

**The Impact of Self-assessment in the Remote Teaching and Flipped Learning Context of
Young Adolescent Learners**

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Abstract

Autonomy has been an important concept associated with language learning. Research has highlighted the importance of fostering autonomy outside the classroom and the influence of technology on autonomous language learning environments. However, little attention has been given to the development of self-assessment as the ability to be aware of their own process and its impact on the language learning process. This study aims to explore the effects and impact that, applying a Flipped Learning during the remote teaching context to sixth-graders at a Jesuit - private school, has in enhancing their self-assessment. The strategy of flipped learning was selected to provide students with a more student-centered approach and with an environment in which they could interact with content in different ways. By using mixed-method, action research, and data analysis, this research project concluded the degree to which a learner can assess their own progress and performance in the activities proposed in English classes. Data collected demonstrated that self-assessment tools provided elements to qualify the learning process, reflect on the progress, and implement strategies. These outcomes indicate that training students in self-assessment practices improve students' learning and introduces new methods for teaching to language learners in Colombia.

Key words: Autonomy, Self-assessment, Flipped Learning, Young Adolescent Learners, Language Learning, Technology.

Resumen

La autonomía ha sido un concepto importante asociado al aprendizaje de idiomas. Investigaciones anteriores han destacado la importancia de fomentar la autonomía fuera del aula y la influencia de la tecnología para los entornos de aprendizaje autónomo de idiomas. Sin embargo, se ha prestado poca atención al desarrollo de la autoevaluación como capacidad para ser consciente de su propio proceso y su impacto en el proceso de aprendizaje de idiomas. Este

estudio pretende explorar los efectos y el impacto que tiene la autoevaluación en el proceso de aprendizaje de una segunda lengua, aplicando aprendizaje invertido en un contexto de enseñanza a distancia a los alumnos de sexto grado de un colegio jesuita - privado. El método de aula invertida fue seleccionado para proporcionar a los estudiantes un enfoque más centrado en el alumno y un entorno en el que pudieran interactuar con el contenido de diferentes maneras. Mediante el uso de métodos mixtos, investigación acción y análisis de datos, este proyecto de investigación concluyó el impacto de analizar y evaluar el progreso y rendimiento que un estudiante puede alcanzar en las actividades propuestas en las clases de inglés. Los datos recogidos demostraron que las herramientas de autoevaluación proporcionan elementos para calificar el proceso de aprendizaje, reflexionar sobre su progreso y aplicar estrategias. Estos resultados indican que la formación de los estudiantes en prácticas de autoevaluación mejora el aprendizaje de la segunda lengua en adolescentes de grado sexto.

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Chapter 1: Introduction

1.1 Introduction to the study

As a consequence of the lockdown caused by COVID-19, the educational field worldwide was looking for transition strategies from face-to-face education to education in which the teacher and the student are relatively distant. The first step when thinking about distance education is to recognize those elements that contribute to learner's motivation within this new environment. A person who feels guided is motivated, and a learner who feels accompanied is determined to succeed and achieve goals, using sustained or constant effort to do so (Wolfinger, 2019). Recognizing motivation is vital in distance education because teachers cannot expect children and youth in school years to work completely independently. For such a reason, it is relevant to find a balance between remote presence-students at home and engagement, with appropriate pedagogical challenges that foster student growth and independence based on motivation levels (Rice & Skelcher, 2019). Teachers should help create strategies that help students visibly recognize their level of motivation in order to affect their academic achievement. This study aims to explore the impact of applying self-assessment tools using flipped learning, as a strategy, in a group of young adolescent learners to help them during the remote education context.

As part of this new condition of distance teaching, teachers require to understand what learner autonomy involves in young learners and adolescents to combine and take advantage of those technological tools considering the Computer Assisted Language Learning (CALL) principles (Cuesta Medina & Alvarez, 2014). Young adolescent learners are human beings that need to have guidance in the proper ways of finding autonomy and self-assessment to achieve academic goals, it is not given. Apart from this, success in learning depends on learners having a

responsible attitude. For that reason, some degree of autonomy is also essential to have success in language learning because no matter how much students learn through lessons, there is always more they will need to learn by practicing on their own.

The challenge is to make young learners responsible and aware of their own learning process, the same as promoting a dynamic and enjoyable environment to learn the English language. To comply with this objective, the teacher must develop their motivation and self-assessment in learning the English language to start reflecting on the best way to transmit these aspects to learners. Many authors have emphasized the role of teachers in the promotion of learner autonomy (Benson, 2001; Little, 1991). In this sense, the teacher is a facilitator, counselor, and mediator with a supportive attitude towards the learner to promote a learner-centered environment (Picón, 2012).

In addition, students need to internalize what they have learned, making it necessary for a model that facilitates their knowledge development of the second language learning and the application of new strategies for independent learning. For this reason, the Flipped Learning was proposed to help learners access information and content in advance so that they performed simple and low-order skill activities and strategies that promoted their self-assessment during the synchronous lessons. It is a strategy that facilitates students with a different approach to learning, creating the need to explore and embrace the activities on their own through the flipping and practice stations where the teacher's presence is merely a guide.

1.2 Rationale for the study

To start, it is important to understand the school context, as described in the institutional documents, the principles and guidelines for the English department. This study involves 27 sixth-graders from a private, Jesuit institution with a bilingual program, recently incorporating

the Cambridge curriculum. This institution organizes activities that promote English in different settings and monitors bilingual subjects in terms of communicative methodologies and didactics. Regarding the population, these young learners are between 11 and 13 years old. In terms of English levels and performance, they are placed between A2 and B1 levels of English according to the Common European Framework of Reference for Languages (Council of Europe, 2001). In terms of production in English, they can have conversations on topics that are familiar, of personal interests, or pertinent to everyday life; the same as handling short social exchanges but they need help to keep the interaction going. They are still dependent on adults and need guidance to achieve goals.

This Jesuit school responded to quarantine with a sudden and forced shift to online learning. Nonetheless, online teaching required careful thinking about how young adolescent learners and teachers were equipped for this change and took into consideration a teaching style that was still effective when taken from the physical classroom and rearranged with technological devices. At the same time, the educational system and teachers had been enforced to reflect on the understanding of the learning goals in our syllabus or initial plan. Part of reflection involved the recognition of the elements that the virtual environment and remote classes can provide to enhance the development of soft and hard skills in our learners.

Based on these elements, autonomy and technology are relevant aspects to reflect and understand because they are crucial in improving teacher's practices and helping students to understand the process, they are living in. In the end, students need skills that help them to be successful in their long-term life and this emergency presents the perfect environment to understand this need.

Flipped learning is used in this study to help students become responsible for their language learning (Han, 2015) and to optimize English synchronous sessions. The participants have been immersed in teacher-centered environments; and consequently, demonstrate difficulty to reflect on their language learning process. This approach counts on the student being able to access and dedicate time to perform tasks at home which was possible due to the use of the virtual learning environment, Microsoft Teams, which was used as the channel to interact and as a repository of the activities students need to complete before meeting the teacher. This alternative approach liberates teachers' time during synchronous sessions to monitor students' learning and to guide the activities while students can work at their own pace, review information, and practice with the language (Mok, 2014) using self-assessment tools.

1.3 Research question and objectives

As English teachers, it has found different issues in student's learning process during this context of studying online at home, which is the reason that motivated this study to perform strategies that allow students to include them in their own process making them aware of their strengths and weaknesses. One of the alternatives was found in the development and performance of tools and strategies that guide the student to become empowered in their educational process. However, students still lack skills that allow them to take control of their learning process as they depend on the teacher's role to assess the process and receive external feedback. For this reason, it is necessary to explore the development of skills related to autonomy in this remote context, so that students can self-assess their own learning process by identifying and understanding elements and reflecting on them.

In order to analyze the needs for this research, a pre-questionnaire was implemented to collect student's perceptions about flipped learning, the way they use the VLE, and specific

actions to realize their learning process. Results suggested that students checked some items related to instructions and be ready for class before the instruction time but had no habit of checking their work, solving doubts, and proofreading their products.

The research question that drove this study was What does self-assessment reveal about 6th graders' English language learning in a flipped learning and teaching remote context?

Based on the stated question, the following objectives were stated:

- To foster the sixth-graders skill of self-assessment through the implementation of flipped learning using Teams
- To implement tools that guide students to enhance their skill of self-assessment.
- To give feedback to students about their self-assessment process.
- To determine if self-assessment skill has been fostered.

1.4 Conclusion

Learning English has become very important to the world due to the competitive challenges that are generated by globalization (Mufwene, 2010). However, different context factors have made it more challenging as the one lived due to Covid-19. For this reason, pedagogical proposals and tools have emerged in order to facilitate autonomous learning environments using learning management applications. Students need resources and guidance to develop skills to empower themselves in their academic process in the distance, such as implementing self-assessment tools to help them identify elements that conform their learning process, reflect on them and implement actions for improvement. This is why this study focused on highlighting the practices that arise when students explore strategies in self-assessment while working on their activities in English in a remote context which promotes an autonomous learning environment.

Chapter 2: Theoretical Framework

2.1 Introduction

Autonomy is the ability to take charge of one's own learning (Benson, 2001). As students grow and develop, they are supposed to be able to find motivation, and self-regulation to obtain new knowledge and apply it to real-life situations. As a skill to promote and foster in the remote teaching context, teachers are asked to create or use activities and situations in which students can scaffold the ability until it is completely settled. The practical reasoning for promoting learner autonomy is to be aware of, promote, and engage learners to understand the importance of self-study, particularly in the remote teaching context.

In the light of the statements considered above, this theoretical framework explores the definitions and concepts provided by different experts in the field of learner autonomy and young learners' development in order to explore technological tools to enhance these aspects based on the CALL principles. Sixth graders, the target population, are young adolescent learners who need to have guidance in the proper ways of finding autonomy and self-regulation to achieve academic goals moreover in the pandemic context. Apart from this, success in learning depends on learners having a responsible attitude. Scharle (2000) claims that some degree of autonomy is also essential to successful language learning because no matter how much students learn through lessons, there is always plenty more they will need to learn by practicing on their own. One opportunity that could be used to develop or foster autonomy is to use Flipped Learning approach that moves direct instruction from the group learning space to the individual learning space (Flipped Learning Network, 2014) with appropriate use of technology which would provide students the chance of working on their own and at their own pace.

Consequently, the concept of young learners needs to be determined for this study to recognize their development and socio-cultural processes. The challenge is to promote young learners' responsibility and awareness of their own learning process, the same as promoting a dynamic and enjoyable environment to learn the English language. In order to get this objective, the teacher must develop their motivation and autonomy in learning the English language to start reflecting on the best way to transmit these aspects to learners. Many authors have emphasized the role of teachers in the promotion of learner autonomy (Benson, 2001; Little, 1991). In this sense, the teacher is a facilitator, counselor, and mediator with a supportive attitude towards the learner to promote a learner-centered environment (Picón, 2012).

Finally, technology has changed the way students learn in recent times. Learners of today seem to be surrounded by and constantly immersed in technology. Tapscott (2009) refers to the young of today as the "Net Generation". They were different from any other generation because they were the first to grow up surrounded by digital media. Prensky (2001) refers to this population as "Digital Natives" considering that students today are all native speakers of the digital language of computers, video games, and the Internet which implies that they think and process information differently from their ancestors. Bearing in mind this, the CALL approach is revised the same as the influence in teaching and learning a second language. This approach leads teachers to incorporate effectively activities and methodologies in which the internet and technology play an important role in these digital natives (Kılıçkaya & Seferoğlu, 2013). As more of these activities are employed, computer-based and classroom-based teaching are merging into a hybrid or blended learning (Bersin, 2004). Blended learning has the potential for personalizing learning and allows learners to access materials online and work at their own pace without being isolated from the teacher's presence.

Giving young learners new approaches to second language acquisition should have a positive impact on their autonomy and performance. They will be developing skills to learn faster, regulate their process, and obtain better results. The next section will be devoted to describing the impact and importance of autonomy, self-assessment, Flipped Learning for young learners, CALL, and virtual learning environment (VLE) have for this action research.

2.2 Autonomy

Learner autonomy has become one of the main concerns in education. This is a common statement found in different studies and books when referring to autonomy in a second language learning field. Holec (1981, p. 3) and Benson (2001, p. 47) define autonomy as the ability to take charge of one's own learning. Dam (1990, p. 102) recognizes it as the capacity and willingness to act independently and in cooperation with others as a social, responsible person. Furthermore, to cultivate autonomy, it is necessary to promote personal, meaningful, and more effective learning both immediately and in the long term (Dickinson, 1995; Little, 1991). For learners, autonomy represents a skill that must be developed and enhanced through strategies and actions that help learners to be aware of their own processes. At the same time, students' motivation is increased if young learners are allowed to take charge of their own learning (Dickinson, 1995; Ushida, 2005). In the end, the aim of autonomy is for learners, in this case, young learners, to transfer their capacities based on their autonomous behaviors at their developmental stage and become more responsible members of their society (Little, 1991). Therefore, understanding how autonomy can be reflected in young learners must be part of the teachers' reflection.

Not only researchers but also educational institutions are involved in this discussion, just like this Jesuit, private school. This institution discusses how to promote autonomy among young learners and encourage them to reflect on their own process; highlighting “decision-making” and

“taking charge of” (Cotterall, 2009). Kelly (2014, p. 1) claims that “as a learner, a teenager may wish to display an image of a diligent student to his/her teachers and parents while preferring to display a relaxed or even rebellious attitude towards learning to his/her classmates and friends”. Recognizing the stage of the learner, the teacher could adapt and distinguish actions to enhance this aspect in the learner’s second language learning process. That is why strengthening and involving the learner in the self-assessment of their autonomous processes could benefit and enhance, in turn, the learning processes.

Developing the student's autonomy is difficult, no matter the age, but necessary in English language learning. Learning a second language for teenagers is a process that requires autonomy and self-directed work. Autonomous students should have the ability to react and recall what they have learned previously depending on the situation and articulate their own learning needs. Regarding this idea, Wang and Peeverly (1986) emphasize what learners need to know and the skills they have to perform to acquire knowledge. Young learners should be guided to identify the subject matter related to the task they are asked to perform and about their learning environment and requirements to be efficient in the process. Boud (1981) claims that learner’s ability to learn autonomously is manifested through planning, self-monitoring, and self-assessment; however, the teacher as a mediator and facilitator is a necessary role to guide and develop autonomous students. These skills are not given in the developmental process, they are learned.

To sum up, Holec’s definition (1981) opens the discussion about what autonomous learners can do; however, it is necessary to understand the way to enhance those actions or behaviors to promote them with young learners. To start with, Little (1991) underlines the concept of interdependence over independence in learning, which happens when language

learners assume responsibility for their learning. Dörnyei (2001) reflects the importance of motivation which is the learner's desire to start a particular activity and determines how long they are willing to work on that activity and effort invested in it. Other concepts that play an important role when young learners are involved are self-learning strategies (Oxford, 2003), self-regulation (Schunk & Zimmerman, 1998), and individual differences (Ellis, 2004). There are different points of view or foundations autonomy can be defined based on philosophical, practical, psychological, and pedagogical reasoning.

The practical reasoning for promoting learner autonomy is to be aware of, promote, and engage learners to understand the importance of self-study not only as an academic skill. It means to start realizing the fact of being more independent from teachers and traditional classroom settings, which can be prompted by technology. This includes elements such as computer-assisted language learning, or online study, which will be described in the next subsections.

2.2.1 Self-assessment

The context provoked by the pandemic of Covid-19 and new approaches such as Flipped Learning suggests that the teaching process has moved from teacher-centered classes to more student-centered ones. The latter implies the learners' involvement in their learning process is crucial and necessary. Therefore, it is needed to implement a type of assessment that allows students to become reflective and aware of their own learning process. Among the different types of assessment, peer- and self-assessment have attracted much attention in recent years due to the growing emphasis on learner independence and autonomy (Sambell, McDowell & Sambell, 2006). Self-assessment suggests providing elements to the students to realize key aspects of their

learning process and foster their independence based on the context of working by themselves due to lockdown.

Different authors recognize the values of the action that learners assess their own learning process. Harris & McCann (1994) describe self-assessment as the way learners reflect upon their expectations and needs, their worries and problems, how they feel about their own process, their reactions to the materials and methods being used, what they think about the course in general. According to Boud (2000), self-assessment is a cognitive-reflective process in which learners develop their skills by evaluating their learning. Andrade and Du (2007) define self-assessment as a process in which students reflect on and evaluate the quality of their work and their learning process, reflecting explicitly upon stated goals or criteria, identifying strengths and weaknesses in their work, and revising actions to improve which become habits. These points of view involve students describing and evaluating the processes and products of their learning; the same as evaluating the work they have produced and reflecting on processes, actions, and activities that contributed to the development of the work.

The use of self-assessment in the ELT classroom increases achievement and motivation. According to Campillo, (2006) self-assessment practice has a reflective role in the learning process and can be used while dealing with a variety of language skills. When students self-assess, they develop an internal sense of control over their success and ownership of the responsibility for improving (Bandura, 1986). Self-assessment can also help students to value descriptive feedback more highly than grades (Chappuis, 2009) since learners become aware of their progress. According to Paris & Paris (2001) self-assessment involves all three areas of self-regulated learning: cognitive, affective, and motivational; therefore, students not only evaluate their levels of understanding but also might gain intrinsic motivation. This last assumption aligns

with Dodd's (1995) ideas about the close relationship between self-assessment and engagement. He states that learners who feel ownership for a task become more engaged in their learning process and enhance self-efficacy. It means that students get to recognize their capabilities to complete future learning tasks.

It is widely accepted that self-assessment is a key learning strategy for autonomous language learning, as it enables students to monitor their progress and relate learning to their individual needs (Andrade, 2007; Harris, 1997). Self-assessment involves a process by which students monitor and evaluate the quality of their thinking and behavior when learning and identify strategies that improve their understanding and skills (Hearn & McMillan, 2008). Self-assessment can take many forms, including writing workshops, discussion (whole-class or small-group), reflection logs, self-assessment checklists and rubrics, and, teacher-student interviews (Brantmeier, Vanderplank, & Strube, 2012). These tools and actions guide learners to accurately self-assess, and it also provides opportunities for them to adapt and revise their approach to learning.

Besides tools, self-assessment involves procedures as to making judgments about accuracy, worth, and appropriateness within a learning context. Self-assessment, as a reflective activity, requires to develop analytic as well as meta-cognitive skills. According to Tillema, (2010), there are three major forms of self-assessment: self-evaluation, self-monitoring, and self-reflection. Self-evaluation involves a process of critical evaluation of one's performance, in which explicit criteria are being used by the learner to appraise their work based on a set of standards. Self-monitoring leads the learner to continuously observe in their practice in order to scaffold a better understanding of one's task performance in terms of strengths and weaknesses.

Finally, self-reflection provokes an action to look for strategies and actions to improve in learner's performance.

ESL teachers who incorporate opportunities for self-assessment throughout their courses are subtly equipping their students for more autonomous learning by giving them the agency to reflect, set goals, and take ownership of their language-learning experience. The next section will be devoted to describing the population involved in this research.

2.3 Young learners

Teaching a foreign language requires that educators recognize the needs of their students. The requirements of children differ greatly from teenagers to adult learners. By identifying learner's needs and understanding the cognitive and social processes in a second-language acquisition for the target population, teachers can then adapt various factors in the classroom to have the greatest impact on the learning process (Ikhfi Imaniah & Nargis, 2017). The participants for this study were young learners that study at a Jesuit, private school in sixth grade from 11 to 13 years old. Nunan (2011) claims that the term "young learners" covers a large chronological age span: from around 3 to 15 years old. However, Pinter (2006) claims that even if children have the same age, they are unique and exhibit different characteristics. Therefore, it is important to thoroughly recognize what developmental stages young learners pass through and the implications teachers need to reflect on depending on the age of the students.

To define the developmental stages, the psychologist Piaget reflected on how young children's brain operates in the world that surrounds them and how this aspect influences their mental development (Cameron, 2001). Based on this, Piaget identified four developmental stages in children as they grow up as displayed in the next table:

Table 1*Piaget's four developmental stages.*

Sensory-Motor	Pre-Operational	Concrete-Operational	And Formal-Operational
<ul style="list-style-type: none"> • The baby can differentiate himself from objects. • The baby realizes that s/he can take an action and begins to act intentionally, for example, can hit a toy to the table to make a noise and s/he shows that s/he enjoys it. • The baby understands that things continue to exist even when they are not visible (Object permanence). 	<ul style="list-style-type: none"> • The child learns a language and represents objects by images and words. • The child classifies objects based on a criterion. For example, s/he can group together all the red blocks no matter what shape they have. • The child's thinking is still egocentric. He cannot understand other people's viewpoints. 	<ul style="list-style-type: none"> • The child can think logically about events and objects. • The child can achieve conservation of number, mass, and weight. • The child can classify objects according to several features and can order them in series according to a single characteristic such as size. 	<ul style="list-style-type: none"> • She or he can think logically about abstract propositions and test hypotheses systematically. • She or he can become concerned with hypothetical (What happens when oil reserves run out?) and ideological (how to combat poverty in the world) problems.

Note. The table is taken from *Woolfolk (2019)*

The population of this study is around twelve to thirteen, which indicates they are located between the concrete and formal-operational stages. At this point, these learners start to develop abstract thinking, leading them to generalize beyond their immediate context. At the same time, it is also relevant to recognize Vygotsky's view of development which differs from Piaget in the importance he gives to language and other people around the child (Cameron, 2001). The child is an active learner who is surrounded by other elements that help him to learn; it means that adults mediate the world for children and make it accessible to them. With help and mediation from adults, children can do and understand much more than they can on their own, this is when the teacher's role is key. Vygotsky (1978) included the term of the zone of proximal development (ZPD) which differentiates the child's capacity to solve problems on his own and his capacity to solve them with assistance. In the next section, the approach of Flipped Learning will be described and its implications on young learners in the process of learning a language and as a path in which autonomy can be reflected and self-assessment can be included.

2.4 Flipped learning

Nowadays, technology has a greater influence on education and Flipped learning has been taking advantage of this tool in teaching and learning a second language. Flipped Learning is an approach that allows students to learn about the topics outside of class, at their own pace, and come to class informed and more prepared to engage in discussions on the topic and apply their knowledge through active learning (Hamdan et al., 2013). To avoid misconceptions, the governing board and key leaders of the Flipped Learning Network (FLN) defined it as:

“A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group learning space is transformed into a dynamic, interactive learning environment where the educator

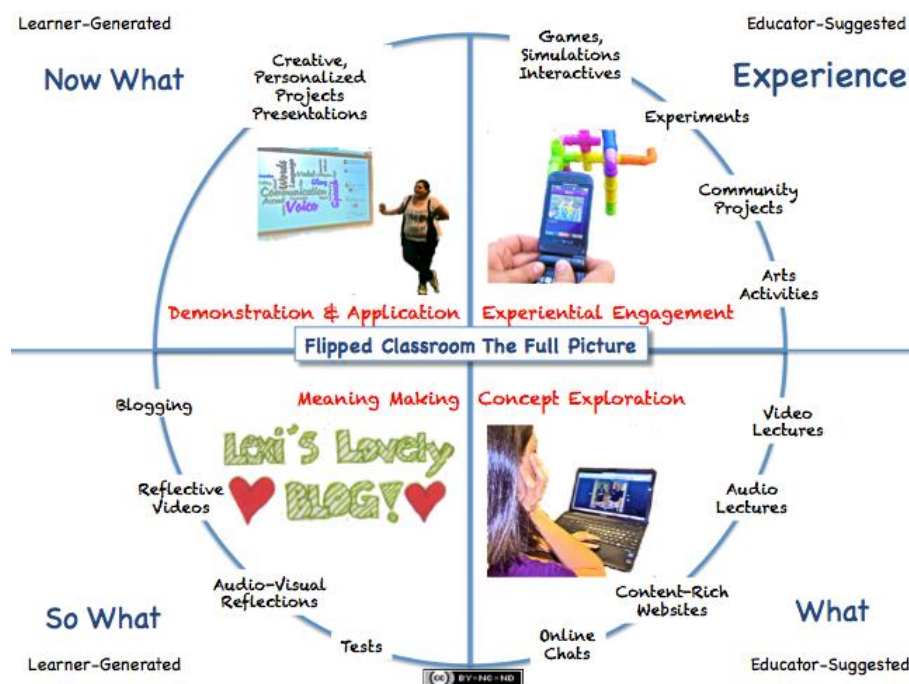
guides the students as they apply concepts and engage creatively in the subject matter.”

(Flipped Learning Network, 2014)

This definition introduces three core principles. First is, *pre-teaching* during which students are required to complete learning tasks in an independent manner (Yoon et al., 2021). Second, *learner-centered* and learning-centered models in which the time in the classroom is spent discussing topics in greater depth while students are introduced to new topics outside the classroom before the class time (Mohammad et al., 2020). Finally, class time used for the construction of meaning rather than for information transmission, intended to be active and interactive by focusing on the practical application of knowledge and carrying out experiential engagement, demonstration, and application moments.

Figure 1

Flipped classroom learning model cycle



Note. The figure is taken from Gerstein (2011)

Bloom's taxonomy (Bloom et al., 1956) serves as the map to guide the teaching process towards developing skills rather than delivering content. In other words, Bloom's taxonomy can be used as a teaching tool to balance the purpose of the activities and tasks in and outside the classroom, to ensure all orders of thinking are exercised in the students' learning, and to qualify progress towards learning targets. An active pedagogical approach like this one can help students to analyze and reflect on learning and facilitates the development of higher-order skills (R. S. Davies et al., 2013; Soliman, 2016). The development of clear cognitive skills enables learners to understand and monitor cognitive processes, affecting the use and development of metacognitive skills.

In a review of Flipped Learning, the authors Hamdan, McKnight, and Arfstrom (2013) acknowledge that flipped classrooms can differ in methods and strategies, largely due to the fact of the four pillars and features teachers must incorporate into their practice:

1. Flipped Learning requires *flexible environments*. The in-class activities can vary from collaborative group work to independent study, educators should rearrange the physical space in a classroom to accommodate these variants.
2. Flipped Learning requires a shift in *learning culture*. Flipped classrooms shift the focus from teacher-led to student-centered learning for learners to experience more meaningful approaches to learning.
3. Flipped Learning requires *intentional content*. Educators evaluate which materials should be presented to students in advance and which content should be taught directly to help students develop cognitive and metacognitive skills.
4. Flipped Learning requires dedicated, *professional educators*. The use of this approach, particularly with the presentation of materials through digital media and

technologies, requires teachers prepared to use elements to provoke meaningful and active learning.

This approach requires distinguishing how to take advantage of the individual space and the group learning space. These spaces are not only physical but refer to the moments involved in the learning process. These moments are necessary for the learning experience to be complete and meaningful for the student. In the individual learning space, the student is on their own engaging with and approaching the content. Anticipating content is not only presenting concepts or information to be used during class time; but any component the class that support or foster the need of the students such as review material, learning strategies, instructions for assignments or self-assessment tools as it is the case for this research.

Finally, technology plays a key role in this process as the most useful and easy tool to have access to the content that teacher requires to anticipate. Flipped learning instruction inevitably includes the use of information and communication technology for out-of-classroom learning activities. Studying on their own, learners require to have access to the content and task created by the instructor on the learning management system (LMS) or virtual learning environment (VLE) which includes various multimedia learning materials and online interaction between the instructor and classmates (Jeong, 2017). In the next section, it is described the computer-assisted language learning (CALL) principles which enlighten the best way to include and support the purpose of using technology in the Flipped Language Learning classroom.

2.5 Computer-assisted language learning (CALL)

The area of CALL can be defined as learning a language using computers and technology. The final goal of CALL is not to use various technological programs and tools in the classroom, but rather to facilitate language learning by providing a suitable setting (Tafazoli et

al., 2018). In other words, CALL not only proposes to use computers in class but also to find the best ways to teach. The technological development has a real influence on CALL which makes complex its nature and shows its variability the same as the evolution of theories and approaches to second language acquisition. The three phases of CALL in the last 40 years reflect this progression (Warschauer & Healey, 1998) as outlined in the next table:

Table 2

The three phases of CALL in the last 40 years.

Behaviorist CALL	Communicative CALL	Integrative CALL
<ul style="list-style-type: none"> • Conceived in the 1950s and implemented in the 1960s and 1970s. • This mode of CALL featured repetitive language drills, referred to as drill-and-practice. • The computer was viewed as a mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace. 	<ul style="list-style-type: none"> • Emerged in the late 1970s and early 1980s. • It corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development. • The focus was not so much on what students did with the machine, but rather what they did with each other while working at the computer. 	<ul style="list-style-type: none"> • By the late 1980s and early 1990s, critics pointed out the use of computers and started conceiving the word integrative. • Task-based, project-based, and content-based approaches all sought to integrate learners in authentic environments, and also to integrate the various skills of language learning and use.

<ul style="list-style-type: none"> • The best-known tutorial system, PLATO, ran on its own special hardware. 		<ul style="list-style-type: none"> • It seeks to integrate skills with technology and the language learning process.
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Note. Table taken from Warschauer & Healey (1998)

Throughout all these three phases, Derakhshan (2015) supports the development that technology has evolved from mainframe computers to PCs and consequently to net-based computers paralleled to the theories and approaches of second language acquisition.

In the field of learning a language, many different aspects can be taught through CALL programs such as grammar, speaking, and pronunciation, writing, or any other required skills. The advantages and barriers of using CALL have been examined by different researchers such as Warschauer and Healey (1998). They recognize seven positive effects of CALL: multimodal practice with feedback; individualization in a large class; pair or small group work on projects; the fun factor; variety in the resources available and learning styles used; exploratory learning with large amounts of language data; and real-life skill building in computer use. Furthermore, Derakhshan (2015) describes clear pedagogical advantages related to the material used in CALL such as authenticity, interaction, data access, and feedback.

In addition, the literature has identified some drawbacks. A review was done by some researchers (Golonka et al., 2014; Tafazoli et al., 2018) recognizing aspects that affect the impact of CALL. First, teachers and students need training in how to use technology for educational purposes (Kılıçkaya & Seferoğlu, 2013). Having a computer and handling it is not enough, some unsuitable topics and issues may be part of the process that students live using technology, which

may cause serious problems. Furthermore, the absence of facilities and tools can be a barrier to conducting technology in language classrooms.

To sum up, CALL has gained popularity in language learning and teaching. Tafazoli (2014) recognizes different academics that considered several merits and barriers for applying CALL, but most of them have the same items and complement what was described above. For instance, Wang (2008) stated 5 advantages: First, CALL programs could offer second language learners more independence from classrooms. Second, language learners have the option of studying anytime and anywhere. Also, CALL programs can be wonderful stimuli for second language learning. Similarly, the computer can promote learning interaction between learners and teachers. Finally, computers can help classroom teaching with a variety of materials and approaches. On the other hand, Wang (2008) also mentioned three negative points. First, financial barriers must be considered as the main outstanding problems. Also, computers cannot handle unexpected situations due to technological barriers. Lastly, both teachers and students need effective training to learn how to use computers for learning purposes. The following section will be devoted to describing Blended Learning to recognize the strengths and characteristics to observe the remote teaching context.

2.6 Blended and Remote Teaching Context

When education institutions were forced to transition to remote teaching and learning when the Covid-19 pandemic impacted the world, schools continued to provide instruction with the unexpected shift to online learning which became necessary. For the purpose of this study, the remote teaching context seeks to recreate the classroom environment as the students learn through the computer and online environments. Due to the sudden change to the remote context, it has merged the term emergency remote teaching (ERT) to describe the alternate delivery mode

due to circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face (Hodges et al., 2020). Blended learning played a relevant role in this new remote context in teaching and learning a second language. This is an approach to education that combines face-to-face instruction and online teaching and learning. In other words, the term blended learning refers “to any program of study that is delivered by combining both synchronous interactive study (usually face-to-face but in this case was online) and asynchronous (individual) study (usually online)” (King, 2016, p. 2). There are many definitions and concepts around blended learning, hybrid or mixed learning; however, all of them have in common that students learn through online activities and traditional classroom learning.

Twigg (2003) identified blended learning as a movement that promotes moving from having access to materials online with no interaction to the replacement model where FTF classes are replaced by online interaction, in the case of this study synchronously, with little or no FTF interaction. Bates (2015) takes this idea further by identifying several designs of blended learning, that for this study focus on teaching and learning supported by a learning management system, which is used to share learning materials and information and to allow for communication and submission of assignments.

Some researchers (King, 2016; Singh, 2003) support the fact that there are different benefits of a blended approach for learners and teachers. It aids teachers in providing the attention learners to deserve by developing a course that will take their needs more closely into account. At the same time, the teacher or facilitator has more time to create engaging learning experiences to maximize social interaction. On the other hand, students have the opportunity to prepare and interact with their peers online before a class which would increase confidence.

Likewise, technology offers interactive, authentic material, and meaningful content for the students' need; it also offers just-in-time support to provide immediate feedback by tools as instant messages, chats, conferences, or putting many learning tools at learners' disposal. Finally, students will inevitably move away from the teacher as they become more proficient, increasing confidence and independence in learners remaining the teacher's role as important and relevant in the process (King, 2016).

In understanding the benefits of blended learning, educators cannot forget that online environments must be considered learner-driven and not technology-driven (Salaberry, 2001). It means that technological content included in class should match learners' abilities from a technical, academic, and cultural perspective. It also implies that technology should address the students' needs taking into account their physical and learning conditions. In other words, technologies, mobile, tablets, or computers can be instrumental in language learning rather than the main element that receives all teacher's attention. It is relevant to consider the needs and considerations before adopting blended learning. King (2016) claims that the next needs should be taken into consideration before applying a blended approach. The first consideration is regarding teacher training to develop a program of study that takes into account both the strong and weak points of each environment. The costs of the technological tools in the institution and at home need to be an aspect to reflect on as well. Any blended course requires self-discipline and motivation on the part of the learners; for that reason, these aspects should be part of the process.

Notably, technology has contributed to providing new tools to benefit education, and virtual learning environments (VLE) have played a positive role in the new concept of the English class. According to Annansingh (2019), VLEs are used as a repository for providing

students with access to online materials but are primarily used to provide, interaction and self-dependent studies. They can be valuable learning spaces as they provide a range of educational opportunities. Also, Kluge and Riley (2008) have suggested that a VLE is designed to support teaching and learning activities across the Internet. For the purpose of this study, a VLE is a set of teaching and learning tools designed to contribute to a student's learning experience together with computers and the internet in the learning process.

Education mediated through online resources offers foreign language (FL) learners the possibility to review content, repeat lessons, and correct errors without time constraints. It also allows them to review material (worksheets, videos, readings, strategies, etc.) as many times as they need it. Technological advances facilitate this student-centered approach as students can use multiple interactive technologies to demonstrate content and knowledge. Therefore, VLEs, present an excellent opportunity for students to create and discover knowledge as well as develop a more profound comprehension of the given content.

There are two approaches to teaching in a VLE. These are synchronous and asynchronous learning. Asynchronous learning uses the time-delayed capabilities of the Internet. It typically involves tools such as e-mail, bulletin boards, and file attachments (Yamagata-Lynch, 2014). Therefore, students and instructors engage in course-related activities at their convenience rather than during coordinated class sessions. Synchronous learning, on the other hand, occurs in real-time via the Internet. It involves tools, such as live chat, audio, and video conferencing, data and application sharing, and joint viewing of multimedia presentations and slideshows (Tyler & Zurick, 2015). Since the VLE differs from the physical classroom setting, it is essential that adequate and appropriate online training be provided to instructors and learners to update skills,

practices, and strategies to accommodate the diverse needs and being capable of solving possible issues.

As it was described above in the CALL section, not only computers but technology has been integrated as a classroom element; any technological tool can be an instrument to learn or teach a language. Blended learning has been an expanding area of interest that bridges "instructional" and "digital" approaches to learning and teaching (Derbel, 2017). It involves VLEs which are unique environments as they require thoughtful care from the instructors to help students become engaged and stimulated in their learning process (Annansingh, 2019). Therefore, the instructor's role is crucial not only for supporting material but also for facilitating the learning process.

2.7 Conclusion

Enhancing student's motivation and autonomy in learning the English language is essential for teachers. The intention of the concepts developed in this theoretical framework is to prove that the use of Flipped Learning, self-assessment tools, blended and remote teaching can positively influence young learners in becoming more autonomous and improving their English language abilities. According to Sulisworo (2018), there is still a lack of research about online teaching context in students' autonomy; therefore, this study would be beneficial to the academic community. The use of blended learning and Flipped Learning is suitable in the teaching-learning process because it can improve the learning access to materials and activities, as well as redesign the class model changing the perspective from teacher-centered to student-centered. Besides, it can improve the students' autonomy in studying the English language, because this learning model offers varied and motivating learning activities using computers, or any other

element related to technology. In addition, it permits learners to repeat lessons without judgment or pressure as many times as they need.

It is hoped that the concepts developed will provide positive aspects to suggest, through introducing self-assessment tools and Flipped Learning, that young learners would learn more and show signs of autonomous learning indicating an overall improvement in their language ability. This is a consequence of allowing students to develop and practice English language skills outside the classroom at any time and any place they choose, which is possible for this study considering on the one hand that the Jesuit private school has access to technological tools; and on the other hand, that this population of young 6th graders has grown with access to the internet, Google, and social networking. A world without the web and related technology is almost unimaginable for them; it brings them freedom and autonomy. “Teams” as the VLE used in this Jesuit, private school has the characteristics that CALL promotes and permits to apply in the remote teaching context. It also provides ideas and clear concepts to teachers to take advantage of this technological tool.

Chapter 3: Literature Review

3.1 Introduction

Schools are meant to develop academic skills and to enhance attitudes for life. This is the case of autonomy, a concept broadly used in education that refers to “the capacity of taking charge of one’s own learning” (Holec, 1981, p. 3). Middle schoolers are supposed to have a certain level of autonomy to be successful in academics, but teachers are always discussing that new generations are less autonomous, they depend on instructors and constant guidance to develop their learning (Van Ryzin et al., 2009). There is a problem if students do not take charge of their progression; no learning process can be developed under that condition. Besides, young adolescent learners, who are in middle school, are described as a group who are eager to learn, full of energy, curious, ready for adventure, sociable but lazy, disrespectful, and problematic that require specific strategies for learning (Arda & Doyran, 2017).

The existing literature displays narrowed perspectives about learner autonomy of young adolescent EFL learners. Different studies describe the effects technology has on autonomy in higher education; however, the young adolescent population faces different needs and requires different strategies to understand what autonomy enhancement is needed. Flipped Learning has been another aspect of literature exploring and proving results in acquiring a second language effectively in different populations. These studies include results between language content and display improvements in autonomy components that unfortunately do not address specific strategies to enhance self-direction and self-regulation using Flipped Learning through a virtual learning environment.

3.2 Learner autonomy

Autonomy, based on the studies in the field of learners' beliefs, (Benson, 2007; Littlewood, 1996; Schunk & Zimmerman, 1998; Thanasoulas, 2000) can be understood as a systematic capacity or ability to control one's own learning process effectively based on critical reflection, decision making and independent action being responsible for the decisions taken. Specific elements to understand the importance of enhancing autonomy in young adolescent learners as a skill for their long-term life. The discussion of learner autonomy is often applied to the process and content of language learning and the development of proficiency in a second or foreign language (Little, 2007). In contemporary research, there is an important trend towards acknowledging what students' think about their own learning processes and assessing their progress in their cognitive skills (Cotterall, 1995; Kocak, 2003; Negari & Solaymani, 2013; Tassinari, 2012; Üstünlüoğlu, 2009). These studies suggest that exploring autonomy and learners' beliefs affect positively the learning of foreign languages reflecting its relevance in young adolescent learners.

Regarding the young adolescent population, there are different perspectives about how autonomy should be developed and understood. This becomes a key issue in this study because autonomy is a broad concept and has been used in different ways. Some authors (Kiefer et al., 2015; Lamb, 2011) affirm that learners do not develop the ability to self-direct their learning simply by being placed in situations where they have no other option, but rather, where they would have the opportunity to choose how or when to do something relevant for them to learn. Young adolescent EFL learners need to have initial guidance to learn how to make decisions in their own process, this implies that autonomy is not given but needs to be learned. In addition, Kiefer (2015) emphasizes the importance of teacher and peer support for motivation and

engagement. At the same time, Lamb (2011) recognizes the influence of teachers on creating learning environments in which learners can have some control over their learning, providing training to nurture attitudes to lead them to recognize their progress. Giving students control over their process is a challenge that teachers need to address.

Technology is one of the fields explored to analyze its implication in the learner's autonomy when learning a foreign language. Some authors (Blin, 2005; Cuesta Medina & Alvarez, 2014; Farivar & Rahimi, 2015) analyze how technological tools affect autonomy. They claim that computer-assisted language learning (CALL) principles are necessary to use technology effectively to enhance autonomy on language learners. To implement technology in class, there should be a congruent plan for the use of different tools and pertinent features that might serve to capture and hold students' attention and interest which, in the end, affects learner's autonomy (Cuesta Medina & Alvarez, 2014). In the same way, these studies conclude that students become more independent when they have access to other sources of language knowledge, such as CALL materials. Teachers need to give learners useful guidance for their self-directed learning, help them develop their self-directed learning strategies, and train them to be real autonomous learners (Farivar & Rahimi, 2015). Although technology is a tool that demonstrates positive effects on the learner's autonomy, there is little research regarding the implications and strategies to enhance self-direction and self-regulation in young adolescent learners.

The literature review presented demonstrates that learner autonomy plays an important role in the process of learning a foreign language. Also, young adolescent EFL learners need guidance to develop this long-life skill and face challenging tasks to put it into practice at school. In addition, the positive implications of using technology provide an environment in which

students can face tasks where they need self-direction. However, strategies are necessary to guide learners in the process of reflecting, qualifying, and implement activities to improve in their learning process which requires self-assessment.

3.2.1 Self-assessment

In the language learning field, there is a growing interest in implementing self-assessment practices in the EFL classrooms. Several studies (H. Andrade & Du, 2007; Hearn & McMillan, 2008; Mohamed Jamrus & Razali, 2019; Parra, 2018) have implemented the use of self-assessment to set goals that aid students improve their self-efficacy and confidence to learn. This tendency has a positive impact in Colombian educational settings as the learners tend to rely on the assessment process by teachers. A study (Maldonado & Russi, 2016) examined the effectiveness of self-assessment to improve reading comprehension in English and concluded that they started to become aware of their own weaknesses and strengths. Another study (Duque Micán & Cuesta Medina, 2017) indicates that the use of self-assessment promotes different abilities such as vocabulary development, spontaneous spoken production, and listening. These studies proved the importance of using different strategies that supported the achievement of some of the goals set.

Moreover, other studies (Bourke & Mentis, 2013; Brantmeier et al., 2012) argue that there are multiple ways in which assessment can be carried out in education: as a method for accountability, a strategy to attract funding, and an approach to support learning. In other studies, Ross (2006) and LeBlanc and Painchaud (1985) focused on whether self-assessment is a trustworthy and valuable tool in the classroom. They ask if self-assessment is worthwhile in terms of the validity or value it carries in language learning and reliability, and its applicability in different contexts and with different measuring tools.

Regarding tools, rubrics have been used as one to perform self-assessment in different studies (H. Andrade & Du, 2007; Cooper & Gargan, 2009; Schaefer & Stevens, 2016). The results obtained showed that rubrics guide learners to the concept of quality and understanding the same as achieving learning goals enhancing critical thinking of the learning process and metacognition. The use of self-assessment strategies, such as rubrics, helped learners to monitor their performance, and they were able to assess their progress and accomplishments.

In addition, technology has been studied as an instrument to execute self-assessment. Specifically, mobile-assisted language assessment was used to conduct students' self and peer assessments of a specific competence (Tarighat & Khodabakhsh, 2016; Tong et al., 2020). The findings showed that students perceived mobile-assisted language assessment as motivating and useful, the same as a tool that raised awareness regarding their performance in the specific competence.

Considering the population, Butler and Lee (2010) examined the effectiveness of self-assessment among young learners of English as a foreign language. The results suggested that students improved their ability to self-assess their performances over time with practice. Furthermore, the results evidenced the positive effects of self-assessment on the students' oral production as well as on their confidence when using the target language. The dilemma of intermixing assessment and grading was also an interesting result in this study. Students tended to associate their performance with a grading scale putting aside self-awareness about their performance.

The self-assessment processes proved to be helpful for the learners as they raised awareness of their performance instead of waiting for the teacher's comments and feedback. However, none of the previous studies have considered the impact of using technology to

support students' self-assessment process. Thus, the present study attempts to create a technology-enhanced learning environment that fosters self-assessment. In addition, Flipped Learning is a key component to anticipate and foster self-assessment exercises using specific tools that will provide students with opportunities to raise awareness of their language progress and to increase young learners' confidence.

3.3 Young adolescent learners

The field of teaching young adolescent learners, particularly in teaching English, has been drawn on work from different perspectives: in child development (Cameron, 2001; Caskey & Anfara Jr., 2007; Nunan, 2011; Pinter, 2006; Vygotsky, 1978), learning styles (Dunn et al., 2002; Honigsfeld & Dunn, 2003), or the social/educational changes associated with the transitions from elementary to secondary school. (Eccles & Wigfield, 1997; Mullins & Mizelle, 1997; Potter et al., 2001). On the other hand, the interest is similar in topics such as incidence of social skills (Contreras et al., 2017), development of high order skills (Riaño C., 2017), or, more specific to the interest of this research project, the characteristics that stand out in students with digital skills (Castro et al., 2015). They are a fascinating population to work with and are in a moment of their lives that allows teachers to make a huge difference by offering meaningful learning experiences.

In the research field of teaching English as a second language to young adolescent learners, some studies have focused on the development and evaluation of communicative skills in reading (Fletcher, 2014), listening (Dai & Roever, 2019; Moore & Cahill, 2016), writing (Bi & Jiang, 2020; Wolf et al., 2018), and speaking aspects (Rahmani, 2017). Many of the findings from these studies are related to what can occur throughout different school levels and the development of the different skills considering the age of the participants. Another common

element is that all of them, define young learners as those who are 10 to 15 years old and experience grows in their intellect more than any time in their life.

Considering the implementation of Flipped Learning, some authors (Andujar et al., 2020; Rodríguez Ramírez, 2018; Winter, 2018) describe the relationship between student motivation and performance in this approach. They found that both elements are connected in the way that one improves the other one. Based on this aspect, designing learning environments must be used to maximize student engagement and incorporating learner-appropriate strategies with Flipped Learning. It is not only a matter of sending some videos to anticipate content. It has to do with selecting material that is appealing and catches attention to engage students in doing a learning process by themselves. However, these authors measured only motivation as the willingness to do activities in extra time but do not address other aspects such as self-regulation or self-direction.

This section argues motivation as a common positive element shown in young adolescent learners; however, it is not described other factors such as self-regulation and self-direction to ensure a long-term process. Autonomy cannot be understood only in the sense of motivation. It is necessary to explore other dimensions of autonomy to be enhanced in students.

3.4 Flipped Learning

Flipped Learning requires teachers to relinquish control and allow students to learn on their own. Although Flipped Learning is a recent pedagogical approach, its implementation has shown positive results in students' learning processes in a variety of populations and educational contexts, including both school and university environments (Basal, 2015; Chuang et al., 2018; Cukurbasi & Kiyici, 2018; Han, 2015; Rodríguez Ramírez, 2018). Their results are similar in terms of learning at one's own pace, on student preparation, overcoming the limitations of class

time, and increasing participation in the classroom. Anticipating the content outside the classroom has shown important results. That is why the research proposed in this paper becomes more interesting because it gives more chances to understand new ways in which students can learn.

Some studies (R. S. Davies et al., 2013; Gavranović, 2017; Hao, 2016; Larsen, 2015; Mok, 2014; Roach, 2014; Sadik, 2015; Sohrabi & Iraj, 2016; Yoshida, 2016) analyze the success of the implementation of the Flipped Learning approach in different subjects; such as mathematics, natural science and social studies taught in English. They conclude that students develop more self-regulation and a higher level of engagement when having access to class materials in advance. Moreover, these studies endorse the positive effects on students regarding the easy access to the lectures through videos that learners can watch repeatedly if necessary. They can decide how much practice they need, and teachers do not impose this aspect. These positive results indicate that Flipped Learning could be a valid approach to work with the young adolescent population since it encourages them to have more control of their learning process.

Some studies were carried out using Spanish as the native language (Herrera Sierra & Prendes Espinosa, 2019; Madrid et al., 2018; Merla & Yáñez, 2016). These studies present the effectiveness of this approach as a techno-pedagogical strategy to improve academic abilities in different areas. At the same time, these studies in which the impact of implementing resources as part of the L1 instructional process is assessed, have reported positive results in terms of the improvement in the academic performance of the students and the interest of teachers to know the kind of teaching strategies that would make learning effective. In this context, Flipped Learning is an option that could support a successful link between the use of technology and instructional processes based on the detection of students' learning needs.

In teaching English as a second language field, some researchers (Basal, 2015; Hung, 2015; Sohrabi & Iraj, 2016; Soliman, 2016) found that combining this approach with other elements such as collaborative work promotes student-student and student-teacher interactions. As a result, students were more prepared when going into the classroom. Another aspect concluded in these studies is that students can learn at their own pace overcoming limitations of class time. This aspect allows learners to use the target language more frequently, improving their use of language knowledge in English classes. These findings are relevant because of the interaction, effective use of class time, and its applicability in the effectiveness of anticipating content; however, there are no results reported on the implications of promoting a self-direction attitude in students' process.

Some studies examine the impact of the pillars of Flipped Learning to improve specific skills such as listening (Garay Vasquez & Torregrosa Marengo, 2016), reading (Rodríguez Ramírez, 2018), writing (Torres Velandia & Hernandez Herrera, 2017), and speaking (Amiryousefi, 2019). The results revealed the positive impact on the learners' skills and mentioned the development of their autonomous behavior, but without explaining results about this specific element. It is very important that for the four skills developed in EFL there is evidence that this approach can work.

Concerning technological tools, some researchers explore students' perceptions of the implementation of specific elements such as mobile phones. They agree that it is an interesting idea without exploring pedagogical implications, this is filled with a lot of research opportunities (Andujar et al., 2020; Heo & Chun, 2016). Nevertheless, the studies described in this section do not address Flipped Learning as a strategy to enhance students' autonomy in terms of their self-direction and self-regulation.

3.5 Virtual learning environments (VLEs)

VLEs, as online systems to support and manage learning and complement the remote teaching context, play a role in CALL. Some researchers (Blin, 2005; Cuesta, 2010; Dang, 2011; Lee, 2009) claim that the implementation of CALL tools are clear and useful elements to affect positively the language teaching and learning processes of a foreign language. These authors demonstrate the implications and effects of the use of CALL tools in students' acquisition of lexical knowledge, the enhancement of their language learning experience, cognitive skills, and autonomy. These elements need to be considered in the design of materials for virtual environments in the remote teaching context. It is necessary to rethink materials and activities according to population and specific needs.

Another element to analyze is the integration of Information and Communications Technology (ICT) in the area of teaching English as a second language. Based on creating solutions with the emphasis on VLEs, influencing the educational community (Bish, 2017). Cuesta (2010) highlights the significant increase in the proposals aimed at integrating ICT in Colombian educational institutions since 2010. As a result, educational institutions are taking advantage of these settings and are increasingly offering courses supported with a VLE, which is the situation of the school implied in the current research. Taking into account the raising of interest in technology, Annansingh (2019) examines students learning engagement in online courses and explores their perception of experiencing deep learning. As this kind of learning requires more from students, it is found challenging but interesting. This author recognizes the need for having discipline and organization to complete activities during independent work.

Various authors (Caliskan & Bicen, 2016; Caro Torres et al., 2021; Gunduz & Ozcan, 2017; Jeong, 2017; Nikolaeva et al., 2019) have studied the implications of adopting Moodle as

an example of VLE and implementing Flipped Learning in EFL education. These researchers reveal that the perceptions of English students and teachers towards the Moodle system in EFL classes are rather positive because of its flexibility and easy access outside the classroom. Regarding teacher's attitudes, Caliskan and Bicen (2016) claim that Moodle enables more areas to obtain persistent learning compared to traditional class environments, using video that attracts more attention to learners. In addition, these researchers report that effectiveness is high in the VLE because they have access to knowledge at any time anywhere through distance. Jeong (2017) affirms that the use of Moodle and flipped instruction could help promote not only students' English communicative competence but also their interactional and sociocultural competence. However, Gunduz and Ozcan (2017) highlight the need to structure the VLE according to the student's needs and to train teachers to use it properly and effectively as the two most important areas that require further study.

Despite the positive implication and effect described and the positive perceptions about the use of VLE and Flipped Learning, there are still many issues to study about using VLE as a part of a flipped approach in a remote teaching context. Issues such as the implication of this kind of learning in long-term processes and skills that are not academic have not been studied yet.

3.6 Conclusion

The literature review presents findings regarding the need to guide students to be responsible for their own work; the same as, the role of educators to develop it. Kiefer (2015) emphasizes the importance of teacher and peer support for motivation and engagement. Regarding the tools to develop autonomy in young adolescent EFL learners, technology provide opportunities to promote an environment, such as the remote learning context, in which students

are engaged and motivated to explore. Although young adolescent EFL learners are motivated to use technology in the process, this does not guarantee a successful learning process where self-regulation, self-direction, and self-assessment are putting into practice by students.

Regarding the strategies implemented with young adolescent EFL learners to enhance motivation, self-assessment, Flipped Learning creates a space to explore content by themselves. Students have access to the information before the lesson providing the opportunity to spend more time practicing and have access to class materials before addressing those topics in the classroom, which seems to be a feasible opportunity for the context of this study (Basal, 2015). “Teams”, as the VLE used in this study, plays an important role because it supports the remote teaching context to approach the content before class time. For the purpose of this paper, VLE is a tool that complements the purpose of Flipped Learning with positive results. Nonetheless, concerning the implications of VLE and Flipped Learning to enhance autonomy especially in the abilities of self-assessment, there is a noticeable gap that demonstrates the absence of clear strategies to lead young adolescent EFL learners at school.

The research reviewed in the previous sections demonstrates the effectiveness of a strategy and a tool to enhance motivation and engagement in young adolescent EFL learners. However, this combination has not been used to study the impact on self-assessment as an aspect that young adolescent EFL learners need to develop in their autonomy of being aware of their process. Based on that, the present study intends to examine what self-assessment reveals about 6th graders' English language learning in a Flipped Learning and teaching remote context using a VLE.

Chapter 4: Method

4.1 Introduction

The combination of reflective teaching in language classrooms and action research (AR) allows teachers to formalize their practices by setting the route to solving educational questions (Quesada Pacheco, 2011). According to Burns (2010) AR attempts to identify a “problematic situation or issue” worth studying and analyzing in the pedagogical field. This perspective is the ground to establish the current research design. The American Educational Research Association (2020) defines AR as a powerful tool that offers a systematic method that encourages teachers to examine education and learning processes; the same as the human attributes and interactions that shape educational outcomes through the implementation of new educational tools and strategies. As it was described in the previous chapter, this current research seeks to examine a human attribute and its effect on the learning process of a second language in young adolescent learners.

Based on these elements, this chapter offers a description of the procedures followed throughout the project. First, it describes the type of AR adopted for the study and the reasons for choosing such an approach. Then, the context in which the project took place is described, the same as the participants’ and researchers’ profiles. After that, the data collection instruments are defined bearing in mind ethical considerations, validity, and reliability of the data regarding this current study.

4.2 Context

This research study is conducted at a private Jesuit school in Bogota – Colombia whose educational proposal is based on “the human being”. The main objective is that each student builds a life project that leads him/her to service and happiness. With this in mind, the curriculum does not consider only academic acquisition, but also it implies life skills and social

awareness development (Vasquez S.J., 2006). The aforementioned educational focus involves eight human dimensions (ethical, cognitive, communicative, corporal, spiritual, affective, esthetic, and socio-political dimensions) directed to have holistic educated human beings, willing to help their surrounding community. The teaching practices in this school are followed by personalized education that considers the person as a particular and unique human being. For this reason, during their school life, students have the opportunity of enriching and building their values, creativity, socialization, and transcendence, while articulating excellence in the academic areas.

Regarding the Institutional Educational Project, it is based on the constructivist approach, as a didactic model in which the student is the center of the process for the development of his intellectual and autonomy. In the year 2018, this Jesuit private school started to implement a pedagogical innovation as an alternative to reflection and action; to make the experience of teaching and learning a dynamic and meaningful process that leads students to understand and apply the concept of citizenship for the 21st century. The main objective of the innovation was to implement educational actions that contribute to human excellence in contexts of critical, social, and environmental reflection in the light of Ignatian pedagogy; also called the educational model of St. Ignatius which is based on four pillars: experience, reflection, action, and evaluation (Vasquez S.J., 2006). These educational actions were carried out through a series of topics and activities during the academic year based on the English curriculum called integrated area plan.

Integrated Area Plan is the pedagogical foundation of the teaching and learning that takes place in each subject. In the case of the English area, it consists of the academic program organized per trimester, strands with its corresponding objectives per term, levels of performance, conceptual references, and evaluation criteria. The integrated English plan is

designed based on the umbrella of the communicative approach; the same as the task-based approach, and the Cambridge curriculum. Currently, students take three sixty-minute lessons per week for the English subject. At this point, it is relevant to mention that other curriculum subjects are taught in English such as Science, Mathematics, Computers, and Technology; increasing the time the students are exposed to the L2. For the current year and considering the number of hours dedicated to the English subject, the institution started the implementation of Flipped Learning to enhance and promote active learning, a flexible environment, and intentional content.

4.2.1 Participants

The school structure is organized into five cycles or sections based on the student's cognitive development. Middle school or cycle 4 is composed of students from sixth to eighth grade (ages from 11 to 15). One class of sixth grade, which was sixth A, was the group that participated in this study. This specific group (6A) was chosen because the researcher was the homeroom teacher; a fact that created a close relationship between the students and the teacher, also taking into account the flexibility on hours that the researcher can have access to this group for the implementation process. This group was conformed of 27 students between 11 and 12 years old. In terms of English levels and performance, this group of students was placed between A2 and B1 levels of English according to the Common European Framework of Reference for Languages (Council of Europe, 2001). Most of them had been studying in the school since kindergarten, and all of them are attending around 6 hours of classes from different subjects taught in English weekly. Some of them had taken immersion courses in Canada during their fifth grade and had had the chance to use the English language in a natural context due to their trips to English-speaking countries during their vacation.

For the purpose of this study, the sixth-grade participants in this study are at their young adolescent stage of development. “As a learner, a young adolescent may wish to display an image of a diligent student to his/her teachers and parents, while preferring to display a relaxed or even rebellious attitude towards learning to his/her classmates and friends” (Kelly, 2014, p. 1). This attitude reflected the necessity to look for strategies to help them recognize their potential to be autonomous, to engage in their learning process, and to become aware of the actions to develop it; this is where self-assessment can become a promising skill to be developed. At the same time, it is important to recognize that “this population could have the responsibility to make decisions and take charge of their learning, but without the teacher guidance and supervision, the whole process could result in low efficiency or even fall into disorder” (Bajrami, 2015, p. 424). Sixth graders should be guided to identify the subject matter related to the task they are asked to perform, the criteria to achieve the objective, and requirements to be efficient in the process; teachers should not expect students to do it on their own.

4.2.2 Type of study

This action research (AR) with a mixed-method data collection was carried out to systematically study a specific aspect of autonomy, self-assessment, that can be enhanced in a group of young adolescent learners. A mixed-method is defined by Johnson, Onwuegbuzie, and Turner "as the type of research in which a researcher combines elements of qualitative and quantitative research approaches for purposes of breadth and depth of understanding and corroboration" (2017, p. 123). Researchers are using this type of study to provide legitimacy to social and human sciences as it allows the triangulation and validation of information from different sources. This perspective fits with the purpose of this research which was to determine

to what extent training sixth graders on self-assessment actions using Flipped Learning through a VLE can contribute to their English learning process.

Teachers perform AR design actions on systematic procedures to gather information about the ways a particular educational setting operates their teaching, which can affect at the end their student learning (Mills, 2000). To achieve this purpose, it is relevant to gather quantitative and qualitative data to broaden the possibility for the researcher to involve philosophical assumptions and theoretical frameworks to understand better the research problem (Creswell, 2014) which in this case is related to enhance the self-assessment skill in young adolescent learners.

At this point, it is relevant to mention that AR occurs through a dynamic and complementary process, which consists of four essential moments: planning, action, observation, and reflection (Kemmins and MacTaggart, 1988 cited in Burns, 2010). These are fundamental steps designed to occur cyclically in a plan of critically informed action to improve what is happening. This plan becomes an intervention at a specific teaching context and it is set up at a specific period of time. The first step includes the research instruments which were designed as part of the planning step. Then, the implementation phase took place applying the instruments and tools designed. The third step involves the observation of the possible effects those intentional actions could have in this case on learners' performance, as well as the data related to what is happening. Finally, a process of reflection on the possible effects is necessary, as the basis of further planning, subsequent critically informed action.

4.2.3 *Researcher's role*

The researcher played three connected roles in this action research study which were teacher-researcher, participant, and observer as he was part of the context in which the

investigation was carried out (Burns 2010). As a teacher-researcher, there was an interest to analyze the way sixth-graders could enhance the self-assessment of their performance during the English classes using a VLE, Teams; also, to analyze the collection of information students could provide during the implementation phase. As a participant, the role was focused on planning the process of implementing and applying self-assessment actions and training sixth graders to use them through Teams. Finally, part of the researcher's role is to be an observer during the implementation phase, for the perception of elements that appear, as well as for the response to the proposed pedagogical activities.

4.2.4 *Ethical considerations*

This research study considered ethical elements to meet its requirements regarding the professional integrity and interests of the institution and participants (Burns, 2010). First, institutional approval was required to begin the research in the school; for that reason, a consent letter was sent to the school academic director informing the objective and procedures in the implementation phase to get her approval. Second, regarding the fact that participants were not adults and were under the supervision of their parents, it was relevant to present a consent letter to the participants' parents explicitly mentioning that the confidentiality of students would be guaranteed, as well as informing this pedagogical intervention was created as an opportunity to benefit participant's learning process (Appendix A). After that, students were noticed to ask to manifest their voluntary participation and awareness about the need for their sincerity in completing the instruments. In this way, the researcher obtained permission and support from all the members who took part in this research study directly or indirectly.

This study addressed all the ethical considerations stated by Burns (2010) to set the rigor this AR should have. These included the three key principles in the ethical conduct of action

research; responsibility and confidentiality. Students' names are not made public, and they were assigned the letter "S" and a number in the collection of data and the pedagogical intervention to maintain their anonymity. In the next section, the instruments designed to collect data will be described.

4.3 Instructional design

The pedagogical intervention was designed under the scope of Flipped Learning that, according to Mohan (2018) lectures are removed from their traditional in-class space and delivered via narrated PowerPoint documents, for instance, to be viewed by students before class meetings, thus freeing up in-class time for higher-order cognitive tasks. This is a relevant element in the implementation stage and it is the base to create the lesson planning process. In this particular instance not only, content can be delivered before the lesson time but in this case, also, some strategies and actions to enhance students' skills. Another element to consider in the instructional design is the context lived during the implementation time.

The present study was carried out during the pandemic lockdown which forced schools to apply an emergency remote teaching (ERT) which implied the transition from face-to-face lessons to online lessons by using, in many cases, a digital learning system. ERT is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances (Hodges et al., 2020; Whittle et al., 2020). It involves the use of fully remote teaching solutions for instruction that would otherwise be delivered face-to-face and that will return to that format once the crisis or emergency has finished. The primary objective in these circumstances is not to re-create a different and specific educational curriculum based on online learning but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during the crisis (Hodges et al., 2020). These aspects were crucial to

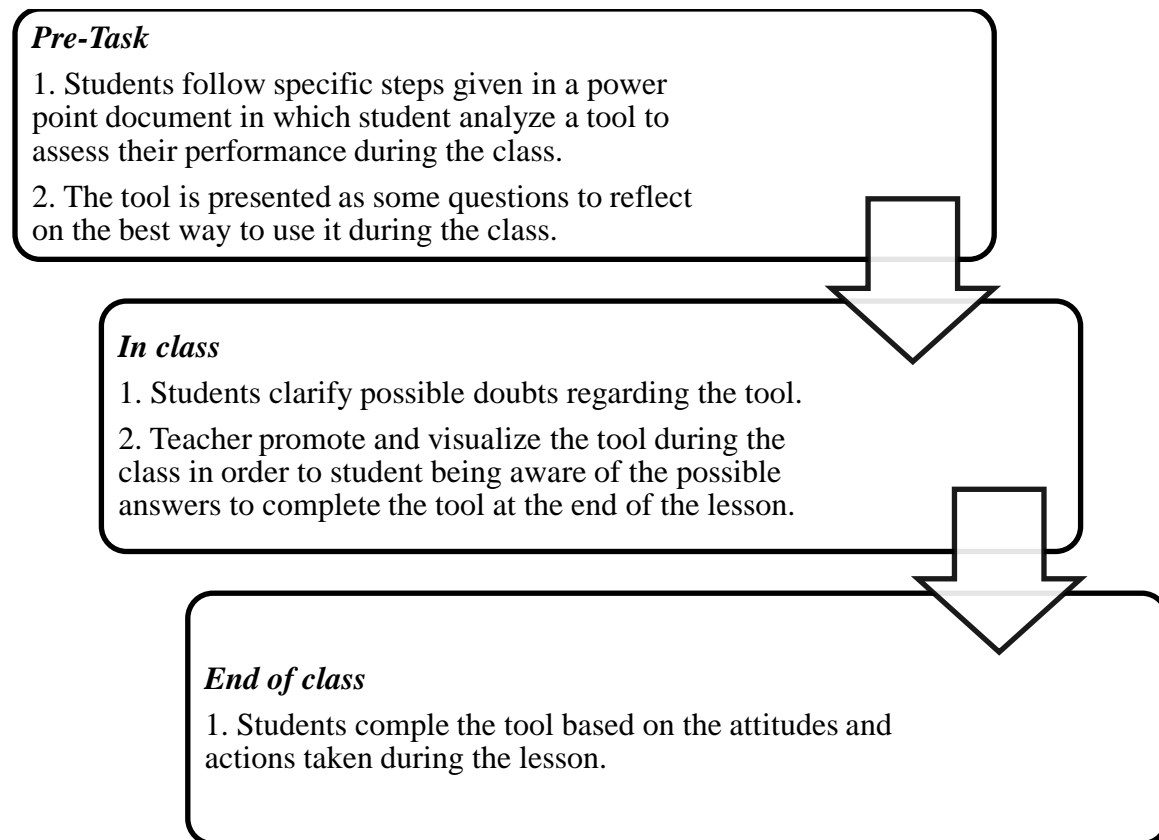
set up all the elements and actions proposed for the pedagogical intervention and implementation.

4.3.1 Lesson planning

Based on the principles of Flipped Learning, lesson planning followed three general stages: at the home stage, in class stage, and end of the class stage as explained and described in the next figure.

Figure 2

Lesson planning stages



As can be seen in figure 2, during the first step of each lesson, completed outside of class, students read and follow instructions described in a presentation uploaded on the technological platform, Teams. This presentation introduced the self-assessment tool used for the lesson with a list of procedures that leads learners to analyze the information given about the tool. This tool is the element used to help students being aware of their performance during the class. At the same time. Other activities were included to develop low order skills regarding the topic and content proposed for that moment of the academic year according to the curriculum of the English Area (Appendix B).

During the lessons, the flipping was consolidated by a verifying exercise that aimed to clarify doubts, receive feedback, and elicit the understanding of the information approached outside the class. At the same time, some questions were asked to help students realize specific elements regarding the self-assessment tools and the best way to use them. The activities were completed either individually or in pairs according to students' needs or readiness, always fostering active learning and students' engagement.

At the end of each synchronous lesson, learners were granted some time to work on answering some questions to let them reflect on their performance during the class using an exit ticket type of activity (Appendix C). Students remembered the core activities and analyzed the objectives of the instruction to recall the purpose of the lesson and the way they were connected. At the same time, the teacher was clarifying doubts regarding the class elements to guide students to realize specific aspects that help them to reflect upon the elements learned. This dynamic promoted more direct contact between teachers and learners during the learning practice, besides students can visualize their strengths and weaknesses in the activities done during the lesson.

4.3.2 Implementation

The pedagogical intervention process was conducted for ten weeks. The implementation of this study took 23 sessions of sixty minutes each, all of them delivered during the emergency remote teaching context due to a pandemic situation. This intervention proposed three specific objectives to reveal what self-assessment tools affect 6th graders' English language learning in a flipped learning and teaching remote context:

- To foster the sixth-graders skill of self-assessment through the implementation of flipped learning using Teams
- To implement tools that guide students to enhance their skill of self-assessment.
- To give feedback to students about their self-assessment process.
- To determine if self-assessment skill has been fostered.

For the achievement of the pedagogical intervention, it was necessary to identify the students' attitudes towards their self-assessment skill, to seek the appropriate tools and order of intervention actions that matched with the institutional curriculum. This intervention process was divided into three main stages: pre-, during, and, post -pedagogical intervention.

Table 3

Intervention stages

IMPLEMENTATION STAGE	TIME ALLOTTED	ACTIVITY	INSTRUMENT
PRE	Week 1	Informing and getting school and parents authorization	School and Parents Consent letters.

	Weeks 2 and 3	Piloting and pre-implementing self-assessment need analysis instrument.	Self-assessment questionnaire
WHILE	Week 4	During the lessons, the first tool is developed (Exit Ticket) and evaluated by the learners.	Learning Logs
	Week 5	During the lessons, the second tool is developed (Rubric) and evaluated by the learners.	
	Week 6	During the lessons, the third tool is developed (Checklist strategy) and evaluated by the learners.	
	Week 7	During the lessons, the fourth tool is developed (Traffic Lights) and evaluated by the learners.	
	Week 8	During the lessons, students choose one tool worked previously to assess their performance in class.	Self-assessment Rubric

POST	Week 9	Post-implementation of self-assessment needs analysis instrument.	Self-assessment questionnaire
	Week 10	Interviews to confirm and contrast data collected in the self-assessment rubric and questionnaire.	Group Interviews

4.4 Data collection procedures

Regarding the tools and procedures for collecting data in the fieldwork, they were administered during the three phases of the study: pre-implementation, during implementation, and post-implementation. It started by collecting quantitative data through an online form based on a self-assessment questionnaire. Then, during the intervention, qualitative data was gathered through students' learning logs - exit tickets. Finally, in the post-intervention stage, both quantitative data (gathered through an assessment rubric and a questionnaire) and qualitative data (gathered from the group-focused interviews) were collected. The next table presents the timeline that specifies the stage when instruments were employed.

Table 4

Data collection instruments

Data Collection Instruments	
Instrument	Implementation Stage
Students' Self-Assessment questionnaire and checklist	Pre and Post-implementation stage

(H. G. Andrade, 2000)	
Students' Learning Log – Exit Card (Burns, 2010)	During the implementation stage
Assessment Rubric (H. G. Andrade, 2000)	Post-implementation stage
Focus groups interview (Bell, 2005)	Post-implementation stage

4.4.1 Data collection instruments

According to Hendricks (2017) and Cohen (2007), the implementation of multiple data collection strategies guarantees credibility in the research findings and broadens the type of information that can be collected. For this reason, this section describes different tools that were proposed in order to achieve the mentioned credibility. The purpose of having different instruments was to collect information on the process students were living through diverse sources, which can be combined and triangulated to reach solid and consistent conclusions.

4.4.1.1 Students' Questionnaires

Students' questionnaires are useful tools for collecting survey information, providing structured and numerical data (Cohen et al., 2007). Questionnaires allow researchers to collect data qualitatively by creating open-ended, close-ended questions. According to Creswell (2014), close-ended responses provide sources to support concepts and theories in the literature whereas open-ended responses provide reasons to support the comments from participants that can contribute to finding overlapping themes. To collect the degree of type-attitudinal data, it was used a rating scale questionnaire about learner's self-assessment skill, in which students identified their level of agreement with the given statements.

Two questionnaires were implemented in the pre and post-stages. The first questionnaire to use was a close-ended rating scale self-assessment checklist (Appendix D.3) which had the objective to determine what actions students perform to enhance their self-assessment. The second one is the self-assessment rubric which was implemented after the intervention phase to know students' perspectives and their assessment and reflection of the process lived around the actions taken and performed during the intervention phase.

4.4.1.2 Students' learning logs

The pedagogical intervention was carried out in five different sets of short units (each set of a short unit composed of three classes of sixty minutes) in which the teacher-researcher aimed to gather students' perceptions and assumptions regarding the actions and self-assessment elements implemented. Therefore, learning logs were kept to monitor students' experiences using exit tickets. According to Burns (2010), learning logs are traditional tools used to collect data in action research. They are powerful tools that allow the researchers to capture significant reflections and events during the implementation stage. Hence, the present study collected data from four exit tickets, each one at the end of a set of short units during the implementation phase. Regarding this issue, learning logs aimed to maintain an ongoing record of weekly reflections. As stated by Burns (2010) they aim to answer the question: What happened in sequence over my learning week? In this regard, the learning logs used in this project contained prompts in which students were able to reflect upon their awareness of the actions and elements taken to self-assess their performance in class, the possible effects of the strategies used, and their feelings towards the implementation. In Friesner & Hart's (2005) words learning logs provided opportunities to obtain understanding about students' learning experiences and reflections (Appendix D.1).

4.4.1.3 Assessment rubrics

According to Andrade (2000), instructional rubrics help teachers to assess and evaluate student progress in language learning. They also represent teaching tools that support student's learning progress. Rubrics make teacher's expectations clear and they provide students with more specific feedback that allows them to be aware of their strengths and weaknesses throughout the language learning process. Furthermore, Andrade and Du (2007) state that rubrics can be used for different purposes such as:

- Supporting learning
- Supporting the development of skills
- Supporting the development of understanding
- Supporting critical thinking

To the specific purpose of this research, the rubric had the goal to support the students' development of understanding and critical thinking of their own performance in class. Although there are a variety of standard formats, rubrics have two specific features. First, it includes a list of criteria or what is required, and secondly the levels of quality, with descriptions of strong, and problematic student work (H. Andrade & Du, 2007, p. 1). With this in mind, this project used assessment rubrics to determine students' awareness of the elements and actions worked during the implementation phase of their own performance in the English class. The rubric (Appendix D.3) was administrated in the post-implementation stage by each student after the 5 sets of sessions took place and it was created based on the actions worked during the implementation phase.

4.4.1.4 Focus group – Interview

A Focus group is described as an instrument to gather information about the understanding of a topic from several individuals as well as to get perceptions from specific participants (Creswell, 2014). In a focus group, the researcher asks a set of general questions and elicits information from all participants. For the purpose of this study, it was done through interviews (Appendix D.2) and at the end of the implementation phase to identify and analyze the way students perceived the self-assessment actions taken as a result of the intervention. The interviews were video-recorded and the teacher-researcher also asked questions connected to the strategy (Flipped Learning) and VLE (Teams) used to deliver and analyze the self-assessment workshop.

4.4.2 Validation and piloting

Before implementing the instruments, they were piloted to revise and finalize the materials and the methods to be used in the research (Mackey & Gass, 2016). The data collection instruments were piloted by the researcher with another group of sixth-graders (6E) composed of the same number of students (27) with the same characteristics of age and language level from the focus group. The objective was to analyze the accuracy and reliability of the instrument or mechanic to administer them during the pre or while phase. For instance, instruction-giving, time management, and the format were the most significant elements that could be analyzed before the real implementation of the project.

4.5 Data management procedures

The data were gathered using the instruments presented in the data collection instruments section under the mixed methods research design, explained in the previous chapters. All the

students' responses to the questionnaires, rubrics, learning logs, informal interviews, and registers in the teachers' journal were stored and tabulated in Excel spreadsheets and were distributed in folders.

Considering the instruments used and described in chapter 3, the qualitative data was collected using students' answers to the questionnaires and rubric applied in the pre and post-implementation stages of the process. This information was organized in codes and registered using patterns to visualize students' perception of their own process and awareness of the elements presented to assess their performance during the lessons. On the other hand, the quantitative data was collected through learning logs and informal interviews with students during and at the end of the implementation phases.

4.5.1 Validation

To guarantee the validity of the information obtained in the analysis phase, the researcher engaged triangulation, interpretation, and comparison of the findings from the qualitative and quantitative data (Cohen et al., 2007). Additionally, the data was analyzed to find emerging patterns, and the information obtained by the instruments was compared to show if there was a consistency in the findings. Using the Grounded theory method, the researcher extracted some codes from data, and these were compared and analyzed many times to verify their relevance (Charmaz, 2006). Finally, the emerging codes were gathered in categories; the same as reviewed by other colleagues and more experienced researchers to corroborate the veracity of the conclusions.

4.5.2 Data analysis methodology

The data analysis approach used for this research project includes mixed methods to evaluate the information collected during the action research implementation. As it was

mentioned before, the analysis was done using the grounded theory method which aims to create theories through the collection of qualitative data from different sources (Charmaz, 2006). This method was used because it provided a structure for the researcher to work with the information coming from the project participants, which in turn helped determine a theory based on their results and responses. Likewise, the method was used to refine the amount of data coming from the qualitative instruments because each provides a significant amount of information from the participants (Moore, 2018). Thus, grounded theory contributed to the management of the qualitative data emerging from the learning logs, focus group interviews, and some checklists. This method supported the triangulation of information, the identification of emerging codes from instrument findings, and the creation of categories to answer the research question using qualitative information.

During the analysis of the qualitative information using the grounded theory method, three stages were carried to define the categories from the raw data (Corbin & Strauss, 2015). In the first stage called open coding, the information was analyzed to identify patterns that allowed the identification of recurring codes related to the research question. These codes were revised in a second stage known as axial coding to refine the previous coding into categories. Finally, in the last stage, known as selecting coding, the main categories were chosen, and an umbrella core category was identified using an Excel document. This provided support and explanations about the emerging categories formed in the previous stages.

4.6 Conclusion

This chapter described the participants, context, and researchers' roles in the designed action research plan with mixed instruments of data collection. The ethical considerations for data collection were described and finally, the piloting of data collection instruments was done to

improve them and thus guarantee their validity and reliability. The pedagogical plan of actions was described in the implementation to carry out specific tools to help students become aware of their process. The information obtained during the need's analysis and the review of current literature served to inform on the most suitable measures to be implemented to transform the lack of self-awareness that was initially described. The time, actions, and instruments used during each stage of the implementation of this research were also described, as well as, how data were documented and collected while some self-assessment tools and actions were used to make students aware of their language learning process.

Chapter 5: Results

5.1 Introduction

The analysis of data gathered during the implementation of the research study allowed analysis of the question: what does self-assessment reveal about 6th graders' English language learning in a Flipped Learning and teaching remote context? This chapter illustrates the steps and processes executed in regard to the data analysis resulting from the qualitative and quantitative data gathered during the three stages of the project. The learners' performance in the development of the implementation stage was considered to review their awareness of their own language learning progress. Thus, this chapter compiles the findings that emerged from the interpretation of qualitative and quantitative data to answer the research question and meet the goal of this study.

5.2 Categories

For the purpose of this analysis, Flipped Learning was the main strategy used to gradually merge learners into the process of being aware of their language learning progress in a remote learning environment. Therefore, all the findings and derived categories conceive such structure as the underpinning scenario upon which categories will be explained and discussed. In addition, to this, attention will be given to the different levels of self-assessment and the correlation between the factors intervening in the remote learning environment.

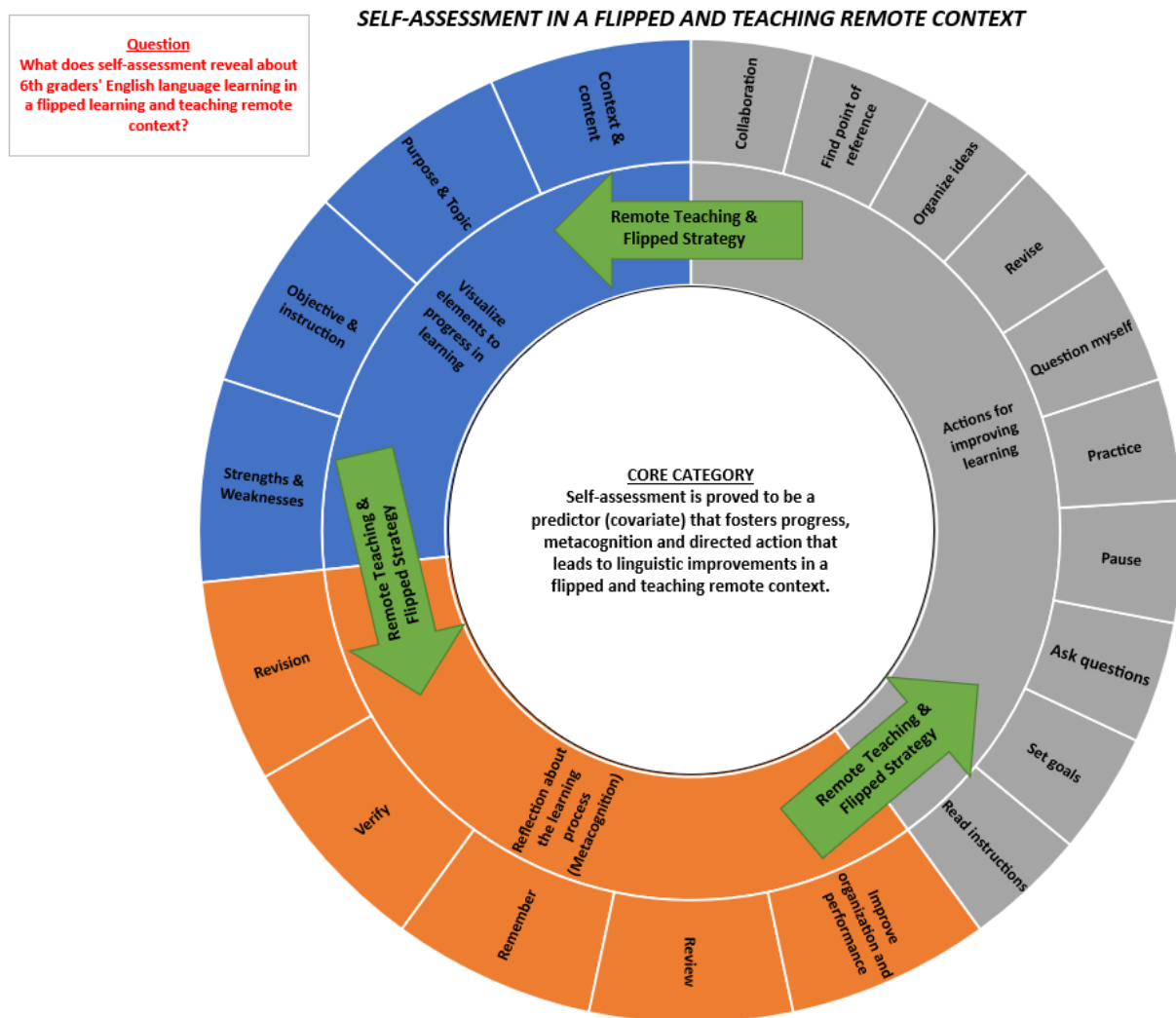
5.2.1 *Overall category mapping*

The figure below illustrates the main categories as the result of the color-coding process carried out after the analysis of the gathered data. It is showed circularly as the data collected proved to be dynamic and displayed the interconnection among the categories. The core category is located in the center of figure 3, the next layer is composed of the three categories, and finally

in the outer layer is assembled with the main codes resulted from the triangulation and contrasting data collected in the process. In addition, this figure contains arrows that represent the learning-teaching environment that provoked the cyclical movement of the categories.

Figure 3

The cycle of self-assessment in a flipped and teaching remote context



5.2.2 Discussion of categories

Results indicate that the Flipped Learning strategy in a remote teaching context fosters students' awareness of the elements related to their language process. This growing awareness is shown in results related to qualifying the process toward targets, reflecting, revising, and verifying on it, and implementing actions to improve their own performance. As shown in Figure 3, these categories are related and have a sequential and cyclical order. When students visualize the elements that conform to their process, they can reflect based on them to finally start implementing some actions. These three categories will be described and exemplified in the next subsections.

5.2.2.1 Visualize elements to progress in learning

To start, in a remote teaching context, learners' needs are different from those in a face-to-face environment. Students are expected to work and process the information by themselves as they do not have immediate access to the teacher which could affect their motivation and performance in classes (Hodges et al., 2020; Smith et al., 2002; Whittle et al., 2020). Therefore, it is necessary to apply techniques, strategies, and tools to let students recognize those elements that are involved in their own learning process. The implementation of the flipped strategy combined with the use of the four self-assessment tools (exit ticket, checklist, rubric, and traffic light) promoted learners' identification of specific elements such as class purpose, topics, and learning objectives. The results obtained evidence that students were capable of visualizing elements such as specific content, context, and goals because they were anticipated with information and strategies (flipped strategy), which were that base for them to be able to be aware of how and what they were going to learn. In addition, after performing certain class tasks,

they were able to recognize weaknesses and strengths as the initial step to qualify their progress towards the learning targets.

From the registered answers in the Focus group interviews (Appendix A.2), learners reported a positive impact of using flipped strategy providing prior information to the class identifying a diversity of elements related to the structure and sequence of the class before the session started. Students conveyed to recognize aspects in the self-assessment tools used during the development of the flipped strategy that let them be more effective during class time. These tools used complemented the effect of creating the sense of better understanding the learning goals for each class and how to achieve them, as is depicted in the extracts below.

Excerpt 1. *Examples of participants expressing the positive impact of using flipped strategy*

S1: *Yes, because the pre-task helps us to be more oriented when we are in class and to be able to perform the activities in class more easily and with greater understanding of what is being discussed in class.*

S24: *The pre-tasks help me to understand the topic of the class, I can contextualize and prepare myself before the activities that we are going to develop during the classes.*

S26: *I think that these activities help us to understand in a better way the activity proposed for the class and they are very useful because through different activities we can learn different topics for the lessons and develop better the tasks.*

The fact that students were allowed to have access to low-order skills activities, and self-assessment tools at home before class time, gave them not only direction but also the freedom to face the task according to their needs and preferences. The role of students was to self-direct

their learning by retrieving the lessons at home guided by the self-assessment tools, making decisions, and controlling the best way to understand the information to be later discussed in class (Ahmed, 2016). After giving this first step, learners reported in the learning logs (Appendix D.1) that they were able to find connections between the anticipated information and the class activities, which seem to have activated their attention. In other words, learners demonstrated an effective performance of the activities and getting control of what they were learning in class, as they described in the next excerpts.

Excerpt 2. *Example extracted from Appendix A.1.1, Checklist*

S26: *Yes, with the checklist I learned to better understand the objective of the class and what I have to improve*

Excerpt 3. *Example extracted from Appendix A.1.2, Exit Ticket*

S24: *Yes, I think that the exit tickets can help me understand the purpose of each activity, so that I can develop it, and that is because with each purpose I can know what I am going to do and at the end what I should have learned.*

Excerpt 4. *Example extracted from Appendix A.1.3, Rubric*

S10: *yes because I can identify what we are going to do in class and write things in the pre-task that help me understand better in the class*

Excerpt 5. *Example extracted from Appendix A.1.4, Traffic light*

S1: *Yes, because the TRAFFIC LIGHT helps you to see how you felt in the class, what you learned and what you didn't understand, and this helps you to review how you did in the whole class.*

As was depicted by these participants, they were able to connect the self-assessment tools and information provided before the session with the different elements presented during class time. Through this association process, learners reported visualizing and being aware of the learning objectives of the lesson the same as the weaknesses and strengths perceived in their performance. Following with the cycle, after visualizing, identifying, and recognizing the context, purpose, objectives, strengths, and weaknesses, learners expressed the impact of the self-assessment tools as they provide concrete ideas to reflect on what they are doing and learning during the class time as it is described in the next subsection.

5.2.2.2 Reflection about the learning process

The development of the young adolescent's ability to think independently is necessary to make decisions and empower themselves on the activities proposed in the remote teaching context. Fostering self-assessment skills promote and aid to developing the learners' ability to think autonomously and prepare them for important decisions not only for academic purposes but for their own life (Beckert, 2007). This autonomy development makes part of the second category, which as a second step in the cycle shown in Figure 3, it refers to the moment where learners' reflection takes place. After identifying and recognizing elements to succeed in their learning process, learners started to pay deliberate attention to what they were doing and how they were learning. As learners prior visualized the topic, objectives, and self-assessment tool, they started to make connections to what they were doing during the class time carrying out a reflection about their own performance, the latter demonstrated the learner's metacognitive awareness development. To begin with, in the focus group interviews (Appendix D.2), students reported the impact of the self-assessment tools in the exercise of thinking about how they were performing and completing the activities proposed. In this same line, they became aware of their

level of comprehension and goal achievement, as well as the possible applicability of their gain learning for them to improve their performance.

Excerpt 6. *Examples of participants' expression of reflection*

S9: *Yes, because it made me a little more aware of what I was doing and not to do things for the sake of doing them but to reflect a little more than usual.*

S10: *Yes, because when remembering what we did in class I realize at the end what we learned in class and how we can apply it and that I have to keep improving for the next class.*

S21: *Yes, because they help us to be more prepared in class but at the same time to be able to reflect on what we can gather and understand from the class and to realize if we have questions or concerns and it also makes us reflect if we need to improve.*

S23: *Yes, because they were very clear and made you think in a yes or no way. In my process I feel that some of them helped me more than others, but it is a good way to see my performance in each class.*

S26: *I believe that these strategies help us to have a goal and explain to us how to reach this goal in such a way that it is easier and also help us to achieve a better performance in the tasks we develop and also help us to see my mistakes.*

These young adolescent learners were able to express ideas where reflection is evident and create a sense of thinking independently. As the process was evolving, students were revealing concrete steps such as revision, verifying, and remembering which helped them to lead this reflection process. Through these actions, learners were enhancing the capacity to monitor, evaluate, and give an idea to know what to do to improve performance (Hearn & McMillan, 2008). In other words, this category gathers a set of skills that can relate positively to increased

achievement, and such skills could be enhanced to students using the self-assessment tools proposed in this study. There were specific entrances and comments in the learning logs (Appendixes A.1) in which participants shared their impressions regarding the way how they are perceiving and performing the class activities.

Excerpt 7. *Examples extracted from Appendix A.1.1, Checklist*

S4: *Yes, better what I had to do, verify that I was following the instructions*

S8: *Yes. From my point of view, as I said before, it lets me think what I did, how I did and if I followed the instructions and from my own process, I found that I'm doing pretty well with English and that now I don't have many struggles with the verbs in past.*

Excerpt 8. *Examples extracted from Appendix A.1.2, Exit Ticket*

S2: *Yes, because I review everything we did in class and I can see if I paid attention in class.*

S24: *Yes, after doing each ticket I was able to better understand the contents seen in class, such as the past or Alex's video, because this way I can review, how much I learned or what questions I still have.*

S23: *Yes it helps me because I feel that it helps me to review what I learned in class so it refreshes it and helps me remember it.*

Excerpt 9. *Examples extracted from the Appendix A.1.3, Rubric*

S18: *Yes, when I did the rubric I understood more because it made me go over it again to see if I understood it well or not.*

S11: *because sometimes it helps me to review the subject we were studying and the content which was related to the simple past.*

The self-assessment tools guide students to face and analyze all the information and content provided. Through these tools, learners were able to think about what and how they performed the actions. Young adolescents are in transition to higher levels of cognitive functions (Caskey & Anfara Jr., 2007) enhancing metacognition; however, it does not guarantee that they could easily reflect on their own learning process. This type of population requires training to understand what skills, strategies, and resources a task requires; the same as knowing how and when to use these skills and strategies to ensure the task is completed successfully (Schunk, 2004, p. 286). In previous excerpts, learners referred mostly to understand what skills are required using the four self-assessment tools provided (checklist, exit ticket, rubric, and traffic light). Participants were learning these skills when they visualized the learning goals and articulated the criteria that enabled them to assess their own work. Those practices engage students as they actively participate in the learning process and become more connected and committed to the learning outcomes (Hearn & McMillan, 2008). In the next category, the specific actions performed by the students towards improvement will be described.

5.2.2.3 Implementing actions to improve performance

Once students understood the goals and criteria, they had opportunities to monitor and reflect upon their own performance, using the self-assessment tools. However, this reflection must be accompanied by concrete actions that help them improve their performance being aware of the most effective way to perform successfully the class activities; the same as finding alternative modes to improve their comprehension and skills. After completing the cycle of identifying key elements for learning, reflecting upon students' own learning, and designing and implementing actions to improve performance, young adolescent learners revealed the intention of using activities to improve the number of correct answers, correct misunderstandings, and

extend learning. Participants were able to perform specific actions promoted by the tools used in which they go over the content or instruction such as: summarize it, ask themselves about their comprehensions or ask others for clarifying, explain it in their own words, re-reading content, and organize information complementing their reflection process. The following excerpts show their interventions expressing these actions.

Excerpt 10. *Example extracted from Appendix A.1.1, Checklist*

S23: *Yes, because by going over things again, is better understands the classes and the activities that put me.*

Excerpt 11. *Examples extracted from Appendix A.1.2, Exit ticket*

S6: *Yes. There I made a summary of what I learned and it kind of got me a little more hooked and got me thinking.*

S2: *Yes, because I learned that I can better understand the class by summarizing what we did.*

S13: *Yes, since, as I said, it made me ask myself questions that I might not have understood and I answered it unconsciously.*

Excerpt 12. *Examples extracted from the Appendix A.1.3, Rubric*

S2: *Yes- express ideas using a mind map.*

S25: *Yes, since I could explain in my own words what I understood*

S4: *Yes, I realized that I can understand things better by reading again.*

Excerpt 13. *Example extracted from Appendix A.1.4, Traffic light*

S19: *Yes, because I asked a classmate something I didn't understand about the sentences and she explained it to me and I learned that I can work with other people and learn from them.*

During the implementation stage, learners could connect new knowledge, understandings, and skills with what they already stored using concrete actions to improve in the second language learning process. In the end, the process of visualizing and making reflections fostered students' ability to make these connections themselves, carrying out some specific actions that proved to be useful for them. Self-assessment started to be part of the process as they proved to organize, evaluate, and based on their needs perform activities that complemented their understanding.

In conclusion, students recognized that self-assessment is a process that is learned, and developed through actions. This aspect embodies the last element of this cycle resulting from the visualization and reflection done. This means that self-assessment tools such as the checklist, exit ticket, rubric, and traffic light combined with the Flipped Learning in a remote teaching context proved to be a perfect recipe to enhance learners' awareness of their own learning process and promote actions that enhance their self-regulation and self-directed learning

5.2.3 Core category

The final core category emerged from the analysis of the codes from qualitative and quantitative data gathered during the implementation phase. The purpose of this research study was to analyze what reveals the implementation of self-assessment tools in 6th graders' English language learning in a Flipped Learning and remote teaching context. The results proved that self-assessment tools foster learning progress, metacognition, and directed action that leads to linguistic improvements in a flipped and teaching remote context. Figure 3 shows how codes group in categories that flow from one to another and demonstrate how each category becomes a step in a process directed to improve students' learning. There is a cycle where identifying elements of the process leads to reflecting upon it and being able to review and verify, an approach to metacognition.

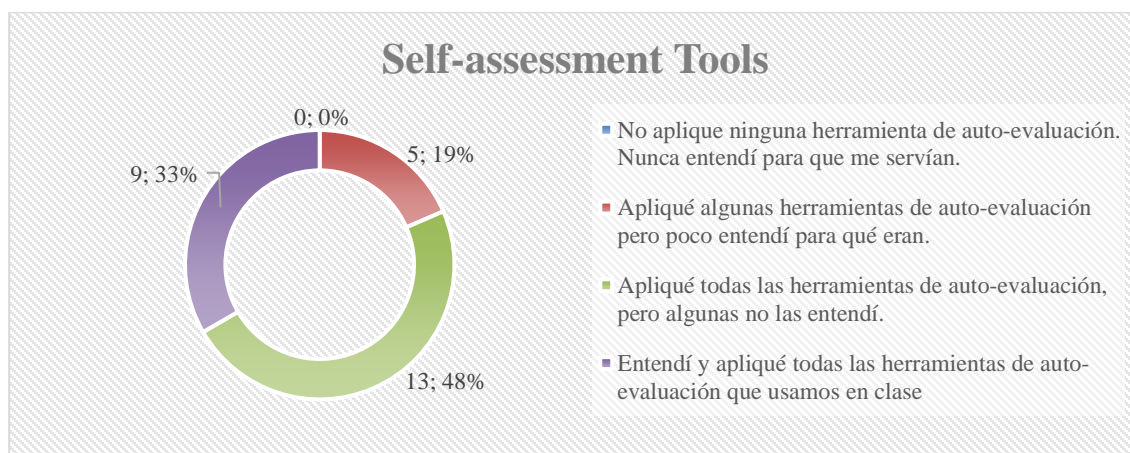
Learners demonstrated their development of metacognitive strategies when they reflected on the effectiveness of the activities proposed in and out of the class time to develop their language skills. After doing this, students show more comprehension by taking action to improve their learning.

Based on the context of the flipped strategy and remote teaching, students were expected to access the information by themselves and face their learning process in a self-directed way using the VLE *Teams*. As a result, the aforementioned categories demonstrated how important Flipped Learning and the remote mode of teaching were, for students to develop their self-directedness. Learners demonstrated awareness, reflection, and implemented actions that emulate how they are enhancing a process lead by their self-regulation. Overall, the core category emerged as a response to the main inquiry of this study. It was found that students could experience personal growth because of their success in working autonomously and in their language assignments.

As a result of this training, in the self-assessment rubric (Appendix D.3) most of the learners reported their intention of using all the tools as a result of the training received during the implementation stage as is shown in the next figure.

Figure 4

Self-assessment rubric results



These results obtained regarding the effectiveness of the self-assessment tools showed that students made decisions on strategies and specific actions to improve their language learning abilities. For example, anticipating information and strategies provided information that they reflected and took actions to the effectiveness of content and activities. In addition, the participants' conclusions and feelings at the end of the implementation showed that they did learn about the topic and context. The results indicate that students are able to recognize their abilities and to understand how they can achieve learning goals by doing some activities that lead them to realize their process to then make decisions on specific actions. Such comprehension of their process is associated with metacognition, which is one axis of self-regulated learning (Winne & Perry, 2000). Evidence shows that students took control of their learning developing confidence in completing their own work without depending on the teacher. Thus, this demonstrates the need for them to train in self-assessment strategies to be able to address different issues in their learning process as they arise.

5.3 Conclusion

In this chapter, the research inquiry was addressed through the analysis of the data obtained during the implementation stage. The data showed the positive impact to train students with specific self-assessment tools combined with flipped and a remote teaching context. Training students is part of our tasks as teachers. Students who are taught self-assessment skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work (Hearn & McMillan, 2008). Teachers need to guide learners and help them understand their role in their own learning process considering their age and enhancing autonomy in an environment in which the teacher presence is limited, such as the

remote context. In the next chapter, more aspects related to the emerging categories, their relevance, and the comparison to previous studies will be discussed.

Chapter 6: Discussion

6.1 Introduction

In this chapter, the conclusions from the results obtained in the previous section of the project will be addressed. Findings showed that self-assessment is a tool that fosters progress, metacognition, and directed action which leads to linguistic improvements in a flipped and teaching remote context. This was demonstrated by the emerging categories of the study: visualize elements to progress in learning, reflect upon the learning process, and actions for improving learning. Therefore, the project's findings support self-assessment tools using the flipped strategy as an effective resource for students who are dealing with remote teaching contexts. The results could influence other fields as they are consistent with other studies on similar scales (Duque, 2014; Parra, 2018; Rodríguez Ramírez, 2018). This chapter will also explore the limitations of the study and will propose opportunities for future research.

6.2 Comparison of results with previous studies' results

The results of the present study are compared with those of other studies conducted to address self-assessment, Flipped Learning, and remote teaching. Some research carried out in both the Colombian educational context and overseas relates to the implementation of strategies that reflect the enhancement of self-assessment, the impact of Flipped Learning in language learning skills, and the need to fulfill in remote teaching.

Different studies in Colombia have focused on developing strategies to enhance autonomy in the process of language learning skills. The common aspect that researchers have analyzed and seen in their results is the impact of enhancing autonomy attitudes. Parra (2018) aimed to direct the students to use self-assessment strategies in the classroom to foster oral language improvement. This process gave students ownership of their language improvement

process. Duque (2014) studied a group of young adult learners who were engaged in the process of self-assessing their own vocabulary learning by optimizing their metacognitive skills to foster their fluency development. However, none of them have specifically focused on the use of self-assessment tools to enhance specific actions to train students to visualize their own progress, so this study provides an opportunity for these methods to be implemented in other contexts.

Flipped Learning proved to be a strategy to break traditional paradigms and open new paths towards alternative instruction (Rodríguez Ramírez, 2018; Torres & Hernandez, 2017), helping learners to become more autonomous. Some studies (Garay Vasquez & Torregrosa Marenco, 2016; Grimaldos, 2020) describe how the development of autonomous behavior was attributed to students' control over the instructional materials. Additionally, other studies (Chuang et al., 2018; Grimaldos, 2020; Han, 2015; Hao, 2016) describe how flipped strategy strengthened in-class interaction, practice, application, and creation which involved more complex thinking skills towards knowledge construction. Other researchers (Andujar et al., 2020; Grimaldos, 2020; Ökmen & Kılıç, 2020; Yoon et al., 2021) described the effects of implementing the flipped strategy to foster self-regulatory traits such as awareness of their progress and behaviors that included planning, monitoring and reflecting. In the previous chapter, the impact of anticipating content, visualizing connections during class time, and applying tools to qualify elements towards learning targets exposed the impact of Flipped Learning in the process of trained students to achieve autonomous attitudes.

Regarding the online context, as the key element in the remote context, Barrios (2016) used ICT tasks to foster feedback in order to stimulate and reinforce their learning process, and minimize feelings of frustration, as well as stimulating their interest to participate, increase the interaction levels among them, and help them use more accurate linguistic structures. Talking

about the element of self-directed learning as a key aspect in the remote context, Smith (2002) argues that self-directed learners have been found to view problems as challenges, desire change, and enjoy learning. The author also found that these learners are motivated and determined, independent, self-disciplined, self-confident, and goal-oriented; elements that were also found in this research. These elements support and complement that, despite the sudden change to the remote context, learners were able to enhance their awareness of the factors that conform their learning process and reflect on their strengths and weaknesses of their performance in class.

6.3 Significance of the results

The results of the research project revealed various ideas about the influence that self-assessment training has on the language learning process of a young adolescent using the flipped strategy in a remote teaching context. The implementation of self-assessment tools showed a significant effect on the student's internal process considering that they do not have the physical presence of the teacher. This means that students are able to recognize their role within their educational process and can manage the dynamics that allow them to evolve in their second language learning (Locke & Latham, 2006; Murray, 2014). Equally, the project demonstrated that students can be trained to visualize, reflect, and analyze the elements given before and during the class and relate them with their performance guiding them to improve in their second language learning process. The triangulation and analysis of the results showed that all of the participants improved in their dependency, self-regulation, metacognition, and self-direction attitude.

Due to the settled VLE, Teams, related to the flipped strategy and remote teaching context, it is necessary to establish different connections related to dependency towards the educator and social connections. For that reason, in remote learning environments, it is necessary

to discuss social presence. It can be defined as “the degree to which a person comprehends another person as real” (Oncu & Cakir, 2011, p. 1100). Thus, the social presence of online learning actors, namely students and teachers, is a key factor to promote engagement, effective interaction, collaborative practices, and facilitation of learning. As participants had to complete their pre-tasks prior to each session without teacher presence, they could feel isolated or disengaged. The results evidenced that students were able to recognize connections in terms of content and activities between the tasks they had to complete by themselves and the activities proposed during class time. In addition, having the opportunity to have access to the objectives of the class and the self-assessment tools provided them with ideas and information to enrich and promote their interaction opportunities during class time as they already had the first contact with the goals to achieve and tools to use. The instructions given in the pre-task document promoted activities connecting the topic and content of the class with personal experiences, which at the end made students feel comfortable and engaged even if the teacher was not present. Students appreciated the independence that brings blended learning but some of them struggled with the discipline required to be successful in a self-paced environment; for that reason, it was necessary to open spaces to know how they were feeling and performing during the pre-task flipped and virtual activities.

Through scaffolding and self-regulatory development training, students could gradually reduce teacher-dependency behaviors to be effective in the remote context. The results of this study proved that during the implementation process, students began to learn how to visualize and reflect while they interacted with the material. Students learned the ability to use strategies rather than just seeking the teacher. Implementing self-assessment tools using the remote context provoked that students could understand meaningful input, process it, remember, and extract new

information enhancing their self-monitoring (Chamot, 1995). Additionally, the importance that self-monitoring has upon students' self-regulation is high and helps them to assess their work by being aware of what they are learning and analyzing ways to reach their goals (Murray, 2014). In other words, students were aware of their progress as they checked their work through self-correction and allowing others to help them. When students reflect and think about their learning processes this is called metacognition (Anderson, 2002). In the process of implementation, students selected and used some strategies that helped them to monitor their learning. Through the use of the self-assessment tools, students learned to assess their learning and think about how they were progressing. In the end, students began to think about how to learn while they interacted with the provided material and their peers. Lastly, the self-regulatory traits that were attained were all due to the independent functioning that they acquired through the environmental factors talked about in the previous chapter, the EFL student content materials along with the different metacognitive strategies used.

In addition, young adolescent learners, as participants of this study, could implement self-assessment tools and strategies to promote and understand better what self-direction involves. As stated by Carter and Nunan, a great deal of the student's success lies in the assessment process: "Participating in self-assessment can assist learners to become skilled judges of their own strengths and weaknesses and to set realistic goals for themselves, thus developing their capacity to become self-directed" (2001, p. 140). Learners, by themselves, could monitor and reflect on what they were doing and how they were performing on the different activities. In addition, different participants of this project showed evidence of improvement in language accuracy regarding specific grammar elements such as the use of simple past tense based on the content

and activities proposed in the pre-tasks. This aspect represents a significant result as it complements the answer to the research question.

To review, it is established that in remote teaching environments learners tend to trust some parts of their learning process to an external figure to guide them in the activities. The self-assessment tools allowed students to become aware of their learning process. However, this requires tools and strategies to train learners to become more aware of their learning process and performance. The teacher only had synchronous interaction but could not be physically present so his role is necessary to model and provide the elements to help learners activate self-assessment. According to Butler & Lee (2010) self-assessment has two aspects to be considered: “measurement and learning”. It is necessary to do activities in which students find an easy and simple way to measure their own degree of understanding or their mastery of knowledge/skills in language improvement. Thus, it can be argued that this “skill”, self-awareness in learning, can be transferable to other classroom subjects and within the student’s daily life.

6.4 Pedagogical challenges and recommendations

Due to the need to implement an emergency remote teaching context, the teacher-researcher had to deal with a diverse range of pedagogical challenges regarding the improvement of the skills to learn a second language and habits that let them be effective and productive in this environment. One of the main factors in our local context is transforming self-assessment experiences into daily practices enriching the formative assessment promoted by the school. Many students needed more support in terms of autonomy and ways they can become self-directed and self-regulated learners so that they can reach their goals and objectives in their academic life. Therefore, the teacher-researcher needed to be able to make decisions in the implementation of the students’ curriculum and to assume an active role in the continuous

construction of skills that allow students to be more aware of their learning process, such as implementing Flipped Learning.

Another challenge was to let students realize the importance of completing the pre-task as part of the class activities and Flipped Learning. In the initial stage, students needed to be trained to realize the purpose of these pre-activities and the best way to complete them. The students' adaptation to the new setting which was manifested by their reluctance to work on tasks was evident. Learners were used to performing activities complementing what they learned in class and at the beginning, it was challenging to get used to developing activities before a lesson. At the same time, it required the teacher to be strategic and organized with the material to be flipped. Future implementations require teachers to be trained in the Flipped Learning pillars to make effective decisions based on the population and context needs.

On the other hand, this project shows that students can recognize and build skills that allow them to be successful in their own process (Locke & Latham, 2006). However, the implementation of self-assessment tools was only applied to a specific group of participants to be able to continuously monitor progress. Based on the context and limitations of the pandemic in terms of time and resources, it was necessary to be flexible during the implementation and help students with external factors such as technical or connection issues. Therefore, one of the future pedagogical challenges is the development of dynamics that allow training in self-assessment tools and strategies with larger groups within the available times inside the classroom.

6.5 Research limitations on the present study

It is important to consider the limitations of this study which had an impact on the overall research. The most significant one was the condition and changes produced due to the worldwide situation provoked by the Covid-19 pandemic and the lockdown. The crisis had far-reaching

effects in nearly all social areas, including education. The education sector was responding to quarantine with a sudden and forced shift to the emergency remote teaching context. As this situation started before the implementation phase started, it was possible to modify some instruments; the same as understanding and handling the virtual environment for synchronous session used by the school which was Microsoft Teams. This required extending the piloting process in order to recognize the functions of this environment and decide the best option to share the pre-tasks which were vital to establishing the flipped strategy. In addition, it was necessary to be flexible to do changes in the pre- while and post stages as many students reported technical issues that limited their interaction with the material provided.

Besides the limitations provoked by the lockdown, students needed to be trained to understand better the ideas of the flipped strategy. Students were not used to doing activities to be prepared and ready for the content studied during class time. In the beginning, many participants did not complete the pre-tasks as they were not aware of the importance and the purpose of these activities. At the same time, other participants had technical or connection issues that could not allow them to successfully complete the tasks before class time. After a couple of weeks, students began to show indications of positive attitudes toward the whole process (this was gradually observed by their remarks, facial expressions, and body language). Additionally, for the teacher, there was also the same adaptation period to the organization of the lesson plans; the selection and use of content material.

Regarding the content material proposed, choosing appropriate material took many hours because it had to be turned into tasks that met the students' needs. The teacher was compelled to look for the most appropriate materials so that these activities would provide the best possible knowledge and instruction. In addition, participants expressed the need to make the pre-task

shorter as they had to complete some other duties to different classes. This caused teacher reflection to help students continue to engage with the implementation.

Finally, the time frame chosen for the study seemed to be extremely short for the amount of time required to gain more generalizable results. Although self-assessment had many advantages in the EFL classroom, it was difficult for some students to assess their progress. Learners started to apply and reflect on actions that could guide them to have an active role in their own process; however, with a longer period of time, the results could be more significant. Students needed to be exposed to more formative assessment strategies as some students tended to be over-dependent on grades and the teacher's explicit feedback. A student-centered curriculum could empower students to become aware of their role and responsibility as learners.

6.6 Further research

In this study the main research objective was accomplished; however, it is advisable to continue working on tools and strategies to help young adolescent learners be conscious and more involved in their own process. This population requires teachers who help and guide them to lead their language learning because of their emotional and physical development. Learners are trained to identify, reflect and promote actions based on their likes, and teachers must be ready to make their path understandable. Young adolescent learners are a population that was disconnected for a long period of the physical classroom which requires attention and research to continue exploring tools to promote their awareness and interest in their own strengths and weaknesses of their learning a language process.

As a result of the pandemic and lockdown, the remote teaching and virtual environments have been implemented regularly making them a topic of current interest that Colombian researchers should continue exploring since it would bring progress to some contexts of the

schools in Colombia. Reflection and discussion are needed to analyze how the outbreak of the pandemic changed the educational context around the world and how technology has become handy from this time. The pandemic has opened doors to include technology in education from perspectives that must be studied and reflected by researchers. Besides, turning teaching materials into digital format has been a challenge because not all of the teachers have strong digital and ICT skills.

Another interesting area for future work will be examining how instructors can support learners' self-regulation during the flipped classroom (Cheng, 2011), as well as what strategies can best motivate students to complete the pre-class work. Young learners need to be motivated to complete and get the routine to complete tasks before class time. Another aspect that needs to be taken into account is the design of materials to effectively flip the content. Even though teachers design materials themselves or find alternative content online, there needs to be more research on the effectiveness of the materials and content provided to students. This could assist teachers, giving them more insight to improve the design of the content material.

6.7 Conclusion

Assessment is a process that cannot be taken for granted. It is crucial for any educational procedure. However, some students and teachers tend to associate assessment as means of grading rather than a learning opportunity. Thus, self-assessment needs to be explored more thoroughly in the EFL young adolescent community. Self-assessment tools, for instance, could be the training strategy that provides students with opportunities to become autonomous learners. Some students might not reach a significant level of language improvement, but all learners self-evaluated their performance. This process gave students ownership of their language improvement process. The use of self-assessment in the educational process could lead to a

different perspective on language teaching and learning processes for both students and teachers in the EFL community.

On the other hand, the remote teaching and learning environment was an opportunity to continue with the learning process in the schools during the outbreak. And now, it has opened a door to continue exploring this context in the current situation. Besides, it is the perfect context in which young learners must put in practice elements by themselves with limited and long-distance assistance from the teacher which has proved that they can continue with the learning process of a second language. In addition, the impact that flipped strategy has combined with the remote context. Both elements can create an environment with opportunities to assist learners in the way they perceive their own learning process.

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Appendix A: Consent Letter

In this appendix section, the format of the consent letter used to ask for the participants' parents' approval to collect information given by their children is presented. The following link was used to obtain parents' answers: <https://forms.office.com/r/CMzkVen4tP>

Appendix B: Sample of the Pre-task

In this appendix section, there is a sample of the pre-task created as part of the implementation. These types of activities students had to complete before class time.

Slide 1



Slide 2

OBJECTIVES

- Infer actions that reflects the concept of global citizen.
- Use a checklist as guide to organize my work.
- Practice expressing ideas in past.

Slide 3

CONTEXT

1. Check what we have done during the activities related to global citizen:

- **Global citizen definition.**
- **Core values.**
- **Testimonies.**
- **Family member global citizen.**

Based on the information studied in these activities

2. Make a list of 4 actions a regular person can do that reflect global citizen attitudes.
3. These actions must be complete sentences and in first person (I ...) *Follow the example.*
4. Write 2 sentences in past and
5. write 2 sentences in present.

Example:

I took a shower in three minutes and
I push my family to do the same.


Slide 4

CONTEXT


Analyze specific elements to complete effectively the task

1. Read the aspects in the activity checklist.
2. Then, remember what you did to complete the task and complete the table honestly.
3. Think about possible actions you can do during class to get more "yes".
4. Be ready because you have to complete a similar checklist based on the class activity.

ACTIVITY CHECKLIST		
	YES	NO
I identify key words in the lesson's objective.		
I read carefully the instruction to understand the task.		
I followed the steps of the instruction in order.		
I read again the instruction to verify that I accomplished all the elements of the task.		



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Appendix C: Exit Ticket Sample

In this appendix section, there is a sample of the exit ticket used in the implementation phase.

<h1>CONTEXT</h1>	
<p><u>Instructions</u></p> <p>Follow these steps one by one.</p> <ol style="list-style-type: none"> 1. Take a look of these questions. 2. Underline key words in each sentence. 3. Be ready to complete these sentences at the end of the class. 	HOOK, LINE, SINKER
	What hooked you today? (Find interesting)
	What lined up with your thinking? Made sense
	What did not sink well? (Need more help with)
	Think about a #HASHTAG because you have to create one at the end of our next lesson
	#payattention #beready

Appendix D: Instruments

In this appendix section, all the instruments used in the pre, while, and post-implementation stages are found. You will find the links used to collect the participants' answers and the questions implemented to gather their opinions.

D.1 Learning logs

This subcategory contains the learning logs applied in each one of the four self-assessment tools implemented.

D.1.1 Checklist

The following link was used to collect the participants' answers and perceptions about the checklist tool: <https://forms.office.com/r/zYD4c1Zw8t>

D.1.2 Exit ticket

The following link was used to collect the participants' answers and perceptions about the exit ticket tool: <https://forms.office.com/r/Gq9pzf3MGX>

D.1.3 Rubric

The following link was used to collect the participants' answers and perceptions about the rubric tool: <https://forms.office.com/r/vrs8KMEsWy>

D.1.4 Traffic light

The following link was used to collect the participants' answers and perceptions about the traffic light tool: <https://forms.office.com/r/nib1CvpsGd>

D.2 Focus group

The focus group interviews were guided using the following questions to the participants:

- Did doing the pre-tasks help you better understand what you were doing in class? Why?
- Did the tools used (exit tickets, rubrics, etc.) help you better understand the activities in class? Why?
- What do you think the short questionnaires (exit ticket) gave you at the end of the class? Why?
- Based on the tools we used, which one did you find most useful for what we studied in class? Why?
- Based on the tools we used, which one did you find least useful in class? Why?

D.3 Self-assessment Rubric

The following link was used to collect the participants' answers and perceptions about the implementation of the four self-assessment tools, Flipped Learning and remote teaching context:

<https://forms.office.com/r/z7VCw50MuB>