



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

“RAFT AS A TECHNIQUE TO ENHANCE ACADEMIC ENGLISH WRITING”

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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La Libertad - Ecuador

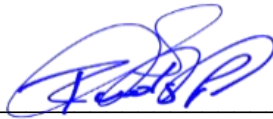
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La Libertad, July 6th, 2026

Advisor's approval

In my role as advisor of the research paper and Title **“RAFT as a Technique to Enhance Academic English Writing”** prepared by **Muñoz Suárez Nathaly Xiomara and Quimi Baque Daniela Lisbeth**, undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Párraga Solórzano Rudy Jonathan, MSc.

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Statement of Authorship

We, Muñoz Suárez Nathaly Xiomara with ID number 2450731001 and last name Quimi Baque Daniela Lisbeth with ID number 2450773391 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of Foreign Languages, in our role as author of the research **“RAFT as a Technique to Enhance Academic English Writing”**, certify that this work is of our authorship, except for the quotes and reflections in this research paper.



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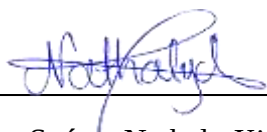


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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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Acknowledgment II

First and foremost, I thank God for giving me the health, strength, and guidance to complete this major goal. I must also express my deepest gratitude to my mother, Yolanda Muñoz; her unconditional support, everyday care, and endless love were the true foundation that sustained me throughout this entire academic journey.

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- Nathaly Xiomara Muñoz Suárez.

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- Daniela Lisbeth Quimi Baque

Dedication I

I dedicate this thesis to my mother, Yolanda Muñoz, and grandmother, Aurelia Suárez, who have spent years looking at me with absolute pride, without realizing that every single bit of my strength actually belongs to them. Thank you for believing in me far more than I ever did, and for giving me a home where I could feel safe and that I will always want to return to. I hope you both feel as proud to be my anchors as I feel honored to be your daughter and granddaughter.

- With love, Nathaly Xiomara Muñoz Suárez

Dedication II

I dedicate this achievement, first and foremost, to God, for being my guide and my strength every step of the way. Thank you for sustaining me in times of difficulty and giving me the wisdom and hope I needed to keep going. To my dear parents, Johnny Quimi Parrales and Martha Baque Choéz, for your love, hard work, and unconditional support. Thank you for teaching me that no dream is impossible when faced with perseverance, dedication, and faith. This achievement is also yours, because you always believed in me and encouraged me to become the professional I am today. To my siblings, for their affection, understanding, and constant support. Your companionship and trust were a motivation to keep moving forward and not lose sight of this goal.

-With love, Daniela Lisbeth Quimi Baque

Abstract

This study explores the use of the RAFT (Role, Audience, Format, Topic) technique as a pedagogical innovation to enhance academic English writing skills among English as a Foreign Language (EFL) students in Ecuador. Despite national curriculum expectations aiming for a B1 proficiency level, Ecuadorian EFL students frequently encounter writing challenges, including poor textual organization, limited vocabulary, and a lack of clear communicative purpose. Utilizing a qualitative, phenomenological approach, this research conducted semi-structured interviews with five English teachers at Unidad Educativa Academia Naval Cap. Leonardo Abad to analyze their experiences and perceptions regarding the technique. Findings indicate that the RAFT technique is suggested and mentioned as a tool to improve students' writing abilities by fostering critical thinking, textual cohesion, and audience awareness, particularly when integrated into the pre-writing stage. However, educators also reported execution challenges, including students experiencing cognitive overload, vocabulary gaps that led to forced native-language translations, and a lack of technological resources. The study concludes that RAFT is a highly effective, student-centered tool for academic writing when introduced gradually and supported by targeted vocabulary instruction.

Keywords: RAFT technique, EFL education, Academic Writing, Innovation, Educators

Resumen

Este estudio explora el uso de la técnica RAFT (Rol, Audiencia, Formato, Tema) como una innovación pedagógica para mejorar las habilidades de escritura académica en inglés entre estudiantes de inglés como lengua extranjera (EFL) en Ecuador. A pesar de las expectativas del currículo nacional que apuntan a un nivel de competencia B1, los estudiantes ecuatorianos de EFL frecuentemente enfrentan desafíos en la escritura, incluyendo una deficiente organización textual, vocabulario limitado y falta de un propósito comunicativo claro. Utilizando un enfoque cualitativo y fenomenológico, esta investigación llevó a cabo entrevistas semiestructuradas con cinco profesores de inglés en la Unidad Educativa Academia Naval Cap. Leonardo Abad para analizar sus experiencias y percepciones sobre la técnica. Los hallazgos indican que la técnica RAFT mejora significativamente las habilidades de escritura de los estudiantes al fomentar el pensamiento crítico, la cohesión textual y la conciencia de la audiencia, particularmente cuando se integra en la etapa de preescritura. Sin embargo, los educadores también reportaron desafíos de ejecución, como la sobrecarga cognitiva que experimentan los estudiantes, vacíos de vocabulario que conducen a traducciones forzadas desde la lengua materna y la falta de recursos tecnológicos. El estudio concluye que RAFT es una herramienta pedagógica centrada en estudiantes altamente efectiva para la escritura académica cuando se introduce gradualmente y se apoya con instrucción de vocabulario específica.

Palabras clave: Técnica RAFT, Educación EFL, Escritura Académica, Innovación, Educadores

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Introduction

English has rapidly become a universal means of communication; however, acquiring it as a new language presents significant challenges for learners, particularly in mastering linguistic and communicative skills. In Ecuadorian English as a Foreign Language (EFL) education, the national curriculum supports the acquisition of these skills through methodologies such as Scaffolding and CLIL (Content and Language Integrated Learning), with the expectation that students will achieve B1 English proficiency by the end of their baccalaureate program. Despite these guidelines, the reality within Ecuadorian classrooms often differs. Students demonstrate serious weaknesses that hinder language acquisition, including low English proficiency and learning gaps that are particularly noticeable in their academic writing performance.

Writing is a fundamental pillar of non-verbal communication that relies heavily on specific structural and organizational rules. It is widely considered one of the most challenging language skills to master. EFL students frequently obtain low scores on writing assessments due to a lack of understanding of how to organize written ideas, severe vocabulary deficits, and inadequate guidance from instructors. Often, educators assign writing practices without providing a clear meaning or purpose, leaving learners unfamiliar with proper formats or request structures. Consequently, students may resort to writing random, disjointed sentences that fail to follow assessment directions, leading to anxiety and a lack of motivation when faced with academic tasks such as essays or monographs.

To tackle these pervasive writing problems, it is essential to employ innovative pedagogical tools that promote self-reflection and critical thinking. The RAFT technique (Role, Audience, Format, Topic) emerges as a highly relevant pedagogical alternative. Grounded in a student-centered, constructivist approach based on scaffolding process. The technique provides a

structured framework that guides learners to become acutely aware of the purpose and objective of their academic texts. By defining who they are writing as (Role), who they are writing for (Audience), the structure they will use (Format), and the subject matter (Topic), students are empowered to logically organize their ideas, align their vocabulary with the content, and achieve greater coherence and cohesion in their writing.

This research project explores the use of the RAFT technique to support high school students facing writing challenges. Centered on the experiences of English teachers at Unidad Educativa Academia Naval Cap. Leonardo Abad, this study seeks to analyze the perceived feasibility, benefits, and obstacles of integrating RAFT into the EFL classroom.

Chapter I

The problem

Research Topic

Educative innovation of the English language

Title of the Project

RAFT as a Technique to Enhance Academic English Writing.

Problem Statement

According to Tiana and Santoso (2026), English has become a universal means of communication. Learning a new language has presented challenges in areas such as linguistic and communicative skills, with students struggling to learn it. These obstacles have become gradually noticeable due to the academic performance in the English language.

In Ecuadorian English as a Foreign Language (EFL) education, the national curriculum of English language teaching supports the learning of English skills using English teaching techniques and methodologies such as Scaffolding, the CLIL method, along with cultural awareness. The curriculum has expectations of exit profiles obtaining B1 English level at the end of baccalaureate (Guevara-Peñaranda et al., 2024).

However, Ruiz et al (2025) described a different reality, considering real perceptions of EFL education in Ecuador; the students have serious weaknesses that hinder the process of language acquisition. The authors elaborated on experiences related to unbalanced classrooms, impairments due to incorrect inclusive methodology, and low English proficiency. Therefore, English teachers are being trained to support better teaching practices; that is where the importance of employing other methodologies to ensure English language learning lies.

Bora (2023) highlighted that writing skills are important for engaging in non-verbal communication. Writing skills depend on specific structure and organization. Besides, writing skills are considered challenging skills; students experience low scores on assessments due to a lack of understanding of written ideas, a lack of vocabulary, and inadequate usage of learning methods applied in classes. Then, it can be concluded that some instructors develop writing practices without providing meaning to writers and a purpose to write; in other words, deficient guidance from the instructors in academic centers.

Pratiwi et al. (2024) discussed difficulties in acquiring writing skills. The study observed and analyzed writing samples and identified three fundamental problems: learners were unfamiliar with letter formats or request structures before being asked to write compositions; learners made mistakes related to vocabulary criteria in the writing assessment; and, at the same time, the authors found that learners often wrote random sentences without following the assessment directions.

Throughout the teachers' pre-service or professional practicum, the researchers enjoyed multiple experiences with baccalaureate students at high schools that embodied the Pedagogy of National and Foreign Languages (PINE) students to become English teachers. During this process, students experienced issues with writing skills; they established an observation process during practicum stages; however, at the end of the pre-service, they were able to manage a classroom. Therefore, the use of techniques to improve writing skills was quite essential to tackle writing problems.

The researchers experienced issues with students' writing skills when imparting classes; they inquired about the use of other pedagogical tools that promote self-reflection and thinking skills to promote writing skills practice; the RAFT technique was considered as a structured

manner of developing writing texts following writing task subjects. Intan (2023) suggested that the RAFT technique represents a relevant pedagogical alternative for enhancing English writing skills since it allows learners to become conscious about the purpose and objective of writing academic texts.

The researchers will inquire into the use of the RAFT technique as a pedagogical tool to improve writing skills; the exploration of new techniques to enhance English skills is quite relevant when English teachers face challenges during writing activities. The research project will involve English teachers at Unidad Educativa Academia Naval Cap. Leonardo Abad is analysing perceived experiences, challenges, and recommendations about the RAFT technique to improve writing skills during the writing process. Furthermore, English teachers will reflect on perspectives and beliefs to reveal the feasibility of the RAFT technique in solving issues in the writing process, obtaining coherent and solid writing production.

Justification

Having proper writing skills is essential to develop ideas and express thoughts using the English language. Writing skills are part of core English skills and help learners to project thoughts before jumping to speech; the writing task supports the practice of parts of speech, allowing learners to enhance their overall English.

Therefore, the students face problems with writing skills due to not knowing the correct way to develop a writing task; instead of analyzing questions, there are effective techniques that promote self-reflection, improving accuracy, delivery, and engagement of the text. Using practical approaches has been found to increase motivation in class, gaining creative learning experience in which their ideas become increasingly organized and structured once they decide

what to convey through their writing, based on their understanding of the topic (Wulandari, 2022).

Based on researchers' teaching experiences, it has been observed that learners are required to develop academic writing such as essays, mini-monographies, monographies, and thesis papers, as well as within the academic levels from primary school to secondary school; in this context, some learners usually become anxious and unmotivated due to the deadline they are asked to complete these tasks and more for the younger learners, while perceiving instructors fast instructions for this task.

According to Parra et al. (2023), the RAFT technique within the student-centered approach can enhance writing skills while providing meaningful and deep learning experiences. Besides, this technique allows learners to become conscious and acquire a sense of self-evaluation in order to correct and align their vocabulary with the content, while providing structured order at the same time, in addition to attempting coherence and cohesion in their texts.

The research project has the purpose of raising awareness of using teaching techniques to support students' challenges during the English language learning process. The issues of writing skills compromise nonverbal communication, which is most commonly used when there is limited contact with other English speakers. The RAFT technique must be analyzed as a promising tool to improve writing skills in high schools. The research will support English teachers in pondering the use of RAFT in the classroom, offering clear insights as well as theories that support the feasibility of the technique.

Problem Question

General question

- How can the RAFT technique support academic English writing in EFL students?

Specific questions

- What is the perception of educators about the RAFT technique for improving academic English writing?
- What challenges and opportunities do teachers perceive about the RAFT technique for academic writing in EFL students?
- What recommendations do teachers have about the use of the RAFT technique in the EFL classroom?

Objectives**General objective**

- To explore the RAFT technique through the interpretation of teachers' perceptions to determine how it contributes to academic English writing improvement in EFL students.

Specific objectives

- To describe the role of the RAFT technique for the development of writing skills.
- To determine the benefits and disadvantages of using the RAFT technique for academic English writing.
- To interpret the challenges and opportunities perceived by educators about the use of the RAFT technique in the classroom.

Chapter II

Theoretical Framework

Based on the theoretical foundation, this chapter presents the theoretical framework of the study by reviewing previous research on the RAFT technique, the pedagogical basis that supports this technique's usage from a teaching perspective, and, at the same time, the legal basis in the Ecuadorian context for a well-developed proposal for English Academic Writing Enhancement.

Background

Mohammed (2025) developed a study to determine the effectiveness of the RAFT technique in motivating students to write properly during assessments. The researcher used the technique with a control group of students, obtaining noticeable improvements in writing skills. It concluded that the RAFT technique supports the improvement of writing skills by fostering creativity, organization, and content elaboration. The technique emphasizes an artistic approach to generating text based on self-reflection and deep analysis.

According to the findings of Patmala et al. (2025), the RAFT technique demonstrated the potential to shift from basic writing skills to academic writing through freedom and critical thinking skills to redact text. The study encountered challenges such as gaps in vocabulary, linguistic mechanics, and grammar to project thoughts properly. Therefore, after its implementation, students add these techniques to understand instructions and develop accurate writing.

Furthermore, Rahmasari and Rifa'i (2022) discussed the use of RAFT to improve writing skills on online platforms. The research intended to make English teachers reflect on teaching writing techniques compared to traditional teaching. It concluded that the technique influences consistent production of text and delivery of clear ideas in writing tasks.

After implementing RAFT in daily writing practice, the students perceived a better grasp of writing objectives; by analyzing the role, they can determine if opinion or analysis is needed, the audience to use correct word choice, and the format is important to comply with writing regulations, depending on text style and topic, to infer the knowledge required to develop the writing activity. Overall, the RAFT technique helped students to understand beyond the writing process; they were able to design their text using specific characteristics interpreted by using the RAFT writing technique (Mousa and Hussien, 2024)

Furthermore, Paucar and Troya (2023) addressed issues with writing descriptive text and opted to use the RAFT technique to tackle the writing troubles. The students improved their weaknesses, such as poor paragraph identification and specific vocabulary, delivering pieces of text without inconsistencies and a lack of grammar. The study concluded that the writing technique enhances writing skills as well as thinking skills to elaborate ideas in text.

Moreover, Nurlia and Ardini (2024) identified the benefits of the RAFT technique in high school students who experience issues regarding writing fluency and word choice. The RAFT technique was integrated in the pre-writing stage, providing students with clear instructions to develop the writing classwork. Students feel motivated to freely engage with ideas related to the principal ideas of the topic due to understanding the topic they are writing about. The authors highlight that the lack of vocabulary is addressed through word choice.

Therefore, Ahmadi (2024) analyzed the implementation of didactic resources such as graphic images to reinforce the RAFT technique to develop writing skills. Teachers use the technique to make students identify the directions used to write text so that they can follow their own point of view without producing text about other topics. The use of active graphics supports

the association of images as a text projection process; it reinforces the RAFT technique, improving delivery and engagement writing features.

Espinoza and Naranjo (2025) developed a study about the implementation of the RAFT technique in a public school in Guayas, Ecuador. The research was driven by learners' challenges and a lack of teaching practices, which cause low proficiency in writing skills. The researchers discuss the effectiveness of the RAFT technique in encouraging active participation and creative thinking skills; through this technique, learners were able to improve their writing abilities with curiosity and awareness.

The researchers have to review previous articles regarding the RAFT technique to justify the influence on improving writing skills. The scientific papers will be addressed progressively from an international to a national background. This data is relevant to support the research project. Furthermore, based on perceptions and experiments, this literature review demonstrates that the RAFT technique provides students with a clearer purpose, audience awareness, and textual organization when developing academic compositions.

Pedagogical Basis

For all of these aspects, instructors around the world have been using the RAFT technique due to the facilities it represents for writing skill enhancement, since its use fosters creativity, develops metacognition by allowing learners to choose how they present their ideas, and checks for understanding, turning instructors and learners into beneficiaries of this scientific paper.

Cognitivism

Liu (2024) stated that the cognitivist approach assumes that the learner uses cognitive processes as an active participant in the learning process that involves the use of senses and deep analysis to retain knowledge. This learning theory is focused on the mental processes as part of learning, instead of making learners react to the content as behaviorists suggest.

Furthermore, Abrar (2025) described that cognitivist theory asserts that learners play an active role in information processing. While mentioning its impact on mental processes, such as knowledge, memory, thinking, and problem-solving, and how all of them are involved within the educational fields in the adaptation of techniques. This aligns with the purpose of the RAFT technique, which follows a structure of problem-solving that supports cognitive capabilities during the writing process.

Constructivism

Wibowo et al (2025) defined constructivism as a learning theory that relies on a learning process in which learners can build their knowledge based on experiences and social interaction. The knowledge that already exists is socialized within the classroom and used to adapt to new content, rather than through the process of imparting knowledge that is managed by teachers.

Moreover, A perspective on learning and teaching that considers knowledge must be constructed by the individual learner using available interpretive resources, and where learners are likely to misconstrue instruction without well-designed teaching that is informed by knowledge of learners' ideas (Taber, 2024).

In addition, Constructivist Learning Theory highlights the importance of the learner creating their own knowledge with guidance from the instructor instead of only listening

passively in class, aligning with prompts or techniques such as the RAFT, which is seen as guidance provided by teachers.

Theoretical Basis

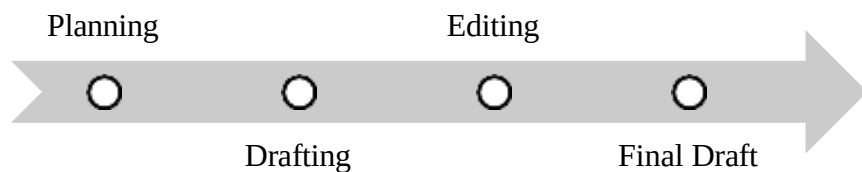
Writing skills

Writing is a non-verbal manner of communication or written communication that consists of rendering letters into meaning; it is the process of producing organized words, sentences, and paragraphs into one idea in a paper or software. Projecting ideas in writing allows learners to discover and organize ideas. It means that writing is a process of shaping ideas with the purpose of conveying a message in written form to others (Ayu, 2024).

Writing process

According to Putri (2025), the writing process is crucial to learning writing skills by expressing consistent ideas and coherent text; the process of writing must be carried out by following a specific order to achieve a decent redaction. The author provided a description of the process of writing.

Furthermore, Harmer, one of the most relevant and influential authors of English language teaching, elaborated the writing process using other approaches, which provide foundations for developing other analyses of the writing process. Harmer (2004), as cited by Mulyanah and Ishak (2021), states that the writing process is divided into brainstorming, editing, drafting, and final versions. The following diagram will support a didactic overview of the process of writing.

Figure 1*Writing process*

Note. The figure represents the writing process using a timeline diagram

Planning

In the planning section, there are three considerations that students have to reflect on. As a preliminary step, students need to determine the purpose or willingness to write and focus on language styles to be considered by the students. Lastly, the material is employed during the class activity.

Drafting

In the drafting process, brainstorming ideas is used to create an outline of the work. Students have to spend hours creating sentences and connecting them by constructing the composition. At this stage, the students are developing their ideas and organizing them rather than perfecting their grammar, punctuation, and spelling.

Editing

Students revise their work by reading and analyzing the text to address errors. Editing is quite important to provide the text with details and clarify sentences. Mistakes can be reduced by performing the editing procedure.

The Last Draft

The final version is the last stage. The final version is the edited version of the initial draft. It refers to performing several changes related to grammar, engagement, and other factors. The final product may differ from the plan and previous drafts.

The writing process is important to polish text by deleting non-relevant information, removing odd transitions, and ensuring fluency for readers. Several students overlook these steps while they write. Consequently, the pupils' writing is flawed. Students will discover writing more easily if they follow this technique.

RAFT technique (Role, Audience, Format, and Topic)

Ahmadi (2024) RAFT was developed by Carol Santa, alongside Havens and Valdes in 1988, and its name comes from the acronym Role, Audience, Format, and Topic with a language-centered approach that allows learners to write with creativity and purpose while attempting to meet their needs to enhance the use of English, the quality, and engage learners in the content, which is pedagogically accurate to get bored and unmotivated throughout the class development.

According to Kusumadewi (2023), the RAFT technique is a system for understanding the role of writers, the audience, the format, and the Topic that serves as a consolidation to join purpose and target task as required by the assessment. By following the steps for developing the writing, such as grasping the topic and following further directions. RAFT technique improves learners' writing skills since it makes English writing a real experience, while providing real context and immersion learning, encouraging learners to seek specific vocabulary and develop grammar to increase their outcomes.

Espinoza and Naranjo (2025) summarized explanations of RAFT technique components and described its purpose. The following table describes role, audience, format, topic, and lastly, subject or strong verb, which is a useful alternative to determine the ideas of the writing activity.

Table 1

RAFT components

R – Role of the writer	Who am I as the author?
A – Audience for the writer	To whom am I writing?
F – Format of the writing	What form will my writing take?
T – Topic of the writing	What am I writing about?
S – Strong verb	What is the main purpose of my writing task? (Describe)

Note: Ahmad Iseifan (2017), as cited by Espinoza and Naranjo (2025).

Paucar and Troya (2023) and Espinoza and Naranjo (2025) described the elements of the RAFT technique as follows:

Role

Role is a foundation to understand the role of the writer, providing insights and boundaries of the writer. Students tend to assume their viewpoints when performing an analysis of ideas related to the topic. They usually fall into bias, so defining the role of the writer is important to recognize set boundaries and purpose.

Audience

Audience is considered an important factor to examine in the writing process for people who will read the written text. Writers have to adapt text to individuals depending on age, level of instruction, bias, and other factors; the aim is to align with the reader.

Format

The format plays an important role depending on the style or genre; text can be easier to grasp and more enjoyable to create. By providing formats that promote the opportunity to express themselves creatively.

Topic

The topic is the center of the subject to discuss or elaborate on in the text. The main challenge in writing a subject. The technique reinforces self-reflection when thinking about the subject, determining boundaries, and direct delivery of ideas. Students should think about conceptual approaches to ensure accuracy.

Table 2

Components and Elements of RAFT

ROLE	AUDIENCE	FORMAT	TOPIC	STRONG VERB
writer -	-self -peer	paragraph -letter	-topic relates to	-describe -
superhero -	group/	-journal -	an essential	convince -
inventor -	classmates -	newspaper	question -topic	explain -reflect -
scientist -	parents -	article -a poster	of personal	entertain -
adventurer -	teachers -	-critique -essay	interest or	review -inform -
singer -	fictional		concern for the	evoke emotion
journalist -actor	characters -		role or audience	
	animals or		-issue relevant	
	objects		to the text	

Note. the table displays the elements of RAFT (Role, Audience, Format, and Topic). Plus, the alternative and useful approach of metacognition (Strong verb).

Legal Basis

Constitución de la República del Ecuador

The Ecuadorian context of the legal basis will be aligned with the laws in force in the country, considering the Constitution of the Republic of Ecuador, in force since 2008, to establish an Ecuadorian perspective over the following chapters. The National Congress states in the Constitution of the Republic of Ecuador (2008), in the 27th Article, referring to education, that Education is a right that counts on state investment, where the family is considered part of the educational process, joined to instructors involved within the educational field and society. (Constitución de la República del Ecuador, 2008).

In the same article, which refers to education, it is mentioned that education must represent interculturality and include where critical sense, art, culture, individual and community initiatives are stimulated, joined to both competences and capacities to create and work holistically. (Constitución de la República del Ecuador, 2008).

Additionally, in the 347th article, on 5 and 9 numerals, it is considered that the State is going to be responsible for guaranteeing respect for the psych evolutive development of children and teenagers during the complete educative process; as well as guaranteeing the bilingual intercultural education with respect to all communities, towns, and ethnic groups, as based on statements of educational policy of the Ecuadorian Nation, from the first language, Spanish. (Constitución de la República del Ecuador, 2008).

Ley Orgánica de Educación Intercultural (LOEI)

In addition, Article 3 and 5, Section C of the Organic Law on Intercultural Education, enacted by the National Assembly of Ecuador (2024), states that, concerning the approach to sustainable development, the teaching-learning process should enable students to acquire the

skills, knowledge, values, motivations, commitments, and mechanisms necessary to address the challenges facing society at both the local and global levels. (Ley Organica de Educación Intercultural, 2018).

Based on the previously mentioned articles, it is essential to highlight that RAFT remains within the legal framework by fostering the intercultural development of learners while keeping them in the current background, allowing them to go through a respectful and meaningful learning process for creating knowledge. (Ley Organica de Educación Intercultural, 2018).

By comprehending all of this theoretical framework and its background, joined with the theoretical, pedagogical, and legal basis, the next step for this research project will indeed be to dive into the methodology to be applied to acquire informative, relevant, and real data from a local context. (Ley Organica de Educación Intercultural, 2018).

Chapter III

Methodological Framework

As a research paper requirement, the methodological framework will also be established, in which some concepts must be specified in order to be applied to obtain the information from the real and current context, such as the method, the types of research, techniques, and types of questions.

Methodology

Qualitative methodology

Bhangu et al. (2023) defined qualitative research as a methodology for specific inquiry that emphasizes the depth and richness of context and voice in understanding social phenomena. At this point, it can be mentioned that this methodology would support this research paper, as the phenomenological focus of answering some interesting questions that are going to be applied to obtain this real information.

The qualitative methodology is commonly used to describe human perceptions about situations, and the information collected is in words that cannot be interpreted quantitatively. The use of the qualitative method is employed in education due to students', parents', and teachers' different perceptions. Lastly, the qualitative method supports understanding perspectives and creating a concept of the phenomenon (Lim, 2024).

This study is going to foster the qualitative method with its features that are specified below to make the data collection clear for this research paper, while connecting to the Ecuadorian background. Based on the requirements of the qualitative study approach, the phenomenological type of study, and open-ended questions are going to be used within the

questionnaire instrument; this study is driven to obtain answers from the current background for the use of the RAFT technique in academic writing in schools.

Type of research

Phenomenological approach

A phenomenological study is a qualitative research approach that seeks to explore and understand individuals' lived experiences and the meaning they assign to those experiences. This study aligns with this perspective since the main focus is the development of writing skills and how it is applied in an academic setting (Boyle and Stew, 2025). Since this research project has a phenomenological study focus, the one-on-one interview will collect data on phenomena, experiences, and instructors' perceptions from Unidad Educativa Academica Naval Cap.

Leonardo Abad. A.

Data collection techniques

One-on-one interview

As a research project requires, it is essential to prove the information provided is real and not an assumption or a belief; this results in gathering important information from the real and real context. An individual interview is a valuable method of gaining insight into people's perceptions, understandings, and experiences of a given phenomenon and can contribute to in-depth data collection. However, the interview is more than a conversational interaction between two people and requires considerable knowledge and skill on behalf of the interviewer.

Semi-structured Interview Guide

The instrument selected for this study was the semi-structured interview guide for the one-on-one interview. Dunwoodie et al. (2022) mentioned that it involves running a series of questions used to collect useful information from respondents or interviewees through oral or

written questions and comprises an interview-style format with a concentration on both quantitative and qualitative approaches. It has become common nowadays to conduct online interviews, using apps to gather information; however, the way to apply this questionnaire would be in-person.

The interviews will take place at Unidad Educativa Academia Naval Cap. Leonardo Abad. facilities, the duration of the interviews is intended to last ten minutes per English teacher, allowing them to provide detailed answers about the RAFT technique as a teaching writing tool to improve writing skills.

Instrument

Questionnaire

A questionnaire can contain three types of questions, such as exploratory, predictive, and interpretive ones, to keep to the qualitative approach of this research. Based on this, these questions would help this study to explore, comprehend, and predict the outcomes for this study to capture clear conclusions and effective recommendations (Hu and Xu, 2024). The instruments will be developed by following the variables of investigation; then, they must be validated by the Research project tutor to be launched in the institution. In order to run the questionnaire, the researchers will have an authorization issued by the PINE major Director to officially employ the research instrument in the educational institution.

Types of questions

Open-ended questions

Hansen and Świdarska (2023) mentioned that open-ended questions help interviewers gather comprehensive insights into a candidate's experiences, values, and personality. They allow candidates to showcase their skills and thought processes more effectively. Then, as the

exploratory focus for this study has been established, these types of questions are expected to be useful for data collection. The relationship between the questionnaire and the study purpose must always be aligned. A series of eight questions will be generated, focusing on experiences and perceptions about the RAFT technique in promoting enhancement of writing skills; the questions will support the collection of detailed and accurate data.

Data processing and resources

It can be interpreted that data processing and resources are the process of analysing the obtained data from the semi-structured interview to provide valuable output later in one of the next chapters of this study, as the conclusions and recommendations from a real background coming from Santa Elena Province in Ecuador at Unidad Educativa Academia Naval Leonardo Abad.

Table 3

Data collection, processing, and resources

Questions	Explanations
What?	Semi-structured interviews
Where?	At Unidad Educativa Academia Naval Leonardo Abad.
When?	2026
How?	Eight questionnaires, eight open-ended questions
What for?	To interpret English teachers' perception of the use of the RAFT technique to improve writing skills in EFL students.

Note. The table explains how to launch and the purpose of the investigation.

The process of creating the questionnaire had the support of the Tutor of the research project, who kindly provided guidelines for correctly generating questions connected to

objectives and variables. The research instruments were validated by the tutor after performing a deep analysis; then an authorization was issued to perform the semi-structured interview at Unidad Educativa Academia Naval Leonardo Abad on 23rd June 2026 at 10:00 am. The English coordinator helped to arrange the schedule of English teachers and requested authorization to participate and record the interview. The interviews were carried out with five English teachers who provided detailed perspectives about the use of the RAFT technique in the classroom. The researchers emphasized confidentiality and stated that information would be used for scientific research purposes. They were able to reflect on experiences, which supported the correct use of the writing technique.

Population and Sample

Population

Casteel and Bridier (2021) mentioned that the group of people or entities that the study is focusing on is called the population of interest. This includes individuals, pairs, and groups with like-minded individuals who share common interests, characteristics, or situations. This is a way to narrow the population from general to specific information from a place in a country and even a province, as the Ecuadorian context geography and politics suggest.

As the purpose of this research project is to highlight the Ecuadorian context for writing skills while focusing on the RAFT technique, the population must come from a province, but narrowing it down to Unidad Educativa Academia Naval Cap. Leonardo Abad will serve as a specific delimitation of the population; the focus will be on Unidad Educativa Academia Naval Cap. Leonardo Abad, English area. This high school possesses a great English level and a high standard in teaching practices, which is reflected in their participation in English language contests such as spelling bees and discourse contests, among other highlights.

Sample

Hossan et al. (2023) stated that data collection must be solid and rigorous, which is a characteristic provided by the term sample, which means to take a short population within the main interest population. Therefore, the sample for this study will not be all English teachers at Unidad Educativa Academia Naval Cap. Leonardo Abad. Actually, the sample for the research project will be based on five English teachers; the selected teachers have years of experience in English teaching with high school sections, along with extended experience with teaching techniques based on their constant training.

Chapter IV

Analysis of Findings

Brief analysis of findings

The execution of interviews took place in the Academia Naval Capital Leon Abad (ANCLA); the English area coordinators supported the collection of information by following a structured schedule to perform five interviews. The English teachers provided their insights about the use of the RAFT technique in the classroom. An English teacher had experience using the technique; besides, other teachers had knowledge of the foundations of the technique but had not practiced. Overall arguments and perceptions suggested that the RAFT technique is a feasible technique that can be implemented by following guidelines and recommendations of teachers. The answers were aligned to teachers' perceptions, gaining validity on the thesis proposed.

Interpretation of findings

Table 4

Interpretation of English teachers' answers connected to studies

Questions	Answers	Authors
Q1: What experiences have you had using writing techniques to improve academic writing skills in EFL students?	Educators utilize scaffolding, graphic organizers, brainstorming, and peer feedback to help students structure ideas, apply connectors, and develop coherent paragraphs and full essays across different topics.	Putri (2025) stated that the writing process is crucial to learning writing skills by expressing consistent ideas. Ayu (2024) mentioned that writing shapes ideas to convey messages.
Q2: What are your perceptions of using RAFT in the EFL classroom?	Educators perceive RAFT as a valuable, student-centered pedagogical tool that fosters creativity, engagement, and audience awareness while guiding	Kusumadewi (2023) stated that the RAFT technique consolidates the role, audience, format, and topic. Mohammed (2025) mentioned that it emphasizes an

	learners to maintain clear, structured academic writing purposes.	artistic approach based on self-reflection.
Q3: How can the RAFT technique improve students' academic English writing?	RAFT improves academic writing by enhancing cohesion, clarity, and logical organization, encouraging students to adapt their vocabulary and use academic language for specific roles, audiences, and communicative purposes.	Parra et al. (2023) demonstrated that RAFT enhances writing skills while providing meaningful learning experiences. Paucar and Troya (2023) stated that it enhances writing and thinking skills.
Q4: What learning opportunities can the RAFT technique offer for enhancing academic writing?	RAFT provides meaningful opportunities to connect classroom tasks with real-world scenarios, building confidence and communication skills by allowing students to explore authentic perspectives, diverse formats, and audience awareness.	Espinoza and Naranjo (2025) demonstrated that RAFT provides students with a clearer purpose and audience awareness. Patmala et al. (2025) stated it shifts basic skills to academic writing.
Q5: What limitations are perceived about employing RAFT as a technique to improve academic English writing?	Perceived limitations include cognitive demands, diverse format assessment challenges, direct Spanish translation issues, and vocabulary gaps, requiring lower-level students to receive targeted scaffolding to complete tasks.	Pratiwi et al. (2024) stated that learners made mistakes related to vocabulary criteria. Ruiz et al. (2025) mentioned that students have serious weaknesses hindering language acquisition.
Q6: How can the RAFT technique be implemented in your classroom to improve academic writing skills?	Teachers implement RAFT during the pre-writing stage by providing clear prompts, utilizing graphic organizers, and modeling tasks to help students define specific roles, audiences, and formats.	Nurlia & Ardini (2024) demonstrated that RAFT was integrated in the pre-writing stage with clear instructions. Mousa & Hussien (2024) stated that students designed texts using specific characteristics.
Q7: Based on your perspectives on the	Challenges involve addressing limited vocabulary and varying	Bora (2023) stated that students experience low scores due to a

technique. What are the challenges of using the RAFT technique in the classroom?	proficiency levels, overcoming direct Spanish translations, lacking technological resources, and managing the time required for teachers to evaluate diverse writing formats.	lack of vocabulary and written understanding. Tiana & Santoso (2026) mentioned challenges in linguistic and communicative skills.
Q8: What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?	Educators recommend introducing the technique gradually with clear objectives, scaffolding short guided writing tasks, pre-teaching text structures, and utilizing digital tools before expecting students to compose full essays.	Rahmasari & Rifa'i (2022) stated that the research intended to make teachers reflect on writing techniques. Ahmadi (2024) demonstrated that active graphics reinforce the technique and improve delivery.

Note. Teachers' perceptions of using the RAFT technique: opportunities, challenges, and recommendations for implementation

Experiences with writing techniques

English teachers elaborated several arguments about writing techniques; most teachers rely on principles of writing skills, such as focusing on writing elements to organize the text, emphasizing sentence construction, and reviewing parts of speech for consistent production of text. Moreover, the writing techniques involved the writing process and infographics to align topics while drafting essays. Additionally, online resources were mentioned as technological tools driven to improve writing mistakes during the drafting process. Lastly, English teachers have employed other compound writing techniques such as STAR (Situation, Task, Action, and Result); it was also noticed that one of the English teachers had a large background using the RAFT technique with great improvement in peers' writing skills.

The following authors connected with English teachers' statements; (Putri, 2025) described basic principles of writing skills, such as the writing process, to produce decent text

and support students by expressing consistent ideas and coherent text. Furthermore, Ayu (2024) emphasized that writing is a process of shaping ideas with the purpose of conveying a message in written form to others; due to their importance, the techniques used in teaching writing skills must be meaningful and allow students to develop critical thinking skills.

Table 5

Experiences with writing techniques

Category	Answers	Authors
Q1: What experiences have you had using writing techniques to improve academic writing skills in EFL students?	Educators utilize scaffolding, graphic organizers, brainstorming, and peer feedback to help students structure ideas, apply connectors, and develop coherent paragraphs and full essays across different topics.	Putri (2025) stated that the writing process is crucial to learning writing skills by expressing consistent ideas. Ayu (2024) mentioned that writing shapes ideas to convey messages.

Note. Educators' experiences with writing techniques provided by English teachers.

Perceptions of the RAFT technique

The English teachers agreed on the numerous benefits in various writing subskills; the perceptions were positive, stating that the technique provides students with instructions to develop writing practice and improve word choice and creativity. Furthermore, the student-centered approach and engagement were highlighted by teachers because it provides clear writing structure, emphasizing critical thinking skills when generating outlines in the writing practice.

The RAFT technique is a system to deliver accurate text by focusing on the main ideas of the topic. The writer understands the role of the writer, the audience, the format, and the topic ideas that serve as guidelines to target the purpose of the task required by the assessment (Kusumadewi, 2023). Therefore, the RAFT technique, grounded in thinking skills, provides an

artistic approach to generating text based on self-reflection and deep analysis of writing ideas (Mohammed, 2025).

Table 6

Perceptions of the RAFT technique

Category	Answers	Authors
Q2: What are your perceptions of using RAFT in the EFL classroom?	Educators perceive RAFT as a valuable, student-centered pedagogical tool that fosters creativity, engagement, and audience awareness while guiding learners to maintain clear, structured academic writing purposes.	Kusumadewi (2023) stated that the RAFT technique consolidates the role, audience, format, and topic. Mohammed (2025) mentioned that it emphasizes an artistic approach based on self-reflection.

Note. Educators' perceptions of the RAFT technique provided by English teachers

The RAFT technique and Academic writing improvement

English teachers detailed their experiences and perceptions, agreeing on several benefits of the RAFT technique as a tool to improve writing skills. The technique supports the enhancement of delivery and engagement, focusing on accurate word choice. The students were able to improve clarity by producing cohesive and coherent writing. In conclusion, the educators expressed positive learning outcomes, improving the overall quality of their writing skills.

Based on a student-centered approach, the RAFT technique supports a meaningful and deep analysis of writing direction to perform correct advancement of the assessment. Furthermore, the use of the RAFT technique helps students internalize the topic to discover and activate thinking skills to project ideas into structured text (Parra et al., 2023; Paucar and Troya, 2023).

Table 7

The RAFT technique and Academic writing improvement

Category	Answers	Authors
Q3: How can the RAFT technique improve students' academic English writing?	RAFT improves academic writing by enhancing cohesion, clarity, and logical organization, encouraging students to adapt their vocabulary and use academic language for specific roles, audiences, and communicative purposes.	Parra et al. (2023) demonstrated that RAFT enhances writing skills while providing meaningful learning experiences. Paucar and Troya (2023) stated that it enhances writing and thinking skills.

Note. Educators' perceptions of the RAFT technique and Academic writing improvement provided by English teachers.

RAFT technique and academic writing enhancement

English teachers mentioned that RAFT offers opportunities to develop and reinforce academic writing by enhancing confidence to face minor to major writing challenges. Also, RAFT focuses on other English skills such as reading comprehension to analyze text while connecting with ideas; academic writing is considered a crucial skill for the future workforce and higher education. It permits students to generate authentic writing texts communicating insights in real-world scenarios.

Espinoza and Naranjo (2025) demonstrated that the RAFT technique provides students with clearer writing directions, audience awareness, and text organization when developing academic compositions. The RAFT technique provides a scaffolding process focusing on students' potential and weaknesses to enhance them and shift from basic writing skills to academic writing through freedom and critical thinking skills to redact text (Patmala et al., 2025).

Table 8

RAFT technique and academic writing enhancement

Category	Answers	Authors
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Q4: What learning opportunities can the RAFT technique offer for enhancing academic writing?	RAFT provides meaningful opportunities to connect classroom tasks with real-world scenarios, building confidence and communication skills by allowing students to explore authentic perspectives, diverse formats, and audience awareness.	Espinoza and Naranjo (2025) demonstrated that RAFT provides students with a clearer purpose and audience awareness. Patmala et al. (2025) stated it shifts basic skills to academic writing.
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Note. Educators' perceptions of the RAFT technique provided by English teachers

RAFT limitations for Academic writing

Teachers agreed that vocabulary becomes a limitation for most students due to low English proficiency. This triggers forced translations, creating unnatural language and hindering communication. Moreover, English teachers perceived that students had a cognitive load the very first time exposed to the RAFT technique and tend to be confused managing role, audience, and language specifics simultaneously.

Ruiz et al. (2025) mentioned that Ecuadorian students have serious weaknesses in English skills, which triggers low English performance and learning gaps in vocabulary. Most of the students tend to fail to use correct vocabulary or word choice mostly used in an academic context. The vocabulary criteria are quite emphasized in the rubric for grading (Pratiwi et al., 2024).

Table 9

RAFT limitations for Academic writing

Category	Answers	Authors
Q5: What limitations are perceived about employing RAFT as a technique to improve	Perceived limitations include cognitive demands, diverse format assessment challenges, direct Spanish translation issues, and	Pratiwi et al. (2024) stated that learners made mistakes related to vocabulary criteria. Ruiz et al. (2025) mentioned that students

academic English writing?	vocabulary gaps, requiring lower-level students to receive targeted scaffolding to complete tasks.	have serious weaknesses hindering language acquisition.
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Note. Educators' perceptions of the RAFT technique provided by English teachers

Implementation process of RAFT technique

The English teachers elaborated on steps to gradually implement the RAFT technique in the classroom. Based on prompts and follow-up in every paragraph. Furthermore, clarifying the role of students and format helps to address the topic to write about. Providing overviews of the topic helps to identify RAFT elements; it is mostly introduced in the prewriting stage to align ideas and avoid touching on related topics.

The RAFT technique was integrated into the pre-writing stage, providing students with clear instructions to develop the writing classwork. During the pre-writing process, brainstorming and outlining support the production of ideas; the RAFT technique reinforces topic alignment by addressing accurate ideas in the very first stages of the writing process (Nurlia and Ardini, 2024). Students can design their text using specific characteristics interpreted by the RAFT writing technique (Mousa and Hussien, 2024).

Table 10

Implementation process of RAFT technique

Category	Answers	Authors
Q6: How can the RAFT technique be implemented in your classroom to improve academic writing skills?	Teachers implement RAFT during the pre-writing stage by providing clear prompts, utilizing graphic organizers, and modeling tasks to help students define specific roles, audiences, and formats.	Nurlia & Ardini (2024) demonstrated that RAFT was integrated in the pre-writing stage with clear instructions. Mousa & Hussien (2024) stated that students designed texts using specific characteristics.

Note. Educators' perceptions of the implementation process of the RAFT technique provided by English teachers.

RAFT technique and classroom challenges

The educators elaborated scenarios of challenging students to use the RAFT technique. The challenges perceived were poor academic writing practice and low English proficiency, among other concerns. Lastly, students often used translation tools to produce proper text; however, the use of these tools hinders students' comprehension and makes it difficult for teachers to grade work.

English learners start off learning basic communication based on non-verbal interaction using writing skills. Learning a new language has presented challenges in areas such as linguistic and communicative skills, with students struggling to learn it (Tiana and Santoso, 2026). Bora (2023) stated that students used to have low scores on writing assessments due to a lack of understanding of writing production, vocabulary, and traditional techniques.

Table 11

RAFT technique and classroom challenges

Category	Answers	Authors
Q7: Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?	Challenges involve addressing limited vocabulary and varying proficiency levels, overcoming direct Spanish translations, lacking technological resources, and managing the time required for teachers to evaluate diverse writing formats.	Bora (2023) stated that students experience low scores due to a lack of vocabulary and written understanding. Tiana & Santoso (2026) mentioned challenges in linguistic and communicative skills.

Note. Educators' perspectives of the RAFT technique provided by English teachers

Recommendations for using RAFT technique

English teacher agreed on gradually introducing the RAFT technique, clarifying their structure and objectives. Starting with short writing tasks employing technological tools such as Google Classroom and Google Docs to share writing practice. Ultimately, after clarifying the objectives, teachers should use a scaffolding process to adapt the activity to the classroom effectively.

The research intended to make English teachers reflect on teaching writing techniques compared to traditional teaching by implementing the RAFT technique; nonetheless, educators have to adapt the technique through gradual practice (Rahmasari and Rifa'i, 2022). The use of active graphics supports the association of images as a text projection process; it reinforces the RAFT technique, improving delivery and engagement writing features (Ahmadi, 2024).

Table 12

Recommendations for using RAFT technique

Category	Answers	Authors
Q8: What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?	Educators recommend introducing the technique gradually with clear objectives, scaffolding short guided writing tasks, pre-teaching text structures, and utilizing digital tools before expecting students to compose full essays.	Rahmasari & Rifa'i (2022) stated that the research intended to make teachers reflect on writing techniques. Ahmadi (2024) demonstrated that active graphics reinforce the technique and improve delivery.

Note. Educators' recommendations for using the RAFT technique provided by English teachers.

After interpreting English teachers' perceptions and connecting with authors' studies, preliminary results were shown, suggesting that RAFT techniques are a tool that most teachers have to use during their teaching practices. The implementation carried out several challenges related to low proficiency and a poor implementation process; therefore, based on

recommendations, the English teachers have to adapt the technique and integrate the RAFT technique into the writing practice.

The next chapter will display conclusions and recommendations about the study performed. Based on preliminary results, the RAFT technique is suggested to be a great writing teaching tool that supports students in the writing process, adopting critical thinking skills and engagement with the topic to write about.

Chapter V

Conclusions and Recommendations

Conclusions

The conclusions of the study suggest that the RAFT technique supports Academic English writing in EFL students. The RAFT technique has the role of promoting writing development; findings show that RAFT serves as a structured pedagogical tool that makes learners conscious about the purpose and objective of their writing. Preliminary perceptions indicated that students tend to organize their ideas logically by explicitly defining the role, target audience, format, and topic. By implementing the RAFT technique in the pre-writing stage, it encourages students to go beyond simply putting words on paper and provides clear instructions to understand the exact purpose of their writing tasks.

The RAFT technique has benefits and limitations. The advantages include the enhancement of text cohesion, vocabulary expansion for specific contexts, and creativity, critical thinking, and self-reflection. The technique connects classroom writing exercises to real-world communication scenarios, focusing on students' writing skills. Besides, the limitations must be acknowledged; the gaps include cognitive demand on students, who struggle to manage the role, audience, and informative language all at the same time. Additionally, vocabulary gaps and the tendency of learners to translate directly from formal Spanish structures disrupt the fluency and accuracy of the assigned role.

Concerning the challenges and opportunities perceived by educators, teachers view RAFT as an opportunity to build student confidence, develop their writing voice from different perspectives, and foster audience awareness. Conversely, teachers face tangible classroom challenges during implementation. These challenges include a lack of technological resources

that forces a reliance on physical dictionaries, student resistance to moving away from traditional exam-oriented writing, and an increased workload for teachers evaluating diverse text types.

It was concluded that the RAFT technique is a promising technique focused on developing thinking skills while writing, to address clear topic ideas and deliver accurate and interesting text. The research needs to be deeply analyzed by inquiring into adaptations for lower levels and vocabulary practice to be able to use the technique. The research will provide general insights into relevant facts of the RAFT technique to be properly implemented or considered to be used in the classroom.

Recommendations

The following recommendations are based on perceptions of the RAFT technique integration by identifying classroom realities. Since RAFT serves as a structured pedagogical tool that makes learners conscious about the purpose of their tasks, it is suggested that educators integrate the technique during the pre-writing stage to maintain the focus of writing, ensuring fewer drafts in the first stages of the writing process ensuring less drafts.

Teachers should provide clear instructions to help students define the role, target audience, format, and topic before any drafting begins. Furthermore, for lower-level proficiency students, educators must gradually introduce the components. Starting with simple roles and familiar topics will help students go beyond just putting words on paper and ensure they understand the exact objective of the writing assessment.

To mitigate the cognitive demand on students who struggle to manage the role, audience, and informative language simultaneously, teachers must implement specific vocabulary practice before the writing task. Specific glossaries and simple sentences are recommended to bridge existing vocabulary gaps. This proactive support will minimize the tendency of learners to

translate directly from formal Spanish structures, thereby maintaining the fluency and accuracy of the assigned role while continuing to foster creativity and critical thinking.

The lack of technological resources impacts the classroom; educators should strategically incorporate physical dictionaries into guided classroom routines, turning them into active tools for vocabulary expansion rather than obstacles. English teachers should emphasize the use of RAFT, connecting classroom exercises to real-world communication scenarios, which helps build student confidence and audience awareness.

The researchers recommended investigating adaptations and useful tools that promote thinking skills during the RAFT technique; these factors allow students to improve writing skills, delivering decent compositions that are easier to understand due to the organization of ideas. It is required further investigation to discover more benefits and adaptations of the technique for different ages and levels.

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Annexes

Annex A: Antiplagiarism Report



Certificado de análisis

Compilatio Magister+ | UPSE-ECU

Documento para Compilatio - NATHALY MUÑOZ Y DANIELA QUIMI

ID : a50cd78c49a648771c76d6ffcd564ca08f52760



2%

Textos sospechosos

Nombre del fichero : Documento para Compilatio - NATHALY MUÑOZ Y DANIELA QUIMI.txt

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Fecha de depósito : 6 de julio de 2026

Tipo de carga : interface

fecha de fin de análisis : 6 de julio de 2026

Annex B: Compilatio Certificate**Certificado Sistema Anti-Plagio**

En calidad de tutor/a del Trabajo de Integración Curricular denominado **“RAFT AS A TECHNIQUE TO ENHANCE ACADEMIC ENGLISH WRITING”** elaborado por las estudiantes **NATHALY XIOMARA MUÑOZ SUÁREZ Y DANIELA LISBETH QUIMI BAQUE** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Rudy Jonathan Párraga Solórzano MSc.

TUTOR

Annex C: Questionnaire

Q1: What experiences have you had using writing techniques to improve academic writing skills in EFL students?

Q2: What are your perceptions of using RAFT in the EFL classroom?

Q3: How can the RAFT technique improve students' academic English writing?

Q4: What learning opportunities can the RAFT technique offer for enhancing academic writing?

Q5: What limitations are perceived about employing RAFT as a technique to improve academic English writing?

Q6: How can the RAFT technique be implemented in your classroom to improve academic writing skills?

Q7: Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

Q8: What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

Annex D: Infographics

Table 4

Interpretation of English teachers' answers connected to studies

QUESTIONS	ANSWERS	AUTHORS
Q1: What experiences have you had using writing techniques to improve academic writing skills in EFL students?	English teacher #1 stated that their students had the ability to organize their ideas and plan with an introduction, a body paragraph, and a conclusion for every writing topic. English teacher #2 elaborated that they had focused heavily on sentence construction and the use of connectors, showing students how to use them effectively to build paragraphs and eventually essays. English teacher #3 discussed implementing different writing techniques such as brainstorming, graphic organizers, peer feedback, writing process, and the RAFT technique. English teacher #4 reported using brainstorming, mind mapping, online resources, peer review, model texts, and the STAR technique (Situation, Task, Action, and Result). English teacher #5 mentioned guiding students through scaffolding techniques, focusing on organizing ideas before	The writing process is crucial to learning writing skills by expressing consistent ideas and coherent text (Putri, 2025). Writing is a process of shaping ideas with the purpose of conveying a message in written form to others (Ayu, 2024).

	drafting to gradually build coherent paragraphs.	
Q2: What are your perceptions of using RAFT in the EFL classroom?	English teacher #1 stated that the RAFT technique helped students understand the sample of what they were going to do and organize the format they would use. English teacher #2 defined it as a very valuable and practical technique, noting that it moved students beyond simply putting words on paper and encouraged them to think more deeply about who they were writing to and why. English teacher #3 described it as an effective, student-centered technique because it promoted creativity while maintaining a clear writing structure. English teacher #4 explained that it grouped students' engagement by allowing them to assume creative and realistic roles, supporting teachers in guiding students toward writing with a clear purpose and organizational structure. English teacher #5 described it as a structured pedagogical tool that made learners conscious of the purpose and objective of their writing, rather than just completing a standard academic task.	The RAFT technique is a system for understanding the role of writers, the audience, the format, and the Topic that serves as a consolidation to join purpose and target task as required by the assessment (Kusumadewi, 2023). The technique emphasizes an artistic approach to generating text based on self-reflection and deep analysis (Mohammed, 2025).

Q3: How can the RAFT technique improve students' academic English writing?

English teacher #1 stated that using the technique helped students improve the way they expressed ideas, which positively connected their writing and speaking abilities.

English teacher #2 elaborated that once students learned to build an essay by adopting a specific role as an author, writing for a particular audience, and addressing a clear purpose, the overall quality of their writing skills became much more cohesive and coherent.

English teacher #3 explained that it improved academic English writing by helping students focus on key components of communication, encouraging them to organize their ideas logically, use appropriate language, and write with a clear purpose.

English teacher #4 discussed how students understood the objective and intent of their writing, improving focus and clarity while acquiring and applying academic vocabulary in different contexts.

English teacher #5 noted that it promoted self-reflection and helped students adapt their vocabulary to the context, resulting in a more

The RAFT technique within the student-centered approach can enhance writing skills while providing meaningful and deep learning experiences (Parra et al., 2023).

The writing technique enhances writing skills as well as thinking skills to elaborate ideas in text (Paucar & Troya, 2023).

	solid and coherent written production.	
Q4: What learning opportunities can the RAFT technique offer for enhancing academic writing?	English teacher #1 stated that students felt more confident about their writing, knowing how to write in various formats such as articles, messages, or informal emails. English teacher #2 elaborated that the technique not only enhanced reading comprehension and overall literacy but also served as an effective communication technique, a skill highly valued in universities and the future workforce. English teacher #3 indicated that it provided opportunities for students to write from different perspectives, explore authentic communication situations, and practice different text formats. English teacher #4 discussed how students developed their writing voice by expressing ideas from different perspectives, building audience awareness to recognize and respond to the expectations of different readers. English teacher #5 explained that it offered meaningful learning experiences by connecting classroom writing to real-	It was demonstrated that the RAFT technique provides students with clearer writing directions, audience awareness, and textual organization when developing academic compositions (Espinoza & Naranjo, 2025). The RAFT technique demonstrated the potential to shift from basic writing skills to academic writing through freedom and critical thinking skills to redact text (Patmala et al., 2025).

world communication scenarios.

Q5: What limitations are perceived about employing RAFT as a technique to improve academic English writing?

English teacher #1 stated that a limitation could be **vocabulary**, because students needed to consider specific vocabulary words depending on their audience.

English teacher #2 discussed the differences between formal English and formal Spanish, mostly regarding **the expressions used in each language**.

English teacher #3 elaborated that some students might initially find the technique challenging because they **were not familiar with writing from different roles or perspectives**, adding that **lower-level students might require scaffolding** and vocabulary support.

English teacher #4 defined the limitation as cognitive demand, noting that students had trouble managing the role, audience, and **informative language all at the same time**, which also created assessment challenges when evaluating diverse text types.

English teacher #5 pointed out that students often struggled with specific **vocabulary gaps and tended to translate directly from**

Learners made mistakes related to vocabulary criteria in the writing assessment (Pratiwi et al., 2024).

The students have serious weaknesses that trigger low English performance (Ruiz et al., 2025).

	formal Spanish, disrupting the fluency of the assigned role.	
Q6: How can the RAFT technique be implemented in your classroom to improve academic writing skills?	English teacher #1 recommended using prompts and structuring the text paragraph by paragraph, so students could focus on the specific information they needed to develop.	The RAFT technique was integrated in the pre-writing stage, providing students with clear instructions to develop the writing classwork (Nurlia & Ardini, 2024).
	English teacher #2 suggested clearly defining the role the students were taking on as authors, the audience they were writing for, the format they should use, and the topic they needed to address.	They were able to design their text using specific characteristics by using the RAFT writing technique (Mousa & Hussien, 2024).
	English teacher #3 discussed first introducing a topic and then guiding students to identify the role, audience, format, and topic, allowing them to brainstorm ideas and complete a planning organizer before writing.	
	English teacher #4 elaborated on modeling, a RAFT task with the whole class, and providing choices so students could select from a range of options to increase motivation.	
	English teacher #5 suggested integrating the technique during the pre-writing stage by providing clear guiding questions about	

	the audience and format before drafting began.	
Q7: Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?	English teacher #1 stated that lacking computers or cell phones in class made using physical dictionaries a challenge, especially since the current generation struggled to extend their ideas. English teacher #2 elaborated that the main challenge was guiding students who were not used to writing in English toward considering the various topics and nuances that English composition required. English teacher #3 defined the main challenges as including students' limited vocabulary, varying English proficiency levels, time constraints, and ensuring that students maintained academic language while being creative. English teacher #4 discussed that students often failed to adjust their writing to the target audience, frequently translated Spanish writing structures into English compositions, and created an increased workload for teachers evaluating a variety of formats. English teacher #5 identified that it required a	Students experience low scores on assessments due to a lack of understanding of written ideas, a lack of vocabulary, and inadequate usage of learning methods applied in classes (Bora, 2023). Learning a new language has presented challenges in areas such as linguistic and communicative skills, with students struggling to learn it (Tiana and Santoso, 2026).

	significant amount of time to evaluate diverse formats, and students sometimes lacked the motivation to move away from traditional, exam-oriented writing.	
Q8: What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?	English teacher #1 recommended starting with easy, less strict writing tasks, using dictation first where the teacher dictated the model and students copied it. English teacher #2 stated that teachers needed to be absolutely intentional with their teaching, always having a clear objective and ensuring they were meeting it. English teacher #3 discussed introducing RAFT gradually, providing clear examples before asking students to write independently, and adapting the complexity of the activities according to students' proficiency levels. English teacher #4 suggested beginning with short writing tasks before progressing to full essays, integrating digital tools such as Google Classroom, and text structures to ensure students understood the format. English teacher #5 recommended prioritizing clear objectives and scaffolding the activities,	The research intended to make English teachers reflect on teaching writing techniques compared to traditional teaching (Rahmasari & Rifa'i, 2022). The use of active graphics supports the association of images as a text projection process; it reinforces the RAFT technique, improving delivery and engagement writing features (Ahmadi, 2024).

starting with short, guided
practices before expecting
full academic essays.

Note: Teachers' perceptions of using the RAFT technique: opportunities, challenges, and recommendations for implementation. The keywords were highlighted to perform further individual analysis of categories.

Annex E: Transcriptions

Interview 1: English Teacher 1

What experiences have you had using writing techniques to improve academic writing skills in EFL students?

Okay, the experiences that I have had using writing techniques to improve academic writing skills are that my students have the ability to organize their ideas and plan with an introduction, body paragraphs, and a conclusion for every writing topic that we have been checking. The techniques are necessary because when we are selecting or choosing a topic for the writing that we're going to create, it's necessary that they can have all the instructions about the model of the writing they're going to have. So clear instructions in activities like this are very necessary. And the result is very good for them.

What are your perceptions of using RAFT in the EFL classroom?

Well, I consider that being creative, it's necessary to complement writing skills. Writing, normally in Spanish, can have like different ways of doing it, but in English it's a little bit different because it's another language. So, the raft technique helps them to understand the sample of what they are going to do.

For example, it's necessary that they can understand what kind of model they are doing the writing, if it's a letter, if it's an informal email, if it's an opinion essay, or an article, depending on that. And they need to be focused on who the audience is that is going to, let's pretend, receive the writing, the letter, or so on. So, in order to using this technique helps them to organize the format that they are going to use. So, they plan very well each paragraph that they are going to create for the writing.

How can the RAFT technique improve students' academic English writing?

Well, this is very helpful because using the technique can help them to improve the way they express ideas. If they express ideas in good writing, it means that their speaking is also very good at expressing themselves. So, it's connected: writing and speaking; the way you think, the way you talk.

What learning opportunities can the RAFT technique offer for enhancing academic writing?

Well, I consider that there are many opportunities for this. They can feel more confident about doing their writing. For example, in this school, for First to hear at the students, we are talking about age 14 to 15 years old. Our writings are for about 480 words, depending on the format they use.

But at this level, they know how to write, for example, an article. They know how to write a message or an informal email as well. So yeah, it can help us to try to implement many kinds of models for writing.

What limitations are perceived about employing RAFT as a technique to improve academic English writing?

I suppose that a limitation can be the vocabulary, because depending on the audience- if it's, for example, a writing connected to teenagers, or a writing connected to partners, or to teachers, or to society in general- depending on the topic they are writing about, they need to consider the vocabulary words. So sometimes, if, let's say, the article is about global issues or pollution, they need to focus on specific vocabulary words. Sometimes that can be a limitation for that.

For example, you can talk about pollution for children, and you can talk about pollution for adults. So, it's not the same vocabulary that you're going to use. So probably that can be one

limitation when you are doing writing. But I guess that with technology now, that is not like a restriction, but yeah, it's kind of a limitation because we do not naturally speak English all the time. So, finding the words, I guess, is one challenge thing.

How can the RAFT technique be implemented in your classroom to improve academic writing skills?

Well, I consider that we need to use prongs in writing. I use prongs with my classes. Otherwise, they are not going to have the idea about how to model the writing. So, every time I am implementing a writing using the RAFA technique, I need to ask them to focus on what goes in paragraph one. For example, if it's an opinion essay for teenagers about a topic about adolescence, they need to focus on the introduction. For example, who is going to read this opinion essay? What's the topic? Oh, adolescence is super difficult these days. Good. What goes after that? What do you think? Your personal opinion. So, what do you think other teenagers are feeling when adults probably criticize their actions or something like that? So, using the prompts and structure, paragraph by paragraph, including the conclusion, they need to focus on what specific information they need to be aware of so they can plan their ideas and organize the paragraph or the writing. So, prompts and dividing the writing into paragraphs, telling them what information they need to develop in each one of the paragraphs, I consider that that's something very useful that every teacher should do.

Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

Maybe one of the challenges is if you do not have computers with your class, no tablets, no cell phones. Using the dictionary can be one challenge because teenagers and children these days are not used to using dictionaries. So, what will be the other way that they can find words

that they need to write? So, motivate them to have a dictionary next to them and help them to find ideas because this generation doesn't like to talk too much.

If you ask them to write their ideas, it's the same obstacle that they're going to have. What can I write about? I mean, extend your ideas. They are the generation that, when you ask something, and they just say no, yes, how ask them to write? Can extend a group of ideas if this generation is a short-answer generation. So yes, that's one of the challenges, but the dictionary can help in situations like this.

What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

The recommendation is to start from the easy part, easy writing, not so strict. Depending on the age of the students, try to do it little by little. The first and most important tip that you can do, what works for me, is dictation first. Dictation, I mean. I'm going to teach you how to write an informal email.

Good. I'm giving them the prompts, and I start working with them on dictation first. So the topic is asking the principal for a day out to watch the soccer match, for example, an informal email. So, what kind of words can we use? What kind of connectors can we implement in our writing? So, having that in mind and then organizing the ideas, like paragraph one, for example, introduction. What could the introduction be about? Oh, telling the principal- is she OK or something like that- the purpose of the email, great. How do we do it? Dictation, copy. I dictate, they do not watch the board. I dictate, they copy. When we finish the example, we say, " Oh, this is the way: paragraph one, paragraph 2, paragraph 3, paragraph 4. Good. Now, this is the second topic. Now you do it. So, we have the model; we dictate, they write; now it's your turn to do it. It's the best thing that I can offer.

Interview 2: English Teacher 2

What experiences have you had using writing techniques to improve academic writing skills in EFL students?

A couple of years ago, we began to place a greater emphasis on writing. We established parameters for the number of words students in each age group should practice in English, and before that, we had focused heavily on sentence construction and the use of connectors. And we introduced connectors across different age groups and classes, showing students how to use them effectively to build paragraphs and eventually essays.

So far, the experience has been very positive. Although the first year was somewhat challenging, students eventually learned to write cohesive essays, in which they clearly elaborated their ideas. As they progressed to higher grades such as 8th and 9th grade, they were able to write for specific audiences with specific purposes.

What are your perceptions of using RAFT in the EFL classroom?

I see RAFT as a very valuable and practical technique for the EFL classroom. It moves students beyond simply putting words on paper and encourages them to think more deeply about the writing process itself, particularly about who are they writing us and who are they writing to and why.

In my experience, many students tend to write without considering their audience and purpose, which often results in disjointed or unclear texts. RAFT addresses this gap by giving students a clear framework that makes these abstract concepts more tangible. I also appreciate that RAFT is flexible enough to be adaptive across different age groups and proficiency levels.

How can the RAFT technique improve students' academic English writing?

I believe that once students learn to build an essay or piece of writing that requires them to adopt a specific role as an author, address a particular audience, or serve a clear purpose, the overall quality of their writing becomes much more cohesive. This approach develops their writing skills. Ultimately, it helps them achieve the goal of communicating different types of ideas to different audiences using appropriate language across various English-language contexts, which has long been the ultimate objective.

What learning opportunities can the RAFT technique offer for enhancing academic writing?

RAFT offers students the opportunity to take on the role of an author while considering the context and the audience. This not only enhances their reading comprehension and overall literacy when engaging with English text, but also serves as an effective communication technique. A skill that is highly valued in both national and international universities and also for the future workforce.

This skill should be developed from an early age. For example, with younger students, we use guiding questions like: Who will read your essay about your family vacation? Who are you writing to? What is the purpose of your writing? And as they grow, we increase the complexity of this. These texts and prompts.

What limitations are perceived about employing RAFT as a technique to improve academic English writing?

Our limitations have experienced SAMs from different differences between formal English and formal Spanish. Mostly in the expressions used in each language. Students must first learn how to properly build and express an idea in English before they get connected to the ideas or communicate effectively with different audiences. This has been challenging because it

involves not only building vocabulary and grammar skills, but also teaching them how to use language in context.

For teachers, this requires a little bit more effort. However, over the span of a year or so, the process becomes much more effective if we apply the technique properly. And if we remain consistent and ensure it doesn't end with one school year, but also evolves into the next school year. When students continue the practice across their levels, they develop a habit of writing in English and making each year easier than the last.

How can the RAFT technique be implemented in your classroom to improve academic writing skills?

I would implement RAFT by doing more than just teaching the technique itself. Every time we assign a writing task, I would clearly define the role the students are taking on as authors, the audience they're writing for, the format they should use, and the topic they need to address. However, I still believe that before applying RAFT, we must teach students how to connect their ideas correctly, because if we do that, we also help them to learn to stay on topic, to understand what their audience is, and to express their ideas more clearly.

Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

As I mentioned before, the main challenge is guiding students who are not used to writing in English toward considering the various topics and nuances that English writing requires. And that is why, before applying RAFT, it is essential to ensure that students know how to connect and how to express their ideas properly. Only then can we teach them how to do the same thing, but in context.

What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

My strongest recommendation is to be absolutely intentional with your teaching. Always have a clear objective and ensure that you are meeting that objective. Rather than just focusing on finishing one activity, we have to prioritize whether students are achieving the objective. Specifically, whether they know how to express the ideas in context.

Interview 3: English Teacher 3

What experiences have you had using writing techniques to improve academic writing skills in EFL students?

In my experience as an EFL teacher, I have implemented different writing techniques such as brainstorming, graphic organizers, peer feedback, process writing, and RAFT.

What are your perceptions of using RAFT in the EFL classroom?

Among these techniques, RAFT has been particularly effective because it helps students to understand the purpose of writing, to identify their audience, and organize their ideas before starting a text. I have also observed that students become more engaged and produce more current and meaningful pieces of writing.

I perceive RAFT as an effective and student-centered technique because it promotes creativity while maintaining a clear writing structure. So, in the EFL classroom, students often struggle to generate ideas and understand the purpose of writing tasks. So, this technique provides a framework that guides them throughout the writing process and also increases their confidence when it's pressing ideas.

How can the RAFT technique improve students' academic English writing?

Our team's purpose is to improve academic English writing by helping students focus on key components of communication. For example, role, audience, format, and topic. This structure encourages students to organize their ideas logically, use appropriate language, and write with a clear purpose. As a result, students develop better coherence, organization, vocabulary use...

What learning opportunities can the RAFT technique offer for enhancing academic writing?

Provides opportunities for students to write from different perspectives, explore authentic communication situations, and practice different text formats. It also promotes creativity, collaboration, critical thinking, and language development. Furthermore, students become more aware of how language changes depending on the audience.

What limitations are perceived about employing RAFT as a technique to improve academic English writing?

One addition is that some students may initially find this technique challenging cause they are not familiar with writing from different roles or perspectives. Additionally, teachers need sufficient time to explain the components of RAFT and design appropriate activities. Lower-level students may also require Scup holding and vocabulary support to complete the task.

How can the RAFT technique be implemented in your classroom to improve academic writing skills?

In my classroom, I implement RAFT by first introducing a topic and then guiding students to identify the role, audience, format, and topic. Before writing, students brainstorm ideas and complete a planning organizer. So, during this writing process, they receive feedback from peers and the teacher, of course. And finally, students can check and publish their work. This process helps them to write more effectively.

Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

Okay, the main challenges include students' limited vocabulary, varying English proficiency levels, and time constraints. Some students need additional support to understand the role and audience requirements. Another challenge could be ensuring that students maintain academic language while being creative. However, these challenges can be addressed through modeling, Scott folding, and guided practice.

What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

Well, I recommend introducing RAFT gradually and providing clear examples before asking students to write independently. Teachers should adapt the complexity of RAFT activities according to students' proficiency levels, and provide vocabulary support when necessary. It is also important to combine this technique with peer review, revision activities, and formative feedback to maximize its impact on writing development.

Interview 4: English Teacher 4

What experiences have you had using writing techniques to improve academic writing skills in EFL students?

Number one, I have applied several writing techniques to enhance academic writing skills in students, including brainstorming, mind mapping, online peer review, model texts, and start technique. You know, brainstorming and mapping help students generate vocabulary and organize their ideas using visual support, you know, before writing. Peer review is also an effective technique, as the students read and evaluate each other's work. This process helps them identify mistakes and learn, you know, like a team. I used to start with a technique. I don't know if you

know about this technique, but in this case, it's situation. Task, action, and result, and there are more techniques like this one, but in this case, it guides students to develop ideas in a logical sequence and improve core currents in their writings. You know, it's like steps. They have four steps.

What are your perceptions of using RAFT in the EFL classroom?

I have 4 perceptions about this technique. Number one, it's about motivation. You know, it roughly groups students' engagement by allowing them to assume creative and realistic roles in their writing tasks. The second one could be that it supports teachers in guiding students toward writing with a clear purpose and structure in the organization.

The third one could be that it engages appropriate use of vocabulary, tone, and grammar according to different contexts. And the last one could be communicative perception. It reinforces the idea that writing is a purposeful act of communication directed to a specific audience, not just an academic exercise, not just a task. All of the writing has a purpose.

How can the RAFT technique improve students' academic English writing?

I think the writing engages academic English writing in several ways, of course. The first one, a clear purpose. The students understand the objective of their writing and the intent- you know, the objective, the goal, the target audience- improving focus and clarity. Of course, number two is improved organization. The format guides the students in structuring their work correctly, such as distinguishing what the difference between essays and reports or letters and emails is. And the third word could be pretty good thinking. Of course, the students analyze and about information based on who is going to read this one on the outer next.

And they have to make that decision. So that's really helpful for them. I think the other one could be vocabulary development. They acquire and apply academic language in different

contexts. So, they improve their vocabulary, and they know when and where they have to write a certain word. And the last one, I think, is language awareness. Students become more conscious of tone and style, and reduce their dependence on their communication.

What learning opportunities can the RAFT technique offer for enhancing academic writing?

I can see that as we become familiar with the features that structure characteristic of different text types, such as emails, reports, summaries, maybe summaries and articles, and essays. They also develop their writing voice by expressing ideas from different perspectives, including professionals, experts, or fictional characters. In addition, they build audience awareness while learning. To recognize and respond to the needs and expectations of different readers.

Peer feedback becomes more focused and mindful, particularly in terms of tone, content, and, you know, if this is appropriate for the audience. And finally, students understand that academic writing can be both flexible and creative when they adapt. to different contexts.

What limitations are perceived about employing RAFT as a technique to improve academic English writing?

They have five limitations. Number one, cognitive demand. Of course, the students struggle to manage role, audience, and informative language, all at the same time. The second one, time. The teachers require additional time for planning and providing detailed feedback. Number three, lack of knowledge. You know, I'm talking about formats. They require explicit instruction and modeling. If they didn't know, it's gonna be a problem. The next one could be assessment challenges, 'cause I think evaluating diverse text types can be more complex than

reading a single AC format. And that one may be student resistance, you know, some students prefer traditional at some orient writing.

How can the RAFT technique be implemented in your classroom to improve academic writing skills?

I think one of the options could be modeling. The teacher demonstrates a complete rough draft task with the whole class. Number two could be a choice provision: students select from a range of rough options to increase motivation. Number three could be a writing support: you know, sentence starters and a vocabulary list, and provide a guide to students.

You know, you're gonna work on this vocabulary; you can use these kinds of sentences; it's gonna be easier for them. They need interactive practice, of course. Maybe they can add some reflection ideas. And of course, the process writing: the students first draw rough ideas. And then they work on it; they work according to route requirements...

Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

Maybe a key challenge includes students often failing to adjust their writing to the target audience. Number two, of course, is that Spanish writing instructors are frequently translated into English compositions. Another one could be that teachers face increased workload when evaluating a variety of writing formats. Another one could be there is a limited vibration or there are eliminate suitable materials for different rough tasks of EFL levels, could be one. And of course, the last one, exam-oriented learning, can reduce the students' motivation for community writing.

What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

I think you can use the following recommendations, for example. Number one, begin with short writing tasks before progressing to full essays. It's going to be easier for them. Number 2 could be to collect and reuse strong student work. For example, as future models. Number three could be to use three robots that evaluate role, audience, formats, and tasks. Number four, integrate digital tools such as Google Classroom; we want to share reviews and writing. It's gonna be easier if you have, like, a digital version of the writing instead of just, you know hand writing and it's a lot of paperwork. And the last one, pre-teach. We teach text instructors to make sure that students understand the respect format.

Interview 5: English Teacher 5

What experiences have you had using writing techniques to improve academic writing skills in EFL students?

I have focused primarily on guiding students through targeted scaffolding techniques, ensuring they organize their ideas thoroughly before they begin drafting, which allows them to gradually build coherent paragraphs.

What are your perceptions of using RAFT in the EFL classroom?

I perceive it as a structured pedagogical tool that makes learners conscious about the precise purpose and objective of their writing, transforming it from a standard academic task into a meaningful communicative act.

How can the RAFT technique improve students' academic English writing?

It promotes vital self-reflection and helps students actively adapt their vocabulary to the specific context and audience, resulting in a much more solid and coherent writing production.

What learning opportunities can the RAFT technique offer for enhancing academic writing?

It offers highly meaningful learning experiences by explicitly connecting classroom writing exercises to the real-world communication scenarios that students will inevitably face in the future.

What limitations are perceived about employing RAFT as a technique to improve academic English writing?

I have noticed that students often struggle with specific vocabulary gaps and tend to translate directly from formal Spanish structures, which frequently disrupts the fluency of their assigned role.

How can the RAFT technique be implemented in your classroom to improve academic writing skills?

I suggest integrating the technique firmly during the pre-writing stage by providing clear, guiding questions about the audience and format before any drafting begins.

Based on your perspectives on the technique. What are the challenges of using the RAFT technique in the classroom?

It undoubtedly requires a significant amount of time for teachers to evaluate the diverse formats, and unfortunately, students sometimes lack the motivation to move away from the traditional, exam-oriented writing they are accustomed to.

What recommendations can you provide for the use of the RAFT technique to enhance Academic writing?

My main recommendation is prioritizing clear objectives and scaffolding the activities heavily. Start with short, guided practices before ever expecting them to complete full academic essays independently.

