



**EXPLORING STUDENTS' EXPERIENCES AND
PERCEPTIONS OF LEARNING ACADEMIC WORD LIST
(AWL) THROUGH CONTENT-BASED INSTRUCTION: A
QUALITATIVE ANALYSIS**

Title:

- Maximum **15–20 words**
- Bold, capitalized, centered
- Palatino Linotype, font size 12
- Reflects **research focus, method, and context**

Author/s:

- Full name (without academic titles)
- Institutional affiliation
- Country
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- Font size 11

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Abstract

- 150–250 words
- Written in one paragraph
- No citations
- Includes: Background, Purpose, Method, Participants, Data collection & analysis, Key findings, Conclusion
- Keywords: 3–5 keywords, Separated by commas
- Written in lowercase

Example Keywords: perceptions, experiences, AWL, CBI

Abstract: This study investigates students' perceptions and experiences of learning the Academic Word List (AWL) through Content-Based Instruction (CBI) within an English for Academic Purposes (EAP) course at Universitas Katolik Indonesia Santu Paulus Ruteng, Flores. Employing a qualitative approach, the study aims to explore the perceived benefits, challenges, application beyond the classroom, and suggestions for improving AWL instruction. Twenty undergraduate students were purposively selected based on their vocabulary proficiency and enrollment in the Academic Vocabulary course. Data were collected through semi-structured interviews, classroom observations, and student reflection journals, and were analyzed thematically using Braun and Clarke's (2019) framework. The findings reveal that students perceive learning AWL through CBI as beneficial, as it enables contextualized vocabulary acquisition, supports academic writing and reading, and increases motivation. However, challenges include difficulty in memorizing vocabulary, understanding academic texts, and balancing language and content focus. Outside the classroom, students apply AWL through reading academic texts, writing assignments, participating in discussions, and using digital resources like podcasts and social media. Suggestions for improving AWL instruction emphasize prioritizing high-frequency AWL words, integrating interactive learning activities, promoting consistent usage in writing, and utilizing digital tools to support vocabulary development. The study concludes that CBI enhances vocabulary learning by making it more meaningful and applicable to academic contexts, yet requires pedagogical adjustments to address learner challenges. These findings have implications for instructional design in academic English courses, highlighting the importance of contextual, learner-centered, and multimodal vocabulary instruction.

Keywords: perceptions, experiences, AWL, CBI

INTRODUCTION

Indent the first line of every paragraph by 1 cm. State the

objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explicitly state the gap in the literature, which signifies the significance of your research. Submissions should be between 5000-8000 (including abstract, table(s), figure(s) and references).

Upon receipt of paper submission, the Editor sends an e-mail of confirmation to the corresponding author within a week. If you fail to receive this confirmation, your submission/email may be missed. No submission charge should be paid at this stage. We use double-blind system for peer-review; both reviewers and authors' identities remain anonymous. The paper will be peer-reviewed by two experts. The review process may take 2-3 months. Notification of the result of review is by e-mail.

METHOD

Provide sufficient detail to allow your work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described.

RESULTS (or, this section may be combined with DISCUSSION)

Present the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion.

Sub Heading

For Tables, the title size is 12 and the content size is 10. Number the tables subsequently throughout your article and the title is written above the table (see Table 1 for example).

Table 1. Results of the study.

Indicators	Result A	Result B	Implication
Analysis	1	5	Valid

is 1			
Analys is 2	2	6	Valid
Analys is 3	3	7	Valid
Analys is 4	4	8	Valid
Total	91 0		

3.1.1 Sub heading 2

For Figures, the title size is 12 and the content size (if any) is 10. Number the figures subsequently throughout your article and the title is written below the figure.

DISCUSSION (this section may be combined with RESULTS)

Highlight the most significant results, but do not repeat what has been written in the Results section. The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study of the problem. A combined Results and Discussion section is often appropriate.

Please note that all names/references mentioned in the text/article, they should be listed in the References section. Names that are not mentioned in the text/article, they should be removed from the References section.

CONCLUSION

Provide the conclusion to your study, and final words on the value of your analysis, research, or paper. Limitations of your study should be addressed. Recommendations for future research related to your topic should also be mentioned.

ACKNOWLEDGMENTS (optional)

REFERENCES (follow the APA 7th style)

**FOLLOW THE APA 7th EDITION GUIDELINES STRICTLY
(BOTH IN-TEXT AND IN THE LIST OF REFERENCES).**

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Seventh Edition \(2020\) \(apa.org\)](https://www.apa.org/pubs/authors)

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