REMOTE TEACHING, METACOGNITIVE STRATEGIES AND ARGUMENTATIVE TEX-P OF HIGH SCHOOL STUDENTS IN TIMES OF PANDEMIC

Ana Maria Tomayro[1], Edward Flores[2]

[1]*Universidad César Vallejo*

[2]*Universidad Nacional Federico Villarreal*

ABSTRACT

The objective of the research was to determine the impact of remote education and metacognitive strategies on the production of argumentative texts in times of pandemic in fourth-year high school students at a educational institution. It was a quantitative approach research, of causal correlal design, worked with a sample of 116 students to whom two questionnaires of independent variables and a checklist for the dependent variable were applied as instruments; instruments were subjected to a reliability analysis with a pilot group. Remote teaching and metacognitive strategies cronbach Alpha was applied as polytomical measurement; the results were 0.743 and 0.878 respectively. For the variable: Production of argumentative texts the KR-20 Test was applied because it was diatomical and the reliability was 0.85 (high). Descriptive results indicated that the three variables analyzed were located at the moderate level at 53.8%; 41.3% and 51.3% respectively based on the data collected. For inferential results; First, the KS test was performed with the KS test that indicated the nonnorcy of the datawith a p x 0.000 that is less than 0.05; therefore, the ordinal regression model was applied. With regard to the analysis of the General

Hypothesis,the Coefficient of Nagelkerke x 0.684 which indicated that the dependent variable is explained by 68.4% by the regression model and concludes, with 95% reliability, that as independent variables are increased, the production is more likely to improve argumentative texts; it was therefore concluded that remote education and metacognitives strategies have a significant impact on production of argumentative texts.

KEYWORDS: remote teaching, metacognitives strategies, production of argumentative texts.

INTRODUCTION

Argumentative competence is a complex intellectual skill of vital social and academic importance in the process of thinking and teaching-learning (Crowell & Kuhn, 2014). More than defending a position, it seeks to judge the information, understand the ideas of others, assimilate and substantiate them (García, 2015). As part of critical thinking, it is considered essential in a democratic society (Hoyos, 2019; Risco, 2018). It is part of our daily life since it is present in the different forms of formal and informal communication, in advertisements, in political debates, in newspaper editorials, in journalistic programs, among others (Flores, 2017). In this lies its importance; However, teaching in schools how to produce argumentative texts at different educational levels and contexts is not an easy task, which has generated a problem that has become more acute over time; Another challenge is to analyze the metacognitive or reflective strategies that students must carry out before, during and after the production of a text, which would allow a better assimilation of the reasons why common mistakes would be made in the writing of this type of text (Flores , 2017).

If to this problem we add the conjunctural fact that we live today through remote teaching, where physical classrooms have become virtual classrooms, the teacher-student relationship went from being direct to indirect with the use of virtual media, and the traditional tools are now technological; plus all this must ensure the development of educational content. It is worth asking ourselves what advantages and

disadvantages of this new scenario we could find for the writing of argumentative texts.

Within the Lima-Norte educational institution, in relation to the production of argumentative texts, it is observed that fourth year students present difficulties during the virtual classes they receive. This is appreciated when students are asked to comment via telephone, WhatsApp, text messages or other means of messaging on a certain current topic, they only indicate that it is wrong or right; or if they do, they just repeat the same reason using other terms without realizing that it is essentially the same; or when faced with questions of the critical evaluative level, they prefer not to answer.

Based on the problems described, it is intended to provide a critical reflection on remote teaching and the production of texts, especially argumentative texts whose processes require the student to develop metacognitive strategies and critical thinking so important for a good performance not only in the college stage but throughout his life. Likewise, it would allow knowing other virtual tools complementary to remote teaching not only in the production of argumentative texts but also in other types of texts, whether oral or written.

The specific objectives were: To determine the incidence of remote teaching and metacognitive strategies in the planning of argumentative texts. Determine the incidence of remote teaching and metacognitive strategies in the writing of argumentative texts. To determine the incidence of remote teaching and metacognitive strategies in the revision of argumentative texts of fourth-year high school students at the Lima-Norte educational institution.

In Peru, and in the world, remote teaching in a context of social isolation is a new situation (Vegas, 2020). The term remote emergency teaching was proposed to differentiate it from virtual teaching, so it must be very well designed (Hodges et al., 2020; Rahim, 2020). Although there are distance learning experiences, these have been accompanied by face-to-face sessions at the basic education level. At

this time, connectivity and digital devices are renewing education and the formative role of families (Vegas, 2020).

Regarding metacognitive strategies, there is a series of investigations where metacognition is defined as a cognitive process that is activated in certain complex tasks such as reading and writing and that includes regulation, especially of other types of cognitive processes associated with it Hence its relevance in the education sector (Muhid et al., 2020; Sweta et al., 2020; Valenzuela, 2019). That is, people make hypotheses about the way the mind works, how it is learned, which operations are easier than others, which implies setting goals and knowing how to achieve them. Likewise, they are considered as higher-order strategies since they regulate the learning processes: planning, monitoring and evaluation (Karlen&Compagnoni, 2017).

The argumentation is understood as the process of offering a reason for something to someone from the discussion of a problem in order to achieve their understanding or assent. The important thing to highlight is that argumentation implies a way of giving a reason or justification for a certain situation with the aim of persuading a person. The argumentation, generally, is carried out in the development of a conversation or exchange of a discursive type between two or more individuals, as long as there is the intention to convince through reasoning or justifications, even if it was a monologue (Wenger, 2015). It is evident that argumentation helps to develop reasoning and critical thinking thanks to the fact that it allows the elaboration and construction of knowledge, essential in a democratic society (Benetos&Bétrancourt, 2020).

METHODS& MATERIALS

The research presented a non-experimental design of cross-sectional, causal correlation. Cross-sectional non-experimental designs allow information to be collected in a single moment, that is, in a single space, so the objective is to describe the variables and analyze their interrelation in a single moment. The population was comprised of fourth-year high school students from the Lima Norte educational

institution that belongs to UGEL 2. It is a mixed public educational institution and its form of attention is schooled.

The type of sampling used is intentional non-probabilistic and fourth year high school students enrolled in the 2020 school year, with regular attendance, who study at the educational institution in the afternoon shift and who have connectivity were taken as inclusion criteria. Within the exclusion criteria, students who present absenteeism in classes and students who did not have connectivity were taken into account. The survey and observation technique were used. The questionnaire and checklist were applied as instruments.

PROCESS

The entire procedure was carried out remotely in coordination and at a time accessible to students. After applying the instruments, the database was created using SPSS version 25 for descriptive analysis, where the frequencies and percentages of the levels reached were determined as established. For the inferential analysis, after applying the normality test, the ordinal regression model was used, implemented with the universal polytomic model.

RESULTS

The Kolmogorov Smirnov (KS) normality test was applied as the sample was n> 50. For the variable Remote teaching, Metacognitive strategies and Production of argumentative texts with their corresponding dimensions, the results of $p < 0.05$; therefore, the null hypothesis of normality is rejected, accepting the non-normality of the data. It is concluded that the statistical test to be used for the relationship between groups should be non-parametric: the ordinal regression model.

General Hypothesis Contrast

Ho   ($\beta 1 = \beta 2 = 0$) Remote teaching and metacognitive strategies do not affect the production of argumentative texts in fourth year high school students.

Ha.   ($Bi \neq 0$) Remote teaching and metacognitive strategies significantly affect the production of argumentative texts in fourth-year high school students.

Table 1: *Modelfitvalues*

Model	Logarithm of Likelihood -2	R-Square	gl	Sig.
Onlyintersection	109,044			
Final	30,624	78,420	4	,000
Link function: Logit.				

The value obtained in the test has a p value = 0.000 <0.05 verifies that the model with the introduced variables (remote teaching and metacognitive strategies) as a whole contribute significantly to the prediction of the variable Production argumentative texts and the Ho is rejected.

Table 2:Goodness of fitvalues

	Chi squared	gl	Sig.
Pearson	16,404	11	,127
Deviation	10,740	11	,465
Link function: Logit.			

According to the values obtained for both Pearson's Chi square statistics and for the Deviation with p value> 0.05, the null hypothesis of the data adjustment is accepted, consequently the model fits the data adequately.

Table 3: Pseudo R-square

Cox y Snell	,625
Nagelkerke	,684
McFadden	,401
Link function: Logit.	

The values found in the previous table show us the explained variability of the dependent variable (Production argumentative texts) as a function of the independent variables (Remote teaching and Metacognitive strategies), thus, we have Cox and Snell values = 0.625 (62, 5%), Nagelkerke = 0.684 (68.4%) and McFadden = 0.401, these values that are analogous to the coefficient of determination R2 (linear regression), among them the one that stands out the most is the Nagelkerke

coefficient = 0.684, which indicates that the dependent variable is explained 68.4% by the model (variability).

Table 4: Parameterestimates

		Estimation	Standard error	Wald	gl	Sig.	ConfidenceInterval 95% Lower limit	Upper limit
Umbral	[var3 = 1,00]	-6,926	1,503	21,246	1	,000	-9,871	-3,981
	[var3 = 2,00]	-5,643	1,455	15,051	1	,000	-8,494	-2,792
	[var3 = 3,00]	-3,093	1,062	8,482	1	,004	-5,174	-1,011
Ubication	[var1=1,00]	-3,563	1,656	4,632	1	,031	-6,808	-,318
	[var1=2,00]	-3,967	1,156	11,786	1	,001	-6,232	-1,702
	[var1=3,00]	0[a]	.	.	0	.	.	.
	[var2=1,00]	-5,078	1,472	11,892	1	,001	-7,964	-2,192
	[var2=2,00]	-2,920	1,058	7,623	1	,006	-4,993	-,847
	[var2=3,00]	0[a]	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to the findings, the value of the Wald statistic is significant for the variable Remote teaching (V1 = moderate) and Metacognitive strategies (V2 = moderate). Thus, the level of argumentative texts Production increases as X1 and X2 are valued as moderate. Therefore, it is concluded with a 95% reliability, Wald 11,786; gl: 1 and p: .001 <α: .05; and Wald 7,623; gl: 1 and p:, 006 <α:, 05 results that allow us to affirm that remote teaching and metacognitive strategies have a significant impact on the production of argumentative texts.

Specific Hypothesis Contrast 1

Ho   ($\beta1 = \beta2 = 0$) Remote teaching and metacognitive strategies do not affect
the planning of argumentative texts.

Ha.   (Bi $\neq$ 0) Remote teaching and metacognitive strategies significantly
affect the planning of argumentative texts.

Table 5: *Modelfitvalues*

Model	Logarithm of Likelihood -2	R-Square	gl	Sig.
Onlyintersection	89,858			
Final	33,553	56,305	4	,000
Link function: Logit.				

The value obtained in the test has a p value = 0.000 <0.05 verifies that
the model with the introduced variables (remote teaching and
metacognitive strategies) as a whole contribute significantly to the
prediction of the planned variable (rejection of Ho).

Table 6: Goodness of fitvalues

	Chi squared	gl	Sig.
Pearson	6,102	11	,866
Deviation	6,754	11	,819
Link function: Logit.			

According to the values obtained for both Pearson's Chi square statistics
and for the Deviation with p value> 0.05, the null hypothesis of the data
adjustment is accepted, consequently the model fits the data adequately.

Table 7: Pseudo R-square

Cox y Snell	,505
Nagelkerke	,549
McFadden	,279
Link function: Logit.	

The values found in the previous table show us the explained variability
of the dependent variable (plan) as a function of the independent

variables (remote teaching and metacognitive strategies), thus we have
Cox and Snell values = 0.505 (50.5%), Nagelkerke = 0.549 (54.9%)
and McFadden = 0.279, these values are analogous to the determination
coefficient R2 (linear regression), among them the one that stands out
the most is the Nagelkerke coefficient = 0.549, which indicates that the
variable Dependent is explained in 54.9% by the model (variability).

Table 8: Parameterestimates

		Estimation	Standard error	Wald	gl	Sig.	ConfidenceInterval 95% Lower limit	Upper limit
Umbral	[var3dim1 = 1,00]	-4,753	,901	27,827	1	,000	-6,519	-2,987
	[var3dim1 = 2,00]	-2,884	,814	12,538	1	,000	-4,480	-1,288
	[var3dim1 = 3,00]	-1,936	,739	6,864	1	,009	-3,384	-,488
Ubication	[var1=1,00]	-2,294	1,296	3,130	1	,077	-4,835	,247
	[var1=2,00]	-2,686	,927	8,390	1	,004	-4,503	-,869
	[var1=3,00]	0[a]	.	.	0	.	.	.
	[var2=1,00]	-3,382	1,177	8,258	1	,004	-5,689	-1,075
	[var2=2,00]	-1,493	,880	2,875	1	,090	-3,218	,233
	[var2=3,00]	0[a]	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to the findings obtained, the value of the Wald statistic is
significant for the variable Remote teaching (var1 = moderate) and
Metacognitive strategies (var2 = moderate). Thus, the level of planning
increases as Remote Teaching and Metacognitive Strategies is valued as
moderate.

Therefore, it is concluded with a 95% reliability, Wald 8,390; gl: 1 and p: .004 <α: .05; and Wald 8,258; gl: 1 and p:, 004 <α:, 05 results that allow to affirm that remote teaching and metacognitive strategies have a significant impact on the planning of argumentative texts production.

Contrast of Specific Hypothesis 2

Ho   (β1 = β2 = 0) Remote teaching and metacognitive strategies do not affect the writing of argumentative texts.

Ha.   (Bi ≠ 0) Remote teaching and metacognitive strategies significantly affect the writing of argumentative texts.

Table 9: *Modelfitvalues*

Model	Logarithm of Likelihood -2	R-Square	gl	Sig.
Onlyintersection	95,764			
Final	26,374	69,390	4	,000
Link function: Logit.				

The value obtained in the test has a p value = 0.000 <0.05 verifies that the model with the introduced variables (remote teaching and metacognitive strategies) as a whole contribute significantly to the prediction of the writing variable (rejection of Ho).

Table 10:Goodness of fitvalues

	Chi squared	gl	Sig.
Pearson	4,997	11	,931
Deviation	5,273	11	,917
Link function: Logit.			

According to the values obtained for both Pearson's Chi square statistics and for the Deviation with p value> 0.05, the null hypothesis of the data adjustment is accepted, consequently the model fits the data adequately.

Table 11: Pseudo R-square

Cox y Snell	,580
Nagelkerke	,642
McFadden	,372

Link function: Logit.

The values found in the previous table show us the explained variability of the dependent variable (plan) as a function of the independent variables (remote teaching and metacognitive strategies), thus, we have Cox and Snell values = 0.580 (58.0%), Nagelkerke = 0.642 (64.2%) and McFadden = 0.372, these values are analogous to the coefficient of determination R2 (linear regression), among them the one that stands out is the Nagelkerke coefficient = 0.642, which indicates that the variable Dependent is explained 62.2% by the model (variability).

Table 12:Parameterestimates

		Estimation	Standard error	Wald	gl	Sig.	ConfidenceInterval 95% Lower limit	Upper limit
Umbral	[var3dim2 = 1,00]	-6,024	1,286	21,951	1	,000	-8,545	-3,504
	[var3dim2 = 2,00]	-4,633	1,217	14,506	1	,000	-7,018	-2,249
	[var3dim2 = 3,00]	-1,516	,665	5,195	1	,023	-2,820	-,212
Ubication	[var1=1,00]	-2,650	1,662	2,541	1	,111	-5,908	,608
	[var1=2,00]	-3,965	1,189	11,113	1	,001	-6,295	-1,634
	[var1=3,00]	0ᵃ	.	.	0	.	.	.
	[var2=1,00]	-4,286	1,429	8,998	1	,003	-7,087	-1,486
	[var2=2,00]	-2,809	,959	8,578	1	,003	-4,689	-,929
	[var2=3,00]	0ᵃ	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to the findings obtained, the value of the Wald statistic is significant for the variable Remote teaching (var1 = moderate) and

Metacognitive strategies (var2 = moderate). Thus, the level of writing increases as Remote Teaching and Metacognitive Strategies is valued as moderate.

Therefore, it is concluded with 95% reliability, Wald 11,113; gl: 1 and p: .001 <α: .05; and Wald 8,578; gl: 1 and p:, 003 <α:, 05 results that allow us to affirm that remote teaching and metacognitive strategies have a significant impact on the writing of argumentative texts.

Specific Hypothesis Contrast 3

Ho   ($\beta1 = \beta2 = 0$) Remote teaching and metacognitive strategies do not affect the revision of argumentative texts.

Ha.   (Bi ≠ 0) Remote teaching and metacognitive strategies significantly affect the 172evisión of argumentative texts.

Table 13:*Modelfitvalues*

Model	Logarithm of Likelihood -2	R-Square	gl	Sig.
Onlyintersection	105,914			
Final	31,311	74,604	4	,000
Link function: Logit.				

The value obtained in the test has a p value = 0.000 <0.05 verifies that the model with the introduced variables (remote teaching and metacognitive strategies) as a whole contribute significantly to the prediction of the revision variable (rejection of Ho).

Table 14:Goodness of fitvalues

	Chi squared	gl	Sig.
Pearson	13,486	11	,263
Deviation	10,169	11	,515
Link function: Logit.			

According to the values obtained for both Pearson's Chi square statistics and for the Deviation with p value> 0.05, the null hypothesis of the data adjustment is accepted, consequently the model fits the data adequately.

Table 15: Pseudo R-square

Cox y Snell	,606
Nagelkerke	,657
McFadden	,363
Link function: Logit.	

The values found in the previous table show us the explained variability of the dependent variable (revision) as a function of the independent variables (remote teaching and metacognitive strategies), thus, we have Cox and Snell values = 0.606 (60.6%), Nagelkerke = 0.657 (65.7%) and McFadden = 0.363, these values that are analogous to the coefficient of determination R2 (linear regression), among them the one that stands out the most is the Nagelkerke coefficient = 0.606, which indicates that the variable Dependent is 60.6% explained by the model (variability).

Table 16: Parameterestimates

		Estimation	Standard error	Wald	gl	Sig.	ConfidenceInterval 95% Lower limit	Upper limit
Umbral	[var3dim3 = 1,00]	-7,196	1,295	30,886	1	,000	-9,733	-4,658
	[var3dim3 = 2,00]	-4,764	1,194	15,919	1	,000	-7,105	-2,424
	[var3dim3 = 3,00]	-2,585	,901	8,237	1	,004	-4,350	-,820
Ubication	[var1=1,00]	-1,152	1,544	,556	1	,456	-4,178	1,875
	[var1=2,00]	-3,829	1,062	13,003	1	,000	-5,910	-1,748
	[var1=3,00]	0a	.	.	0	.	.	.
	[var2=1,00]	-5,575	1,446	14,860	1	,000	-8,409	-2,740
	[var2=2,00]	-3,052	,980	9,700	1	,002	-4,972	-1,131
	[var2=3,00]	0a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

According to the findings obtained, the value of the Wald statistic is significant for the variable Remote teaching (var 1 = moderate) and Metacognitive strategies (var 2 = moderate). Thus, the level of revision increases as Remote Teaching and Metacognitive Strategies is valued as moderate.

Therefore, it is concluded with a 95% reliability, Wald 13,003; gl: 1 and p: .000 <α: .05; and Wald 9,700; gl: 1 and p:, 002 <α:, 05 results that allow affirming that remote teaching and metacognitive strategies have a significant impact on the revision of argumentative texts production.

CONCLUSIONS

This research, in relation to the objectives set, provides the following conclusions:

1. According to the general objective, it was determined that remote teaching and metacognitive strategies significantly affect the production of argumentative texts in fourth year high school students of the Lima-Norte educational institution, with the value of the model with Logarithm of plausibility - 2 = 30.624; Chi-square = 78.420 and p value = 0.000, indicating that both variables Remote teaching and Metacognitive strategies contribute significantly to argumentative texts production with Nagelkerke coefficient = 0.684, explaining the model in 68.4%.

2. According to specific objective 1, it was determined that remote teaching and metacognitive strategies in the planning of argumentative texts is significant, with the value of the model with Logarithm of likelihood -2 = 33.553; Chi-square = 56.305 and p value = 0.000, indicating that both variables Remote teaching and Metacognitive strategies contribute significantly to the Planning of argumentative texts with Nagelkerke coefficient = 0.549, explaining the model in 54.9%.

3. According to specific objective 2, it was determined that remote teaching and metacognitive strategies in the writing of argumentative

texts is significant, with the value of the model with Logarithm of likelihood -2 = 26.374; Chi-square = 69.390 and p value = 0.000, indicating that both variables Remote teaching and Metacognitive strategies contribute significantly to the Writing of argumentative texts with Nagelkerke coefficient = 0.642, explaining the model in 64.2%.

4. According to specific objective 3, it was determined that remote teaching and metacognitive strategies in the revision of argumentative texts is significant, with value of the model with Logarithm of likelihood -2 = 31.311; Chi-square = 74.604 and p value = 0.000, indicating that both variables Remote teaching and Metacognitive strategies contribute significantly in the Revision of argumentative texts with Nagelkerke coefficient = 0.606, explaining the model in 60.6%.

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