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Nacional
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Facultad de la Educación, el arte y la comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**The effect of RAFT (Role, Audience, Format, Topic) strategy on writing
descriptive texts among eighth-year students at a public school in the city of Loja
during 2021-2022 school year**

**Efecto de la estrategia RAFT (Rol, Audiencia, Formato, Tema) en la escritura de
textos descriptivos en los estudiantes de octavo año de un colegio público en la
ciudad de Loja durante el año lectivo 2021-2022**

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previa a la obtención del título
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Idioma Inglés.

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Dedication

First of all, I would like to dedicate my thesis to God for giving me the strength, wisdom and the ability to be able to develop this research work and to finish this major. What is more, to my parents Humberto Paucar and Rosa Sisalima who were the main support at every single step in my life, the best and worst moments, and continue encouraging me in my learning process.

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1. Title

The effect of RAFT (Role, Audience, Format, Topic) strategy on writing descriptive texts among eighth-year students at a public school in the city of Loja during 2021-2022 school year.

2. Resumen

Este estudio tuvo como objetivo mejorar las habilidades de escritura descriptiva de EFL a través de la estrategia RAFT (Rol, Audiencia, Formato, Tema) entre los estudiantes de octavo año de una escuela pública en la ciudad de Loja durante el año escolar 2021 - 2022. Los participantes de la investigación fueron 23 estudiantes de octavo año, 13 mujeres y 10 hombres. Para llevar a cabo esta investigación se utilizó un método mixto que combina datos cuantitativos y cualitativos. Para los datos cuantitativos se aplicó un diseño pretest-postest con un solo grupo para conocer los conocimientos de los estudiantes antes y después del tratamiento. Por otro lado, para los datos cualitativos, se administraron cuestionarios con el fin de conocer las percepciones de los estudiantes con respecto a la estrategia RAFT. Los resultados mostraron que hubo una diferencia significativa ($p \leq 0,05$) antes y después del tratamiento lo que demostró que los estudiantes tuvieron una mejora relevante en los aspectos relacionados con textos descriptivos tales como identificación del fenómeno, vocabulario, patrones gramaticales, puntuación y ortografía. Adicionalmente, se pudo evidenciar que la estrategia RAFT desarrolló habilidades de pensamiento crítico (imaginación, curiosidad y habilidades de investigación) en los estudiantes y despertó su interés debido a la flexibilidad de sus aspectos (Rol, Audiencia, Formato, Tema). Por lo tanto, se concluyó que la estrategia RAFT mejoró el rendimiento de escritura de textos descriptivos de los estudiantes y activó la imaginación, el interés y la curiosidad en los estudiantes para desarrollar las tareas RAFT.

Palabras claves: Estrategia RAFT, identificación, patrones gramaticales, puntuación y ortografía, textos descriptivos, vocabulario

2.1. Abstract

This study was aimed to improve the EFL descriptive writing skills through RAFT (Role, Audience, Topic, Format) strategy among eighth-year students at a public school in the city of Loja during the 2021 - 2022 school year. The research participants were 23 eighth-year students, 13 women and 10 men. In order to carry out this research, a mixed method was used which combines quantitative and qualitative data. For quantitative data, one group pretest-posttest design was applied in order to know the students' knowledge before and after the treatment. On the other hand, for qualitative data, questionnaires were administered with the purpose of noticing the students' perceptions regarding to RAFT strategy. The results showed that there was a significant difference ($p \leq 0,05$) before and after the treatment which demonstrated that students had a relevant improvement in the descriptive texts aspects such as identification of the phenomena, vocabulary, grammar patterns and mechanics. Additionally, it could be evidenced that RAFT strategy developed their critical thinking skills (imagination, curiosity and research skills) and trigger their interest due to its aspects flexibility (Role, Audience, Format, Topic). Therefore, it was concluded that RAFT strategy improved students' descriptive texts writing performance as well as activated the students' imagination, interest and curiosity to develop the RAFT assignments.

Key words: Descriptive texts, grammar patterns, identification, mechanics, RAFT strategy, vocabulary.

3. Introduction

Writing is one of the ways for people to communicate ideas and information. They can express themselves effectively in a written form. For school students writing is a medium to express their thinking and feelings. It is aimed to produce and prepare the students as the creative generation and also the critical thinkers. Descriptive text is one genre that must be mastered by students in learning English. According to Ecuador's National English Curriculum (2016), in writing descriptive text, eighth-year students should be able to write a short simple paragraph to describe themselves or other people, animals, places and things, with limited support (Example: by answering questions or using keywords).

Despite the Ecuadorian Ministry of Education's expectations, students face a variety of challenges in writing descriptive texts due to the lack of vocabulary and grammar knowledge. A certain amount of researchers (Husna, 2013; Ratih, 2017; Ritonga, 2019; Riyanti, 2015; Umaemah, 2017; Werdiningsih, 2018) agree that writing descriptive text represents a problem because students are being troubled by searching and organizing ideas, using correct and appropriate vocabulary relevant to the objects that they want to describe, and using the correct grammatical patterns. It is obvious that teaching writing of descriptive text to students is problematic and challenging as well.

That is why, in this research work, Role, Audience, Form, Topic (RAFT) strategy is selected as the most suitable strategy to improve write descriptive writing texts because of its practical managing of the problems aforementioned seeking to address the following questions: What are the advantages of RAFT strategy on students' writing process? How can teachers apply the RAFTS strategy in an EFL classroom?

A large group of studies shows that RAFT strategy helps students to write descriptive texts. Applying experimental and classroom-action research, they believed that this strategy is one of writing strategies that is able to help students to understand their role as a writer, to choose the audience for their writing, to use a certain writing format, and to determine what kind of topic they will take for the writing. By using RAFT strategy students have the opportunity to explore many different discourse forms and to use various formats for their writing exercise. Additionally,

students will be able to generate and organize their ideas before they start to write. (Ratih, 2017; Ritonga, 2019; Riyanti, 2015; Umaemah, 2017; Werdiningsih, 2018).

Some researchers (Ratih, 2017; Riyanti, 2015) affirm that by implementing this technique, the teachers can activate the students' prior knowledge and let them to discuss in pairs and enrich the students' vocabulary. Moreover, it enables the students to be more active and motivated in the teaching and learning process. Another group of researchers (Ritonga, 2019; Umaemah, 2017; Werdiningsih, 2018) express that by using RAFT strategy, teachers are able to create a positive learner-centered environment and help learners to participate freely in a nonthreatening environment.

Unfortunately, the focus of RAFT strategy on improving descriptive text writing is not considered by researchers, they emphasize on two types of writing (narrative or informative) and reading comprehension. Therefore, the RAFT strategy is expected to be applied in an another type of writing (descriptive text) among eighth-year students in order to notice the efficacy of this strategy in this type of text. Additionally, there were limited EFL settings in which the studies were carried out. Thus, it would be significant to take the Ecuadorian context in order to notice how effective the topic is in the national education.

This research work tends to give valuable contributions to the all the educational actors as it affords the development and improvement of language skills in the students. Regarding to the Ecuadorian education, it is expected to reach the English curriculum standards. Additionally, this research work contributes to enhance the school quality and the English teaching learning optimization. On the other hand, according to the research lines proposed by the Universidad Nacional de Loja, this study contributes to the creation of new knowledge that supports the design of alternatives that directly affect the educational reality (Universidad Nacional de Loja, 2021, p.44). At the same manner, it contributes to the English language skills and professional development (Proyecto de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 2020, p.33). Finally, this research gives support to the efficiency of the teaching process, promoting innovation and quality in education for all educational levels (Secretaría Nacional de Planificación, 2021, p.70)

To address this research work, a general objective is stated to improve the EFL descriptive writing skills through RAFT strategy among eighth-year students at a public school in the city of Loja during the 2021 - 2022 school year. At the same manner, for supporting the general objective, three specific objectives are established: to design and implement an intervention plan based on the use of RAFT strategy to improve eighth-year students' writing descriptive texts at a public school in the city of Loja during the 2021 - 2022 school year, to examine the effectiveness of RAFT strategy to improve eighth-year students' writing descriptive texts at a public school in the city of Loja during the 2021 - 2022 school year and to explore students' perspectives about the implementation of RAFT strategy for improving eighth-year students' writing descriptive texts at a public school in the city of Loja during the 2021- 2022 school year.

Even though RAFT strategy presents valuable benefits to students when writing descriptive texts, there were some aspects that limit this research work such as the large number of the students, the discipline, the low level of the students, the time of the application of the strategy, the classroom management, the teacher students inexperience and the inexistence of a control group. Thus, it would recommend to further researches bear in mind those points at the moment to develop a research work in the English teaching-learning field.

4. Theoretical Framework

In this section, three main topics are examined. On the first hand, the descriptive text which it is “fundamental and the best way to lay the foundation of the EFL students writing' craft” (Suriyanti, 2016). Secondly, RAFT strategy in which students can understand their role as a writer, the audience they address, the varied formats for writing, and the topic they were writing about in writing a descriptive paragraph or text (Mohammad, 2018). Finally, the previous studies in which some researchers demonstrate how effective RAFT strategy is in writing a descriptive text.

4.1. Descriptive Text

4.1.1. *The definition of descriptive text*

McCarthy (1998) affirms that “descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases and devices such as metaphors and the sounds of words”. In this sense, through descriptive writing, students use their creativity to write about a topic to entertain readers.

Likewise, Spencer (2005, as cited in Farid, 2018) says the following about descriptive writing:

“Descriptive writing depends on details and colorful language to bring a subject to life. By describing one person, place, or thing with vivid detail, a writer can create a descriptive scene in the reader's mind. The writing becomes a snapshot of a moment because the author "zooms in" on his or her topic. He or she describes using specific information. An author who is writing in a descriptive way climbs inside a topic and shows readers what's going on, rather than simply telling them”

According to Gerot and Wignell (1994, as cited in Dwi, 2019), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details.

4.1.2. *The purpose of descriptive texts*

According to Riyanti (2015), we use descriptive in various kind of writing, such as college paper, job application, report, or other documents. On the other hand, in different scope, in research, business, and technical writing for example, writers use description to help readers understand the material qualities and fundamental structure of physical objects, organism, and phenomena. And, in expressive writing such as personal essays and narratives, autobiographies, and poems, the writers will guide the emotional responses of reader.

It can be assumed that each kind of descriptive writings has different purposes and a suitable descriptive detail can strengthen the main idea. Therefore, successful description has a purpose: giving details to the thesis or the point of the description so the reader will catch the message. However, another source divides several purposes of description, and it can be seen as follows:

Figure 1

Purposes of Descriptive Texts

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favorite outdoor retreat so your reader understands why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To Inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video

Note: From Think Like a Writer: Purposes for Description by Riyanti, 2015 (Institutional Repository UIN Syarif Hidayatullah Jakarta)

4.1.3. Types of descriptive text

There are two types of descriptive texts: Objective descriptive and Subjective descriptive. Both types of descriptive texts serve important purposes. Writers often combine them in their writing or they only tend to choose one (Riyante, 2016).

Subjective descriptive is when the writers use their personal feelings and reactions by using expressive language as they describe in order to create certain feelings of the reader.

On the other hand, objective descriptive is describing something objectively, accurately, and as thoroughly as possible as the writers report what they see, hear, and so on. It means that the description uses impartial and impersonal tone and it is also literal, factual, and fair kinds of writing.

In scientific and business writing, descriptions must be based on unbiased and objective observation. Moreover, most journalist and historians try to remain objective by serving facts, not opinion (Riyante, 2016).

4.1.4. The structure of a descriptive text

According to Farid (2018), presents the descriptive text structure into two aspects: the generic structures of a description and the generic features of description

a. The generic structures of a description.

Identification.

Identification is necessary in order to avoid having general statement. Masruri (2010, as cited in Dwi, 2019) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

Description of features.

This stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes. Masruri (2010, as cited in Dwi, 2019) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic. Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English

descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

b. The generic features of description.

Language features (simple present tense, action verb and adjective).

According to Peronity (2011, as cited in Dwi, 2019), “the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun”, for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity (activity can be seen) for example: use, write, bring, etc.

Simple present tense is the most popular tense in using. This is due to the factual nature of a descriptive text. In this case, it is one of tenses which is students should master in writing English descriptive text. If the students master it, they are easier to express ideas into good writing.

Azar (2005, as cited in Dwi, 2019) states; Simple present tense has patterns; they are; 1) verbal sentence, and 2) nominal sentence. In verbal sentence, the formula as follows:

(+) S + V1 (s/es) + O/C

(-) S + do/does + not + V1 + O/C 80 |

Example: My mother cooks the cake in the kitchen.

In nominal sentence, the formula as follows;

(+) S + Tobe (is, am, are) + Adjective /Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb

Example: Tom cruise is handsome man.

Furthermore, using adjective in writing English descriptive text is up the writer to create excitement, interest, and beauty with their words. It means that adjectives are words that modify a noun or pronoun. It is to give more information so that the writer’s meaning is clear to the reader. According to Parrot (2004 as cited in Dwi, 2019), adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses. The examples are below:

Noun: an old house

Noun phrase: an interesting adventure for everyone

Clause: it will be unforgettable moment that we have in our lives

The aspect of writing deals with acceptable words, phrases, clauses, or sentences in following grammar rules of the text.

Vocabulary.

Vocabulary is important in writing English descriptive text. It can be said as necessity to be known by students in high school. A writer can make readers explore more deeply in what is telling about. In fact, it is always become a big problem in learning English. Students are still difficult in writing text because they have less of vocabulary. So, they cannot convey their ideas related to topic clearly as they would have to (Dwi, 2019).

Vocabulary is a core component in studying a language. It is supported by Zhihong (2000, as it cited in Dwi, 2019) states that “Words are the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning”.

Based on the theory above, it can be concluded that vocabulary has important role in communication. We cannot send our ideas to readers without enough vocabularies. Besides that, using a word in writing text is not only implies a definition, but also implies how that word fits into the context. It means that the writer has to smart in choosing the appropriate word so it relates to the context. If the word is not appropriate into the context, so the readers have difficulties in comprehending the text. Related to writing descriptive text, students have difficulties in choosing appropriate words to express their ideas. As a result, the students cannot finish their descriptive writing. So, this case means the students have to use appropriate vocabularies and accurate words fix to the context in their English descriptive text. Students will advance their ability in writing English descriptive text by using appropriate words (Dwi, 2019).

Mechanics.

Heaton (1988) states “the mechanic concerns about the writers’ ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling.” Mechanic

of writing also refers to the use of capitalization. According to Dwi (2019), mechanics consist of punctuation and spelling.

The punctuation means a set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses. Furthermore, Dwi (2019) adds that “punctuation is one art or practice of inserting of standardized marks or sign in written matter to clarify the meaning and separate structural unit. It has two functions; they are to clarify the meaning and to separate structural unit.” Then, Oshima and Hogue (2005) add “using correct punctuation is important because it conveys meaning just as words do.”

While the spelling means the word looks like. If the writer wrote wrong spelling, so it will create misunderstanding words. It can be concluded that punctuation and spelling is important in writing to help readers to understand the writer’s ideas. In learning English, both of them are accurately presented and learned. By using punctuation, bring clarity in writing and making it comprehensible. While, spelling means the word looks like, if spelling incorrect so the meaning of word can be different.

4.1.5. *Writing descriptive texts*

Descriptive text writing allows students to compose a writing piece that focuses on the details of the object observed. Descriptive text writing also allows students to develop their sensitivity since it enables students to use their senses in observing a real object or phenomena, and it is directed to their experience. Furthermore, description constitutes a concrete verbal illustration in the form of human being, object, visual, landscape, and phenomena.

Through the visualization presented in the instructional media, students will be able to compose a detailed descriptive text in accordance with the object they observed. In addition, descriptive text writing constitutes a piece of writing that emphasizes natural and detail definition of an object (Darihastining et al., 2020).

Pictures-Cued tasks, pictures description and picture sequence description are some examples of task that teachers can apply at the moment of assessing students in descriptive writing.



Pictures-Cued tasks.


A variety of picture-cued controlled tasks have been used in English classrooms around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses (Brown, 2018)

Figure 2

Picture-cued sentence writing

Test-takers see the following pictures:

1.  2. 

3. 

Test-takers read: 1. What is the woman doing?
2. What is the man doing?
3. What is the boy doing?

Test-takers write:
1. She is eating. She is eating her dinner. She is holding a spoon., etc.

Note. From Brown, 1999, p. 40. (Language assessment: Principles and classroom practices)

Pictures description.

Somewhat more complex picture may be presented, showing, say, a person reading on a couch, a cat under a table, books and pencils on the table, chairs around the table, a lamp next to the couch, and a picture on the wall above the couch (see Chapter 7, page 169). Test-takers are asked to describe the picture using four of the following prepositions: on, over, under, next to, around. As long as the prepositions are used appropriately, the criterion is considered to be met (Brown, 2018).

Picture sequence description.


A sequence of three to six pictures depicting a story line can provide a suitable stimulus for written production. The pictures must be simple and unambiguous because an open-ended

task at the selective level would give test-takers too many options. If writing the correct grammatical form of a verb is the only criterion, then some test items might include the simple form of the verb below the picture (Brown, 2018).

Figure 3

Picture-cued story sequence

Test-takers see:



Test-takers read: Describe the man's morning routine in six sentences.

Test-takers write:

He gets up at seven o'clock.
He takes a shower at 7:05.
At 7:20, he gets dressed.
Then he eats breakfast.
About 7:50 he brushes his teeth.
He leaves the house at eight.

Note. From Brown, 1999, p. 43. (Language assessment: Principles and classroom practices)

4.2. RAFT strategy

4.2.1. The definition of RAFT strategy

This strategy is developed by Carol Santa in 1988 and it has a purpose "To increase the quality of students' writing by personalizing the task and transforming students' perception of both the writing topic and writing event."

RAFT is an acronym for the following:

R—Role of the writer (Who are you?) One critical element that students must understand about all writing is that it reflects perspectives or points of view, and there is no writing without bias. This idea affects students to be mature and they also realize the significance of the perspective in writing because students need to be familiar with the different roles they can act as writers.

A—Audience for the writer (To whom are you writing?) It can be one of the most fun and challenging elements of writing. Students can learn some critical lessons about writing as a medium for communication by writing on similar topics but to varying audiences. Otherwise, students might be assigned a topic and a single audience to address and then compare their writing to see how each approached that particular audience. Another possibility is to present a topic and ask if writing varies according to audience and format. How might students present an issue if they were texting a friend, twittering or blogging, or writing a formal letter to the president?

F—Format of the writing (What form will your writing take?) As students learn and become experienced with various writing formats, they are putting more tools in communications toolbox. Students are often eager to learn various formats for writing and seek alternatives to basic narrative writing. Varying formats offer opportunities for creative writing and avenues for expressions that might not surface if students are limited to basic essay writing.

T—Topic of the writing (What are you writing about?) Selection of a writing topic often presents the greatest struggle in content area writing. Teachers usually have some specific essential questions for students to address. When considering topics, it is useful to think in terms of what kind of questions students should address; the students have to consider the conceptual ways in which that essential point can be approached. This can be determined through different topic prompts. Moreover, giving writers the opportunity to think through specific writing prompts, they might like to pursue in an effective way to engage them in writing about central issues for class.

As Buehl (2013) states, a RAFT activity gives a writing assignment with imagination, creativity, and motivation. The strategy involves writing from a viewpoint other than that of a student, to an audience other than the teacher, and in a form other than a standard assignment or written answer to questions. The more often students write, the more proficient they become as writers. Additionally, Souranti (2017) states that RAFT strategy encourages students to connect their past information with new knowledge as well as concepts. It also helps students to think critically in the topic and put it in a good context.

Riyante (2015) and Umaemah et al. (2016) mentions that students' interests are activated by giving students several options to choose from allowing for students to craft their RAFT based on the topic which is a great way to foster student voice.

4.2.2. Procedure of RAFT strategy in EFL classroom

In EFL teaching writing, especially when using a certain strategy, the teacher must understand and comprehend the procedures of its strategy. Some experts give their points of view of applying RAFT strategy. According to Buehl (2013), using RAFT strategy can be done as follows:

- a) Analyze the important ideas or information that you want students to learn from a story, a textbook passage, or other classroom material. Consider how a writing assignment will help to consolidate this learning. How might writing help students remember the stages of the digestive system? Or understand the frustrations of North American colonists? Or empathize with the emotions of a character in a story? This establishes the topic for the writing.

- b) Brainstorm possible roles students could assume in their writing.

For example, students studying the colonial period in a U.S. history class could assume the role of a colonist upset with the lack of self-government. Students reading Roald Dahl's book *James and the Giant Peach* could assume the role of James, who needs to tell somebody about how his malevolent aunts are treating him. Students could personify a french fry, describing the physical changes experienced during each stage of the digestive process.

Decide who the audience will be for this communication and determine the format for the writing.

For example, the colonist could be writing in the form of a petition intended for other outraged colonists. James could be writing a letter to state adoption authorities complaining of his ill treatment. The french fry could be writing in the format of a travel journal, to be read by other french fries headed toward the digestive system.

c) After students complete the reading assignment, write RAFT on the chalkboard and list the role, audience, format, and topic for their writing. It can be assigned all students the same role for the writing, or offer several different roles from which students can choose. For instance, after reading a passage on soil erosion, students could write from the perspective of a farmer, a fish in a nearby stream, a corn plant, or a worm in the topsoil. Students could be given the choice of several characters from a story to represent their role for writing.

d) Make available sample authentic examples for a specific RAFT project for students to consult as they plan their writing.

For example, if they are creating a television script, supply examples to help them visualize what to include in their versions. By consulting actual examples, students can rely on a measure of reality to give them ideas for how to proceed with their personal RAFTS.

As students become comfortable with writing in the guise of various roles, they eventually can be expected to define their own RAFT assignments. Students can devise an appropriate role for a unit of study, designate a relevant audience, and consider possible formats for communicating their thoughts.

Similarly, Buehl (2013) also explains some steps in using RAFT strategy in classroom. They are:

a) First introduce the elements of the RAFT strategy to the students.

R = role of the writer (Who is the writer? What role does he or she plays?) Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter?

Role is the position taken by the writer and is a way to help a writer increase awareness of others through empathy exercises or experiences. Writing from a different perspective helps students to develop critical thinking skills as they have to consider what would be important to the specific role they chose. It is really fun for students to step into the shoes of someone (or something) else. It forces them to look at an issue from a new point of view. A writer learning to empathize through roles has at least two benefits:

1. opportunities which allow for safe experimentation because roles are not necessarily permanent.

2. opportunities to gain insights to make experiences personally meaningful. (Jacobs, 2005).

According to University of Illinois (2018), role, just like the audience, is influenced by a number of things, like their age. location. perspective, bias, culture, experiences, and expectations. Role may need to consider if the traits they are bringing in may have a positive or a negative outcome.

For example, even if someone is very passionate about stopping animal testing. to convince others, they may have to show restraint in expressing all of their personal views about people who test products or animals. If these are the people they must convince, no matter what the role may personally feel, role should avoid insulting or degrading the audience if they have a chance at motivating change.

A = audience for the writer (To whom are you writing? Who will read your writing?) Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?

Audience is the reader, the receiver or decoder of the role performance. Audience is whoever watches the role performance and can be anyone or anything from a single person to a group. Understanding your target audience can also help you to increase the impact of your words. If you know who you are writing for, you can identify what style would resonate best with them. Audience implied interpersonal or intrapersonal action. Audience can be a person or object outside the writer, but audience can be the writer himself (Jacobs, 2005).

F = format of the writing (What form will your writing take?)

Form has been defined as exposition, narration, argumentation, and description. Form in the RAFT strategy, however, is stipulated as the specific format of the message— a letter, a script, a telegram, a dialogue, an advertisement, etc. Form in the RAFT strategy also has dimensions of message code, content, and treatment by using vocabulary, syntax, and procedure specific to the particular form to affect an audience (Jacobs, 2005).

T = topic of the writing (What will you be writing about?) Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

Topics can stem from the research students are doing within a subject, themes that are being studied in school, or subtopics within a unit that needs more clarification or enrichment. The goal is to make sure the topic is not too broad (University of Central Florida, 2009)

- b) Next, together with the students, determine the important ideas, concept, or information from the reading assignment in order to determine the topic of the assignment.
- c) Then, with students, brainstorm possible roles class members could assume in their writing. This will determine the role for the assignment.
- d) Now, ask the students to determine the audience for this writing.
- e) Finally, decide the format writing will take.

4.2.3. Samples of RAFT writing identification.

Figure 4

Sample of RAFT elements in writing texts

<p>Bimo is my new friend. He comes from Nusa Tenggara Timur and he just moved to my school. He is one year older than me. He is tall and slim. His short curly hair looks nice on him. His complexion is dark. He has a pointed nose and big eyes. He always wears sneakers everywhere because he is also a runner. He loves running. Do you want to meet him?</p>	<p>Role: Audience: Format: Topic:</p>
<p>Missing Person A child is reported missing! His name is Surya. He is about twelve years old and 145 cms tall. He is wearing a light blue T-Shirt and grey shorts. He wears cap. He is going to this mall with his mother and his sister. Please report to the security if you see him</p>	<p>Role: Audience: Format: Topic:</p>
<p>Semarang, October 27th, 2014</p> <p>Dear Rina,</p> <p>Hi! How are you? I hope you are fine.</p> <p>My family and I moved to a new house. It is small but beautiful. It has one living room, two bedrooms, one kitchen, one dining room, two small bathrooms, and a garage. There is a small beautiful garden in front of the house. You know I also have a new friend.. a white rabbit! I call her Sweety. We often play in the garden. My favourite room in my new house is the kitchen because I like to help my Mom makes cakes.</p> <p>That's all Rina. I will write again next time. Write to me as soon as you can.</p> <p>Cheerio, Sari</p>	<p>Role: Audience: Format: Topic:</p>

Note. From RAFT reading, by Riyanti & Lewin, n,d (Institutional Repository UIN Syarif Hidayatullah Jakarta).

Before getting involved to RAFT writing process, it is relevant to be familiar of the RAFT aspects within reading passages. For being RAFT strategy related to reading skill, students need to be aware of the role of the writer, the audience, the format and the topic in small passages in order to analyze and realize what RAFT is really involved. As Hidayati (2011) said that RAFT strategy offers students a creative outlet for demonstrating understanding in reading skill.

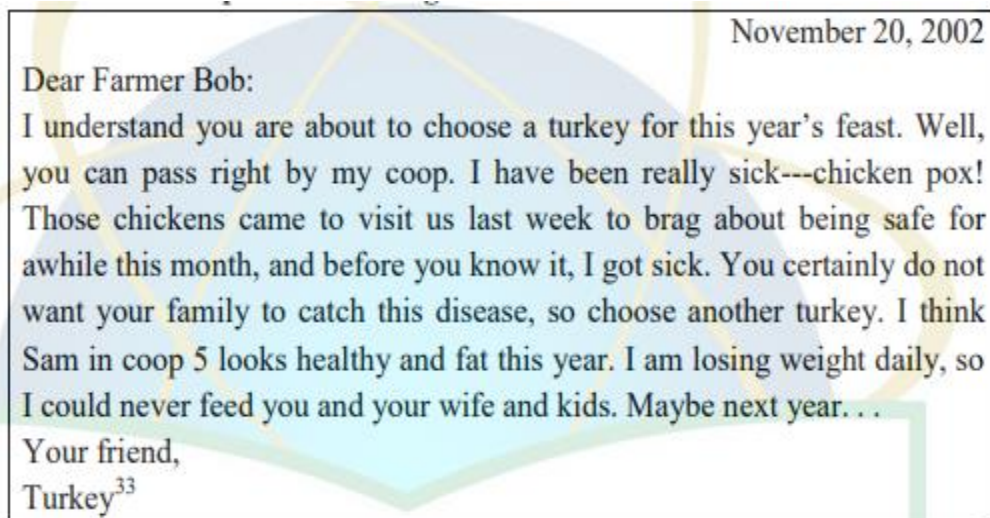
4.2.4. The sample of RAFT writing

To know further about the implementation of RAFT strategy in writing, here is a sample of writing task from *When Writing Workshop Isn't Working* book.

Details: Imagine you are a turkey (Role) writing to a farmer (Audience) in the form of a letter (Format) and you are begging the farmer to choose some other turkey for Thanks giving dinner (Topic).

Figure 5

Sample of RAFT writing



November 20, 2002

Dear Farmer Bob:

I understand you are about to choose a turkey for this year's feast. Well, you can pass right by my coop. I have been really sick---chicken pox! Those chickens came to visit us last week to brag about being safe for awhile this month, and before you know it, I got sick. You certainly do not want your family to catch this disease, so choose another turkey. I think Sam in coop 5 looks healthy and fat this year. I am losing weight daily, so I could never feed you and your wife and kids. Maybe next year...

Your friend,
Turkey³³

Note: From *Think Like a Writer: Sample of RAFT writing* by Riyanti, 2015 (Institutional Repository UIN Syarif Hidayatullah Jakarta)

From the example above we know that the writer uses his or her imagination to write this letter. He or she has a role as a turkey. As we know, turkey is an animal, and animal cannot write. Therefore, in this writing the turkey is able to write a letter to the farmer Bob informing that he was sick to be a meal for year's feast, and he suggested the farmer to choose another turkey that looks healthy and bigger than him.

We can see that the writer used his or her imagination to create a scared, yet a cunning turkey. Actually, the letter is quite fun to read, and to create such writing, it depends on the writer's skill to use imagination because the concept of RAFT is to provide a creative and motivated way to write (Riyante, 2015).

Sourani (2017) explains that the position of RAFT strategy in the descriptive text writing process is to open the students' minds for generating ideas by connecting the concept of Role, Audience, Format, and Topic. The integration of the four elements leads the direction of process of descriptive text writing according to the context and what they are describing (identification of the phenomena). Additionally, the column of topic provides some vocabularies and language features in order to become the descriptive paragraph writing process easy.

4.2.5. *The advantages of RAFT strategy*

When using a certain strategy, the teacher has to know the advantages of the strategy before implementing it in the class. At the same manner, Buehl (2013) establishes some advantages of RAFT strategy that teacher should know, as follows:

- a) Students give more extensive written responses and demonstrate their learning.
- b) Students are more active in processing information rather than simply answer to questions.
- c) Students are given a clear structure for their writing; they know what point to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
- d) Students are more motivated to do a writing assignment because the task involves them personally and allows for more creative responses to learning the material.
- e) Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred them during the initial reading of an assignment.
- f) Providing opportunities for the students to demonstrate what they understand from different topics through their experience, which helps them to think about the subject and communicate their understanding of it in a creative and interesting way.

- g) Encouraging students to organize their thoughts and holding their attention because they are focused on the writing activity. This strategy is attractive to the students to study so that they will give their effort to the writing task.
- h) Solving students' problems or difficulties in understanding a sentence.
- i) Improving students' interest and motivation of studying in the classroom

4.3. Previous studies

Some studies are presented in this section, in which are demonstrated the effectiveness of RAFT strategy in writing descriptive texts. This is done with the purpose of providing evidence about the study mentioned before and contributing to the teaching learning process improvement.

Therefore, six studies were chosen (Table 1), which some of them were developed as thesis studies and the other as articles. This study is still in progress with a few researches developed until now, that is why, the contexts were limited, taking just Indonesia and Palestine as EFL settings. As it is shown in the table 1, half of the studies were conducted with elementary schools' students and the other with high schools' students. At the same manner, three of the six studies were designed with quantitative samples. The rest of the them with mixed samples, which provided more foundations to the study.

Table 1

Studies researching RAFT strategy for writing descriptive texts

Study	Type of paper	Country	Population	Methods	Level of Education
Riyante (2015)	Thesis	Indonesia	30 students	Mixed	Elementary
Umaemah et al. (2016)	Article	Indonesia	56 students	Mixed	High school
Anggraini and Usman (2017)	Article	Indonesia	35 students	Quantitative	High school
Sourani (2017)	Thesis	Palestine	60 students	Quantitative	Elementary
Werdiningsih (2018)	Thesis	Indonesia	30 students	Quantitative	High school
Ritonga (2019)	Thesis	Indonesia	30 students	Mixed	Elementary

Note: This table shows the studies researching RAFT strategy for writing descriptive texts

Apart from looking for the effect of RAFT strategy in writing descriptive texts, there are some studies that research beyond that. This is the cases of Riyante (2015), Umaemah et al. (2016) and Ritonga (2019) studies, which looked into students' perceptions, students' behavior during the application of the strategy and students' interest during the teaching learning process. These additional variables expose the positive entire teaching learning process, including EFL goal-orienting behavior and objectives attaining.

Riyante (2015) argued that writing descriptive texts is considered as challenge for some students. The researcher believed that this conception may happen due to some aspects: low students' interest, lack of vocabulary and grammar knowledge, disorganizing ideas and incorrect usage of mechanics in writing. In order to address her research, the researcher established two questions: "How are the students' descriptive writing improved through Role, Audience, Format, and Topic (RAFT) strategy?" and "To what extent is the improvement level of students' descriptive writing through Role, Audience, Format, and Topic (RAFT) strategy? (p. 5). Carrying out a classroom-action research, the researcher applied pretest and posttest and questionnaires in order to get quantitative information. At the same time, observations and journals were used to collect qualitative information. By this way, the results obtained showed that the implementation of RAFT strategy in learning to write descriptive texts had increased. Additionally, the result of questionnaires and observations showed that the students appeared more motivated in learning English, especially for writing material (Riyante, 2015).

Ritonga (2019) agreed with Riyante (2015) in the fact that vocabulary and grammar knowledge and misunderstanding mechanics usage are the obstacles that students face at the moment of writing descriptive texts, representing a complicated aspect to learn. Therefore, the researcher formulated one question in order to center the research: Can RAFT strategy improve students' skills in writing descriptive text at the seventh grade of MTs Islamiyah Medan? (p. 6). Under the guidelines of a classroom-action research, the researcher applied quantitative and qualitative instruments. Pretest and posttest were used to get information about the students' knowledge before and after the treatment. Interviews, observation sheets and field notes were applied to collect data about students' perspectives and classroom behavior. In such a manner, the results showed that students' skill in writing descriptive text can be improved through RAFT

strategy. Moreover, the results obtained from the qualitative instruments demonstrated that this strategy made students enjoy in an active and easy way in writing descriptive texts (Ritonga, 2019).

Anggraini and Usman (2017) expressed that students have struggled to write a simple text step by step because of the fact that the lack of knowledge about writing cohesion (grammar, vocabulary, linked ideas and structured paragraphs) interferences in producing a descriptive writing text. Hence, the researcher developed a question with the purpose to focus the research: Does RAFT strategy improve students' writing skill in SMP Negeri 10 Banda Aceh? (p. 21). Applying an experimental research, pretest and posttest were used to get quantitative data. In such a way, the results were obtained, which indicated that RAFT strategy can improve students' writing skill in descriptive texts (Anggraini & Usman, 2017).

According to Umaemah et al. (2016), teaching writing skills to non-native students is challenging because of unsuitable teaching writing techniques. Apart from the unknowledge spelling, punctuation and capitalization that present the students, the researcher assumed that the big class size, limited time and low teacher' competence are other factors that influence in the students' writing text. In order to base the research, a research question was stated: Can RAFT strategy improve the students' writing ability of the eight graders of Madrasah Salafiyah Syafiiyah Babakan Ciwaingin? (p. 3). Conducting a classroom action research, the researcher implemented quantitative and qualitative instruments. Pretest and posttest were used to obtain quantitative data about students' knowledge. Meanwhile, questionnaires, observation sheets and field notes were applied to collect qualitative data in order to know the students' perceptions. Once applying the instruments, the results revealed that the implementation of RAFT strategy was successful to improve the students' writing skills. Regarding to qualitative data, RAFT strategy gave positive effect for the students' involvement and motivation in the process of teaching learning writing (Umaemah et al., 2016).

Sourani (2017) pointed out that spelling, punctuation and capitalization are the problems that students affront when they are writing a text. Furthermore, the confusion of writing cohesion can be considered as a barrier in teaching learning writing skill. Not least, the boring teaching methods and limited motivation impact the students' writing. In order to overcome this situation,

the researcher formulated a question to address the research: What is the effect of using RAFT strategy on improving the English writing skills among the tenth female graders in Gaza? (p. 5). Using a quantitative and experimental research, the researcher developed and applied pretest and posttest as instruments to collect students' knowledge before and after the treatment. Consequently, the results demonstrated that RAFT strategy can enhance the students' writing skill (Sourani, 2017).

Werdiningsih (2018) indicated that incorrect usage of mechanics, grammatical tenses and low vocabulary knowledge are the common mistakes that students make during descriptive writing text. Likewise, the researcher supposed that school environment, repetitive teaching material and students' size might contribute to the limited production of descriptive texts in students. Therefore, for overcoming that circumstance, a question was established: Is the use of RAFT strategy effective to improve the tenth graders' ability in writing descriptive text of SMKN 1 Demak in the academic year 2018/2019? (p. 5). Carrying out a quantitative and experimental research, pretest and posttest were applied in order to get quantitative data. The results manifested that using RAFT strategy to improve students' writing ability of tenth graders is effective (Werdiningsih, 2018).

The purpose of this review was to view the trends of writing descriptive texts and RAFT strategy in EFL classrooms within the past fifty years. It is clear from the research reviewed that writing descriptive is a type of text that involves senses (looks, smells, feels, acts, tastes, sound etc) which help the reader to get a vivid image of the description. That is why, present tense, vocabulary and mechanics are the key points in this kind of texts. Additionally, students can use their creativity to write this kind of text, in such a way, RAFT strategy plays an important role in their writing development since it has this similar purpose as the writing descriptive texts. However, not just the creativity is one aspect that gives the RAFT strategy, the understanding of writer role, audience, format and topic are so important at the moment of writing a piece of writing because it organizes what they want to write and how they will do it. Furthermore, doing this review, the two variables (RAFT strategy and writing descriptive texts) are supported by theories, concepts and principles which give some valuable foundations of what they are mean within teaching- learning process.

5. Methodology

This study is aimed to improve descriptive writing skills with the application of RAFT strategy among eighth-year students at a public school in the city of Loja during the 2021-2022 school year. At the same manner, this study pretends to answer the following question: how does RAFT (Role, Audience, Form, Topic) strategy improve descriptive text writing among eighth-year students at a public school in the city of Loja during 2021-2022 school year? Additionally, to sustain the general question, two sub questions are stated: 1. What are the advantages of RAFT strategy on students' writing process? 2. How can teachers apply the RAFT strategy in EFL classroom?

5.1. Research Setting

During eight weeks, the application of RAFT strategy on writing descriptive texts among eighth-year students during 2021 – 2022 school year was developed in a public school located at southwest of the city of Loja coordinates -3.944149, -79.225377, Motupe. It is important to mention that this educational institution corresponds to the seventh zone of education in Ecuador, which the Universidad Nacional de Loja has agreements.

Furthermore, this educational institution was chosen due to the fact that it counts to the afternoon session which was a recommendation given in order to develop this research work. Previously, it had been got permission in order to carry out it there and get to the teaching topics and the school schedule.

5.2. Procedure

5.3. Research Methods

Mixed method was taken into consideration in this study which combines qualitative and quantitative approaches in order to understand the phenomena in a fully way. Both sides were taken into account, the students' knowledge before and after the treatment (pretest and posttest) and the students' perceptions (questionnaires) (Gay et al., 2012).

Under the principles of quantitative research, one group pretest-posttest design was applied in order to know the students' knowledge before and after the treatment. In this case, researcher pretended to know the effect of RAFT strategy on writing descriptive texts among eighth-year students at a public school in the city of Loja during 2021-2022 school year. No control

group was not considered since the manipulation of the RAFT strategy was noticed in the same group.

At the same manner, with the purpose of noticing the students' perceptions towards the intervention plan, qualitative research guidelines were applied. In this instance, the research looked for knowing the students' attitudes and feelings toward RAFT strategy in writing descriptive texts. Therefore, in order to collect data of the attitudes of the participants, questionnaires were implemented.

The first contact with the participants was developed in the data collection instruments application during the intervention plan. Firstly, the researcher applied the pretest with the purpose of measuring the students' cognition about descriptive text before the treatment. Subsequently, the intervention plan development in which, researcher applied the lesson plans made previously focused on RAFT strategy on writing descriptive texts. Afterwards, posttest was carried out at the end of the intervention plan in order to know the students' knowledge after it. Finally, the researcher administrated the questionnaires as final step of the students contact in order to identify their affective dimension of RAFT strategy as instructional one.

During the intervention plan, lesson plans were designed and carried out based on the most basic elements of a lesson plan development (learning objectives, practice activities, instructional resources and assessment). Firstly, the learning objectives and the practice activities were established and developed based on RAFT strategy to improve writing descriptive texts. For instance, researcher was focused on specific grammar topics related to people physical appearance and personality, place students would like to visit and the meals of day (breakfast, lunch and dinner). In order to achieve the learning objectives, a variety of instructional resources were used such as, worksheets, flashcards, flipcharts and RAFT templates in order to facilitate the learning process. Finally, at the end of lessons weekly, the assessment was accomplished considering all the topics and activities made during the week using the RAFT strategy.

The lesson plans application was executed during eight weeks in which researcher followed a schedule given by the in service teacher. That is why, the lessons were imparted on Tuesdays from 16:35pm to 17:45pm; Wednesdays from 16:35pm to 17:45pm; and Thursdays

from 16:00pm to 16:35pm. During that period, 26 lesson plans were developed by the researcher in which they were focused on RAFT strategy on writing descriptive texts.

5.4. Data collection sources and techniques

As it was previously stated, quantitative and qualitative techniques were used in order to collect data about the effectiveness of RAFT strategy to write descriptive texts. Therefore, paper and pencil method were applied as a technique with the purpose of measuring the students' cognitive dimension (Gay et al., 2012).

In such a way, pretest and posttest were designed by the researcher to apply it before and after the treatment with the purpose of noticing the students' descriptive text writing knowledge. It is relevant to mention that the test was a criterion referenced one, in which it measured the students' performance in comparison a fixed set of predetermined criteria or learning standards (Muthaiyan & Ananthi, 2020). In this case, this test took into consideration the standards established by the Ministry of Education.

On the other hand, questionnaires were used and designed for exploring the students' affective dimension (Gay et al., 2012). In this case, researcher realized the students' perceptions regarding to RAFTS strategy after the intervention plan. Those questionnaires consisted in 7 questions divided in open and close ones. The open questions looked for specific information of the students' perceptions and the close ones went beyond a simple answer and sought personal opinions.

5.5. Research participants

By obtaining a legal permission from the principal, the participants were selected using the cluster sampling, in which intact groups, not individuals were randomly selected with similar characteristics (Gay et al., 2012). By using the cluster sampling, the entire population (eighth-year students) was broken out into small clusters (courses). It is relevant to emphasize that the course assignation was depended on the in service teacher of the institution. Therefore, eighth-year students, 13 women and 10 men, were chosen as participants for this research in the afternoon section, with an A1.1 English proficiency level according to the Ministry of Education. They are usually aged between 12-13 years old from a public school in city of Loja during 2021-2022 school year.

5.6. Data analysis

For the quantitative data analysis, descriptive statistics were carried out. Stated by Sage (2019), it is used to summarize, organize, and make sense of a set of scores called data. Considering this point, pre and posttest scores were used to measure the students' knowledge regarding to writing descriptive texts. At the same way, it allowed researcher to tabulate the data, using statistics formulas to find the significance of the study for the pretest and posttest.

Apart from that, the qualitative data obtained from the questionnaires was presented by graphs and analyzed using categorical and intensity scales in which researcher looked forward to knowing the students' perceptions after applying the intervention plan. The categorical scales were focused on the classification of the students' preference using a range of numbers (1 to 3) relating to the elements of RAFT strategy (Role, Audience, Form and Topic) and the intensity scales which were based on the students' preference degree regarding to RAFT strategy (I like a lot, I like a little, I don't like)

6. Results

In this section, it is presented the results gathered by the two data collection instruments, Pre/Posttest and a questionnaire. The first one measured the students' performance on writing descriptive texts taking into account three main aspects: Identification of the phenomena, descriptive words and mechanics. The second one was administered with the purpose of evaluating the students' perceptions regarding RAFT strategy to improve writing descriptive texts.

6.1. Pretest and Posttest results

The pretest and posttest results allowed to the researcher to design and implement an intervention plan based on the use of RAFT strategy to improve eighth-year students' writing descriptive texts at a public school in the city of Loja during the 2021 - 2022 school year.

Table 2

Wilcoxon Test to compare the Pretest and Posttest scores on writing descriptive texts.

Students	Pretest score	Posttest score	Difference	Rank
UEMDV8C01	4	7	-3	3,5
UEMDV8C02	4	8	-4	12
UEMDV8C03	3	7	-4	12
UEMDV8C04	5,16	9,33	-4,17	16
UEMDV8C05	2,6	8	-5,4	22
UEMDV8C06	3	8	-5	19,5
UEMDV8C07	4	9	-5	19,5
UEMDV8C08	4,6	8	-3,4	7
UEMDV8C09	4	8	-4	12
UEMDV8C10	4,6	8	-3,4	7
UEMDV8C11	5	9	-4	12
UEMDV8C12	5	8	-3	3,5
UEMDV8C13	4,3	7,33	-3,03	5
UEMDV8C14	4	8	-4	12
UEMDV8C15	4,6	8	-3,4	7
UEMDV8C16	4	6	-2	1
UEMDV8C17	5	9	-4	12
UEMDV8C18	3,6	9	-5,4	22
UEMDV8C19	2,6	8	-5,4	22
UEMDV8C20	5	7,33	-2,33	2
UEMDV8C21	3,6	8	-4,4	17,5
UEMDV8C22	5	9	-4	12

UEMDV8C23	2,6	7	-4,4	17,5
Media	4,00	8,00		

Note: This table shows the Wilcoxon test comparing the pretest and posttest score.

Table 3

Wilcoxon Ranks

	Ranks	N	Sum of ranks
Pretest scores	Negative ranks	23	276
Posttest scores	Positive ranks	0	0
	Total population	23	
	Critic value	73	
	p ≤ 0,05		

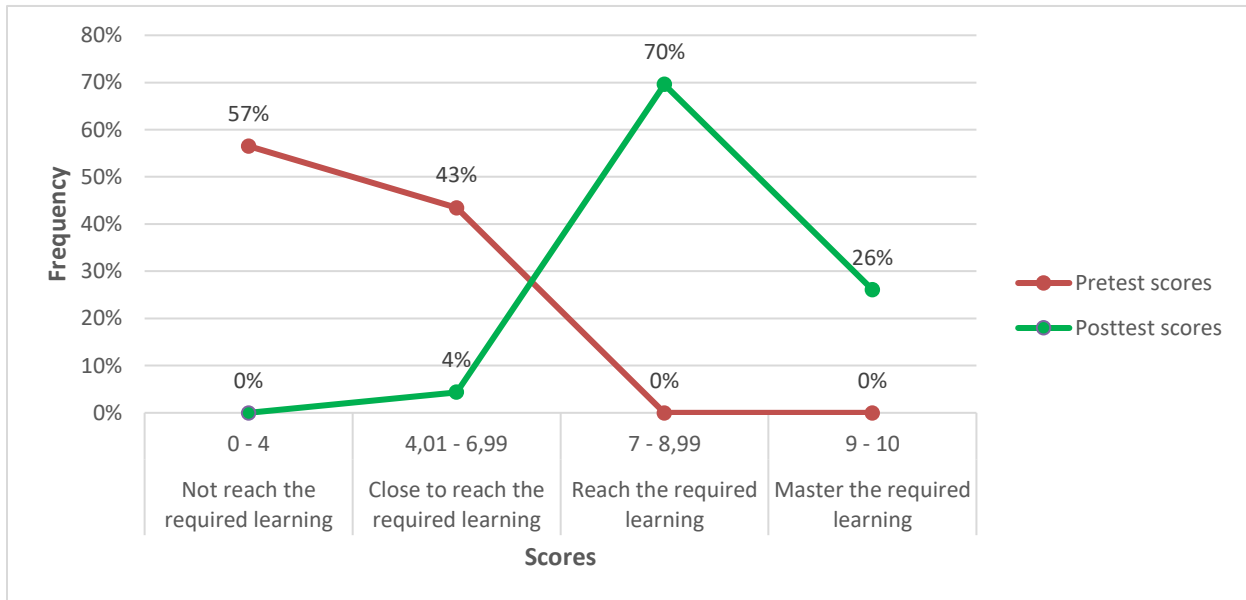
Note: This table shows the main points the Wilcoxon text comparison comparing pretest and posttest

After applying the pretest and posttest, the results are presented and summarized in the Table 3 which provides the scores of the eighth-year students' performance before (pretest) and after (posttest) the intervention plan based on the use of RAFT strategy to write descriptive texts. As it can be evidenced in the Table, the ranks show that all students obtained a higher level on writing descriptive texts after the treatment. Low students' levels were not identified. As the Wilcoxon test shows, there was a statistically significant difference since p was minor or equal to 0,05 ($p \leq 0,05$), which means that the probability of being an effective treatment is 95%. To substantiate its effectiveness, the questionnaire answers will be analyzed further in order to notice the students' perception regarding to RAFT strategy on writing descriptive texts.

Figure 6

Pretest and Posttest Comparison

The figure 6 shows the pretest and posttest scores comparison in relation with the National Scale



Note: This table shows the comparison between pretest ad posttest regarding to the Ecuadorian National Scale.

The pretest was administered in order to know the previous knowledge of eighth-year students on writing descriptive texts. The results obtained from it are set out in the Figure 6, which shows that all the students did not reach the required learning (7 - 8,99) established by the Ecuadorian national scale. That means that 100% of the students struggled to write descriptive texts. This was because firstly, they could not describe all the characteristics of a place, thing and people and the setting. Secondly, they did not use the appropriate descriptive words (adjectives and adverbs) to describe the topic. Finally, it was difficult to understand and read the descriptive paragraph since the use of the mechanics (spelling and punctuation) was not properly and the verbs patterns (present simple) were not applied correctly. Consequently, writing descriptive texts was considered a problem to develop the research in this classroom.

On the other hand, after applying the intervention plan (posttest), there could be noticed an increase level of students' performance on writing descriptive texts as it is shown in the Figure 6. As it is indicated, 96% of the students reached and mastered the required learning as specified

by the national scales which means that students were able to describe relevant characteristics of the place, thing and people that they were describing with a clear identification of the setting. Additionally, they were able to use the sufficient descriptive words (adjectives and adverbs) to describe the topic. Furthermore, the use of spelling rules, the punctuation, capitalization of the words and the verb patterns (present simple) was good with minor errors in the usage of each one which allowed to comprehend and read the descriptive paragraph in a better manner.

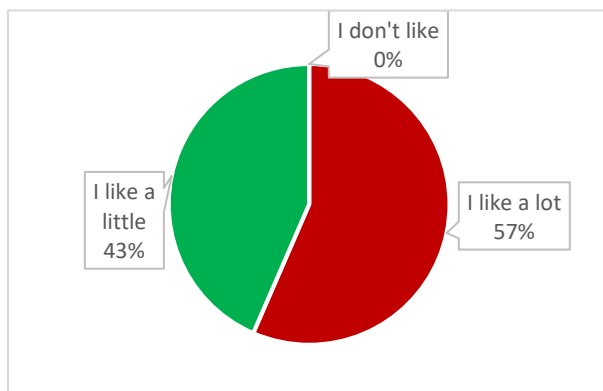
6.2. Questionnaires results

The application of the questionnaires was aimed to explore students' perspectives about the implementation of RAFT strategy for improving eighth-year students' writing descriptive texts at a public school in the city of Loja during the 2021- 2022 school year. That is why, questionnaires development was focused on the four elements of the RAFT strategy: Role, Audience, Format and Topic. That is why, the results presentation was made using graphs and guided by categorical and intensity scales for each question and their analysis was interpreted linking questions that are related to each element. The description of each one was focused on students' perceptions and feelings regarding to the elements of RAFT strategy during the whole intervention period.

6.2.1. Role Element

Figure 7

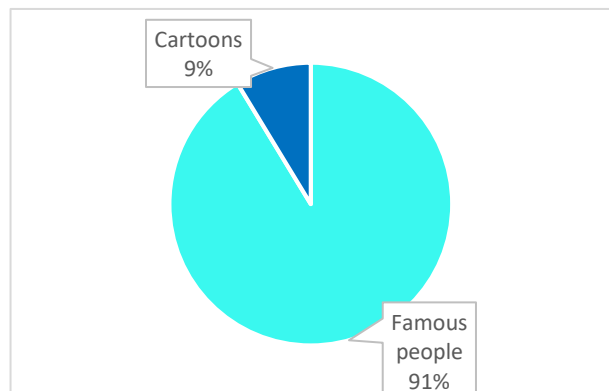
Eighth-Year Students' Perspective on Role Element



Note: This figure shows the students' perspective regarding to the Role element.

Figure 8

Eighth-Year Students' Preference on Role Element



Note: This figure shows the students' preference regarding to the Role element.

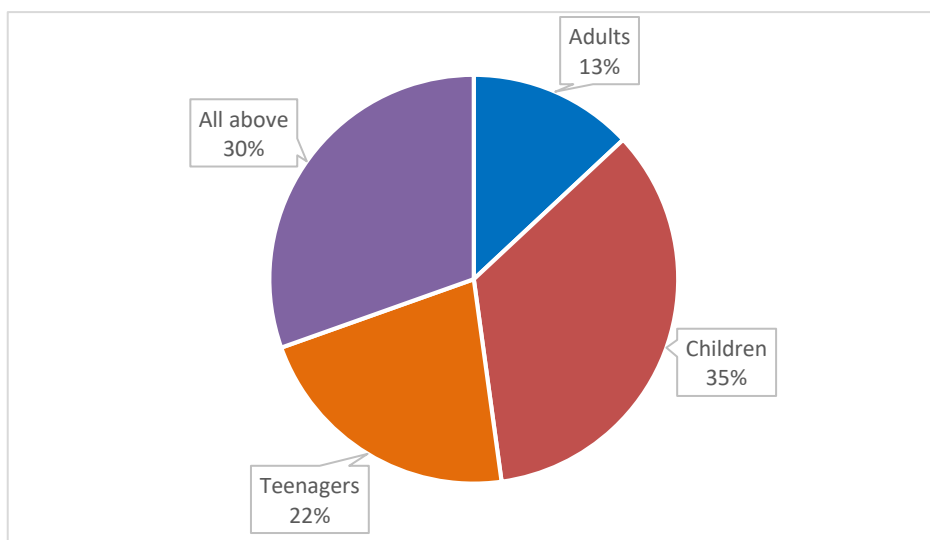
In the questions 1 and 2 of the questionnaire revealed how students felt regarding to the Role element. Therefore, two aspects were analyzed: the first one, the students' role perspective and the second one, their role preference. As it is shown in the Figure 7, just over half of the students (57%) liked a lot to take different roles to write their descriptive texts since they were engaged to think about their roles. On the other hand, the rest of the students (43%) did not find attractive to take different roles at the moment of writing descriptive texts.

Regarding to the students' role preference, among the roles that they liked to take, famous people was the most preferred with a 91% of the total of students as it is presented in the Figure 8. They could manifest that they were able to activate their imagination and curiosity to describe them because they were capable of forming a vivid picture of their favorite famous person, "I liked to take the role of a famous person because I could imagine what they look like if I had the opportunity to meet him/her". Additionally, the curiosity to look for more information about them in order to develop a complete and real description, "I found interesting to take the role of a famous person that I admire because I could look for more details about him/her." On the contrary, a minority of the students (9%) indicated that cartoons were appealing to take it as they were easier to describe.

6.2.2. Audience Element

Figure 9

Eighth-Year Students Audience Target



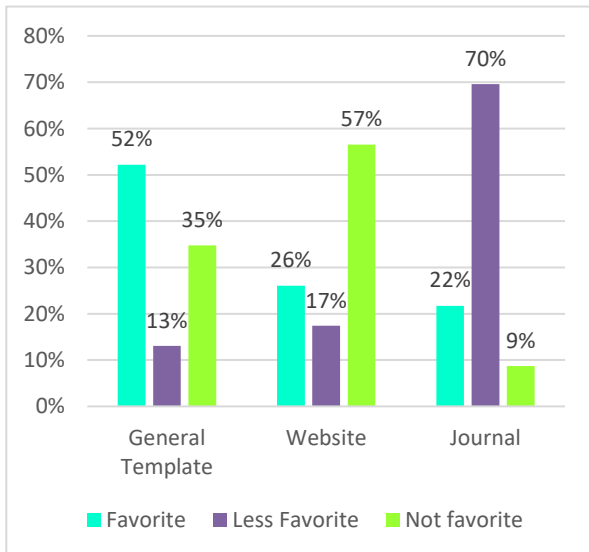
Note: This figure shows the students' Audience target

The question 3 of the questionnaire was related to the students' point of view about the audience address. As it is noticeable in the Figure 9, the results show that approximately a third of the students' population (35%) thought that children could be the audience target who would read their descriptive texts due to the fact that both have the same age which means that they could have the same interest in reading their descriptive text, "I think that children could be the audience who will read my descriptive text because we are children and we are interested in the same things". On the other hand, the 30% of the students expressed that adults, children and teenagers could grab their attention to read their descriptive paragraphs since those kinds of texts are suitable for any kind of audience. Apart from that, a small number of students (22%) believed that teenagers would be the audience who were able to read their descriptions due to their learning interest in those kinds of texts, "Teenagers could read my descriptive paragraph because they are more interested in learning new things". Finally, the last 13% of the students indicated that the audience who would read their description is adults.

6.2.3. Format Element

Figure 10

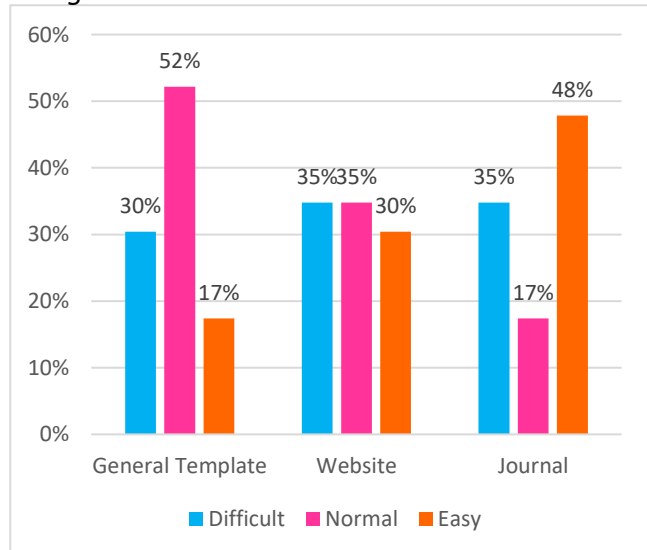
Format Preference on Eighth-Year Students



Note: This figure shows the students' preference regarding to the Format element.

Figure 11

Level of Difficulty of Format aspect on Eighth-Year Students



Note: This figure shows the level of Difficulty of Format aspect on students.

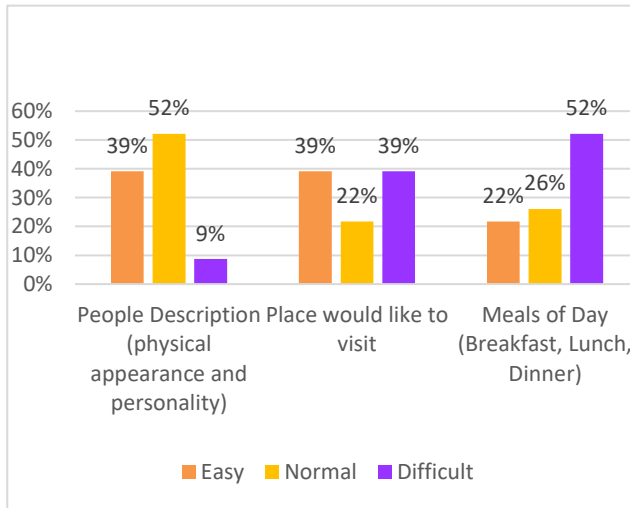
Following with the questionnaire questions, the fourth and fifth ones corresponded to the students' perception about Format element. Therefore, format preference and level of difficulty of it were examined. As the results are illustrated of the first aspect in the Figure 10, just over half of the students (52%) indicated that the general template was their favorite format to write their descriptive texts since they considered that the degree of understanding how to complete it was higher than the other formats. Some students agree with that, "I chose the general template because it was the format that I understood better". According to the students' responses, a great deal of them (70%) considered that journal was the least favorite format to write their descriptions. Subsequently, over half of the students (57%) indicated that website format was the least attractive to develop their descriptive paragraphs.

Concerning the second aspect which is associated to the level of difficulty of the format, no significant differences were found between website and journal format because both have the same percentage (35) as it is illustrated in the Figure 11. Students believed that both formats were difficult to complete because it was hard for them to organize their ideas and understand what they had to do there, "I tried to understand how to write my descriptive paragraph in a website but I can't because it was hard to arrange my ideas in a clear way". Continuing to the format that students considered neither difficult nor easy to write their descriptive paragraphs, just over half of the students (52%) indicated that general template was that one. On the other side, journal format was divided into two degree of difficulty. Some students thought that journal format was the most difficult to write their descriptive texts, However, the other part of the students (48%) thought that journal format was the easiest one when they were writing their descriptions.

6.2.4. Topic Element

Figure 12

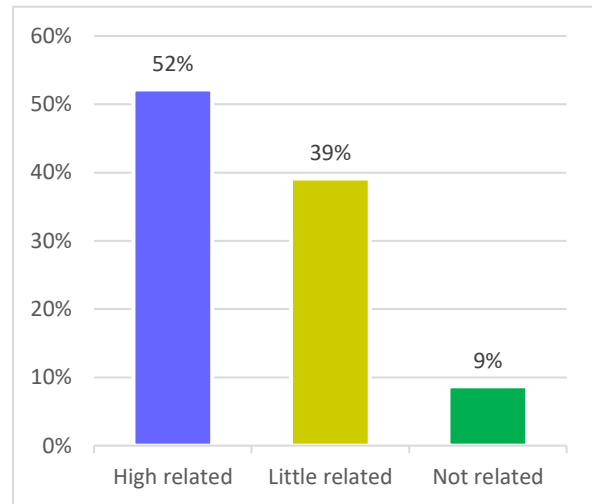
Level of Difficulty of Topic aspect on Eighth-Year Students



Note: This figure shows the level of Difficulty of Topic aspect on students.

Figure 13

Authenticity of Topic



Note: This figure shows the Authenticity of Topic element.

The last two questions of the questionnaire (sixth and seventh) were emphasized to the students' feelings regarding to the topic element. Level of difficulty and authenticity were the two aspects to be analyzed. As it is presented in the Figure 12, there was no a remarkable difference between people description and place would like to visit topics as they presented the same percentage of the students' responses (39). Students could manifest that both topics were easy to describe because they were able to choose the person and the place that they wanted to describe (students' interest) which made more exciting to develop the descriptions. It was corroborated by this student' answer, "I consider that people description was easy for me to make because I really wanted to describe my famous person. For that reason, I really enjoyed the process of describe him/her". On the flip side, just over half of the students (52%) selected people description as a normal topic to describe which means that they were not presented difficulties when they made their descriptions. In the last instance, the most difficult topic to make was my meals of day with a 52% of the students a favor.

What is more, authenticity was the second aspect to be interpreted which is related to the students' engagement to the language using real activities. As a result, the figure 13 shows that 52% of the students regarded that all the topics given during the intervention period were high related to real activities since the topics were open to the students' personification which means they were influenced by the students' preference and interest. To be topics which required the students' selection, they had the opportunity to choose the person or the place that they wanted to describe, "I think that the topics are high related to real activities because I felt free to select the country I would like to visit, the person I wanted to describe and the food that I want to eat". However, almost a third of the students (39%) believed that the topics were related a little to real activities since they were slightly involved with their daily activities. Lastly, a minor percentage of the students' responses (9) wrote that the topics taught were not related to real activities at all because they were not engaging enough to be considered as real activities.

7. Discussion

This study was aimed to improve the EFL descriptive writing skills through RAFT strategy among eighth-year students at a public school in the city of Loja during the 2021 - 2022 school year. The comparison between pretest and posttest results showed that there is a significant difference ($p \leq 0,05$) before and after applying the RAFT strategy on writing descriptive texts. According to the students' performance, they had a positive improvement in the aspects related to descriptive texts which are the identification of the phenomena, vocabulary, grammar patterns and mechanics usage.

These findings answered the central questions of the research: How does the RAFT (Role, Audience, Form, Topic) strategy improve descriptive text writing among eighth-year students at a public school in the city of Loja during 2021-2022 school year? The improvement of the identification of the phenomena in the students' descriptive texts in this study is corroborated by Masruri (2010, as cited in Dwi, 2019) who states that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. Similarly, the results suggested that the use of vocabulary fostered students to make more vivid their descriptive paragraphs. This finding is in agreement with Dwi (2019) who confirms that the use of vocabulary can make readers explore more deeply in what is telling about. In such a manner, the adjectives play an important role with the use of vocabulary usage in descriptive texts since they provide information about the qualities of something. Finally, the last two aspects that students improved were grammar patterns and the mechanics usage with minor errors of their application in the descriptive texts. Oshima and Hogue (1991) suggested that grammar patterns (present simple) and the mechanics usage (spelling and capitalization) contribute to make students' descriptive texts more comprehensible and meaningful which provide a better understanding of the students' ideas to the readers. Therefore, the findings of each aspect aforementioned analyzed support the idea of Sourani (2017) who explains that the position of RAFT strategy in the descriptive text writing process is to open the students' minds for generating ideas by connecting the concept of Role, Audience, Format, and Topic. The integration of the four elements leads the direction of process of descriptive text writing according to the context and what they are describing (identification of

the phenomena). Additionally, the column of topic provides some vocabularies and language features in order to become the descriptive paragraph writing process easy.

On the other hand, questionnaires results showed the students' perspectives and feelings regarding to RAFT strategy as an instructional strategy. These results guided to answer the first sub question: What are the advantages of RAFT strategy on students' writing process? According to the students' responses, they thought that RAFT strategy allowed them to activate their imagination and curiosity when writing their descriptive texts. This finding seem to be consistent with Jacob (2005) who explains that writing from a different perspective helps students to develop critical thinking skills (imagination, curiosity and research skills) as they have to consider what would be important to the specific role they chose. It is really fun for students to step into the shoes of someone (or something) else. It forces them to look at an issue from a new point of view. Similarly, Souranti (2017) agrees that RAFT strategy encourages students to connect their past information with new knowledge as well as concepts. It also helps students to think critically in the topic and put it in a good context. Another important aspect that students pointed out was that the RAFT assignments encouraged students' motivation to write their descriptive texts since they triggered their interest. This finding confirms the association between motivation and interest. Buehl (2013) states that students are more motivated to do a RAFT writing assignment because those tasks involve them personally and allows for more creative responses to learning the material. What is more, students manifested that they could be open to choose what and who wanted to describe (students' preference and interested) because of the authenticity of the topics. Riyante (2015) and Umaemah et al. (2016) corroborated this finding mentioning that students' interests are activated by giving students several options to choose from allowing for students to craft their RAFT based on the topic which is a great way to foster student voice.

Finally, the last sub question was: How can teachers apply the RAFT strategy in an EFL classroom? RAFT strategy was applied in the classroom taking into account the four aspects that it includes: Role, Audience, Format and Topic. Firstly, researcher established two kinds of roles that students had to write their descriptive paragraphs: Famous people and cartoons. It is relevant to mention that students had the opportunity to choose one of them taking into account the most known or the most interesting to look for. This idea is supported by Souranti (2017) who

mentions that one critical element that students must understand about all writing is that it reflects perspectives or points of view. This idea affects students to be mature and they also realize the significance of the perspective in writing because students need to be familiar with the different roles they can act as writers. Continuing with the process, researcher set up the audience in which students were guided to write their descriptive texts considering the kind of people who possible will read their descriptions. This conception supports the idea of Jacobs (2005) who states that understanding your target audience can also help you to increase the impact of your words. If you know who you are writing for, you can identify what style would resonate best with them. In addition, the formats were selected taking into considering which ones fit better with the descriptive texts and the topics established. As a result, students were able to organize their ideas in a good way and at the same time provide understandable descriptions to the readers. Some previous studies (Ratih, 2017; Ritonga, 2019; Riyanti, 2015; Umaemah, 2017; Werdiningsih, 2018) differ that depending on what kind of writing text, students have the opportunity to use various formats for their writing exercise which allow them generate and organize their ideas in a clear way. Finally, the topics were selected taking into account the ones which accomplish to the idea of a descriptive text (describe person, place and a routine). Additionally, the topics were developed considering the contents that researcher need to achieve during the intervention plan. This idea is in agreement with University of Central Florida (2019) that explains that topics can stem from the research students are doing within a subject, themes that are being studied in school, or subtopics within a unit that needs more clarification or enrichment.

However, the reader should bear in mind that the results of this study were limited by some aspects: firstly, being to a single pretest and posttest design, researcher did not make generalizations. Secondly, the time of the intervention was reduced which struggled to develop more different roles, audiences, formats and topics in the intervention plan. Therefore, in future investigations, it might be possible to consider to have a control group in order to make generalizations. Additionally, further investigations should be carried out in a longer time in order to address more RAFT writings.

8. Conclusions

Quantitative analysis confirmed that students had a great impact after applying RAFT strategy, highlighting the identification of the phenomena and the mechanics as the two aspects with a high improvement and grammar patterns and vocabulary as the other ones with less impact. Therefore, with these results, it was demonstrated the effectiveness of the RAFT strategy to improve eighth-year students' writing descriptive texts.

In addition, it could be identified that RAFT strategy allowed students to activate their imagination and curiosity to develop the RAFT assignments. The opportunity to choose what role students wanted to take (students' interest), the audience address for those who wrote, the organization of their ideas in the different formats and the topics authenticity contributed to make RAFT strategy a suitable instructional one in the descriptive texts development. Therefore, eighth-year students showed positive attitudes when RAFT strategy was applied in the classroom especially when writing descriptive texts.

Finally, the different elements that RAFT strategy attributed students' interest to the writing descriptive texts process. Taking roles was something students enjoyed when writing their descriptive texts. Famous people was the most liked. Besides, the audience with their same interest and age (children) was the most probably one to read their descriptions. Furthermore, writing in a RAFT general template was the most appealing for students to develop their writings. Lastly, describing people physical appearance was the most engaging topic for the students to write their descriptions. Therefore, RAFT strategy contributed to eighth-year students' interest in order to write their descriptive texts.

9. Recommendations

It is recommended that teachers should evaluate the students' descriptive texts writing performance in order to identify their strengths and weaknesses that they present. Therefore, the most suitable strategies should be searched, adapted and applied so as to solve those issues and streamline the writing descriptive texts.

It is suggested that RAFT strategy should be used to teach descriptive texts writing. The variation of the roles, audiences, formats and topics that students can adopt when writing descriptive texts contribute to arouse their interest in the writing skill and to create an enjoyable learning environment.

It is suggested that teachers should regard the students' preferences in the descriptive writing text since it allows teachers to foster the students' voice in the learning process and increase the students' self-motivation to develop their writing assignments without boredom.

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11. Annexes

Annex 1: Oficio de Pertinencia



Loja, 25 de abril de 2022

Mg.

Paola Moreno Ordoñez

**DIRECTORA DE LA CARRERA DE IDIOMA INGLÉS Y
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DE LA UNL**

De mi consideración:

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto del Trabajo de Integración Curricular denominado, **The Effect of RAFT (Role, Audience, Form, Topic) Strategy on Writing Descriptive Texts among Eighth-Year Students at a Public School in the City of Loja during 2021-2022 School Year** a cargo de **Katty Michelle Paucar Sisalima**, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

Al informar el particular, aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

MIRIAM EUCEVIA Firmado digitalmente por MIRIAM
EUCEVIA TROYA SANCHEZ
TROYA SANCHEZ Fecha: 2022.10.11 15:03:38 -05'00'

Mg. Sc. Miriam Eucevia Troya Sánchez
**DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Annex 2: Oficio de Director de Tesis



FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.119-DG.III/PINE-NG-AEAC-UNL
Loja, mayo 4 del 2022

Licenciada M.Sc.

Miriam Eucavia Troya Sánchez,

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;

Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **THE EFFECT OF RAFT (ROLE, AUDIENCE, FORM, TOPIC) STRATEGY ON WRITING DESCRIPTIVE TEXTS AMONG EIGHTH-YEAR STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING 2021-2022 SCHOOL YEAR**, de autoría de **KATTY MICHELLE PAUCAR SISALIMA**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al periodo académico Abril 22/2022 - Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



**ROSA PAOLA
MORENO
ORDONEZ**

Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:

Dra.M.Sc. Nela Aguilera Asanza,

ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pre/Posttest



FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

DATA COLLECTION SOURCE: PRE/POST TEST

Student's code:

Grade:

Date:

Objective questions 1, 2 and 3: To identify the phenomenon to be described and describe some characteristics of it (2 pts)

1. Write the letter a, b or c in the pictures it illustrates the students' obligations
 - a. Students have to clean the classroom
 - b. Students have to do their homework
 - c. Students must wear school uniform every day



2. Look at the picture and say if these statements are "True" or "False"



- a) There are some tomatoes _____
- b) There are some carrots _____
- c) There is some salt _____

3. Which statement **best** describes what the man would like to.



- a) He would like to have a sharp
- b) He would like to have a suit
- c) He would like to have a cellphone

Objective questions 4, 5 and 6: To use appropriate vocabulary (feelings, activities, adjectives, verbs) of the phenomena to be described (2 pts)

4. Cuenca is described as a city?



- a) Hot
- b) Cold
- c) Warm

5. Which of the following is an activity that people usually do in the zoo?



- a) Take care the animals
- b) Take pictures to the rocks
- c) See some animals

6. If you go to a place that you like, you feel

- a) Happy
- b) Sad
- c) Disappointed

Objective question 7: To apply the correct conventions (grammar and mechanics) for the phenomena to be described (3 pts)

7. Write a description on the mentioned person below using the information given and descriptive adjectives for physical appearance

Name	Sofia Perez	
Age	25	
Country	Argentina	
Appearance	<ul style="list-style-type: none"> -Slim -Good-looking -Tall/short -Long hair 	
Hobbies	<ul style="list-style-type: none"> -Go shopping -Listen to music -Watch movies 	

She is ...

THANKS SO MUCH! 😊

Annex 4: Descriptive Text Writing Scoring Guide

	Excellent 4pts	Good 3pts	Fair 2pts	Needs attention 1pts	Total
Description	Describe a great amount of the characteristic of the place, object, thing, people. The setting is clear	Describe some characteristic of the place, object, thing, people. The setting is a little clear	Describe few characteristic of the place, object, thing, people. The setting is unclear	No describe any characteristic of the place, object, thing, people. The setting is not evidence	
Descriptive words	Uses a variety of descriptive words (adjectives and adverbs)	Uses some descriptive words (adjectives and adverbs)	Uses few descriptive words (adjectives and adverbs)	No descriptive words are used to describe the topic	
Conventions	Not make any grammatical mistakes. Apply the mechanics (punctuation and capitalization) in each sentence properly	Have some grammatical and mechanics mistakes (punctuation and capitalization) in each sentence	Have several grammatical and mechanics mistakes in each sentence	It is difficult to read and understand the paragraph.	

Annex 5: National Grading Scale

Escala cualitativa	Escala cuantitativa
A = Domina los aprendizajes requeridos.	9,00 - 10,00
B = Alcanza los aprendizajes requeridos.	7,00 - 8,99
C = Está próximo a alcanzar los aprendizajes requeridos.	4,01 - 6,99
D = No alcanza los aprendizajes requeridos.	≤ 4

Fuente: Estatutos de la unidad educativa particular Los Delfines (2017).

Annex 6: Questionnaire



FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: QUESTIONNAIRE

1. ¿Disfrutaste tomar diferentes roles para escribir textos descriptivos?

___ Me gusta mucho

___ Me gusta poco

___ No me gusta

2. ¿Cuál rol te gustó más tomar?

___ Personas famosas

___ Cartoons

¿Por qué te gustó?

.....

3. ¿Cuál audiencia piensas que podría leer tu texto descriptivo?

___ Adultos

___ Niños

___ Adolescentes

___ Todos los anteriores

¿Por qué lo piensas?

.....

4. Clasifica según tu preferencia del 1 al 3, siendo 1 el formato preferido.

___ Modelo general

___ Página web

___ Diario

Explicar la razón por la que escogiste tu formato preferido.

.....

5. Clasifica según tu preferencia del 1 al 3, siendo 1 el formato que te resulto difícil de escribir.

___ Modelo general

___ Página web

___ Diario

¿Por qué se te dificultó escribir en ese formato?

.....

6. Clasifica según tu preferencia del 1 al 3, siendo 1 el tópico que más te resulto fácil de escribir.

___ Descripción de personas (apariencia física y personalidad)

___ Un lugar que te gustaría visitar

___ Las comidas del día (desayuno, almuerzo, merienda)

¿Por qué te resulto fácil escribir sobre ese tópico?

.....

7. ¿Crees que los tópicos abordados se relacionan con actividades de la vida real?

___ Mucho

___ Poco

___ Nada

Explica la razón de tu respuesta.

.....

Annex 7: Lesson Plans

LESSON PLAN 1

Class: Eighth-year students Nº Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Present Simple (verb to be)			
Date: May 10 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm - 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe people physical appearances using present simple correctly.	❖ People Flashcards ❖ Picture dictionary ❖ Model RAFT writing			
Warm-up and Objective Discussion				
Show four flashcards of people and write randomly some adjectives related to physical appearance on the board for example: (small, tall, old, young, long hair, bald etc.). Students have to guess what corresponds to each one and match to the picture. Explain that today the students will learn about the physical appearance adjectives and how to write a description. Explain they will write a complete description that includes physical appearance and personality at the end of the week.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Categorize the adjectives written on the board into 6 groups: height, weight, age, hair, face, and eyes and explains each one. Give students a picture dictionary so that students can understand better the meaning looking at the pictures. Explains what RAFT is and what each aspect stand for (Role, Audience, Format, Topic) Model Show an example of RAFT writing in a flipchart and explains that this paragraph includes the name of the person, age, country and the physical appearance adjectives. Explain students that in the case of the age they need to use the verb to be (am, are, is) instead of have/has.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Ask students to choose one people flashcard shown in the warm up activity. Using a RAFT prompt on the board, asks students to tell what could be his/her name, age, country and physical appearance. Elicit students to form a complete paragraph with those aspects.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
With the rest of people flashcards, choose one of them and write a complete paragraph using a RAFT prompt in which they have to pretend to be him/her and describe as they are him/her in a paper.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S

Physical appearance description will be part of the complete description of a person the students will write over the next few lesson

Note: Pretest administration

Annexes

People flashcards



Picture Dictionary

Picture Dictionary
Describing People


HEIGHT TALL MEDIUM-HEIGHT SHORT	WEIGHT FAT FIT THIN
AGE OLD MIDDLE-AGED YOUNG	FACE ROUND LONG OVAL MOUSTACHE BEARD
HAIR BROWN DARK RED FAIR or BLONDE SPIKY CURLY WAVY STRAIGHT LONG SHORT BALD	EYES BROWN GREEN BLUE SMALL BIG

HANANE MIMOUNI

iSLCollective.com

RAFT Writing Template

Type name(s)

Role My mom	Audience General public
Format Blog	Topic Describe physical appearance
V 	nent <p>My name is Carmen and I am 37 years old. I am from Zaruma, but now I live in Cuenca with my children. I am a tall and thin woman. My hair is long and brown. I am very creative and funny.</p>

RAFT Prompt N° 1

Role	Audience
Format	Topic
Writing Assignment	

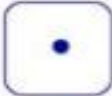
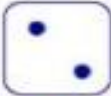


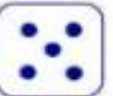











































LESSON PLAN 2

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Present Simple (verb to be)			
Date: May 11 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm - 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe people personality using present simple correctly.	❖ Personality dice game ❖ Model RAFT writing (personality)			
Warm-up and Objective Discussion				
Present a personality dice game in a flipchart in which a student has to throw the dice once to get the result of the vertical line and then throw it again to the horizontal result. Once the student gets the adjective, ask to the rest of the students: Am I a rude person? Then students have to answer if he/she is that kind of person and why. Explain that today the students will learn about how to describe people personality. Explain they will write a complete description that includes physical appearance and personality at the end of the week.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Explain the meaning of each adjective written in the flipchart and categorize them in positive and negative adjectives. Model Write on the board a description of a person using the RAFT prompt (positive adjectives first and negative second). Explains that to describe people personality, students have to use the verb to be (am, is, are)				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Make groups of 4 people in which they have to select the person who they are going to describe his/her personality using a RAFT prompt and the positive and negative adjectives. After finishing it, another person of the group read the description to the rest of the class (the person who writes the description and the person who is being described are excluded to read the description)				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have the students to think of one person of their family to describe his/her personality. Students make the RAFT prompt in a paper and write the personality description as they are him/her (positive and negative adjectives)				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S

Personality description will be part of the complete description of a person the students will write over the next few lesson

Annexes

Personality Dice Game flipchart

						
	 optimistic	 good-tempered	 calm	 greedy	 cheerful	 talkative
	 funny	 lazy	 hopeful	 nervous	 confident	 nasty
	 evil	 handy	 grumpy	 boastful	 dynamic	 sensitive
	 courageous	 stressed out	 kind	 generous	 clumsy	 naive
	 shy	 bad-tempered	 sporty	 tight	 romantic	 sociable
	 discreet	 curious	 creative	 innocent	 rude	 pessimistic

RAFT Writing Template

Type name(s)

Role My mom	Audience General public
Format Blog	Topic Describe personality

Writing Assignment



I am friendly and loves to have fun. I am humorous and I always tell jokes to my friends. However, I am a bit lazy at times.

RAFT Writing Template

Type name(s)

Role	Audience
Format	Topic
Writing Assignment	

LESSON PLAN 3

Class: Eighth-year students N^o Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Present Simple (verb to be)			
Date: May 12 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ To describe people physical appearance and personality using present simple correctly.	❖ Set of people pictures ❖ Model RAFT writing (physical appearance and personality)			
Warm-up and Objective Discussion				
Divide the class into 2 groups. Each group has a set of people pictures . Tell students some sentences related to the physical appearance and personality for example: who has blond spiky hair? And students have to show the pictures who correspond to the sentence. The group that shows the picture faster and has more answers corrects will win a reward. Explain that today the students will write a complete description that includes physical appearance and personality that learned during this week.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Make a review of the vocabulary learnt related to physical appearance and personality adjectives. Model Present the RAFT writing complete with the physical appearance and personality. Explain again what aspects are included in each section (name, age, country, physical appearance and personality (positive and negative))				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of their favorite person/character and write a list of the adjectives that describe their physical appearance and personality using the vocabulary learnt.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of their favorite person/character and write a list of the adjectives that describe their physical appearance and personality.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Using a RAFT Prompt3 , students write a paragraph of their favorite person/character in which they have to pretend to be him/her. The paragraph must include his/her name, age, country, physical appearance and personality.				

Annexes

People pictures



RAFT Writing Template

Type name(s)

Role	My mom	Audience	General public
Format	Blog	Topic	Describe physical appearance and personality

Writing Assignment



My name is Carmen and I am 37 years old. I am from Zaruma. I am a tall and thin woman. My hair is long and brown. I am very creative and funny. I am friendly and loves to have fun. I am humorous and I always tell jokes to my friends. However, I am a bit lazy at times.

RAFT Writing Template

Type name(s)














Role	Audience
Format	Topic
Writing Assignment	

LESSON PLAN 4

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Would like to			
Date: May 17 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe what places students want to visit using “would like to” accurately.	❖ Speed chatting game ❖ Laura and her trip reading ❖ Graphic organizer			
Warm-up and Objective Discussion				
<p>Speed Chatting: Teacher divides the class into 2 groups. They have to form two columns. Each student has to be in front of another student. Teacher says the questions related to would like for example: What would you like to eat? Students answer the question to his/her partner and change the place until the questions finish.</p> <p>Explain that today the students will learn to describe the places and food they want to visit using would like to.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Explains “would like to” usage (desires and wishes) Explain its structure using examples on the board. Introduces the new vocabulary of the reading using flashcards.</p> <p>Model Present students “Laura and her trip” reading and ask them to identify the places she would like to visit and the food she would like to try.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Give the students the names of two cities (Loja and Catamayo). Ask students to write a list the places they would like to visit there and the food they would like to try.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of their favorite place different to the ones given previously and complete a graphic organizer in which they have to list the places and food they would like to visit and try.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Describing places and food they would like to visit and try will be part of a complete description of a place the students will write at the end of the week.				

Annexes

Speed Chatting

<p>What would you like to eat?</p> 	<p>Where would you like to travel?</p> 	<p>What hero would you like to be?</p> 	<p>What would you like to drink?</p> 	<p>What president would you like to be?</p> 	<p>Where would you like to live?</p> 	<p>What part of your body would you like to change?</p> 
<p>What famous person would you like to meet?</p> 	<p>What movie would you like to watch?</p> 	<p>What instrument would you like to play?</p> 	<p>What animal would you like to have?</p> 	<p>What university would you like to go?</p> 	<p>What superpower would you like to have?</p> 	

Flashcards

 <p>airport</p>		 <p>HANDICRAF</p>	 <p>WATERFALL</p>	 <p>ROUNDED</p>
 <p>VEGETATION</p>	 <p>MUSEUM</p>			

Laura and her trip reading

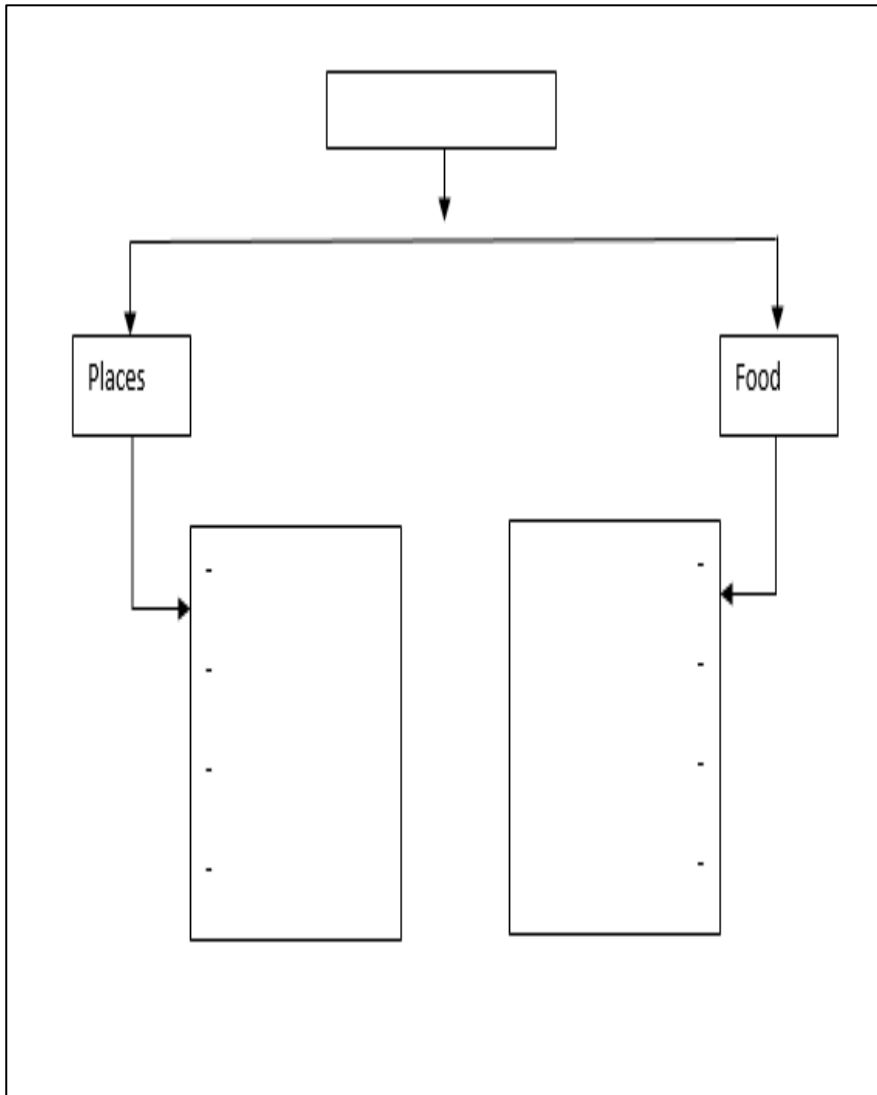
"WOULD LIKE TO"

LAURA AND HER TRIP



She is Laura. She lives in The United States. She is at the airport because she wants to travel to Ecuador. She is so happy, and she would like to visit one city in Ecuador. She would like to know "OTAVALO" ... When we asked her what places would she like to know in Otavalo? she said: I **would like** to **visit** the market because it has the most beautiful handicrafts in the world. I **would like** to **know** at Peguiche waterfall because it is a great place surrounded by green vegetation. I **would like** to **visit** at Viviente Otavalango museum, that help to protect the Kichwua Otavalo people. I **would like** to **eat** "masamorra with cuy", a traditional dish.

Graphic Organizer



LESSON PLAN 5

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Would like to			
Date: May 18 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ Describe what places they want to visit using “would like to” and adjectives correctly	❖ Word Jumble Race game ❖ Flashcards ❖ Laura and her trip reading ❖ Pictures			
Warm-up and Objective Discussion				
<p>Word Jumble Race: Teacher divides the class into 2 groups. Each group has a handful of words which form 4 sentences related to would like to. Each group has to order de sentences and write in a piece of paper. The group who has more sentences formed in the established time wins</p> <p>Explain that today the students will describe places using adjectives. Explain that it will be part of a complete description of the places they would like to visit.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Presents the vocabulary related to places for example: market, waterfall, etc. using flashcards and explains the meaning of each one. Introduces some adjectives to describe places using examples on the board. Explains using sentences on the board how to form a sentence using the adjectives, the name of the place and the place itself for example: I would like to visit the amazing Jipiro park.</p> <p>Model With the same reading of “Laura and her trip”, students identify the adjectives in the reading and the structure of the sentences using them.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Present some pictures about the places that Alex would like to visit in Africa. Ask students to write sentences using would like to and the adjectives learned.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of places that they would like to visit in other countries and make a list of those places using would like to and the adjectives. They have to pay attention the order of the words.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Describing places using adjectives they would like to visit will be part of a complete description of a place the students will write at the end of the week.				

Annexes

Word Jumble Race

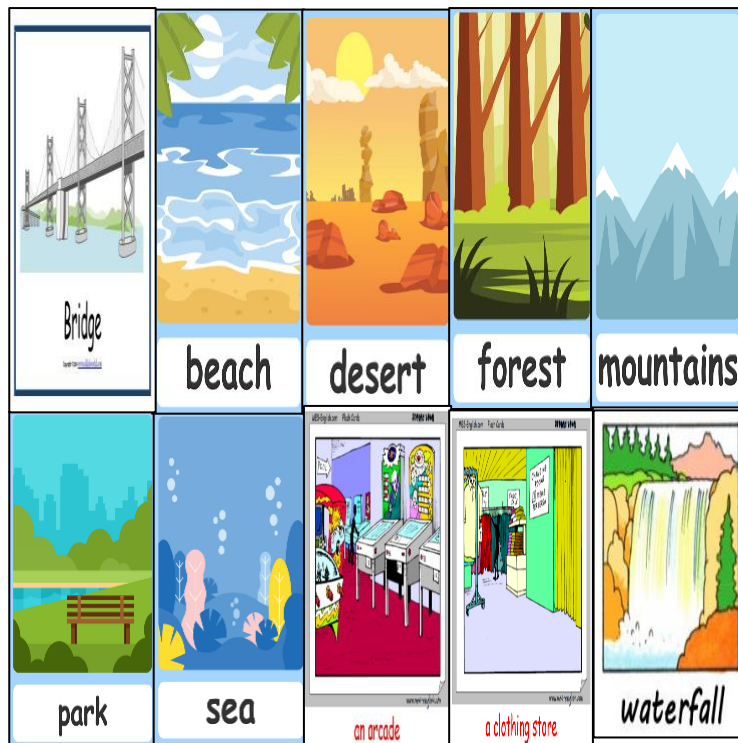
I would like to become an excellent doctor.

I would like to learn about wild animals

I would like to meet the President from Ecuador.

I would like to take a vacation |

Flashcards



Laura and her trip reading

"WOULD LIKE TO"

LAURA AND HER TRIP



She is Laura. She lives in The United States. She is at the airport because she wants to travel to Ecuador. She is so happy, and she would like to visit one city in Ecuador. She would like to know "OTAVALO" ... When we asked her what places would she like to know in Otavalo? she said: I **would like** to **visit** the market because it has the most beautiful handicrafts in the world. I **would like** to **know** at Peguiche waterfall because it is a great place surrounded by green vegetation. I **would like** to **visit** at Viviente Otavalango museum, that help to protect the Kichwua Otavalo people. I **would like** to **eat** "masamorra with cuy", a traditional dish.

Pictures

Alex would like to visit AFRICA



KILIMANJARO



GRAND GALET



NAMBID

LESSON PLAN 6

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Would like to			
Date: May 19 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ Describe what places they want to visit and the food they would like to try using “would like to” and adjectives correctly	❖ Model RAFT ❖ RAFT template			
Warm-up and Objective Discussion				
Simon says: Teacher says some actions which students have to do, but they have to do then when teacher says: “Simon says, meow like cat” if the students do the action when teacher does not say “Simon says” for example: “touch your nose”, they are out of the game Explain that they will write a complete description about the place they would like to visit and the food they would like to visit using would like to and adjectives to describe places.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Makes a review about would like to structure and the vocabulary learnt during the week. Model Present a RAFT writing in which students have to include the person name, where he/she lives, what place he/she would like to visit, what places inside this place he/she would like to know and what food he/she would like to eat.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of one place that they would like to visit if they were a famous tourist. They make a list of the touristic places and the food they would like to visit and try				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of one place that they would like to visit if they were a famous tourist. They make a list of the touristic places and the food they would like to visit and try				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Write a paragraph using the RAFT template in which they have to pretend to be a famous tourist and describe what place they would like to visit and the food they would like to try. This paragraph must include their names, the place she/he live, the place she/he would like to visit, the places inside this place and the food she/he would like to know and try. It is important that students use the adjectives to describe places.				

Annexes

Model of RAFT writing

RAFT Writing Template

Type name(s)

Role Tourist	Audience General public
Format Website	Topic Describe what places I would like to visit and the food

Writing Assignment



I am Laura. I live in The United States. The place I would like to visit is London. In this place, I would like to know the fantastic Big Ben tower and the popular Hyde park. What I would like to eat is the famous “Pie and Mash” dish.

RAFT Prompt N° 4

RAFT WRITING



NAME: _____

GRADE: _____

DATE: _____


























ROLE: _____	AUDIENCE: _____
FORMAT: _____	TOPIC: _____

LESSON PLAN 7

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Countable and Uncountable nouns			
Date: May 24 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe what food people eat for breakfast using countable and uncountable nouns properly	❖ Bingo cards ❖ Model RAFT writing ❖ RAFT prompt			
Warm-up and Objective Discussion				
Bingo Each student has one Bingo card in which includes some countable and uncountable noun. Teacher takes a card out from a bag randomly and say the name. Have students mark the square with a chip when they hear the name of the noun that appears on their card. Students shout "BINGO!" when they get a full line (vertical, horizontal or diagonal). Explain that today the students will learn about countable and uncountable noun (a/an, some). Explain they will describe what food people could eat for breakfast, lunch and dinner at the end of the week.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Categorizes the nouns shown in the Bingo card in countable and uncountable on the board. Explains the usage of a/an and some Model Present a RAFT writing on the board in which includes some food and drinks that Jessica Park usually eat for breakfast. Explains students that the description includes the time that she has breakfast and then the food and drinks.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<i>Less Guided</i> Have students to write a list of the food and drinks that they usually eat and drink at the breakfast time.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Using a RAFT prompt , students write a short paragraph of what they usually eat for breakfast using the countable and uncountable nouns.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Breakfast time will be part of a complete paragraph of a person meals during a day the students will write over the few over lessons.				

Annexes

Bingo cards

 chocolate	 rice	 lemonade	 chicken	 honey
 wine	 Carrot	 milk	 hamburger	 coffee
 sandwich	 Jam	 butter	 yogurt	 watermelon
 bread	 meat	 sweet	 tea	 sugar
 cereal	 sausage	 cheese	 egg	 grapes
 ketchup				

RAFT Writing Template

Type name(s)

Role	Jessica Park	Audience	General public
Format	Journal	Topic	Describe my breakfast food
Writing Assignment			
		<p>I always get up early and have breakfast at 7:30. I usually have some cold milk and an egg with some brown bread and some yogurt with cereal.</p>	

RAFT Writing Template

Type name(s)

Role	Audience
Format	Topic
Writing Assignment	

LESSON PLAN 8

Class: Eighth-year students N^o Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Countable and Uncountable nouns			
Date: May 25 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe what food people eat for lunch and dinner using countable and uncountable nouns correctly	❖ Model RAFT writing ❖ RAFT prompt			
Warm-up and Objective Discussion				
Hangman Draws a hangman on the board. Write the word on separate lines and students guess the word. The words are related to countable and uncountable nouns vocabulary learnt. Explain they will describe what food people could eat for breakfast, lunch and dinner at the end of the week.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Make a review of the countable and uncountable nouns and explain the a/an/some usage. Model Present a RAFT writing on the board in which includes some food and drinks that Jessica Park usually eat for lunch and dinner. Explains students that the description includes the time that she has lunch and dinner, and then the food and drinks.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<i>Less Guided</i> Have students to write a list of the food and drinks that they usually eat and drink at the lunch and dinner time.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Using a RAFT prompt , students write a short paragraph of what they usually eat for lunch and dinner using the countable and uncountable nouns and “a/an/some”.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Lunch and dinner time will be part of a complete paragraph of a person meals during a day the students will write over the few over lessons.				

RAFT Writing Template

Type name(s)

Role Jessica Park	Audience General public
Format Journal	Topic Describe my lunch and dinner food

Writing Assignment



At school, I have lunch with my friend at 12.30. I usually have some juice, an enormous sandwich, some crisps and a healthy snack like an apple, a pear or some grapes.

At home, dinner is usually at 6.30. We often eat some meat with rice and vegetables. On Fridays we always have a big pizza. I always drink some lemonade with every meal.

RAFT Writing Template

Type name(s)

Role	Audience
Format	Topic
Writing Assignment	

LESSON PLAN 9

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Countable and Uncountable nouns			
Date: May 26 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ To describe what food people eat for breakfast, lunch and dinner using countable and uncountable nouns, and a/an/some correctly	❖ Model RAFT writing ❖ RAFT prompt			
Warm-up and Objective Discussion				
Simon says Say some actions which students have to do, but they have to do then when teacher says: “Simon says, meow like cat” if the students do the action when teacher does not say “Simon says” for example: “touch your nose”, they are out of the game. Explain that they will write a complete description about what people usually eat for breakfast, lunch and dinner using countable/uncountable nouns and a/an/some.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Make a review of the countable and uncountable nouns and explain the a/an/some usage. Model Present a RAFT writing in which students have to include the time of the breakfast, lunch and dinner and what food people eat in each hour using the countable and uncountable nouns (a/an-some)				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<i>Less Guided</i> Have students to think of a famous person and make list the possible food that he/she could eat for breakfast, lunch and dinner				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of a famous person and make list the possible food that he/she could eat for breakfast, lunch and dinner				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students write a paragraph using a RAFT template in which they have to pretend to be the famous person and describe what food he/she could eat for breakfast/lunch and dinner.				

Annexes

Model RAFT writing

RAFT Writing Template

Type name(s)

Role Shakira	Audience General public
Format Journal	Topic Describe what food people eat for breakfast, lunch and dinner

Writing Assignment



I always get up early and have breakfast at 7.30. I usually have some coffee and a toast

At work, I have lunch at 12.30. I usually have some juice and an enormous sandwich

At home, dinner is usually at 6.30. I often eat some meat with rice and vegetables.

RAFT Prompt N°6

RAFT WRITING

NAME: _____

GRADE: _____

DATE: _____



ROLE: _____

AUDIENCE: _____

FORMAT: _____

TOPIC: _____

**My
breakfast,
lunch
and
dinner**

Lunch

Breakfast

Dinner

LESSON PLAN 10

Class: Eighth-year students N^o Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: There is/There are			
Date: May 31 st , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe what people have in their fridge using “there is” and “there are” correctly	❖ Video ❖ Jeopardy game ❖ Worksheet			
Warm-up and Objective Discussion				
Boggle game Writes on the board some letter in which students have to form complete words as many as they find. The students who has more words wins a small reward. Explain that they will write a complete description about what people have in their fridge using “there is/there are”				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Explain “There is/There are” usage (something exists, singular and plural, countable and uncountable) Explain its usage with some examples on the board. Model Present a video in which students have to the manner of the description that she uses to describe what are there in her fridge. Besides, they need to understand “there is/there are” usage and structure.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Make two groups of students in which each member has to tell a sentence using “there is/there are” depending on the picture shown by the teacher (countable and uncountable nouns). It is developed using the Jeopardy game .				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of the food that they have in their food and make a list of the items.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Complete a worksheet in which students have to write sentences using there is/there are looking at the picture shown in the paper.				

Annexes

Video



WHAT IS THERE IN MY FRIDGE? - THERE IS -THERE ARE - A - AN - SOME - ANY

<https://www.youtube.com/watch?v=vNJ6jp1cqlM>

Jeopardy game

Category 1	Category 2	Category 3
100	100	100
200	200	200
300	300	300
400	400	400

Worksheet

THERE IS / THERE ARE

Name: _____

Date: _____

Class: _____

Look at the picture and write sentences using there is/there are. There is one example.



- THERE IS SOME CHICKEN IN THE FRIDGE.
- THERE ARE FIVE POTATOES IN THE FRIDGE

-
-
-
-
-
-
-
-

LESSON PLAN 11

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: There is/There are			
Date: June 01 st , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To describe what people have in their fridge using “there is” and “there are” and the containers correctly	<ul style="list-style-type: none"> ❖ Video ❖ Flashcards ❖ Worksheet ❖ Fridge picture 			
Warm-up and Objective Discussion				
<p>Word Jumble Race Divides the class into 2 groups. Each group has a handful of words which form 4 sentences related to “there is/there are”. Each group has to order de sentences and write in a piece of paper. The group who has more sentences formed in the established time wins. Explain that they will write a complete description about what people have in their fridge using “there is/there are” and the containers at the end of the week.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Introduce the containers using flashcards Explain the containers usage and how to be used with there is/there are</p> <p>Model Present a video in which students have to notice the manner of the description that she uses to describe what are there in her fridge. Besides, they need to understand “there is/there are” usage and structure and the containers.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to make two groups. Teacher presents a fridge picture on the board. They have to write a description about they can see using there is/there are and the containers.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to think of the food that they have in their fridge and write a paragraph using there is/there are and the containers.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Complete a worksheet in which students have to choose the incorrect word and unscramble the words				

Annexes

Sentences

There are four chairs in the classroom

There is a computer in the bedroom.

There are five elephants in the zoo.

There is some milk in the jug

There are some kids playing in the playground

There are some pencils on the desk.

Video



SUPERMARKET FOODS - Part 1 - Food Vocabulary for Kids

https://www.youtube.com/watch?v=n3Q9_je13F0

Containers



Picture



Worksheet

FOOD AND CONTAINERS!

Name: _____

Date: _____

Class: _____

1. Choose the word that not correspond to the container



- | | | | | |
|----------------|----------|------------|-----------|--------------|
| 1 a cup of: | tea | bananas | coffee | milk |
| 2 a bag of: | fruit | sweets | potatoes | water |
| 3 a bowl of: | soup | salad | noodles | orange juice |
| 4 a glass of: | lemonade | milk | milkshake | apples |
| 5 a bottle of: | water | pears | sauce | lemonade |
| 6 a box of: | cakes | chocolates | eggs | chicken |

2. Unscramble the words



- | | | |
|-------------|-------|---------------------|
| 1 There's a | _____ | (xbo of sgeg) |
| 2 There's a | _____ | (pcu of efcoef) |
| 3 There's a | _____ | (lsags of limk) |
| 4 There's a | _____ | (gba of spare) |
| 5 There's a | _____ | (tetlob of ratwe) |
| 6 There's a | _____ | (twbo of iturf) |
| 7 There's a | _____ | (xbo of aresong) |

LESSON PLAN 12

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: There is/There are			
Date: June 02 nd , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ To ask for food in a shop (real life example) using the containers correctly.	❖ Conversation example			
Warm-up and Objective Discussion				
<p>Simon says Teacher says some actions which students have to do, but they have to do then when teacher says: “Simon says, meow like cat” if the students do the action when teacher does not say “Simon says” for example: “touch your nose”, they are out of the game. Explain that they will write a complete description about what people have in their fridge using “there is/there are” and the containers.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Makes a review of “there is/there are” usage and structure and the containers.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Work with a partner. Teacher present a conversation in a shop. One student pretends to be the customer and another student, the shop assistant. Practice</p>				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Have students to write a new conversation asking for different items (eg. a tin of tuna). Students make the conversation in front of the whole class.</p>				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>There is no assessment in this class.</p>				

Annexes

Conversation

- A: Excuse me!
B: Good morning. How can I help you?
A: I'm looking for a carton of apple juice.
B: It's over there.
A: Thank you. How much is it?
B: It's £0.70.
A: OK, that's great.
B: Anything else?
A: No, that's all thanks.



LESSON PLAN 13

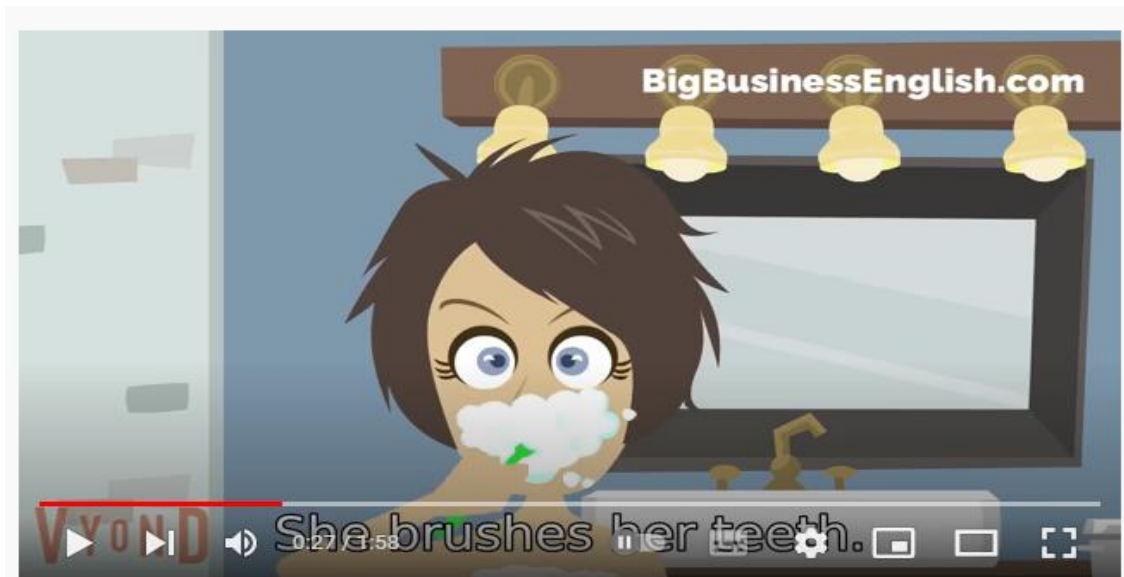
Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Present Simple with other verbs			
Date: June 07 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To use the present simple spelling rules in the third person of singular correctly.	<ul style="list-style-type: none"> ❖ Video ❖ Song ❖ Flashcards ❖ Email example ❖ Worksheet 			
Warm-up and Objective Discussion				
<p>Broken phone Teacher divides the class into two groups. Teacher whispers the phrase to the first person of the line. Then, he/she whispers to the phrase to the next person until the last person. After, the last person of the person writes on the board the phrase that he/she heard. The group who has the phrase that is close similar to the original, wins. Explain that they will describe people daily routines using the present simple tense at the end of the week.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Explain present simple usage and structure Present the present simple spelling rules in the third persons Introduce some verbs using flashcards and explains their meaning</p> <p>Model Present a video in which students have to notice the spelling rules in each sentence about Sara’s Day.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to choose the correct form of the verbs taking into account the spelling rules in the song				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Have students to write five sentences about Rosa’s new job using the information from the email . They have to use the spelling rules in each verb.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students complete a worksheet in which they have to write the third person of the verbs and complete the sentences with correct form of the verbs in the third person.				

Annexes

Flashcards



Video



Sara's Day - featuring the Present Simple
<https://www.youtube.com/watch?v=xLDj5aH3Cco>

Song

Present simple spelling rules

patpat April 02, 2020



298 plays | 1 faves | 4 copies

An interactive video player for a song titled "Present Simple Song - Rockin' English". The video content shows stick figures and a dog. A speech bubble contains the text: "I love and you love and he loves." A score of 7/7 is shown in a green circle. The video player interface includes a play button, a progress bar, and a timestamp of 01:05 / 01:23.

<https://en.islcollective.com/video-lessons/present-simple-spelling-rules>

Rosa's job email



Worksheet

PRESENT SIMPLE

NAME: _____
DATE: _____
CLASS: _____



PRESENT SIMPLE - AFFIRMATIVE


Write the 3rd person singular form of the verb. 

The verb changes in 3rd person singular (he, she, it).
We add **-s**
run - runs eat - eats


Add **-es** when the verb ends in **-ss -sh -ch -x -z or -o**
fix - fixes go - goes
wash - washes

When the verb ends in **consonant + y**
cry - cries study - studies dry - dries
tidy - tidies fly - flies copy - copies

watch _____
play _____
read _____
practise _____
ride _____
cry _____
buy _____
brush _____
tidy _____
wear _____
live _____
enjoy _____

Complete the present simple sentences with the correct form of the verb given. 

- 1- Charlie sometimes _____ his room. (to tidy)
- 2- Christine _____ her homework. (to do)
- 3- Tom and Charlie _____ photos. (to take)
- 4- Sarah often _____ new dresses. (to buy)
- 5- The dog always _____ in the park. (to run)
- 6- They always _____ at one o'clock. (to eat)
- 7- My mother _____ long dresses. (to wear)
- 8- My friend _____ glasses. (to need)
- 9- We often _____ to our friends. (to talk)
- 10- My sister and I _____ to the cinema on Saturdays. (to go)
- 11- I _____ at the birds when I go to the park. (to look)
- 12- My cousin _____ his laptop every day. (to use)
- 13- We _____ orange juice. (to drink)
- 14- Mary always _____ her hair. (to brush)
- 15- My grandparents _____ in France. (to live)



LESSON PLAN 15

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Present Simple with other verbs			
Date: June 09 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ To describe people daily routines using present simple accurately.	❖ Flashcards			
Warm-up and Objective Discussion				
<p>Simon says Say some actions which students have to do, but they have to do then when teacher says: “Simon says, meow like cat” if the students do the action when teacher does not say “Simon says” for example: “touch your nose”, they are out of the game Explain that they will describe people daily routines using present simple tense at the end of the week.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Make a review of present simple structure, spelling rules (third person) and the vocabulary related to daily routines.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p><i>Less guided</i> Have students to think about a cartoon. They have to describe his/her daily routine using the present simple and the spelling rules.</p>				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Have students to think about a cartoon. They have to describe his/her daily routine using the present simple and the spelling rules.</p>				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
There is no assessment in this lesson.				

Annexes

Flashcards



LESSON PLAN 16

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Countable and uncountable nouns (a/an/some)			
Date: June 14 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To recall the use of a/an-some with countable and uncountable nouns	❖ Flashcards ❖ Worksheet			
Warm-up and Objective Discussion				
Simon says Say some actions which students have to do, but they have to do then when teacher says: “Simon says, meow like cat” if the students do the action when teacher does not say “Simon says” for example: “touch your nose”, they are out of the game Explain that they will recall the use of a/an/some with countable and uncountable nouns.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Make a review of countable and uncountable nouns vocabulary and “a/an” and “some” usage.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<i>Less guided</i> Students make groups of 4 people and teacher gives some cards in which they have to categorize what are the countable nouns and what are the uncountable ones. Students also write in their notebook if it is “a/an” and “some”				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students make groups of 4 people and teacher gives some cards in which they have to categorize what are the countable nouns and what are the uncountable ones. Students also write in their notebook if it is “a/an” and “some”				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students complete a worksheet in which they have to label the pictures using the words in the box and put the words in the correct group of food.				

Annexes

Flashcards



Worksheet

COUNTABLE AND UNCOUNTABLE NOUNS (A/AN - SOME)

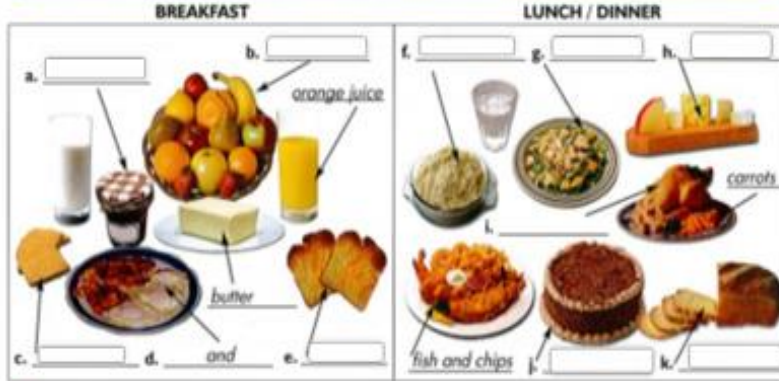
NAME: _____

DATE: _____

CLASS: _____

1 Label the pictures below. Use the words in the box.

bread cheese rice jam toast salad chicken bacon fruit eggs biscuits cake



2 Put the words below in the correct group.

tomato beef cake apple pie chocolate onion pear grapes bananas cabbage mushrooms doughnut milk sausage apples strawberry lettuce orange lamb cola tea steak cherries potato milkshake					
	VEGETABLES	FRUIT	MEAT	SWEETS	DRINKS
a/an	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
some	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

LESSON PLAN 17

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: There is/There are. Containers			
Date: June 15 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:35pm – 17:45pm Time per lesson: 2 hours			
Lesson Objectives	Resources			
❖ To recall the usage of the containers with “there is” and “there are”.	❖ Flashcards ❖ Video ❖ Fridge picture ❖ Worksheet			
Warm-up and Objective Discussion				
Boggle game Write on the board some letter in which students have to form complete words as many as they find. The students who has more words wins a small reward. Explain that they will recall the use and structure of there is/there are and the containers.				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Instruct (explain) Make a review of “there is/there are” usage and structure and the containers vocabulary . Model Present a video in which students have to notice there is/there are is used and the containers in the conversation.				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students make two groups in which each member has to tell a sentence using “there is/there are” and the containers depending on the fridge picture shown by the teacher (countable and uncountable nouns)				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students make two groups in which each member has to tell a sentence using “there is/there are” and the containers depending on the fridge picture shown by the teacher (countable and uncountable nouns)				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
Students complete a worksheet in which they have to write there is /there are and match the food with the correct container.				

Annexes

Containers vocabulary



Video

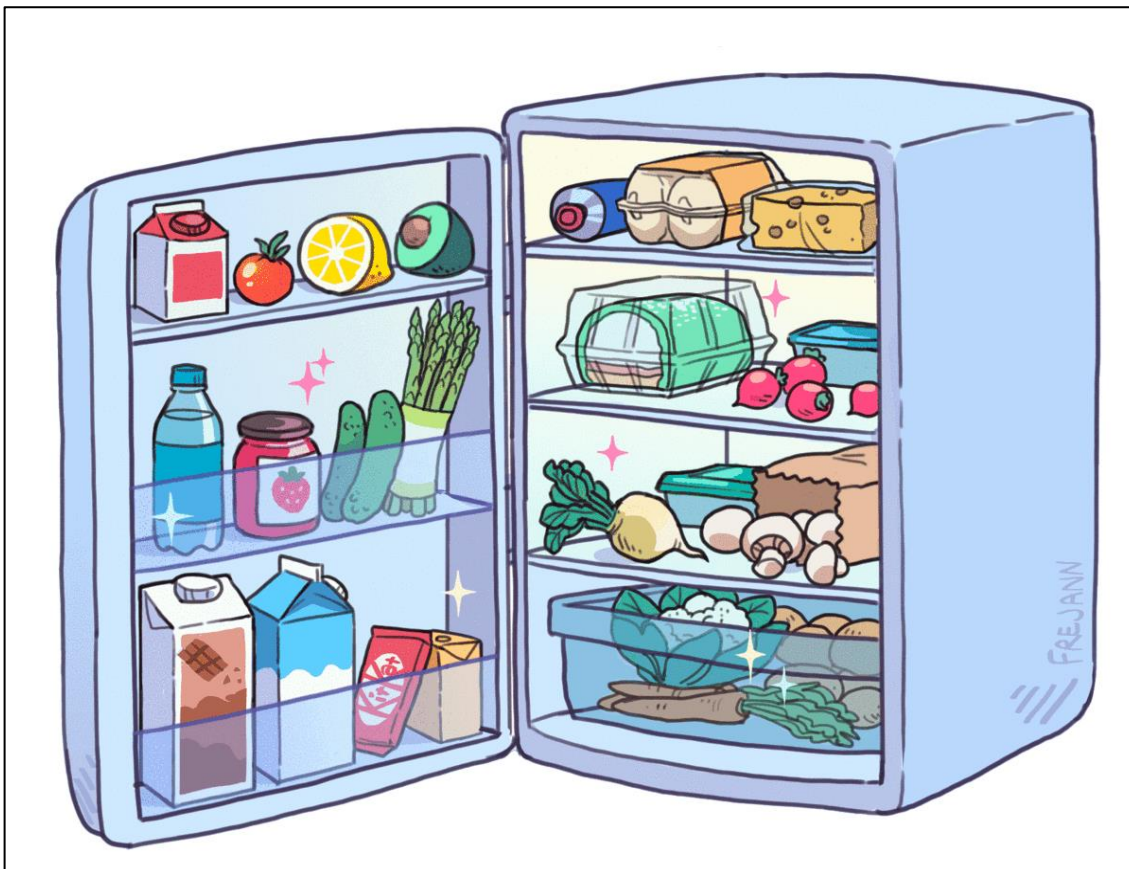


#Speaking #English #Learning

There Is & There Are - English Speaking Practice| Learn English Conversation

<https://www.youtube.com/watch?v=SkSf67TWpW0>

Picture



Worksheet

WORKSHEET

NAME: _____

DATE: _____

CLASS: _____

Write **there is** or **there are**.

1. _____ an apple.
2. _____ cereal.
3. _____ ten biscuits.
4. _____ an hamburger.
5. _____ rice.
6. _____ six eggs.
7. _____ a milkshake.
8. _____ meat.
9. _____ salad.
10. _____ a hot dog.
11. _____ four bananas.
12. _____ a cake.
13. _____ cheese.
14. _____ french fries.
15. _____ soup.
16. _____ two kids.



2. Match the food and drinks to the correct container

cola - sweets - orange juice - peanuts - water - wine - beer -
 crisps - biscuits - milk - olive oil - lemonade - ice tea



a carton of:
milk



a bottle of:



a packet of



a can of:

LESSON PLAN 18

Class: Eighth-year students N° Students: 23 students	School year: 2021-2022			
Language Level: A1.1	Topic: Posttest and questionnaires application			
Date: June 16 th , 2022	Type of institution: Public			
Teacher Student: Katty Michelle Paucar Sisalima	Schedule: 16:00pm – 16:35pm Time per lesson: 1 hour			
Lesson Objectives	Resources			
❖ To recognize the students' knowledge and perceptions after the RAFT strategy application on writing descriptive texts.	❖ Posttest ❖ Questionnaires			
Warm-up and Objective Discussion				
<p>Simon says Teacher says some actions which students have to do, but they have to do then when teacher says: "Simon says, meow like cat" if the students do the action when teacher does not say "Simon says" for example: "touch your nose", they are out of the game. Explain that in this lesson, students will take the posttest and questionnaires in order to know the students' knowledge and perceptions after the RAFT strategy application on writing descriptive texts.</p>				
Instruct(Teach) and Model	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
<p>Instruct (explain) Gives instructions to the posttest development. Tells students that the score of this test will not affect to their final score. Posttest is administered to the students Gives students the questionnaire in order to answer it with totally honesty.</p>				
Guided Practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
There are no guided activities in this lesson.				
Independent practice	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
There are no independent activities in this lesson.				
Assessment	<input type="radio"/> R	<input type="radio"/> W	<input type="radio"/> L	<input type="radio"/> S
There is no assessment in this lesson.				

Annexes

Posttest



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**FACULTAD DE LA EDUCACION, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

DATA COLLECTION SOURCE: PRE/POST TEST

Student's code:

Grade:

Date:

Objective questions 1, 2 and 3: To identify the phenomenon to be described and describe some characteristics of it (2 pts)

- 8. Write the letter a, b or c in the pictures it illustrates the students' obligations
- e. Students have to clean the classroom
- f. Students have to do their homework
- g. Students must wear school uniform every day



- 9. Look at the picture and say if these statements are "True" or "False"



- d) There are some tomatoes _____
- e) There are some carrots _____
- f) There is some salt _____

10. Which statement **best** describes what the man would like to.



- d) He would like to have a sharp
- e) He would like to have a suit
- f) He would like to have a cellphone

Objective questions 4, 5 and 6: To use appropriate vocabulary (feelings, activities, adjectives, verbs) of the phenomena to be described (2 pts)

11. Cuenca is described as a city?



- d) Hot
- e) Cold
- f) Warm

12. Which of the following is an activity that people usually do in the zoo?



- d) Take care the animals
- e) Take pictures to the rocks
- f) See some animals

13. If you go to a place that you like, you feel

- d) Happy
- e) Sad
- f) Disappointed

Objective question 7: To apply the correct conventions (grammar and mechanics) for the phenomena to be described (3 pts)

14. Write a description on the mentioned person below using the information given and descriptive adjectives for physical appearance

Name	Sofia Perez	
Age	25	
Country	Argentina	
Appearance	-Slim -Good-looking -Tall/short -Long hair	
Hobbies	-Go shopping -Listen to music -Watch movies	

She is ...

THANKS SO MUCH! 😊

Questionnaire



UNL

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CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: QUESTIONNAIRE

8. ¿Disfrutaste tomar diferentes roles para escribir textos descriptivos?

___ Me gusta mucho

___ Me gusta poco

___ No me gusta

9. ¿Cuál rol te gustó más tomar?

___ Personas famosas

___ Cartoons

¿Por qué te gustó?

.....

10. ¿Cuál audiencia piensas que podría leer tu texto descriptivo?

___ Adultos

___ Niños

___ Adolescentes

___ Todos los anteriores

¿Por qué lo piensas?

.....

11. Clasifica según tu preferencia del 1 al 3, siendo 1 el formato preferido.

___ Modelo general

___ Página web

___ Diario

Explicar la razón por la que escogiste tu formato preferido.

.....

12. Clasifica según tu preferencia del 1 al 3, siendo 1 el formato que te resulto difícil de escribir.

___ Modelo general

___ Página web

___ Diario

¿Por qué se te dificultó escribir en ese formato?

.....

13. Clasifica según tu preferencia del 1 al 3, siendo 1 el tópico que más te resulto fácil de escribir.

___ Descripción de personas (apariencia física y personalidad)

___ Un lugar que te gustaría visitar

___ Las comidas del día (desayuno, almuerzo, merienda)

¿Por qué te resulto fácil escribir sobre ese tópico?

.....

14. ¿Crees que los tópicos abordados se relacionan con actividades de la vida real?

___ Mucho

___ Poco

___ Nada

Explica la razón de tu respuesta.

.....