

## Enhancing Pupils' Vocabulary Skills Through the “Clip Your Concepts” Strategy

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ARTICLE INFORMATION	ABSTRACT
<p><b>Article history:</b>            Published: May 2026</p> <p><b>Keywords:</b>            Vocabulary            Early Literacy            Language Development            Retention</p>	<p>In today's world, English is the global language of communication. Advances in technology and the internet have increased the demand for effective English skills. Vocabulary knowledge is essential for developing reading, writing, speaking, and listening abilities. Students with limited vocabulary struggle to express themselves, comprehend texts, and participate in discussions. Traditional teaching methods may not address diverse needs or keep students motivated, so educators should use innovative, interactive strategies for vocabulary learning. This study shows that using interactive strategies like 'Clip Your Concepts' helps young students improve their vocabulary. Pupils who used this method understood and remembered more words and felt more confident using them. The results show that this strategy helps Grade 2 pupils improve their vocabulary. The study suggests that teachers should use new strategies like this to help students learn more words.</p>

### 1. Context and Rationale

In today's interconnected world, English is the global language for communication. The widespread use of the internet and other technologies has enabled people from diverse cultures to connect and collaborate, increasing demand for effective English communication (Akram et al., 2021). Writing well in any language is not just desirable but also an important facet of cultural literacy and global citizenship. It allows people to engage with others from different cultures and join the global conversation. (Garcia-Mila et al., 2021). A large part of effective communication is possessing sound vocabulary knowledge (Nation, 2019).

Vocabulary is essential for improving students' English proficiency. It underpins reading, writing, speaking, and listening abilities, including discussions and dialogue. A person's vocabulary enables effective communication (Alqahtani, 2015). Students struggle without sufficient vocabulary or strategies to learn new terms (Fransiska & Jurianto, 2016).

Students may require assistance both in discovering effective ways to learn and memorize vocabulary and in mastering a significant volume of vocabulary. Motivation can diminish among students when they no longer wish to engage in the learning process (Abrar in Moses and Mohamad, 2019). The complexities of vocabulary acquisition and the need for further research are addressed by considering its dimensions, reasons, and outcomes. This highlights the importance of teachers employing effective strategies to foster advanced vocabulary skills among English language learners (Kovalenko, Y. 2024). Thus, teachers should incorporate creativity to maintain student engagement throughout the learning process. A stronger vocabulary equips students to use and understand more sophisticated content, enhancing their ability to communicate and comprehend others. (Brooks et al., 2024) However, students often display weak grammar, poor sentence structure, and limited academic vocabulary—elements crucial for reading literacy (Fareed et al., 2018). (The impact of vocabulary, grammar, and decoding on reading comprehension among children with SLI: a longitudinal study, 2020)

Games can significantly boost young learners' motivation to acquire vocabulary, offering a more engaging alternative to traditional teaching methods (Tüzün et al., 2009). Educational games provide students with a positive, encouraging learning environment (Takeuchi & Vaala, 2014). Research has shown that games enable teachers to create meaningful contexts where students can practice language use, particularly in communication, such as exchanging information and expressing ideas, especially when learning new vocabulary and spelling (Derakhshan & Khatir, 2015). Introducing educational games fosters a fun and creative classroom atmosphere (Pomerantz & Bell, 2007). However, it is important to note that such games may not fully meet the diverse needs and abilities of all students. Since the game is designed for group activities, it may not offer sufficient individualized attention or targeted remediation for struggling students.

Vocabulary acquisition in English language learning has gained significant attention. However, most studies focus on general vocabulary learning strategies without addressing the specific challenges students face in acquiring and retaining vocabulary. (Vocabulary Instruction for English Learners: A Systematic Review Connecting Theories, Research, and Practices, 2023) Hence, the researcher identified a knowledge gap in prior research regarding effective vocabulary-learning strategies that cater to students' diverse needs and motivations. In addition, prior research did not extensively explore the role of innovative and engaging approaches in vocabulary enhancement. This encompasses several unexplored dimensions that have lately attracted research attention in other disciplines (Miles, 2017).

This research aims to help Grade 2 pupils improve their English vocabulary in one section of the school where I am observing during S.Y. 2024–2025. The study focuses only on vocabulary skills and does not include grammar, speaking, or reading comprehension. There are 35 pupils in the group, so the results may not apply to other classes. The study is done in a short time and only with these

selected pupils. Other sections and grade levels are not included. These limits help focus the study and show what can be studied next time.

This study examines the problem of learning English vocabulary among Grade 2 pupils. Vocabulary is important for communication and doing well in school. By using special activities, the study tries to help pupils learn and remember more words. The results can help pupils improve, give teachers new ways to teach, help school leaders understand early language learning, and give ideas for future research.

## 2. Strategy

The "Clipping" is the morphological word formation process; i.e., a way of generating new words or modifying ones already present by shortening the resulting words to create new ones, i.e., sis- sister, ii.) gator – alligator, iii.) exam – examination, etc. English clipping is most productively thought of as a set of lower-level generalizations that enable us to isolate the stable patterns in what, on first appearance, appears to be a disorienting, patterned process. (Clipping (morphology), n.d.)

The paper demonstrates how "the clipping concept" can improve every individual, with the caveat that clipped words are always at risk of being confused with other words of the same origin. (Pascual et al., 2022) If speakers' knowledge of clips is organized based on lower-level generalizations, communication is guaranteed to be solid. In light of this, lower-level structure is more efficient to process than higher-level generalizations that are more closely matched to the discrete instances of language use that a speaker encounters (Rains et al., 2023). The researcher proposed implementing the "Clip Your Concepts" strategy as an effective approach to vocabulary enhancement. This strategy aims to improve students' ability to learn, retain, and apply new words through engaging, structured activities. By making vocabulary learning more interactive, the approach can help students build confidence in their language skills, leading to greater overall English proficiency (Bobkina et al., 2020).

To implement this strategy, the teacher will introduce new vocabulary words using visual aids, real-life objects, or context clues. Pupils will then work in small groups to discuss the meanings of the words and construct simple sentences to demonstrate their understanding. Interactive activities such as word-to-picture matching, fill-in-the-blank exercises, and role-playing will be conducted to reinforce learning. Finally, the teacher will assess pupils' progress through review exercises and engaging word games to ensure vocabulary retention and application.

The researcher proposed using interactive vocabulary-building activities to enhance Grade 2 pupils' English language vocabulary. The researcher planned to implement engaging exercises that encourage active participation. In one activity, the class will be divided into small groups. Each group will work together to identify the meaning of a given word through context clues or visual aids. After determining the meaning, they will use the word in a sentence. The group with the most correct answers will be recognized. This structured activity is integrated into English lessons to support vocabulary development. This innovation aims to improve Grade 2 pupils' vocabulary skills, enhance their confidence in language use, strengthen their comprehension, and promote overall learning engagement.

## 3. Action Research Questions

This action research aimed to enhance the vocabulary skills of Grade 2 pupils enrolled in the S.Y. 2024-2025 in one of the elementary public schools in Ozamiz City. Specifically, this study sought to answer the following questions:

- What is the level of the pupils' vocabulary skills before the implementation of the "clip your concepts" strategy?
- What is the level of the pupils' vocabulary skills after the implementation of the "clip your concepts" strategy?
- Is there a significant difference in the level of the pupils' vocabulary skills before and after the implementation of the "clip your concepts" strategy?

## 4. Action Research Method

### 4.1 Research Design

This qualitative action research used a descriptive-comparative research design. This design was characterized by no manipulation of independent variables, no random assignment to groups, and often by the inclusion of control and comparison groups (Cantrell, 2011). The study will also employ a classroom-based action research approach to enhance pupils' vocabulary skills through the "Clip Your Concepts" strategy. This research design is deemed appropriate for the study as it examines the effectiveness of using the "Clip Your Concepts" strategy in improving vocabulary skills.

### 4.2 Site

The study was conducted at the elementary school level, specifically among Grade 2 pupils at a certain public elementary school in Misamis Occidental. It was a complete elementary school open to learners from kindergarten to Grade 6. It was a prominent public elementary school located in Misamis Occidental, Philippines. Known for its commitment to providing quality education, the school offered a well-rounded curriculum that fostered academic excellence, character development, and community involvement. The school actively participated in educational initiatives and programs, ensuring its students were prepared to meet the challenges of a dynamic, ever-changing world.

### 4.3 Participants

The respondents in the study were the 35 Grade 2 pupils in a single section that the researcher was observing. The students were selected through a purposive sampling technique. The selection of respondents was based on the following criteria: learners enrolled in Grade 2 for the school year 2024–2025; pupils observed to have low vocabulary performance; and pupils willing to participate in the study. The researcher ensured that these criteria were met prior to conducting the survey. However, the researcher did not include other sections of the same grade level in the study.

4.4 Instrument

This study used the following instrument:

A. English Vocabulary Enhancer Test. This was a 20-item researcher-developed test designed to measure Grade 2 pupils' English vocabulary skills. It covered topics relevant to their curriculum during the S.Y. 2024–2025. The test was used for both the pre-test and post-test to assess the effectiveness of the "Clip Your Concepts" strategy in enhancing vocabulary. To ensure the test's validity, the researcher consulted five English department experts to review the questionnaire. A pilot test was conducted with a different set of pupils who were not included in the study, ensuring that the instrument achieved a Cronbach's Alpha reliability score of 0.7-1.0 before implementation.

In determining the students' vocabulary levels, the following scale was used:

Score	Interpretation
17-20	Outstanding
16	Very Satisfactory
14-15	Satisfactory
12-13	Fairly Satisfactory
1-11	Did not meet expectation

- Lesson Plans. Structured lesson plans were used to incorporate the “Clip Your Concepts” strategy. These ensured that the activities aligned with the study's objectives and provided students with opportunities to practice and enhance their vocabulary skills. The lesson plans included vocabulary-building exercises utilizing the strategy to help achieve the desired outcomes. These were researcher-developed tools used to guide instruction and to measure students' vocabulary development and the effectiveness of the implemented strategy.
- Clip Your Concepts Strategy. This intervention used a hands-on approach, with students “clipping” or highlighting key vocabulary words from a list, story, or text encountered in the lesson. The strategy encouraged active participation, visual learning, and reinforced vocabulary retention. The routine was structured to allow students to engage with new words meaningfully and creatively, making the process both interactive and educational.
- Observation Checklist. The researcher used a structured observation checklist to assess students' engagement with the “Clip Your Concepts” strategy across various subject areas. The checklist focused on student participation, their ability to identify and apply key vocabulary, and their enthusiasm for using the strategy. Observations were conducted across subjects to gain insights into how the strategy affected vocabulary development and whether it enhanced students' understanding and retention of terms across contexts. This helped determine the overall effectiveness of the strategy and identify any necessary adjustments.

4.5 Data Gathering Methods

A. Pre-Implementation Phase. The researcher first sought permission from the Schools Division Superintendent, the principal, and the participating teacher to conduct the study. Once approval was obtained, consent forms were sent to the students' parents, and assent forms were collected from the students themselves. After securing all necessary permissions and forms, the researcher prepared lesson plans and materials incorporating the “Clip Your Concepts” strategy. Activities and assessments targeting vocabulary development were also prepared during this phase, ensuring alignment with the lesson objectives and instructional strategies.

B. Implementation Phase. The implementation phase commenced with a demonstration of a lesson using the “Clip Your Concepts” strategy, as outlined in the teacher’s lesson plan. The strategy was integrated into various activities to facilitate vocabulary acquisition, particularly in the lesson's practice and evaluation components. During this phase, the researcher observed and documented pupils' engagement, participation, and progress in vocabulary-related tasks. Data were collected, tallied, analyzed, and interpreted to assess the effectiveness of the strategy in enhancing pupils' vocabulary skills.

C. Post-Implementation Phase. In the post-implementation phase, the researcher analyzed the collected data to draw conclusions about the impact of the “Clip Your Concepts” strategy on pupils' vocabulary skills. Recommendations based on the findings were formulated, and the research report was finalized. The results were presented to relevant stakeholders to inform future instructional practices and encourage the broader application of the strategy in vocabulary development.

4.6 Ethical Issues.

Republic Act No. 10173, the Data Privacy Act of 2021, emphasizes the protection of personal information and privacy rights. Measures included anonymizing participant data using unique codes, storing data securely with restricted access, and presenting results to ensure participant anonymity. Researchers maintained unbiased and accurate documentation of data collection methods and any changes, ensuring transparency and replicability. All call communication during the research was completely transparent.

4.7 Analysis

With the use of Minitab statistical software and HyperRESEARCH software, the following statistical tools and thematic analysis were utilized:

Frequency and Percentage were used to determine the students' retention level.

The mean and Standard Deviation were used to determine students' retention of angle concepts before and after manipulating real objects.

The test was used to explore the significant difference in students' performance before and after manipulating real objects.

## 5. Results and Discussions

Significant improvements in pupils' vocabulary skills were observed following the implementation of the "Clip Your Concepts" strategy. This interactive, learner-centered approach increased engagement, enhanced word recognition, and improved pupils' ability to understand and use vocabulary in context. A clear contrast was noted between the results before and after the intervention, highlighting the effectiveness of integrating visual and hands-on techniques into vocabulary instruction. The pre-test results revealed that most pupils did not meet expectations in their vocabulary skills after the intervention; the post-test results demonstrated very satisfactory performance. The following tables illustrate the positive impact of this strategy on pupils' vocabulary skills, as shown in their performance before and after the intervention.

### 5.1 Level of the Pupils' Vocabulary Skills Before the Implementation of the "Clip Your Concepts" Strategy

Table 1 presents the vocabulary performance levels of pupils prior to the implementation of the "Clip Your Concepts" strategy. The data reveal that the class generally performed below expectations, with the majority of pupils falling into the "Did Not Meet Expectations" category (70%;  $M = 8.71$ ;  $SD = 1.60$ ). This indicates that most learners struggled to understand and use vocabulary appropriately. A small portion of the class performed at the "satisfactory" level (15%;  $M = 14.33$ ;  $SD = 0.58$ ), while only one pupil each reached the "Fairly Satisfactory," "very satisfactory," and "outstanding" levels. The overall mean score of the class was 10.55 ( $SD = 3.25$ ), reflecting low vocabulary proficiency prior to the intervention and showing considerable variation in pupils' skills across the group.

The findings reveal that before the use of the "Clip Your Concepts" approach, many learners had noticeable difficulty acquiring and retaining vocabulary. This was evident in the majority's below-standard performance, suggesting inconsistent and generally weak word retention. These results mirror existing studies, which report that Filipino elementary learners often struggle with vocabulary due to a lack of engaging, context-based teaching methods (Handig et al., 2023). Instruction relying heavily on rote memorization and isolated drills, as noted by Su Xin-Li et al. (2021), tends to limit pupils' ability to remember and apply vocabulary effectively. Contributing to these challenges is the limited exposure to rich language environments and the absence of scaffolded learning experiences, particularly in the Philippine setting (Dela Guro, 2019). Such conditions hinder the development of meaningful word knowledge and prevent learners from forming lasting language connections. (Guro, 2020). Traditional teaching methods often do not foster deeper understanding, especially when lessons lack engaging, interactive components (Lange, 2021). These results highlight the importance of integrating innovative strategies that promote active involvement and sustained attention. The "Clip Your Concepts" strategy, with its focus on visual, hands-on, and categorized learning, offers a promising solution. Research indicates that approaches involving chunking, categorization, and visual aids can enhance memory and support vocabulary development by facilitating better cognitive processing (Kang et al., 2020). Thus, the pre-intervention outcomes indicated that more dynamic and responsive teaching strategies were essential to address learners' vocabulary gaps.

Table 1: Level of the Pupils' Vocabulary Skills Before the Implementation of the "Clip Your Concepts" Strategy

Proficiency Level	Frequency	Percentage	M	SD
Outstanding	1	5.00	17.00	-
Very Satisfactory	1	5.00	16.00	-
Satisfactory	3	15.00	14.33	0.58
Fairly Satisfactory	1	5.00	13.00	-
Did Not Meet Expectations	14	70.00	8.71	1.60
Overall Performance	20	100.00	10.55	3.25

Note Scale: 17-20 (Outstanding); 16 (Very Satisfactory); 14-15 (Satisfactory); 12-13 (Fairly Satisfactory); 1-11 (Did Not Meet Expectations)

### 5.2 Level of the Pupils' Vocabulary Skills After the Implementation of the "Clip Your Concepts" Strategy

Table 2 presents the vocabulary levels of pupils after the implementation of the "Clip Your Concepts" strategy. The results indicate a substantial improvement in performance, with a significant proportion of learners achieving higher levels of vocabulary proficiency compared to the pre-test. Notably, a large percentage of the class performed at an outstanding level, reflecting a marked enhancement in overall vocabulary understanding and application (50.00%,  $M = 17.80$ ;  $SD = 0.79$ ).

Additionally, several pupils attained a very satisfactory level of performance, suggesting that the intervention was effective in boosting the vocabulary skills of not only the highest achievers but also those who had previously demonstrated moderate understanding (15.00%,  $M = 16.00$ ;  $SD = 0.00$ ). A considerable portion of the class also reached the Satisfactory level, indicating a solid grasp of vocabulary concepts among the majority (30.00%,  $M = 14.67$ ;  $SD = 0.52$ ). A minimal fraction of pupils remained in the satisfactory category, and importantly, no learners fell in the "Did Not Meet Expectations" level, in sharp contrast to the pre-intervention results. The class average increased significantly, indicating not only improved vocabulary skills but also more consistent performance across all pupils ( $M = 16.35$ ;  $SD = 1.73$ ).

Engaging, hands-on strategies have been proven effective for enhancing vocabulary development. Vocabulary learning is best achieved through context-rich activities that link new words to real-life experiences, allowing for deeper understanding and long-lasting retention (Nagy et al., 2020)

The "Clip Your Concepts" strategy integrates visual aids, classification, and active participation—all of which have been shown to enhance cognitive engagement and memory retrieval (Kang et al., 2020). By involving pupils in hands-on and multimodal tasks, the strategy supports deeper learning and encourages the application of vocabulary in relevant contexts. Furthermore, visual and experiential learning methods have been linked to increased memory retention and heightened motivation (Paivio et al., 2022).

Overall, the results from Table 2 underscore the effectiveness of the “Clip Your Concepts” strategy in boosting vocabulary skills. The marked increase in achievement levels and the consistency in pupil performance highlights its promise as a valuable method for vocabulary development in early education.

Table 2: Level of the Pupils’ Vocabulary Skills After the Implementation of the “Clip Your Concepts” Strategy

Proficiency Level	Frequency	Percentage	M	SD
Outstanding	10	50.00	17.80	0.79
Very Satisfactory	3	15.00	16.00	0.00
Satisfactory	6	30.00	14.67	0.52
Fairly Satisfactory	1	5.00	13.00	-
Overall Performance	20	100.00	16.35	1.73

Note Scale: 17-20 (Outstanding); 16 (Very Satisfactory); 14-15 (Satisfactory); 12-13 (Fairly Satisfactory); 1-11 (Did Not Meet Expectations)

### 5.3 Significant Difference in the Level of the Pupils’ Vocabulary Skills Before and After the Implementation of the “Clip Your Concepts” Strategy

Table 3 presents the vocabulary skill levels of pupils before and after the implementation of the “Clip Your Concepts” strategy. The results demonstrate a significant improvement in vocabulary performance, with more pupils achieving higher proficiency levels following the intervention. The class showed a marked increase from the pre-test to the post-test, indicating enhanced vocabulary understanding and retention (Before: M = 10.55; SD = 3.25; After: M = 16.35; SD = 1.73).

The computed t-value of 11.47 and a p-value of 0.00 led to the rejection of the null hypothesis, signifying a highly significant difference ( $p < 0.01$ ) in vocabulary performance between the two testing periods. The decreased standard deviation in the post-test also reflects more consistent outcomes among the learners, showing that performance became more uniform across the group.

These findings align with existing research that highlights the effectiveness of engaging, multimodal strategies in vocabulary instruction. Asserts that combining visual elements with hands-on experiences increases cognitive involvement, helping learners absorb and retain new information more effectively (Mayer 2020).

Furthermore, the categorization and grouping techniques used in the “Clip Your Concepts” strategy are consistent with research indicating that organizing related terms enhances vocabulary growth by building meaningful connections (Marzano 2019). Vocabulary instruction is most impactful when learners engage in context-rich, interactive tasks rather than rely solely on memorization (Kucan et al, 2020)

This improvement highlights not only the effectiveness of learner-centered strategies in enhancing vocabulary skills but also their capacity to create a more inclusive and supportive learning environment. By addressing individual differences, the strategy empowered all pupils—regardless of their starting point—to progress more confidently and consistently.

Table 3: Significant Difference in the Level of the Pupils’ Vocabulary Skills Before and After the Implementation of the “Clip Your Concepts” Strategy

Variables	M	SD	t-value	p-value	Decision
Before the Implementation of the “Clip Your Concepts” Strategy	10.55	3.25	11.47	0.00	Reject Ho
After the Implementation of the “Clip Your Concepts” Strategy	16.35	1.73	11.47	0.00	Reject Ho

Ho: There is no significant difference in the level of pupils’ vocabulary skills before and after the implementation of the “clip your concepts” strategy.

Note: Probability Value Scale: \*\* $p < 0.01$  (Highly Significant); \* $p < 0.05$  (Significant);  $p > 0.05$  (Not Significant)

## 6. Summary, Findings, Conclusions, and Recommendations

### 6.1 Summary

Vocabulary plays a crucial role in developing reading comprehension, communication, and overall language proficiency among elementary learners. However, many Grade 2 pupils struggle to retain and apply new vocabulary, which affects their academic performance across subjects. This study aimed to assess the effectiveness of the “Clip Your Concepts” strategy in enhancing vocabulary skills among Grade 2 pupils during the School Year 2024–2025 in a public elementary school. A quantitative research design was employed, involving 35 purposively selected pupils identified as having difficulties in vocabulary retention. Data were collected using researcher-developed pre- and post-tests and analyzed using appropriate statistical methods to determine significant differences in performance before and after the intervention. The study sought to answer the following research questions: 1) What is the level of the pupils’ vocabulary skills before the implementation of the “clip your concepts” strategy? 2) What is the level of the pupils’ vocabulary skills after the implementation of the “clip your concepts” strategy? 3) Is there a significant difference in the level of the pupils’ vocabulary skills before and after the implementation of the “clip your concepts” strategy?

### 6.2 Findings

The following were the study’s key findings:

- The pupils’ vocabulary skills before the implementation of the “Clip Your Concepts” strategy did not meet expectations.
- The pupils’ vocabulary skills after the implementation of the “Clip Your Concepts” strategy were outstanding.
- There was a significant difference in the pupils’ vocabulary skills before and after the implementation of the “Clip Your Concepts” strategy.

### 6.3 Conclusions

The study's findings led to the formulation of the following conclusions:

- Traditional teaching strategies may not be sufficient in developing pupils' vocabulary skills to the desired level.
- The use of innovative methods such as the "Clip Your Concepts" strategy can significantly enhance pupils' understanding and retention of vocabulary.
- The notable improvement in pupils' vocabulary performance after the intervention shows that interactive and engaging strategies are effective tools for language development in early learners.

### 6.4 Recommendations

- School administrators may initiate professional development programs, such as workshops and training sessions, focused on innovative strategies like "Clip Your Concepts" that promote vocabulary development in early grades. These initiatives can help teachers explore new, effective instructional methods.
- Teachers may integrate interactive strategies such as "Clip Your Concepts" into their daily instruction to enhance vocabulary retention. This engaging approach helps pupils associate words with visuals, experiences, and actions, leading to deeper understanding and long-term recall.
- Students may be encouraged to actively participate in vocabulary-building activities by using the clip strategy to connect words with images and examples. This hands-on engagement fosters deeper learning and builds confidence in word usage.
- Parents may reinforce vocabulary development at home by supporting their children's use of "Clip Your Concepts". They can help review clipped vocabulary words, encourage the creation of personal examples, or assist in connecting the words to daily experiences for better reinforcement.
- Future researchers may explore the long-term impact of the "Clip Your Concepts" strategy on pupils' overall language proficiency, including reading comprehension and writing skills. Comparative studies involving other interactive strategies or larger and more diverse student populations are also recommended to validate and extend the findings of this study.

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