT designed textbooks, trained teachers, and made it to be taught for many years at schools (USAID Ethiopia & Ministry of Education, 2015). Although English has been taught in Ethiopian secondary schools as a

compulsory subject, the level of speaking proficiency is much lower than the level required. Most Ethiopian secondary schools students face problems in effective use of language in speaking (Tiglu, 2008; & Dereje, 2021). Ethiopian students' performance to express themselves orally was declining from time to time over the last decades (Esayas, 2019). Ethiopian high schools students suffer from lack of communicative competence to English in various contexts to apply it in real-life situations (Ebissa & Bhavani, 2017). As the evidence of scholarly literature, the effort of the Ethiopian government of enabling students communicativly competent has failed. This was proved by the researchers' experience in teaching English at secondary schools.

There are various factors associated with EFL students' challenges of speaking performance. Atirsaw (2017) indicated that the teachers were using inappropriate methodology in teaching speaking skills. One of the current challenges of English use in Ethiopia was problems in English language education. The faulty methodological approaches were one of the many mentioned as the problems of language education (Fekedu & Hussen, 2019). How best to approach the teaching of speaking skills has been the focus of methodological debate. That is why the researchers became insightful to the area and pioneered to fill this gap.

Recent theoretical perspectives on language instruction have given an excessive reaction on the weaknesses of grammar based approach and the strengths of the CLT (Jensen, 2008). The issues in the traditional teaching methods such as error correction, the explicit teaching of grammar, and other techniques were disregarded. Lyster (2015) informed that currently, the center of attention in the language education has shifted from the structural properties of language to the understanding and expression of meaning. The communicative language syllabus that was happened due to the attention shift from language structure to meaning has neglected grammar instruction (Mart, 2019). Although CLT has emphasis on meaning and use of target language, its effectiveness is in question and it could not achieve its goal of achieving communicative competence.

In line with this perspective, combining communicative language use with grammar instruction provides clear advantages for learners to recognize language patterns in context and utilize them for meaningful communication. It has been deduced that if learners attend to form within communicative practice, they obtain information concerning language form by means of form-meaning connection and use it for expressing messages (Mart, 2019). The attention given to the English language in the world wide and its aim of building communicative competence in Ethiopia had inspired to prove the ways of EFL teaching to achieve its goal. Thus, the current study was aimed to investigate the effects of form-focused instruction integrated with communicative grammar instruction on students' pronunciation and grammar in speaking.

In fact, some studies related to speaking, CLT, and FFI were done. For instance, Mart (2019) studied a comparison of form-focused, content-based and mixed approaches to literature-based instruction to develop learners' speaking skills. The finding of the study indicated that language learning by combining form and content brought an essential knowledge and skills necessary for communication development. Mokhberi and Marzban (2012) made a study on the effects of form-focus instruction on intermediate EFL learners' grammar learning in task based language teaching. The investigation pointed out that the reactive FFI in comparison with preemptive FFI furnished an excellent means for developing the ability to use the grammatical knowledge in context and the majority of the preemptive FFIs were initiated by the teacher rather than the students. Roeder, et al. (2020) study was aimed on investigating the relationship between stated beliefs and reported practices among EFL teachers regarding the integration of explicit grammar instruction into CLT classrooms. The finding revealed that agreed implementation of both the CLT approach and moment of explicit grammar instruction. However, participants held differing views on whether or not explicit grammar instruction constitutes a violation of CLT.

In general, there were different gaps in previous studies. First, a methodological gap was noticed in most of the previous studies. They employed survey research with mixed method type for speaking skills and quasi-experimental study type using quantitative research method. Second, most of the earlier studies employed either single form-focused instructional techniques or two or three of them in order to compare their effects but they failed to integration of FFI with communicative grammar instruction. What is more, most of the previous studies tried to find effects of FFI on students' speaking skills in general without assessing its components in their research.

To the current knowledge of researchers', no research has been conducted on the effects of form-focused communicative grammar instruction on the high school students' pronunciation and grammar in speaking in Ethiopia. In the same way, the findings of some studies were not supporting each other and some of them stood to the contrary. Therefore, the researchers inspired by practical, conceptual, methodological and contextual controversies, made a decision to carry out the study. Having this in mind, the present study was conducted with two primary objectives:

1.1 Objectives of the Study

The research objectives formulated for this study are:

1. To investigate the effects of form-focused communicative grammar instruction on students' performance of pronunciation in speaking.

2. To examine the effects of form-focused communicative grammar instruction on students' performance of grammar in speaking.

1.2 Research Hypothesis

To achieve the research purposes, the study addressed the following research hypotheses:

HO1: There was no significant difference in the performance of pronunciation in speaking between the experimental and control groups in pre and post-tests.

HA1: There was a significant difference in the performance of pronunciation in speaking between the experimental and control groups in pre and post-tests.

HO2: There was no significant difference in the performance of grammar in speaking between the experimental and control groups in pre and post-tests.

HA2: There was a significant difference in the performance of grammar in speaking between the experimental and control groups in pre and post-tests.

2. Research Methodology

To achieve its purpose, the study followed a quasi-experimental study design in the form of pre- and post-tests with experimental and control groups. The design of the study is concisely showed in Figure 1 below:

2.1 Design of the Study

The study employed a mixed-method approach that combined qualitative and quantitative techniques. The mixed method approach was chosen over the others since it offers the best chance of answering research questions by combining two sets of strengths while compensating concurrently for the disadvantages of each method (Johnson & Onwuegbuzie, 2004 as cited in Dawadi et al., 2021). The design of the study is concisely showed in Figure 1 below.
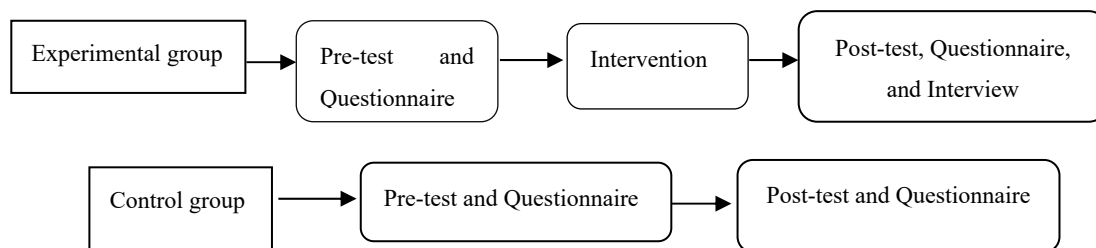

Figure 1. Design of the Study

2.2 Setting, Participants, and Sampling Techniques

This study was conducted in a high school setting namely, Adilo High School in Adilo town, Ethiopia. For this study, two sections of 80 students from grade 11 were selected and took part in the study as the experimental and control groups. The two intact classes were selected using convenient sampling techniques. Since the selected classes were the intact classes, it was expected that the students had similarities in English capabilities. The teacher who was teaching the two sections were selected based on convenient sampling technique and his volunteerism. In addition to teacher's agreed selection, the whole data gathering process was done under the school administrators' permission.

2.3 Instruments

The study employed the pre and post-tests, questionnaire and interview. Tests were prepared by the researchers and utilized in order to gather quantitative data. Five speaking tests items containing pronunciation and grammar in speaking were administered for both experimental and control groups before and after the intervention. For the speaking tests presentation, dialogue and picture descriptions were designed having the content of information, opinion and reasoning gap communicative activities. The pre and post-tests were designed in the same format except

the photos for descriptions. The students were asked to make short talks, interview based dialogue and picture descriptions. For a short talk, they were asked to introduce their personal information. To make oral interviews, they were informed to ask and respond to their partners' about habitual activities, likes and dislikes, and future intentions. Concerning the picture descriptions, the students were requested to report to their peer about the ongoing activities and comparisons within the given photos.

The face validity of the tests items, questionnaires, observation checklists, interview questions and marking guidelines was checked by and getting feedback from the research supervisors and colleagues. The content validity of the test items, questionnaires, interview questions and marking guidelines were checked by thorough review of literature in the content area and receiving comment from the research supervisors. Furthermore, periodic protocol review and training was implemented in order to overcome experimenter drift that can occur due to boredom and familiarity. To prevent the selection bias random selection and assignment to the groups were employed.

The test items reliability was checked using test re-test reliability for the pre-test and post-test prepared before piloting during the pre-pilot study. The test was administered to the same group on different occasions with no language practice taking place between these occasions. The internal consistency of questionnaire with Likert scales was measured by using Cronbach Alpha coefficient.

Responsive, interactive and extensive task assessment test types and holistic scoring methods were employed. The five scores ranged scoring rubrics were adapted from the Council of Europe (2014, as cited in Ulker, 2017). The three raters all who had MA in TEFL were made marking based on the scoring rubric. Before the execution of the tests, the raters had been carefully trained on scoring rubric, the purpose and the significance of the test data.

A sixteen questionnaire items were designed and administered before and after the experiment. The purpose of the questionnaire in the research was to obtain relevant information in most reliable and valid manner. Before undertaking the intended intervention, a questionnaire having close-ended items with a 5-level Likert scale and open-ended questions was prepared, piloted and administered to the participant students in both control and experimental groups. The questionnaire was filled in by 80 students of experimental and control groups. A semi-structured type of interview was employed by nine students of experimental group in order to collect a qualitative data. This was done aiming to prove statistically significant difference between the control and experimental groups of students.

2.4 Procedures

The study lasted twelve weeks from 03 October to 23 December 2022 including the administrations of pre and post-tests. The major grammar points in the students' text book were taken up in the curriculum of grade 11. The experimental group has been experimentation having each set of grammar items and tasks designed to match the content of the respective speaking text but its method was strictly form-focused as designed for the intervention. To avoid material bias, both groups were taught speaking with similar content for each parallel lesson. The teaching material for the control group was as usual but for the experimental group, it was quite communication-oriented and contained both planned and incidental FFI. Planed FFI had explicit and meta-linguistic feedbacks, and elicitation. Incidental FFI had reactive and preemptive focus on form techniques. In general, it was followed integrated form-focused instructions.

The questionnaire and interview questions were designed before starting the intervention. They provided to the students two days before the interviewing employed. This was to make the students to get prepared and answer the questions more fully. Also, the pre and post-tests and teacher's training manual were developed beforehand.

One week right before the intervention, the pre-test was officially administered to all participants of the two groups. Starting from the second to the twelfths week, all the treatments were conducted. In the first day of thirteenth week, both groups were assigned an oral post-test, which was used to measure students' pronunciation and grammar in speaking. A day after the post-test, the questionnaire was distributed to both the experimental and control groups to explore students' performance of pronunciation and grammar in speaking. It was completed on the spot within forty five minutes and then returned to the researchers. In the next day of the questionnaire, the interview was held to experimental group students to triangulate the results conducted using tests and questionnaire. To this effect, out of 40 students from the experimental group, 9 students were selected based on their achievement using stratified random sampling technique and interviewed.

2.5 Data Analysis

The quantitative data gathered using tests and questionnaire were analyzed using SPSS (Statistical Package for Social Sciences), version 26. In doing so, independent samples t-test was employed to analyze pre-test and before intervention questionnaire results in order to compute whether there was significant pre-existing difference in the

speaking skills between the two groups. In the same way, it was used to check whether the intervention has relatively produced statistically significant difference in the performance of pronunciation and grammar in speaking. In addition, paired samples t-test was used to compute the statistical significant difference between pre and post-test scores of both experimental and control groups. The data gathered via qualitative interview was analyzed thematically. The study followed the quantitative-dominant mixed analysis. In general, the study employed the mixed method triangulation design and convergence model.

3. Results and Discussions

As the study focused on proving the effects of FFI integrated with communicative grammar instruction on students' pronunciation and grammar in speaking, both quantitative and qualitative data were analyzed and found the following results.

3.1 Results of Students' Pronunciation in Speaking

Table 1. Results of the Independent Sample T-Test of the Pre and Post-tests

Group	Pre-test				Post-test				
	Mean	SD	t	P	Mean	SD	t	P	Cohen's d
Experimental	1.66	0.615	0.615	0.916	3.09	0.756	16.400	0.000	1.82
Control	1.67	0.613			1.85	0.592			

As the findings of the study indicated, the average scores of pronunciation in speaking (as showed in Table 1) for the experimental and control groups of 80 students were 1.66 and 1.67 respectively for the pre-test. The pre-test p-value for experimental and control groups was 0.916. This value shows that there was no statistically significant difference between experimental and control groups' pre-test result of pronunciation in speaking performance.

The post-test scores of the experimental and control groups (as indicated in Table 1) mean scores were 3.08 and 1.85 in the order given. The p-value of both groups was 0.000. The mean and the p-value scores showed that there was statistically significant difference between experimental and control groups' post-test results of pronunciation in speaking proficiency. The effect size of the pronunciation in speaking was 1.82. This effect size (1.82) was large and that favored the experimental group. This was signifying that the experimental group made a considerable improvement over its post-test compared to that of the control group pronunciation in speaking. The findings of the post-test indicating that implementing form-focused communicative grammar instruction could have considerable contribution in enhancing students' performance of pronunciation in speaking.

Table 2. Results of the Independent Sample T-Test of the Pre and Post-Intervention Questionnaires

Group	Pre-Intervention				Post-Intervention				
	Mean	SD	t Value	P Value	Mean	SD	t Value	P Value	Cohen's d
Experimental	1.13	0.335	0.739	0.139	3.00	0.000	17.716	0.000	4.87
Control	1.08	0.267			1.70	0.464			

The results of the pre-intervention questionnaire of the two groups pronunciation in speaking (as shown in Table 2) indicated that the mean scores of experimental and control groups were 1.13 and 1.08 one after the other. It showed that there was no statistically significant difference between the two mean scores. The p-value for both experimental and control groups was 0.139 in pre-intervention questionnaire. That (0.139) showed that there was no statistically important difference between experimental and control groups. Thus, the mean and p-value confirmed that the two groups were equivalent in their performance of pronunciation in speaking before the intervention.

The results of the questionnaire of post-intervention pronunciation in speaking for the two groups (as shown in Table 2) indicated that the mean scores of experimental and control group were 3.00 and 1.70 in a row. The p-value of post-intervention pronunciation was 0.000. This p-value (0.000) indicated that that there was statistically significant difference seen between experimental and control groups' post-intervention questionnaire results. The effect size was 4.87. This effect size (4.87) of the questionnaires for the pronunciation in speaking favored the experimental group.

As the findings of students' interview indicated form-focused communicative grammar instruction pushed the students to produce communicatively effective pronunciation in speaking. The pedagogical intervention helped the students' language production to overcome pronunciation problems in speaking. The interviewed students informed

that the implementation of implicit and explicit, planned and incidental corrective feedbacks assisted them to improve their pronunciation in speaking. They added that the immediate feedbacks helped them to improve understanding, and addressing misconceptions and it supported them to have confidence and motivated them for the next communication of pronunciation. They informed that incidental corrective feedbacks implemented at the onset of intervention were disruptive; but through the progress of intervention, they adapted themselves to incidental corrective feedback. The students regretted that if the integration of communicative grammar and form-focused instruction in the communicative classroom speaking lesson, their pronunciation would have improved to a great extent.

3.2 Results of Students' Grammar in Speaking

Table 3. Results of the Independent Sample T-Test of the Pre and Post-tests

Group	Pre-test				Post-test				
	Mean	SD	t	P	Mean	SD	t Value	P Value	Cohen's d
Experimental	1.67	0.626	0.208	0.836	3.11	.765	14.542	0.000	2.33
Control	1.65	0.617			1.88	.528			

The mean score of pre-intervention grammar in speaking skill test of the experimental and control groups (as shown in Table 3) were 1.67 and 1.65 correspondingly. This was informing that there was no statistically significant difference between the two mean scores. Thus, it was to confirm that the two groups were equivalent in grammatical ability of speaking before the intervention.

Table 4. Results of the Independent Sample T-Test of the Pre and Post-Intervention Questionnaires

Group	Pre-test				Post-test				
	Mean	SD	t	P	Mean	SD	t Value	P Value	Cohen's d
Experimental	1.67	0.626	0.208	0.147	3.38	.765	14.542	0.000	2.33
Control	1.65	0.617			2.28	.528			

The questionnaire results of the pre-intervention grammar performance in speaking mean scores of experimental and control groups (as shown in Table 4) were 1.67 and 1.65 consecutively. Both groups' pre-intervention questionnaire scores showed that there was no statistically significant difference between the two mean scores. The p-value for both groups was 0.147. This illustrated that there was no statistically significant difference between the two groups. Thus, the mean and p-value confirmed that the two groups were equivalent in grammar in speaking before the intervention.

The finding of the post-intervention questionnaire grammar performance of speaking average scores of the experimental group (as shown in Table 4) was 3.38 and the control group was 2.28. The experimental group's mean scores is higher than the control one (3.38 and 2.28). These mean scores pointed out that there were statistically significant difference between the two mean scores. The p-value was indicated 0.00 score. This p-value (0.000) score informed that there was statistically significant difference created between both groups post-intervention grammar in speaking ability.

As the findings of students' interview indicated that form-focused communicative grammar instruction pushed the students to produce communicatively effective grammar in speaking. The pedagogical intervention helped the students in their language production to overcome grammar use difficulties in speaking. The interviewed students informed that the implementation of both implicit and explicit corrective feedback assisted them to improve their grammar in speaking. The students responded that planned and incidental corrective feedbacks were equally helped them to improve their grammar in speaking. They also informed that the immediate feedbacks helped them to improve understanding and supported them to have confidence and motivation for the next communication of grammar in speaking.

The students reacted that before they taught how to implement FFI integrated to information, opinion and reasoning gap communicative grammar activities, there were many mistakes in their grammar in speaking which made hinder in meaning. But after the treatment, there was making mistake sometimes in grammar, but it did not influence the meaning.

4. Discussion

Recently, the focus of theoretical standpoints on language teaching and learning has changed an extreme reaction on the weaknesses of grammar based approach and the strengths of the CLT (Jensen, 2008). Despite its being the well known and recent one, CLT has failed to enable high school students communicativly competent in spoken English in Ethiopian and other countries (Esayas, 2019). The question is how to equip students to be communicatively competent in spoken English; concentrating on refining the appropriate way of teaching was the focus of the study. Thus, the current study aimed to prove the effects of form-focused instruction integrated with communicative grammar instruction on students' pronunciation and grammar in speaking. To achieve the aim, the study focused on accommodating error correction, explicit grammar instruction and other techniques that might have a place in the classroom were revived from old grammar teaching method to the new FFI in combination with communicative grammar instruction in need for remedying the failure CLT.

Combining communicative language use with grammar instruction provides clear advantages for learners to recognize language patterns in context and utilize them for meaningful communication (Mart, 2019). In this connection, Nguyen *et al* (2012) investigated that implicit and explicit types of FFI had positive effects in developing learners' pragmatic performance. The results of the investigation thus strongly coincide with this notion. The collected data revealed that the experimental group scored high result in both post-test and post-intervention questionnaire in students' pronunciation and grammar in speaking. This result confirmed that the pedagogical intervention helped students to improve their pronunciation and grammar in speaking by the interview result.

The scope of the study was limited to the relative value of communicative grammar instruction using information, opinion, and reasoning gap tasks integrated with the form-focused instructional techniques. It did not contain all aspects of FFI, type of grammatical form and overall context of CLT instruction. Another limitation is that the study was not implemented various communicative activities that appeal to different learner styles and that require learners' use of the four language skills. Therefore, it makes suggestions for further study accommodating different communicative grammar activities and different FFI techniques. In concluding, the exposed reality directed that the form-focused communicative grammar instruction assisted the students advance their pronunciation and grammar in speaking. Thus, it is recommended that high school EFL teachers should implement communicative grammar activities integrated to form-focused instruction while teaching speaking skills.

5. Conclusion

The current study investigated the effects of FFI with communicative grammar instruction on students' performance of pronunciation and grammar in speaking. The findings of the study indicated that the experimental group of students who had been taught spoken English having form-focused communicative grammar instruction as the intervention showed the improvement in the post-test score. The findings revealed by tests results were supported by questionnaire and interview. In general, the study revealed that the communicative grammar instruction taught using information, opinion and reasoning gap communicative grammar activities integrated with explicit and implicit, planned and accidental, enhanced input based and integrated form-focused activities contributed to the development of learners' pronunciation and grammar in speaking.

In general, the present study provided a springboard for a new way to do integrated instruction combining communicative grammar and form-focused instructions together as the process of teaching and learning. Taken together, the present study can contribute to the line of research on the form-focused communicative grammar instruction as alternative methodology, especially in teaching speaking skills. Therefore, such research activities may produce the most significant insights that draw on methodical approaches to combine quantitative and qualitative methodologies regarding EFL students' needs.

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No additional data are available.