Instruction of Vocabulary at the Higher Secondary Level in Bangladesh: Integration of Communicative Language Teaching (CLT) with Vocabulary Tasks

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ABSTRACT	Published Online: February 06, 2025

The research aimed to enhance vocabulary instruction at the upper secondary level in Bangladesh by integrating Communicative Language Teaching with vocabulary activities. This study examined the common vocabulary tasks associated with Communicative Language Teaching (CLT) for grades 11-12, current vocabulary learning techniques and tasks, the challenges that impede the effective application of these methods, and the potential strategies for enhancing vocabulary acquisition, focusing on key factors that could improve students' English vocabulary. A mixed-methods approach was used for data collecting and analysis. The research included surveys from 100 students, interviews with 10 instructors, and classroom observations to gather data. The cluster random sampling approach was used to select samples for this research, focusing on a group of current (Higher Secondary Certificate) HSC-level students and instructors. The objective data acquired via questionnaires were statistically evaluated using descriptive statistics expressed as percentages, whereas the interview and classroom observation data were presented in narrative form via comments. The study's results suggested that the alignment of CLT and vocabulary activities significantly influenced the development of students' vocabulary. Research indicated that students and educators extensively use both vocabulary activities and the principles of CLT to enhance vocabulary acquisition. The research identified common issues in vocabulary acquisition and proposed many solutions to facilitate comprehensive vocabulary learning.

KEYWORDS: Integration, Effectiveness, Current practices, Vocabulary tasks, CLT.

INTRODUCTION

Background of the Study

In today's multilingual world, English is esteemed as an international language and serves as a lingua franca for essential worldwide communication. Consequently, the significance of knowing English worldwide is indisputable. Proficient mastery of the English language requires a robust understanding of its vocabulary since words are regarded as the fundamental units of the linguistic system (Maniruzzaman, 2004). "Without grammar, minimal communication is possible; without vocabulary, no communication is achievable" (Wilkins as quoted in Thornbury, 2006). Moreover, without a robust vocabulary,

students have several challenges in understanding and executing the four primary skills: listening, speaking, reading, and writing in English (Hayet, 2018). Recognizing the importance of vocabulary in English language acquisition, Bangladesh's educational system integrates vocabulary training across several levels. Vocabulary training occurs throughout the Higher Secondary Certificate (HSC) program, including classes 11 and 12, which is a pivotal stage of education in Bangladesh. To further the development of tasks and techniques, it is essential to examine the strategies used by instructors and students in language acquisition. Furthermore, to effectively execute the activities or tactics for vocabulary acquisition, it is essential to examine the prevalent challenges and possible remedies that may emerge during vocabulary learning in Bangladesh at this educational stage. Instructing vocabulary necessitates not only conveying the meanings of individual words or multi-word expressions but also illustrating their practical application in many sentences and contexts. Consequently,

the Communicative Language Teaching Approach (CLT) was introduced in Bangladesh in the 1990s. It was believed that CLT would mitigate the deficiencies of learners in English. Communicative Language Teaching (CLT) is defined as a framework of concepts about the goals of language instruction, the nature of classroom activities that facilitate learning, and the roles of educators and students within the educational environment (Richards, 2006). Savignon (2007) said, "It would be improper to refer to CLT as a teaching 'method' in any sense of that term as it was utilized in the 20th century." CLT is an approach that perceives language as inextricably linked to personal identity and social conduct" (p. 217). Although the principles of communication Language Teaching (CLT) are not novel, the government implemented CLT in 2001 for grades six to twelve to enhance students' communication skills (Rahman and Karim, 2015; Shurovi, 2014). The objective of this pedagogical method is to enhance pupils' communication skills. This technique aims to enhance pupils' two essential language skills: productive (writing and speaking) and receptive (listening and reading). Consequently, CLT impacts vocabulary instruction, and with CLT, vocabulary activities may be authentically integrated at the Higher Secondary Certificate (H.S.C) level.

Objectives of the Study

The research aimed to enhance vocabulary instruction at the upper secondary level by integrating Communicative Language Teaching with vocabulary exercises. Five goals have been delineated in this process.
1. To ascertain the application of several task types for vocabulary instruction at the H.S.C level;
2. To investigate the impact of Communicative Language Teaching (CLT) on vocabulary instruction at the H.S.C level;
3. To examine the congruence of Communicative Language Teaching with vocabulary challenges at the Higher Secondary Certificate level in Bangladesh;
4. To analyze the existing methodologies used to facilitate vocabulary instruction.

Justification of the Study

Despite completing three or four levels of school and enduring over 10-15 years of academic life, Bangladeshi students nevertheless exhibit a deficient command of the English language, attributable to their restricted vocabulary knowledge. This results from both an insufficient understanding of vocabulary acquisition activities and methods, as well as inadequate experience with effective strategies and prevalent challenges in vocabulary learning. This study will examine vocabulary learning tasks, the methods employed by students and teachers to facilitate vocabulary acquisition, the adequacy of textbook tasks for vocabulary learning, prevalent challenges in vocabulary acquisition, and potential solutions to enhance vocabulary learning for overall improvement in English proficiency. The

objective of this research is to evaluate the effectiveness of CLT in vocabulary instruction and acquisition. Since the 1960s, extensive research by English linguists has led to the development of several creative ideas and methodologies for studying vocabulary acquisition in a second language. The significance of the CLT methodology, which originated from adaptations of the British Situational Language Teaching approach in the late 1960s, must be underscored. The Grammar-Translation Method was progressively replaced by CLT as a prominent language instruction technique. The objective of this research is to delineate a vocabulary instruction technique that aligns with the methodologies of CLT.

Research Questions

RQ1: What kinds of vocabulary-learning tasks are employed in H.S.C. classes?
RQ2: How does CLT affect vocabulary instruction at the H.S.C level?
RQ3: Are the vocabulary tasks used to teach vocabulary at the higher secondary level appropriately aligned with CLT?

RQ4: What methods are currently used to ensure teaching vocabulary?

Limitations of the Study

The principal limitation of the research is the little time allocated for its completion. A further limitation of the research is that several participants in the focus group talks and questionnaires showed a lack of interest in the work and were keen to expedite its completion, complicating the collection of direct data from them. The researcher invested much time and effort explaining the subject, the study's objective, and her anticipated findings to certain participants due to their ambiguous understanding of the vocabulary acquisition task and methodologies. Certain respondents were excluded from the sample pool owing to these criteria. She was unable to use more devices owing to temporal, budgetary, and associated social limitations. Had he been able to get information from institutions outside Cumilla, the study's conclusions may have been more compelling. Furthermore, if the researcher had the chance to consult with English specialists from Bangladesh, this work may provide a more comprehensive analysis.

LITERATURE REVIEW
Previous Works Done on Teaching Vocabulary in Different Contexts

In his study "Vocabulary Teaching Techniques: A Review of Common Practices," Alizadeh (2016) offers a concise overview of prevalent vocabulary teaching and learning methods, emphasizing two overarching concepts: teaching words in context versus out of context, and incidental versus intentional vocabulary acquisition, specifically within the Iranian context. Alqahtani (2015) in his study "The

Importance of Vocabulary in Language Learning and How to Be Taught" underscores the significance of vocabulary acquisition, characterizing it as a fundamental component of foreign language education, with the meanings of new words frequently highlighted in both literature and educational settings. This article elucidates many strategies used by English educators in teaching the language, with the author's perspective on these matters within the Saudi Arabian context, along with further advice. Amirian and Heshmatifar (2013) examined the prevalence of various vocabulary learning techniques among EFL university students at Hakim Sabzevari University in Iran in their study titled "A Survey on Vocabulary Learning Strategies: A Case of Iranian EFL University Students." The findings indicate the hierarchy of tactics used by students, ranked from most to least frequent: determination (DET), cognitive (COG), memory (MEM), metacognitive (MET), and social strategies (SOC). Their data specifically reveal that context-based guessing and dictionary use is the predominant tactics, while soliciting meanings from teachers or peers is seldom employed. Nushi and Jenabzadeh (2016) emphasize the significance of academic vocabulary and methods for instructing adult EFL/ESL learners at intermediate and advanced competence levels in their essay "Teaching and Learning Academic Vocabulary." It presents 10 strategies, mostly those that stimulate students' cognitive faculties, which might subsequently enhance the teaching and acquisition of academic language. This document also presents several online tools and technology that facilitate the teaching and learning of academic language. The report finishes with four significant lists of academic vocabulary that might assist second-language educators in identifying and selecting academic terms for their instructional preparation. In their work "Vocabulary Learning: A Critical Analysis of Techniques," Oxford and Crookall (1990) assess over a dozen vocabulary acquisition methods for learners of a second or foreign language. The strategies are classified into four overarching categories: decontextualizing, semi-contextualizing, completely contextualizing, and adaptive. Each approach is assessed based on its foundational theoretical premises and practical applicability. Specific implications for the classroom are also provided. Bristi (2015), in her research titled "Exploring Vocabulary Learning Strategies Used by Bangladeshi Undergraduate EFL Learners: A Comparative Analysis of Three Proficiency Level Learners," examined the vocabulary learning methods used by Bangladeshi undergraduate EFL learners. The study indicates that Bangladeshi undergraduate EFL learners mostly use determination methods while using social, memory, cognitive, and metacognitive techniques to a modest extent. The cognitive technique is the least used among them. The research has also shown that these learners exhibit little changes in their strategic approaches across varying skill levels. The researcher has identified many implications for teaching vocabulary learning strategies based on the data. It

has provided recommendations for the more efficient use of vocabulary acquisition methodologies by Bangladeshi undergraduate EFL learners.

Siddiqua (2016) in her article "Challenges of Teaching English Vocabulary at the Higher Secondary Level in Bangladesh" analyzes the correlation between foreign-language learners' attitudes and their accomplishments about vocabulary instruction and acquisition methods in English, particularly within the higher secondary education context in Bangladesh. The research indicates that most respondents had favorable views about acquiring new vocabulary both in isolation and within context. The research also reveals the need to use the learners' native language when circumstances require it. Miraj et al. (2015) examine the role of vocabulary in enhancing learners' language proficiency, facilitating comprehension of listening and reading materials, and enabling the accurate expression of thoughts, ideas, and emotions in both spoken and written forms, particularly within the context of Bangladeshi Higher Secondary Certificate education, in their article "The Role of Vocabulary in English Language Teaching and Learning in Higher Secondary Education Level." This research aims to extract information from students' comments on their unique learning experiences and to further analyze the links between instructors' views, their instructional methods, and the resultant benefits to students. In their article, "Vocabulary Learning Principle And Tasks in EFL Classrooms: A Study on the Higher Secondary Level in Bangladesh," Hayet and Bipasha (2020) examine the impact of vocabulary learning principles and tasks (VLPT) on enhancing the vocabulary knowledge of higher secondary students. The research investigates the essential elements that may enhance the vocabulary of EFL students by analyzing the application of vocabulary learning concepts and assignments that facilitate vocabulary growth. It also indicates that EFL students at the HSC level lack enough awareness of the importance and efficacy of VLPT in their lectures. The study's results have instructional consequences for both instructors and students. In his article "English Vocabulary Development of Senior High School Students: A Study on the Similarities and Differences in Motivation and Skills between English Medium and Bengali Medium Learners," Biswas (2013) analyzes the motivational and skill-based similarities and differences in English vocabulary development between English medium and Bengali medium learners. He defines motivation as the 'willingness to do a task.' He discovers that significant categories of motivation pertinent to second language learning are intrinsic, instrumental, and social motivations. Motivational variables are crucial drivers of learners' success in second language acquisition and the enhancement of different language abilities, including speaking, reading, writing, and listening. The findings indicate that there are several parallels in motivation and

abilities between English medium and Bengali medium pupils, despite their differing educational backgrounds. The report indicates that both English and Bengali medium students attribute more significance to motivating elements associated with English language abilities compared to those that are not directly connected.

Previous Works Done on CLT in Different Contexts

A multitude of exceptional works have been authored to delineate and encapsulate the attributes of CLT. Various writers have published papers and reports on Communicative Language Teaching and its fundamental components (Canale, 1981). Despite the existence of several definitions and interpretations of CLT and its operational mechanisms, certain fundamental ideas are widely accepted (Rodgers, 1986). Richards (1992) asserts that Communicative Language Teaching is a strategy for instructing foreign or second languages that prioritizes the attainment of communicative competence. Richards and Rodgers (1986) assert that the objective of Communicative Language Teaching is to cultivate the learner's four abilities (listening, speaking, reading, and writing) to foster their autonomy in language and communication.

Howatt (1984), as referenced by Aleixo (2003), posits that there are two iterations of Communicative Language Teaching (CLT). He asserts that there exists, in a certain context, a robust variant of the communicative technique and a feeble one. The prevalent weak version, established as standard practice over the last decade, emphasizes the need to offer learners chances to use English for communicative reasons. The robust variant of the communicative method asserts that language acquisition occurs via conversation, rather than only focusing on the enhancement of the language system itself. The weak version articulates 'learning to use English,' but the strong version asserts 'using English to facilitate learning.' Alam (2001) said that the proficiency of Bangladeshi learners in English is subpar. The educators do not provide genuine resources to the kids. The target language is not used in the classroom, and authentic communication is overlooked. They prioritize reading and writing due to the absence of listening and speaking components in the examination.

As communicative language teaching (CLT) is a wholly learner-centered methodology, motivation is pivotal in the acquisition of the English language. English is a mandatory subject in educational institutions in Bangladesh; however, due to insufficient motivation, few students attain the requisite proficiency in the four fundamental skills (listening, speaking, reading, and writing), resulting in widespread incompetence among the majority of learners. In classroom learning, students encounter several challenges such as high-class sizes, inadequate opportunities to use the target language, the absence of a language laboratory, and a deficiency of proficient English teachers capable of

motivating struggling students to achieve competence, all of which hinder the implementation of Communicative Language Teaching (CLT). Most Bangladeshi learners acquire English for instrumental rather than integrative objectives. However, the inspiring setting is insufficient to enhance learners' willingness to acquire English efficiently (Sharmeen, 2008). Rahman (1987) provides a comprehensive overview of English language acquisition in Bangladesh. He asserts that students' characteristics, instructors' skills, and the use of resources are crucial in Communicative Language Teaching (CLT). The majority of pupils lack motivation to study the English language, and several instructors lack professional expertise in English language instruction. The educators are oblivious to contemporary language instruction techniques. Their proficiency and knowledge of English are inadequate. The classrooms in the majority of educational institutions are poorly designed. The rooms lack spaciousness and do not facilitate mobility for language activities. Moreover, there is an insufficient quantity of instructional resources in a Communicative Language Teaching classroom. Nevertheless, pupils seldom use the National Curriculum & Textbook Board (NCTB) textbook, and just a few employ dictionaries or further supplemental resources. The educators are inadequately prepared before conducting the lessons. Private instruction is provided, and pupils prefer using notebooks and handwritten notes from private teachers over traditional textbooks.

RESEARCH METHODOLOGY

The researcher used a mixed-methods technique in this investigation. A mixed-method approach entails the collection of data from participants in both qualitative and quantitative formats. A clear and exact understanding of information is beneficial. The mixed-method approach has the benefit of multi-level study of complicated situations (Dornei, 2007). The data obtained from mixed methods has widespread acceptability globally. Data were gathered from 4 August to 20 August 2022. To ensure validity, many questions pertinent to the research topic were included; four distinct research instruments were used to guarantee dependability, and the researcher refrained from using any first-person pronouns such as I or we to maintain impartiality.

Sampling

The researcher engaged with students and professors from several upper secondary institutions in Cumilla district, Bangladesh, to form a representative sample of the total population, since it is unfeasible to gather data from all colleges in Bangladesh. This research employs the Cluster Random Sampling Method.

Sampling Area

Due to cost restrictions and time limitations, the researcher was compelled to confine the sample region to the Cumilla district in Bangladesh. The researcher engaged with students

and instructors from several colleges throughout different regions of Cumilla to gather questionnaire data from students, interview data from teachers, focus group discussion data from students, and classroom observation data.

Sampling Population

The researcher gathered data from students and professors at many institutions in the Cumilla area, ensuring that the sample size was less than the total population. The researcher targeted students and teachers from various colleges at the HSC level to examine vocabulary learning tasks in the English for Today (EFT) book for grades 11-12, as well as to assess their attitudes towards these tasks and their responses to existing challenges and opportunities in vocabulary acquisition. He included the pupils of the Higher Secondary Certificate level (grades 11-12). The instructors were also from equivalent colleges and are now teaching. The entire sample comprises one hundred sixteen individuals (100 students for questionnaire data and 16 instructors for interview data). The distribution of the sample population is shown in the tables below, based on the sampling region.

Table 1: Distribution of sampling population (Students) for questionnaire data according to sampling area and level (class)

Sl. No	Sampling Area	Sampling Population		
		1st Year	2nd Year	Total
1	Comilla Victoria Govt. College	10	10	20
2	Comilla Govt. College	8	7	15
3	Comilla Govt. Womens College	7	8	15
4	Comilla Residential College	5	5	10
5	Comilla Govt. City College	6	4	10
6	Ibne Taimia School and College	3	2	5
7	Lalmai Govt. College	4	2	6
8	Sonar Bangla College	3	2	5
9	Ispahani Public School and College	2	2	4
10	Ethnica School and College	3	2	5
11	Comilla Ajitguha College	3	2	5
	Total			100

Table 2: Distribution of sampling population (Teachers) for interview data according to the sampling area

Sl. No	Sampling Area	Sampling Population
1	Comilla Victoria Govt. College	2
2	Ibne Taimia School and college	2
3	Lalmai Govt. College	3
4	Ispahani Public School and College	2
5	Ethnica School and College	1
	Total	10

Research Instruments and Data Analysis Tool

The study employs a mixed-method approach, using four research instruments: (1) surveys for quantitative data, (2) interviews, (3) classroom observations, and (4) focus group discussions for qualitative data. Following the collection of data via questionnaires from students across several colleges, interviews with many instructors from different institutions, and classroom observations, the researcher started data analysis. The researcher selected MS Excel 2010 for the analysis of objective data. The researcher first entered data into MS Excel and categorized it by the student's level and institution. The researcher then entered the data from the five scales into the Excel spreadsheet. This program was used to calculate the average replies of the participants as both a percentage and a total. Calculating standard deviations is essential for determining if the sample distribution is normal and whether the findings are statistically significant and representative of the community.

FINDINGS AND ANALYSIS

Findings and Analysis of Students' Questionnaire

As mentioned above, the students' data were collected through 20 questions. Regarding the sections containing objective questions, a five-point (1-5) Likert scale is used. The findings and analysis of these sections are going to be described separately below-

Table 3: Findings and Analysis of Students' Questionnaire

(A=Always; 5, O=Often; 4, N=Neutral; 3, S=Seldom; 2, Nev. = Never; 1)

Statements (Respondent= 100 students)	Responses (in Percentage)					
	A	O	N	S	Nev	Total
1. I use the dictionary to learn vocabulary.	33	47	7	9	4	100
2. I learn vocabulary by matching a word with another word(s).	23	28	21	18	10	100
3. I relate a word to any context or situation to learn vocabulary.	27	22	25	12	14	100
4. I learn different phrases or idioms in the case of learning vocabulary.	18	31	18	21	12	100
5. I learn vocabulary by using specific clues.	22	36	17	20	5	100
6. I add prefixes or suffixes with a root word to learn vocabulary.	28	28	27	11	6	100
7. I attempt group words to learn vocabulary.	15	30	21	22	12	100
8. I learn vocabulary by connecting a word with any real object.	15	36	19	20	10	100
9. I learn vocabulary by observing a picture related to specific words.	35	32	17	9	7	100
10. I learn vocabulary by using cards with the necessary direction.	16	23	24	13	24	100
11. I learn vocabulary by engaging myself in listening and reading activities.	29	33	14	20	4	100
12. I guess the meaning of any words/sentences from the context if I do not understand.	46	22	14	8	10	100
13. I read extensively which helps me to develop fluency in reading and promote vocabulary acquisition.	22	36	17	20	5	100
14. I try to make repetition to learn new words.	16	34	20	19	11	100
15. I practice vocabulary in group work activities.	54	30	9	6	1	100
16. Repetition and reading aloud in pairs help me to memorize vocabulary.	52	26	12	8	2	100
17. The teacher encourages us to become autonomous learners.	28	41	9	16	6	100
18. The teacher creates an appropriate classroom environment that encourages me to learn vocabulary.	23	18	21	28	10	100
19. The teacher encourages cooperative learning by using small group work and pair work to discuss vocabulary-related problems.	33	47	7	9	4	100
20. The textbook task techniques for learning vocabulary are implemented by the teachers in the classroom.	22	36	14	16	11	100

1. In reaction to the assertion "I utilize a dictionary to acquire vocabulary," the majority of students (80%) replied positively, indicating that they consistently or often employ a lexicon for vocabulary enhancement. Thirteen percent of the students expressed negative responses, indicating they never or seldom use this strategy, while just seven percent remained neutral on the matter.

2. In answer to statement number 2, "I acquire vocabulary by correlating a word with another word (s)." Fifty-one percent of the students said that they often or always acquire vocabulary by associating a term with another word(s), whereas a minority of students (28%) reported that they do so seldom or never. Concerning this inquiry, 21% of the students expressed neutrality.

3. In answer to statement number 3, "I relate a word to any context or situation to learn vocabulary," about half of the students (49%) said that they consistently or often associate a word with various contexts or situations to enhance their vocabulary acquisition. Conversely, 26% of the students provided a negative

response, indicating that they never or seldom engage in such behavior. Concerning this inquiry, the remaining pupils (25%) exhibited neutrality.

4. Approximately 49% of the students replied favorably to statement number 4, "I learn different phrases or idioms when acquiring vocabulary," indicating that they do so often or consistently. Conversely, 33% of the students provided negative responses, indicating that they seldom or never engage in such behavior. Concerning this inquiry, the remaining students (18%) maintained a neutral stance.

5. In answer to the statement "I learn vocabulary by using specific clues," over half of the students (58%) affirmed that they consistently or often engage in this practice. Conversely, 25% of the students said that they seldom or never engage in such behavior. In this inquiry, the remaining students (17%) maintained a neutral stance.

6. In answer to the statement "I add prefixes or suffixes to root words to enhance my vocabulary," 56% of students affirmed that they consistently or often use prefixes or suffixes with root words for vocabulary acquisition. Conversely, just 17% of the pupils exhibited a different response, as they seldom or often do so. Concerning this inquiry, the remaining 27% of students had a neutral reaction.

7. In evaluating the statement "I employ group words to acquire vocabulary," 45% of the students replied affirmatively, indicating that they consistently or often engage in this practice. Conversely, 34% of the students said that they seldom or never engage in such behavior. The remaining students (21%) had a neutral stance on this subject.

8. 51% of the students positively said that they consistently or often associate a term with a tangible item to acquire vocabulary, whereas 30% of the students expressed the contrary, stating they seldom or never engage in this practice. Concerning this inquiry, just 19% of pupils were identified as neutral.

9. In evaluating statement number 9, "I learn vocabulary by observing a picture related to specific words," over two-thirds of the students (67%) reacted positively, indicating that they often or frequently engage in this practice, while only 16% of the students responded negatively, stating that they never or never do so. Seventeen percent of the students maintained a neutral stance on the subject.

10. In answer to statement number 10, 39% of students said that they often or always study vocabulary using cards with appropriate instructions, whereas 37% reported that they rarely or never engage in this

practice. Concerning this inquiry, the remaining students (24%) exhibited neutrality.

11. In evaluating the statement "I acquire vocabulary through participation in listening and reading activities," 62% of the students replied affirmatively, indicating that they always or frequently engage in such practices. Conversely, 24% of the students provided negative responses, indicating they seldom or never engage in the activity, while 14% replied neutrally.

12. In response to statement number 12, "I infer the meaning of words/sentences from context when I do not understand," 68% of students indicated an affirmative response, stating they always or often infer meaning from context, while 18% responded negatively, indicating they seldom or never do so. Concerning this inquiry, the remaining students (14%) exhibited neutrality.

13. In response to statement number 13, "I read extensively, which helps me develop fluency in reading and promotes vocabulary acquisition," the majority of students (58%) affirmed this, indicating that they frequently or consistently engage in extensive reading. Conversely, only 25% of students disagreed, believing that teachers seldom or never encourage such practices. Seventeen percent of the pupils expressed neutrality over this subject.

14. In answer to statement number 14, 50% of students said that they often or always acquire vocabulary using cards with appropriate guidance, whereas 30% reported that they rarely or never engage in this practice. Concerning this inquiry, the remaining pupils (20%) exhibited neutrality.

15. In answer to statement number 15, 84% of students said that they often or consistently acquire vocabulary via group work activities, whereas 7% reported that they seldom or never engage in such practices. Concerning this inquiry, the remaining pupils (9%) exhibited neutrality.

16. In evaluating statement 16, "Repetition and reading aloud in pairs assist me in memorizing vocabulary," 78% of students responded positively, indicating they always or often engage in this practice. Conversely, only 10% of students responded negatively, stating they seldom or never do so. The remaining 12% of students maintained a neutral stance on the matter.

17. In evaluating the statement "The teacher encourages us to become autonomous learners," 69% of students reacted yes, indicating they often or frequently experience this encouragement, while only 22% responded negatively, stating they never or never do. Nine percent of the students maintained a neutral stance on the subject.

18. In response to statement number 18, "The teacher creates an appropriate classroom environment which encourages me to learn vocabulary," 41% of students indicated an affirmative response, stating they always or often infer the meaning of words or sentences from context, while 38% reported the contrary, indicating they seldom or never do so. Concerning this inquiry, the remaining students (21%) exhibited neutrality.

19. In evaluating the assertion "The educator promotes collaborative learning through the implementation of small group and pair activities to address vocabulary-related issues" 80% of the students replied affirmatively, indicating that they always or frequently engage in this behavior. Conversely, 13% of the students said that they seldom or never engage in such behavior. The remaining pupils (7%) had a neutral stance on this subject.

20. In evaluating the assertion "The textbook task-techniques for vocabulary acquisition are executed by the educators in the classroom." 58% of the students replied affirmatively, indicating that they always or frequently engage in the behavior. Conversely, 27% of the students said that they seldom or never engage in such behavior. The remaining pupils (14%) exhibited a neutral position about this subject.

Findings and Analysis of Teachers' Interview

Teachers play an important role in ensuring students' vocabulary learning and can observe their ways of learning and development of the same, etc. That is why, it is necessary to get responses from the teachers, and so in this study, 10 teachers were engaged in interview sessions separately to get a response on 10 issues and the findings and analysis of the responses are presented below-

1. When queried about the tasks employed to instruct students in vocabulary, the majority of teachers (70%) indicated the use of Reading & Listening Practice, Speaking & Writing Practice, Collocation with peers, Visual Aids, Realia, and Mnemonics, while the remaining teachers (30%) utilized alternative techniques for the same objective.

2. When queried regarding the students' sentiments towards vocabulary acquisition under the current methodologies referenced in question number 2, approximately 40% of the educators indicated that the students exhibit positive feelings and enthusiasm for learning vocabulary, while another 40% reported a dichotomy, noting that some students feel engaged while others experience boredom or lack of interest in vocabulary learning. Twenty percent of the instructors said that they see the student as unwilling or apathetic towards vocabulary acquisition.

3. When inquired about their utilization of Communicative Language Teaching (CLT) features for vocabulary instruction in question number 3, approximately 70% of teachers affirmed their use of CLT elements such as pair work, group work, the incorporation of authentic materials, and an emphasis on student responses, while the remaining 30% indicated that they occasionally implement these strategies, albeit not consistently.

4. When asked about the challenges encountered in teaching vocabulary or using various vocabulary learning approaches, all instructors identified many issues, which are enumerated as follows: a. Insufficient student motivation b. Examination-centric pedagogical approach c. Redundancy of vocabulary exercises in assessments d. Time constraints e. Administrative apathy towards vocabulary instruction f. Inadequate vocabulary exercises in textbooks g. Deficient vocabulary foundation among students h. Heterogeneous student proficiency levels within the same classroom i. Absence of appropriate guidelines and training for vocabulary instruction for educators.

5. In answer to question number 5, the majority of instructors (60%) offered similar recommendations addressing the effective resolution of the identified issues related to vocabulary instruction. Additionally, 40% of respondents said that integrating both textbook exercises and common practices (outside the textbook) might enhance vocabulary acquisition.

Findings and Analysis of Classroom Observations

The classes that were observed by the researcher provided the researcher insight into the classroom activities and teachers' and students' attitudes toward vocabulary learning. The findings and analysis from these classroom observations are discussed below-

Classroom Observation 1

Name of College	Comilla Victoria Govt. College
Level of the students	HSC 1st Year
The topic of the class	The Hakaluki Haor
Class duration	35 Minutes
Date	9 August, 2022

Table 4: Classroom Observation 1

Findings and analysis of classroom observation 1

During the first observation, the researcher noted that the instructor started the session in English and presented an introduction to the book intended for discussion. The teacher subsequently endeavored to elucidate the text for the students and, to enhance their vocabulary, she read it line by line, elucidated essential terms, clarified where necessary, highlighted relevant phrases, translated the text from English to Bangla, and occasionally provided pertinent examples. After the lesson, the instructor prompted the students to respond to questions, facilitating their comprehension of the material and reinforcing vocabulary acquisition.

Consequently, the instructor used task-based strategies in conjunction with the principles of Communicative Language Teaching to impart vocabulary, although on a limited scale. The instructor failed to include the pupils in any rigorous activities during class to enhance their comprehension of the text and terminology. The instructor was very kind and endeavored to maintain pupil engagement; her efforts to impart vocabulary were commendable. The students appreciated the lesson and the vocabulary acquisition approaches of Communicative Language Teaching (CLT) used, demonstrating both enthusiasm and ease in acquiring vocabulary.

Classroom Observation 2

Name of College	Govt. Women's College
Level of the students	HSC 1st Year
The topic of the class	What is Diaspora?
Class duration	35 Minutes
Date	11 August, 2022

Table 5: Classroom Observation 2

Findings and analysis of classroom observation 2

In the second observation, the researcher noted that similar to the prior instance, the instructor started the class in English and offered an introduction to the material scheduled for discussion that day. The teacher endeavored to elucidate the text for the students and enhance their vocabulary by reading it line by line, elucidating the meanings of new words, offering explanations when necessary, highlighting certain phrases for comprehension, translating the text from English to Bangla, and occasionally providing relevant examples. The instructor did not include the pupils in an activity during class, since he scheduled another lesson for that purpose. Consequently, the instructor included vocabulary task strategies with the principles of Communicative Language Teaching in the classroom for vocabulary instruction, although on a limited scale. The instructor did not involve the pupils in any rigorous exercises throughout the lesson. The instructor was amiable and tried to maintain student engagement, and his efforts to impart vocabulary were commendable.

Classroom Observation 3

Name of College	Ethnica School and College
Level of the students	HSC 1st Year
The topic of the class	Arriving in the Orient
Class duration	40 Minutes
Date	13 August, 2022

Table 6: Classroom Observation 3

Findings and analysis of classroom observation 3

In the third observation, the researcher noted that the teacher started the class in English, similar to the preceding instructors, and offered an introduction to the material scheduled for discussion that day. The teacher endeavored to elucidate the text for the students and, to enhance their vocabulary, he provided definitions for nearly all the words, offered explanations where necessary, highlighted certain grouped terms for comprehension, translated the text from English to Bangla, and occasionally supplied relevant examples. After the lecture, the instructor supplied synonyms for key terms and facilitated a question-and-answer session, which enhanced the student's comprehension of the material and reinforced vocabulary acquisition. Consequently, the instructor suggested that task-based strategies be used with the principles of Communicative Language Teaching (CLT) for vocabulary instruction on a limited scale. The instructor was kind and tried to maintain student engagement; his efforts to impart vocabulary were commendable. The vocabulary acquisition performance of students is adequate.

DISCUSSION

In this chapter, the research questions mentioned in the introduction are discussed based on the findings of students'

questionnaire data, teachers' interview data, and classroom observation data. To make the discussion more clear, necessary tables and charts are used and besides these, where necessary, the findings are connected with some existing findings.

Vocabulary Learning Tasks for H.S.C Level

The researcher gathered data from one hundred students at the H.S.C level across eleven different institutions using a questionnaire. Following the inquiry, the researcher identified the answers to the primary research question by meticulously evaluating questions 1 through 14 (see Appendix 1). The majority of pupils use dictionaries to acquire vocabulary. They often use a dictionary to acquire words. Some kids acquire vocabulary by associating a word with another word or words, while others connect a word to a specific context or event for vocabulary acquisition. They acquire various phrases or idioms while studying the language. They also append prefixes or suffixes to a base word to acquire vocabulary. Occasionally, kids use group terms to acquire vocabulary. They acquire vocabulary by associating a term with a tangible item. They use various tasks to acquire vocabulary by seeing images associated with certain words, using cards with essential instructions, and participating in listening and reading exercises. They infer the meanings of words or phrases from context if I do not comprehend or read extensively to enhance reading fluency and facilitate vocabulary learning. Ultimately, the majority attempt to use repetition to acquire new vocabulary. The researcher conducted interviews to gather data from 10 educators at the tertiary level across five distinct universities. Following the inquiry, the researcher identified the solutions to the primary research question 1 by examining question number 1 (see Appendix 2). The majority of teachers indicated that they employ Reading and Listening Practice, Speaking and Writing Practice, Collocation with pairs, Visual Aids, Realia, and Mnemonics to effectively teach vocabulary, while the remaining teachers utilize alternative techniques for the same objective.

CLT Affects Vocabulary Instruction at the H.S.C level

The researcher identified the solution to the core study issue number 2 after examining question number 3 from the instructors' interview (see Appendix 2). Upon investigation, the researcher determined that the majority of instructors use the principles of Communicative Language Teaching (CLT) in vocabulary instruction. Approximately 70% of teachers affirmed their utilization of Communicative Language Teaching (CLT) techniques, such as pair work, group work, the incorporation of authentic materials, and an emphasis on student responses, in vocabulary instruction. Conversely, the remaining 30% indicated that they occasionally employ these methods, albeit not consistently.

The alignment of vocabulary tasks into CLT at the H.S.C

Upon completion of the inquiry, the researcher identified the responses to the primary research question 3 by meticulously examining questions 13, 15, 16, 17, 18, and 19 (see Appendix 1). The majority of students engage in extensive reading to enhance reading fluency and facilitate vocabulary acquisition, representing a kind of integration of vocabulary activities within Communicative Language Teaching (CLT). They often acquire vocabulary by participating in collaborative activities, which further aligns vocabulary challenges with Communicative Language Teaching (CLT). The approach of repetition and paired reading is used to learn vocabulary, and pair work is an additional characteristic of Communicative Language Teaching (CLT). The instructor promotes independent learning and cultivates a conducive classroom climate that fosters vocabulary acquisition. The instructor promotes collaborative learning via small group and pair activities to address vocabulary-related issues, aligning vocabulary assignments with Communicative Language Teaching (CLT).

Methods that are currently used to ensure teaching vocabulary

Following the inquiry, the researcher identified the responses to the primary research question 4 by meticulously evaluating questions 17, 18, 19, and 20 (see Appendix 1). The textbook task techniques for vocabulary acquisition are employed by teachers in the classroom, who promote student autonomy and foster a conducive learning environment for vocabulary development. The instructor promotes collaborative learning via small group and pair activities to address vocabulary-related issues. Furthermore, an analysis of question number 2 from the teacher's interview (refer to appendix 2) revealed that when inquired about students' sentiments regarding vocabulary acquisition through current methodologies, approximately 40% of the teachers indicated that students feel positive and exhibit enthusiasm for learning vocabulary, while another 40% reported a dichotomous response, noting that some students feel engaged while others experience boredom or lack of interest in vocabulary learning. Twenty percent of the instructors said that they see the student as unwilling or apathetic towards vocabulary acquisition.

CONCLUSION

This research offers insights into vocabulary instruction at the upper secondary level (grades 11-12) in Bangladesh, particularly via the alignment of Communicative Language Teaching (CLT) with vocabulary challenges from several viewpoints, including student questionnaires, teacher interviews, and classroom observations. This research identified twenty vocabulary activities aligned with CLT for classes 11-12 at the HSC level in Bangladesh. The investigation examined the existing techniques employed by students and teachers to facilitate vocabulary acquisition and

revealed that prevalent vocabulary learning methods, in conjunction with the principles of Communicative Language Teaching (CLT), are extensively utilized by both students and educators to enhance vocabulary learning outcomes. The existing challenges in facilitating vocabulary acquisition and the potential strategies for enhancing vocabulary learning are examined, revealing that various obstacles impede the implementation of techniques or tasks for vocabulary instruction, while also identifying opportunities for improved vocabulary learning outcomes. This research enhances vocabulary acquisition at the HSC level (grades 11-12) in Bangladesh, particularly via the alignment with Communicative Language Teaching (CLT).

RECOMMENDATION

However, besides the possibilities found in the study to ensure teaching vocabulary with CLT in the stage of classes 11-12 of the Bangladeshi education system, the researcher has some recommendations to have a good learning of vocabulary in the same stage and they are-

 i. Making short video content with the story or poem of the textbook and engaging the students to enjoy them so that they can learn the segments of the textbook and the vocabulary together having entertainment.

 ii. Engaging the students in quiz contests frequently on the selected vocabulary and awarding them for their success will encourage them to learn more and more vocabulary.

 iii. Engaging the students in the repetition of the words more and more will help to learn and reinforce vocabulary well.

 iv. Making sure that the students are learning words as they need according to their level. Because learning too many words or too few words will hamper them in developing their level of vocabulary.

 v. Engaging the students in progressive tests regularly besides the final examination on the necessary vocabulary learned through different techniques so that the students can have regular practice of the words they learn.

 vi. Ensuring education ministry's or NCTB's or institution authority's regular observation about the students' learning of vocabulary directly or indirectly and taking further steps.

 vii. Thinking about the possibility of taking an oral test in English in college semesters and final examinations so that the authority can detect the students' level of vocabulary easily and can take further steps if needed.

 viii. Reviewing current tasks and techniques of vocabulary learning in this stage with a minimum interval of 4-5 years based on the data collected from the students and teachers as with the passage of time the use and the effectiveness of these tasks and techniques may vary.

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Appendix-1

Survey Questionnaire for Students

Thesis Topic: Teaching Vocabulary at the H.S.C Level in Bangladesh: Alignment of CLT with Vocabulary Tasks.

Disclaimer: The collected data will be kept confidential and will be used for research purpose

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General Information

Name of the Student: _____

Name of College: _____

Address of College: _____

Class: 1st year/ 2nd year**Sex:** Male /Female

Contact No (Optional):_____

Direction: Please, indicate your level of responses with each of the following questions (1-20). You are requested to put correct sign (✓) on the option of your answer according to the scale given:

Statements	Always	Often	Neutral	Seldom	Never
1. I use dictionary to learn vocabulary.					
2. I learn vocabulary by matching a word with another word(s).					
3. I relate a word to any context or situation to learn vocabulary.					

4. I learn different phrase or idiom in case of learning vocabulary.					
5. I learn vocabulary by using specific clues.					
6. I add prefix or suffix with a root word to learn vocabulary.					
7. I attempt group-words to learn vocabulary.					
8. I learn vocabulary by connecting a word with any real object.					
9. I learn vocabulary by observing a picture related to specific words.					
10. I learn vocabulary by using cards with necessary direction.					
11. I learn vocabulary by engaging myself in listening and reading activities.					
12. I guess the meaning of any words/sentences from the context if I do not understand.					
13. I read extensively which help me to develop fluency in reading and promote vocabulary acquisition.					
14. I try to make repetition to learn new word.					
15. I practice vocabulary in group work activities.					
16. Repetition and reading aloud in pair help me to memorize vocabulary.					
17. The teacher encourages us to become autonomous learners.					
18. The teacher creates an appropriate classroom environment which encourages me to learn vocabulary.					
19. The teacher encourages cooperative learning by using small group work and pair work to discuss vocabulary related problems.					
20. The text book task-techniques for learning vocabulary are implemented by the teachers in classroom.					

Appendix-2
Teachers' Interview Paper
Thesis Topic: Teaching Vocabulary at the H.S.C Level in Bangladesh: Alignment of CLT with Vocabulary Tasks.
Disclaimer: The collected data will be kept confidential and will be used for research purpose only.

General Information

Name of Teacher: _____

Name of College: _____

Sex: Male/Female Age_____ Contact No (Optional) _____

Teaching Experience of _____Years

Number of Training Attended (approximately)_____

Please, express your response to the following facts regarding vocabulary teaching along with CLT.

1. What tasks do you use in the classroom to teach the students vocabulary?

2. How do the students feel in learning vocabulary with the current practices of techniques?

3. Do you use the features of Communicative Language Teaching in teaching vocabulary?

4. Do you face any problem in case of teaching vocabulary?

5. How can we ensure a better learning of vocabulary?

Thank You for Your Co-operation

Appendix-3
Classroom Observation Checklist
Thesis Topic: Teaching Vocabulary at the H.S.C Level in Bangladesh: Alignment of CLT with Vocabulary Tasks

Disclaimer: The collected data will be kept confidential and will be used for research purpose only.

Teacher's Name:	Topic of the Class:
Name of College:	Class Duration:
Level of Students:	Date-

(All items marked ─Not observed‖ must be explained in the comment section)

Statements	Observed	Could Improve	Not Observed
1. Teachers use task-techniques along with the features of CLT in the class for teaching vocabulary.			
2. Teachers are friendly with the students in class to make vocabulary learning interesting.			
3. Teachers' efforts to teach the students vocabulary is satisfactory.			
4. There are enough materials and arrangement in the class to ensure proper learning of vocabulary.			
5. Students are interested in vocabulary learning to develop language skill.			
6. Students enjoy common vocabulary learning techniques of CLT in case of learning vocabulary.			
7. Students' vocabulary learning performance is satisfactory.			

Comment: