



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“LOOK, SAY COVER WRITE AND CHECK (LSCWC) TO
DEVELOP VOCABULARY IN YOUNG LEARNERS”
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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Advisor's Approval

In my role as Advisor of the research paper under the title **“LOOK, SAY, COVER,WRITE AND CHECK (LSCWC) TO DEVELOP VOCABULARY IN YOUNG LEARNERS”** prepared by Reyes Panchana Allison Samantha and España Lema Arlette Elizabeth, undergraduate students of Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied, and reviewed the project, I approve in its entirety, because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



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Statement of Authorship

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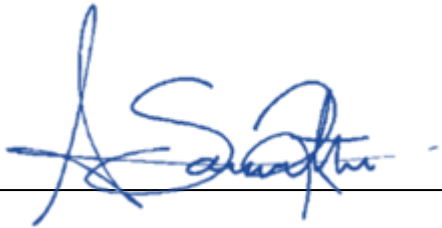
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Declaration

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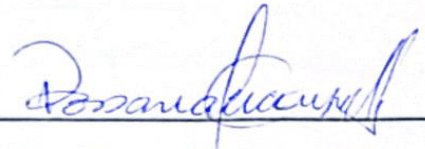
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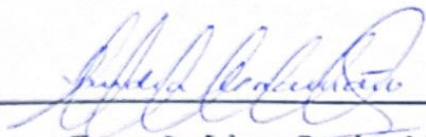
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Acknowledgment I

First and foremost, I want to appreciate this to the people who brought me into this world, my amazing parents, who always taught me that, despite our differences, there was always a hug waiting for me and a helping hand ready to support me when I needed it most. I want to thank my siblings and my aunt, who were always there to help me in every way they could; this achievement belongs to them just as much as it does to me.

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- Reyes Panchana Allison Samantha

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Thank you to my life partner, Gaddiel. I was, am and will always be lucky to have someone like you by my side, someone who, despite all the ups and downs, continued to be my rock, keeping me from giving up. Let it be known here just how deeply grateful I am to you.

- España Lema Arlette Elizabeth

Dedication I

I want to dedicate this work to my parents, my mom Amparo Panchana and my dad Rodolfo Reyes, because they were always willing to help me no matter what. I owe every achievement I've made to them.

I also dedicate this to the person that I love, who always brought out the best in me and encouraged me not to settle for less. You were in every moment, celebrating my happiest days and carrying me through the hardest ones. This also includes a little bit of your effort and your unconditional patience.

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-With love, Reyes Panchana Allison Samantha

Dedication II

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-With love, España Lema Arlette Elizabeth

Abstract

Teaching English vocabulary to young learners is an essential aspect of improving their communication skills. Nevertheless, the use of active techniques to increase the range and retention of new words still requires considerable attention in the educational setting, since traditional methods that rely on memorization are still used in many classrooms. Given this situation, the present study aimed to investigate teachers' perceptions of the contribution of Look, Say, Cover, Write, Check (LSCWC) technique to the development of vocabulary in young learners of English as a foreign language. The study employs a qualitative approach, with data collected through a questionnaire containing open-ended questions administered to five English teachers. The result of this study will contribute to the field of education regarding techniques for teaching English as a foreign language and will provide useful information for teachers and researchers interested in applying techniques that are innovative and, at the same time, enhance vocabulary acquisition.

KEY WORDS: Look, Say, Cover, Write, Check (LSCWC), Vocabulary acquisition, Young learners, English as a foreign language (EFL), Technique, Active learning.

Resumen

Enseñar vocabulario inglés a los jóvenes estudiantes representa un aspecto esencial para el incremento de las habilidades comunicativas. A pesar de ello, el uso de técnicas activas para aumentar el alcance y la retención de nuevas palabras aún demanda un considerable cuidado en el medio educativo, ya que en diversas aulas aún se presentan métodos tradicionales que son apoyados en la memorización. Bajo esta situación, la presente investigación tuvo como objetivo conocer las percepciones de los docentes sobre la contribución de la técnica Look, Say, Cover, Write, Check (LSCWC) al desarrollo del vocabulario en estudiantes jóvenes de inglés como lengua extranjera. La investigación se realiza mediante un enfoque cualitativo, cuyos datos son coleccionados de un cuestionario con preguntas abiertas elaboradas a cinco docentes de inglés. Los resultados de esta investigación aportarán a la educación sobre técnicas para la enseñanza del inglés como lengua extranjera y brindará información provechosa para los docentes e investigadores interesados en aplicar técnicas innovadoras que mejoren la adquisición de vocabulario.

PALABRAS CLAVES: Look, Say, Cover, Write, Check (LSCWC), Adquisición de vocabulario, Estudiantes jóvenes, Inglés como lengua extranjera, Técnica, Aprendizaje activo.

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Introduction

Learning English has become increasingly important because it allows people to communicate worldwide and provides access to better educational and professional opportunities. For young learners, one of the first steps in learning English is building vocabulary, as knowing enough words helps them understand messages and express their ideas. However, many children find it difficult to remember new words, spell them correctly, and use them confidently in class. This research explores teachers' perceptions of the Look, Say, Cover, Write and Check (LSCWC) technique to support vocabulary development in young learners. The technique requires students to look at a word, say it aloud, cover it, write it from memory, and check their answers. Through these steps, learners actively practice vocabulary while improving their spelling, word recognition, and confidence.

The study examines teachers' opinions and experiences with the technique, as well as the benefits and challenges they have observed in vocabulary instruction. Their perspectives provide valuable insights into how the technique supports vocabulary learning in English classrooms.

Understanding teachers' perceptions is important because they play a central role in the teaching and learning process. The findings may also be useful for English teachers and future researchers interested in vocabulary instruction.

The study focuses on English teachers from the selected educational institution because of their experience teaching young learners. Data were collected through one-on-one interviews, allowing teachers to share their perspectives on the technique and its contribution to vocabulary development in young learners.

Chapter I

The Problem

Research Topic

Techniques for vocabulary acquisition among young learners

Write the title of the project

Look, Say, Cover, Write, Check (LSCWC) to Develop Vocabulary in Young Learners.

Problem Statement

English is considered one of the most important languages in the world because it is used for communication, education, business, and technology. For this reason, learning English has become a priority in many educational systems. However, learning a foreign language is a complex process, especially for young learners who need to develop different language skills simultaneously. One of the main challenges they face is acquiring and retaining sufficient vocabulary to understand and use the language effectively. According to Rowe and Snow (2025), vocabulary development is essential for language acquisition because it supports communication and comprehension in different learning contexts.

Vocabulary is the foundation of language learning since learners need words to understand messages and express their ideas. Without adequate vocabulary knowledge, students may experience difficulties in listening, speaking, reading, and writing activities. The Education Endowment Foundation (2024) highlights that vocabulary knowledge is strongly associated with academic achievement and language proficiency. Therefore, students who have a limited vocabulary often struggle to participate actively in classroom activities and may feel less confident when using English.

Despite the importance of vocabulary learning, many young learners have difficulties remembering new words and using them correctly in meaningful situations. In many classrooms, vocabulary is taught through traditional methods such as memorization, copying words, and repeating definitions. Although these practices may help learners remember words temporarily, they often fail to promote long-term retention and meaningful use of vocabulary. Foster and Saenko (2025) explain that learners retain vocabulary more effectively when they actively retrieve information from memory rather than simply reviewing it repeatedly.

Another problem observed among young learners is the difficulty in spelling English words accurately. Many students recognize vocabulary when they see it in a textbook but cannot recall the correct spelling or meaning when they need to use it independently. This situation can negatively affect their academic performance and reduce their motivation to learn English. According to Ghahremanian (2023), spelling difficulties are common among language learners and can be reduced through instructional strategies that promote repeated practice and self-correction.

To address these challenges, teachers need to implement strategies that actively engage learners in the vocabulary learning process. One strategy that has shown potential is the Look, Say, Cover, Write, Check (LSCWC) technique. This requires students to look at a word, say it aloud, cover it, write it from memory, and check their answer. Through these steps, learners practice vocabulary using visual, oral, and written reinforcement. Ghahremanian (2023) found that the LSCWC method improves spelling accuracy and supports vocabulary retention by encouraging active recall and immediate feedback.

Furthermore, active learning strategies have been recognized as effective tools for improving vocabulary acquisition because they encourage learners to interact with words in different ways.

The Education Endowment Foundation (2024) states that repeated exposure and active engagement with vocabulary contribute significantly to successful language learning. Likewise, Foster and Saenko (2025) emphasize that retrieval-based learning strategies strengthen memory and increase the likelihood of long-term vocabulary retention.

Although the Look, Say, Cover, Write, Check technique has demonstrated positive results in improving spelling and word recall, there is still a need to investigate its effectiveness in developing vocabulary among young learners in English as a Foreign Language (EFL) contexts. Many students continue to experience difficulties in learning and retaining vocabulary despite receiving regular English instruction. Therefore, it is important to explore whether the implementation of the LSCWC technique can contribute to vocabulary development and help young learners become more successful and confident English language users.

Justification

Vocabulary is considered one of the most important components of language learning because it allows learners to understand and communicate ideas effectively. A strong vocabulary foundation supports the development of listening, speaking, reading, and writing skills, which are essential for successful language acquisition. According to Rowe and Snow (2025), vocabulary development plays a key role in children's language learning because it enhances

both comprehension and communication. Therefore, exploring strategies that facilitate vocabulary learning is relevant in English language education.

This study is justified because it focuses on the Look, Say, Cover, Write, Check (LSCWC) technique as a tool for vocabulary development in young learners. The technique encourages students to interact actively with vocabulary through observation, pronunciation, writing, and self-correction. Research has shown that active engagement with words promotes vocabulary retention and meaningful learning (Education Endowment Foundation, 2024). Consequently, understanding teachers' perceptions of the LSCWC technique can provide valuable information about its usefulness in the English classroom.

The study is also important because teachers are responsible for selecting instructional strategies that support students' learning needs. Their perceptions and experiences can provide insights into the effectiveness, practicality, and applicability of the LSCWC technique. According to Ghahremanian (2023), the Look, Say, Cover, Write, Check method supports spelling accuracy and vocabulary retention through repeated practice and active recall. Therefore, exploring teachers' views can help identify how this technique contributes to vocabulary instruction and what challenges may arise during its implementation.

Furthermore, this research has theoretical significance because it contributes to the body of knowledge related to vocabulary teaching and learning strategies. Although previous studies have highlighted the importance of retrieval-based learning for vocabulary acquisition, more research is needed to understand how teachers perceive the use of specific strategies such as LSCWC in educational settings. Foster and Saenko (2025) emphasize that retrieval-based

activities strengthen memory and facilitate long-term vocabulary retention, making them valuable tools for language learning.

Finally, this study has practical value because its findings may help English teachers, schools, and researchers make informed decisions about vocabulary instruction. By identifying teachers' perceptions, benefits, and challenges related to the LSCWC technique, the research may provide recommendations for improving vocabulary teaching practices. In addition, the results could encourage the use of learner-centered strategies that promote active participation and support vocabulary development among young learners (Education Endowment Foundation, 2024).

Research Question

General Question

How do teachers perceive the contribution of the Look, Say, Cover, Write, Check (LSCWC) technique to vocabulary development in young learners?

Specific Questions

- What are teachers' perceptions of the Look, Say, Cover, Write, Check (LSCWC) technique in teaching vocabulary to young learners?
- How do teachers describe their experiences using the Look, Say, Cover, Write, Check (LSCWC) technique in the English classroom?
- What benefits do teachers perceive from using the Look, Say, Cover, Write, Check (LSCWC) technique to develop vocabulary in young learners?

Objectives

General Objective

To explore teachers' perceptions of the contribution of the Look, Say, Cover, Write, Check (LSCWC) technique to vocabulary development in young learners.

Specific Objective

- To describe teachers' experiences using the Look, Say, Cover, Write, Check (LSCWC) technique in English language classrooms.
- To examine the benefits teachers perceive when implementing the Look, Say, Cover, Write, Check (LSCWC) technique for vocabulary development.
- To identify the challenges teachers encounter when using the Look, Say, Cover, Write, Check (LSCWC) technique in vocabulary instruction.
- To analyze teachers' perceptions regarding the influence of the Look, Say, Cover, Write, Check (LSCWC) technique on young learners' vocabulary learning.

Chapter II

Theoretical Framework

The main basis for this Research lies in the proven need to apply active and multisensory learning techniques for English vocabulary acquisition. Traditional passive methods have proven ineffective for long-term retention in Young Learners, which justifies the implementation of techniques that involve multiple senses. The Look, Say, Cover, Write, Check (LSCWC) technique is aligned with neurodidactics, as it facilitates lexical retention by simultaneously activating the visual, auditory, and kinesthetic channels, significantly enhancing memory and recall (Biasco, 2025).

This theoretical framework focuses on two main concepts: active multisensory learning and English Vocabulary acquisition in young learners. Active multisensory learning involves teaching strategies that engage students through different senses and active participation during the learning process. Vocabulary acquisition refers to the way learners understand, remember, and use new words in communication. The LSCWC combines repetition, observation, writing, and self-correction, helping students improve their vocabulary knowledge and become more independent learners, so this technique is especially useful in contexts where students have limited exposure to English outside the classroom.

Background of the study

The active LSCWC technique is conceptualized as a structured scaffolding that is essential in contexts where classroom practice is limited, offering a systematic tool to improve intrinsic motivation and student engagement in developing their lexical competence. Motivation is a crucial factor in success in foreign languages, especially among children (Selimovic, An Exploration of Students' Motivation in Learning English, 2022). Therefore, implementing this

technique not only improves lexical retention but also promotes learner autonomy and meaningful participation.

Vocabulary remains a critical component of second language learning because it determines students' ability to communicate effectively. Recent studies highlight that young learners retain words better when instruction is interactive and multisensory. Techniques that combine visual, auditory, and kinesthetic input, such as Look, Say, Cover, Write, Check (LSCWC), have been shown to enhance memorization and recall (Ghahremanian & Bahrami, 2023). This type of structured practice helps students move from passive recognition to active usage, which is essential for developing fluency in English.

Theoretical basis

One of the core theories underpinning the LSCWC technique is constructivism. This theory, developed by Vygotsky (1978), suggests that young learners learn more effectively when the learning environment is interactive and filled with activities, especially when students learn to interact with other people, making the situation meaningful. Knowledge is not something that is simply transmitted; rather, it is something that is constructed over time as students learn through collaboration and practical experiences.

Albert Bandura's social learning theory is also part of this research. The editorial article mentions that this theory is based on understanding how knowledge, beliefs, and attitudes are acquired, and how people think within their society. The argument underpinning this theory is that learning is a cognitive process that cannot be separated from the context in which it occurs, whether that be the family, school, or any other social environment. (Fuente y otros, Past, present and future contributions from the social cognitive theory (Albert Bandura), 2023). Bandura explains that learning occurs through observation, imitation, and interaction with others in the

environment. Students, in this case, and more generally, children, tend to learn behaviors and skills by observing role models such as parents, teachers, friends, or peers at school. For this reason, students can improve their pronunciation, writing, and correct use of words by observing and imitating the language models taught in class. The technique analyzed in this study (LSCWC) supports this theory, as students can learn, improve, and advance in their learning through guided practice and repetitive activities.

Active Learning

Active learning is the process by which students move beyond simply memorizing information and begin to discover the answers to their questions through their own experiences and engagement.

According to (Adams, 2024), it has been scientifically proven that active learning improves the retention of information. In one study, it was found that, after one month, students who used active learning retained 93.5% of the information they had learned, whereas only 79% of those who used passive learning retained the same information. This is why the development of active learning helps improve learning outcomes by creating unforgettable learning experiences. This shows how active learning really works with the students.

Multisensory Learning

Multisensory learning involves engaging all of a person's senses in a coordinated manner. For example, when a student combines what they see, hear, and touch, the resulting learning experience is more powerful, facilitating the retention and mastery of new concepts.

According to an article titled *The Effectiveness of Multimedia Input on Vocabulary Learning and Retention*, it is stated that combining multimedia with sensory strategies is essential for reinforcing English vocabulary. The combination of stimuli increases attention and

ensures that the learner is an active participant, rather than just an observer, during the instruction. (Teng, 2023)

This research is directly related to the Look, Say, Cover, Write, Check (LSCWC) technique, which combines visual observation, oral repetition, writing, and self-correction in a structured process that engages different learning channels to strengthen memory and vocabulary acquisition among young learners.

Scaffolding

The scaffolding technique involves first observing, then repeating, trying it on one's own, and finally checking, which reinforces the LSCWC approach; by following virtually the same steps during the learning process, students can develop a deeper understanding with guided support.

The goal of scaffolding is to help students become increasingly independent, and through constant practice, vocabulary becomes firmly embedded in their memory, making them feel more capable. A key part of this is allowing them to identify and correct their own mistakes; this helps them reflect on how they are learning and prevents them from repeating the same mistakes.

The Look, Say, Cover, Write, Check technique is a clear example of scaffolding, as it provides students with structured support while they practice vocabulary. This type of guided instruction allows students to learn new words through structured steps, which gradually foster their autonomy and more active participation.

Pedagogical Basis

The pedagogical basis of this research is based on educational approaches such as active learning and multisensory instruction, which is not limited to reading and listening alone but also

involves engaging all the human senses, so that young people can improve their vocabulary acquisition in English as a foreign language. Taken together, these pedagogical bases explain how children learn effectively when they engage continuously and actively in meaningful and participatory learning activities.

One of the theoretical foundations discussed in this research is the importance of active learning, which underlies this study. By using active learning techniques, teachers can guide and encourage students to deepen their understanding. Furthermore, classroom activities based on active learning methods help students understand the subject matter better than passive methods, in which teachers focus solely on delivering lectures in the classroom. (Hasan Ahmed & Latifa, 2022).

Students understand and gain more knowledge through activities that encourage them to practice, review, and actively participate; as a result, they develop a deeper understanding and retain the material better. That said. The LSCWC technique supports this approach because, through the activities provided, students observe, pronounce, write, and verify words dynamically and actively, transforming vocabulary practice into a process that integrates, includes, and engages the student.

This research is also supported by multisensory learning, which is also linked to neurodidactics. This pedagogical framework explains that learning is even more effective when different sensory channels are used, through which students receive internal and external stimuli to process information. Multisensory skills integrate visual, auditory, and kinesthetic-tactile components to address the diverse needs of students, regardless of whether English is their native language or not. (Polyium & Jongnantawat, 2024). For this approach, LSCWC is used as a technique, as students engage all their senses, such as observing the word, saying it aloud,

writing the word from memory, and checking their answers, thereby reinforcing their English vocabulary through sensory experiences.

Another pedagogical framework used in this study is the social constructivist theory proposed by Lev Vygotsky. This theory posits that students learn through interaction, modeling, and active participation. Vygotsky introduced the concept of scaffolding, and one research article notes that “From a constructivist perspective, moving pupils from a lower level to a higher level is typically only achievable under supervision or in partnership with a more competent individual. Scaffolding is the Vygotskian phrase, or a learner who is either somewhat more competent than or on par with the intended learner. Such helpers serve as a mediator between the learners and the knowledge they are seeking to comprehend, and they eventually help the learner achieve objectives that are unlikely to be attained by the learner alone.” (Sarmiento-Campos y otros, 2022). Thus, the theory of social constructivism is fundamental because it posits that learning is a process through which students can improve and expand their knowledge through their relationships and interactions with the society around them, as well as through historical, cultural, and individual factors, all of which are essential to human progress. (Wibowo y otros, 2025).

This learning highlights that the LSCWC technique can be linked to this theory, as it functions as a scaffolding technique by enabling students to learn under the guidance of someone with greater knowledge and better organizational skills, thereby encouraging them to work independently and with self-control. (Wan, 2022)

Legal Basis

National Policies Supporting English Learning-Constitution of the Republic of Ecuador

The legal basis for this research lies in Ecuador's constitutional and regulatory mandate to guarantee quality education and the promotion of foreign languages. This principle is in the Constitution of the Republic of Ecuador (2008), which in Art. 26 and 27 it guarantees the right to education for comprehensive development. The law makes it clear that learning is not just about memorizing facts, but about helping students develop in a well-rounded way, learn to think for themselves, and be creative.

To achieve this in English classes, it is not enough to rely on traditional methods; we need strategies that motivate students and get them involved. That's why the LSCWC technique aligns with what the law requires because it's practical, keeps students engaged, and help them learn vocabulary by using their senses.

Furthermore, the Constitution mandates that education be equal for all. This is very important in our country, where many children only practice English while they are in school. By using more interactive methods like this one, giving them a real opportunity to learn the language and communicate better, without falling behind.

In the specific field, the Organic Law on intercultural Education (Ecuador M. o., 2011) develops this aim by promoting knowledge of languages and by obliging the State to ensure teaching methodologies and resources that are relevant and appropriate to the diversity of students. The proposal to implement the Look, Say, Cover, Write, Check (LSCWC) technique is justified by the need to correct the ineffective of passive methods, aligning with the requirements of the National Foreign Language curriculum to use strategies that ensure effective vocabulary

acquisition and the fulfillment of achievement standards in Young Learners. (Ecuador M. d., Currículo de los Niveles de Educación Obligatoria: Lengua Extranjera - Inglés, 2016)

Beyond constitutional mandates, this research finds its fundamental technical basis in the Organic Law on Intercultural Education (LOEI), whose comprehensive reform in 2021 marks a turning point in the way education is delivered in Ecuador. In (Art. 2.2.), the law establishes that the education system must be guided by the principle of education for change, meaning that learning cannot be static but must be entirely student-centered. Under this legal framework, the

transition from traditional, passive English instruction to one that is dynamic, flexible, and, above all, participatory is justified.

Furthermore, (Art 2.3) of the same law defines the purposes of education, emphasizing the importance of developing skills and competences that enable citizens to successfully integrate into the knowledge society. The education system has an obligation to provide the necessary tools so that students not only understand grammar but are also able to communicate effectively, thereby improving their quality of life and future career opportunities.

Regarding the quality of learning, (Art 6) of the LOEI states that the State must ensure an education of excellence through the application of up-to-date pedagogical strategies and the use of resources that promote meaningful learning. This is where the Look, Say, Cover, Write, Check (LSCWC) technique takes on legal and pedagogical significance. As a method based on observation, conscious repetition, and self-assessment, LSCWC meets the quality standard required by law, allowing students to be self-directed and develop deeper cognitive processes for vocabulary retention.

Finally, current regulations call on teachers to abandon models based on the mechanical memorization of isolated words. The LOEI (2021) emphasizes the creation of motivation

learning environments that use multisensory processes to capture young people's attention, implementing the LSCWC technique is not merely a pedagogical choice but a direct response to the legal requirement to provide an inclusive and modern education, where every student has the opportunity to achieve true proficiency in English.

Chapter III

Method

Qualitative methodology

This study follows a qualitative approach because it aims to explore teachers' perceptions, experiences, and opinions regarding the use of the LSCWC technique in vocabulary instruction.

Qualitative research is a scientific method that involves collecting and analyzing non-numerical data, such as written or spoken words. Instead of focusing on measurement or quantification, qualitative research aims in-depth understanding of phenomena, experiences, or ideas by exploring the perspectives of interviewees. This method is widely used in fields such as psychology and marketing to gain deeper insights into behavior, and its motivations. This approach is appropriate when the researcher seeks to describe and interpret educational phenomena rather than measure variables statistically. (Nick Jain, 2023)

For this study, the use of qualitative method allows to examine teachers' opinions about LSCWC without having to apply the technique directly in the classroom. Therefore, rather than implementing an initiative with students, the goal is to understand how teachers perceive the technique, what advantages or obstacles they identify, and how they believe it could help young children learn vocabulary. Qualitative studies are really helpful in the field of education for describing teaching practices in great detail and for identifying participants' experiences that can serve as a basis for future innovations or projects. This makes the qualitative approach ideal for applied research that seeks to connect theoretical ideas with what happens in the classroom through teacher's voices.

Type of research

Phenomenological studies

Phenomenology is a methodology that focuses on describing the essence of events by observing people's experiences. Literally, it means "the study of phenomena". In other words, it focuses on the meaning that these phenomena hold for those who experience them. (Dovetail Editorial Team, 2003)

This study is grounded in phenomenological research, which aims to explore and describe the meaning of individuals' lived experiences regarding a particular phenomenon. Phenomenological studies focus on how participants perceive, interpret, and make sense of that phenomenon, prioritizing their own words and perspectives. In this case, the phenomenon of interest is the use of the LSCWC technique as a strategy for vocabulary development in young learners, as experienced and conceptualized by English teachers at Salinas Innova School.

From a phenomenological perspective, the research does not attempt to test an intervention with students, but rather to uncover the essence of teachers' beliefs. Through the analysis of their descriptions, the study seeks to identify common themes such as the perceived advantages of LSCWC, possible challenges for its implementation, and the way teachers relate this technique to other vocabulary strategies reported in recent literature on English language teaching.

Data collection techniques

One-on-one interview

The data collection technique for this study is the one-on-one interview, implemented through an online questionnaire that will be sent to each teacher via a link. The interviews are a qualitative method in which the researcher asks questions to obtain detailed information about

the participants' opinions and attitudes. Individual interviews are particularly useful when the goal is to explore individual perspectives in depth and give each participant sufficient space to develop their ideas without the influence of other voices, as might occur in a focus group. (Tenny et al., 2022)

According to Gunnev Puri (2024) at its core, an interview is a formal meeting in which one person asks questions of another or others with the aim of gathering information, assessing abilities or determining whether the candidate meets the requirements for employment, admission, or another type of opportunity. Puri also explains that an one-on-one meeting is a private, structured conversation between two people, typically a person in charge and an individual, whose goal is to align expectations and foster mutual growth. It focuses on the needs, goals, and challenges of each participant, allowing for active listening and the exchange of feedback between both parties. In this case, priority is given to open dialogue, clear objectives, and problem-solving, thereby strengthening communication, motivation, and commitment during the meeting.

Instrument

Questionnaire

The instrument used to conduct the one-on-one interview is a structured questionnaire designed in Google forms. A questionnaire consists of a series of written questions designed to gather information about what participants think, feel, or have experienced. If open-ended questions are included, the questionnaire can provide qualitative data. online questionnaires, which are easy to contribute, more cost-effective, and accessible from anywhere, have become increasingly popular in educational research. (Pritha Bhandari, 2021)

In this study, the questionnaire will contain 8-10 open-ended questions of its usefulness for vocabulary development in young learners, and their views on how it compares with other vocabulary strategies reported in recent bibliography. The questionnaire will be administered online via Google Forms and sent individually to the five English teachers at the Salinas Innova School. The objective of this instrument is to obtain detailed, narrative responses that reflect the teachers' own interpretations, which can then be analyzed to understand the phenomenon from a phenomenological perspective.

Type of questions

Open-ended questions

The questionnaire is composed of open-ended questions, which are widely used in qualitative research to explore participants' attitudes, experiences, and opinions in depth. Open-ended do not restrict the respondent to predefined alternatives; instead, they invite teachers to write their own answers, explain their reasoning, provide examples from their practice, and refer to authors or techniques they consider relevant. This type of question is particularly appropriate when the objective is to understand how teachers conceptualize a teaching strategy rather than to quantify their level of agreement.

In this research, the open-ended questions will be applied to five English teachers from different courses and grade levels at Salinas Innova School, so that their responses reflect diverse classroom experiences and perspectives. The questions are designed to explore aspects such as teachers previous experience with similar strategies, their perception of the potential benefits and limitations of LSCWC, and the way they relate this technique to other vocabulary-teaching approaches described in recent studies on games, gamification, and digital tools for vocabulary

learning, By using this type of questions with teachers from different courses, the qualitative data can be rich that reflect a variety of viewpoints for the study.

Population and sample

This research is being conducted at the private educational institution Unidad Educativa Salinas Innova, located in Salinas, in the province of Santa Elena, on Carlos Espinoza Avenue, Ecuador. This educational institution offers higher education from first grade through third year of high school, with both online and in-person learning options.

This institution has 5 teachers in the English area, and the analyzed population is made up of the same 5 teachers in order to ensure diverse points of view.

Through the selected sampling method, this research aims to gain a more detailed understanding of the technique used to develop English vocabulary in young learners, thereby achieving a deeper comprehension. This approach allows the study to analyze the qualitative characteristics of the educational intervention in depth, integrating the diverse experiences and opinions that emerged within the Salinas Innova School.

Chapter IV

Analysis of Findings

Brief explanation of the findings

According to the data collected, the responses from each of the interviewees reflect English Teachers' perceptions of the "Look, Say, Cover, Write, Check" (LSCWC) technique, as well as its role in developing the vocabulary of young learners. The teachers described their experiences with LSCWC as largely positive. They mentioned that it is a clear and simple technique that helps students focus on spelling, pronunciation, and word recognition in a step-by-step manner, and that it encourages active participation and independent learning. This technique is multisensory in nature, as it helps children engage various parts of the brain through activities such as looking at a word, saying it aloud, covering the word, writing it down to practice their fine motor skills, and finally checking the spelling. (Esposito et al., 2022)

The teachers pointed out several benefits of using LSCWC and provided examples of students who remember and use vocabulary related to the topics after practicing with the technique. However, the results also revealed some difficulties, especially regarding differences in students' learning and the limited time available for providing individual feedback. Through the use of open-ended questions, the interviews gave teachers the opportunity to describe their opinions and experiences in detail. In this way several positive aspects emerged, highlighting the variety of viewpoints among the participants.

Interpretation

1. Question number one was: **How would you describe your experience using the Look, Say, Cover, Write, Check (LSCWC) technique to teach vocabulary to young**

learners? The teachers expressed that they experienced positive views regarding the use of the Look, Say, Cover, Write, Check (LSCWC) technique. Most of them agreed that it helps students learn and remember new vocabulary through repetition and active participation. They also mentioned that it was simple and organized procedure that supports the development of spelling and word recognition skills while increasing learners' confidence. Some teachers highlighted that students can practice independently and monitor their own progress, whereas others emphasized that the technique allows vocabulary learning to take place in a less stressful and more engaging environment. These responses indicate that LSCWC is considered a useful technique for promoting vocabulary development among young learners.

2. Question number two was: **What benefits have you observed in students' vocabulary learning when using the LSCWC technique? Please provide specific examples.** According to the responses as a whole, the five teachers described the technique as very helpful for young learners' vocabulary. They said that students remember new words better, improve their spelling, and feel more confident when they can recognize and use words that were difficult before. Their examples showed that students can later use words about topics like daily routines, weather, and animals correctly in speaking and writing activities. This is related with recent studies that explain that repeated practice helps students consolidate new vocabulary in foreign language classroom. (Marin-Marin, 2023)

3. Question number three was: **What difficulties or challenges have you encountered while implementing the LSCWC technique in your English classes?** Teachers described as a main problem to keep students engaged, because repetition sometimes can become boring, especially for young learners who may lose concentration during repeated practice. In addition, learners with weaker literacy skills often need support to complete the "Write" and "Check"

stages successfully. That is why: interactive and varied strategies, such as games, videos, music, and apps, are important to keep students engaged and motivated at the moment they learn. (Alvarado, 2024)

4. Question number four was: **How do you evaluate students' vocabulary progress when using the LSCWC technique?** The teachers do not rely on just one method to evaluate students' vocabulary progress with LSCWC; they combine observation, spelling quizzes, written exercises, and activities where students use new words in sentences, dialogues, or paragraphs. This variety shows that they care not only about spelling and recall but also about how students use vocabulary in real communication. By tracking progress over time and comparing performance, which reflects a more comprehensive view of assessment.

5. Question number five was: **What changes have you noticed in students' vocabulary learning after applying the SCWC technique?** After applying the LSCWC technique, the teachers noticed clear improvements in students. They remember new words more effectively, spell them more accurately, and recall vocabulary more quickly during class activities. They also noticed that learners become more independent, because they can check their own work and correct mistakes. Overall, the teachers see LSCWC as a strategy that strengthens vocabulary retention and encourages students to use new words more actively in communication.

6. Question number six was: **What role do visual aids or physical materials play during the "Look" and "Say" stages of the technique?** All five respondents agreed that visual resources and physical materials are important for the success of this technique. They mentioned that picture cards, images, real objects, posters, and digital resources play a fundamental role in helping students associate words with their meanings and leading to efficient results. Furthermore, these resources accelerate comprehension, reinforce visual memory, and

increase student interest. The results clearly demonstrate that visual support is essential for young learners because it makes vocabulary learning more defined, accurate, and engaging. According to Ćirković-Miladinović et al. (2023), the use of visual materials greatly influences the teaching of young people in order to improve practice, not only in learning another language, but also in many school subjects.

7. Question number seven was: **How do you adapt the LSCWC technique according to students' age or English proficiency level?** Various responses will be observed regarding how teachers adapt their classes using the technique under study. Teachers conduct their classes according to the needs and characteristics of their students. To do this, it is necessary to classify them according to their levels or knowledge of the language. Thus, for beginners or younger students, simple vocabulary, images, modeling, and teacher-led activities are usually used. On the other hand, for students with a higher level, complex vocabulary is introduced, and teachers encourage activities or practices that require independence, such as constructing complete sentences or using vocabulary in communicative contexts. This demonstrates that this technique is flexible and adaptable to different learning levels. This is supported by research indicating that students with a higher level of English do not require one-on-one instruction, as this approach fosters independence and confidence, allowing students to progress at their own pace. (Bahrami, 2023)

8. Question number eight was: **What activities or additional resources do you use together with the LSCWC technique to support vocabulary learning?** There is a wide variety of activities that complement the technique to reinforce vocabulary learning. Among the most frequently used resources are flashcards, vocabulary games, songs, pair or group activities, worksheets, digital resources, role-playing, storytelling, spelling competitions, and shadowing

exercises. The teachers interviewed mentioned that these activities motivate students and encourage them to practice new English words in different contexts. Therefore, the survey results recommend that combining the LSCWC technique with resources that promote interaction increases its effectiveness.

9. Question number nine was: **In your opinion, which aspects of the LSCWC technique are most effective for young learners, and why?** The teachers identified repetition, active participation, and self-correction as the most effective aspects of the technique. Repetition helps solidify learning and improves word retention, while active participation helps students become more engaged in the learning process. Furthermore, self-correction helps students identify and correct their mistakes, thus fostering independence and self-confidence. In the survey, one teacher also highlighted the importance of the "Say" stage, as it contributes to pronunciation development and improved speaking skills.

10. Question number ten was: **Compared with other vocabulary teaching methods, how effective do you consider the LSCWC technique for young learners?** In general, the five teachers interviewed considered the LSCWC technique highly effective for teaching new vocabulary to young students. The teachers emphasized that this technique aids word retention, improves spelling, reinforces vocabulary identification, and notably boosts students' confidence. In contrast to other methods based solely on memorization, this technique presents a structured series that actively engages students in their learning. However, some teachers agreed that the results of using this technique improve when interactive activities involving social interaction are added, allowing students to use the vocabulary in meaningful contexts.

Questions	What benefits have you observed in students' vocabulary learning when using the LSCWC technique? Please provide specific examples.	What difficulties or challenges have you encountered while implementing the LSCWC technique in your English classes?	How do you adapt the LSCWC technique according to students' age or English proficiency level?
Answers	It is very useful for vocabulary because it increases word retention, improves spelling, and generates self-confidence.	The main challenge is keeping students engaged and focused, as they often get bored due to repetition; in addition, students who struggle with reading and writing need extra support.	The technique is versatile for different levels of learning and knowledge, and this makes it possible for teachers to classify students according to their age and learning.
Authors	This technique is very useful for acquiring new vocabulary. It has been shown that learners are able to use new words correctly in both speaking and writing across a variety of social contexts. (Marin-Marin, 2023)	To address this issue, it is necessary to use dynamic and interactive activities that keep students engaged, involved, and motivated. (Alvarado, 2024)	LSCWC adapts to the students' levels because it doesn't require much personalized instruction for students who are more proficient in English. (Bahrami, 2023)

Note. Synthesis of participant answers and literature support regarding the benefits, challenges, and level adaptability of the Look, Say, Cover, Write, Check (LSCWC) technique.

Chapter V

Conclusions and Recommendations

The main purpose of this study was to explore teacher's perceptions of the Look, Say, Cover, Write, Check (LSCWC) technique and its contribution to develop vocabulary among young learners at Salinas Innova School. After a careful analysis, teachers reported that the LSCWC technique supports vocabulary growth by facilitating repetition, promoting self-correction, and increasing student participation. The following section presents the research findings and offers practical recommendations for supporting vocabulary instruction in English classes.

Conclusions

The findings showed that teachers have positive opinion about this technique. They consider that the technique is simple and easy to implement, allowing students to learn vocabulary through repetition and active participation helping students become more confident when using new words.

The benefits associated with the use of the LSCWC technique. Improvements in students' spelling and vocabulary retention. They also noticed that students were able to remember new words more easily during activities inside the classroom. These findings suggest that regular practice through the technique can contribute positively to vocabulary development.

Although teachers considered the LSCWC technique beneficial, they reported challenges related to maintaining students' engagement and supporting learners with lower literacy skills. It is necessary to combine the technique with games, visual aids, and interactive activities to make vocabulary learning more engaging and effective.

Teachers believe that this technique has a positive impact on vocabulary learning. Teacher's experiences show that this technique enhances the retention of new vocabulary, encourages students to take part actively in the classroom, and boosts each young learner's confidence when using new words. These perceptions suggest that LSCWC is an important technique for improving English vocabulary.

Recommendations

English teachers should continue using the LSCWC technique incorporating various complementary activities. This will help strengthen memory and the use of new vocabulary, enabling students to retain words over the long term.

To maximize the benefit of the LSCWC it is recommended that educational institutions provide training to teachers on activities and strategies that can be used in conjunction with the LSCWC technique. In this way, teachers can apply the knowledge gained to improve student attention, motivation, and learning. With this recommendation, not only will teachers benefit by gaining more knowledge about how to develop new vocabulary, but students will also learn from them.

To improve young students' ability to absorb information, it is recommended to incorporate interactive teaching resources, such as images, competitive games, songs, and hands-on activities that help students connect new vocabulary with real-life, relevant situations. This will promote better retention and understanding of the material, increase students' motivation and interest in learning, and encourage them to participate more actively in the classroom.

To make the technique more effective, it is recommended that teachers adapt LSCWC based on the students' age, English ability, and learning needs. Aligning vocabulary with the materials and the level of support will enhance participation and lead to meaningful learning.

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Annexes

Annex A: Certified Anti-Plagiarism System

La, Libertad, 15 de julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor/a del Trabajo de Integración Curricular denominado **“LOOK, SAY COVER WRITE AND CHECK (LSCWC) TO DEVELOP VOCABULARY IN YOUNG LEARNERS”** elaborado por las estudiantes Reyes Panchana Allison Samantha, España Lema Arlette Elizabeth de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,

Caamaño López Sandra MSc.



Informe de análisis
Compilatio Magister+

TUTOR



6%

Textos sospechosos

Annex B: Interviews transcribed using the tagging method.

INTERVIEWED 1	RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES
It has been positive. It is a simple approach that helps young learners become familiar with new vocabulary and also increases students' confidence in spelling and word recognition.	1. How would you describe your experience using the Look, Say, Cover, Write, Check (LSCWC) technique to teach vocabulary to young learners?
This technique has helped students improve their spelling accuracy, word recognition and memory. For instance, when teaching and introducing vocabulary from a text students look at the words, say them aloud, write them from memory and check their work.	2. What benefits have you observed in students' vocabulary learning when using the LSCWC technique? Please provide specific examples.
Students with lower literacy skills and the number of students in the classroom that does not always allow the teacher to give proper feedback to each one.	3. What difficulties or challenges have you encountered while implementing the LSCWC technique in your English classes?
Through spelling quizzes, observation, written exercises .	4. How do you evaluate students' vocabulary progress when using the LSCWC technique?
Students are able to recognize and spell new vocabulary correctly.	5. What changes have you noticed in students' vocabulary learning after applying the LSCWC technique?
Flashcards , pictures, real objects, word cards, etc... make learning more meaningful and engaging.	6. What role do visual aids or physical materials play during the "Look" and "Say" stages of the technique?
For younger or beginner learners I provide more pictures and modeling, also I provide more practice opportunities. For older or more advanced students I encourage independent practice and ask them to use the words in sentences	7. How do you adapt the LSCWC technique according to students' age or English proficiency level?
Cards, pictures , and Digital resources. Also incorporate role plays.	8. What activities or additional resources do you use together with the LSCWC technique to
Repetition , active-participation and self-correction.	9. In your opinion, which aspects of the LSCWC technique are most effective for young learners, and why?
I consider this technique is really helpful because it is simple, and easy to implement. Other methods rely mainly on memorization. But the LSCWC works best when combine with communicative and interactive activities.	10. Compared with other vocabulary teaching methods, how effective do you consider the LSCWC technique for young learners?

My experience using the Look, Say, Cover, Write, Check (LSCWC) strategy with young learners has been **very positive**. The strategy helps students **learn and remember new vocabulary** through **repetition and active participation**. Young learners enjoy the **clear, step-by-step process**, and it encourages them to focus on spelling, pronunciation, and word recognition. I have noticed that students become **more confident** in using new words and are better able to recall them in later activities. Additionally, the strategy promotes **independent learning**, as students can **practice and monitor their own progress**.

The LSCWC strategy has helped students improve their **vocabulary retention, spelling accuracy, and confidence in using new words**. For example, when teaching vocabulary related to animals and daily routines, students were able to **remember and spell** words such as 'elephant,' 'breakfast,' and 'homework' more accurately after several LSCWC practice sessions. I also noticed that students were **more willing to use the target vocabulary** during speaking and writing activities because they felt familiar with the words. Additionally, students developed **greater independence** in learning vocabulary, as they could practice and **self-correct their work** using the strategy.

One challenge is **maintaining students' engagement**, especially with younger learners who may find **repetitive practice** less motivating over time. Some students also work at **different speeds**, which can make **classroom management** more difficult during independent practice. Another challenge is that students with **weaker literacy skills** may require **additional support** to complete the 'Write' and 'Check' stages successfully. To address these issues, I often incorporate **games, pair work, visual aids, and positive reinforcement** to keep students motivated and ensure that all learners can participate effectively.

I evaluate students' vocabulary progress through **regular spelling checks, vocabulary quizzes, classroom observations, and speaking and writing activities**. I also monitor how accurately students can **recall, spell, and use new words in context**. For example, after several LSCWC practice sessions, I ask students to use the target vocabulary in sentences, **short dialogues, or written tasks**. Comparing their performance over time helps me identify improvements in vocabulary retention and application.

After applying the LSCWC strategy, I have noticed **significant improvements** in students' ability to **remember and spell new vocabulary**. Students demonstrate **greater confidence** when reading, writing, and speaking English. They make **fewer spelling errors** and are able to **recall vocabulary more quickly** during classroom activities. I have also observed **increased learner independence**, as students become more capable of **checking their own work and correcting mistakes**. Overall, the strategy has contributed to stronger vocabulary retention and more active use of new words in communication.

Visual aids and physical materials play a crucial role in the 'Look' and 'Say' stages because they help students **connect words with their meanings and improve comprehension**. Flashcards, pictures, real objects (realia), posters, and digital images make vocabulary **more memorable and engaging**, especially for young learners. During the 'Look' stage, students can observe the word alongside a visual representation, while in the 'Say' stage, they practice pronunciation and associate the spoken word with the image. These materials support different learning styles and help reinforce vocabulary retention.

I adapt the LSCWC strategy by selecting vocabulary and activities that **match students' age and language proficiency**. For younger learners or beginners, I use **simple, high-frequency words, colorful visuals, repetition, and shorter practice sessions**. I often include **games and interactive activities** to maintain motivation. For older or more advanced learners, I introduce **more complex vocabulary, longer word lists, and encourage students to use the words in sentences, conversations, and writing tasks**. I also adjust the level of support provided during the 'Write' and 'Check' stages, offering more guidance to beginners and promoting **greater independence** among advanced students."

To support vocabulary learning alongside the LSCWC strategy, I use a variety of engaging activities and resources such as **flashcards, picture dictionaries, word games, matching games, digital learning platforms, songs, and storytelling**. I also incorporate **pair and group work, vocabulary notebooks, and simple writing tasks** where students use new words in sentences. These activities provide meaningful opportunities for students to practice and reinforce vocabulary in different contexts, making learning more interactive and enjoyable.

In my opinion, the most effective aspects of the LSCWC strategy for young learners are **repetition, active participation, and self-correction**. The repeated exposure to vocabulary helps students retain new words more effectively, while the **step-by-step process** keeps them actively engaged in learning. The 'Check' stage is particularly valuable because it encourages students to **identify and correct their own mistakes**, promoting **independence and confidence**. Additionally, the strategy is simple, structured, and easy for young learners to follow, making it an effective tool for developing vocabulary and spelling skills.

Compared with other vocabulary teaching methods, I consider the LSCWC strategy to be **highly effective** for young learners, particularly for **improving spelling, word recognition, and vocabulary retention**. Its structured and repetitive nature helps students **memorize and recall new words** more successfully than methods that rely solely on exposure or memorization. While other approaches such as games, songs, and communicative activities are excellent for increasing engagement and developing language use, the LSCWC strategy provides **focused practice** that reinforces **accurate spelling and long-term retention**. In my experience, it works best when combined with **interactive activities** that allow students to use the vocabulary in **meaningful contexts**.

INTERVIEWED 3

It's **useful** based on their **necessities** and **level**, they can get more **vocabulary** words without feeling stress.

Most of them **feel proud** cuz they can be **familiar** with some words we in the past couldn't **remembered** easily.

Gonna be **quiet chaotic** If they don't have any **background** or idea relates to some **"common"** words

Thru a paragraph, if they **understand** the **whole text** without any **difficulty** relates to vocabulary, they archive the technique's goal.

Increase their **confidence** and have an **active participation**.

Be familiar with the **word and sound**, figuring out each person has their own accent and **way to pronounce** the same word.

Adapting based on **how much** they know and focus just in **speaking and listening**.

Spelling bee and **shadowing**

The most important gonna be **"say"** cuz they gonna be **familiar** with the **sounds** and feel quiet sure **related** to the **context**.

I'll rate 9/10 cuz we need to consider the same classroom has **different ways** to **learn** so we as a teacher needs to consider **adapt** and be more partial.

INTERVIEWED 4

It helps students **learn new vocabulary** in a **structured** and **engaging** way.

Students **remember vocabulary** more **easily** and improve their **spelling accuracy**. For example, after practicing weather and household chores vocabulary through LSCWC, many students were able to recognize, spell, and use the words correctly in sentences and classroom activities.

Some students **lose concentration** during **repeated practice**.

Through **observation**, **spelling quizzes**, matching activities, oral participation.

I have noticed **better spelling**, increased **vocabulary retention**.

Visual aids are very **important** because they help students understand the **meaning of words** and make learning **more memorable**.

For beginner students, I use **simple words**, pictures, and **guided practice**. For more advanced students, I include longer words and phrases.

Flashcards, **vocabulary games**, **songs**, worksheets, **digital tools**.

The **repetition**, **active participation**, and **self-checking** stages are the most effective because they help students become independent learners.

Compared with some traditional methods, it provides more opportunities for **active learning** and **vocabulary retention**.

My experience using the Look, Say, Cover, Write, Check has been positive. The technique helps students improve their spelling, word recognition , and vocabulary retention through repetition and active participation .	One of the most noticeable improvements is increased vocabulary retention . For example, after practicing target words such as beautiful, because, and important using the LSCWC steps, students were able to remember and correctly use these words in writing activities several days later.	One difficulty is maintaining students' engagement , as the repetitive nature of the technique can become monotonous for some learners, especially when it is used frequently.	1. Observe students during LSCWC practice. 2. Check spelling accuracy of target vocabulary. 3. Administer short vocabulary or spelling quizzes. 4. Assess the use of vocabulary in sentences and classroom activities. 5. Track students' progress over time through records and comparisons.	I have noticed significant improvements in students' vocabulary learning. Students are able to remember new words more effectively and demonstrate greater accuracy in spelling .	They help students recognize, understand, and remember new vocabulary more effectively. Materials such as flashcards, pictures, word cards , posters, and real objects provide visual support that makes words more meaningful and engaging for young learners.	For younger or beginner learners, I use simple, high-frequency words accompanied by pictures, flashcards, and pronunciation practice to help them understand the meaning of the vocabulary.	I use a variety of activities and resources such as flashcards, picture cards, word searches , matching exercises , vocabulary games, and interactive worksheets .	Repetition helps students memorize vocabulary and improve spelling through regular practice. Active participation keeps learners engaged because they are directly involved in each step of the learning process rather than simply memorizing words passively.	Compared with other vocabulary teaching methods, I consider the Look, Say, Cover, Write, Check (LSCWC) technique to be highly effective for young learners, particularly for improving vocabulary retention and spelling accuracy. Its structured and repetitive process helps students memorize words more efficiently and develop confidence in their writing .
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Annex C: Questionnaire

LOOK, SAY, COVER, WRITE, CHECH (LSCWC) TO DEVELOP VOCABULARY IN YOUNG LEARNERS

Population: 5 English teachers (5 English teachers from Unidad Educativa Salinas Innova)

Sample: 5 English teachers

Questionnaires aimed to teachers

1. How would you describe your experience using the Look, Say, Cover, Write, Check (LSCWC) strategy to teach vocabulary to young learners?
2. What benefits have you observed in students' vocabulary learning when using the LSCWC strategy? Please provide specific examples.
3. What difficulties or challenges have you encountered while implementing the LSCWC strategy in your English classes?
4. How do you evaluate students' vocabulary progress when using the LSCWC strategy?
5. What changes have you noticed in students' vocabulary learning after applying the LSCWC strategy?
6. What role do visual aids or physical materials play during the "Look" and "Say" stages of the strategy?
7. How do you adapt the LSCWC strategy according to students' age or English proficiency level?
8. What activities or additional resources do you use together with the LSCWC strategy to support vocabulary learning?

9. In your opinion, which aspects of the LSCWC strategy are most effective for young learners, and why?
10. Compared with other vocabulary teaching methods, how effective do you consider the LSCWC strategy for young learners?