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Theme: ROLE, AUDIENCE, FORMAT, AND TOPIC STRATEGY AND THE  
DEVELOPMENT OF WRITING SKILL.

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**Author:** Manzano Aguilar Jennifer Anneth.

**Tutor:** Mg. Parra Gavilánez Lorena Fernanda.

Ambato – Ecuador

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### **CERTIFY:**

I, Mg. Lorena Parra, holder of the I.D No 1803103520, in my capacity as supervisor of the Research dissertation on the topic: “Role, Audience, Format, and Topic strategy and the development of writing skill” investigated by Miss. Manzano Aguilar Jennifer Anneth, with I.D N°. 1805503982, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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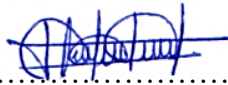
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Comments expressed in this report are the author’s responsibility.

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1805503982

**AUTHOR**

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## **DEDICATION**

### **TO:**

God for being the basis of my morale. He gave the necessary strengths to continue despite the hard times, and for allowing me to grow up academically and professionally. To my parents, for supporting me every day, not just emotionally, but also economically so that I can fulfill my dreams and goals. To my son, for being my motivation and inspiration to keep going and never give up notwithstanding difficulties. And, last but not least, to my boyfriend, who with his love and support has encouraged me to do my best.

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**AUTHOR:** Jennifer Anneth Manzano Aguilar

**TUTOR:** Mg. Lorena Fernanda Parra Gavilánez

**ABSTRACT**

Writing is one of the most difficult skills that students face while learning a foreign language. Some students have a lot to say, but find it difficult to plan, organize and express their ideas meaningfully. Teachers should apply innovative writing strategies to motivate students to develop their writing creatively and properly. Thus, the current research sought to shed light on the effectiveness of using Role, Audience, Format and Topic strategy and the development of students' writing skill in students of the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros program. A pre-experimental research was executed with one group of 36 students as population which took a survey of 11 multiple questions aimed to analyze students' current writing situation, and a pre-test and post-test from Preliminary English test (PET) by Cambridge to analyze the student's writing skill performance before and after the application of Role, Audience, Format, and Topic strategy. The results revealed that there was a progress on students' writing performance and they are argued in the conclusions of the present research work.

**Key words:** Role, Audience, Format, and Topic, strategy, improvement, writing skill, progress

## **B. CONTENT**

### **CHAPTER I. THEORETICAL FRAMEWORK**

#### **1.1 Investigative Background**

After reviewing some scientific articles, the relationship between Role, Audience, Format, and Topic strategy and the development of writing skill has been carried out. These studies have given a solid foundation and have supported this project satisfactorily, and all of them are similar because they have both variables.

Firwana & El (2019) sought to analyze the extent to which the use of using RAFTs Strategy affects on English Writing Skills among Female Tenth Graders in Gaza. They found that RAFTs strategy has helped positively in students' writing advance as they were able to connect ideas in a more organized way and establish a connection between the role with the audience to which writing is addressed, identify the format, in addition to the topic of the writing. In fact, the author used an experimental design due to 68 female students from 10<sup>th</sup> grade of Hassan Salama Elementary School in Gaza Strip were divided into an experimental and control group for identifying statistically some differences between both groups in terms of writing performance. Additionally, the researcher used a validated test of 6 questions for the application of the pre-test and post-test which were scored through a rubric. The findings showed that an average of 19.382 points were achieved by the experimental group, whereas 8.500 points by the control group. This meant that RAFTs strategy had a significant impact in student's writings. Thus, it was concluded that using the RAFT strategy was more helpful and effective than the traditional teaching as it motivated students to play an important role as writers, put aside the monotonous and traditional method, and have a clear and positive class environment making learners feel comfortable and pleased in order to acquire the language easier.

In Kabigting's (2020) journal, Filipino ESL learners were studied in utilizing RAFT strategy. The aim of the research was to describe whether or not this strategy impacts on students' writing ability, hence an experimental investigation was carried out in Filipino ESL students of 10<sup>th</sup> graders. For splitting them into experimental and control groups, forty students with similar levels were identified, and all writing activities they developed in class were supported by the Education- Philippines apartment and assessed with a writing rubric. Besides, a pre and posttest were implemented to gather data to later code

them by standard deviations, T-test, and means, having as results a 91.35% from the post experimental group and an 88.55 % from the control group. The experimental and control group had a notable difference in terms of scores as the p-value of 0.011 which was low compared to the critical value (0.05). Therefore, it was deduced that RAFT strategy improved students' writing ability, principally when writing argumentative and persuasive essays.

Mohammad (2017) conducted a study in order to determine and solve EFL learners' writing difficulties when producing different kinds of writings: cause-effect, comparison and contrast, argumentative and descriptive ones by applying the motivational RAFT strategy. The research process had an experimental method due to both groups: an experimental and control group were selected. The participants were 45 first year undergraduate students of the University of Hail in KSA. The instruments used were a writing pretest and posttest and administered by a scoring rubric based on five writing criteria: namely, mechanics, language use, organization, and vocabulary, 1 point was the lowest score for each indicator and 5 the highest one, having a total of 20 points as the maximum score. Results indicated that both experimental and control group were almost in the same level after the experimentation process, however it was recommended that teachers use Role, Audience, Format, and Topic strategy in writing teaching process as it allows students to have an active role and produce imaginative writings, and get a more dynamic and interesting class.

In the academic article by Nurhidayati, Friantary, Satrisno, & Martina (2022) about the use of RAFT strategy on student's writing ability, it was aimed to analyze how RAFT strategy affects the performance of 34 students from X IPA<sub>1</sub> SMA Negeri 2 Seluma class when developing descriptive texts. A quantitative research method was used and the instruments were documentation and test sheets. The results illustrated that in the pre-test, students got an average of 67.38 points and in the post- test 78.6 points concluding that there was a significant progress in writing competence allowing learners to feel more comfortable when learning since it has a different dynamic comparing with the method that teachers commonly use in class as once the writing topic is given, in most of the cases learners have the opportunity to discuss about possible information or ideas that can be considered in the writing and exchange them with their classmates which means they can plan the text before producing it.

Similarly, Intharakasem & Boonhok (2019) also carried out an investigation about the effects of using RAFT strategy on Thai creative writing ability of undergraduate students of Suan Sunandha Rajabhat University with the objective of studying the implementation of RAFT strategy in two different points: the first one was to compute learners' grades after executing this technique, and the second one was to make a comparison between pre and post test results. The total number of learners considered as samples of this research work were 30, and the period of time clutched 7 weeks. For this investigation, an action research was developed through the use of some writing activities that involved the application of RAFT strategy that learners had to perform such as articles, letters, and essays. The findings revealed that students obtained 18.07 points as an average score in the pre- test which is equivalent to 60.2% , while in the post-test they reached 24.43 points that belong to 81.4%. Therefore, there was a noticeable difference between both results, with the conclusion that RAFT strategy can work out the creative writing issues that learners can face, allowing them to produce newfangled and creative writings by using their imagination with a wide range of languages. This strategy motivated students to carry out innovative writing, to devise a topic through different points of view, to think of a consistent and specific audience using various formats corresponding to functional texts.

Another study by Hamdani, Krisriawan, & Rahmadhani (2017) based on the influence of Role, Audience, Format and Topic to teach writing recount texts, had as purpose to find out whether RAFT strategy had a great effect in writing skill on students from X MAN Lubuk Alung. The population of this investigation was 180 learners who were chosen from two different levels: X<sub>3</sub> class in which the traditional method was taught and X<sub>4</sub> where students were exposed to RAFT technique. The type of this investigation was experimental and the researcher could gather data by using quantitative methods after having had 8 class sessions in which in the post- test both groups control and experimental were asked to produce a recount text not without first planning and considering the RAFT elements. In order to assess students' writing works, some evaluation criteria were contemplated: language use and mechanics, organization, content, and vocabulary considering 4 as the higher point and 1 as the lower. The data from the experimental group in the pot- test was 77.75, meanwhile the control class got 67.58 points. It meant that RAFT strategy had students improve their writings allowing them to do it with ease since

this technique looks back at their backdrop knowledge related to topics they already had studied.

The early study by Buensuceso (2021) aimed to analyze the effectiveness of RAFT strategy in English writing ability. For this study, a total of 40 learners of 11 grade of Humanities and Social Studies from Gen Juan Castañeda Senior High School were selected as samples to improve their writing competence and efficacy. The investigator used a Quasi- experimental research since 20 out of 40 learners belonged to the experimental class and the other 20 to the control group. Both groups took the pre- test which involved learners writing an essay, message and a monologue. The control group was taught with the conventional method of writing, hence they were asked to pre- write, draft, revise, edit and finally publish their texts. On the other hand, the experimental group was taught with the new RAFT technique. Regarding the post- test, the same writing works were established for both groups. The results reported that in the experimental group, the mean score was 75.13 that is defined as fairly satisfactory, but the control group got 74.58 points which is defined as less satisfactory. Based on the data, RAFT strategy performed better than the conventional writing technique. It affected them positively for learners' motivation and engagement, and helped to write more appropriate expressions.

In a research project developed by Mohamed (2019) students from the third level of Governmental Language Preparatory School were considered to study about the RAFT strategy on the development of EFL creative writing ability. From 80 students as a population, 40 represented the experimental group and the rest to the control group. All of them were chosen randomly. This study had an experimental design and to fulfill the objectives, the researcher created a pre and posttest which were validated by using the Cronbach Alpha Formula. The pre- test and post- test were the same and they consisted of two sections. The first section contained 7 skills, each one worth 4 points except the last one which marked 8 pts, and the second section worth 18 points. In this way, the higher score students could obtain was a total of 50 marks. Findings of the investigation indicated a big difference in the average of both groups being the beneficiary of the experimental group since it got an average of 59.08 which is higher compared with the control class that obtained 22.98 points. This difference indicated that RAFT strategy overcame the students' weaknesses when writing texts providing them a better environment in which they had the chance to express their opinions, points of views, and feelings in a freer way.

Additionally, Purnama (2021) conducted an investigation about RAFT strategy to enhance learners' writing ability in analytical exposition texts. The participants were students from first semester of SMA Negeri 1 TAlang Padang. The methodology of this research used a pre- experimental design, thus only one group of 32 students were the participants who took the pre and posttest. The data was calculated through SPSS software program using the dependent sample test which showed that  $t_{\text{observed}}$  reached a score of 17.05 points, meantime  $t_{\text{table}}$  got 2.04 points. It meant that  $H_a$  was accepted, hence there was influence of using RAFT strategy in students' writing performance when develop analytical expositions texts. This strategy led students to develop their writings from the first step until they decide to publish or present it, and the most important to imagine themselves as writers that are able to produce innovative writing material. It means that this strategy made students control their writing process flow, manage the role and audience they have to address, and decide on the format or writing style.

Hidayah (2020) studied the efficacy of RAFT strategy in the development of writing narrative text in students from 8<sup>th</sup> level of MTS Al- Uswah Bergas. The population of the research was 30 learners. The investigator used a classroom action research which concerned 2 cycles and each one had 4 steps to follow: plan, act, observe, and reflect. The investigation had a mixed approach since the data was analyzed quantitatively and qualitatively. The instruments for the qualitative method were documentation and observation, while for the quantitative method, the pre- test and post-test were applied in which the SPSS program was used to code the data. In cycle I the total average of the pre- test was 59.2 and in the post- test was 64.3 points. On the other hand, students in cycle II obtained 66.93 in the pre- test and 72.93 in the post- test. The significance was shown through the application of the t- test in which cycle I got 5.74 and cycle II 8.14. With those results, it was concluded that it was useful to implement the RAFT strategy in class as it allowed students to become more active in class, write their compositions with more confidence and enjoy writing narrative texts.

In the investigation by Samosa et al., (2021) about Role, Audience, Format and Topic as an innovative strategy for enhancing writing skill had as purpose to improve learners' grammatical writing abilities. The sample chosen for the research were 30 students who took English V class from Elementary school at Division of San Jose del Monte. Besides,



a purposive sampling technique has been used. With this technique the researcher chose the participants who attained some criteria like enough knowledge about the investigation matter, and readiness to participate during the research process. This study utilized an experimental method, so there was an experimental and control group. According to the statistics, before the RAFT treatment, in the pre- test students could get 60.3 as score, and in the post- test 90 points, which meant that learners' gain score was 29.67%. It gave them the conclusion that RAFT strategy influenced in a positive way not only for the writing learning process, but also for teaching. When applying this technique, the students' scores improved significantly as it helped to organize their ideas, and to think in content and language and caught the readers' attention. Students were capable of presenting more efficient texts as they should realize their role, public or audience, format of the writing and its topic.

At MTs Islamiyah Medan University, Ritonga (2019) in her research project, aimed to improve the learners' writing skills in terms of descriptive texts through the use of Role, Audience, Format and Topic strategy. The subjects of this study were 30 students from 7<sup>th</sup> level in the mentioned institution. It was a classroom action research in which the investigator based his design on Kurt Lewin (CAR) in which four phases were carried out: planning, acting, observing and reflecting. In addition, a qualitative and quantitative method was used in order to collect information about the issue by using documentation, observation sheets, interview sheets, and field notes for the qualitative approach and the sources were not only the students, but also the teacher. On the other hand, the pre- test and post- test were used in the quantitative approach having as results that in the pre- test the mean score was 45.9, and in the post- test I 69.9, while in post- test II 79.06 which concluded that RAFT technique had students enjoy, participate, be active, enthusiastic and interested in the writing descriptive texts freely.

Likewise, Jafari & Baleghizaeh (2020) executed an investigation in order to study the effect of Strategy- based instruction (DARE, STAR, STOP, RAFT) in EFL learners at Language Center of Tehran University to improve their English language skills principally in narrative and argumentative writing. The design of this investigation was quasi- experimental as 72 students (42 female and 30 male) were the population of the research who were divided into 4 groups: two control and two experimental groups. The interventions lasted one week and immediately the post test was taken to the participants. The researcher got quantitative results but also qualitative through interviews which were

interpreted without difficulty. The results reported that in the posttest the experimental narrative group attained the mean score of 4.94, the experimental argumentative 4.92, and comparison narrative 4.12, and the comparison argumentative 3.94. It was concluded that there was a big difference between four groups, hence all instruction strategies including RAFT benefit on students' writing abilities as they help enhance learners' opportunities to present more planned, organized compositions with a better quality.

Herlinsari (2020) in her research project also demonstrated the learners' increase in writing skills by applying RAFT strategy. Its aim was to prove that this technique impacts positively when students develop descriptive texts. The total of students used as a sample of the research were 52 in which 26 of them represented the experimental group, while the other 26 the control group. A quantitative approach was carried out to collect numerical data in which the researcher took the participants a pre- test and post- test. Regarding the pre- test results, the experimental class got 70 marks and the control class 66. On the other side, in the post- test the experimental reached 79 pts and the control 75. With these findings, it was noted that by teaching Role, Audience, Format and Topic strategy, learners were more responsible when producing descriptive texts and became more active in the writing learning process.

Furthermore, in a paper done by Al- Mahdawi & Al- Samadi (2019) the objective was to examine the potential of RAFT strategy in creative writing of Jordanian EFL students in Irbid who belonged to 11<sup>th</sup> level. The totaling learners selected as respondents of this research were 50, the middle of them represented the control class, meanwhile the rest belonged to the experimental group. In this way, the control group was not exposed to RAFT strategy, hence they followed the teacher's book guidelines. For this reason, the current research had a quasi- experimental design and the tools to measure their ability were the pre and post test as well as the respective rubric that involved flexibility, grammar accuracy, elaboration, originality, vocabulary richness, sentences complexity, and fluency. The results indicated that in terms of post- test, the mean score of the conventional method was 2.58, while the experimental group attained 3.39 pts. It could be interpreted that Role, Audience, Format, and Topic strategy helped students to develop and improve all communicative writing processes as it made them to improve five aspects that are related to writing sub skills; the first one is to know what they are going to write or the purpose of the writing, then the presentation of the content, next the way to organize and plan the writing, also the vocabulary they learnt previously, and above all the correct

use of language. By using the RAFT strategy, students could express all their thoughts and ideas easily because they could express what they previously learnt.

Finally, in a similar study by Candidate & Sadak (2019) about RAFT strategy in students' writing performance and self- efficacy, the aim was to find out how this strategy incises on Iraqui EFL learners' writing competence from preparatory school. Two groups were selected in a random way to get the experimental and control sample, each group containing 35 learners giving a total of 70 participants. The findings revealed that the post- test score of the experimental sample was higher since they got 13.68 points and the control 9.34 marks. It such manner, it can be deduced that RAFT strategy had a great impact on the experimental class since learners could express ideas in a better way, generate them within appropriate writing's linguistics structures, and the most important, they could control emotional, behavioral, and mental writing challenges allowing themselves to get more confidence when writing.

Based on the previous studies, it was established that Role, Audience, Format, and Topic strategy helps in students' writing progress not only in writing abilities, but alo to learn the foreign language in a more fun and easy way. For this reason, in most investigations, the perceptions of both teachers and students show that this technique is very effective and productive due to the advantages it provides like the improvement in content, organization, flexibility, originality, language use, vocabulary, and so on. For this reason, it is suggested for teachers to apply RAFT strategy as in this way students can improve their writing competence.

## **1.2 Theoretical framework/ Independent variable**

The independent variable came out of the research topic “Role, Audience, Format, and Topic strategy and the development of writing skill”, hence it belongs to “Role, Audience, format and topic strategy”. With this, a key category of the variable has been made in order to identify subtopics that concern the independent variable (see annex 2). Subtopics were subtracted from the following statement: Role, Audience, Format, and Topic strategy<sup>1</sup> is one of the writing strategies<sup>2</sup> that concerns learning strategies<sup>3</sup> which can be used in the learning process<sup>4</sup> to improve students’ academic performance (Salameh, 2017).

### **1.2.1 Learning process**

According to some authors’ perceptions, learning refers to a process that leads people to acquire knowledge, skills, values, and attitudes which can be obtained through different ways of processing information such as acquiring psychomotor skills, reading, analyzing problems, thinking, listening, relating new events with previous knowledge, memorizing facts, etc., and selected from some ways of body knowledge vast like living experiences, internet, books, other media, etc. (Cate, Snell, Mann, & Vermunt, 2004). Thus, learning can be given in two forms: intentionally where information is acquired formally by studying, or unplanned in which people can learn through experiences (Sequeira, 2012). Whatever method learning has been acquired, it will always be useful for the continued growth to reproduce and apply learned knowledge whether in class or daily life (Zapata, 2011).

For language teachers, the learning process is important because it allows them to attain teaching goals providing students the opportunity to generate their own knowledge and build their own learning method through a set of activities and approaches (Liyanage, Strachan, Penlington, & Casselden, 2013). However, it requires some necessary tools that should be implemented in class (Yachinda, Yodmongkol, & Chakpitak, 2016). Hence by combining activities, techniques, and strategies, learning process is more meaningful as they permit learners to interact in class, develop different activities, and allow teachers to prepare innovative workshops so that learners can develop the four skills like listening, reading, speaking, and writing (Hyun, Ediger, & Lee, 2017). Ultimately, for verifying the learning process is being meaningful, teachers commonly apply tests that help to judge students’ progress upon a quiz or exam (Ma & Oystaeyen, 2016).

Seen in this way, the learning process is significant for the academic enrichment of students since it makes possible they acquire English language easily through interaction and relationship between teacher and student. Moreover, it is essential for teachers to know the learning process cannot be positive and optimal when using traditional methods, hence teachers' creativity is very crucial due to it influences on students' performance.

### **1.2.2 Learning strategies**

Some researchers have been involved in the analysis of the conceptual underpinning of learning strategies. Montoño (2016) states that learning strategies refers to a set of approaches and techniques that both teachers and learners use to process and learn information significantly. With writing strategies application, non-native speakers can learn a language without complexity (Mouton, 2006). Thereupon, in academic fields, they are necessary for learners to acquire a foreign language in a better and easier way (Arulselvi, 2016).

In some cases, students feel frustrated due to the difficulties that arise when developing assignments in class and do not know how to deal with them, therefore teachers should expose students to different learning strategies for making them feel motivated and can do tasks easily (Dumford, Cogswell, & Miller, 2016). Apart from the fact that learning strategies facilitate learning, they also help in time management, and make learners feel their work is worthwhile (Donoghue, 2006). Some learning strategies such as picture prompt, pass the pointer, think break, choral response, etc., can be implemented in class, nonetheless, they need to be considered depending on learners' ability, age, level, etc., so that learning techniques are more purposeful in their academic performance (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

Learning strategies are crucial as they not only train the ability to learn and solve problems, but implies the intellectual development of the student, the potentiation of their abilities, understanding these as flexible structures that can be modified and increased.

### **1.2.3 Writing strategies**

Writing strategies role in educational areas has been crucial since some variability between lowest and higher proficient students have been found due to the variety of strategies used in class, the way in which they are implemented in assignments, and the adequateness for the assignments (Chien, 2010). Writing strategies are defined as techniques and tactics that imply a series of activities for promoting learners' writing

performance advance, particularly in the organization of a writing process which has to do with planning, composing, and revising (Torrance & Robinson, 2000). Furthermore, some factors influence in the implementation of writing strategies like proficiency, span of time learners are studying the language, age, culture, etc. (Gebhardt & Rodrigues, 1989).

In second language acquisition, writing strategies refer to the way learners produce texts, in other words any technique or plan of action employed by learners to enable communicative achievement of writing compositions (Manchón, De Larios, & Murphy, 2007). Most learners when writing a paper have in mind what they want to write, but do not know how to express it (Rahmat & Aripin, 2021). For this reason, it is essential to use a wide range of writing strategies that help to deliver information and become proficient writers (Cabrejas, 2012).

After analyzing the information, writing strategies are specific ways to make students organize their ideas and even time to obtain consistent results when doing some work, hence it is suggested for teachers to use these kinds of techniques to facilitate writing learning.

#### **1.2.4 Role, Audience, Format, and Topic strategy**

Role, Audience, Format, and Topic is considered as a strategy for working out many students' difficulties while learning to write texts. Al-Mahdawi & Al-Smadi (2019) state that RAFT technique allows students to be more creative in their writings using well-structured steps. Its objective focuses on aiding learners to identify main components that are included in written works such as their roles as writers, the audience to target, the format to be used, and the topic or content (Sejnost & Thiese, 2010). Once having established the topic, learners should bear in mind some related vocabulary as well as important information to make the whole writing make sense (Meredith & Steele, 2011). Besides, a satisfactory writer promotes to the audience the awareness of the topic to be written (Simon, 2012); and according to the audience, the writer decides if a formal or informal register of language is needed to use (Lucantoni, 2002).

RAFT strategy allows students to understand the structure to be used in the writing process. According to Kurtis (2011), four components are included in RAFT strategy:

- **R:** Role- the person who is writing. Learners should understand their function to be performed when producing their texts.

- A: Audience- the public writers are addressing to. Audiences will vary according to what learners want to write. It is the funniest and foremost writing part.
- F: Format- the form or type of the writing. Writers mostly are given a specific format to structure in writings, but in some cases they can choose according to their needs and interests.
- T: Topic- the writing theme or matter. Learners should establish the topic to reach the purpose of the writing and be capable of developing a satisfactory writing.

In conclusion, RAFT strategy integrates writing skills in a new, attractive, flexible and unlimited way for students to apply their creativity and knowledge as it asks them to generate a product that shows their understanding of a topic they have previously read or studied.

### **1.3 Theoretical framework/ Dependent variable**

The dependent variable came out of the research topic “Role, Audience, Format, and Topic strategy and the development of writing skill”, furthermore it belongs to “writing skill”. With this, a key category of the variable has been made in order to identify subtopics that concern dependent variable (see annex 2). Subtopics were subtracted from the following statement: Writing skill<sup>1</sup> is the dependent variable, it is one of the productive skills<sup>2</sup> that belongs to English skills as foreign language<sup>3</sup>, hence it is used in language<sup>4</sup> for communicating with others (Kholmurodova, 2021).

#### **1.3.1 Language**

The importance of language has been essential for people as it allows them to relate with others for living in a social environment (Sandoval, 2005). Language is a way to convey messages that involve words or sentences that combine with sounds and symbols, communication is possible (Eifring & Theil, 2005). According to Alshami (2019), the principal language function is to aid individuals in expressing their emotions, feelings, points of view, and opinions to other people. In human communication, language permits to interchange ideas for assuring the growth of social thought, maintaining mankind’s knowledge, and passing down historical and cultural customs from generations (Khudayberganov, 2020). It is common knowledge that communication is only achievable if people use language, hence there will be a lack of communication if there is no language to be expressed. Thus, the existence of language is essential because it

allows individuals to express thoughts, opinions, feelings, and views about what is happening in the world (Manaj, 2015).

Rao (2019) mentions that people find problems at the early stages when they start learning a foreign language. It usually happens because of the complexity of grammar, structure, semantics, vocabulary, and other factors that language involves. However, many people consider learning a new language simple, while others see it more complicated. Consequently, acquiring a new language results in a mixed experience where people require more time and effort to master the language's skills for achieving a high level of proficiency. However, learning a language not only involves speaking or writing, but also transmitting messages through language movement (Brown, 2000).

Within a culture, language transmits a series of group identity's customs and ideals influenced by society. The variety of geographical distributions as well as languages make possible groups are divided into societies and cultures. For this reason, the fact that a society knows the same language, this is an essentially defining element for not only socio-cultural, but also economic and political communities (Sirbu, 2015). Even though there are human dialects of languages that differ ones from others, they are visibly quite fundamental, but each society possesses a specific system for using its dialect and the differences cannot be underrated (Miranda, 2006).

In such a manner, it is notorious that language is one of the most important systems within society, when there is a correct structuring of language in an individual, he is able to refer from his environment to other people. It also plays an important role in different areas of social life since it helps people and cultures understand each other but even more importantly, to be able to know, cultivate and protect their own mother tongue.

### **1.3.2 English Skills as foreign language**

A simple way of defining English language is describing English language skills. For maintaining an effective communication, four communicative abilities are needed to consider: reading, listening, speaking, and writing, all of them are named as language skills (Cesteros, 2004). They are separated into two different ways: receptive/passive and productive/active skills. Receptive skills belong to listening and reading, meanwhile productives to speaking and writing (Richards, 2008). All four pivotal skills go in pairs; it is not possible to listen without speaking, as well as reading cannot be workable without



writing (Sreena & Iankumaran, 2018). Four aptitudes are the peaks of the language that help out individuals to wider heights (Manaj, 2015). Thus, developing four English skills facilitates the understanding of the language and improves communication abilities including cognitive skills of the speaker.

English language has been mandatory in life, without adequate English skills and their competencies, and without having enough understanding and practice of them, learners will face problems in reaching success (Khadidja, 2019). Thus, English practice considers a vision of language which precedes the interconnection between the four abilities (Lara, 2018). In the article developed by Clement & Murugavel (2018), people in general have to learn and improve English skills for a variety of reasons, and one of the most important is for finding a job that requires to master English as well as its different skills as jobs require people with powerful abilities to communicate principally orally or in writing. When using English language skills, individuals are able to read, transmit messages, interact with each other, etc. This foreign language is used in different contexts and situations where people always keep communication like training programs, meetings, conferences, presentations, publications, among other things (Durga, 2018).

In such wise, English language and its skills play a crucial role in people's lives as it aids in communication. They are necessary to practice for constructing enough conditions for learners to work productively, gain wished outcomes and better life standards by supplying job opportunities.

### **1.3.3 Productive skills**

Writing and speaking belong to productive or active skills, hence these involve students to produce something either inside or outside the class (Zahroh, 2020). In this context, students generate a language orally or in writing for communicating a message properly pondering existing language styles such as formal, informal or neutral language. Furthermore, for these types of skills, students must first practice the receptive abilities as they first listen or read and then move to produce what they acquired (Sreena & Iankumaran, 2018). Golkova & Hubackova (2014) point out that without receptive skills development, productive skills would not be performed due to reading and listening allowing learners to develop and apply grammatical structures, foreign language sounds, and passive vocabulary. Nonetheless, when people start learning a second language,

receptive abilities emerge first going after productive ones. If one of these is missing from a learning process, the end result will be incomplete (Shet, 2015).

Productive skills are ways of communication used to persuade and convince others, and transmit ideas, thoughts, and feelings (Jaramillo & Medina, 2017). Their functions differ from receptive ones (Zhang, 2013). Organizing information, working with graphs, tables, forms, charts, taking notes, etc., belong to writing language functions. Whereas speaking language functions have to do with asking for clarification, having a conversation with professors and students, interacting in groups of work, conveying clear messages and clarifying misconstructions/misinterpretations, answering questions, presenting information or talking about a topic in class, etc. Evidently, speaking and writing language functions differ in some parts, but also share some others like expressing arguments or opinions, interpreting, explaining, outlining, describing, defining, comparing and contrasting, etc. (Moe, Härmälä, Lee, Pascoal, & Ramoniené, 2015).

Oral language is more colloquial, subjective, redundant and open with a simpler syntax full of unfinished sentences, repetitions, etc., and has a poorer and more general lexicon. Writing language on the other hand is more objective, precise and closed as it contains a more specific lexicon and avoids repetitions (Cassay & Sanz, 1998). Exist a variety of differences between both productive skills and they are represented below:

**Table1.- Speaking and writing skills**

<b>Speaking</b>	<b>Writing</b>
1. Receptor comprehends the information by listening.	1. Receptor reads the information for understanding it.
2. While the emisor is talking, he can rectify himself if says something wrong but not erase it, and the receptor must be able to understand the message.	2. Emisor can correct and redo the information but do not leave any trace, and the receptor has the opportunity to choose the order and time he wants to read.
3. Communication is faster as it is conveyed instantly.	3. Communication is deferred. Information can be transmitted after it has been produced.
4. Sounds are only heard when the person speaks.	4. Communication is durable due to the message is conveyed in a writing.
5. Non-verbal codes are used: body movements, physiognomy, paralanguage, etc.	5. Only space and text arrangement is necessary.

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6. When having a conversation, emisor interacts with the receptor.

6. There is no interaction due to the writer does not know the reader's reaction about the text.

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**Source:** Cassany & Sanz (1998)

**Author:** Manzano, J. (2021)

### 1.3.4 Writing skill

Writing has a distinctive setting in language instruction as its learning process implies practice and understanding compared with the rest of the three other aptitudes like speaking, reading, and listening (Eskalieva & Jaksulikova, 2021). Writing skill is a way to convey thoughts and ideas which requires non-natural actions as learners should notice existing grammatical structures, systems, and patterns that language involves while writing (Haerazi & Irawan, 2019). With this ability, communication is possible either through social environments or direct training (Mirshekaran, Namaziandost, & Nazari, 2018). Additionally, it is considered as the most difficult skill to perform due to it implies creativity and originality (Rao, 2017). Apart from that, writing requires understanding of different tight grammatical structures and vocabulary words. Furthermore, the way words are spelled is totally different compared with its pronunciation system.

Writing skill consists of several sub skills which are useful for learners to write properly: accuracy and others concern communicating ideas (Spratt, Pulvernes, & William, 2011). Accuracy refers to the ability to use vocabulary, grammatical forms, and spelling without mistaking (Baleghizadeh & Gordani, 2012). In this way, vocabulary is formed by several words used in writing tasks, while grammatical forms include rules or structures to form sentences, and spelling on the other side implies forming words appropriately (Alshahrani, 2019). On the other hand, subskills related to communicating ideas have to do with using appropriate language register, organizing words logically, using language functions to make meaning clearer, etc. (Spratt, Pulvernes, & William, 2011).

According to Sim (2010), there are some important tips to consider when producing an effective writing:

An effective writing:

- Contains details about the topic and doesn't include irrelevant or unrelated information.

- Has a good organization that allows readers to understand each idea due to its sequential structure like introduction, body, and conclusion which are developed by including transition words.
- Includes supporting ideas that are built and presented by using detailed information, features, providing examples, and clear and precise language.
- Follows some written rules such as spelling, capitalization, punctuation, etc.

As a result, it can be said that the phonetic, spelling, and lexical rules that allow the formation of acceptable sentences are not only part of the set of knowledge that students of language should master when generating successful writings, but also the rules that allow the elaboration of texts like adequacy, coherence and cohesion.

Writing skillfully is a big mental challenge as it involves memory tests, language content, and thinking skills (Raulerson & Kellogg, 2007). Writers can exert in a text what they have learned either in long or short- term memory. The content language matter- what information to add- and how to add- demands writers' thinking consuming (Kellogg, 2008). Accordingly, educators should combine useful writing exercises into the classroom to help students to engage in these activities and develop tasks successfully (Adas & Kabir, 2013).

## **1.4 Objectives**

### **1.4.1 General Objective**

- To determine the effectiveness of using Role, Audience, Format, and Topic strategy as a mechanism to develop writing skill.

### **1.4.2 Specific Objectives**

- To identify the current situation of writing development of students.
- To diagnose the student's writing level.
- To analyze how the use of Role, Audience, Format, and Topic strategy enhances the development of writing skill.

### **Description of the fulfillment of objectives:**

The current research is aimed to determine the effectiveness of using Role, Audience, Format, and Topic strategy as a mechanism to develop writing skill. For this reason, some activities were carried out for gaining the set goal, for instance, for example: by identifying the current situation of writing development of students, diagnosing the student's writing level, and analyzing how the use of Role, Audience, Format, and Topic strategy enhances the development of writing skill. Thanking their contribution, it was possible to study either positive or negative effects of mentioned strategy, getting favorable results reflected in the statistical data gathered from the pre-test and post-test.

In order to fulfill the first objective, the researcher applied a validated survey to third semester students who took English III subject (see annex 4). The whole class consisted of 36 students, and the validated survey contained 11 questions related to the writing process. With this, it was possible to know students' writing reality. In other words, to collect information about how much knowledge students have about the writing process, and how often they practice it.

The second objective was achieved when researcher applied a pre-test to students from third semester by using a standardized test named PET (Preliminary English Test) taking into account part 2 (see annex 6). Part 2 had two sections, but only section # 2 was considered. This section with a writing rubric taken from Cambridge institute helped the researcher to assess and score students' writing skill. The rubric contained four important criteria such as content, communicative achievement, organization, and language.

Finally, the third objective was reached when the researcher applied the different writing activities during the interventions by using RAFT strategy (see annex 8) and when compared the different results from the pre- test and post- test in which they were needed to tabulate through Excel software as well as SPSS software in order to get adequate conclusions (see annexes 9- 10). Consequently, the researcher could analyze if the use of Role, Audience, Format, and Topic strategy influences students' writing skill.

## CHAPTER II.- METHODOLOGY

This chapter contains information about the sample selected for the investigation, the different techniques and instruments used, the basic method, research modalities, level approaches, the design, and finally the processing plan which describes the steps that researcher follow in order to implement the strategy.

### 2.1 Resources

#### 2.1.1 Population

The sample involved in this investigation were 29 female and 7 male undergraduate students from third semester “A” of Pedagogía de los Idiomas Nacionales y Extranjeros program of Universidad Técnica de Ambato. It was the third time participants took an English subject as a part of their pedagogical development. Mentioned subject directs learners to study everything related to the English language such as grammatical rules, their uses in several contexts, vocabulary, etc. The students’ age range was from 19 to 21 years old with a pre- intermediate (A2) and intermediate (B1) level of proficiency according to their results on Cambridge placement test.

**Table 2.** Population

Description	N°	Percentage
<b>Institution:</b> Universidad Técnica de Ambato. <b>Major:</b> Pedagogía de los Idiomas Nacionales y Extranjeros. <b>Level:</b> Third “A” students.	36	100%
<b>TOTAL</b>	36	100%

**Source:** Universidad Técnica de Ambato.

**Author:** Manzano, J. (2021)

#### 2.1.2 Techniques and instruments

In this research, three principal instruments were used:

First of all, learners were applied a survey created by the researcher in order to get data about the current situation of students’ level in terms of writing (see annex 4). Cronbach’s alpha coefficient with an average of 0,88 served to validate this instrument altogether with the assigned tutor (see annex 5). The questionnaire contained 11 frequency questions

based on Likert scale comprehending 5 scales: always, often, sometimes, rarely, and never (Sullivan & Artino, 2013) . All questions were taken from the operationalization of the variables through their concepts and definitions (see annex 3).

Secondly, learners were given a writing paper of the Preliminary English Test (PET) provided by Cambridge Assessment English: Part 2- section 2 as a pre-test and the post-test to analyze their writing level domain before applying Role, Audience, Format, and Topic strategy. In the pre-test, students were asked to write a story in about 100 words considering this title: “*A wonderful experience*” (see annex 6). This process was applied via zoom through an online tool named Google forms. Hence, students first had to read the instructions and then develop their writings which lasted 30 minutes. On the other hand, after the implementation of Role, Audience, Format, and Topic strategy, the post-test was applied. This test was taken from the same part and section as the pre-test, but it had another instruction. Therefore, students were asked to develop their writings with the following topic: “*I woke up knowing it was the most important day of my life*” (see annex 9). In such a way, it was possible to corroborate if students improved their writing level with the treatment application.

Both aforementioned stories were selected because they gave students more freedom to choose a role and audience with the aim of having students develop more original and creative writings since formats and topics were already given. They were scored through a rubric taken from Cambridge Assessment English (see annex 11). It is a useful writing checker instrument that mainly assesses potential criteria: content, communicative achievement, organization, and language. The rubric has a scale from 0 to five 5 points considering 20 points as the maximum writing score.

## **2.2 Methodology**

### **2.2.1 Research Approach**

This research uses a mixed method approach; quantitative method as a way to collect numerical data, analyze, and interpret them for explaining the fact (Creswell, 2014). The researcher quantified and analyzed numerically the data obtained from the survey about how writing skill is promoted and practiced in the classroom, as well as code data from the pre-test and posttest for comparing and analyzing the differences in terms of scores found after and before the Role, Audience, Format, and Topic strategy application in order to accept or reject the hypothesis.

On the other hand, this study followed a qualitative method by analyzing the problem through experience and viewpoints (Hammarber & Kirkman, 2016). In this way, the author applied interpretative methods that helped to recount key information and main difficulties that learners faced around writing practice when using Role, Audience, Forma, and Topic strategy in their workshops.

### **2.2.2 Research modality**

#### **Field Research**

This study concerns field research as a way to collect information directly from the real condition and situation where the phenomenon occurred (Burgess, 2002). In other words, the researcher was in the same natural environment where learners were, hence data was gathered straightly from students of 3<sup>rd</sup> semester from Pedagogía de los Idiomas Nacionales y Extranjeros of Universidad Técnica de Ambato via zoom online tool due to Covid-19 pandemic which prevented direct contact with them.

#### **Bibliographic-documentary Research**

The researcher employed a bibliographic - documentary research when looking over new information, concepts, theories, and criteria from different authors of published sources and materials (Kumar, 2019). Accordingly, for identifying the use of Role, Audience, Format, and Topic strategy to improve writing skill, some information through books, journals, scientific magazines with current dates and among other webs from the internet were taken into consideration. To start with this process, it was necessary to analyze, interpret and reflect on the benefits and implications of Role, Audience, Format, and



Topic strategy and its influence on the development of the writing skill, so the gathered information was helpful for this research for several things: to comprehend some concepts related to both variables, to know the way in which previous studies related to this topic were developed, and to understand the process to be followed in order to fulfill the objectives.

### **2.2.3 Level or type of research**

#### **Descriptive Research**

By opting for a descriptive research level, the researcher observed, studied, and interpreted the students' real situation in writing when practicing different tasks in the classroom as well as their problems they presented in this process. With descriptive research, it aims to set out facts, characteristics and properties of a study area, groups of people, or any other phenomenon to carry out a study (Sampieri, Fernández, & Baptista, 2010). In other words, the researchers could describe and report how the application of Role, Audience, Format, and Topic influences on students' writing skill.

#### **Design**

This study work opted for a pre-experimental design due to only one group being implied in the independent variable of the problem. This group is the only one that has experimented and received the interventions (Galarza, 2021). In this way, a new writing strategy of Role, Audience, Format, and Topic was implemented on students where students were asked to practice their writings through activities related to certain topics in around six sessions of 1 hour. Independent variable was possible to measure after and before application of the strategy by using standardized pre- test and post-test provided by Cambridge.

### **2.2.4 Information collection and processing plan**

Data for this study was gathered with learners' collaboration who accepted to be part of this investigation. For the acceptance and support of the research development, it was mandatory to send a document to Pedagogía de los Idiomas Nacionales y Extranjeros coordination, hence third semester students were assigned to participate in it in English III subject. Subsequently, it was required to reach an agreement with the teacher in charge of the subject for coordinating schedules to later present lesson plans and start with interventions via zoom platform.

Six interventions were applied during this process of investigation. The first day of meeting, the course instructor introduced herself to the whole class and had students take the pre- test in 30 minutes of time and upload their responses to a Google forms link. Having collected the pre-test results, students were tutored on how to use and identify RAFT elements of a writing during the next day of classes in the zoom program. After being acquainted with RAFT strategy, specific topics were extracted from the StartUp 4 book by Beatty (2019) to introduce to learners: talk about feeling sick, talk about the flu, discuss what happens when you get sick, and write about being sick. A series of activities were established for students to practice writing using grammar and vocabulary related to the topic and surely applying the RAFT strategy. Students were asked to work either in groups or individually and store their produced writings in Google forms. At the end of the experimental part, all learners completed the post-test in 30 minutes as the pre-test.

### **2.2.5 Hypothesis**

#### **Alternative Hypothesis**

The use of Role, Audience, Format, and Topic strategy influences in writing skill in students of 3<sup>rd</sup> semester from PINE of Universidad Técnica de Ambato.

#### **Null Hypothesis**

The use of Role, Audience, Format, and Topic strategy does not influence in writing skill in students of 3<sup>rd</sup> semester from PINE of Universidad Técnica de Ambato.

## CHAPTER III.- RESULTS AND DISCUSSION

### 3.1 Analysis and discussion of the results

A survey was applied to all students in the class before the experimentation. This survey contains eleven questions, each one with different options. The questions were considered as the most important to get needed data about students' current reality in terms of writing.

#### 3.1.1 Survey results

**Table 3.** Descriptive statistics from the survey results of current situation of students' writing development

Statement	Median	Mean*	SD
1. Teacher provides me guidance when developing my writings assignments.	4.00	4.11	0.82
2. I use use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing).	4.00	4.03	0.77
3. I brainstorm ideas before developing a writing activity.	4.00	3.89	0.75
4. I Identify the elements of an assigned writing to develop it.	4.00	3.97	0.65
5. Teacher promotes me to express my points of view, ideas, thoughts to develop English writing ability	4.00	4.03	0.91
6. Teacher encourages me to use grammar, spelling and punctuation correctly when developing a writing task	4.50	4.28	0.85
7. I develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)	4.00	3.86	0.83
8. I develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)	4.00	3.69	0.82
9. I develop narrative writings in class (writings based on fictional or non- fictional stories e.g. anecdotes, poems, short stories, etc.)	4.00	3.72	0.91
10. I develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)?	4.00	4.03	0.77
11. Teacher uses a rubric to score my writing assignments.	4.00	4.22	0.89

**Source:** Survey

**Author:** Manzano, J. (2021)

Table 3 indicates the descriptive statistics from the survey results of perceptions on the current situation of students' writing development. A high tendency of respondents holds their teacher always or often provides them guidance when developing their writings (M=4.11) and also encourages them to use grammar, spelling and punctuation correctly

(M=4.28) by using a rubric to score their assignments (M=4.22). Additionally, there exists a slighter trend of learners that identify writing elements (M=3.97) or brainstorm ideas before developing a writing activity (M=3.89). Finally, from all types of existing writings, there is a superior tendency in regards to development of descriptive student's writings in class (M= 4.03).

### **3.1.2 Pre-test and Post-test analysis of results**

To diagnose learners' writing ability, a pre-test and post-test were implemented in third semester students of Pedagogía de los Idiomas Nacionales y Extranjeros major, where crucial writing criteria was contemplated: content, communicative achievement, organization, and language. The real results performed on students' scores collected from pre-test illustrated a slight students' writing level (see table 4).

**Pre- test results**

**Table 4.** Pre- test scores

PET Rubric Scales	Content	Communicative Achievement	Organisation	Language
0	0	0	0	0
1	2	0	0	0
2	0	0	24	2
3	10	6	4	23
4	18	23	4	8
5	6	7	4	3

Source: PET test

Author: Manzano, J. (2021)

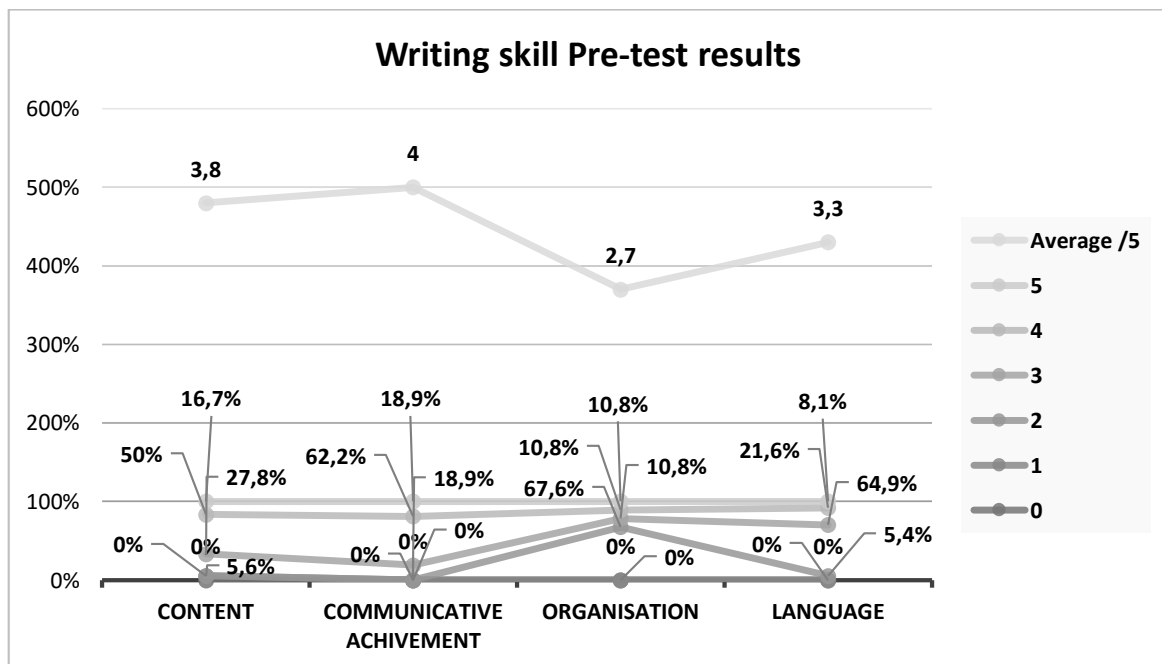
**Table 5.** Writing skill Pre-test results

Criteria	PET Rubric Scales						Percentage	Average /5
	0	1	2	3	4	5		
Content	0%	5,6 %	0 %	27,8 %	50 %	16,7 %	100 %	3,8
Communicative Achievement	0%	0 %	0 %	18,9 %	62,2 %	18,9 %	100 %	4
Organisation	0%	0 %	67,6 %	10,8 %	10,8 %	10,8 %	100 %	2,7
Language	0%	0 %	5,4 %	64,9 %	21,6 %	8,1 %	100 %	3.3
								3,5

Source: PET test

Author: Manzano, J. (2021)

**Figure 1.** Writing skill Pre-test results



Source: PET test

Author: Manzano, J. (2021)

## **Analysis and interpretation**

Table 5 indicates the data gathered from the Pre- Test by the PET Cambridge writing test, part 2- section 2 (story) with the purpose of assessing writing skills from 36 students of PINE. Four evaluation criteria were considered: content, communicative achievement, organization, and language, and each one had a scale from 0 to 5 points giving a total of 20 points being the highest score that learners could obtain. Afterwards, the statistical analysis of each criterion was carried out, hence a specific average of each one was obtained to finally get a total average. The total average of the pre-test was 3.5/5 which means that students need to improve their writing skill.

According to the results collected on each criterion, the results below were reported in content. A 0% of students got 0 scale. Meanwhile, 5.6 % of students achieved 1 scale. On the other hand, 0% of students obtained a 2 scale. In addition, 27.8 % of students reached a 3 scale. On the contrary, 50 % of students attained a 4 scale. Finally, a 16.7 of them accomplished a 5 scale. Adding all the previous results, a 100 % was obtained. Furthermore, 3.8 /5 was the average of this criterion which means that some students were not able to present relevant information through their writings, or simply they misinterpreted the task.

Evenly, the next results were illustrated in communicative achievement criterion. A 0 % of students fulfilled 0,1 and 2 scales. While, 18.9 % of students gained a 3 scale. On the other side, 62.2 % of students achieved a 4 scale. Ultimately, 18.9 % of them got 5 scale. Adding all the previous results, a 100 % was obtained. Besides, 4/5 was the average of this criterion that refers to the fact that most students communicate their ideas in appropriate ways, but they need to improve more.

Likewise, the following results were presented in organization criterion. A 0% of students attained 0 and 1 scales. A 67,6 % of students accomplished a 2 scale. A 10,8 % of students reached 3 scale. In the same way, 10.8 % of them fulfilled a 4 scale. Lastly, only 10.8 % of them got a 5 scale. Adding all the previous results, a 100 % was obtained. Additionally, 2.7/5 was the average of this criterion that indicates that students' organization of ideas when writing is low due to they do not usually use cohesive devices which help them to connect their ideas in a more logical way.

As a final point, the results below were highlighted in language criterion. A 0 % of students achieved 0 and 1 scales. A 5.4 % of students reported a 2 scale. A 64.9 % gained

a 3 scale. A 21.6 % got a 4 scale. Finally, 8.1 % accomplished a 5 scale. Adding all the previous results, 100 % was obtained. In addition, 3.3/5 was the average of this criterion which means that students used only common vocabulary and had some mistakes in grammatical forms of their writings.

**Post-test results**

**Table 6.** Post- test scores

PET Rubric Scales	Content	Communicative Achievement	Organisation	Language
0	0	0	0	0
1	0	0	0	0
2	1	0	7	1
3	1	0	9	9
4	4	10	5	19
5	30	26	15	7

Source: PET test

Author: Manzano, J. (2021)

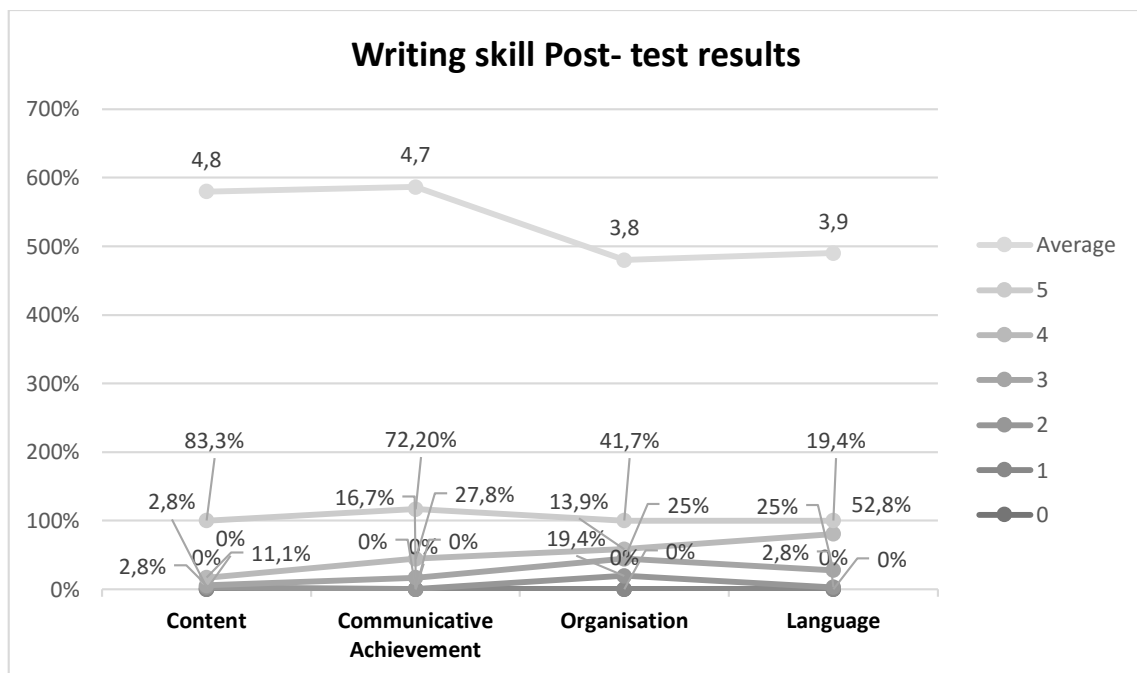
**Table 7.** Writing skill Post-test results

Criteria	PET Rubric Scales						Percentage	Average /5
	0	1	2	3	4	5		
Content	0%	0%	2,8%	2,8%	11,1%	83,3%	100%	4,8
Communicative Achievement	0%	0%	0%	16,7%	27,8%	72,2%	100%	4,7
Organisation	0%	0%	19,4%	25%	13,9%	41,7%	100%	3,8
Language	0%	0%	2,8%	25%	52,8%	19,4%	100%	3,9
								4,3

Source: PET test

Author: Manzano, J. (2021)

**Figure 2.** Writing skill Post-test results



Source: PET test

Author: Manzano, J. (2021)



## **Analysis and interpretation**

Table 20 above presents the data gathered from the Post- Test by the PET Cambridge writing test. It is greatly important to mention that this test was taken from the same part (2) and section (2) but it was a different test. The data demonstrates the students' improvement when writing, evidencing a better domain on its content, communicative achievement, organization, and language with the same scales. In this way, the total average of the post-test was 4.3/5. So, according to the results it is clearly evidenced by the increase of 0.8 points in the students' writing skill average. Seen in this way, it can be concluded that the application of Role, Audience, Format, and Topic strategy helped positively in students' writing production.

According to the results collected on each criterion, the results below were reported in content. A 0% of students got 0 and 1 scale. Meanwhile, 2.8% of students achieved 2 a scale. In the same way, another 2.8 % of students obtained a 3 scale. On the other hand, 11.1% of students reached a 4 scale. Finally, 83.3% of them accomplished 5 scale. Adding all the previous results, a 100 % was obtained. Furthermore, 4.8 /5 was the average of this criterion which means that thanks to the RAFT strategy, students could interpret the task in a better way and present more relevant and interesting information in their writings according to the topic they had to talk about.

Equally, the next results were illustrated in communicative achievement criterion. A 0 % of students fulfilled 0,1 and 2 scales. While, 16.7% of students gained a 3 scale. On the other side, 27.8 % of students achieved a 4 scale. Ultimately, 72.2 % of them got a 5 scale. Adding all the previous results, a 100 % was obtained. Besides, 4.7/5 was the average of this criterion that refers to students communicating straightforward ideas which caught readers' attention.

Likewise, the following results were presented in organization criterion. A 0% of students attained 0 and 1 scales. A 19.4 % of students accomplished 2 scale. A 25 % of students reached 3 scale. In the same way, a 13,9 % of them fulfilled 4 scale. Lastly, only 41.7% of them got a 5 scale. Adding all the previous results, a 100 % was obtained. Additionally, 3.8/5 was the average of this criterion that indicates that students presented organized information by using different linking words and cohesive devices.

As a final point, the results below were highlighted in language criterion. A 0 % of students achieved 0 and 1 scales. A 2.8 % of students reported a 2 scale. A 25 % gained

a 3 scale. A 52.8 % got 4 scale. Finally, 19.4 % accomplished a 5 scale. Adding all the previous results, 100 % was obtained. In addition, 3.9/5 was the average of this criterion which means that students used a range of vocabulary in an appropriate way, even though few of them continued having some grammatical mistakes in their writings.

Comparative writing pre- test and post- test results

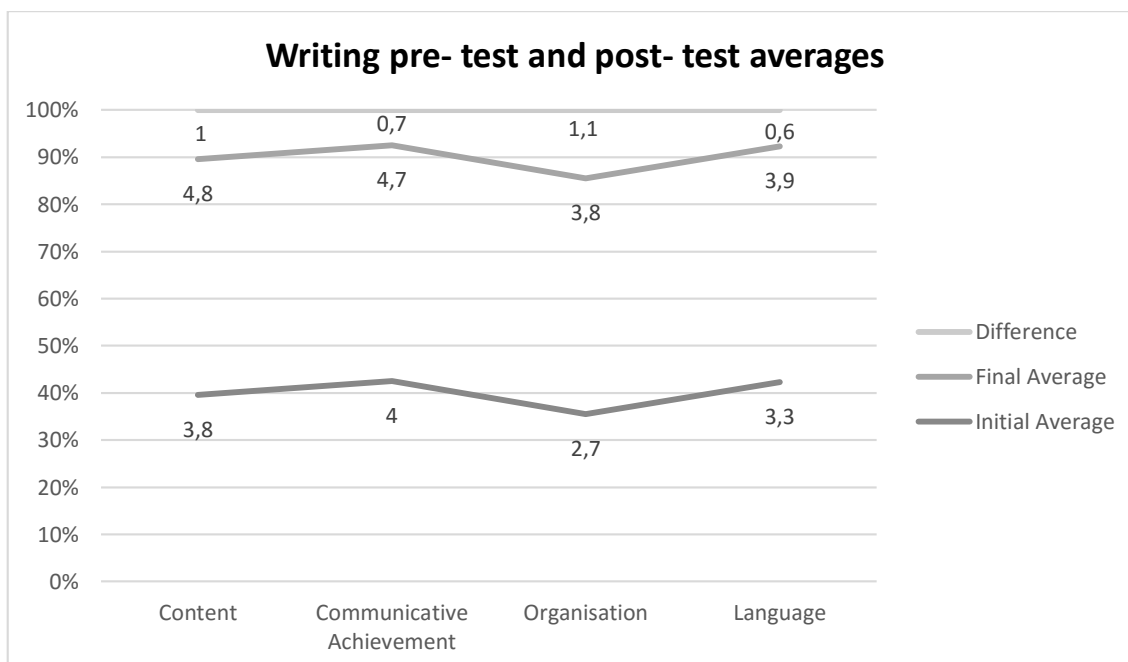
**Table 8.-** Writing pre- test and post- test results

Criteria	Initial Average	Final Average	Difference
Content	3,8	4,8	1
Communicative Achievement	4	4,7	0,7
Organisation	2,7	3,8	1,1
Language	3.3	3,9	0,6
<b>General</b>	<b>3,5</b>	<b>4,3</b>	<b>0.8</b>

Source: Students' grades

Author: Manzano, J. (2021)

**Figure 3.-** Writing pre- test and post- test averages



Source: Students' grades

Author: Manzano, J. (2021)

### Analysis and interpretation

According to the table above, it is important to mention that the use of Role, Audience, Format, and Topic strategy enhances positively on students' progress in terms of writing skill, principally helps to improve students' writing organization, content, language, and communicative achievement. A comparative study was shown according to the results

collected from the pre-test and posttest in which it was evidenced the students' writing progress on each scale scored.

In a nutshell, in the content part, the initial average was 3.83 out of 5, but in the final average it was raised to 4.8, hence 1 point was its difference. On the contrary, the communicative achievement criterion started with 4 points over 5 and later it increased to 4.7, so students got an advance of 0.7 points. Besides, the initial average of the organization section was 2.7 out of 5, and its final average was 3.8, it means that there was an increase of 1.1 points. Finally, the language criterion began with 3.3 points over 5 and then it incremented to 3.9, thus learners progressed 0.6 points.

On the other side, after the application of Role, Audience, Format, and Topic strategy to develop students' writing skill, they got 4.3 points which indicates that there was an increase of 0.8 points in comparison with the pre-test average due to at the beginning 3.5 points were obtained. For this reason, it can be said that the use of RAFT strategy helped effectively in the writing skill of students.

### **3.2 Hypothesis verification**

#### **Alternative Hypothesis**

The use of Role, Audience, Format, and Topic strategy influences in writing skill in students of 3<sup>rd</sup> semester from PINE of Universidad Técnica de Ambato.

#### **Null Hypothesis**

The use of Role, Audience, Format, and Topic strategy does not influence in writing skill in students of 3<sup>rd</sup> semester from PINE of Universidad Técnica de Ambato.

#### **3.2.1 Test of normality**

To analyze and compare the pre- test and post- test results, the normality test was proved in SPSS software. Knowing there are two tests of normality like Shapiro- Wilk used when  $df \leq 50$  and Kolmogorov- Smirnov applied when  $df > 50$ , Shapiro- Wilk test was requested to use as the degree of freedom (df) of the data was  $36 < 50$ . (see table 9)

**Table 9.- Test of Normality**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre- test Total	,196	36	,001	,928	36	,021
Post- test Total	,113	36	,200*	,931	36	,028

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS Statistics Software

Author: Manzano, J. (2021)

Concerning that there are two common significance degrees (sig) such as  $\text{sig} < 0.05$  belonging to a Non- normal distribution and  $\text{Sig} > 0.05$  corresponding to a Normal distribution, SPSS program evidenced that results did not follow a normal distribution having as sig. 0.001 and 0.200 in both test which are lower than required value (sig= 0.05). Hence, out of two existing tests to be used according to normality; Wilcoxon test available for non- normal distribution and T- test for normal distribution, Wilcoxon test was managed for verifying if the alternative hypothesis is accepted or rejected (see table 10).

**Table 10.- Wilcoxon Signed Ranks Test**

**Ranks**

	N	Mean Rank	Sum of Ranks
Negative Ranks	2 <sup>a</sup>	10,25	20,50
Post- test Total - Pre- test Total	26 <sup>b</sup>	14,83	385,50
Positive Ranks			
Ties	8 <sup>c</sup>		
Total	36		

a. Post- test Total < Pre- test Total

b. Post- test Total > Pre- test Total

c. Post- test Total = Pre- test Total

Source: SPSS Statistics Software

Author: Manzano, J. (2021)

Table X indicates the statistical data gained after its analysis in the SPSS program through Wilcoxon test which evidences the ranks of the post- test total less the pre-test total, having as result 2 negative ranks (a), 26 positive ranks (b), 8 ties (c) with a total of 36. In addition, the mean ranks obtained were 10, 25 and 14, 83. After that, the sum of ranks showed two results: 20, 50 and 385,50.

**Table 11.- Test Statistics<sup>a</sup>**

<b>Test Statistics<sup>a</sup></b>	
	Post- test Total - Pre- test Total
Z	-4,167 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

**Source:** SPSS Statistics Software

**Author:** Manzano, J. (2021)

Table 11 reports the test statistics about the asymptotic significance. Assuming if sig < 0.05 null hypothesis is rejected, otherwise if Sig > 0.05 null hypothesis is accepted, above results generated a sig value of 0,000. As 0,000 is less than the range of reliability (0,05), the null hypothesis is rejected and the alternative is accepted. For that reason, Role, Audience, Format, and Topic strategy influences on writing skill in students of 3<sup>rd</sup> semester from PINE of Universidad Técnica de Ambato. The

## **Discussion**

In the current research, it was possible to determine whether or not the use of Role, Audience, Format, and Topic strategy enhanced on students' writing skill, and the way it affected on their academic progress by analyzing data obtained from the results through SPSS software in which the alternative hypothesis was accepted. The important results are described below.

Firstly, results showed that after the application of Role, Audience, Format and Topic strategy, students' writing competence improved by contrasting data from the pre-test and post-test. The findings indicated that new writing techniques like RAFT strategy

promoted to better perform in language learning process matching with earlier investigations that point out that RAFT allows to organize ideas and thoughts before starting to write (Kabigting, 2020). Additionally, what influenced certainly the RAFT strategy usage toward learners' writing ability was the consideration of certain evaluation criteria that encouraged them to develop high quality and functional writings (Hamdani, Kristiawan, & Rahmadhani, 2017). Students presented more interesting and organized writings after the teacher introduced a rubric which permits learners to control their content, organization, communicative achievement, and language carefully (Cambridge Assessment English, 2020).

In the content criterion, thirty students over thirty- six obtained 5 points from the writing scale. Five points were set out to learners that were able to fully inform readers by presenting relevant information. On the contrary, in communicative achievement twenty-six students got 5 points, it means they used proper function, genre, register and format of the writing for bearing readers' curiosity to follow reading. Besides, regarding organization criterion, only fifteen learners acquired 5 points and five of them 4 points, hence there was a lack of cohesive devices use to present more coherent writings. Finally, in language criterion seven learners got 5 points but nineteen 4 points that is advantageous as they used wide vocabulary and grammar in which errors did not impede the message conveyance (Cambridge Assessment English, 2020).

Secondly, Role, Audience, Format and Topic strategy enhanced learners to produce more imaginative and original writings by giving them the opportunity to choose any writing characters according to their needs as matching with researches previously studied that indicate that all writings should contain four essential elements like writers role, audience they will address, format and topic of the writing (Firwana & El, 2019). In this way, during the interventions, learners were trained in new and creative ways of developing a piece of writing with the purpose of educating, teaching, finding out, explaining something to others, and so on. It was even more useful by giving them the freedom to decide the role and choose the audience that interests them according to the given topic, hence they instead of redacting their text with a common writer role and audience, they changed them to something more attractive, for example a puppy writing to citizens or a doctor addressing to his patients, etc.

## CHAPTER IV.- CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

Once the research was executed through the analysis and interpretation of the different statistical data gained with the application of Role, Audience, Format, and Topic strategy in students from third semester of Pedagogía de los Idiomas Nacionales y Extranjeros to improve their writing skill, some conclusions and recommendations are considered for this work.

- First, students' current situation within writing skill is highly considerable as most of them practice this ability through writing tasks that teacher establishes either for class or home. Teacher's role plays an important role in this process since for each assignment, she often guides them by clarifying some information in case they had doubts as well as promoting them to use their own ideas and thoughts through Urkund anti plagiarism system usage. Furthermore, students are not used to develop different types of writing, but mostly descriptive texts where they have the ability to define or characterize things, places, objects, etc. Finally, a large part of students is familiarized with rubrics that teachers should use for evaluating writing tasks, for example, some students take into account their organization of writing by using different cohesive devices in order to produce coherent writings, as well as consider grammar, spelling and punctuation.
- Second, even though learners were exposed to practice writing ability, their level was medium- low as they did not fulfill the expectations of a logical and ideal writing. Hence, in the initial result they obtained an average of 3.5 points out 5. The medium- low writing level had to do with the lack of techniques for promoting students' writing progress, hence they were exposed to Role, Audience, Format and Topic treatment having as results in the post- test an average of 4.3 points in which an increase of 0.8 points was evidenced. Therefore, it demonstrated an improvement in students' writing ability.
- Finally, the use of Role, Audience, Format, and Topic strategy enhanced students' writing skill productively as it helped them to plan and organize their writings in a better way, detail their ideas logically and use the vocabulary according to the topic. Additionally, this strategy increased students' motivation and encouraged

them to produce more imaginative and interesting writings by giving them the opportunity to use different characters.



## 4.2 Recommendations

- Teachers ought to give learners more freedom when developing their writings so that they have the opportunity to produce texts according to their needs and interests. In this way, only the topic and in some cases the format should be established, but role and audience should be up to students to select. It can motivate them to use proper vocabulary related to the topic, and appropriate grammar as when learners do something that catches their attention, more interesting ideas can be acquired, so the facilitation of the writing learning process can be given.
- When assessing students' writings, teachers should use rubrics similar to Cambridge rubrics as they cover essential criteria that help learners attain the writing learning outcomes. With them, teachers could check students' progress and help them if they face difficulties in writing development.
- Teachers should always maintain an enriching environment that motivates students to learn target language and practice their writing skills through the implementation of writing strategies in order to facilitate teaching and learning process. This is the case of Role, Audience, Format, and Topic strategy that should be required to apply every time students' produce texts.

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## ANNEXES

### Annex 1. Approval

#### CARTA DE COMPROMISO

Ambato, 28 de octubre del 2021

Doctor

**Marcelo Núñez Espinoza**

Presidente

Unidad de Integración Curricular

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Jacqueline Iza en mi calidad de Coordinadora de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "ROLE, AUDIENCE, FORMAT, AND TOPIC STRATEGY AND THE DEVELOPMENT OF WRITING SKILL" propuesto por la estudiante Jennifer Anneth Manzano Aguilar, portadora de la cédula de Ciudadanía 1805503982, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted por los fines pertinentes.

Atentamente.



Lic. Mg. Sara Iza Pazmiño

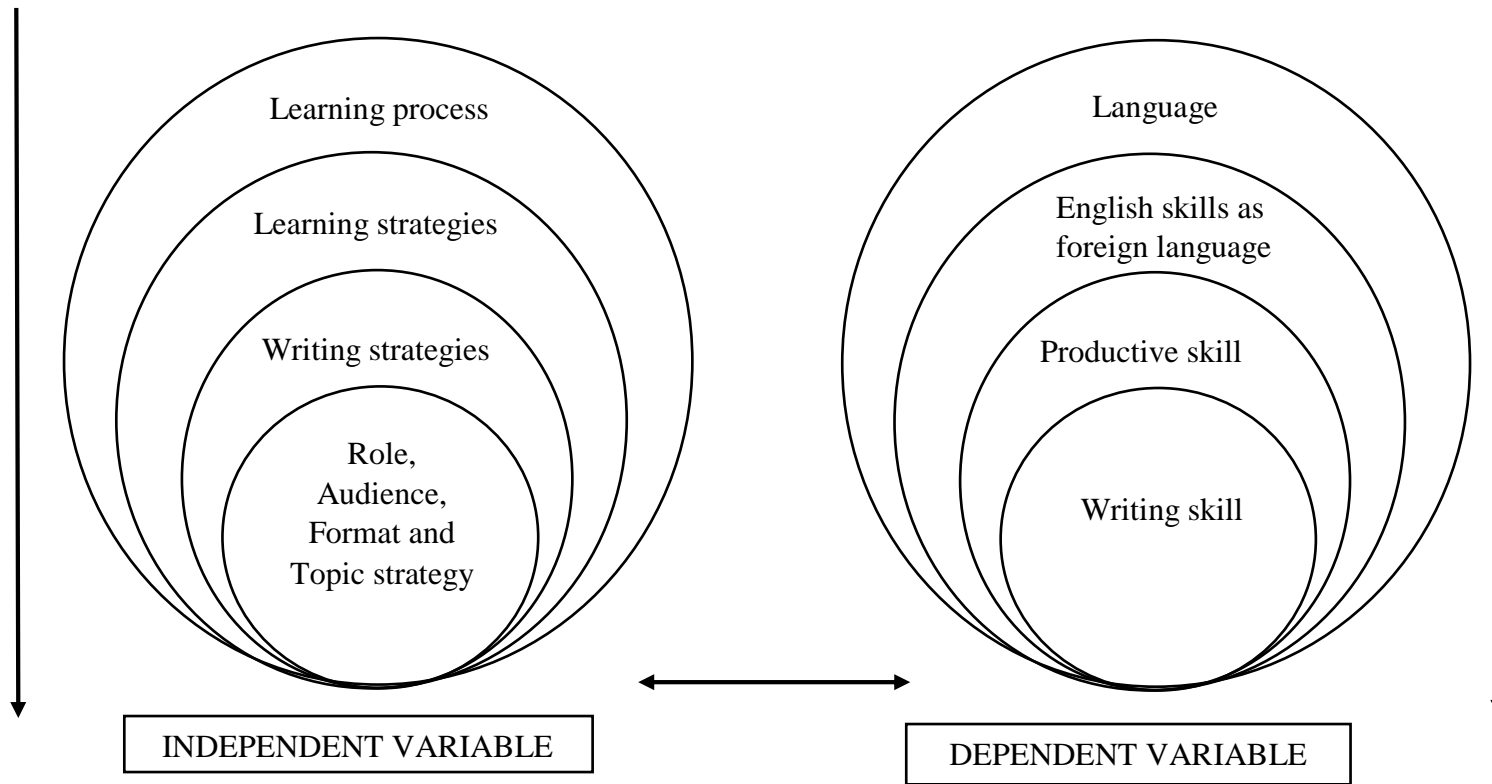
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Sj.iza@uta.edu.ec

**Annex 2. Key categories**

**Variables categorization**



**Source:** Researcher

**Author:** Manzano, J. (2021)

### Annex 3. Operationalization of variables

#### Type of instrument

#### Survey

#### Independent variable: Role, Audience, Format, and Topic strategy.

Operation of the independent variable Role, Audience, Format, and Topic strategy.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
Role, Audience, Format, and Topic is a <b>guided writing</b> strategy which enhance the improvement of student's <b>writing competence</b> as it helps them to be more creative and generate ideas in a more organized way. This strategy is greatly important	Guided writing  Writing competence	Teacher's guidance in writings tasks.  Producing an effective and understandable writing using: - Cohesion - Coherence	1. How often does your teacher provide you guidance when developing your writings assignments?  2. How often do you use cohesive devices to produce a writing?  3. Does your teacher encourage you to develop coherent writings?	<b>Technique:</b> Survey  <b>Instrument:</b> Questionnaire

<p>in the whole writing procedure principally in <b>pre-writing stage</b> due to different <b>components of a writing</b> are taken into consideration: the role as writer, the audience to target, the format to be used, and the topic or content.</p>	<p>Pre-writing stage</p> <p>Components of a writing</p>	<ul style="list-style-type: none"> <li>- Brainstorming</li>   <li>- Role</li> <li>- Audience</li> <li>- Fomat</li> <li>- Topic</li> </ul>	<p>4. Does the pre-writing stage help you to activate your prior knowledge before developing a writing activity?</p> <p>5. How often do you first identify the components of an assigned writing to develop it (role, audience, format, and topic)?</p>	
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**Source:** Theoretical framework.

**Author:** Manzano, J. (2021)

**Dependent variable:** writing skill.

**Table 4.** Operationalization of dependent variable listening skill.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Writing is a way of <b>communication</b> that allows people to organize and express their feelings, points of view, ideas, knowledge through a paper. This skill helps to <b>convey a message</b> through different <b>types of writings</b> which most of the cases are <b>evaluated</b> in terms of educational interest.</p>	<p>Communication</p> <p>Convey message</p> <p>Types of writings</p>	<ul style="list-style-type: none"> <li>• Expressing points of view, ideas, thoughts in writing.</li> <li>• Writing appropriately:               <ul style="list-style-type: none"> <li>- Grammar</li> <li>- Spelling</li> <li>- Punctuation</li> </ul> </li> <li>• Expository</li> <li>• Persuasive</li> <li>• Narrative</li> <li>• Descriptive</li> </ul>	<ol style="list-style-type: none"> <li>1. Does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?</li> <li>2. Does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task?</li> <li>3. How often do you develop expository writings in class (instructional essays, news writing, recipes, scientific reports, etc.)?</li> </ol>	<p><b>Technique:</b> Survey</p> <p><b>Instrument:</b> Questionnaire</p>

	<p>Evaluation</p>	<ul style="list-style-type: none"> <li>• Checking out student's advance.</li> <li>• Rubric</li> </ul>	<ol style="list-style-type: none"> <li>4. How often do you develop persuasive writings in class (advertisements, cover letters, opinion articles, etc.)?</li> <li>5. How often do you develop narrative writings in class (anecdotes, poems, short stories, etc.)?</li> <li>6. How often do you develop descriptive writings in class (freewriting, poetry, product descriptions, travel writings, etc.)?</li> <li>7. How often does your teacher check your writing performance advance?</li> <li>8. How often does your teacher use a rubric to score your writing assignments?</li> </ol>	
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**Source:** Theoretical framework.

**Author:** Manzano, J. (2021)

## Annex 4. Survey



Link: <https://forms.gle/VzQXRcZzM4nk4rGW8>

# UNIVERSIDAD TÉCNICA DE AMBATO

SURVEY DIRECTED TO STUDENTS FROM THIRD SEMESTER OF PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS OF UNIVERSIDAD TÉCNICA DE AMBATO

TOPIC: Role, Audience, Format and Topic strategy and the development of writing skill.

Objective: To identify the current situation of writing development of students of third semester from PINE.

 **jenn.anneth1999@gmail.com** (no compartidos)  Borrador restaurado

[Cambiar de cuenta](#)

**\*Obligatorio**

- Read carefully the instructions.
- Select only one option for each question according to your own experience.
- Put an X in the selected answer.

Name and last name \*

Tu respuesta

---

Institutional email \*

Tu respuesta

---



How often does your teacher provide you guidance when developing your writings assignments? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing)? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you brainstorm ideas before developing a writing activity? \*

- Always
- Often
- Sometimes
- Rarely
- Never

**A writing has four important elements that must be taken into account:**

- Role: what role do you have as writer?
- Audience: who are you writing to?
- Format: what kind of writing are you going to produce (letter, story, essay, etc.)?
- Topic: what do you have to write according to the writing's topic?

How often do you identify the elements of an assigned writing to develop it? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you develop narrative writings in class (writings based on fictional or non-fictional stories e.g. anecdotes, poems, short stories, etc.)? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often do you develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)? \*

- Always
- Often
- Sometimes
- Rarely
- Never

How often does your teacher use a rubric to score your writing assignments? \*

- Always
- Often
- Sometimes
- Rarely
- Never

Enviar

Borrar formulario

## Annex 5. Validation of the survey

```
RELIABILITY
/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item10 item11
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE CORR
/SUMMARY=TOTAL.
```

### ➔ Análisis de fiabilidad

[Conjunto\_de\_datos0]

#### Advertencia

El determinante de la matriz de covarianzas es cero o aproximadamente cero. No se pueden calcular estadísticos basados en su matriz inversa y se mostrarán como valores perdidos del sistema.

### Escala: TODAS LAS VARIABLES

#### Resumen del procesamiento de los casos

	N	%
Casos Válidos	10	100,0
Excluidos <sup>a</sup>	0	,0
Total	10	100,0

a. Eliminación por lista basada en todas las variables del procedimiento.

#### Estadísticos de fiabilidad

Alfa de Cronbach	Alfa de Cronbach basada en los elementos tipificados	N de elementos
,876	,901	11

### Estadísticos de los elementos

	Media	Desviación típica	N
How often does your teacher provide you guidance when developing your writings assignments?	1,70	,823	10
How often do you use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing)?	1,70	,675	10
How often do you brainstorm ideas before developing a writing activity?	2,00	,471	10
How often do you identify the elements of an assigned writing to develop it?	2,20	,632	10
How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?	1,80	,632	10
How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?	1,80	,632	10
How often does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task?	1,60	,516	10
How often do you develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)?	2,10	,568	10
How often do you develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)?	2,40	,843	10
How often do you develop narrative writings in class (writings based on fictional or non-fictional stories e.g. anecdotes, poems, short stories, etc.)?	2,30	,823	10
How often do you develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)?	2,20	,632	10
How often does your teacher use a rubric to score your writing assignments?	1,70	1,059	10

Matriz de correlaciones inter-elementos

	How often does your teacher provide you guidance when developing your writings assignments?	How often do you use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing)?	How often do you brainstorm ideas before developing a writing activity?	How often do you identify the elements of an assigned writing to develop it?	How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?	How often does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task?	How often do you develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)?	How often do you develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)?	How often do you develop narrative writings in class (writings based on fictional or non-fictional stories e.g. anecdotes, poems, short stories, etc.)?	How often do you develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)?	How often does your teacher use a rubric to score your writing assignments?
How often does your teacher provide you guidance when developing your writings assignments?	1,000	,820	,286	,128	,726	,732	,547	,512	,148	,768	-,242
How often do you use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing)?	,820	1,000	,349	,156	,625	,574	,667	,625	,180	,677	-,295
How often do you brainstorm ideas before developing a writing activity?	,286	,349	1,000	,745	,373	,456	,830	,559	,573	,745	,445
How often do you identify the elements of an assigned writing to develop it?	,128	,156	,745	1,000	,389	,272	,557	,250	,299	,444	,431
How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?	,726	,625	,373	,389	1,000	,748	,681	,583	,128	,667	-,265
How often does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task?	,732	,574	,456	,272	,748	1,000	,531	,408	,052	,612	-,244
How often do you develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)?	,547	,667	,830	,557	,681	,531	1,000	,836	,573	,745	,445
How often do you develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)?	,512	,625	,559	,250	,583	,408	,836	1,000	,299	,444	,431
How often do you develop narrative writings in class (writings based on fictional or non-fictional stories e.g. anecdotes, poems, short stories, etc.)?	,148	,180	,573	,299	,128	,052	,642	,768	,128	,667	-,265
How often do you develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)?	,768	,677	,745	,444	,667	,612	,867	,667	,052	,612	-,244
How often does your teacher use a rubric to score your writing assignments?	-,242	-,295	,445	,431	-,265	-,244	,240	,274	,642	,867	,240
									,768	,667	,274
									1,000	,512	,752
									,512	1,000	,100
									,752	,100	1,000

**Estadísticos total-elemento**

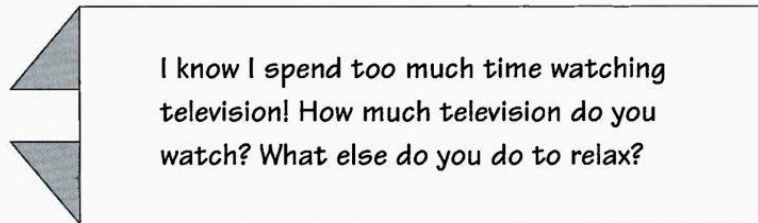
	Media de la escala si se elimina el elemento	Varianza de la escala si se elimina el elemento	Correlación elemento-total corregida	Correlación múltiple al cuadrado	Alfa de Cronbach si se elimina el elemento
How often does your teacher provide you guidance when developing your writings assignments?	20,00	22,667	,567	.	,867
How often do you use cohesive devices (words that link ideas of different parts of a text e.g. however, and, but, in conclusion) to produce a coherent writing (logical and understandable writing)?	20,00	23,556	,577	.	,866
How often do you brainstorm ideas before developing a writing activity?	19,70	24,011	,770	.	,860
How often do you identify the elements of an assigned writing to develop it?	19,50	24,278	,499	.	,871
How often does your teacher promote you to express your points of view, ideas, thoughts to develop English writing ability?	19,90	23,656	,607	.	,864
How often does your teacher encourage you to use grammar, spelling and punctuation correctly when developing a writing task?	20,10	24,767	,536	.	,869
How often do you develop expository writings in class (writings that explain about facts without writer's opinion e.g. instructional essays, news writing, recipes, scientific reports, how to do articles, etc.)?	19,60	22,489	,925	.	,848
How often do you develop persuasive writings in class (writings that try to influence readers through writer's arguments e.g. advertisements, cover letters, opinion articles, etc.)?	19,30	20,900	,801	.	,848
How often do you develop narrative writings in class (writings based on fictional or non-fictional stories e.g. anecdotes, poems, short stories, etc.)?	19,40	22,267	,624	.	,863
How often do you develop descriptive writings in class (detailed writings about a fact, place, people e.g. freewriting, scripts, product descriptions, travel writings, etc.)?	19,50	22,278	,856	.	,849
How often does your teacher use a rubric to score your writing assignments?	20,00	24,889	,168	.	,909



## Annex 6. PET Exam (Pre-test)

### Question 7

- This is part of a letter you receive from your English friend Mark.



- Now write a letter to Mark, answering his questions.
- Write your **letter** in about 100 words **on your answer sheet**.

### Question 8

- You have to write a story for your English teacher.
- Your story must have this title:

*A wonderful experience.*

- Write your **story** in about 100 words **on your answer sheet**.

**Source:** PET exam

**Author:** Manzano, J. (2021)

## Annex 7. Initial Scores (Pre-test)

1		Content	Communicative Achievement	Organisation	Language	Pre-test total
2	Allqui Barrera Evelyn Karen	4	4	2	3	13
3	Asanza Bravo Abi Anaela	5	5	5	5	20
4	Ayala Tipanluisa Dayana Liceth	5	5	3	4	17
5	Bravo Acosta Carlos Andrés	4	3	2	3	11
6	Cajamarca Tipantuña Stefanny Vanessa	5	5	4	4	18
7	Chasi Baquero Odalis Daniela	4	4	2	3	14
8	Chisag Poaquiza Diana Estefanía	3	3	2	3	11
9	Colcha Nuñez Darwin Anibal	4	4	3	3	16
10	Cruz Torres Eugenio Josías	4	4	2	3	14
11	Cuyo Topa Kevin Adrián	4	4	2	3	13
12	Díaz Robayo Dayana Magdalia	4	4	2	4	15
13	Espinosa Rodríguez Doménica Sarahi	4	4	4	4	17
14	García Cabrera María Elisa	4	4	2	3	15
15	Guato Mena Lissette Alexandra	3	3	2	3	12
16	Lescano Acosta Angie Belén	4	4	2	3	14
17	López Espin Doris Isis	3	3	2	3	13
18	López Morales Katheryn Lizbeth	4	4	2	3	14
19	López Villacis Johanna Fernanda	1	4	5	5	15
20	Melo Pérez Daniela Karina	5	5	5	4	19
21	Morales Quezada Lizbeth Andrea	3	3	2	2	11
22	Naranjo Mayorga Carlos Mauricio	5	5	4	4	18
23	Oña Endara Dany Alexander	4	4	3	3	16
24	Paucar Machado Katherine Viviana	5	5	5	4	19
25	Pérez Piñaloza Viviana Michelle	3	4	2	2	12
26	Pinto Abril Hilary Stephanie	4	4	2	3	14
27	Preciado Sanchez Debra Denisse	3	4	2	3	14
28	Ramos Escobar Jason Marcelino	3	4	2	3	13
29	Salazar Guamán Cristina Mariuxi	4	4	2	3	14
30	Salinas Tamayo Cristina Alexandra	1	3	4	5	13
31	Sánchez Rodríguez Daniela Lisbeth	4	4	2	3	13
32	Sandoval Ocaña David Ernesto	4	5	2	4	16
33	Tamayo Barrionuevo María Cristina	3	4	2	3	13
34	Tiviano Franco Evelyn Lizbeth	4	4	2	3	13
35	Toapanta Nuela Alison Liliana	3	4	2	3	13
36	Torres Córdova Esthela Elizabeth	4	4	3	3	16
37	Tubón Guamán Ibeth Celena	3	4	2	3	13

**Source:** PET exam

**Author:** Manzano, J. (2021)

## Annex 8. Lesson Plans

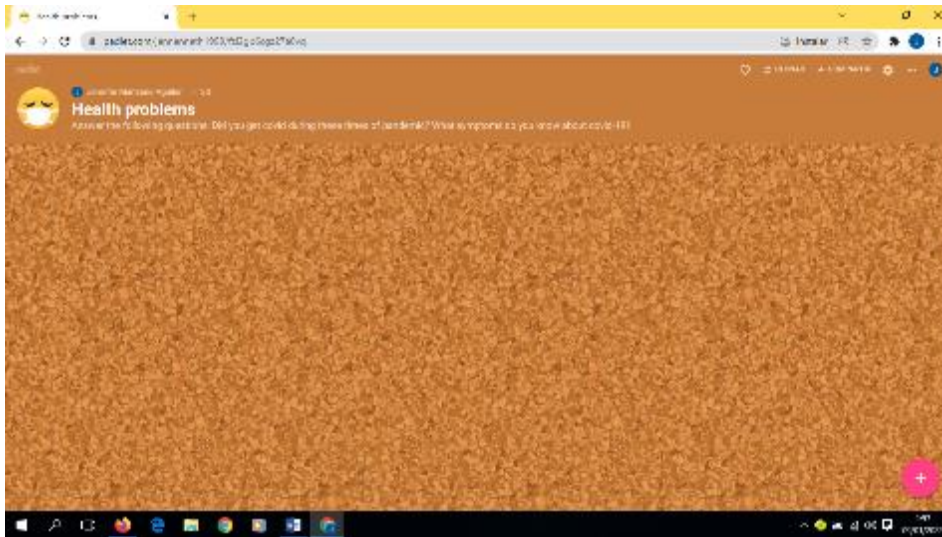
### Lesson Plan 1

<b>Teacher's name:</b> Jennifer Anneth Manzano			
<b>Topic:</b> Talk about feeling sick			
<b>Level:</b> 3rd "A"	<b>Age:</b> 19-20	<b>Time:</b> 1 hour	<b>N° students:</b> 37
<b>Method:</b> Presentation, Practice and Production			
<b>Aims:</b> To enhance students to practice writing skill through the use of RAFT strategy.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to acquire vocabulary about common health problems.</li> <li>• Students will be able to use may/might/could with the continuous to show possibility correctly.</li> <li>• Students will be able to develop their written production.</li> </ul>			
<b>Materials:</b> Internet, computer, online websites.			
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>• Students might have difficulties identifying some RAFT elements of the writings.</li> <li>• Students may have problems with internet connection.</li> <li>• Time management may be a problem during the lesson.</li> </ul>			
<b>Timing</b>	<b>Stages</b>		<b>Sources and materials</b>
5 minutes	<b>Warm up:</b> <ul style="list-style-type: none"> <li>• Teacher asks students to enter to Padlet.com and answer the following questions: <ul style="list-style-type: none"> <li>- Did you get covid during these times of pandemic? What symptoms do you know about covid-19?</li> </ul> </li> <li>• Teacher asks some students to read their answers.</li> </ul>		Padlet <a href="https://es.padlet.com/jennaneth1999/fzi2gp6cgz27a0vq">https://es.padlet.com/jennaneth1999/fzi2gp6cgz27a0vq</a>
20 minutes	<b>Pre- task:</b> <ul style="list-style-type: none"> <li>• Teacher shares a piece of writing with the class about "feeling sick". Leads them in a discussion to determine possible vocabulary that involves "<i>feeling sick</i>",</li> </ul>		Power point presentation

	<p>grammar, and the role of writing, the audience, format, and topic of the piece.</p> <ul style="list-style-type: none"> <li>• Teacher shows students possible answers in a chart and explains briefly what RAFT strategy is about, <u>the steps to develop it</u>, provides examples. Apart from that, introduces new vocabulary and grammar they will be using during the lesson.</li> </ul>	
15 minutes	<p style="text-align: center;"><b>Task</b></p> <ul style="list-style-type: none"> <li>• Teacher has students react to another piece of writing in groups of 9. Each group is given a different piece with a variety that include different roles, audiences, formats, and topics related to “feeling sick”.</li> <li>• Teacher asks students to make a chart and identify RAFT elements, and highlight with yellow color the new vocabulary and blue color the grammar.</li> <li>• Teacher sends the groups to different break out rooms.</li> <li>• Teacher controls each break out room to provide help.</li> <li>• Teacher asks students to upload their work to a google drive folder.</li> </ul>	<p style="text-align: center;">Google drive</p> <p><a href="https://drive.google.com/drive/folders/1XKx7x6SDds2Z6FETtVUrJGPrOtAZEmI?usp=sharing">https://drive.google.com/drive/folders/1XKx7x6SDds2Z6FETtVUrJGPrOtAZEmI?usp=sharing</a></p>
20 minutes	<p style="text-align: center;"><b>Post- task:</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to develop a writing with the topic “<i>My covid contagion</i>”. In this assignment, students are already given the topic, so they will be free to choose the role, audience, and format they want to produce their writing according to their interests.</li> </ul> <p><i>Note: It is mandatory for students to use vocabulary and grammar learnt.</i></p>	<p style="text-align: center;">Google forms</p> <p><a href="https://forms.gle/PIHqWRatdhT8z2VG8">https://forms.gle/PIHqWRatdhT8z2VG8</a></p>
<b>Assignment:</b> None		



## Warm up- Pdlet



## Power Point Presentation

**My worst day of my life**

Hello, my name is Andrea, a worker in a clothing store and today I want to tell you my story about the worst day of my life. As usual, I used to work from Monday to Friday in a shopping center selling formal womenswear. One Friday, I had a very important commitment in my life, my best friend was getting married. Therefore, I had to ask my boss for permission not to work that day in order to go to the wedding party. The day arrived, so, it was 8 in the morning and I felt bad, I started sneezing straight away, and I thought I **could be getting** sick since some minutes later I started sweating, hence I went to the doctor and he told me I **could be catching** the flu and fever, so it was important to rest since I **may not feeling** better that day. Finally, I had to call my best friend and tell him that it was not going to be possible to attend her marriage.

VOCABULARY

GRAMMAR

**My worst day of my life**

Hello, my name is Andrea, a worker in a clothing store and today I want to tell you my story about the worst day of my life. As usual, I used to work from Monday to Friday in a shopping center selling formal womenswear. One Friday, I had a very important commitment in my life, my best friend was getting married. Therefore, I had to ask my boss for permission not to work that day in order to go to the wedding party. The day arrived, so, it was 8 in the morning and I felt bad, I started sneezing straight away, and I thought I **could be getting** sick since some minutes later I started sweating, hence I went to the doctor and he told me I **could be catching** the flu and fever, so it was important to rest since I **may not feeling** better that day. Finally, I had to call my best friend and tell him that it was not going to be possible to attend her marriage.

**RAFT elements**

Role:

Audience:

Format:

Topic:

**RAFT strategy**

RAFT is a writing strategy that helps students understand their **roles** as writers, the **audience** they will address, the varied **formats** for writing, and the **topic** they'll be writing about



**RAFT is.....**

R: Role  
A: Audience  
F: Format  
T: Topic

**Ask yourself**

- **Role of the writer**-Who are you as the writer? A movie star? The president? An animal?
- **Audience**: To whom are you writing? Yourself? A friend? A relative?
- **Format**: In what format are you writing? A diary? A newspaper? A letter?
- **Topic**: What are you writing about? Think: What do you need to know about the topic? What details do you need to add?

Dear Mrs. LaRue, October 1

How could you do this to me? This is a PRISON, not a school! You should see the other dogs. They are BAD DOGS, horro! I do not fit in. Even the journey here was a chew on when I get home. Please come right away!

Sincerely,  
Ike

**Dear Mrs. LaRue**  
Letter from Prison

R	Role
A	Audience
F	Format
T	Topic

### Common health problems

 an allergy	 food poisoning	 the flu	 a migraine	 a fever
 a sneeze	 a stuffy nose	 indigestion	 a stomachache	 a rash


### Might/ may/could + continuous form

↓

Show possibility

↙

Something is happening at the time of speaking



### Questions

Could	he	be	sleeping	?
-------	----	----	----------	---

• may  
• might → are not used for questions

Affirmative					
I	may		be	getting	sick
He	might			catching	a cold.
They	could			meeting	now.
Negative					
She	may not		be	feeling	better.
We	might not			going	home.

could not → is not used for possibility



## Google drive- writings

rtar Formato Herramientas Ayuda Última modificación hace 2 minutos

Texto norm... Times New... 12 B I U A

3 2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

**UNIVERSIDAD TÉCNICA DE AMBATO**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Student's name:**

**1. Make a chart and identify RAFT elements, and highlight with yellow color the new vocabulary and blue color the grammar.**

**My worst day of my life**

Hello, my name is Andrea, a worker in a clothing store and today I want to tell you my story about the worst day of my life. As usual, I used to work from Monday to Friday in a shopping center selling formal womenswear. One Friday, I had a very important commitment in my life, my best friend was getting married. Therefore, I had to ask my boss for permission not to work that day in order to go to the wedding party. The day arrived, so, it was 8 in the morning and I felt bad, I started sneezing straight away, and I thought I could be getting sick since some minutes later I started sweating, hence I went to the doctor and he told me I could be catching the flu and fever, so it was important to rest since I may not feeling better that day. Finally, I had to call my best friend and tell him that it was not going to be possible to attend her marriage.

**UNIVERSIDAD TÉCNICA DE AMBATO**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Students' name:**

**1. Make a chart and identify RAFT elements, and highlight with yellow color the new vocabulary and blue color the grammar.**

**Feeling sick**

Dear diary, the day I had a bad day because my severe stomach pain has not allowed me to attend college classes. I thought I might be studying the new topic, but sadly I wasn't as I can't fully concentrate. For this reason, I had to rest in my bed for three hours since my mother told me that this could be making me feel better. A few hours later, I woke up and took the medicine that the doctor prescribed. I no longer felt any pain, so I began to do my university tasks.

UNIVERSIDAD TÉCNICA DE AMBATO  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Students' name:

1. Make a chart and identify RAFT elements, and highlight with yellow color the new vocabulary and blue color the grammar.

Dear Pablo,

I want to tell you I feel very sick today. I have some symptoms that make me feel terrible, so I won't be able to go to the cinema with you tomorrow. I have a migraine and my nose is stuffy, so I think I could be catching the flu. I will be going to the doctor, hence I won't have time to go out with you.

I hope you understand me. We'll go out another time. I'll let you know about my health status tomorrow.

Bye for now,

Jennifer.

UNIVERSIDAD TÉCNICA DE AMBATO  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Students' name:

1. Make a chart and identify RAFT elements, and highlight with yellow color the new vocabulary and blue color the grammar.

**Feeling sick**

Don't breathe next to me friend!

You might be getting me sick.

Your nose is red

That it looks like a brick.

Your eyes are all puffy;

You're sneezing a lot.

I'm leaving the room;


I don't want what you've got.




## Google forms writing practice

### Writing task 1

- Develop a writing with the topic: "My covid contagion"
- You must use new vocabulary (health problems) and grammar (may/might/could) learnt in class.
- Your paragraph should contain 100 words.

 jenn.anneth1999@gmail.com (no compartidos)  
[Cambiar de cuenta](#)

 Borrador restaurado

\*Obligatorio

Name and last name \*

Tu respuesta

Institutional email \*

Tu respuesta

To develop the writing activity, it is mandatory to apply RAFT strategy with the following template.

#### RAFT Writing Template

Type name(s)

Role	Audience
Format	Topic

Writing Assignment

Write your paragraph here. Include the elements before developing the task. \*

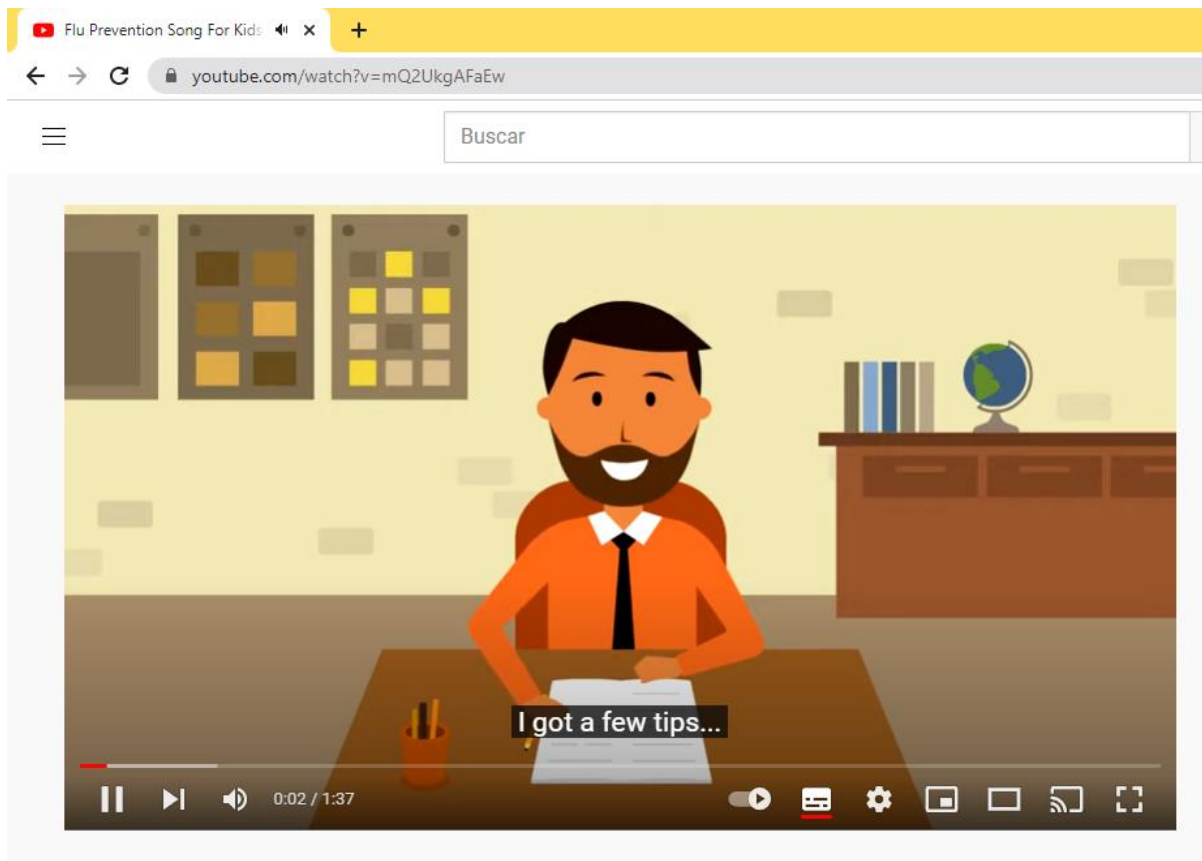
Tu respuesta

## Lesson plan 2

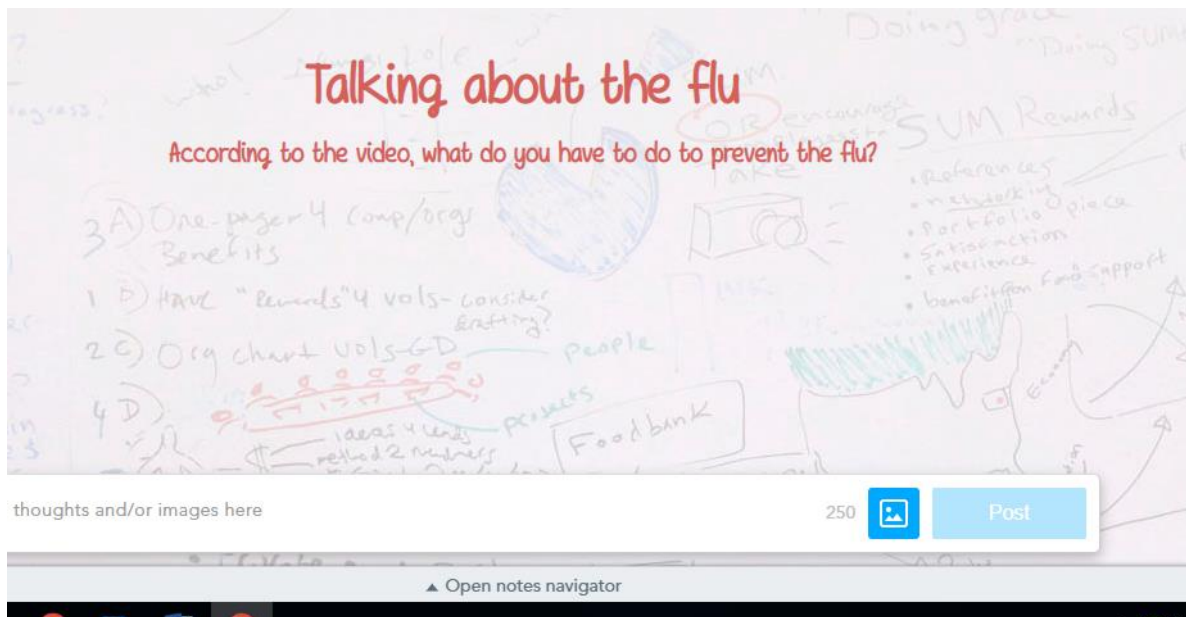
<b>Teacher's name:</b> Jennifer Anneth Manzano			
<b>Topic:</b> Talk about the flu			
<b>Level:</b> 3rd "A"	<b>Age:</b> 19-20	<b>Time:</b> 1 hour	<b>N° students:</b> 37
<b>Method:</b> Presentation, Practice and Production (PPP)			
<b>Aims:</b> To enhance students to practice writing skill through the use of RAFT strategy.			
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Students will be able to acquire vocabulary related to talking about the flu.</li> <li>• Students will be able to use subordinating conjunctions in time clauses correctly.</li> <li>• Students will be able to develop their written production.</li> </ul>			
<b>Materials:</b>			
<b>Anticipated problems:</b>			
<ul style="list-style-type: none"> <li>• Students might have difficulties identifying some RAFT elements of the writings.</li> <li>• Students may have problems with internet connection.</li> <li>• Time management may be a problem during the lesson.</li> </ul>			
<b>Timing</b>	<b>Stages</b>	<b>Sources and materials</b>	
5 minutes	<p style="text-align: center;"><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Teacher presents students a video related to flu prevention and then asks them to enter to Nearpod.com in order to answer the following question: <ul style="list-style-type: none"> <li>- According to the video, what do you have to do to prevent the flu?</li> </ul> </li> <li>• Teachers asks some students to read their answers.</li> </ul>	<p style="text-align: center;">Youtube</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=mQ2UkgAFaEw">https://www.youtube.com/watch?v=mQ2UkgAFaEw</a></p> <p style="text-align: center;">Nearpod</p> <p style="text-align: center;"><a href="https://app.nearpod.com/?pin=Q6LED">https://app.nearpod.com/?pin=Q6LED</a></p>	
20 minutes	<p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>• Teacher lists students' ideas about "flu prevention" in the board and provides more examples. Then asks them what they have to do "if they catch the flu" through power point presentation.</li> <li>• Teacher tells students they will be making a writing about the flu. Teacher tells students "You have been learning about how to avoid the flu or things you should do if you catch the flu, and now you are experts, but your friends on first semester need to know and they</li> </ul>	<p style="text-align: center;">Zoom board</p> <p style="text-align: center;">Power Point Presentation</p>	

	<p>haven't learned it yet". So you are going to develop a writing to teach them about it".</p> <ul style="list-style-type: none"> <li>• Teacher asks students to remind the elements that a writing should contain (e.g. Role, Audience, Format, and Topic)</li> <li>• Teacher presents students some sentences that will be helpful for them to use in their writings to make them more interesting (these sentences contain grammar about <i>subordinating conjunctions in time clauses</i>).</li> <li>• Teacher explainf briefly new grammar.</li> </ul>	Power point presentation
15 minutes	<p style="text-align: center;"><b>Task</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to discuss what big ideas and details should be included for those two given topics of the writings:             <ol style="list-style-type: none"> <li>1. "How to avoid the flu".</li> <li>2. "Things you should do if you catch the flu".</li> </ol> </li> <li>• Teacher lists these ideas on the board.</li> <li>• Teacher create a chart with RAFT elements and with the whole class discuss about what will be the possible roles and formats they use in their writings since audience and topics are already given.</li> </ul>	Zoom board
20 minutes	<p style="text-align: center;"><b>Post-task</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to choose one of the previous topics and develop a writing with the elements they already identified.</li> <li>• Teacher asks students to upload their work to google forms</li> </ul> <p><i>Note: It is mandatory for students to use vocabulary and grammar learnt.</i></p>	<p>Google forms</p> <p><a href="https://forms.gle/ZfVWyRE2kLwCvcnK7">https://forms.gle/ZfVWyRE2kLwCvcnK7</a></p>
<b>Assignment:</b> None		

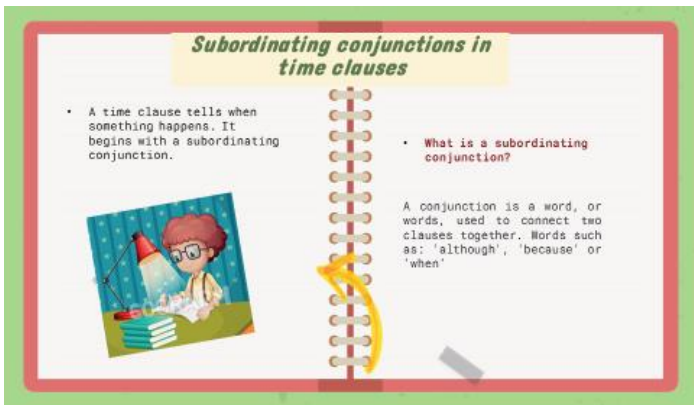
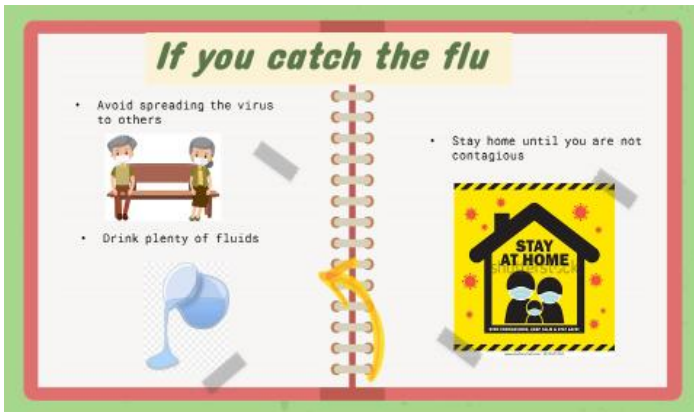
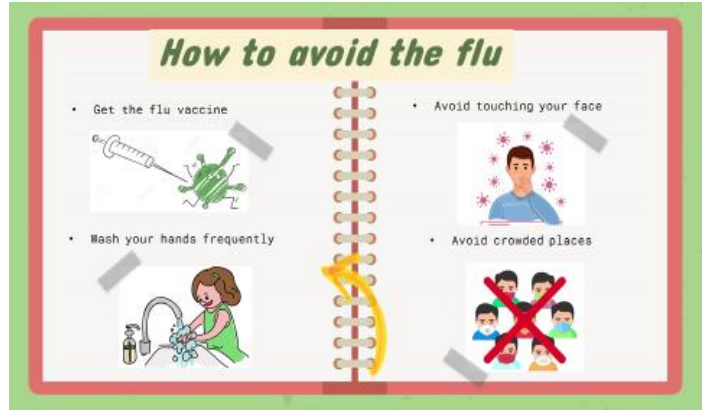
## Youtube: Flu prevention



## Nearpod activity



# Power Point Presentation



Conjunction	Meaning	Example sentence with clauses
after	at a later time	Wash your hands <b>after</b> you touch anything in public.
as soon as	happening shortly after an event	He will call the doctor <b>as soon as</b> he finishes work.
before	at an earlier time	People should get the flu vaccine <b>before</b> the season starts.



once	from the moment something happens	<b>Once</b> you feel better, you can return to your normal activities.
till/ until	up to that time, and then no longer	Don't go back to work <b>till/ until</b> you feel better.
when	at that time	<b>When</b> spring comes, she gets terrible allergies.
whenever	every time	<b>Whenever</b> you can, avoid crowded places.
while	at the same time	They waited <b>while</b> he was taking a photo.

## Google forms: writing practice

### Talking about the flu

Choose one of the tasks below and develop a writing (It is mandatory to use RAFT strategy)

1. How to avoid the flu?
2. Things you should do if you catch the flu.

 [jenn.anneth1999@gmail.com](#) (no compartidos) 

[Cambiar de cuenta](#)

**\*Obligatorio**

**Name and lastname \***

Tu respuesta

**Institutional email \***

Tu respuesta

**RAFT elements**

Before start the writing tasks, you should identify RAFT elements:

Role:  
Audience:  
Format:  
Topic:

**Write your letter here. \***

Tu respuesta

**Enviar**

[Borrar formulario](#)

Nunca envíes contraseñas a través de Formularios de Google.

### Lesson plan 3

<b>Teacher's name:</b> Jennifer Anneth Manzano			
<b>Topic:</b> Discuss what happens when you get sick.			
<b>Level:</b> 3rd "A"	<b>Age:</b> 19- 20	<b>Time:</b> 1 hour	<b>N° students:</b> 37
<b>Method:</b> Presentation, Practice and Production (PPP)			
<b>Aims:</b> To enhance students to practice writing skill through the use of RAFT strategy.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to acquire vocabulary about what happens when you get sick.</li> <li>• Students will be able to use future real conditional correctly.</li> <li>• Students will be able to develop their written production.</li> </ul>			
<b>Materials:</b> Internet, computer, online websites.			
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>• Students might have difficulties identifying some RAFT elements of the writings.</li> <li>• Students may have problems with internet connection.</li> <li>• Time management may be a problem during the lesson.</li> </ul>			
<b>Timing</b>	<b>Stages</b>	<b>Sources and materials</b>	
5 minutes	<p style="text-align: center;"><b>Warm up:</b></p> <ul style="list-style-type: none"> <li>• Teacher starts the class with a game in which she sends a vocabulary phrase to a student through zoom chat privately and he/she has to explain it to others without saying the phrase so that they guess it.</li> </ul>	Zoom chat	
20 minutes	<p style="text-align: center;"><b>Pre-task:</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students the following question: - <i>What will you do if you get sick?</i></li> <li>• Teacher shares the screen, and writes students' ideas in a word document. According to the question, students' answers will start with "Subject+will" (I will...). Then teacher provides more sentences like: <i>If I get sick, I will go to the doctor.</i> With this, teacher introduces vocabulary and grammar of the lesson through power point presentation.</li> </ul>	Word document  Power point presentation	
15 minutes	<p style="text-align: center;"><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class into groups of 4 students, and then asks them to enter to Nearpod.com, read some questions and create a short writing answering those questions considering the</li> </ul>		



	<p>previous sentences models (structure and vocabulary)</p> <ul style="list-style-type: none"> <li>• Teacher discuss with students about the possible roles, audiences, formats, and topics of the writing.</li> <li>• Teacher has students choose only one option of the previous answers so that all students have the same prompts to develop their writings.</li> <li>• Teacher sends students to break out rooms.</li> <li>• Teacher controls each break out room to see if students are working or guide them in case they need help.</li> <li>• Teacher asks students to upload their tasks.</li> <li>• Teacher returns students to the general room in order to make them read their writings.</li> </ul>	<p>Nearpod  <a href="https://app.nearpod.com/?pin=2TQHK">https://app.nearpod.com/?pin=2TQHK</a></p>
20 minutes	<p><b>Post -task:</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to create a writing with the topic "<i>What will you do if you get sick.</i>"</li> </ul> <p><i>Note: It is mandatory for students to use vocabulary and grammar learnt.</i></p>	<p>Google forms  <a href="https://forms.gle/7FvZBTkpbuvj7Kdp6">https://forms.gle/7FvZBTkpbuvj7Kdp6</a></p>
<b>Assignment:</b> None		

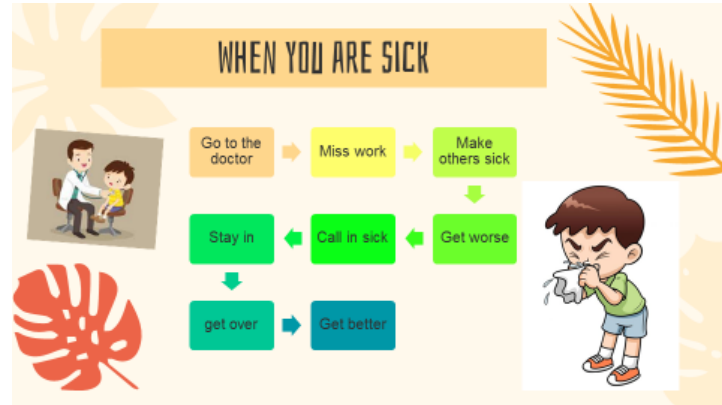
### Vocabulary phrases

<p>Go to the doctor Miss work</p>
<p>Make others sick Get worse Call in sick</p>
<p>Stay in Get over (something) Get better</p>



# Power Point Presentation

## DISCUSS WHAT HAPPENS WHEN YOU GET SICK



### FUTURE REAL CONDITIONAL

Talk about what will likely happen under certain conditions.

**Example:**  
If I earn a lot of money, I will buy a car.

The if- clause gives the condition.

### Statements

If clause	Result clause
If	
I	will
you	won't
people	will
feel	stay
don't take	get
get	miss
sick,	home.
this medicine,	better.
sick,	work.

↓

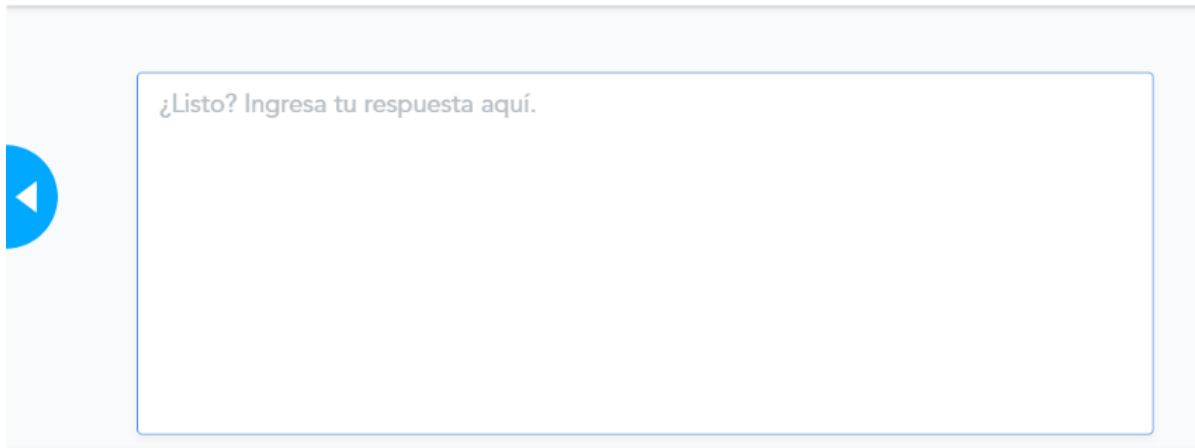
1. I will stay home if I feel sick.

### Questions

If clause	Result clause
If	
you	will
he	will
feels	you
gets	he
sick,	call?
better,	come
who	to work

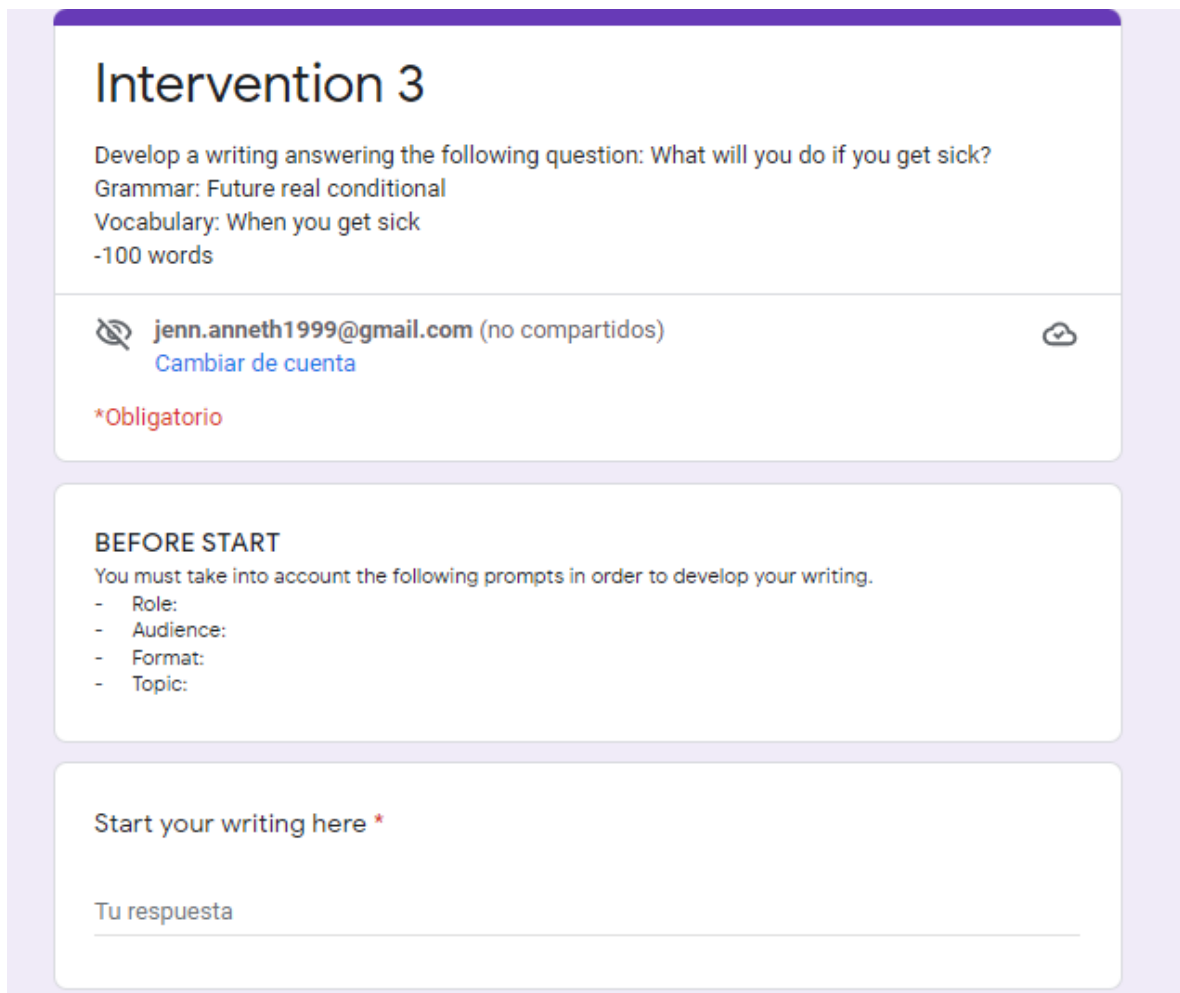
## Nearpod activity

If you get sick, will you go to the doctor? Who will you go with? What activities will you do at home?





¿Listo? Ingresar tu respuesta aquí.

## Google forms: writing practice



### Intervention 3

Develop a writing answering the following question: What will you do if you get sick?  
Grammar: Future real conditional  
Vocabulary: When you get sick  
-100 words

 [jenn.anneth1999@gmail.com](mailto:jenn.anneth1999@gmail.com) (no compartidos)   
[Cambiar de cuenta](#)

**\*Obligatorio**

#### BEFORE START

You must take into account the following prompts in order to develop your writing.

- Role:
- Audience:
- Format:
- Topic:

Start your writing here \*

Tu respuesta

### Lesson plan 4

<b>Topic:</b> Write about being sick			
<b>Level:</b> 3rd "A"	<b>Age:</b> 19-20	<b>Time:</b> 1 hour	<b>N° students:</b> 37
<b>Method:</b> Presentation, Practice and Production (PPP)			
<b>Aims:</b> To enhance students to practice writing skill through the use of RAFT strategy.			
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to identify RAFT elements in different writings. <ul style="list-style-type: none"> <li>• Students will be able to develop their written production using vocabulary related to being sick and applying RAFT strategy.</li> </ul> </li> </ul>			
<b>Materials:</b> Internet, computer, online websites.			
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>• Students might have difficulties identifying some RAFT elements of the writings.</li> <li>• Students may have problems with internet connection.</li> <li>• Time management may be a problem during the lesson.</li> </ul>			
<b>Timing</b>	<b>Stages</b>		<b>Sources</b>
5 minutes	<b>Warm up</b> <ul style="list-style-type: none"> <li>• Teacher asks students to write in the zoom chat some vocabulary words related to getting sick in order to remember them.</li> </ul>		Zoom chat
20 minutes	<b>Pre- task</b> <ul style="list-style-type: none"> <li>• Teacher presents students two writings about "<i>Sickness</i>" and asks students to discuss about the following questions for each writing: <ol style="list-style-type: none"> <li>1. Who's the writer of this writing?</li> <li>2. To whom is he/she writing?</li> <li>3. What is the format of this writing?</li> <li>4. What is the topic?</li> </ol> </li> <li>• Teacher jots down student's responses in the board and checks if they are correct.</li> </ul>		Power point presentation
	<b>Task</b> <ul style="list-style-type: none"> <li>• Teacher tells students "Imagine you need to ask for permission a sick day.</li> </ul>		Google drive

15 minutes	<p>Who will you email and what will you tell that person?"</p> <ul style="list-style-type: none"> <li>Teacher asks students to create a chart, complete it with the different RAFT elements, and brainstorm some ideas about the writing they will be developing.</li> <li>Teacher asks student to upload their chart to google drive.</li> </ul>	<a href="https://drive.google.com/drive/folders/1WR1yCDDfVia5ZscPk-cE0FrgzoJ3P2wi?usp=sharing">https://drive.google.com/drive/folders/1WR1yCDDfVia5ZscPk-cE0FrgzoJ3P2wi?usp=sharing</a>
20 minutes	<p style="text-align: center;"><b>Post-task</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to develop an email with the ideas they wrote in the <i>task stage</i> (RAFT elements and brainstorming)</li> </ul> <p><i>Note: It is mandatory for students to use vocabulary and grammar learnt.</i></p>	<p style="text-align: center;">Google forms</p> <a href="https://forms.gle/ET9KPVb1QxxhA3fd8">https://forms.gle/ET9KPVb1QxxhA3fd8</a>
<b>Assignment:</b> None		

## Writings in power Point Presentation

**Subject: Sick!**  
**From:** Diana Olvera **To:** susanr@gotmail.com

Hi Susan,

I'm so sorry, but I have to cancel our lunch today. Can't believe this—but I think I might be coming down with something! I went out to eat at my favorite restaurant last week, and guess what? The guy sitting at the table next to mine? Totally sick! He was coughing all over the place. I mean, why was he out in public when he was clearly sick?? Anyway, I woke up this morning feeling awful. My head is hurting and I have a bad cough. It looks like it might be the flu, and I'm pretty sure I got it from that guy. Ugh, I'm so mad! I'll have to miss work today. I don't want to spread it to other people.

I'll let you know as soon as I feel better. Let's reschedule our lunch then!

D

---

**Subject: Out sick today**  
**From:** Diana Olvera **To:** tracy.callan@tswmedia.com

Dear Tracy,

I need to take a sick day today. I think I have the flu. As you may know, my team has a meeting today to discuss the design ideas for my new account. I've asked Heather to lead the meeting so that we can continue to move forward even in my absence. She's fully informed about the project.

Thanks for understanding. I'll keep you posted and let you know when I'm able to come back in to the office.

Best regards,  
Diana


## Google forms: writing practice

1FAIpQLSd0xy7fxW0QTD8eBOW5FwWLiYVQculgr2giV2ciWsQSPULT7A/viewform

### INTERVENTION 4

"Imagine you need to ask for permission a sick day. Who will you email and what will you tell that person?".

- 100 words

 jenn.anneth1999@gmail.com (no compartidos)

[Cambiar de cuenta](#)



\*Obligatorio

Name and last name \*

Tu respuesta

Institutional email

Tu respuesta

Write here RAFT ELEMENTS \*

Tu respuesta

## Annex 9. PET Exam (Post- test)

### Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence.

**I woke up knowing it was the most important day of my life.**

- Write your **story** on your answer sheet.

Source: Cambridge University

Author: Manzano, J. (2021)

## Annex 10. Final Scores (Post- test)

	Content	Communicative Achievement	Organisation	Language	Post- test total
Allqui Barrera Evelyn Karen	5	4	4	3	16
Asanza Bravo Abi Anaela	5	5	5	5	20
Ayala Tipanluisa Dayana Liceth	5	5	3	4	17
Bravo Acosta Carlos Andrés	5	5	3	4	17
Cajamarca Tipantuña Stefanny Vanessa	5	5	5	4	19
Chasi Baquero Odalis Daniela	4	4	3	3	14
Chisag Poaquiza Diana Estefanía	5	5	5	5	20
Colcha Nuñez Darwin Anibal	5	5	3	4	17
Cruz Torres Eugenio Josias	5	5	5	5	20
Cuyo Topa Kevin Adrián	5	5	2	3	15
Diaz Robayo Dayana Magdalia	5	5	5	5	20
Espinosa Rodriguez Doménica Sarahi	5	5	3	4	17
García Cabrera María Elisa	4	5	5	4	18
Guato Mena Lissette Alexandra	5	5	4	4	18
Lescano Acosta Angie Belén	5	5	4	4	18
López Espin Doris Isis	5	5	5	5	20
López Morales Katheryn Lizbeth	5	4	4	3	17
López Villacis Johanna Fernanda	5	5	5	5	20
Melo Pérez Daniela Karina	5	5	5	4	19
Morales Quezada Lizbeth Andrea	5	5	5	5	20
Naranjo Mayorga Carlos Mauricio	5	5	3	4	17
Oña Endara Dany Alexander	5	5	3	3	16
Paucar Machado Katherine Viviana	5	5	5	4	19
Pérez Piñaloza Viviana Michelle	4	4	2	2	12
Pinto Abril Hilary Stephanie	5	5	5	4	18
Preciado Sanchez Debra Denisse	4	5	2	4	15
Ramos Escobar Jason Marcelino	5	5	2	4	16
Salazar Guamán Cristina Mariuxi	5	4	4	3	16
Salinas Tamayo Cristina Alexandra	3	5	2	4	14
Sánchez Rodríguez Daniela Lisbeth	5	5	2	4	16
Sandoval Ocaña David Ernesto	2	4	2	4	12
Tamayo Barrionuevo María Cristina	5	5	5	3	18
Tiviano Franco Evelyn Lizbeth	5	4	3	3	15
Toapanta Nuela Alison Liliana	5	4	5	3	17
Torres Córdova Esthela Elizabeth	5	4	5	4	18
Tubón Guamán Ibeth Celena	5	4	3	4	16

Source: PET exam

Author: Manzano, J. (2021)

## Annex 11. Rubric

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

**Source:** Cambridge University

**Author:** Manzano, J. (2021)

## Annex 12. Urkund Report





### Document Information

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Analyzed document	Urkund.pdf (D127487314)
Submitted	2022-02-09T18:30:00.0000000
Submitted by	
Submitter email	jmanzano3982@uta.edu.ec
Similarity	1%
Analysis address	lparra.uta@analysis.orkund.com

### Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / MOREJON_SANTIAGO DISSERTATION.pdf</b> Document MOREJON_SANTIAGO DISSERTATION.pdf (D110642149) Submitted by: smorejon6170@uta.edu.ec Receiver: wilmaesuarzm.uta@analysis.orkund.com	 1
<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / Espinosa Andres_Thesis Chapters correction1.docx</b> Document Espinosa Andres_Thesis Chapters correction1.docx (D125314897) Submitted by: aespinosa1300@uta.edu.ec Receiver: cristinadjordanb.uta@analysis.orkund.com	 4

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