# English Language Teachers' Perceptions and Practices of Implementing Communicative Grammar Testing: The Case of Grade Ten in Selected Secondary Schools of North Shewa Zone, Oromia, Ethiopia

Ifa Gereshu Dabi* & Tessema Tadesse Abebe

Department of English Language and Literature, Madda Walabu University, Ethiopia

| Abstract | Article Information |
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| *Communicative grammar testing emphasizes the assessment of grammatical knowledge through meaningful and authentic communication rather than isolated language forms. Despite its theoretical importance, its implementation remains a challenge in Ethiopia. This study investigated English language teachers' perceptions and practices of communicative grammar testing in the selected secondary schools of the North Shewa Zone. Guided by the pragmatist research paradigm, which combines both interpretivism and positivism, the study used a descriptive mixed-methods design. From the 52 secondary schools of the selected zones, 15 schools were purposively sampled. All 74 English teachers in grade ten from the selected schools completed the questionnaire using census sampling. The study also conducted semi-structured interviews with 10 participants conveniently sampled. The quantitative data were analyzed using descriptive statistics. The qualitative data were analyzed using thematic analysis. The findings revealed that most teachers held positive perceptions toward communicative grammar testing. However, the results also indicated a noticeable gap between teachers' perceptions and their actual practices. The study concludes that although teachers value communicative grammar testing, contextual constraints hinder its effective practice. Thus, the study recommends providing targeted professional development and improving classroom conditions to support the practical implementation of communicative grammar testing in EFL classrooms.* | |

## INTRODUCTION

The area of communicative language testing is constantly evolving in line with changing communicative language patterns, according to Liao et al. (2023), where they note that in order for communicative language testing to cope with changing realities in communication, its methodologies and approaches also need to continually update themselves in line with these changes. The effectiveness of this approach is proven empirically through the study of Hadeli et al. (2023), showing that students being taught through constructive formative tests and deductive learning strategies, together with the use of concept maps, perform significantly better in communicative competence than the conventional technique.

Nisha (2024) summarizes that even if communicative language teaching is comparatively more realistic and beneficial than the grammar translation approach, in fact, its application is

dependent upon adjusting according to culture and educational settings. The concept of communicative grammar testing in global contexts has become an accepted paradigm in which global standards meet local requirements in education. Tran and Huang (2021) explain that English language proficiency testing faces a twofold task in which global standardization is accompanied by local requirements in contexts of Asian cultures, in which traditional approaches to testing contradict principles of communicative testing.

Communicative grammar testing brings about a paradigm shift from the previously used models that were based upon grammar in a controlled test to a new approach that sees the inclusion of grammar into communication. (Kuntso, 2024) "View this as integrating language structures into language skills with a focus on context and functions to make communicators use/understand the structure for different functions spontaneously."

It is a method that is designed to check the student's capacity to apply grammar in a communication context. According to Mengistu (2020), when a grammar test is communicative, the attention of the students is no longer on the code of the language, but on the meaning," because the grammar is a tool "used for structuring messages to communicate meaningful information.

Tadegew (2024) emphasized the strong discrepancy found by other authors between the beliefs of the instructors in contextualized and communicative approaches to grammar teaching and the actual classroom practice, insofar as the latter is dominated by the needs of exams. As mentioned, Dore and Borano (2025) pointed out: "Teachers attempt to fully integrate the inductive/deductive approaches while establishing linkages between 'form' and 'meaning,' but the challenges are enormous, such as insufficient teaching materials, poor student participation, 'teacher-centered' classrooms, and an overriding focus on testing as opposed to meaningful communication." This reveals that there are structural and systemic barriers that continuously thwart the genuine application of the communicative grammar test. It emphasizes deep

transformations related to the pedagogy and curriculum with regard to the communication grammar test in Ethiopia. For example, Endale and Temesgen (2024) argued that practicing grammar exercises actually needs the implementation of the principles of communication so that the grammar rules can be learned more effectively. This literature indicates that effective communicative grammar testing requires not just methodological changes but a more radical rethinking of how grammar competence is viewed within Ethiopian educational contexts. Thus, this research intended to investigate English language teachers' perceptions and practices of Communicative grammar testing in the selected secondary schools of North Shewa Zone, Oromia, Ethiopia.

## Statement of the Problem

Communicative grammar testing represents a paradigm shift in grammar testing, as the implementation of grammatical knowledge for communication takes priority over other functions. As illustrated by the new paradigm, according to the viewpoint of the theory, Kuntso (2024) argues that the focus of grammar testing is the relationship between form and function. Within the Ethiopian school context, contemporary empirical research has presented valuable findings for English language teachers' grammar teaching practices and assessment. For example, Tesfaye and Gebretsdik (2024) reveal that despite the sound understanding of the learner-centered approach to grammar teaching, there is a divergence between theory and practice when it comes to actual classroom implementations by teachers.

Similarly, Tadegew (2024) observes a mismatch between teaching grammar by focusing on communicative language use in class, as opposed to isolated grammar structures, in contrast to teachers' pronouncements in this area. These findings generally reveal a sound understanding of the communicative approach but poor implementations at the assessment stage. Moreover, there is evidence from Ethiopian universities to indicate that teachers tend to exhibit positive attitudes towards the principles of

communicative language learning. However, evidence from the study by Mihret and Joshi (2023) helps to indicate that there is a divergence of views expressed by teachers on their beliefs regarding the instruction of communicative grammar, from their practices.

Likewise, when researchers conducted a study involving the alignment of teachers' perceptions and practices in more general areas of English language instruction, they also found similar levels of discrepancy. For example, Yisihak and Damtew (2024) illustrated that even though teachers had positive perceptions about essential instructional ingredients, their practice did not often convert the positive perception into good instructional practice. This phenomenon also occurred when the instruction of grammar was taken into consideration. For example, a study conducted by Daba et al. (2022) recognized that the application of communicative language learning strategies rarely occurred in EFL classrooms when there were textbooks intended to facilitate the development of communicative language learning.

Despite the significant contributions, there is a profound research gap in the area of the testing of communicative grammar. Although studies have been conducted on general aspects of grammar teaching and the implementation of the communicative approach to language teaching, the specific aspect of English language teachers' perceptions and practices regarding the testing of communicative grammar in the Ethiopian context remains unexplored.

Therefore, it is crucial to have a research study focusing directly on the perceptions and practices of English language teachers regarding the execution of grammar testing based on the concept of communication in Ethiopian educational institutions. This research study would present important contributions to having a deeper understanding of the cognitive processes that English language teachers have regarding grammar testing from a communication point of view. At the same time, it would also help to achieve a deeper understanding of how teachers conduct grammar

testing as per the requirements of successful communication.

Thus, this study aimed to investigate 'English language teachers' perceptions and practices of implementing communicative grammar testing' at chosen secondary schools from the North Shewa Zone of Oromia, Ethiopia.

## Research Questions

To address the study's purpose, the researchers formulated the following research questions:
1. What are teachers' perceptions of communicative grammar testing?
2. How often do teachers practice communicative grammar testing in the classroom?
3. To what extent do EFL teachers practice communicative grammar testing?

## MATERIALS AND METHODS
### Theoretical Framework

The theoretical foundations for English language teachers' perceptions and practices of implementing communicative grammar testing are based on the communicative competence assessment model. The theoretical background for the model has been established by the work of Phakiti and Leung (2024), who established a pragmatic theoretical background for the implementation of assessments efficiently in a specific context. The theoretical background of the model also integrates the work of Hatmanto and Sari (2023), which highlights the alignment of communicative language teaching approaches with the practice of interactive assessments for active engagement, autonomy, and the use of language. The background for the model also introduces the work of Liu and Deris (2023), which integrates the importance of contextual factors of teacher allocation, textbooks, and proficiency levels in the communicative model of assessment for language proficiency related to real-life communication rather than isolated grammar testing.

### Conceptual Framework
This study is guided by a conceptual framework that explains the relationship between English

language teachers' perceptions and their classroom practices in implementing communicative grammar testing within the principles of communicative language teaching. Teachers' perceptions constitute the central independent component of the framework and include their beliefs, knowledge, attitudes, and understanding of communicative grammar assessment. These perceptions relate to how teachers view the integration of grammatical form and communicative function, the use of authentic and contextualized assessment tasks, and the role of grammar testing in promoting learners' communicative competence. It is assumed that teachers who hold positive and informed perceptions of communicative grammar testing are more likely to value and intend to apply communicative approaches in grammar assessment.

However, the framework also recognizes that the translation of teachers' perceptions into actual assessment practices is influenced by various contextual and mediating factors. These include teachers' assessment literacy, professional training and experience, availability of resources, class size, time constraints, curriculum demands, examination-oriented assessment systems, and institutional policies. As a result, teachers' practices of communicative grammar testing—such as the design of contextualized test items, the use of performance-based tasks, and alignment with communicative objectives may not always reflect their stated beliefs. The interaction among teachers' perceptions, contextual factors, and classroom practices ultimately affects the quality of grammar assessment and learners' development of communicative grammatical competence in the Ethiopian secondary school context. Therefore, the conceptual framework of this study is illustrated in Figure 1.
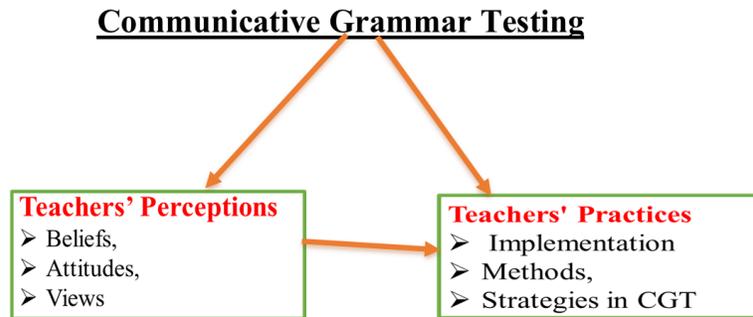
**Communicative Grammar Testing**

**Teachers' Perceptions**
➢ Beliefs,
➢ Attitudes,
➢ Views

**Teachers' Practices**
➢ Implementation
➢ Methods,
➢ Strategies in CGT

**Figure 1**. *Conceptual Framework*

**Research Paradigm, Research Design, and Methods**

Pragmatism has been considered the best research approach in undertaking a study in exploring teachers' perceptions and practices in the implementation of communicative grammar testing in teaching English, as pragmatism "represents a flexible philosophical approach that accommodates a given number of worldviews in favor of useful outcomes" (Dube et al., 2024). Therefore, pragmatism as a research paradigm has been chosen in undertaking a study in exploring English language teachers' perceptions and practices of implementing communicative grammar testing.

This presents an opportunity for descriptive research to actually portray the given phenomena as they present themselves in their context to such an end that involves an emphasis that hinges "on what rather than how and why." With this notion, Sharma et al. (2023) indicated that it is "useful for investigating complex research questions that cannot be adequately investigated through any particular research methodology by allowing researchers to create an image that presents itself as "holistic" in order to create an understanding about variables that pertain to the problem explored. It takes into account the implementation of a descriptive research design to assess English

language teachers' perception and practice of communicative grammar testing.

In addition, the use of the mixed methods approach enables researchers to obtain numerical information and rich textual information, thus leading to a more comprehensive understanding of teachers' grammar testing procedures with the help of numerical information and rich textual information. In support of this view, Nassaji (2017) states that different types of research designs exist and are based on various characteristics such as the research design, data collection methods, or purposes and objectives. In this regard, the use of the proposed research design was quite suitable in gathering general numerical facts regarding teachers' perceptions with the help of questionnaires and rich textual information with the help of interviews. Hence, the proposed research design was suitable for conducting a comprehensive analysis regarding English language teachers' perceptions and practices of implementing communicative grammar testing.

## Sampling Techniques and Sample Size

This study aimed at targeting Grade Ten English language teachers in secondary schools in the North Shewa Zone. Purposive sampling was used since the approach permits the researcher to select the target population based on certain criteria (Nyimbili and Nyimbili, 2024). Therefore, 15 secondary schools were purposively selected from the 52 that were found in the selected zone.

Additionally, the data for the questionnaire were gathered using the census sampling technique. In the census method of sampling, the data are collected from every member of the targeted population and not from just part of it (Murtiarso, 2018). Therefore, all 74 Grade Ten English language teachers in the schools where sampling was selected participated and completed the questionnaire. Finally, convenience sampling was also used for the qualitative data collection design. Convenience sampling, as a method, focuses on data collection through the use of participants based on their ease and proximity to the data collector (Oranga & Matere, 2023). As a result, face-to-face semi-structured interviews were conducted with 10 English language teachers through convenience sampling.

## Data Collection Instruments

To collect data for this study, two data collection instruments were utilized by the researchers: a closed-ended questionnaire and a semi-structured interview. The researchers believed that the use of two data-collecting instruments would help to assess both the width and depth of teachers' perceptions and practices related to communicative grammar testing.

The closed-ended questionnaire was systematically grouped into two sections. The first section consisted of 25 questions that focused on teachers' perceptions of the implementation of communicative grammar testing. This section used the five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The second section of the questionnaire also comprised 25 items, which focused on teachers' practices in implementing communicative grammar testing. These items were measured using a five-point Likert scale ranging from *never* to *usually*, enabling the researchers to assess the frequency with which teachers applied communicative grammar testing in their assessment practices.

In addition to the questionnaire, a semi-structured interview was conducted to gain more in-depth qualitative insights into teachers' perceptions and practices of communicative grammar testing. The interview protocol consisted of six open-ended items that allowed participants to elaborate on their perceptions and practices of implementing communicative grammar testing. This qualitative instrument complemented the quantitative data obtained from the questionnaire by providing richer explanations.

## Validity and Reliability

Several steps were adopted to make sure that the results obtained in this study were accurate and trustworthy. The study instrument was established through content and face validity by ensuring that it matched the intended subjects' needs and interests

through its relevance to what was intended, with reference to other literature.

The study was also successful in ensuring its reliability through a pilot study and evaluating its results using Cronbach's alpha in order to make sure it was consistently internally valid. Moreover, the Likert scale and data triangulation were applied to ensure that the results obtained were credible.

**Methods of Data Analysis**

The data collected through the closed-ended questionnaire and semi-structured interview were analyzed using both quantitative and qualitative data analysis techniques to ensure a comprehensive interpretation of the findings. First, the quantitative data obtained from the closed-ended questionnaire were analyzed using descriptive statistics. After data screening and coding, the responses were entered into statistical software for analysis. Frequencies and percentages were computed to summarize teachers' perceptions and practices of implementing communicative grammar testing. The Likert-scale items measuring teachers' perceptions (ranging from *strongly disagree* to *strongly agree*) and practices (ranging from *never* to *usually*) were analyzed separately to provide a clear understanding of each construct.

Specifically, the closed-ended questionnaire has been divided into two: perception questions and practice questions. The first 25 questions have been summarized using descriptive statistics to show the perception of the teachers in general, whereas the rest of the 25 questions have been summarized using descriptive statistics showing the practice of the teachers regarding communicative grammar testing in general. The results were presented using tables to enhance clarity and facilitate interpretation.
Second, the qualitative data collected through the semi-structured interviews were analyzed thematically. The interview responses were first

transcribed verbatim and carefully read multiple times to ensure familiarity with the data. Relevant responses were then coded, and similar codes were grouped into categories. These categories were further refined into major themes that reflected teachers' perceptions and practices related to communicative grammar testing. This thematic analysis enabled the researchers to identify recurring patterns and meaningful insights that could not be captured through quantitative data alone.

The interviews were conducted face-to-face with 10 respondents to obtain in-depth qualitative data related to their perceptions and practices of communicative grammar testing. Each interview was carefully facilitated to encourage detailed responses, and the entire interview process took a total of 100 minutes to complete. Finally, the findings from both quantitative and qualitative analyses were integrated during the interpretation stage. The qualitative results were used to complement, explain, and elaborate on the quantitative findings, thereby strengthening the validity of the study through triangulation.

**RESULTS AND DISCUSSIONS**
### Results
**Teachers' perceptions of Communicative Grammar Testing**
This section presents the results of both quantitative and qualitative data regarding teachers' perceptions of communicative grammar testing. Table 1 indicates that, out of the total of 74 teachers who were surveyed, 3 teachers, or 4.1%, strongly disagreed and 5 teachers, or 6.8%, disagreed with the communicative grammar testing. Indeed, 10 teachers, or 13.5%, fell within the neutral category. On the positive side, 40 teachers, or 54.1%, agreed with the approach, and 16 teachers, or 21.6%, strongly agreed with it.

**Table 1**

*Teachers' Perceptions of Communicative Grammar Testing*

| S. No. | Variables | Frequency | Percent |
|--------|-----------|-----------|---------|
| 1 | Strongly Disagree | 3 | 4.1 |
| 2 | Disagree | 5 | 6.8 |
| 3 | Neutral | 10 | 13.5 |
| 4 | Agree | 40 | 54.1 |
| 5 | Strongly Agree | 16 | 21.6 |
| | Total | 74 | 100.0 |

The two categories of "agree" and "strongly agree" altogether number 56 teachers, or 75.7%, to give an overall positive perception. In general, the distribution of responses indicates that positive perceptions outweigh negative ones. Thus, the highest share of responses was within the category "agree" with 40 teachers (54.1%), followed by "strongly agree" with 16 teachers (21.6%). For negative responses, there is a rather small share: 3 teachers (4.1%) strongly disagreed, and 5 teachers (6.8%) disagreed. The neutral option takes a moderate share with 10 teachers (13.5%).

Finally, this analysis confirms that all the response categories put together sum to 74 teachers (100%), distributed as follows: 3 (4.1%) strongly disagree, 5 (6.8%) disagree, 10 (13.5%) neutral, 40 (54.1%) agree, and 16 (21.6%) strongly agree.

The findings of the interviews have also revealed that the teachers do respond to the communicative grammar testing in a positive manner and that the activity has relevance to the application of grammar amongst the students. Many of the teachers preferred the communicative grammar testing to the usual grammar exercises because of its focus on language usage. "I think communicative grammar testing is a very good measure to test the real-life implementation of grammar knowledge when the testing activities involve things that are actually quite close to the realms of communication," said one of the interviewees. Such a view raises awareness of the need to consider the completion of tests in the context of language use, thus ensuring the increased validity of grammar tests.

A further participant emphasized the importance of contextual performance, adding, "I think one area where the communicative grammar test scores are on the performance aspect of testing is because the student is required to apply the grammar in the test to how grammar is applied outside of the classroom." There is a realization that the communicative grammar exercises are more geared toward teaching students outside of the classroom, communication-wise. Another teacher from grade three added, "I think it is appropriate as far as testing what they apply in terms of applying their e-grammar instead of practicing it." This is a confirmation that communicative grammar testing extends beyond the limits set by the conventional grammar exercises to test the use of grammar for communicating purposes.

Nevertheless, there seems to be a common perception that teachers view communicative grammar testing as a relatively more authentic and effective way of assessing grammar proficiency. There are indicators that favorable attitudes towards grammar classes becoming communicative would increase if there were accessible facilities for addressing difficulties related to their implementation.

**Teachers' Practices of Communicative Grammar Testing**

This section presents the results of both quantitative and qualitative data regarding teachers' practices of communicative grammar testing. Table 2 shows the reported practices of communicative grammar testing by teachers distributed across five response categories. The least practicing teacher category indicates 5 teachers, or 6.8%, who state that they never use communicative grammar testing.

**Table 2**

*Teachers' Practices of Communicative Grammar Testing.*

| S. No. | Variables | Frequency | Percent |
|--------|-----------|-----------|---------|
| 1 | Never | 5 | 6.8 |
| 2 | Rarely | 24 | 32.4 |
| 3 | Sometimes | 32 | 43.2 |
| 4 | Usually | 6 | 8.1 |
| 5 | Always | 7 | 9.5 |
| | Total | 74 | 100.0 |

Similarly, a sizeable proportion of the respondents, 24 teachers, or 32.4%, report that they rarely practice this approach. In contrast, the largest group of respondents reported that 32 teachers, or 43.2%, stated that they sometimes practice communicative grammar testing. Turning to higher frequencies of use, only 6 teachers reported that they usually use communicative grammar testing, while 7 teachers indicated that they always use communicative grammar testing in their classroom practice. Combined, these two higher frequency categories total 13 teachers, or 17.6%, which suggests that regular and consistent use of communicative grammar testing is relatively rare.

Altogether, the distribution of responses indicates that teachers' practice of communicative grammar testing is largely occasional rather than systematic. To elaborate, while 32 teachers, or 43.2%, sometimes use Communicative Grammar Testing, a significant number of teachers, 29 (or 39.2%), either rarely, 24 teachers or 32.4%, or never, 5 teachers or 6.8%, practice it. Finally, the cumulative number for all response categories accounts for 74 teachers, or 100%, so the data are complete.

Apart from this, based on the results derived from the interview, it is clear that teachers are to some extent implementing communicative grammar testing, which reflects a partial but steady paradigm shift toward the communicative approach for grammar testing. Though this is not a common practice, there are some teachers who reflect certain efforts toward the application of communicative grammar testing in the classroom. "Simulations of real-life situations, where the students have to show their level of grammar ability," explained one of the teachers, as the approach toward implementing communicative grammar testing.

This is beginning to move towards allowing students to use the forms of grammar in context, if not by rote, at this level. A further teacher discussed their strategy of stating, "I do occasionally conduct communicative grammar testing by posing scenarios, such as conducting an interview in which students are asked to employ grammar to effectively communicate." This is an attempt to integrate grammar accuracy and naturalness by offering the learner virtual circumstances, although this has to be a wise consideration. As the third teacher added, "I do occasionally use communicative grammar testing by way of peer talk communication, where the learners are required to use the grammar in communication."

These responses show that while the teachers are aware of the importance of communicative grammar testing and are also making efforts to implement the same to some extent, there are certain factors that hold the teachers back in the implementation of this process. Of course, this moderate level of implementation requires certain assistance to help the teachers implement the process of communicative grammar testing to some extent.

**Discussions**

In this section, the discussion presents the perceptions and practices of teachers regarding communicative grammar testing within the EFL context in Ethiopia, with the quantitative findings provided previously. It shall investigate the extent to which positive perceptions among teachers

regarding communicative grammar testing are actualized in their practices. Furthermore, an emphasis is placed on the relevance of these findings based on previous research works; thus, herein lie the perceptions and practices that are essential for better facilitating communicative grammar testing.

The findings indicate overall positive perceptions of communicative grammar testing, as a total of 75.7% of the total respondents expressed their agreement or strong agreement with the approach. In line with these findings, previous studies in the Ethiopian setting have similarly noted favorable teacher attitudes towards communicative English. For example, whereas Mihret and Joshi (2023) noted a general belief among teachers that communicative English helps improve students' language skill development, negative responses, which constituted only 10.9%, highlighted minimal negative attitudes towards communicative grammar testing.

Nevertheless, it should be stressed here that perceptions alone are not sufficient to ensure the successful implementation of techniques. As Dore and Borano (2025) stated, "Teachers are not necessarily successful in applying such an approach in class, mainly because of the size of the classes, the material available for the class, or the expectations on the part of the students for traditional grammar presentation.

Secondly, the readiness to accept neutral feedback observed at a moderate level (13.5%) might result not so much from the inability to accept the underlying ideology of communicative grammar testing as from a lack of knowledge of its actual application. Indeed, this assumption can be supported by Zewdu (2020), stating that "although the teachers reported positive attitudes towards CLT, their practice did not consistently support these reported attitudes." Based on this overview of views on communicative grammar testing, it is clear that Ethiopian English instructors are ready to accept this testing approach.

Nevertheless, if one considers teachers' actual practice, a complex landscape regarding the adoption and application of communicative grammar testing becomes clear, with many challenges and barriers. Indeed, while it has been found that 75.6% of the teachers never, rarely, or sometimes make use of communicative grammar testing, this also reflects the general systemic issues that permeate the broader Ethiopian EFL education system. Indeed, echoing the above findings, Daba et al. (2022) have found that CLT instruction was not implemented by the teachers in the EFL classroom, while the actual classroom interaction in English language lessons remained low. It follows that the actual application of the communicative grammar testing reflects the broader application issues faced by CLT in general.

Further, the prevailing nature of occasional as opposed to consistent use can be explained by the presence of several interconnected factors. In this respect, Dore and Borano (2025), for instance, observed that the inability to develop effective textbooks, the domination of the teaching style by teachers, and the low motivating potential of learners are barriers to the adoption and use of communicative grammar practices. In addition, pressure due to assessment considerations plays an important role. Daba et al. (2022) highlighted the significant washback effect of entrance exams for universities, allowing teachers to concentrate only on test-wiseness instead of communicative skill development. Thus, the assessment of communicative grammar is neglected while considering other practices that are effective for exams.

Lastly, teachers practiced communicative grammar testing, with 17.6%, which implies that teacher training and support with regard to this aspect of teaching were lacking. In all these, it may be reasonably concluded that the haphazard implementation of communicative grammar testing in Ethiopian English as a foreign language teaching setting points to more general issues that need to be addressed for a pedagogic revolution to take place.

## CONCLUSIONS

This study aimed to investigate the perceptions and practices of English language teachers regarding communicative grammar testing. The findings

indicate that the perceptions towards communicative grammar testing are generally positive; thus, it is expected that the communicative approach in grammar assessment is becoming increasingly accepted among teachers.

However, a disconnect is noticed when comparing the actual practices with the perceived belief. The support for communicative grammar testing is more theoretical than actual. Such a disconnect is accentuated through some contextual or structural challenges, for example, large student populations, limited resources for teaching, conventional views about grammar instruction, and test-consumer models.

Furthermore, the presence of neutral responses also suggests that teachers may not fully be aware of how to implement the communicative grammar testing practices and principles effectively, which could have caused the misunderstanding, and not that they disagree with the principles themselves. All in all, the research study indicates that though the English teachers are positive about the communicative grammar testing, effective and efficient implementation thereof could only be possible when there are adequate provisions that deal with the underlying issues, problems, and challenges.

A study on communicative grammar testing contributes by redefining grammar assessment as contextualized and communicative, integrating grammatical accuracy with meaning and use, and by offering practical guidance for implementing authentic, learner-centered grammar assessment in classroom practice. It also highlights the role of teachers' perceptions and practices in shaping effective implementation of communicative grammar testing. Furthermore, these contributions help bridge the gap between assessment theory and classroom realities by aligning pedagogical practices with communicative language teaching principles.

**Recommendations**

According to the research findings, the teacher training institutions are recommended to organize targeted professional development training for teachers with a focus on communicative grammar testing. The training should focus on practical skills, such as how to design communicative grammar assessment tasks and how to use authentic contexts to assess learners' use of language. In this way, it is expected that strengthening teachers' practical capability will help them be consistent in implementing communicative grammar testing in their classroom practices.

Moreover, assessment literacy of teachers should be promoted through regular support and mentoring. Teachers require attention to be directed toward how to align the methods of assessment with the principles of communicative language teaching, especially regarding the design of strategies for formative feedback, task-based assessment, and authentic evaluation. Increased assessment literacy will certainly enhance teachers' understanding of how best to integrate communicative grammar testing into their assessment practice, which reduces uncertainty and consolidates confidence in communicative assessment.

Another significant factor to consider when preparing for communicative grammar testing is the adequacy of instructional materials, which is equally significant. Therefore, the appropriate bodies should seek to ensure that there is enough instructional material that will aid communicative grammar testing. Teachers should be encouraged to take advantage of teamwork both in their stations and in other relevant locations to promote instructional materials. This will enable them to have ample materials to design appropriate grammar tests.

Finally, issues with systemic factors, such as class size, are best addressed on a systemic or policy level. For example, schools can encourage students to implement collaborative learning techniques, which in turn would encourage peer assessment methods, alleviating teacher burden while potentially encouraging student interactions and facilitating grammar testing in such settings. Additionally, testing systems, which impose much emphasis on tests, can be reconsidered with regard to incorporating communicative grammar testing,

which would ultimately ease the burden associated with grammar testing.

## CRediT Authorship Contribution Statement

**Ifa Gereshu Dabi**: Conceptualization, Data Collection, Analysis, and Writing Original Draft. **Tessema Tadesse Abebe:** Supervision, Data Analysis, Validation, Review & Editing

## Declaration of Competing Interest

The authors declare that there is no conflict of interest.

## Ethical Approval

A letter of support was obtained from Madda Walabu University to facilitate coordination with the school principal and participants. The researcher clearly explained the study's objective and significance to ensure all participants were on board. Voluntary participation in the study was encouraged, and the participants were made aware of their freedom to withdraw from the study at any time they wished, without any negative effects, to ensure their autonomy in the study was acknowledged and respected.

## Data Availability

The data generated and interpreted during this research is accessible from the authors upon a convincing request.

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