

Alignment Between Primary-Level Subject Vocabulary and Academic Vocabulary Required in Higher Education: Undergraduate Students' Perspectives

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Abstract

The purpose of this study was to investigate the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education from the perspective undergraduate students. For this purpose, four research objectives were formulated. A quantitative survey research design was employed in the study. Data were collected using a self-developed questionnaire consisting of 30 closed-ended items measured on a five-point Likert scale. The reliability of the instrument was confirmed by Cronbach's Alpha 0.833, indicating a high level of internal consistency. A convenience sampling technique was used to collect data from 500 undergraduate students of three departments (IER, IBA, and English) at the University of the Punjab, Lahore. Descriptive statistics and Inferential Statistics were used to analyze the data. In addition, an independent-samples t-test was applied to examine gender-based differences, while one-way ANOVA was used to identify differences across departments. The findings revealed that students generally perceive a positive alignment between primary-level subject vocabulary and academic vocabulary required in higher education. The results of the inferential analysis showed no significant gender differences, while significant differences were found across departments. Overall, the study concludes that primary-level subject vocabulary plays a fundamental role in preparing students for academic vocabulary in higher education. Although students perceive a generally positive alignment and continuity, the findings also highlight the need for more structured vocabulary instruction at the primary level and stronger institutional support at the university level. Strengthening this linguistic progression can enhance students' academic readiness, comprehension skills, and overall academic performance in higher education.

Keywords: Primary-level, subject vocabulary, academic vocabulary, higher education, undergraduate students, alignment.

Introduction

Vocabulary is a fundamental component of language proficiency and plays a crucial role in students' academic success. It enables learners to comprehend texts, express ideas effectively, and participate confidently in educational activities (Dang, 2022). Among the different types of vocabulary, academic vocabulary consists of high-frequency words widely used across academic disciplines and is essential for understanding textbooks, lectures, assignments, and examinations in higher education. Developing this vocabulary is a gradual process that should begin during the early years of schooling through systematic and meaningful vocabulary instruction (Aizawa & Rose, 2020). Primary-level subject vocabulary forms the foundation of students' academic language development and plays a vital role in their educational success. It includes the subject-specific words and concepts introduced through core subjects such as language, mathematics, science, and social studies during the early years of schooling. Through textbooks, classroom instruction, reading activities, and teacher guidance, students gradually acquire the vocabulary needed to understand academic concepts and communicate effectively. As learners progress through different educational levels, this vocabulary expands and supports the development of higher-order skills such as reading comprehension, critical thinking, and academic writing (Chung & Fisher, 2022). A strong foundation in primary-level subject vocabulary enables students to understand increasingly complex academic texts and adapt more successfully to the language demands of higher education. Conversely, inadequate exposure to subject-specific vocabulary during primary education may hinder students' academic achievement and their ability to cope with advanced academic language. Therefore, strengthening primary-level subject vocabulary is essential for ensuring a smooth transition to higher education and developing the academic vocabulary required for university success (Skoufaki & Petrić, 2021). Academic vocabulary required in higher education refers to the specialized and cross-disciplinary language that students need to comprehend lectures, textbooks, research articles, examinations, and academic discussions. Academic vocabulary is a prerequisite for academic success in higher education. Unlike everyday vocabulary, academic vocabulary enables students to understand complex concepts, communicate ideas effectively, and engage successfully in academic tasks such as reading, writing, presentations, and research. A strong command of academic vocabulary enhances students' academic performance, critical thinking, and overall academic literacy, whereas limited vocabulary knowledge may hinder comprehension and learning (Coxhead, 2020). The development of academic vocabulary does not begin at the university level; rather, it is a cumulative process that starts during primary education. The subject vocabulary acquired through primary-level textbooks and classroom instruction provides the linguistic foundation upon which more advanced academic vocabulary is developed (Chung & Fung, 2023). Therefore, the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education is essential for ensuring a smooth educational transition and preparing students to meet the language demands of university studies. When a clear alignment exists between primary-level subject vocabulary and academic vocabulary, students are more likely to develop stronger reading comprehension, critical thinking, and academic communication skills. Conversely, inadequate alignment may create vocabulary gaps that hinder students' ability to understand university-level learning materials and perform successfully in academic settings. Although previous studies have emphasized the importance of academic vocabulary for educational achievement, limited attention has been given to examining whether the vocabulary taught at the primary level

adequately prepares students for the academic vocabulary required in higher education (Zhou et al., 2023). In Pakistan, this issue remains largely unexplored, particularly from the perspective of undergraduate students who have experienced the transition from primary education to university. Understanding their perceptions can provide valuable insights into the strengths and weaknesses of vocabulary progression across educational levels (Ahmad et al., 2017).

Review of Related Literature

Primary-level subject vocabulary plays a fundamental role in preparing students for future academic learning by introducing essential concepts and discipline-specific terminology. During primary education, students develop vocabulary related to subjects such as science, mathematics, social studies, and languages, which forms the basis for understanding more advanced concepts in later educational stages (Asadova, 2023). The quality and quantity of vocabulary acquired during primary education significantly influence students' ability to understand complex concepts and succeed in higher levels of education (Carcamo, 2023). However, higher education requires students to possess not only subject-specific vocabulary but also academic vocabulary, including words such as analyze, interpret, evaluate, and justify, which are widely used in lectures, textbooks, research articles, and academic writing. Research indicates that students with a strong vocabulary foundation demonstrate better reading comprehension, critical thinking, and academic performance. Nevertheless, several studies suggest that the vocabulary taught at the primary level often focuses on basic subject knowledge and may not sufficiently develop the academic language skills required for university education. As a result, many undergraduate students experience challenges in understanding scholarly texts, participating in academic discussions, and completing written assignments (Dang, 2022). This highlights the importance of aligning primary-level vocabulary instruction with the linguistic demands of higher education. Examining undergraduate students' perspectives on the adequacy of primary-level subject vocabulary can provide valuable insights into whether early vocabulary learning effectively prepares them for the academic vocabulary required at the university level and identify areas where curriculum improvement is needed (Coxhead, 2020). The academic demands of higher education extend beyond subject knowledge and require students to possess strong language proficiency. Undergraduate students must understand sophisticated vocabulary used in academic reading, classroom discussions, presentations, examinations, and research activities. They are expected to demonstrate higher-order thinking skills by explaining concepts, comparing ideas, evaluating evidence, and presenting logical arguments using appropriate academic language. Consequently, academic vocabulary has become an essential requirement for successful participation in higher education (Evans & Morrison, 2018). Students' perceptions of academic vocabulary demands provide valuable insights into their learning experiences. Many undergraduate students consider academic vocabulary one of the most challenging aspects of university education because unfamiliar terminology often affects reading comprehension, assignment writing, classroom participation, and examination performance (Dörnyei & Muir, 2019). Students who perceive themselves as having sufficient academic vocabulary generally demonstrate greater confidence, stronger communication skills, and better academic performance. In contrast, those with limited vocabulary frequently experience difficulty understanding academic materials and expressing their ideas effectively. These perceptions highlight the importance of strengthening vocabulary development before students enter higher education. Students' perceptions of academic vocabulary demands play an important role in understanding the challenges they experience during their transition to higher education (Fung & Macaro, 2021). Research suggests that many

undergraduate students perceive academic vocabulary as one of the major obstacles to academic success, particularly when reading scholarly articles, understanding technical terms, interpreting examination questions, and producing academic writing. Students who have developed a strong vocabulary foundation during their early education are generally more capable of meeting these linguistic demands, whereas insufficient vocabulary preparation often creates learning difficulties and limits academic achievement (Hyland & Zou, 2021). Academic vocabulary refers to the words that frequently occur across academic disciplines and are commonly used in textbooks, research articles, lectures, examinations, and scholarly writing. Limited familiarity with academic vocabulary often reduces reading comprehension, classroom participation, critical thinking, and confidence in completing university-level tasks. The perceived difficulty of academic vocabulary varies according to students' prior educational experiences, language proficiency, and exposure to academic texts. Students who have received systematic vocabulary instruction and extensive reading opportunities during earlier educational stages generally report greater confidence in handling academic language. In contrast, students with limited exposure to academic vocabulary often perceive university learning as linguistically demanding and require additional support to understand academic discourse effectively (Kang & Kim, 2023). Understanding undergraduate students' perceptions of academic vocabulary demands provides valuable insights into the extent to which current educational practices prepare learners for higher education. Identifying these perceptions can help educators and curriculum developers design more effective vocabulary instruction, strengthen academic language support, and facilitate a smoother transition from school to university. Therefore, investigating students' perspectives is essential for improving academic achievement and ensuring that learners are adequately equipped to meet the vocabulary demands of higher education. Alignment between primary-level subject vocabulary and the academic vocabulary required in higher education is essential for ensuring a smooth educational transition and promoting long-term academic success. Curriculum alignment refers to the extent to which knowledge and skills acquired at one educational level prepare students for the demands of subsequent levels (Lee, 2021). In terms of vocabulary development, effective alignment requires that primary education not only introduce subject-specific terminology but also establish a foundation for the academic language students will encounter in secondary and higher education. Research indicates that vocabulary learning should follow a progressive sequence, moving from basic subject-related words to more advanced academic vocabulary used in textbooks, lectures, research articles, and academic writing. However, several studies suggest that primary school curricula often emphasize factual knowledge and basic subject terminology, while providing limited exposure to the academic vocabulary needed for higher education. This lack of continuity may create a gap between students' prior vocabulary knowledge and the linguistic demands they face at the undergraduate level. Undergraduate students' perspectives provide valuable evidence for evaluating this alignment because they have experienced both primary education and university learning. Their perceptions can reveal whether the vocabulary learned during primary school adequately supports their understanding of academic texts, classroom discussions, research activities, and written assignments (Maamuujav, 2021). Students who perceive strong alignment are more likely to adapt successfully to university-level learning, whereas those who perceive weak alignment may experience difficulties in comprehending academic materials and using appropriate academic language. Examining undergraduate students' perceptions of this alignment can help identify strengths and gaps in the educational curriculum.

Methods and Materials

This study adopted a quantitative research methodology based on a descriptive survey design to investigate the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education from undergraduate students' perspectives. The quantitative approach was selected because it facilitates the collection of numerical data and enables the application of statistical techniques to analyze students' perceptions regarding vocabulary alignment. A descriptive survey design was employed to obtain information about undergraduate students' views on the alignment between primary-level subject vocabulary and academic vocabulary required in higher education. The study was conducted at the University of the Punjab, Lahore. The target population comprised all undergraduate students enrolled in the Institute of Education and Research (IER), Institute of Business Administration (IBA) and English Department. These departments were selected because they represent diverse academic disciplines and provide an appropriate context for examining students' perceptions of vocabulary development across different fields of study. A total sample of 500 undergraduate students was selected from the three departments. Both male and female students were included to ensure a balanced representation of participants. A convenience sampling technique was employed due to its suitability and accessibility, enabling the researcher to collect data from students who were considered most relevant to the objectives of the study. Data were collected using a self-developed questionnaire prepared by the researchers after a comprehensive review of the relevant literature on vocabulary development, academic vocabulary, and educational alignment. The questionnaire consisted of two sections. The first section collected demographic information, including gender and department, while the second section comprised closed-ended statements measuring students' perceptions regarding the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education. Responses were checked on a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Prior to the main study, a pilot test was conducted with 50 undergraduate students from the selected departments to examine the reliability and clarity of the instrument. The internal consistency of the questionnaire was assessed using Cronbach's Alpha, which yielded a reliability coefficient of 0.833, indicating a good level of reliability. The content validity of the instrument was established through expert review, whereby specialists in education and research methodology evaluated the questionnaire items for their clarity, relevance, and appropriateness in measuring the intended constructs. Following the pilot study, the questionnaires were personally distributed among the selected undergraduate students. The researchers explained the purpose of the study, assured the participants of the confidentiality of their responses, and collected the completed questionnaires for analysis. The collected data were analyzed through descriptive statistics including mean and standard deviation, which were used to summarize the respondents' perceptions. Inferential statistics, including the independent-samples t-test and one-way analysis of variance (ANOVA), were applied to examine differences in undergraduate students' perceptions based on gender and department. Throughout the research process, ethical standards were strictly maintained. Participation was voluntary, respondents were informed that the data would be used solely for academic purposes, and the confidentiality and anonymity of all participants were fully protected.

Results and Discussions

Table 1

Descriptive Scores about the primary-level subject vocabulary prepare students for the academic vocabulary required in higher education.

Sr. No	Statements	M	SD
1.	The vocabulary learned through primary-level subject textbooks provided a strong foundation for my university studies.	3.89	1.122
2.	Primary-level subject vocabulary helped me understand academic terms used in higher education.	3.97	1.308
3.	The academic vocabulary required at the university level is more advanced than the vocabulary taught at the primary level.	3.94	1.249
4.	I often encounter unfamiliar academic vocabulary in my university courses.	4.01	1.099
5.	A strong vocabulary foundation from primary education makes it easier to understand university textbooks and lectures.	4.04	1.029
6.	There is a clear progression from primary-level subject vocabulary to the academic vocabulary used in higher education.	4.02	.969
7.	The vocabulary taught at the primary level is well aligned with the academic vocabulary required at the university level.	3.99	1.091
8.	Insufficient exposure to academic vocabulary during primary education creates learning difficulties in higher education.	4.39	.904
9.	Improving vocabulary instruction at the primary level would better prepare students for the language demands of higher education.	4.13	.960
10.	Primary-level subject vocabulary adequately prepares students for the academic vocabulary required in higher education.	4.06	.755

N=500

This table presents the analysis of 500 undergraduate students regarding the research question 1: To what extent does primary-level subject vocabulary prepare students for the academic vocabulary required in higher education? The findings indicate that the mean scores of all ten statements fall within the "Agree" to "Strongly Agree" range, suggesting that respondents generally believed primary-level subject vocabulary provides a strong foundation for understanding academic vocabulary at the university level. The highest mean score (M = 4.39) was recorded for the statement, "Insufficient exposure to academic vocabulary during primary education creates learning difficulties in higher education," indicating that respondents strongly agreed that inadequate vocabulary instruction at the primary level negatively affects students' academic success in higher education. Overall, the findings suggest that strengthening vocabulary instruction during primary education can better prepare students for the academic language demands of higher education.

Table 2

Descriptive Scores about the undergraduate students' perceptions of the academic vocabulary demands encountered in higher education.

Sr. No	Statements	M	SD
1.	I frequently encounter complex academic vocabulary in my university courses.	3.89	1.122
2.	Understanding academic vocabulary is essential for achieving success in higher education.	3.97	1.308
3.	Academic vocabulary used in university textbooks is often difficult to understand.	3.94	1.249
4.	I need to learn new academic vocabulary regularly to keep up with my coursework.	3.88	1.099
5.	University examinations require a strong understanding of academic vocabulary.	4.01	1.029
6.	Academic vocabulary improves my ability to understand lectures and classroom discussions.	4.02	.969
7.	The academic vocabulary used in research articles is more challenging than that used in textbooks.	3.99	1.091
8.	Limited knowledge of academic vocabulary negatively affects my academic performance.	4.01	.904
9.	I feel confident using academic vocabulary in assignments, presentations, and classroom discussions.	4.04	.960
10.	Universities should provide additional support to help students develop academic vocabulary skills.	4.12	.755

N=500

This table presents the analysis of 500 undergraduate students regarding the research question 2: What are undergraduate students' perceptions of the academic vocabulary demands encountered in higher education? The findings indicate that the mean scores of all ten statements fall within the "Agree" range, showing that students generally perceive academic vocabulary as essential, challenging, and frequently encountered in their university studies. Respondents acknowledged that academic vocabulary is necessary for success, plays a key role in understanding lectures, textbooks, and examinations, and requires continuous learning throughout their academic journey. The highest mean score ($M = 4.12$) was recorded for the statement "Universities should provide additional support to help students develop academic vocabulary skills," indicating strong agreement that institutional support is needed to enhance academic vocabulary development. Overall, the findings suggest that undergraduate students view academic vocabulary as a critical component of higher education and recognize the need for further support to effectively manage its demands.

Table 3

Descriptive Scores about the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education from undergraduate students' perspectives.

Sr. No	Statements	M	SD
1.	The vocabulary taught at the primary level is relevant to the academic vocabulary used in higher education.	4.04	1.218
2.	There is a smooth transition from primary-level subject vocabulary to university-level academic vocabulary.	3.93	1.174
3.	The vocabulary introduced in primary education gradually develops into the academic vocabulary required at the university level.	3.66	1.409
4.	Primary-level subject textbooks provide an appropriate vocabulary foundation for higher education.	4.01	1.231
5.	The progression of vocabulary across different educational levels is well organized.	3.73	1.347
6.	The gap between primary-level vocabulary and university-level academic vocabulary is minimal.	3.87	1.098
7.	The vocabulary learned during primary education supports my understanding of discipline-specific terminology at the university level.	4.04	.765
8.	The vocabulary curriculum at the primary level should be better aligned with the academic language demands of higher education.	3.76	1.143
9.	There is continuity between the vocabulary taught in primary education and the vocabulary expected in higher education.	3.99	1.112
10.	There is a strong alignment between primary-level subject vocabulary and the academic vocabulary required in higher education.	4.04	.855

N=500

This table presents the analysis of 500 undergraduate students regarding research question 3: What are undergraduate students' perceptions of the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education? The findings show that the mean scores of all ten statements fall within the "Agree" range, indicating that students generally perceive a positive alignment and continuity between primary and higher education vocabulary. Respondents agreed that primary-level vocabulary is relevant to university academic vocabulary and provides a strong foundation for higher studies. They also acknowledged a smooth transition, continuity, and support in understanding discipline-specific

terminology at the university level. The highest mean score ($M = 4.04$) was recorded for statements showing strong alignment and relevance of primary-level vocabulary to higher education academic needs. Overall, the findings suggest that students perceive a generally strong alignment between primary and university-level vocabulary, although some improvement in structured vocabulary progression is still needed.

Table 4
Independent Sample t-test on Group Difference

	N	M	SD	T	Df	Sig. (2-tailed)
Gender						
Female	310	3.89	.646	.122	498	.903
Male	190	3.87	.633			

This table presents the results of an independent-samples t-test conducted to examine gender-wise differences in undergraduate students' perceptions of the alignment between primary-level subject vocabulary and academic vocabulary. The findings show that the mean score of female students was ($M = 3.89$, $SD = .646$), while the mean score of male students was ($M = 3.87$, $SD = .633$), indicating a very slight difference between the two groups. The results of the independent-samples t-test revealed that there was no statistically significant difference between male and female students, $t(498) = 0.122$, $p = 0.903$. Since the p-value is greater than 0.05. This indicates that both male and female students hold similar perceptions regarding the alignment between primary-level subject vocabulary and academic vocabulary.

Table 5
ANOVA for comparison between departments

Departments	N	M	SD	F	P
IER	150	4.19	.527	44.930	.000
IBA	200	3.41	.515		
English	150	4.40	.756		
Total	500	3.88	.636		

Table 5 presents the comparison of undergraduate students' perceptions regarding the alignment between primary-level subject vocabulary and academic vocabulary across three departments (IER, IBA, and the English department) using one-way ANOVA. The results indicate that students from the English department reported the highest mean score ($M = 4.40$, $SD = .756$), followed by students from IER ($M = 4.19$, $SD = .527$), whereas students from IBA reported the lowest mean score ($M = 3.41$, $SD = .515$). The ANOVA results revealed a statistically significant difference among the three departments ($F = 44.930$, $p < 0.000$). This finding suggests that students' perceptions regarding the alignment between primary-level and higher education vocabulary vary significantly across departments. The observed differences in mean scores indicate that departmental affiliation may influence students' perceptions of vocabulary preparedness, alignment, and academic language development in higher education.

Discussions

The purpose of this study was to investigate the alignment between primary-level subject vocabulary and academic vocabulary required in higher education: undergraduate students' perspectives. The first objective of this study was to examine the extent to which primary-level subject vocabulary prepares students for the academic vocabulary required in higher education. The research question of this objective was: To what extent does primary-level subject vocabulary prepare students for the academic vocabulary required in higher education? For this purpose, descriptive statistics were applied. The results showed that the highest mean score ($M = 4.39$) was recorded for the statement, "Insufficient exposure to academic vocabulary during primary education creates learning difficulties in higher education," indicating that respondents strongly agreed that inadequate vocabulary instruction at the primary level negatively affects students' academic success in higher education. These findings align with prior research that was conducted by Chung & Fung (2023). The second objective of this study was to investigate undergraduate students' perceptions of the academic vocabulary demands encountered in higher education. The research question of this objective was: What are undergraduate students' perceptions of the academic vocabulary demands encountered in higher education? The results showed that the highest mean score ($M = 4.12$) was recorded for the statement "Universities should provide additional support to help students develop academic vocabulary skills," indicating strong agreement that institutional support is necessary to enhance academic vocabulary development. These findings align with Evans and Morrison (2018). The third objective of this study was to evaluate the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education from undergraduate students' perspectives. The research question of this objective was: to what extent is primary-level subject vocabulary aligned with the academic vocabulary required in higher education from undergraduate students' perspectives? The results showed that the highest mean score ($M = 4.04$) was recorded for statements indicating strong alignment and relevance of primary-level vocabulary to higher education academic needs. Overall, the findings suggest that students perceive a generally strong alignment between primary and university-level vocabulary; however, some improvement is needed in the structured and systematic progression of vocabulary across educational levels. These results align with Zhou et al. (2023). The fourth objective of this study was to compare undergraduate students' perspectives on the alignment between primary-level subject vocabulary and academic vocabulary required in higher education based on gender and selected university departments. The research question of this objective was: Is there a significant difference in undergraduate students' perspectives on the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education based on gender and university department? The results of the independent-samples t-test revealed that there was no statistically significant difference between male and female students, $t(498) = 0.122$, $p = 0.903$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This indicates that both male and female students hold similar perceptions regarding the alignment between primary-level subject vocabulary and academic vocabulary. In contrast, the ANOVA results revealed a statistically significant difference among the three departments, $F = 44.930$, $p < 0.000$. This finding suggests that students' perceptions regarding alignment between primary-level and higher education vocabulary vary significantly across departments, indicating that departmental affiliation may influence students' perceptions of vocabulary preparedness and academic language development in higher education.

Conclusion

This study investigated the alignment between primary-level subject vocabulary and the academic vocabulary required in higher education from undergraduate students' perspectives. The findings of the study provide valuable insights into how students perceive the role of early vocabulary instruction in preparing them for academic language demands at the university level. The first objective examined the extent to which primary-level subject vocabulary prepares students for academic vocabulary in higher education. The findings revealed that students strongly believe insufficient exposure to academic vocabulary at the primary level creates significant learning difficulties in higher education. This indicates that early vocabulary instruction plays a crucial role in shaping students' future academic success. The second objective explored students' perceptions of academic vocabulary demands in higher education. The results showed that students consider academic vocabulary essential for academic success and recognize the need for continuous learning and institutional support. In particular, students emphasized the importance of universities providing additional support to enhance academic vocabulary skills, highlighting the challenging nature of academic language in higher education. The third objective assessed the alignment between primary-level subject vocabulary and higher education academic vocabulary. The findings indicated that students generally perceive a strong alignment and continuity between the two levels. However, they also highlighted the need for a more structured and systematic progression of vocabulary development across educational stages to ensure a smoother academic transition. The fourth objective examined differences in students' perceptions based on gender and departmental affiliation. The results revealed no significant difference between male and female students, indicating similar perceptions across gender. However, significant differences were found across departments, suggesting that students' academic backgrounds influence how they perceive vocabulary alignment and academic language demands. Overall, the study concludes that primary-level subject vocabulary plays a fundamental role in preparing students for academic vocabulary in higher education. While students perceive a generally positive alignment and continuity, the findings also highlight the need for improved vocabulary instruction at the primary level and stronger institutional support at the university level. Strengthening this linguistic progression can enhance students' academic readiness, comprehension skills, and overall academic performance in higher education.

Recommendations

Primary-level subject vocabulary should be taught more systematically to build a strong academic language foundation.

Curriculum developers should ensure proper alignment and continuity of vocabulary across primary, secondary, and higher education levels.

Basic academic vocabulary should be introduced at the primary level to reduce learning difficulties at the university level.

Primary school teachers should receive training in modern and effective vocabulary teaching strategies.

Universities should provide academic support services such as vocabulary workshops, writing centers, and language support programs.

Discipline-specific vocabulary support programs should be introduced at the university level based on departmental needs.

Digital tools and educational technologies should be used to enhance vocabulary learning in an interactive way.

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