

**The impact of mind mapping in the pre-writing process in EFL of fifth graders at
Nueva Inglaterra Campestre School in Saboyá, Boyacá**

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Nueva Inglaterra Campestre School in Saboyá, Boyacá**

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Table of Contents

<i>Abstract</i>	6
<i>Contextualization</i>	7
<i>Research statement</i>	9
<i>Justification</i>	11
<i>Theoretical framework</i>	14
Related studies	14
Main constructs	16
Writing on a foreign language	16
Types of writing performance	17
Emphasizing on a writing micro-skill.....	18
The writing process	18
Pre-writing Stage.....	20
Mind mapping as an essential element of the pre-writing stage.....	21
Using mind mapping to develop pre-writing.....	22
<i>Research design</i>	24
Type of study	25
Qualitative Research	25
Action research	25
Data collection instruments and techniques	27
Teacher's Journal	27

Teacher’s Checklist.....	28
Student’s artifacts format	28
<i>Time table and stages.....</i>	29
<i>Instructional design</i>	31
Approach: Writing Process Approach.....	31
Design	32
Pedagogical objectives	32
<i>Action Plan</i>	39
First cycle.....	39
Changes and improvements	40
Second cycle	41
<i>DATA ANALYSIS AND FINDINGS</i>	44
<i>CATEGORIZATION OF DATA.....</i>	49
Category Number 1: A mind map as a strategy.....	50
Subcategory 1 Develop the thinking ability, creativity and imagination.	50
Subcategory 2 Retrieve information.	52
Subcategory 3 A Communicative purpose in the activities:.....	53
Category number 2. Mind map as a tool to develop the pre-writing.	54
Subcategory 1 Strategy to explore the kids’ ideas and get vocabulary to write:	54
• Category number 3. Evaluation in the pre- writing process.....	56
Subcategory 1 Summative and Formative assessment:	56

Conclusions	58
Findings and implications	59
Appendixes	61
References	86

Abstract

This research aims to describe the impact of mind mapping in the pre-writing process in fifth grade students at Nueva Inglaterra Campestre School. There were found some factors in the students' writing process that did not allow them to write as it should be at their level, so that, it was necessary to look for a strategy to help students improve their writing skills.

The data collected was done in the teacher's journal, checklist, and the students' artifacts. These instruments allowed to follow the students' pre-writing process; the gathered information from what the students were learning helped to identify their weaknesses or strengths to help the teacher to find a strategy to reinforce their writing.

On the other hand, the action-research study was developed in two cycles and designed with the qualitative paradigm which helped to analyze the outcomes of the students related to their prewriting abilities.

The results showed that writing, using a mind map as a tool, into the pre-writing process, let most fifth graders, progressively, start learning how to write in English, in around ten weeks. They could write a short paragraph using a mind map and organize their ideas to be able to write about any topic which was suggested by the teacher. Although, they still had some mistakes that needed to be improved, in their pre-writing process, the use of mind maps let the students organize their ideas in a better way.

Key words: pre-writing process and mind map.

Contextualization

Nueva Inglaterra Campestre School is a private school located in Saboyá, Boyacá. I have been working in this school since 2018 and I have taught English in preschool, elementary school, and some high school grades. This school is a non-profit entity with more than ten years of experience, which belongs to the Corporation "Mejor futuro". It is a countryside school with a natural, calm, and pleasant environment. Its spaces are appropriate for students to learn and play. Its classrooms are comfortable places with the proper illumination and the necessary equipment to develop the class. Also, there are two hundred and fifty students in the school: pre-school, elementary school, and high school. It is a school that offers a personalized education through the development of activities through multiple intelligences to guarantee productive learning. The teachers work with groups of fifteen to twenty students per grade. Besides, this school offers high quality education due to it works in a bilingual method (still working on it), where students can communicate in English as a foreign language. The school receives the British Council's help to prepare the students to take international exams like Preliminary English Test (PET) and First Certificate (FCE) to achieve the level B1-B2. The school also makes students perform well to develop the four linguistic skills: listening, speaking, reading, and writing. Also, the students who finish high school will receive a high school diploma with an emphasis in English.

The pedagogical project has a constructivist approach. All the disciplines of knowledge structure in their programs are based on the Teaching for Understanding educational model that proposes an integrated planning and evaluation system. Besides, the school emphasizes

the teaching of meaningful learning to make the concepts more understandable and appealing to the students.

Moreover, the students will be recognized as autonomous, supportive, responsible and interested people for their country's welfare and everything that surrounds them, with a high capacity for leadership and creativity to transform the world.

This research was carried out with students of fifth grade. They are twenty students: There are nine girls and eleven boys. They are between nine and ten years old. It is a curious and quite challenging group, sometimes, this group is not very disciplined and they like to talk a lot to each other. It happens because most of the students are boys. Academically, most of the students have excellent bases in English and can develop their activities properly.

Although there are a few students who often ask about how to do the activities, they find it difficult to understand the assigned tasks. The school has fifteen permanent teachers: three English teachers are teaching English, science, and speaking, there are two teachers for preschool, math, and Spanish, there is only one teacher for social studies, and four more teachers are teaching other subjects. The students take eight English hours per week (two speaking classes and five English classes). Also, the social classes of the students are characterized by belonging to the middle class.

Finally, it is important to mention how parents are so related to the school and like to participate in most of the activities, so that, they signed an *informed consent* for allowing their kids to participate in this research study. (See **Appendix A**)

Research statement

Working the writing process with the students, especially, with fifth graders is not an easy ability to grasp, it has to be taught with different and effective strategies which help to reinforce it, in an appealing way, which made it fun and understandable. In this research work, it has been evident the lack of ability for writing, in the fifth-grade students of the Nueva Inglaterra school, during the data collection. For example, through the observation checklist, the students were doing some activities about superlatives. It was evident that students started to get confused in the activity because they tended to mix the short and long superlatives when writing them in a text, which, based on Harmer (2004) it is called “writing mechanics; these include handwriting, spelling, punctuation, and the construction of well-formed sentences” (p.44): the intelligentest... or the most tallest and others.

Secondly, a survey was applied to 20 students which included questions about likes, dislikes about the writing class. This survey showed that from 20 students 60% answered that they liked to write in English because they considered they could write specific sentences. On the other hand, 40 % of the students responded that they did not like to write in English because it was sometimes hard for them to write. Also, 40% of the students did not know some vocabulary to express what they wanted to say, and 40% of the students expressed that they liked to write about sports, hobbies, family, friends, food, and heroes using descriptions, stories, and poems during the English class.

Besides, the students had a space to write about something they liked; 75% of the students were able to write around three lines about what they liked, but having some grammar and

mechanics problems such as omission and word order, which were the most recurrent mistakes (harmer, 2014). For example, in the space where they had to write something, the made mistakes such as: “I ~~ean~~ like play basketball” “I ~~not~~ like cookies” – they added words that were no necessary. Also, they omitted the subject I: “- **like dogs and cats,**” and finally, **75% of the students** wrote that the most difficult thing about writing in English was that they could not find the correct word to write, which means they needed more vocabulary in order to use the proper word in the context asked.

Finally, it was given a journal to be filled out by the reading and science teachers, who wrote their writing experience in their classes. So that, the reading teacher expressed that the children needed to be motivated during the class with dynamic activities to achieve engagement. Moreover, the teacher who teaches science in English expressed how graphic organizers (brainstorming webs) can be successful in the classes to teach any topic. So, I could conclude that graphic organizers are my motivation to teach the students to write in their pre-writing stage.

To conclude, the mind map as a tool in the pre-writing process will develop a better use of the mechanics of writing, making the students have an effective way to organize information and take notes about a particular topic in order to write about it in future texts.

In that sense, I stated the following research question and objective:

Research question

How does mind mapping impact the pre-writing process in EFL of fifth-graders at Nueva Inglaterra Campestre School in Saboyá, Boyacá?

General objective

To describe the impact of mind mapping in the prewriting process in fifth grade students.

Specific objectives

- To analyze issues and needs that students have in the pre-writing stage.
- To design a mind map strategy to encourage the ability of pre-writing activities.
- To implement the mind map as a tool to promote students to develop their pre-writing skills.
- To evaluate the process of pre-writing of the students through the implementation of mind maps.

Justification

The prewriting process has an important role in the acquisition of the writing ability where students work on the different tools to obtain the structures and the vocabulary needed for any context of the texts and be successful when they are asked to write.

The last statement is taken from my English teaching experience in the New England school where it was noticed how students tended to get confused when they wanted to write something. They were used to add extra information, omit letters, mix words, have some grammar mistakes, or even have issues using vocabulary to express what they wanted to say. There were some problems at some point, and it was a little frustrated when making the students to write because it was mandatory to follow the writing book they had. It was not possible to do anything differently because this book had specific parameters that did

not motivate children to write. That is why, it was necessary to get a strategy that could motivate the students to write. So, there were some articles on how using mind maps helped students learn English in other parts of the world and how this strategy allows students to be more organized and more motivated when they need to study or practice a specific topic.

This work intends to get the fifth-grade students of New England school to develop their pre-writing by implementing mind maps as a strategy to help them think in a more organized way about their ideas. So, the main strategy to attack is the lack of vocabulary in students was mind maps. Also, the advantage of using words and images to help students store more words that can help them complete their ideas better when writing something down. This tool will permit to teach young students a more structural way to express their ideas in a foreign language. “Radiant thinking can instantly make keyword associations with corresponding images. This gives you the freedom to navigate the infinite space of your brain. This is the essence of all thought processes and mind maps”. (Buzan, 2010 p. 37, 51)

On the other hand, the current national education and language policies like English standards and the Basic Learning Rights will both contribute to this research considering that it focuses on pre-writing process in fifth grade students IN NUEVA INGLATERRA CAMPESTRE SCHOOL. So, according to the Estándares Básicos de Competencias en Lenguas Extranjeras: inglés, “allow both students and their families, teachers and school institutions, the Ministry of education and other educational authorities to know what should be learned and what students must know about the language and what they should know how to do with it in a given context”. (Estándares Básicos de Competencias en Lenguas Extranjeras: inglés, [EBCLEI] 2006, p. 3) Besides, students in 5th grade must be

able to write topics of interest, descriptions about my preferences and short stories, short messages of greetings or invitation, describe people, link phrases and sentences using connectors that express sequence and addition, properly use of grammar structures and spelling of words that students write frequently. (EBCLEI, 2020, p.20)

In the same way, Derechos Básicos de Aprendizaje: Inglés “in the area of English are a fundamental tool to ensure educational quality and equity for all children and young people in the country (Colombia). “These rights describe knowledge and skills that students must learn and develop in the area of English in elementary School. They allow to identify the key aspects in the development of the communicative competence of students in the foreign language and, therefore, they are defined in the skills of oral and written comprehension and expression” (Derechos Básicos de Aprendizaje: Inglés, [DBA] 2016, p. 13). So that, Students in 5th grade must be able to write a short and simple oral and / or written narrative text that responds to “what? Who? When? and where?” of an event or anecdote.

With regards to the research “The impact of mind mapping in the pre-writing process in EFL of fifth graders,” the Macro-project (innovate practices in English teaching and learning: practices of the LLEI pre-service teacher) is related to this research because it has the population to carry out the development of the pedagogical activities with respect to the pre-writing process and to collect the necessary information for developing it.

Moreover, Research Subproject 1 (pedagogical innovations in EFL learning and teaching context) is related since this research is an innovative strategy to teach writing. The fifth graders can develop their pre-writing process using a mind map as a tool to write. Also, it is innovating that a change can be implemented in the school curriculum as a teacher. The

classes can be more interesting for the students and generate interest and curiosity in learning a new way of writing in English and seeing the needs that the students may have in their learning process. Additionally, the development of this subproject is the learning strategy instruction since the students are in fifth grade. They are more independent, and it lets them be more motivated in class and focus their attention, organize, understand, and remember information.

Theoretical framework

Related studies

During the search of literature for the development of this research it was found some research articles which became important at the time of giving validity to the strategy stated in my research: *The impact of mind mapping in the prewriting process of fifth graders at New England School in Chiquinquirá, Boyacá.*

Teaching Writing to Young Learners (Zerin, 2007) will contribute to this research in the use of pictures since it allows students to have understanding and motivation at the time of writing. Also, the use of the feedback allows identifying the student's achievements and aspects to improve and find a strategy to strengthen their weakness in writing. The result obtained showed that students enjoyed the creative writing class where the teacher found that students had made common errors but the teacher provided positive feedback and support for the students' ideas. The students' self-esteem went up automatically.

On the other hand, **Some Aspects of Teaching Writing in the Foreign Language Classroom** (Al Naqbi 2018) will be helpful to this research in the way of more than just

correcting the student's grammatical errors, but in focusing on their interests, making the students feel confidence in writing, encouraging students to learn writing by integrating the reading skill. It is essential to always give the motivation to write, provide them positive energy, support them with an enjoyable atmosphere in the classroom, and provide helpful feedback.

Moreover, **The Use of Appropriate Pedagogy in the Teaching of Writing in the Primary School** (Yakubu 2014) will benefit this research in the way of having good methodology as a teacher. As teachers have meaningful goals are to be achieved in the writing process. Besides getting the students' motivation and set clear aims to start my class, taking into account interesting topics to catch the attention of the students. Also, to use the writing performance (Controlled Writing, Guided Writing, and free Writing) for a better accompaniment in the students' learning.

Furthermore, **Mind Mapping Techniques to Enhance EFL Writing Skill** (Ferheen 2016) will be useful in this research because integrating the mind mapping technique in the writing process improve cohesion and coherence, content paragraph structure, and writing length in the EFL learners. Moreover, mind mapping technique help the students to organize their ideas in a hierarchal structure make them to produce linked and better-connected concepts in their writing. The hierarchal structure kept the students on tracked in the development of their thoughts and details in the writing.

Also, **Brainstorming Approach and Mind Mapping in Writing Activity** (Karim 2016) will be favorable in this research because the students can be guided to overcome some

problems that they may have faced in writing through brainstorming activities. It can help them generate ideas and improve their memory and retain information for later to be able to write about this information. Mind maps are used to generate, visualize, structure, and classify ideas. The result of brainstorming in a writing activity is that it helps students to study and organize information, solving problems, making decisions, and writing.

Main constructs

Nowadays, children must start to learn a foreign language since it brings great ease of learning, helping the kids' memory, concentration, and the ability to multitask. Therefore, teachers need to find new strategies to catch the children's attention and interests.

This research seeks to analyze the impact of mind mapping on pre-writing in students of fifth grade. It is essential to show an innovative strategy in which students will learn how to develop their pre-writing skills by implementing mind maps as a tool. So, by applying this strategy in the classroom, the kids' English learning will enrich notoriously than other students. Consequently, it's essential to establish a theoretical basis and give some concepts about writing as a foreign language and mind map as the primary tool for this project's pre-writing stage.

Writing on a foreign language

Writing in a foreign language is difficult for Spanish speakers and they tend to write while thinking in their mother tongue and translate into the new language (English). Still, it is

easier if people write directly in the original language. It is difficult for some adults to write in English much more than children who are learning how to write in English.

Writing is one of the most exciting English skills because students can have real communication using a piece of paper where they can express their feelings, emotions, and thoughts. Teaching writing as a foreign language could be a tedious task for teachers especially with teaching children. Something important some teachers don't know is that: "Teaching writing to children gives them more thinking time allowing them to get more opportunity for language processing that is thinking about language" (Harmer, 2007 p.112) For that reason, it is essential to make a description of what writing is.

Since writing is a way of communicating feelings on a sheet of paper, Mary Spratt (2011) defines writing as "a productive skill because it involves producing language communicating a message by making signs on a page. To write is necessary to have something to communicate and usually someone to express it." (p.37) That's why developing the pre-writing skill in children will help them later to communicate something not just for themselves but other students and the community at school. Thus, this project will take into account four types of writing performance in the students' process.

Types of writing performance

At the time of developing the pre-writing stage, the students require an accompaniment from the teacher in their pre-writing performance. In this process, children can write short sentences until they can create and write their short paragraphs. So, according to Brown (1990) such a performance consists of four steps: Imitative or writing down, Intensive or controlled, Guided, and Self-writing:

In the first stage Imitative or writing down the teacher helps the children in this stage say each syllable's sound for later "write down" English letters, words, and possible sentences. In the second stage, Intensive or controlled after the students learn how to write certain kinds of words and sentences, the teacher helps the child control their pre-writing, presenting a paragraph to students to alter a giving structure throughout. In the third stage Guided, the teacher starts to let them go gradually in which the writing loosens the teacher's control but still offers a series of simulator. Finally, in the last step, Self-writing, the students are free to write about anything they feel a diary or journal writing is how a student records thoughts, feelings, and reactions and which a teacher reads and responds. (p. 399-400)

The previous stages are essential to this project because both the teacher and students will follow them as a pre-writing performance.

Emphasizing on a writing micro-skill

One way to initiate the practice of the pre-writing stage is to submit a series of words that allow students to structure simple sentences. According to Brown, (2007) "Using an acceptable core of words and use appropriate words order patterns." (p.399) let students create structures that communicate a meaning that is acceptable in a transmission of a message.

The writing process

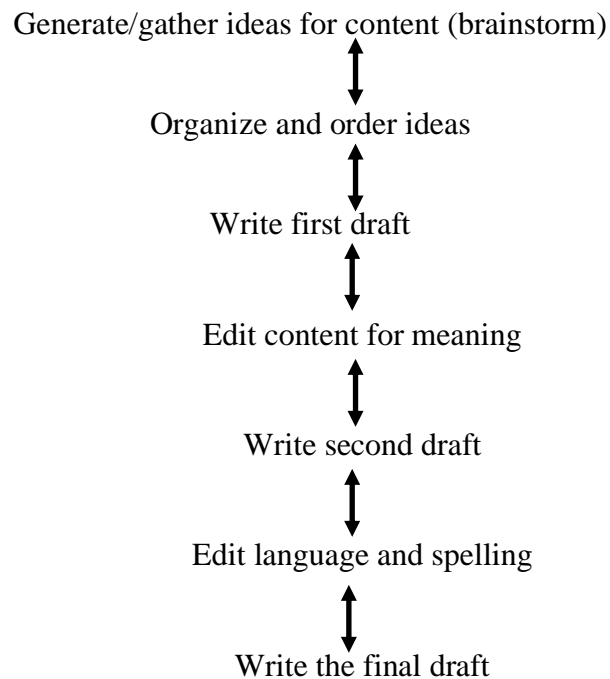
When we write about something, we should think about the readers so, we have to write in an understandable way. The writing process consists of three stages in which students can start their writing development. According to Cora-Lindsay and Paul-Knight (2012) the

writing process consists into three stages: preparation, draft, revising and editing and rewriting:

In the first stage preparation: we think about the content for the reader, decide the appropriate design and style. In the second stage, draft we put the ideas together in a draft form. Finally, in the last stage editing and rewriting, we probably need to rewrite several times so that text is coherent, clear and has few or no mistakes (p.86).

Figure 1

The writing process:



Note. This figure shows how the writing process can go in both directions because, in this process, its development is not necessary to go in one direction. The writer can decide to re-organize ideas about the written. Adapted of Learning and Teaching English (p.86) by Cora Lindsay and Paul Knight 2014, OXFORD.

According to those writing steps mentioned above. For this project, the only stages to work on are gathering ideas (brainstorming), organizing ideas (pre-writing), and the first writing draft. The pre-writing process is an essential process for the children since it allows them to generate ideas about what they want to write. Kelly (2018) states "Pre-writing should be offered with the time necessary for a student to create a plan or develop an outline to organize materials for the final product." It is also important when the children start their pre-writing during this process; they can talk themselves by writing their first sentences. According to Wilkinson cited by Kelly (2018), "The phrase oracy, defining it as the ability to express oneself coherently and to communicate freely with others by word of mouth." That means that when children talk for others or themselves about a topic, their pre-writing makes progress later when they get a written product.

Pre-writing Stage

The process of writing consists of three stages preparation, draft, revising and editing and rewriting: Teaching children to write in the pre-writing stage is the most important in the children's writing process. "Pre-writing is the "generating ideas" part of the writing process when the student works to determine the topic and the position or point-of-view for a target audience." Kelly (2018). So, the pre-writing process is a stage in which the children have the necessary time to create, plan, and then develop their ideas for a final writing production.

There are different ways that students can start their pre-writing process, and one of them is brainstorming since it lets the children make a list of ideas to then write them. The classroom is an excellent strategy that promotes children thinking. "When students are asked to think of all things related to a concept, they are being asked to stretch their

thinking skills” Watson (2018). Thus, as teachers, it is important to help students improve their thinking ability because it allows them to analyze each situation quickly and accurately. In her video, Holly Bullock mentions why brainstorming is important: "brainstorm helps to bring forth ideas, make connections between ideas and topics, and organize thoughts." (Channel HollyBullock,2013,0:55s) Therefore, this brainstorming process can help students join ideas when they want to use them in their writing.

Mind mapping as an essential element of the pre-writing stage

Mind mapping is a good strategy because children can use images as keywords to get to write about a topic that interests them. According to Buzan (2002) in his book: “El Libro de Los Mapas Mentales,” defines the mind map as:

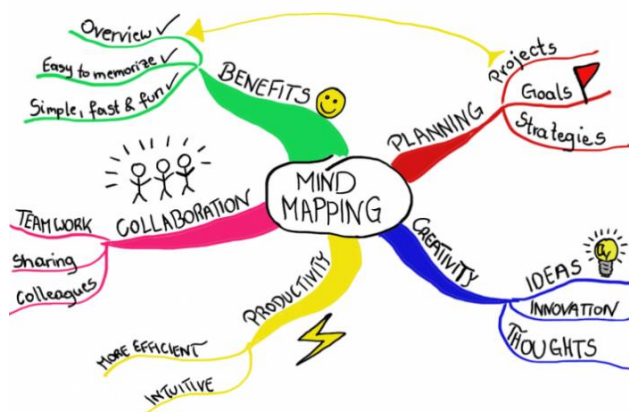
“Mind mapping is an expression of the radiating thinking, therefore a natural function of the human mind. It is a powerful graphic technique that provides a master key to access the human potential. It can be implemented in every aspect of life so that a learning improvement and greater clarity of thoughts can reinforce the man's job”. (p.69)

A mind map is a fundamental tool to make the children start their pre-writing. As a way, students can develop their thinking, ability, creativity, and imagination.

The mind maps fulfill specific characteristics to make them more striking at the moment of creating them and in that way makes it possible to transmit information: “a core image, the branches hold a key image or word stamped on an associated line, adding colors and codes to foster creativity, beauty and memory and specifically memory recall.” (Buzan, 2002, p.69). The mind maps help students have the capacity to store information and have mental efficiency in storing it.

Figure 2

Mind Map model:



Note. This figure shows how the ideas are organized in a two-dimensional structure, with the title/main idea always located in the center of the map for visibility. Adapted of The Creativity & productivity Blog FOCUS by Raphaela Brander, n.d.

According to the previous image regarding the mind map, Raphaela Brander, a staff writer and manager at Mind Meister web site shared in her article why mind map is a great technique, the benefits it brings for teaching, and why mind map increases the way of replacing taking notes in class. “Mind maps let you capture thoughts, ideas, and keywords on a blank canvas where you can organize them in a two-dimensional structure.”

(Brandner, n.d.) To conclude, a mind map is an excellent strategy to carry out this project and a perfect tool for the students to be creative in their pre-writing skills to show information about an exciting topic to others.

Using mind mapping to develop pre-writing

For the pre-writing process, the students must follow some steps for designing their mind maps. Therefore, according to Vanessa Steele, she mentions six steps they should follow: choosing a topic, note-making, feedback, organizing maps, writing, and continuation:

The first step to designing a mind map is choosing a topic; teachers usually select a topic to make the students write about something exciting, but it is also important that the students find this appealing. Vanessa Steele mentions that when kids choose it, “this can lead to greater interest in the task on the part of the student, as well as, perhaps, greater knowledge of the topic under study.” (Steele, n.d.) In this way, mind maps become a strategy to explore the students’ ideas. The second step is taking notes where students will be thinking about what they would like to write about and then writing them in English or their native language (Spanish) and using their dictionary to look for unknown words.

Also, they can work in groups or pairs to help each other with more ideas. “This stage also provides the opportunity for peer teaching, as other students may be available to provide the English word for the idea that was noted down in L1” (Steele, n.d.). In the third step, the teacher collects the students’ ideas to design a mind map, but this map is optional; this is only in the case of the students who don’t know how to make a mind map. “As the teacher elicits students’ ideas and reformulates expressions or corrects, students will learn how to express their English ideas. Such personalization is said to aid vocabulary learning” (Steele, n.d.). That step is exciting because the students get a lot of vocabulary in collaboration with their classmates. The fourth step is the organization, the maps in which students will organize their mind maps; their teacher may give them a model to follow to design their own. “They should first think about the overall structure, i.e., the order in which to relay the information, and then focus on the precise function each paragraph will have in their final text, as this helps clarify their writing.” (Steele, n.d.) The students can work individually, in pairs or groups. The fifth step is the writing part where students will start to write about the topic chosen. They could follow a model about how to write and

then write a paragraph. They may exchange their writing with other classmates to read what others write and become readers of their classmates' written work. "This gives their texts a communicative purpose, as well as developing an awareness of the fact that a writer is always producing something to be read by someone else, rather than for the display of writing alone." (Steele, n.d.) Moreover, the students must show what they wrote to their teacher to give them feedback about what they have written. The last step is the continuation in which students will be more comfortable designing their mind maps and using it to develop their writing skills.

So, according to the previous steps, these are excellent strategy that students can learn how to develop their pre-writing skills. Moreover, they learn how to be more organized in their writing activities by using a mind map and use it to improve and clarify their ideas.

Research design

According to David Nunan (1992) "Research is a systematic of inquiry consisting of three elements or components: (1) a question, problem or hypothesis, (2) data, and (3) analysis and the interpretation of the data. In which, is important to define the problem, plan objectives, and gather the information then, interpret the information and see if the objective was achieved and check if the investigation has expected results. Therefore, this research aims to be developed with qualitative research considering that it explores the attitudes and behavior of elementary school students. And consequently, a *descriptive research* in which as a teacher can describe the present circumstances in the class and in that way understand the data collected.

Type of study

Qualitative Research

This research aims that many other teachers as researchers find the solution to a problem in which they get different alternatives for viable solutions in their pedagogical practices. Thus, this project seeks a qualitative approach in which it is possible to reflect on how using the mind maps becomes an important tool for students to impact and develop their pre-writing skills.

According to Fraenkel and Wallen (2009) qualitative research “studies and investigates the quality of relationships, activities, situations, or materials. The researcher observes the classroom on as regular a basis as possible and attempts to describe, as fully and as richly as possible, what he or she sees” (p.422). Therefore, qualitative research is vital to carry out this project because it will help to have a process that requires interaction between teacher-students and the ways of understanding the world by the student and the teacher’s performance. Moreover, the qualitative research as a teacher directs to continually renew the pedagogical practice so that, it allows to reach its aims, and obtained the expected results to solve the difficulties when writing in English.

Action research

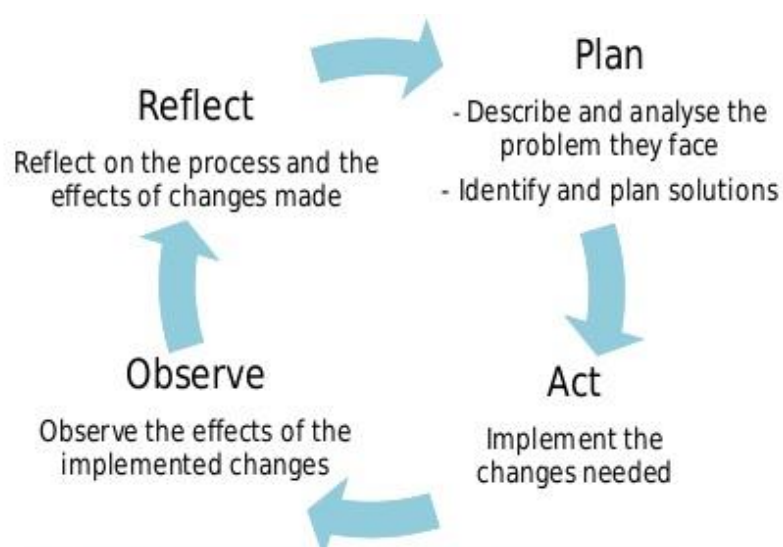
For the development of this research, as a teacher it is important to observe and investigate the possible problems that may be happening in our pedagogical practice, plan a strategy, and be able to resolve the difficulties and check if the strategy really works.

According to Fraenkel and Wallen (2009) Action Research (AR) “is conducted by one or more individuals or groups for the purpose of solving a problem or obtain information in

order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate problem” (p.589); according to the previous description of AR, it is important to name the steps of the cycle: planning, acting and observing and reflecting.

Figure 3

Action Research Cycle:



Note. This figure shows the Action Research continues in continuous spirals until a decision is made in the research process. Adapted of Research Gate by Gillian Lee 2015.

On the other hand, Gill Lee describes each step: “identify and plan strategies to improve a situation or solve a problem, implement the changes needed (act), observe and record the effects of the implemented changes and reflect and analyze the process and the effects of changes made” (Lee, 2015). The purpose of the action research cycles in this project is to address the population's problem, consider these steps, find out possible solutions, and finalize.

Data collection instruments and techniques

To carry out this project, it was necessary to gather some data collections to be used in qualitative research, and allow to find out information about the strengths and weaknesses that may appear during the data collections and giving results. There are three data collections to be used during the development of this project: research journal, teacher checklist, and Students' Creative Work artifacts.

Teacher's Journal

A Teacher's journal is a tool that teachers use to record observations during the class. Also, it helps teachers to keep thoughts and to analyze all the information for the research process. Andrew affirms that "It is an important source of information to use when trying to piece together the chronology of your research project." (Johnson, 2012), According to the previous information, the journal is one of the instruments used to develop this project. As a model, it will be using the Santo Tomas University uses for the Pre-Service teachers in the pedagogical practice.

This instrument was used for ten weeks from March 7th until may 31st /2019, once a week. So, this instrument will help to gather information during and after the process. It will collect information about the topic's description, reflections, and challenging issues during the class. On the other hand, this instrument was used in this research at the end of each lesson to collect information about how the class was. This instrument allowed reflecting each aspect of the class about what the students learned from the mind maps, their structures and consequently if they were following the steps of their pre-writing process. Moreover, analyzing if the class was successful or not, adds some changes and including strategies if necessary, in case that children are not properly understanding the writing

process. So, strategies were implemented for a better understanding of the children. (**See appendix B**).

Teacher's Checklist

A checklist is an instrument that allows the teachers to observe, monitor and follow-up students learning according to the language skill that the teacher wants to check on.

Andrew advises, "Do not cover all attributes during a single session; rather, look for a few attributes during each observation. One observation tells you little; however, many short observations over time tell you much" ... (Johnson, 2012). Thus, the checklist for this project will be used based on the kids' goals to reach every class according to the mind map and the pre-writing requirements (**See appendix C**).

This instrument was used for ten weeks from March 7th until May 31st /2019 once a week.

This instrument was used during the class while the students were working on their creative work artifacts. It allowed checking if they were achieving or not certain items in the development of their activity and if it was necessary to write details of the students' task during the class.

Student's artifacts format

Students' artifacts were formats given to the students which had the model of a visual art, a mind map and a creative short text, which helped students create a new one as an evidence of their pre-writing process. Andrew affirms that "artifacts are also very effective in helping you to understand students' attitude, emotional state, self-concept, or social perspective"

Andrew (2012). (**See appendix D**).

These instruments were used by the students, during the class for ten weeks, from March 7th until May 31st in 2019, as models to design their own. Also, by means of the outcomes of the students it was possible to evidence the design of their mind maps and the development of their pre-writing activity during class. It also allowed the students develop their creativity, thoughts, and feelings, both in their mind map and the pre-writing process.

Time table and stages

The time table and stages let organize each part of this project from the introduction to the implications as shown in the following table:

Stage	Activity	Start date - End date									
		Estimated duration									
		# of weeks									
Introduction	Write a working title.	1	2	3	4	5	6	7	8	9	10 +
	Describe the Contextualization.	1	2	3	4	5	6	7	8	9	10 +
	Write about Research statement.	1	2	3	4	5	6	7	8	9	10 +
	<ul style="list-style-type: none"> - Instruments used to find problem: - Observation checklist - Diagnostic test applied to the students - A teacher journal 	1	2	3	4	5	6	7	8	9	10 +
	Explain about the justification.	1	2	3	4	5	6	7	8	9	10 +
Theoretical framework	Search and write about relate studies based on the research interest.	1	2	3	4	5	6	7	8	9	10 +
	Develop the theoretical main constructs.	1	2	3	4	5	6	7	8	9	10 +
Research design	Describe about the type of study.	1	2	3	4	5	6	7	8	9	10 +
	Describe and write about the data collection instruments and techniques to be used in this study.	1	2	3	4	5	6	7	8	9	10 +
	Explain the time table and stages in this study.	1	2	3	4	5	6	7	8	9	10 +
Instructional design	Write and explain about the approach to be used in this study.	1	2	3	4	5	6	7	8	9	10 +

	Describe the pedagogical plan to carry out for the course (design).	1	2	3	4	5	6	7	8	9	10 +
	Procedure: present a sample of a lesson plan. Lesson plans:	1	2	3	4	5	6	7	8	9	10 +
	Lesson 1: All about me!	March 7 th									
	Lesson 2: My dad!		March 14 th								
	Lesson 3: My best friend!			March 21 st							
	Lesson 4: My house!				April 4 th						
	Lesson 5: My duties!					April 11 th					
	Lesson 6: My daily routine!						April 25 th				
	Lesson 7: My weekend!							May 9 th			
	Lesson 8: My birthday party!								May 21 st		
	Lesson 9: My Xmas/ new year									May 23 rd	
	Lesson 10: My last Vacation										May 31 st
First cycle	Implementation and data collection: describe about how the lesson plan went and write about the data collected.	1	2	3	4	5	6	7	8	9	10 +
	Data analysis: provide examples about the initial findings and describe in detail how the finals emerged.	1	2	3	4	5	6	7	8	9	10 +
Second cycle	Planning: Explain the actions based on the findings.	1	2	3	4	5	6	7	8	9	10 +
	plan went and write about the data collected.										
	Data analysis: provide examples about the initial findings and describe in detail how the finals emerged.	1	2	3	4	5	6	7	8	9	10 +
Conclusions and implications	Conclusions: Explain the overall outcomes of the study.	1	2	3	4	5	6	7	8	9	10 +
	Implications: Discuss the implications for other teachers' practice and recommendations for further research.	1	2	3	4	5	6	7	8	9	10 +

Instructional design

Approach: Writing Process Approach

When children start learning to write is important to teach them how to form words, phrases and sentences to write about a topic and let them to be integrated into the writing experience.

Therefore, as I mentioned before in the main constructs is essential to structure the pedagogical proposal considering the writing process approach. In that way, they will develop a variety of skills to be able to communicate their feelings and thoughts through a piece of paper. So, this approach includes three stages: preparation includes: *gathering ideas or brainstorming*, *organizing and ordering ideas* and *drafting*, revising and editing and rewriting. Fifth grade students manage to get to write the only the first draft because of time constrains.

According to Miftah (n.d.) cited in his journal “that Writing Process Approach (WPA) can give a positive impact on students' motivation in both studying English and developing their writing skill” (p.11). So, that means that Writing Process Approach inspire teachers to help their students to be motivated in having creative writing with interesting topics that make students to be involved in a particular writing activity. Moreover, at the time of developing the pre-writing stage, the students require an accompaniment from the teacher in their pre-writing performance. In this process, children can write short sentences until they can create and write their short paragraphs. So, according to Brown (1990) such performance consists of four steps: Imitative or writing down, Intensive or controlled, Guided, and Self-writing.

Design

As it was mentioned before, when students started developing the pre-writing stage, they required a guidance from the teacher in their pre-writing performance until children could write short sentences, create and write their short paragraphs. So, according to Brown (2007), such performance consists of four steps: Imitative or writing down, Intensive or controlled, Guided, and Self-writing.

During the pre-writing performance, in the first step, the imitative part, the teacher helped the children in this stage to say each syllable's sound and then, to write down English letters, words, and possible sentences or short paragraphs. After the students learned how to write certain kinds of words and sentences. In the second step, intensive or controlled, the teacher helped the children control their pre-writing, presenting a paragraph to students in which they could give a proper structure. In the third step, guided, the teacher started to let them go, gradually, in which the writing loosens the teacher's control but still offers a series of simulators and finally, in the fourth step, Self-writing, the students were freer to write about the topic they wanted from the ones the teacher gave.

Pedagogical objectives

- Students will be able to design a mind map every session using appropriate pictures and key phrases and collocations related to the selected topic.
- Students will be able to use information from the mind map and focus on specific details to write at least ten sentences related to the selected topic.
- Students will be able to use capital letters, connectors, and proper punctuation in their pre-writing stage.

- Students will be able to organize the information in a mind map to be used as a guide to writing their products more autonomously.

Table 1**Content of the general planning**

Date	Lesson	Vocabulary	Structure
March 7th	Lesson 1 All about me!	Favorites... Colors Shows Food Animals Subjects	Students will be able to write using the verb to be. My name is... I am __ years old. My birthday is on... I live in ... My favorite color is ... My favorite show is ... My favorite food is... My favorite animal is... My favorite subject is ... I like... I don't like ...
March 14th	Lesson 2 My dad.	Appearance: tall, short, fat, thin, handsome, good-looking, ugly Personality: clever, sporty, helpful, bossy, lazy, shy, friendly, kind, funny, talkative, hard-working	Students will be able to write using the verb to be. He is __ years old. His birthday is on ... He is a (profession). Appearance: he is (tall/short). He is (fat/thin). He is (handsome/good-looking). Personality: he is clever and sporty, etc.... Students will use 'and as a connector.
March 21st	Lesson 3 My best friend.	Appearance: tall, short, fat, thin, handsome, good-looking, ugly Personality: clever, sporty, helpful, bossy, lazy, shy, friendly, kind, funny, talkative, hard-working Likes/dislikes.	Students will be able to write using the verb to be. Example: my dad is clever but lazy.
April 4th	Lesson 4 My house.	Doors Windows Big Small Garden Parking Park Restaurant Trees Supermarket Countryside Houses	Students will be able to write using I live in... My house is... It has... There is a ... There are... My favorite place my ... because I can

		Buildings Bedrooms Bathrooms Kitchen Backyard Students can add more vocabulary.	
April 11th	Lesson 5 My duties.	Sweep the floor Mop the floor Set the table Clear the table Wash the dishes Pick up my toys Clean up Take out the garbage Feed my pet Take a shower Make my bed Wash my face Clean my room Clean the bathroom Water the plants Do exercise Do my homework Study Take notes in class Recycle Be on time Brush my teeth Listen to my teacher Be organized	Students will be able to write using must and should about what they should do as advice and must do as an order. Example: I should feed my pet after school. I must do my homework after school. Also, they are able to use other words to combine their sentences like... Everyday Before school After school Before bed Every morning After school lunch
April 25th	Lesson 6 My daily routine.	Sweep the floor Mop the floor Set the table Clear the table Wash the dishes Pick up the toys Take out the garbage Feed my pet Take a shower Brush my teeth Brush my hair Be on time Make my bed Wash my face Clean my room Clean the bathroom Do exercise Do my homework Study before a test	Students will be able to write using adjectives of frequency. Always Usually Often sometimes Never But / and Example: I always do my homework but I never clean the bathroom

		Take notes in class Water the plants	
May 9th	Lesson 7 My Weekend	Regular verbs Played Talked Jumped Called Washed Helped Danced Walked Studied Cleaned Listened Irregular verbs Made Had Came Gave Went Saw Met Ate Bought Gave Got Sang Drank	Students will be able to write sentences about my weekend in past simple using past simple regular and irregular verbs. They will write about what they do on Saturday and Sunday. The students will use connectors words like: first, then, after that, next, finally, and, but, with, to, a/an, the. Example: On Sunday First, I played soccer with my friend Pablo then I drank juice.
May 14th	Lesson 8 My birthday	Previous verbs Regular verbs Played Talked Jumped Called Washed Helped Danced Walked Studied Cleaned Listened Irregular verbs Made Had Came Gave Went Saw Met Ate	Students will write about their last birthday. Answering some questions like: Who organized the party? Who did you invite? What did you play? What did you eat or drink? They will include 2 more ideas for their birthday party.

		Bought Gave Got Sang Drank	
May 23rd	Lesson 9 choosing a topic: New Year Christmas	Regular / irregular verbs	The students will choose a topic and write about what they did on these specific dates.
May 31st	Lesson 10 email	The students will use vocabulary from the previous lessons.	The students will write an email to their best friend telling them about the last vacations. They will answer the questions: Where did you go? Where did you go? What did you do? What did you eat/drink? Who did you go with? Who did you meet? When did you go? What did you see?

Note: This table shows the lessons, vocabulary and structures taught for ten weeks from March 7th until May 31st /2019 once a week.

Material used in class

The materials students used to come from making their own folders and decorate them. Students made this material: decorated folders with sheets of paper to design their mind maps and their pre-writings. The material was developed as the course progresses.

Assessment, evaluation criteria

Formative assessment and summative assessment

Students' performance was evaluated with *formative* and the *summative assessment*:

The way of assessing the students was through an artifact, checklist and pre-writing, and mind map rubric. The students were working on their pre-writing journal, which they wrote about different topics with their mind maps as a tool. According to Spratt the *formative assessment* is when: "the teacher observed the learners, make notes and gives feedback of their strengths and difficulties in this area" (p.104). during the development of the class the teacher observed the students working individually and sometimes in pairs. The teacher was taking notes on a teacher checklist to help to remember what she has observed during the class. The teacher wrote comments or recommendations in the checklist about the work process when they are doing their activities and giving them specific information to his/her performance.

Also, the teacher made the students show their *creative artifacts*: mind maps and their pre-writing activity to find out how they have designed the mind maps and written their first sentences in their pre-writing process and wrote a feedback some annotations or corrections in the children's artifacts and check if the students needed to improve something.

Moreover, according to Spratt the summative assessment is when: "learners usually receive a score or mark from this kind of testing" (p.105). The teacher evaluated the students learning in summative assessment using a mind map rubric and a pre-writing rubric. **(See appendix E)**

Lesson structure

PPP (presentation, practice and production).

The lesson structure to be used in this research is PPP (presentation, practice and production) in which articulate it to the mind mapping technique and writing process approach. According to Harmer (2010) this lesson structure consists in three stages:

In the first stage presentation: The teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The students now practice the language using accurate reproduction like choral repetition, individual repetition. Later, the students use the new language to make sentences of their own. *In the second stage practice:* The teacher gets the students to repeat the new target language (practice) and correct any mistakes that students may have. The teacher models the new sentences that they are learning and the teacher can ask both individually and in groups. Also, the teacher may put the students in couples to practice the new structure. *In the third stage Production:* the teacher asks students to use the new target language to think of sentences independently. (pp.64-66)

According to the previous information, to articulate the mind mapping technique and writing process approach, the teacher introduced the new topic using pictures, short readings, videos or asked questions about the topic and elicited the students to participate. Then, the teacher reminded them the steps to design their mind maps. After that, the teacher monitored the class if the students needed any help with the design of their mind maps and pre-writing activity. Finally, the teacher asked the students to show their final product. In conclusion, the PPP lesson plan helped to develop and implement a dynamic and structured class (**See appendix F**).

Action Plan

First cycle

After the first five lessons in the pre-writing stage, it was necessary to gather some data collections that were allowed to find out information about the strengths and weaknesses that the fifth-grade students had during their pre-writing process. The three data collections used during the development of these five lessons were teacher journal, teacher checklist, and Students' Creative Work artifacts.

First, through the teacher journal and the student's artifacts, it was evident that most of the students were motivated to design their mind maps by drawing pictures, and adding information about the topic selected and in their pre-writing. In the first journal, I evidenced that most students were motivated to write about themselves following a writing model. Although some of them did not know some vocabulary to complete their information, they asked how to write some words. Also, they did not use a capital letters or punctuation. During the second topic about their dad, it was evident that most of the students knew their dads well and could write specific characteristics (although with some spelling mistakes, having some order words, and not having spaces between them). In the third topic about my best friend, they were more confident to write and just had spelling mistakes and omitted some words like pronouns. (he/she). In the third topic, it was evident that it was harder for some students who had some order words; a few of them wrote sentences adding and omitting information. For example, "*I can playing video games, in my house is one kitchen...*" and during the fifth topic about their duties at home and school, they were having again spelling mistakes like 'scoll' instead of school, taking *nothes...*

At the end of the first five lessons, they improved their sentences using punctuation, and connectors like 'and', 'but' and capital letters. Some students still found it hard to write information because they did not know some vocabulary. Also, every time the teacher was gradually giving them less information, they could write their sentences. On the other hand, in the checklist teacher was checking how the students were developing their activities. It was evident that there were a few students who had found it challenging to add details in their mind maps and continuously asked how to write some words.

Some of them were writing their keywords in which the handwriting was not legible to read, so; it was necessary to ask them to write them again. Other students did not like to draw pictures just because they felt bored drawing and coloring. In their pre-writing part, some got confused when they had to write details from their mind map to their writing part, and others found it hard to complete the information.

For this reason, some changes and improvements are necessary to implement in these four lessons left.

Changes and improvements

Regarding the lesson plan, it is necessary to find more strategies so that the students are motivated to draw their mind maps and write about what they expressed in them. Likewise, the objectives should be more specific so that the teacher can verify if they are achieving the proposed objectives at the end of the lesson.

In the methodology, it is necessary to implement specific strategies like bringing a short text to class about the topic to be written, so; the students have an idea on how to write about the topic. Also, getting the students to communicate with each other makes it interesting so when they

finish writing about the selected topic, they can read what they wrote and verify if they understand what their classmates have written. Moreover, during each lesson, visual aids such as posters and videos have been implemented so students can relate to the topic. Also, add a word wall so they could remember certain word.

However, the next lessons will be implemented using short texts that include information that the students can use to support their pre-writing stage. Finally, there have been some aspects that need to be improved in the class organization, like time, classroom, and the students' behavior. Concerning the time, the students have been taking too much time designing their mind maps; most of the students are meticulous and want to draw and color carefully. So, it is necessary to set times for kids to know when it is time to finish the activity for this problem.

About the classroom, on Thursday's afternoons, they have to share it with the dance teacher after the two hours, so for that reason they are always in a rush finishing their pre-writing part. The students have to work in the second hour in another classroom, but this one is smaller, and they are uncomfortable working there. Thus, for this aspect, the day will be substituted for Tuesdays since the classes are in the morning. And regarding students' behavior, because most of the students are boys. They are too noisy, and often arriving to the class is frustrating, considering that the teacher spends time trying to calm them down. Therefore, the teacher will implement the strategy of writing positive and negative points on the board, and at the end of the week, they will get a reward.

Second cycle

After revising the data collection instruments, it was evident in the teacher journal that students felt a little more comfortable in their pre-writing process. Although they still need to increase

their vocabulary because they did not know a word to complete their sentences every time, they wanted to write something.

Even though a few students were frustrated in writing specific sentences, they expressed that they could not do it because they did not know how to start to write. I motivated my students, showing them that they should follow their mind map to start to write.

Through their artifacts, I found some mistakes they still need to improve. So, some of them are spelling "*schurch – church*", "*whith, weat – with*", properly grammar and spelling "*I call whith my best frend – I called my best friend.*" Some students were also omitting the pronoun I – "*went to an island and saw rays*", "*meet my cousins and played in the beach*". They were missing some words in their sentences "*I played my dog – I played with my dog.*" Using a wrong word: "*I did swam in the pool – I swam in the pool*", "*I did played with my cousins – I played with my cousins*" "*I called my classrooms – I called my classmates*". Some of them also got confused in writing the correct tense verbs in their sentences: "*on Sunday I see a movie – I saw a movie*" "*I give a teddy bear to my brother – I gave a teddy bear to my brother*". Finally, they still need to improve in their punctuation.

The checklist showed that most students were doing well in the mind map items and the pre-writing activity. While I was walking around the class, a few students found it challenging to add the keywords in the last mind maps because they had to read some questions from the board and answer them by writing keywords on their mind maps. During their pre-writing part, some students made some mistakes with spelling and omitting some words, reminding them how to write certain words. Also, they were asking me about the vocabulary that they wanted to use in their writing.

Regarding the lesson plan, it was necessary to find more strategies in the methodology to be more motivated during the class. I applied the strategy of bringing short readings about different topics according to the lesson plan. It helped my students to focus more on how to specify sentences and to start to write. Also, some of the readings had short worksheets to develop their reading comprehension.

During the last five lessons, the visual aids were some videos, and the readings that had some pictures could follow the story. Finally, the organization of the class mentioned in the first cycle had some aspects that have improved, such as setting the time. They finished their activities according to the established time, and they were much better organized doing their activities. It was also necessary to change the days of planning their pre-writing activity for Tuesdays due to changing the classrooms. Their behavior improved a bit since it was implemented a system of assigning positives and negatives “points” regarding their behavior. Also, something to stand out is that most students could write at least ten sentences using some link words; it means almost a paragraph.

It was impossible not to feel proud of the students because they made a great effort in writing sentences by themselves. Although, there are still some aspects they need to improve. During these past lessons, I found that using the mind map helped the students organize their ideas and then, write about the selected topic in the pre-writing process.

DATA ANALYSIS AND FINDINGS

Data Organization and Management

Since this research aims to describe the impact of mind mapping in the pre writing process, it was used a qualitative method in order to describe, analyze and comprehend the data collected.

Based on the analysis on the students' pre- writing activity in the cycle 1 the findings showed that the students in the pre-writing activities achievement still had a series weakness with a little of improvement that wasn't satisfactory yet. In the cycle 2, there was a great improvement that was evidenced in their pre- writing with the implementation of mind map as a tool, although there are still aspects to improve.

So, to collect and study the data about the impact of mind mapping in fifth graders' pre-writing process, it was essential to analyze the three instruments carried out in this project: students' artifacts, teacher checklist, and the teacher journal. The teacher described in detail how twenty students learned the first steps in the pre-writing process and write in English, following the pre-writing stage and using mind maps as a tool for writing about different events and descriptions about themselves. So, after the teacher was looking for shreds of evidence through the students' pre-writing activities and instruments, the teacher was able to describe how the students could write a short paragraph in English.

First, it was essential to describe the students' process both in the first cycle and the second cycle and how their progress was. The teacher then created a variety of categories and subcategories to later write a description of each one of them. Finally, it was essential to reflect and write some conclusions and describe the certain limitations and needs that students still show in their pre-

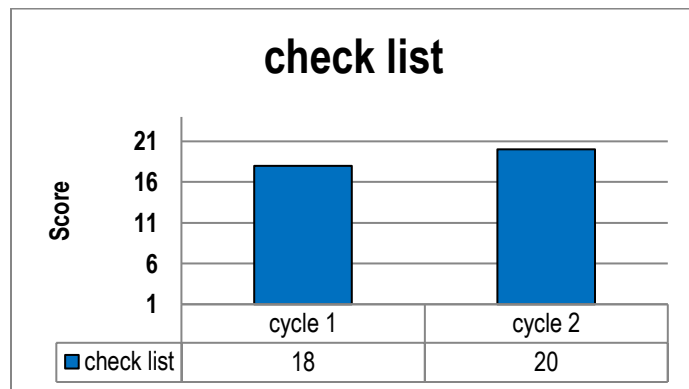
writing. Finally, as an appendix, it was also necessary to design a triangulation matrix to refer to the different sources used in the data analysis (**see appendix G**)

As mentioned in the context, this research project was carried out at NUEVA INGLATERRA CAMPESTRE SCHOOL in a private school located in Saboyá, Boyacá with twenty students. After implementing the first five lesson plans applied to the students, it was necessary to conclude this first and second cycle and find out information about the strengths and weaknesses that the fifth-grade students had during their pre-writing process. There were used the three data collection instruments mentioned above.

Teacher's checklist

During the gathering of information, it was used an instrument called "Teacher's checklist" which was according to the qualitative method where it was possible to register and monitor the students and verify if the children achieved each item listed in the chart according to the mind map and the pre-writing activity requirements. Also, this chart (*teacher's checklist*) had certain scores to describe the students' progress doing their activities during the class (see appendix 2)

In the following part, it will be described the analysis of the data collected from the instruments implemented:

Figure 4**Teacher's checklist results:**

Note. This figure shows as evidence the results of the teacher's checklist about the items listed about the mind map and the pre-writing activity.

Description

In the figure 4 about the teacher's checklists, it is evidenced that the highest score was 20 points, which means that most of the students were doing well in the items listed about the mind map and the pre-writing activity. Comparison in both cycles: Students did an excellent job of having the teacher's help in the first cycle at the beginning of the process. However, in lessons 4 and 5, they were having difficulties because the teacher was letting go so that they were a bit more autonomous about how to draw the mind and write about the selected topic. Although the chart does not list some specific students, there were around three students who did not achieve all items and demonstrated some difficulties in both the design of the mind map and the writing process.

In the second cycle, it was evidenced that a few students still found it somewhat challenging to add details and keywords in their mind maps because they have a lack of vocabulary and in being able to write what they wanted to express. However, it is important to emphasize that most

of the students could write at least eight lines using link words and collocations in the final lessons.

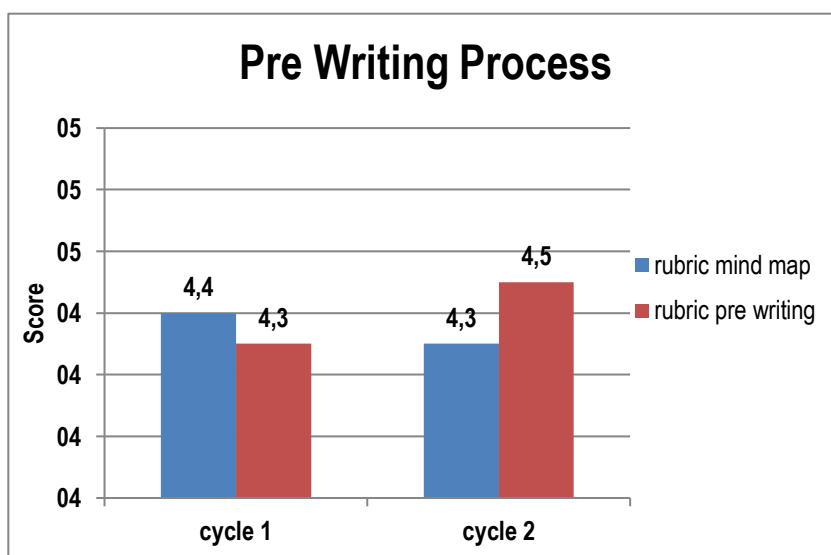
Students mind maps and pre-writing rubrics

The students' rubrics were graded from 1, 0 to 5, 0, and the minimum passing grade was 3, 2.

That means that the students must achieve certain items to get a good grade. Also, they were always motivated to do their mind map and pre-writing activity better every time because, in their feedback, the teacher wrote specific details they had to improve.

Figure 5

Students mind maps and pre-writing rubrics results:



Note. This figure shows as evidence the results of the students' rubrics in their mind maps and pre-writing process.

Description:

In the figure 5 about the students' mind maps and pre-writing rubrics, it is evidenced that in the first cycle, the information about the mind map, the teacher realized that most of the students were good at designing their main maps except for two or three students who did not show high grades. However, it was necessary to review. It was found that some students weren't doing an excellent job in doing the illustration and additional information in their mind maps since these two items were allowed to analyze what the children were failing to obtain a good grade. During the second cycle, it was evidenced that some students were able to complete their mind maps, just adding a few information in the branches having a basic average between 3, 5, and the highest 4, 3.

In the pre-writing process in the first cycle, most students developed their pre-writing process with some spelling and word order mistakes. A few students were somehow challenging to follow the process, so; their grades were not more than 4.3. The teacher focused on the creativity item in which the students must add extra information in their pre-writing process.

So, it was evidenced that just a few students could take the risk of adding details or/ and extra information in this first cycle of their pre-writing process. During the second cycle, most students took the risk of being creative and adding additional information even if the words were not written correctly. They just invented some words to enhance their writing. Still, others were not creative enough to add information. Although they had more difficulties in this second cycle because the teacher was gradually letting them be more autonomous in this process, they had a better process considering that they had to write almost by themselves.

As mentioned before, the teacher's checklist and the pre-writing and mind map students' rubric were descriptive as well. The teacher took notes in the checklist to remember the aspects that the students should improve at that moment and if they were achieving each item while the teacher was checking. Also, in the students' rubrics, the teacher wrote some notes about the students' mistakes to improve and advice to progress for the next coming rubrics. On the other hand, the teacher journal allowed the teacher to write in detail what happened in the beginning, middle, and end of the class. The students' artifacts instrument allowed the teacher to check students' activity, creativity, and improvement in their pre-writing. It also allowed the students to design a mind map using specific steps to develop their pre-writing activity.

CATEGORIZATION OF DATA

According to the previous information and all of the *instruments applied and analyzed*, it was important to check the main patterns or themes that tend to be repetitive in each student work. According to Saldana (2009) "a patten is a repetitive, regular, or consistent occurrences of action/data that appear more than twice" (p.5). Some of them were lack of vocabulary and spelling, which were important into the pre-writing process, but the research focused on the analysis of the artifacts done by the students.

After implementing the mind maps tool in the pre-writing stage, it was possible to identify some categories which became important to find the most relevant mistakes for a future research work and to describe the findings of this work and write implications and conclusions. In the following chart, it is possible to observe a summary of them:

Categories	Sub-categories
A mind map as a strategy	<ol style="list-style-type: none"> 1. Develop the thinking ability, creativity and imagination 2. Retrieve information. 3. A Communicative purpose in the activities.
Mind map as a tool to develop the pre-writing	<ol style="list-style-type: none"> 1. Strategy to explore the kids' ideas and get vocabulary to write.
Evaluation in the pre- writing process	<ol style="list-style-type: none"> 1. Summative and Formative assessment

Category Number 1: A mind map as a strategy

First of all, it was important to define the *evaluation criteria* that were taken into account for the design and evaluation of mind maps which were *style, content, organization, illustration, adding information*. Mind maps are used as a strategy for children to begin their writing process as this allowed them to develop their creativity and imagination (**See appendix E**).

Subcategory 1 Develop the thinking ability, creativity and imagination.

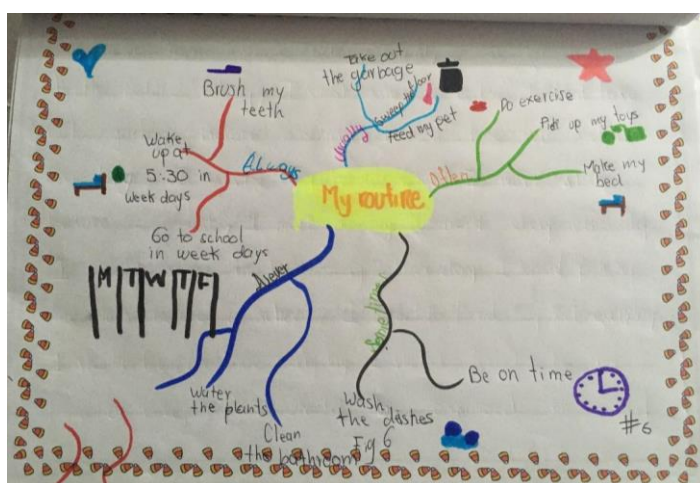
As a teacher, the strategy of using the mind is making the students develop their creativity and imagination in designing their mind maps like drawing pictures or writing keywords to help them to memorize specific details and use it later to write.

The resources used during the class to motivate the students were videos and readings to help them get an idea of what they would write later. In the teacher's Journal #7 in the part of: What changes (if any) will you make in your teaching and why (or why not)?

Excerpt # 9

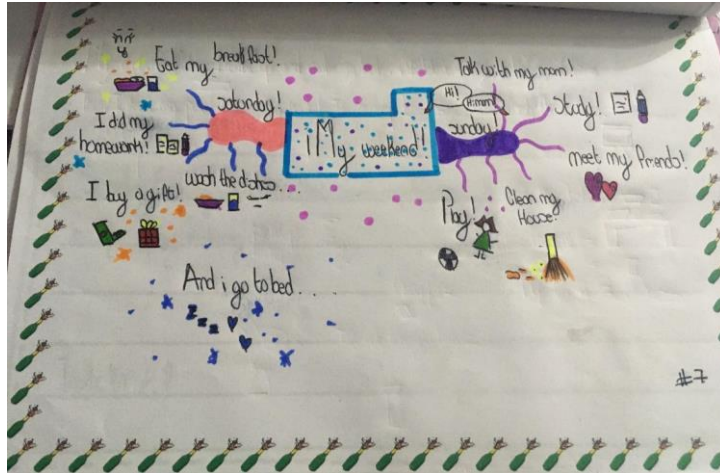
“Some decisions that were taken were to teach a topic was mainly using short readings at the beginning of the class to motivate the children to get an idea what to write about. Also, to change the schedule of the students because they were taking too much time designing their mind map and writing. Therefore, the teacher set a time writing on the board for each activity. In that way the students saw the time limit of each activity” (Casas, S. Teacher Journal lesson # 5 April 11th)

There are two excerpts, which the students started to use link words and others words being creative in their writing.



This text was a pre-writing activity product: *“My routine! First, I always wake up at 5:30, I brush my teeth and I go to school in weekdays. After that, I usually take out the garbage, sweep the floor and feed my pet. Then, I often do exercise, pick up my toys and make my bed. Next, I sometimes wash the dishes and finally I never clean the bathroom or water the plants.”*

(Student’s N pre-writing artifact lesson #6 April 25th)



This text was a pre-writing activity product: *“My weekend! Hi my name is... on Saturday I talked with my mom then I ate my breakfast and did my homework. Next, I bought a gift and washed the dishes and finally I went to bed. On Saturday I studied for a test, I met my friends then I cleaned my house and finally I played with my dolls”* (Student’s L pre-writing artifact lesson #8 May 16th)

Subcategory 2 Retrieve information.

According to Tony Buzan (2002) “a mind map fosters creativity, memory, and memory recall” (p.69). The data can be evidenced when the student recalled information and showed creativity in the artifacts because they included keywords or/and pictures, branches, or/ and adding extra information and represented in their writing part. There is a relation to the capacity of memorizing in the lesson plan because, in the previous classes, the students were learning certain words using picture cards for later to write about a topic. Some of the students could be creative by adding details to their mind maps and extra information. Besides, they were not limited to what the teacher suggested. They took a risk to use other link words and vocabulary that was not

included in their key vocabulary. A few students did not like to draw, so they just added keywords and minimal color.

Excerpt # 1

“Every other day I must clean the sidewalk of my house”

(Student’s P pre-writing artifact lesson # 5 April 11th)

Excerpt # 2

“At school I must recycle bottles, paper and ordinary things”

(Student’s N pre-writing artifact lesson # 5 April 11th)

Excerpt # 3

“On Saturday, I peeled peanut”

(Student’s N pre-writing artifact lesson # 6 April 25th)

Excerpt # 4

“At home I always change into my uniform”

(Student’s L pre-writing artifact lesson # 5 April 11th)

Excerpt # 5

“Also, I saw the sunset”

(Student’s H pre-writing artifact lesson # 9 May 23rd)

Subcategory 3 A Communicative purpose in the activities:

As a communicative purpose, the writing allows the students to express their emotions, memories, and thoughts. The communicative function carried out in this project is referential because the students were writing about reporting things, actions, events, or people in their

environment, description of someone or something, and reporting facts about events or actions. Their writing wrote descriptions about themselves, their best friends, their dads, actions about themselves, and events in the past. In each lesson, there was a specific item that the teacher wanted to achieve in her students. At the end of class, write about a description or a particular event from the past. This is represented in the children's artifact numerically at the end of each product that matches each lesson plan applied.

Category number 2. Mind map as a tool to develop the pre-writing.

Subcategory 1 Strategy to explore the kids' ideas and get vocabulary to write:

As a researcher and a teacher, it was necessary to ask the children which topics were interesting to write. Also, to bring short readings and videos to the class to motivate the children to write. As a benefit, the students can explore their ideas about a topic of interest and get more vocabulary for later writing. It becomes a communicative purpose previously mentioned.

“The teacher will hand out a short story “My weekend” The teacher will read a part of a story and then other students will take turns reading the story. After that, the teacher will remind students of some activities they probably did during the weekend.” (Casas, S. Teacher lesson plan # 7 May 9th)

“The teacher will show a video about a girl at her house. She will be showing the activities she usually does in the summer mornings. The teacher will be asking questions during the video like... what is she eating for breakfast? Name the activities she does while she is at home.” (Casas, S. Teacher lesson plan # 6 April 25th)

Result aspects

The following students got a great result at the end of lesson 10, but some 20% did not have the same result. They mixed information, and it was a little difficult to understand.

Excerpt # 1

“My last vacation hi there! Guess what I am writing you to tell you about my last vacation. First I went to Melgar and I did played in the pool after that I ate a hot dog and drank soda. Next, I went with my family to meet my aunt also I saw the sunset.

Hope to see you soon. Best wishes.”

(Student’s H pre-writing artifact lesson # 10 May 31st)

Excerpt # 2

Hello dear grandfather guess what I am writing you to tell you about my last vacation. I went to Cartagena I swam in the pool and in the sea. I played soccer and ran I ate sushi and barbecue I drank soda. I went on august. I saw the beach, hotel and restaurant. I can’t wait to see you.

(Student’s E pre-writing artifact lesson # 10 May 31st)

Excerpt # 3

Hi there. Guess what? I am writing you to tell you about... my last vacation! I went to San Andres after that I arrived to San Andres, I ate Chinese rice and I drank juice strawberry and the next day I ate chocolate and eggs then I went to an island and I saw rays and next I saw a motorcycle water. Bye keep in touch.

(Student’s P pre-writing artifact lesson # 10 May 31st)

- **Category number 3. Evaluation in the pre- writing process**

To evaluate the pre-writing process results through the implementations of mind maps as a tool, it was used a rubric (**see appendix E**), which had certain items which had to be achieved by the students. In order to have a clear feedback the students received their correction and re-did the mind map as homework.

Subcategory 1 Summative and Formative assessment:

The summative assessment lets me evaluate the students through a rubric every time they finish their pre-writing activity. I found that after each rubric, students made an effort to get a better grade.

There was a summative assessment in each rubric in which the teacher graded students' activity in their mind map and the written part, depending on each item. After the summative assessment, the teacher gave them feedback about what they should correct and improve in their pre-writing activity for the next lesson (the students who improved their activities demonstrated an improvement in their mind maps and writing). However, also there were still children that made the same mistakes.

Excerpt # 15

“try to write complete words helpful - helpful” “improve your handwriting because it is difficult to understand also add punctuation and capital letters” “please draw your mind map clearly there are some words that I couldn't read also add more information” “please write complete sentences, write legible”.

(Student T feedback mind map and pre-writing artifact lesson # 2 March 14th)

Excerpt # 16

“include more pictures” “check your spelling” check your sentences you are omitting the I
subject” “good job but add more information” “you are getting better”

(Student C feedback mind map and pre-writing artifact lesson # 6 April 25th)

It can be said that these two ways of evaluative assessment (rubric) allowed the teacher to verify each item that wanted to achieve at the end of the activity.

Conclusions

Though there have been many theories about teaching writing, it is clear to say that using the mind map as a tool and following the writing process approach have been a great source to impact the pre-writing skills of the students in this research. Since, it allowed fifth graders to learn how to organize their ideas in a clear and different way and therefore, increase their creativity and, especially, their memory. According to Buzan (2002) "key image or word stamped on an associated line, foster creativity, beauty and memory and specifically memory recall" (p.69). This is made evident by the data collection instruments but specially the students' artifacts.

Additionally, it is possible to identify that students with the teacher's guidance can develop the writing performance, in this process, children can write short sentences until they can create and write their short paragraphs, which could be supported by Brown (1990) when he states that "such a performance consists of four steps: Imitative or writing down, Intensive or controlled, Guided, and Self-writing" that at the time of developing the pre-writing stage, the students require an accompaniment from the teacher in their pre-writing performance.

On the other hand, students could gradually start developing their pre-writing process from forming combination of words, sentences until writing a short paragraph following a series of simulator by the teacher. And thus, it was interesting to perceive how students could transform this writing skill in a communicative way in which the students describe their feelings, thoughts, stories or events in the past about their lives, it is called communicative since the students were able, apart from describing in written way, to communicate with others in the classrooms, which

was evident in socializations and pair work. Also, Haji Maibodi (2017) states that using mind mapping is effective when students present vocabulary and, communicatively, are able to introduce new words and expression, to be used in future activities in EFL.

It is because of these reasons that mind map as a tool, articulated with the writing process approach and the pre-writing process had a good and effective impact in the fifth-grade students at Nueva Inglaterra Campestre School. They allowed them to be able to learn effectively to develop their pre-writing skill in which, the mind mapping becomes a useful strategy to make them write in a simple, fun and not common way. Moreover, this strategy should be adopted as a pedagogical proposal to teach to children to write, for futures teachers and be implemented as a methodology in their classes and schools can include it in their curriculum as an innovative and useful approach for teaching writing.

On the other hand, taking apart most of the benefits of using mind mapping, it is necessary to say that the limitation was time. To work on this kind of strategy needs enough time to finish and implement all of the activities as I wanted, however, thanks to the participation and student's hard work it was possible to collect the information needed for the analysis.

Findings and implications

Even though there are a lot of research and theories about mind mapping, my findings are related to see how the students become more independent when having a model and a systematic guidance into the classroom. Also, I found that students are more motivated when they use known vocabulary when designing their mind maps which made me understand that when students learn well and use familiar words, where they recall information, made them feel more

comfortable and happier to work in class. It is not always about learning new vocabulary or grammatical structures but let students know how much they have learned and how to use this knowledge to develop a skill, in this case, the writing skill.

Moreover, this research can contribute significantly to future teachers who want to teach writing in a different way, also to studies that search for investigating a pedagogical strategy to teach writing not only to children but adolescents. Moreover, these future teachers can continue studying and developing this research until reach completely the writing process. From my perception, as a researcher student and teacher, I do not only want to leave this research as a requirement to obtain a diploma but to continue developing it with my students in my classes and may be, in my master's research process.

Appendixes

Appendix A. Informed Consent and School's Principal Permission



**FORMATO – CESIÓN DE DERECHOS
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 Obras de
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Acudiente de David Felipe González Gómez Edad: 10

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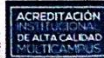
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Nombre	Fotografías	Frases	Declaraciones testimoniales
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Nombre completo:
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SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> videos	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Obras de arte	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Derechos de autor	



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Acudiente de Alejandro Peña Edad: 10

TI o REGISTRO CIVIL: 1.025.144.493

Fecha: marzo 4 / 2019



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SERIE AUDIOVISUAL:
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Pide el consentimiento a los padres o acudientes legales para de los niños de quinto poder publicar videos o imágenes en las cuales aparezcan individualmente o en grupo que se puedan realizar a los estudiantes, en las diferentes secuencias y actividades realizadas en el Colegio Campestre Nueva Inglaterra Sección Primaria.

Yo, Adriana Zamora, mayor de edad identificado (a) con cédula de ciudadanía. No. 33-104078 de Chiquirá, en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación Sandra Catalina Casas Umaña, para que, derivado del registro audiovisual, realice el Proyecto de Investigación, utilice:

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SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> videos	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Obras de arte	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/> Derechos de autor	



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Atentamente,

Nombre completo:

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NOTA: En caso de aparición de personas menores de edad, firma el acudiente.

Acudiente de Alejandro Garza Edad: 10 años

TI o REGISTRO CIVIL: 1010965391

Fecha: 27-07-19



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Yo, Jennifer Paola Espinosa Gamba, mayor de edad identificado (a) con cédula de ciudadanía. No. 1015413863 de Bogotá, en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación **Sandra Catalina Casas Umaña**, para que, derivado del registro audiovisual, realice el Proyecto de Investigación, utilice:

- | | | | |
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| SÍ NO
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| Nombre | Fotografías | Frases | Declaraciones testimoniales |
| SÍ NO
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<input checked="" type="checkbox"/> <input type="checkbox"/> | |
| videos | Obras de arte | Derechos de autor | |



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Jennifer Paola Espinosa Gamba
Nombre completo:
C.C. 1015413863 de _____

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Acudiente de Mara Victoria Bernal Espinosa Edad: 91
TI o REGISTRO CIVIL: 1016936240
Fecha: _____



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SERIE AUDIOVISUAL:
AUTORIZACIÓN DE USO DE DERECHOS**

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Yo, Vareth Rocio Solano Suarez, mayor de edad identificado (a) con cédula de ciudadanía. No. 46675850 de Chigga, en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación **Sandra Catalina Casas Umaña**, para que, derivado del registro audiovisual, realice el **Proyecto de Investigación**, utilice:

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| <input checked="" type="checkbox"/> Nombre | <input checked="" type="checkbox"/> Fotografías | <input checked="" type="checkbox"/> Frases | <input checked="" type="checkbox"/> Declaraciones testimoniales |
| SÍ <input type="checkbox"/> NO <input checked="" type="checkbox"/> | SÍ <input type="checkbox"/> NO <input checked="" type="checkbox"/> | SÍ <input type="checkbox"/> NO <input checked="" type="checkbox"/> | |
| <input checked="" type="checkbox"/> videos | <input checked="" type="checkbox"/> Obras de arte | <input checked="" type="checkbox"/> Derechos de autor | |



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Nikolajs Gabriel Sierra Solano

Nombre completo:

C.C. 46675850 de Chigga

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Acudiente de Nikolajs Gabriel Sierra Solano Edad: 11

Tipo REGISTRO CIVIL: 1013120332

Fecha: febrero 28, 2019



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Yo, Paola Andrea Soto Ramos
mayor de edad identificado (a) con cédula de ciudadanía. No. 1013332393 de Chiquibó, en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación Sandra Catalina Casas Umaña, para que, derivado del registro audiovisual, realice el Proyecto de Investigación, utilice:

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Nombre	Fotografías	Frases	Declaraciones testimoniales
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Atentamente,

Paola Andrea Soto Ramos

Nombre completo:

C.C. 1013332393 de Chiquinquirá

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Acudiente de _____ Edad: _____

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Yo, GAOYF RODRIGUEZ FAJARDO mayor de edad identificado (a) con cédula de ciudadanía. No. 46.679.780 de CHIQUELA, en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación Sandra Catalina Casas Umaña, para que, derivado del registro audiovisual, realice el Proyecto de Investigación, utilice:

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<input checked="" type="checkbox"/> Nombre	<input type="checkbox"/> Fotografías	<input type="checkbox"/> Frases	<input checked="" type="checkbox"/> Declaraciones testimoniales
SÍ <input checked="" type="checkbox"/> NO <input type="checkbox"/>	SÍ <input type="checkbox"/> NO <input type="checkbox"/>	SÍ <input type="checkbox"/> NO <input type="checkbox"/>	
<input checked="" type="checkbox"/> videos	<input type="checkbox"/> Obras de arte	<input type="checkbox"/> Derechos de autor	



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GAOYF RODRIGUEZ FAJARDO

Nombre completo:

C.C. 46.679.780 de CHIQUELA

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Acudiente de Gaia Pblan Edad: 9 años

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Yo, Diana Nando Rodriguez Cifuentes
mayor de edad identificado (a) con cédula de ciudadanía. No. 33703890 de Chiquinquira en uso de mis plenas facultades autorizo a las entidades ejecutoras: Profesora en formación Sandra Catalina Casas Umaña, para que, derivado del registro audiovisual, realice el **Proyecto de Investigación**, utilice:

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Nombre	Fotografías	Frases	Declaraciones testimoniales
SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/>	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/>	SÍ NO <input checked="" type="checkbox"/> <input type="checkbox"/>	
videos	Obras de arte	Derechos de autor	



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Atentamente,

Diana Nando Rodriguez C.

Nombre completo:

C.C. 33703890 de Chiquinquira

NOTA: En caso de aparición de personas menores de edad, firma el acudiente.

Acudiente de Mariam Camila Avila P Edad: 9 años

TI o REGISTRO CIVIL: 1053337226

Fecha: (1053337226) 28/02/19



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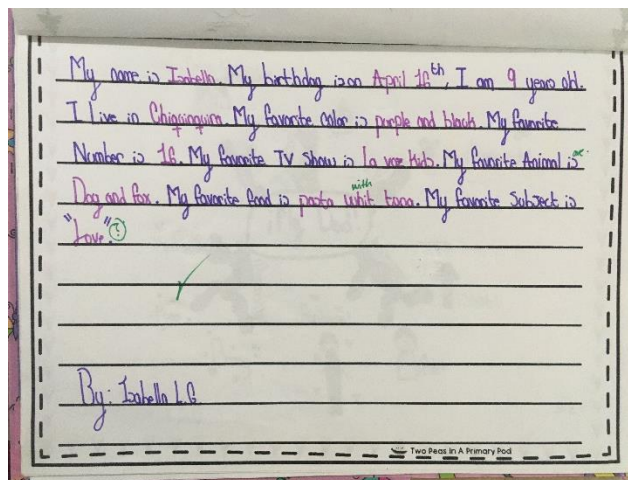
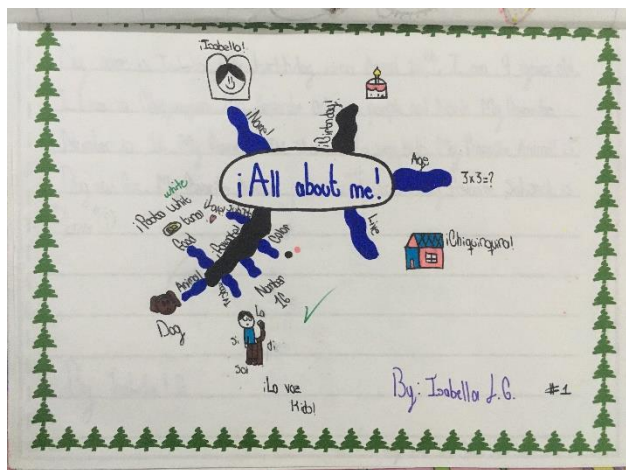
Appendix B. Teacher Journal

TEACHER'S NAME: JOURNAL # School and/or community name: Group: Place: Date: Activity to reflect on: Purpose of the activity:
What do you think your ss actually learned in your class? How do you know?
What parts of your class were the most successful/ least successful? Why?
Did you do all the activities planned and were they on time? Which ones you did or did not do? Why?
What changes (if any) will you make in your teaching and why (or why not)?
How was the ss attitude towards the class, the topic, the teacher, their partners, the materials, the instructions, the evaluation and their own results? Why?
What would you say about the introduction, presentation, practice, production and evaluation of your class? Were they enough, clear, interesting? How do you know?
Include information about any unexpected, surprising or highlighting situations that happened in your class and describe what were the actions taken by you (as teacher), your sponsor teacher and your students.

The student is able to write complete sentences about the selected topic and make them understandable.											
The student is able to write sentences based on their mind map about the selected topic.											
The student is able to write legible and neat.											
The student is able to write properly using spaces, capitalization and punctuation.	Doesn't apply	Doesn't apply									
The student is able to use the appropriate grammar structure about the selective topic.	Doesn't apply	Doesn't apply									
The student is able to use the correct vocabulary according to the selective topic.	Doesn't apply	Doesn't apply									
The student is creative adding more information at the time of writing.	Doesn't apply	Doesn't apply									
Total:											

Observations:

Appendix D. Students' artifacts Format



Lesson 1: Mind map # 1 “All about me” designing a mind map. “All about me” Writing about themselves using their mind maps as a tool.

Appendix E. Pre-Writing and Mind Map Rubrics

Name: _____ Date: Thursday, March 21st /2019



Pre-writing Rubric # 3

Items	5,0-4,0	3,9-3,2	3,1-1,0	Score
Sentences structure	The student is able to write complete sentences about my best friend using verb to be and make them understandable.	The student is able to write some sentences about my best friend using verb to be and make them understandable.	The student is not able to write sentences about my best friend using verb to be and make them understandable.	
Illustration	The student is able to write sentences based on their mind map about my best friend.	The student is able to write some sentences based on their mind map about my best friend.	The student is not able to write some sentences based on their mind map about My best friend.	
Handwriting	Student is able to write legible and neat.	Student is able to write with some small mistakes.	Student is not able to write legible and neat.	
Vocabulary	The student is able to use the correct vocabulary according to the selective topic.	The student is able to use a few vocabularies according to the selective topic.	The student is not able to use the correct vocabulary according to the selective topic.	
Grammar	The student is able to use the appropriate grammar structure about the selective topic.	The student is having some grammatical mistakes about the selective topic.	The student is not able to use the appropriate grammar structure about the selective topic.	
Creativity	The student is creative adding more information at the time of writing.	The student is creative adding a few information at the time of writing.	The student is not enough creative adding more information at the time of writing.	
Punctuation	The student is able to write properly using spaces, capitalization and punctuation.	The student is able to write with spaces, capitalization and punctuation having some mistakes.	The student is not able to write properly using spaces, capitalization and punctuation.	

Total: _____

Comments: _____

Name: _____ Date: Thursday, March 21st /2019

Mind Map Rubric # 3

Items	5,0-4,0	3,9-3,2	3,1-1,0	Score
Style	The student is able to use different colors for all the branches identifying the different concepts about my best friend. The student is able to color completely.	The student is able to use a few colors for all the branches identifying the different concepts about my best friend. The student is able to color fairly.	The student is not able to use a few colors for all the branches identifying the different concepts about my best friend. The student is not able to color completely.	
Content	The student is able to include keywords on all the branches of the selected topic: my best friend.	The student is able to include a few keywords on all the branches of the selected topic my best friend	The student is not able to include keywords on all the branches of the selected topic: my best friend.	
Organization	The student is able to draw her/his mind map clearly readable and neat.	The student is able to draw her/his mind map fairly readable and neat.	The student is not able to draw her/his mind map clearly readable and neat.	
Illustration	The student is able to include enjoyable imagines about my dad and make them striking.	The student is able to include a few enjoyable imagines about my dad and make them striking.	The student is not able to include imagines about my dad and make them striking.	
Adding information	The student is able to complete a mind map adding more branches or/and extra information.	The student is able to complete just some of the branches adding a few extra information.	The student is not able to complete a mind map adding more branches or/and extra information.	

Total: _____

Comments: _____

Appendix F. Lesson Plan Format 2019-I

Lesson Name: My best friend Lesson Number: 3 Institution: Nueva Inglaterra Campestre Pre-service Teacher in Charge: Sandra Catalina Casas Umaña Grade: 5 grade Date of implementation: Thursday, March 21st/2019 Time of the class: 120 min
<p>RATIONALE: During this lesson, fifth grade students will review what capitalization and punctuation are. Firstly, the teacher will explain in which cases is properly to use capitals letters and how to use punctuation in sentences. Secondly, the teacher will use a mind map as a model to guide students in the creation of their own ones. But this time, the teacher will give only the main topic and three branches and they will finish the two left branches. After that, students will have to use the information included in their mind map to write sentences about his/her classmate. They will be writing using compound sentences according to the topic.</p>
<p>TOPIC: how much do you know about your best friend?</p>
<p>OBJECTIVES: By the end of the lesson, students will be able to</p> <p>Students will be able to design a mind map by using appropriate pictures and vocabulary related to best friend.</p> <p>Students will be able to use the information in the mind map to write minimum five sentences related to best friend.</p> <p>Students will be able to use capital letters and the use of punctuation in their pre-writing.</p> <p>Students will be able to focus on specific information included in the mind map when writing the sentences about their best friend.</p>

INTRODUCTION		
Activities	Time	Materials
Warm up I will bring to the class a story “Best friend forever”. <i>See the appendix 1.</i> Before the story the teacher is going to ask and explain them that we have different kind of friends. They have different characteristics and qualities. Then, students will provide qualities about their friends. After that, I will ask for three volunteers to help me to read the story in the class. While the three kids are reading, I will ask to the class some questions about the story like... was the girl a clever or a lazy girl? Was she beautiful? ... After the reading I will ask them for thinking in a special best friend to design a mind map.	15	

PRESENTATION		
Activities	Time	Materials

After the reading, the teacher will review with them in which cases is properly to use capital letters and how to use the punctuation. <i>See appendix 2.</i> After the review about punctuation, the teacher will show to the students an unfinished mind map with three branches about my best friend (name, age and siblings). <i>See appendix 3.</i> There will be a space about the three single missing words branches.	30 min	
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PRACTICE (Controlled Practice)		
Activities	Time	Materials
The teacher will ask them for finishing the other three branches using as key words: appearance personality, and hobbies. They will finish their mind maps. They should include at the time of draw and write the keywords and drawings. The teacher will be monitoring the students if they need help.	20	

PRODUCTION (Free practice)		
Activities	Time	Materials
After they have designed their own mind map. I will guide them how to write compound sentences in simple present. I will explain them that a compound sentence is two simple sentences joined together by a coma and a conjunction. For example: <i>My dad is tall, intelligent, and handsome. He likes soccer but he doesn't like to dance.</i> They will use their mind maps as a guide to write their pre-writing activity. They will write at 2 compound sentences using <i>and</i> and <i>but</i> . The teacher will be using the check list to help to monitor students' pre-writing.	30	

EVALUATION (Feedback)		
Activities	Time	Materials
At the end of the class the students will give their folder about the mind maps and pre-writing to the teacher so, she can evaluate them according to each rubric. So, the teacher will assess the students' written with formative assessment and summative assessment. In a formative assessment: I will monitor the students learning process taking notes. I will figure out if the	15 min	

<p>students are doing well or need help as well. In the check list it was necessary to adjust and add more items to check the student progress. <i>See appendix 4.</i></p>		
<p>In a summative assessment: I will evaluate the student using a pre-writing rubric and a mind map rubric. So, in that way the students will know what they have to improve in. The students will receive a score from this kind of testing. In the rubrics list it was necessary to adjust and add more items to check the student progress. <i>See appendix 5.</i></p>		

Appendixes lesson plan

Appendix 1

Best Friends Forever (BFF)

I have got such an amazing, nice, adorable, beautiful, stunning, kind, helpful, awesome, incredible, brilliant, great, excellent, gorgeous, crazy, friendly, funny, lovely best friend. She likes studying, singing, knowing and learning about more and unbelievable new stuff like me. We have a lot in common but never share all of our likes and dislikes. We met in kindergarten and now we both are like thirteen 14 years old. Well, my name is Martha and my best friend name is Maria. We have been together like for 10 years. After that, I went to another country and left her, but I still sometimes go to meet her in summer vacation. The best thing between us is that we never ever did arguments. We had a lot of fun together and really enjoy spending time with each other. We always used to play together and do many other things together as like we were for each other. She has curly hair and I have wavy hair, but we both have dark brown eyes. My hair used to be long than hers but I cut mines so probably now we both have the same length of hair. Of course, we don't fight but we used to stand up for each other. I am really lucky to had /have a friend like Martha. Not everybody gets their true best friend, who lived for each other forever. We studied together even if it was a test or an exam plus she always used to call me before and after ever paper or every exam of every subject. I miss her a lot and really want to be with her forever. Thanks. Love U Martha + Miss U So Much...



3. The student is able to include keywords on all the branches of the selected topic.																				
4. The student is able to include enjoyable images about the selective topic.																				
5. The student is able to complete a mind map adding more branches or/and extra information.	Doesn't apply	Doesn't apply																		
6. The student is able to write complete sentences about the selected topic and make them understandable.																				
7. The student is able to write sentences based on their mind map about the selected topic.																				
8. The student is able to write legible and neat.																				


9. The student is able to write properly using spaces, capitalization and punctuation.	Doesn't apply	Doesn't apply																		
10. The student is able to use the appropriate grammar structure about the selective topic.	Doesn't apply	Doesn't apply																		
11. The student is able to use the correct vocabulary according to the selective topic.	Doesn't apply	Doesn't apply																		
12. The student is creative adding more information at the time of writing.	Doesn't apply	Doesn't apply																		
Total:																				

Observations:

Appendix 5

pre-writing and mind map rubrics


Name: _____ Date: Thursday, March 21st /2019

Pre-writing Rubric # 3 

Items	5,0-4,0	3,9-3,2	3,1-1,0	Score
Sentences structure	The student is able to write complete sentences about my best friend using verb to be and make them understandable.	The student is able to write some sentences about my best friend using verb to be and make them understandable.	The student is not able to write sentences about my best friend using verb to be and make them understandable.	
Illustration	The student is able to write sentences based on their mind map about my best friend.	The student is able to write some sentences based on their mind map about my best friend.	The student is not able to write some sentences based on their mind map about my best friend.	
Handwriting	Student is able to write legible and neat.	Student is able to write with some small mistakes.	Student is not able to write legible and neat.	
Vocabulary	The student is able to use the correct vocabulary according to the selective topic.	The student is able to use a few vocabulary according to the selective topic.	The student is not able to use the correct vocabulary according to the selective topic.	
Grammar	The student is able to use the appropriate grammar structure about the selective topic.	The student is having some grammatical mistakes about the selective topic.	The student is not able to use the appropriate grammar structure about the selective topic.	
Creativity	The student is creative adding more information at the time of writing.	The student is creative adding a few information at the time of writing.	The student is not enough creative adding more information at the time of writing.	
Punctuation	The student is able to write properly using spaces, capitalization and punctuation.	The student is able to write with spaces, capitalization and punctuation having some mistakes.	The student is not able to write properly using spaces, capitalization and punctuation.	

Total: _____
Comments: _____

Name: _____ Date: Thursday, March 21st /2019

Mind Map Rubric # 3 

Items	5,0-4,0	3,9-3,2	3,1-1,0	Score
Style	The student is able to use different colors for all the branches identifying the different concepts about my best friend. The student is able to color completely.	The student is able to use a few colors for all the branches identifying the different concepts about my best friend. The student is able to color fairly.	The student is not able to use a few colors for all the branches identifying the different concepts about my best friend. The student is not able to color completely.	
Content	The student is able to include keywords on all the branches of the selected topic: my best friend.	The student is able to include a few keywords on all the branches of the selected topic: my best friend.	The student is not able to include keywords on all the branches of the selected topic: my best friend.	
Organization	The student is able to draw her/his mind map clearly readable and neat.	The student is able to draw her/his mind map fairly readable and neat.	The student is not able to draw her/his mind map clearly readable and neat.	
Illustration	The student is able to include enjoyable imagines about my dad and make them striking.	The student is able to include a few enjoyable imagines about my dad and make them striking.	The student is not able to include imagines about my dad and make them striking.	
Adding information	The student is able to complete a mind map adding more branches or/and extra information.	The student is able to complete just some of the branches adding a few extra information.	The student is not able to complete a mind map adding more branches or/and extra information.	

Total: _____
Comments: _____

Appendix G. Triangulation Matrix

Research question?	Data source 1	Data source 2	Data source 3	Data source 4	Data source 5
What issues and needs students have in the pre-writing stage?	Teacher journal	Observation checklist	Diagnostic test	A teacher journal used for the teachers who taught science and reading in that time.	
Which strategy encourage the ability of pre-writing activities?	Teacher journal	Lesson plan	Students' artifacts (mind map)		
How a mind map as a tool promote the students to develop their pre-writing skill?	Teacher journal	Lesson plan			
How evaluate the process of pre-writing of the students?	Teacher journal	Students' artifacts	Mind map rubric	Pre-writing rubric	Teacher Check list

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