EXPLORING COMMUNICATIVE COMPETENCE DEVELOPMENT IN EOP CLASSROOMS: A CASE STUDY FROM A VIETNAMESE UNIVERSITY

PHÁT TRIỂN NĂNG LỰC GIAO TIẾP TRONG LỚP HỌC TIẾNG ANH ĐỊNH HƯỚNG NGHỀ NGHIỆP:
NGHIÊN CỨU TRƯỜNG HỢP TẠI MỘT TRƯỜNG ĐẠI HỌC VIỆT NAM

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ABSTRACT

This study investigates the development of communicative competence in English for Occupational Purposes (EOP) classrooms at a university in Vietnam. Focusing on teachers' practices, the research explores how communicative competence is fostered using Communicative Language Teaching (CLT) principles. Utilizing a qualitative approach, data were collected from 13 recorded EOP classes. Data was analyzed from teaching classroom activities, instructional materials, and in-depth interviews with teachers. The findings indicate that CLT principles were widely applied in EOP classrooms to develop communicative competence. However, challenges persist, such as the diversity of student proficiency levels and the limitations of pre-designed teaching materials. The study emphasizes the need for improvement in teaching materials and adopts different teaching approaches. These findings provide practical recommendations to enhance EOP teaching practices and better equip students for workplace communication.

Keywords: *Communicative competence, English for Occupational Purpose (EOP), Communicative Language Teaching (CLT).*

TÓM TẮT

Nghiên cứu này tìm hiểu việc phát triển năng lực giao tiếp trong các lớp học Tiếng Anh định hướng nghề nghiệp (EOP) tại một trường đại học ở Việt Nam. Nghiên cứu sử dụng các nguyên tắc của cách tiếp cận Giảng dạy Ngôn ngữ Giao tiếp (CLT) để đánh giá việc phát triển năng lực giao tiếp trong lớp học. Dữ liệu định tính chính được thu thập từ 13 tiết học Tiếng Anh EOP. Ngoài ra còn có dữ liệu bổ trợ được từ phân tích tài liệu giảng dạy và phỏng vấn sâu với giảng viên. Kết quả cho thấy, các nguyên tắc CLT được áp dụng rộng rãi trong lớp học EOP nhằm phát triển năng lực giao tiếp, tuy nhiên vẫn tồn tại một số thách thức như sự không đồng nhất về trình độ của sinh viên và một số hạn chế của tài liệu giảng dạy. Nghiên cứu nhấn mạnh sự cần thiết cải thiện tài liệu giảng dạy và áp dụng các phương pháp khác nhau trong lớp học.

Từ khóa*: Năng lực giao tiếp, Tiếng Anh định hướng nghề nghiệp (EOP), giảng dạy ngôn ngữ theo đường hướng giao tiếp (CLT).*

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1. INTRODUCTION

English has become a global lingua franca, indispensable across academic and professional sectors. As the world becomes increasingly interconnected, proficiency in English is no longer just an advantage but a requirement for career success in many fields [1]. Various instructional methodologies have emerged in response to this growing demand, with CLT leading the

way. Unlike traditional methods focusing on rote memorization and grammar drills, CLT prioritizes active, meaningful language use, helping learners develop communicative competence - the ability to use language effectively and appropriately in real-world contexts [2]. CLT focuses on developing learners' communicative competence through authentic texts and real-life language use [3].

Within the broader framework of English for Specific Purposes (ESP), the branch of EOP has gained particular importance. EOP courses aim to enhance employability skills and recognize linguistic competence in professional environments [4]. In EOP classrooms, CLT principles are ideally suited to simulate authentic workplace communication, making it a preferred approach for developing the language skills essential for the modern workforce [5].

However, applying CLT and developing communicative competence in EOP settings face significant challenges, particularly in non-English-speaking contexts like Vietnam [6]. Although communicative approaches have been integrated into the Vietnamese education system, gaps persist in effectively fostering the real-world communication skills required in today's globalized job market. A major issue lies in the discrepancy between teachers' beliefs about CLT and their actual classroom practices, often due to contextual limitations such as varied student proficiency levels, insufficient resources, and a lack of suitable teaching materials [6]. To overcome these challenges, educators must consider contextual factors and adapt CLT principles to fit local contexts.

This study seeks to explore these issues by investigating the development of communicative competence in EOP classrooms at a university in Vietnam. Focusing on teachers' perspectives and classroom practices. The specific objective of the study is:

- To examine the current teaching practices aimed at fostering communicative competence in EOP classrooms, using a case study approach.

- To achieve the outlined aim and objectives, the following overarching research question has been put forward: "What are the current practices of developing communicative competence in EOP classes at a university in Vietnam?"

2. LITERATURE REVIEW

2.1. Communicative competence

The development of communicative competence has become a significant focus in contemporary research on language education [7]. As noted by Duta et al. [7], effective communication is fundamental to the teaching and learning process, as without it, meaningful interactions in educational settings cannot occur.

Communicative competence is a multi-dimensional concept with both internal and external structures. It involves not only the ability to use language correctly but also the capacity to employ it appropriately and effectively in various social contexts. Appropriateness refers to the alignment of language use with the specific circumstances of a given interaction, while effectiveness relates to achieving successful communication outcomes [8]. As defined by Savignon [8], communicative competence encompasses the ability to use language responsibly and successfully across diverse situations, requiring both implicit linguistic knowledge and the capacity to produce contextually appropriate utterances [9].

2.2. Communicative Language Teaching and Its Principles

Communicative Language Teaching (CLT) has emerged as one of the most influential approaches to language education in recent decades, prioritizing meaningful interaction as the central component of language acquisition [10]. Yang [11] noted that developed in response to earlier methods that focused heavily on grammar and structure, CLT emphasizes the importance of communication in real-life contexts. This shift has introduced various principles aimed at improving learners' communicative competence. In this literature review, key principles of CLT will be explored, offering insights into how they foster effective language learning. These principles include using tasks, learning by doing, rich and meaningful input, collaboration, focus on form, corrective feedback, and consideration of affective factors [12].

Principle 1: Task-Based Learning (TBL)

A core component of CLT is using tasks as an organizational principle, commonly referred to as Task-Based Language Teaching (TBLT). In this approach, tasks provide a real-world context for language use, helping learners develop communicative competence through meaningful interaction. Tasks, such as presentations and debates, allow learners to actively practice language skills while promoting critical thinking and problem-solving [13].

Principle 2: Learning by Doing

"Learning by doing" is another important principle in CLT, emphasizing experiential learning where students

engage in hands-on activities. This method enhances students' ability to create teaching materials and improve their language skills through active participation [14]. A study by Nishida et al. [15] found that students who engaged in active learning exhibited significantly better vocabulary retention compared to those who relied on passive methods.

Principle 3: Rich Input

In CLT, the richness of language input plays a crucial role in helping students develop communicative competence. Rich input exposes learners to authentic language in context, allowing them to practice the target language in real-world situations [16]. This principle encourages teachers to provide students with ample exposure to varied language forms, including grammar, vocabulary, and communication. Additionally, the introduction of mini texts as a teaching tool has proven effective in delivering high-quality input that addresses multiple aspects of language learning simultaneously [16].

Principle 4: Meaningful, Comprehensible, and Elaborated Input

In addition to being rich, input in CLT must also be meaningful and comprehensible. Krashen's Input Hypothesis suggests that language learning occurs most effectively when learners are exposed to input slightly beyond their current proficiency level [17]. Pre-modified information, such as simplified texts or elaborated language structures, can help learners understand complex concepts while still being challenged [18].

Principle 5: Cooperation and Collaborative Learning

Cooperative and collaborative learning environments are essential in CLT for fostering communicative competence. When students work together, they engage in authentic communication, which improves their language skills and ability to cooperate [19]. Research has shown that scaffolding strategies, such as guided practice and peer feedback, significantly enhance students' communicative abilities [20]. Collaborative learning activities can also address barriers to oral communication, particularly in post-pandemic education, where many students struggle with face-to-face interaction [21].

Principle 6: Focus on Form

In CLT, focusing on form refers to drawing attention to linguistic structures within communicative contexts. This can take the form of Focus on Form (FonF), where learners are made aware of specific language forms during meaningful communication, or Focus on Forms (FonFs), where language elements are taught explicitly [22]. Both approaches have been shown to improve vocabulary acquisition, though FonF is particularly beneficial for incidental learning that occurs naturally during communicative tasks [23].

Principle 7: Corrective Feedback

Corrective feedback is vital in improving learners' communicative abilities, particularly in speaking. Methods such as recasts - where teachers reformulate incorrect utterances without interrupting communication - are commonly used during CLT activities because they do not disrupt the flow of conversation [24]. Other feedback strategies include explicit corrections, requests for clarification, and metalinguistic feedback, which vary depending on the teacher's approach and the learning context [25].

Principle 8: Affective Factors in Learning

Emotional and psychological factors also play a critical role in CLT. Affective elements such as motivation, self-confidence, and anxiety can significantly influence language learning outcomes [26]. Addressing these emotional factors through reflective writing, counseling, or supportive classroom environments has been shown to improve learners' attitudes toward language learning and their overall performance [27]. Recognizing the importance of affective factors can enhance not only individual learning but also the dynamics within collaborative learning settings [28].

2.3. English for Occupational Purposes

English for Occupational Purposes (EOP) is a branch of English for Specific Purposes (ESP) that focuses on the practical use of English in professional and work-related settings. Unlike English for Academic Purposes (EAP), which targets academic contexts, EOP concentrates on language usage in work-related situations. As noted by Koester [29], the primary goal of EOP is to equip learners with language skills tailored to specific occupational roles, such as those in tourism, commerce, healthcare, or engineering.

The design of EOP courses is customized to meet the specific language needs of particular professions. According to Rico et al. [4], these courses are created based on a needs analysis of the target occupation, ensuring that the language content aligns with real-life professional scenarios.

Despite the growing importance of EOP, its implementation faces several challenges. One of the

main issues is the gap between the course content and the actual needs of the workplace. Although needs analyses are conducted, stakeholders have pointed out areas for improvement in EOP courses, particularly in communication skills relevant to job applications and instructional strategies [4].

Several factors influence the success of EOP courses, including the alignment of course content with professional needs, teaching methodologies, and the presence of language policies within the profession. According to Rico et al. [4], the absence of clear language policies in the workplace can negatively affect how well employees can apply the language skills learned in EOP courses.

3. METHODOLOGY

3.1. Research site and participants

This study was conducted within the Faculty of English at the School of Languages and Tourism, Hanoi University of Industry, where EOP courses are integral to the curriculum. It aimed to explore how communicative competence - encompassing linguistic knowledge and the ability to use language appropriately in professional contexts - is developed and assessed. The findings are expected to guide instructional strategies, improve assessment methods, and contribute to the broader understanding of communicative language teaching and assessment in non-native English-speaking contexts.

The study analyzed pre-existing teaching videos, showcasing authentic classroom interactions. These videos captured teacher-led activities, instructional methods, and language use, allowing an assessment of their effectiveness in fostering communicative competence. While demographic details of the teachers and students were unavailable, the videos were deemed representative. Ethical guidelines, including confidentiality and consent, were strictly followed throughout the research process.

3.2. Research methods

This study employed a qualitative method. The researcher utilized two main qualitative data collection methods. Data were collected from 13 recorded EOP classes through classroom observations. An initial draft of observation criteria was developed and reviewed by the author's supervisor to ensure clarity and address any ambiguities. These feedbacks were incorporated to refine the criteria, enhancing clarity and removing minor redundancies associated with each CLT principle. After

final revisions, the criteria were approved and served as the standard for conducting classroom observations.

To clarify two specific principles, an in-depth interview was conducted with the majority of instructors for their perspectives, improvements when teaching EOP following CLT principles.

3.3. Data collection and analysis

Phase 1: Observations

The study collected data from 13 recorded EOP classes. After a draft observation, the criterion was built and then consulted with the author's supervisor, to eliminate ambiguity. Based on that feedback about the observation's criteria, adjustments were made to enhance clarity and remove minor redundancies within each principle. Upon finalization, the criteria were approved as a benchmark for classroom observations.

Phase 2: In-depth interviews & analysis of syllabi

In the second phase, data were organized into thematic categories to guide the in-depth interviews. Seven participants were selected for the interviews, which aimed to provide deeper insights into perspectives on Principles 5 and 8. Interview data were categorized into themes for analysis. For participants unable to attend in-person interviews, online interviews were arranged and recorded, ensuring comprehensive and inclusive data collection. Moreover, teaching materials were analyzed to clarify the tasks in Principle 1.

4. FINDINGS AND DISCUSSION

4.1. Findings

The teachers follow 8 CLT principles in their teaching

Figure 1 illustrates the percentage of teachers who follow and violate the principles of teaching communicative competence development in CLT. As can be easily seen from the figure, the ratio of teachers who adhere to and violate the principles fluctuates, with notably 100% of teachers following principle 1 "Task-based Learning", principle 2 "Learning by Doing," and principle 8 "Affective factors of learning" when teaching English communicative competence to students in the EOP classroom. In addition, principle 3 "Rich Input", principle 4 "Meaningful, Comprehensible, and Elaborated Input", and principle 7 "Corrective Feedback" have an equal number of teachers, totaling 12 individuals, constituting over 92%. Furthermore, principle 5 "Cooperative and Collaborative learning" records the least number of teachers.
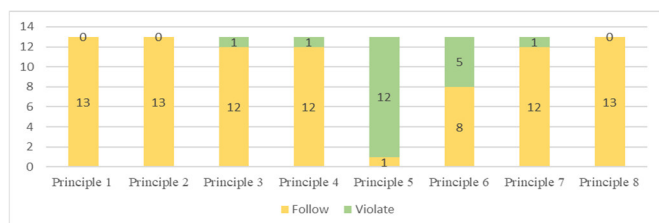
Figure 1. Eight principles of CLT for developing communicative competence

Theme 1: Task-based learning

The data from Figure 1 shows that 100% of teachers use tasks as an organizational principle in teaching. The underlying reason is that, based on the research institution, all language classes are structured following a flipped classroom model. Therefore, the learning materials, textbooks, and resources are all built around tasks for each language skill (online learning on the EOP system) and offline tasks for practicing speaking skills.
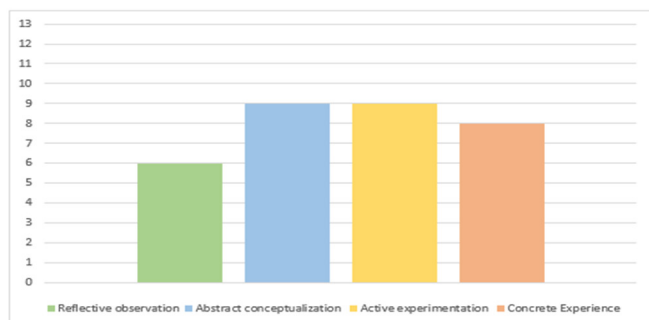
Theme 2: Learning by doing

Figure 2. Modes in Principle 2 "Learning by Doing"

As can be seen in Figure 2, there are four phrases would be used by teachers. Six instructors utilized the initial phase. For instance: Teacher 1 instructs students, "...*so, you're gonna work in pairs, with one will be an employee for 2 days, and one will be an employee for 5 years*". He further explains in Vietnamese, "*một bạn đóng vai là người nhân viên mới chỉ đi làm 2 ngày, và một bạn đóng vai là nhân viên đã có 5 năm kinh nghiệm...*". Subsequently, students engage in practicing conversations regarding job duties within a company.

Nine instructors utilize the second phase - "abstract conceptualization" to promote students in EOP classes. Teacher 1 supplements by saying, "*Sau khi trả lời câu hỏi thì các bạn có thể work in pairs,… hỏi và trả lời, có thể bạn này nói về trải nghiệm của Peter, bạn kia nói về trải nghiệm của John*".

The third phase witnesses a high number of instructors follow, comprising 9 out of a total of 13 individuals. Teacher 5, on the other hand, employs this phase differently. She asks her students, "*Do you know how to ask your friends, class?*". Her students respond, "*Are you going to do...*". She replies, "*That's right, for example, who can give me an example of the question for the first role... (waiting for students to answer)... yeah, are you... (pausing for a few seconds)... are you going to do a course... yeah, what else?... after... after graduation, right?*". In this way, she hints at and shapes how students ask questions in a specific activity so that students can base their conversational communication on it.

The final phase in Principle 2 is active experimentation. Eight teachers apply this phase to motivate students. Teacher 12 assigned a presentation task to students: "*the classifications of tour packages which will be presented by group 4… and the next part is presented by group 4, please welcome*". Through the presentation by group 4, she comments on and encourages other students in the class to ask questions.

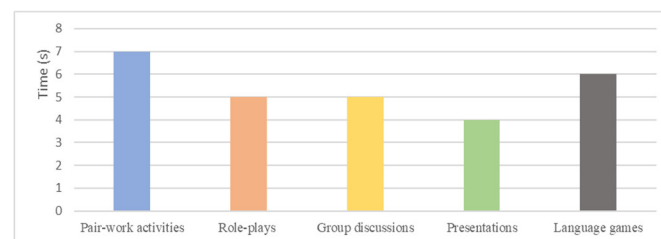### Theme 3: Rich, Meaningful, Comprehensible, and Elaborating Input

Figure 3. Frequency of Interactive input types

A total of 17 instances of interactive input were observed among the 13 participants. Pair-work activities were used most frequently, with seven occurrences, while presentations were used the least (four times). Additionally, role-plays and group discussions were utilized an equal number of times during the lesson.

Regarding pair-work activities, out of the total 17 activities observed, seven were pair-work (constituting over 41%). This activity is the most diverse as it can involve working in pairs to complete a dialogue, role-playing with two individuals, or even playing games in pairs, making it a preferred form of interactive input for many teachers. For example, Teacher 5 mentioned, "*...and then you can ask a friend, and you can ask a friend some of the questions here but also you can add some more questions of yourself*".

On the contrary, presentations are activities that fewer teachers prefer to use, with four times accounting for nearly 24%. For example, Teacher 6 requested, "*Cái phần này nhá, các bạn sẽ phải chuẩn bị 1 bài nói ngắn về kế hoạch tương lai sau khi mà tốt nghiệp đại học… Còn lại ở dưới lớp*

các bạn sẽ có 6 phút để chuẩn bị bài nói, sau đó cô sẽ gọi các bạn, are you clear?" .

Role-plays and group discussions each accounted for five out of a total of 17 instances, representing over 29%. In this context, Teacher 4 utilizes role-play with the instruction, "*You will play the role of a salesman, and one will be a customer…*" and elaborates further with, "*What do you work in this? Yes, salesman and customer*".

The language game has garnered a positive reception from many teachers and students, as evidenced by its utilization in 6 out of a total of 17 instances in the classroom, constituting over 35%. Notably, Teacher 9 designed two games to enhance interaction among their students, stating, "*We're gonna have a small game as usual*". The phrase "as usual" indicates that this teacher frequently incorporates games into their classes.

Theme 4: Cooperative and Collaborative Learning

The data from Figure 1 reveals that the highest percentage of teachers applying collaborative learning techniques amounts to 11 out of a total of 17 participants (constituting over 84.6%). Meanwhile, the percentage of teachers utilizing cooperative learning techniques and those using both cooperative and collaborative learning techniques is equal (both recorded above 7.7%). An in-depth interview was conducted to clarify the reasons why teachers prefer using Collaborative learning techniques in classrooms.

Interview participants provided a total of 11 responses regarding their perspectives on "why most teachers tend to use collaborative learning techniques in the classroom?". Data from the chart indicates that seven out of 11 responses from teachers referred to the "*available course book and teaching organization guide*". Teacher 4 shared that "*all curriculum materials, resources, detailed syllabi, or teaching guidelines are already prepared and reviewed, so most teachers simply follow these existing materials for instruction*". Teachers 1 and 13 also held the same view.

In addition, teachers 6 and 7 cited "time limitation" as another factor that makes them cautious when applying cooperative learning techniques. They explained that "*each activity in the book has a specific time frame, and this time is fixed*". Therefore, if they want to be creative or modify activities using cooperative learning, there may not be enough time to complete the remaining activities. As a result, the lesson objectives may not be fully achieved.

Theme 5: Focus on form and focus on forms

The data from Figure 4 illustrates the percentage of teachers applying the "Focus on form" approach in EOP classes. As discussed above, this principle includes two

smaller terms: "Focus on form" and "Focus on forms". Analysis of responses from 13 participants reveals that the highest percentage of teachers do not use this technique (38%). Meanwhile, the percentage of teachers using the "Focus on forms" technique is slightly lower (31%), with the percentage of teachers using both techniques being the lowest (8%). The remaining percentage represents teachers solely utilizing the "Focus on form" technique (23%).

■ Using focus on form ■ Using focus on forms ■ Not use any ■ Use both focus on form and focus on forms
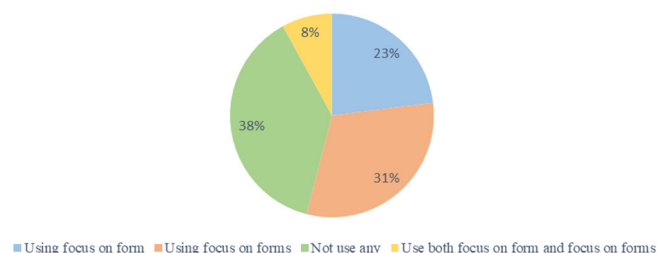
Figure 4. Application of Principle 6 of "Focus on form"

Out of the 13 teachers, five do not apply any technique within Principle 6 in their EOP classes. Conversely, the percentage of teachers using both "Focus on form" and "Focus on forms" techniques amounts to 8% (one teacher). Teacher 5 utilizes the "Focus on form" technique during student practice activities *"Tuy nhiên là đối với câu đầu tiên ý, Quân dùng là I will tell you about, tuy nhiên ở đây chúng ta đã có sự chuẩn bị rồi nên phải nói là "I am going to tell you about…"*.

Regarding the application of the "Focus on forms" technique, four out of 13 teachers implement it in their classes. Teacher 7 explains prepositions of place grammar *"The preposition of place. Do you know it? Preposition of place (no one answer). NO?... in, on, at… under, next to (she lists)… what others?"* and further reinforces the concept in the mother tongue *"cái vị trí gì ấy nhở… what is this? No?... No? Trạng từ hả? Trạng từ? (she asks) thật không?... Giới từ chỉ vị trí".*

In terms of utilizing the "Focus on form" technique, three out of 13 teachers apply this method. This technique is employed by Teacher 3, who engages students by contrasting "DON'T LIKE" and "DO LIKE," prompting them to identify the incorrect phrase. Pointing to the phrases, he inquires, "*Which one is wrong? This or this?*" A student responds with "*DO LIKE*." Teacher 3 elaborates, stating, *"No, cả hai đúng. Khi mình cái DO này, nó mang nghĩa emphasize, là gì nhỉ, nhấn mạnh. Mình nhấn mạnh gì đây?... Động từ…"*

Theme 6: Corrective feedback

The combined use of negative and positive feedback is favored by the majority of participants, notably including teachers 5. Teacher 5 employs positive

feedback by consistently offering praise during individual activities, such as "*Yes, very good, a beautiful future*" or "*well done*" or "*that's right,…*" or by providing feedback in the source language, "*Đầu tiên là gì, Minh Quân đã trình bày được toàn bộ các thông tin*". However, following a positive feedback session, not only Teacher 5 but also most other teachers provide negative feedback to help students identify their mistakes and make corrections. Teacher 5 supplements negative feedback by stating, "*tuy nhiên là đối với cả câu đầu tiên ý…*".
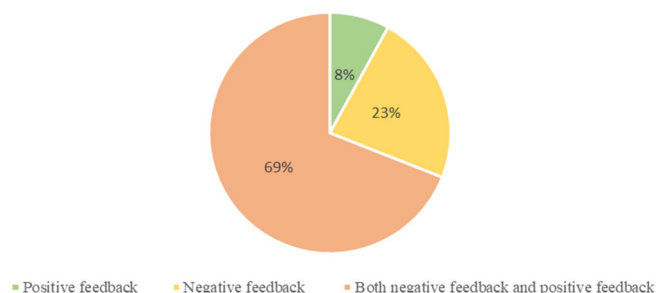

Figure 5. Types of feedback in EOP classrooms

On the contrary, the practice of exclusively using negative feedback was observed among three participants (constituting 23%). Teacher 1 solely employs negative feedback throughout the observed period, with remarks like "*Can you repeat your answer?*" or "*Did you get the discount. Discount đâu, 10% discount nữa mà*", or "*Không, không "Yes, she did" vào đấy nữa nhé*", or "*I feel or I felt…*" .

Theme 7: Affective factors of learning

Through observations, the researcher has identified several methods commonly applied by teachers when teaching EOP classes. Students in the classroom typically encounter three main issues, self-esteem, motivation, and anxiety. As a second language learner for many years, the author deeply understands the importance of self-esteem or confidence when learning a language. Therefore, building confidence in language learning is extremely crucial. Teacher 13 also provided similar encouragement after guiding students in pronouncing vocabulary on the school's online learning system with comments like "*very nice, good, perfect, amazing, wonderful, you did very well,…*".

Teachers can promote student motivation in various ways, such as providing clear and detailed feedback, giving bonus points, and creating a dynamic environment where students can comfortably engage in communication activities and express personal opinions. Teacher 3 awarded bonus points to students after completing a task, saying, "*If you do well, I will give you extra points for the ongoing score*".

4.2. Discussion

The findings provide significant insights into how teachers in the EOP classroom adhere to CLT principles to foster the development of communicative competence. The data reveals a strong adherence to several key CLT principles, with certain areas where improvement can be explored. Below is a discussion of the key themes and trends observed.

Adherence to CLT Principles

The study demonstrates that 100% of teachers follow critical CLT principles, such as Task-based Learning, Learning by Doing and addressing Affective Factors of Learning. This adherence highlights the recognition of these principles as essential for developing communicative competence in learners. Heredia et al. [30] highlight that task-based learning is particularly emphasized, likely due to the institutional requirement for a flipped classroom approach, which heavily relies on tasks for teaching language skills both online and offline. This finding aligns with Hicks et al. [31], suggesting that the structure of the curriculum plays a vital role in ensuring that teachers follow specific teaching practices.

The high level of implementation of principles such as Rich Input and Corrective Feedback also reflects an understanding of the importance of providing students with ample opportunities to engage with meaningful and comprehensible language. However, the lesser use of Cooperative and Collaborative Learning techniques points to an area that could be explored further. Roberts [32] explains the reasons for this, including time constraints and reliance on pre-set materials, indicating that practical limitations may hinder the full application of these principles. Teachers might benefit from more flexible teaching resources or professional development to integrate cooperative learning without feeling pressured by time or syllabus structure [33].

Learning by Doing and the Modes of Implementation

The analysis of the modes used in the "Learning by Doing" principle reveals a strong preference for active experimentation and abstract conceptualization, with varying levels of application among teachers. Suryadarma and Jones [34] emphasize teachers' frequent use of pair work and discussions, demonstrating a commitment to interactive, student-centered activities.

Moreover, Swain and Lapkin [35] highlight the active participation of students in role-plays, presentations, and real-world simulations indicating that teachers value learning by doing, aligning with the CLT principle that

learning is most effective when students are engaged in authentic communication activities.

The varied use of different phases, such as Teacher 1's detailed instructions on role-playing and Teacher 5's prompting questions to elicit students' understanding, reflects a practical approach to helping students internalize language structures through interaction. This emphasis on real-life scenarios enhances students' communicative competence by creating opportunities to apply language in meaningful contexts. However, Glessmer et al. [36] suggest that the reliance on fixed phases is more flexible in experimenting with diverse methods and could encourage greater spontaneity in student responses.

Rich, Meaningful, and Elaborative Input

The findings on the use of interactive input, particularly the heavy reliance on pair-work activities (over 41%), underscore the preference for structured interaction among students. This method aligns with findings by Парна Робота et al. [37]. However, the lower frequency of presentations (24%) suggests that while teachers value interactive input, there may be hesitation to use more formal communicative activities, potentially due to students' anxiety or lack of confidence in public speaking. Encouraging students to engage more in presentations could develop a wider range of communicative skills, including fluency and confidence in delivering extended discourse [38].

Focus on Form vs. Focus on Forms

The data suggests that a majority of teachers in EOP classes do not apply the "Focus on form" technique, which is emphasized in Davies's research [39], drawing learners' attention to linguistic elements as they arise in meaning-focused activities. The low application of both "Focus on form" and "Focus on forms" may indicate a preference for more holistic approaches that focus on communication rather than isolated language forms [22]. Teachers seem to prioritize fluency and the use of language in real-life contexts, which aligns with the goals of CLT. However, as some teachers demonstrated with their use of corrective feedback, focusing on form during communicative activities can help students become more aware of specific language structures, potentially leading to more accurate use of language.

5. CONCLUSION

The discussion highlights that while teachers in the EOP classroom generally adhere to key CLT principles,

practical limitations such as time constraints and inflexible teaching materials affect their ability to implement some of the more collaborative and cooperative aspects of CLT. The findings suggest that institutional support in terms of providing adaptable resources and encouraging professional development could enhance teachers' ability to fully integrate CLT principles in a way that promotes communicative competence across diverse learner groups.

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