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Self-regulated Learning in Students from Native Communities. Case: reading and reading comprehension

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Abstract

There is concern about the deficiency in reading in some students of the primary level in native communities and rural areas far from the city that are the weak points in education, the main objective is to analyze the level of reading and comprehension of texts through self-regulated learning of students of the primary level in the province of Padre Abad. The research method is quantitative-descriptive. A virtual reading test was applied to measure the respective phases (anticipation, execution and self-reflection) and the level of learning in reading comprehension, and then a survey on self-regulated learning with its respective study dimensions was applied to 154 students of the sixth grade of primary education. As a result, the instrument for measuring self-regulated learning is optimal for the Peruvian context, with a reliability of 0.9360 Cronbach's alpha and other statistics with acceptable values. It is concluded that self-regulated learning with face-to-face and virtual readings significantly helps students to develop their reading comprehension skills.

Keywords: *self-regulated learning, reading comprehension, native communities, elementary school students*

Introduction

There are educational institutions such as King Saud University where online courses are designed for students with didactic explanations of self-learning which significantly improves student learning (Jabak, 2021), the summary in self-learning is a powerful way to improve English language comprehension in students, considering the importance of the characteristics of glosses and vocabularies (Lofgren, 2022), This study leads to the discovery of cognitive and affective processes through feedback that leads to a good understanding of texts, considering the meta-analyses where the influence of feedback on comprehension is observed for which reading strategies, reader's

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attitude and feedback effect are used (Swart, et al., 2022).

The self-study explores how teacher educators manage opportunities and costs in literacy and primary education programs, with results revealing three strong themes among coordinators: (1) stakeholders and commitment, (2) collaboration and politics, and (3) power. In the discussion of skill development and support efforts, open and honest dialogue among leaders where a mentor intervenes is necessary because the effects on students are negative with very low rates of academic achievement (Myers & Hughes, 2021), because teacher candidates must communicate, think critically, collaborate, and practice creativity with a focus on learning (Yudiono et al., 2022) by exploring self-learning practices in different areas, such as in a two-season Gaelic college soccer team, it allowed them a greater understanding of the opposing team for active participation, which benefited them individually and collectively (Bowles & O'Dwyer, 2021).

The importance of teaching improvisation in different situations such as in teacher training programs in music, art, drama, mathematics and other areas means embracing the mind, body and spirit, as well as increases the uniqueness of all students practicing self-learning, whose contribution has an intellectual and spiritual growth of students and teachers (Dansereau et al., 2022), social networks contribute beneficially the achievement of learning whose important results were obtained from the difficult relationships between time spent on out-of-class and study tasks (Bonilla et al., 2021), teachers acquire knowledge and methods of self-learning research identifying steps such as: promoting a willingness to improve, recognizing the power of reflection, examining practice through collaboration, identifying changes in practice, developing new identities, and sharing with others. Also providing strength, encouragement, direction for teaching and the self-regulated learning method (Diacopoulos et al., 2021), these methods as well as others (soft skills) will serve to develop successful professionals in the education sector (Jaimes et al., 2022).

The platforms that are presented are in the cloud through creative designs, which provide great benefit because they meet the requirements of teaching innovation and entrepreneurship of self-learning (Zhu, 2020), this is how technology grew and also grew education in the process of teaching and learning using elearning and ICT (Huamán-Romaní et al., 2021) which evolved reading comprehension by applying bidirectional immersion in students of primary level schools compared to students of conventional education, where the same level in reading comprehension of students was achieved (Preusler et al., 2022); but a control group of students the intervention was similar to that of the "best" students, showing that data-driven differentiated instruction can address all kinds of heterogeneity connected to performance that empowers teachers for the sole purpose of addressing differences among students (Karst et al., 2022) and it is better if using technology that is frequented in mobile and tablets which are more effective in the whole reading process than the use of computer and paper. The options of the results offer information about self-regulated learning using mobile devices and online learning (Hou et al., 2022).

It is revealed that the interaction variable between the word "reading accurately" and receptive

vocabulary were significant and this has an impact on readers as children, youth and adults to have a better reading comprehension, it is observed that there is also a big difference between the most skilled readers in parallel with the less skilled readers, the interaction variable between word reading accurately and without words reading accurately were significant, but with a more pronounced result among groups of less skilled readers, these patterns are frequent and are observed in typically developing children (Bell & Wheldall, 2022). When performing the oral deficit test, fluency impairments are observed with equated scores that allow differentiating between multiple points of evaluation, these tests of both teachers' and students' judgment provide evidence of validity for the self-regulated self-learning tests developed (Rodrigues et al., 2022), also managed to investigate the differences in reading comprehension and self-determination with motivation of first and second grade students during or before the pandemic, whose results cause surprise as they revealed no differences between the two groups, disproving the assumption that online learning promoted by the pandemic would affect the achievements and self-determined motivation of young students (Thomas, 2021).

Research on teacher education favors the innovation of a more productive and collegial teacher education experience for both supervisors and supervisees (Wu, 2021), which admits experienced professionals in self-regulated learning to train professionals as teachers, researchers, and intellectual progress (Ritter & Ergas, 2021). The mixed abilities that students have to learn is a challenge for teachers, but timed reading is an activity that teachers apply to address the learning needs of students in such a context (Hazaea & Almekhlafy, 2022), which by inquiring about reading motivation could mediate the relationship between skills at the beginning of school and performance in the middle of elementary school, concluding that intrinsic motivation did not mediate, however, extrinsic motivation somewhat mediated the effect of reading skills and subsequently good reading performance (Kanonire et al., 2022).

Learning for students who do not understand reading is a problem because there is no participation in the classroom, is so it is shown that the study treatment group comprehends more words than the control group so it is suggested to instructors to apply pedagogical self-regulated learning in their daily work to achieve a good level of reading comprehension (He & Loewen, 2022) as well as new technologies can be applied that are used to develop application research on how to realize the flow of vocal music singing self-learning synchronous transmission of mobile sound transmission media and interactive computer assisted system of vocal music self-learning web (Xu & Zhai, 2022), promoting collaboration and promoting learner autonomy by using mobile devices as support tools for self-learning achieved positive effects and findings to be discussed in terms of the efficiency and potential of mobile devices as support tools outside classroom activities among Vietnamese and Japanese students (Thuy, 2021).

At preschool age in Singapore, educational improvements are presented such as: digital books with visual and auditory enhancements, digital books only with audios and static digital books without visual and auditory enhancements, this for the sole purpose of achieving to present stories to

children and motivate reading in its different types and track visual attention with an eye tracker and those examining students' narration after the first and fourth reading showed that digital books are better in visual and audios, and also maintained a higher visual attention of children compared to children in other conditions (Sun et al., 2022), the effects of inverted class based on inferential learning of students was with an innovative approach that shows effectiveness in developing their inferential ability by reading comprehension in which they showed reading skills (Samiei & Ebadi, 2021).

Justification and Objectives of the Research

The presence of Covid-19 had effects on all educational levels in Peru, bringing with it learning problems for students who lacked a good network or internet signal and even more so for students in rural or jungle areas far from the city, since the signal in these areas reaches with little or no intensity due to the strong winds and rains of each geographical area. In the jungle there are areas where the internet, radio and/or television signal does not reach due to the density of trees or lack of internet signal repeater poles and sometimes due to inclement weather. The teachers in charge of education or to make the replicas or reinforcements for these remote areas in the jungle have to find ways to communicate with students (during the season of Covid-19), since some native communities (called so to the communities of tribal groups belonging to the region of the eyebrow of jungle or jungle which are made up of groups of families who practice principles such as dialect or language, ancestral cultures, traditions of the same community among others) decided not to allow the entry of any person who is not from the native community for fear of catching the virus, making access difficult and losing direct contact with the students.

Due to the little contact that the teachers had with the students, especially with the children of the primary level, the Peruvian government decided that the classes would be inter daily (until the end of April) and then decided that the classes would be full time, thus giving classes normally and is where it has been observed that the students of the primary level had difficulties in reading and reading comprehension, seeing this problem in the same urban area, it is for this reason that the question was born, how will the children of the remote areas with respect to reading and comprehension of texts be? Therefore, it was decided to investigate and inquire about the level of reading and comprehension of texts through self-regulated learning of students in places far from the city, such as native communities.

The research began with visits to the native communities and sharing readings with the students to then ask questions about learning to read and that is where the lack of reading and comprehension of texts in students was observed, this concern came to the researchers to act immediately to raise the objective of the research to analyse the level of reading and comprehension of texts through self-regulated learning. All with the sole purpose of supporting the level of reading comprehension and achieve to read correctly and understand a text, as well as to provide scientific knowledge on self-regulated learning of primary level students of the native communities of the province of Padre

Abad in the Ucayali region. Thus, the following specific objectives are established:

1. To analyse self-regulated learning in the beginning phase in native communities with respect to reading and reading comprehension in students of the sixth grade of primary school in the province of Padre Abad.
2. To analyse self-regulated learning in the performance phase in native communities with respect to reading and reading comprehension in sixth grade students in the province of Padre Abad.
3. To analyse self-regulated learning in the self-reflection phase in native communities with respect to reading and reading comprehension in students of the sixth grade of primary school in the province of Padre Abad.

Methodology

The research method is quantitative, descriptive, experimental, correlational and predictive crosssectional.

Sample

The population is made up of students from the province of Padre Abad in the region of Ucayali and the sample is made up of students from three native communities at the primary level, which were selected by convenience sampling due to the ease of access to the students. In the three native communities, a sample of 154 sixth grade students was obtained. After the selection of the native communities in which there were primary level students and exclusively sixth grade students, coordination was made with the chiefs of each native community (thus called the highest authorities of the native communities) to request permission and authorization to carry out the reinforcement workshops with the students. Access to these native communities is by land and sometimes there was no access for cars due to landslides or landslides that occurred, some trips were made by boat by river. The access to the reading control and text comprehension test was done at the end of all the reinforcement workshops and was always anonymous and voluntary, but due to the situation in which each native community lives and the daily work that the children must do with their parents, the workshop ended satisfactorily with the participation of native community 1 with 49 students, native community 2 with 62 students and native community 3 with 43 students among them we have 44.8% male (69) and 55.2% female (85), whose ages are 11 years 53.2% (82), 12 years 34.4% (53) and 13 years 12.4% (19) of age.

Instrument

After the completion of the workshop, an online assessment was conducted to measure the level of reading using self-regulated learning, the assessment consisted of a reading entitled "Lorenzo, my parrot" by an anonymous author, for the data analysis we used the measurement instrument validated by experts according to Buchem et al., (2020) that measures the self-regulated learning of students in reading comprehension, that is, in its three phases (anticipation, execution and self-

reflection). The first anticipation phase contains six questions which are

FP1: I was able to set my goals for my reading;

FP2: I was able to plan my learning itinerary before reading;

FP3: I was able to realize and feel confident in my own efficacy as a reader;

FP4: I was able to plan my learning outcomes during reading;

FP5: I was able to develop intrinsic motivation for learning during reading and FP6: I was able to orient my learning toward my learning goals to achieve reading success;

the second performance phase contains six questions and they are FA1: I was able to have a picture of what I was learning by reading; FA2: I was able to manage my own self-instruction as a reader; FA3: I was able to focus on my own learning in reference to the text I was reading; FA4: I was able to develop various task strategies to comprehend reading; FA5: I was able to self-register my learning after reading and FA6: I was able to self-experiment my learning as a reader and the third phase of self-reflection contains four questions and they are FR1: I was able to perform my own self-assessment after reading; FR2: I was able to make causal attributions in my learning as a reader; FR3: I was able to feel self-complacency in my own learning as a reader and FR4: I was able to develop/avoid adapting my response to new learning as a reader.

The measurement instrument through the 16 questions allows measuring self-regulated learning in the three phases of reading. A five-point Likert scale is used, which evaluates the learning strategies developed in the reading reinforcement and reading comprehension workshops in sixth grade students from the native communities of the province of Padre Abad in the Ucayali region.

The research had its origin in the manuscript (Buchem et al., 2020), which was adapted to the Peruvian context, first it was translated by two experts into Spanish language with its Peruvian lexicons, then it was validated with a sample of 23 students in the classrooms of the same province of Padre Abad in which positive values and scales that are accepted by the scientific community were obtained. Once validated, the questionnaire was implemented for its application where a Cronbach's Alpha of 0.936 was obtained, an optimum value to continue with the research, as well as other statistical tests that resulted with optimum values, such as ANOVA with Tukey's test for non-additivity with a sum of squares of 1724.642 and with gl. 153. Hotelling's T-squared test with 49.116; $F=2.975$ and $Sig=0.000$. KMO test with 0.927. Bartlett's test of sphericity with Chi-square approximation 1427.462; $gl=120$ and $Sig. 0.000$ and goodness-of-fit test with Chi-square 1777.973; $gl=89$ and $Sig. 0.000$.

Procedure and data analysis

The research was born at the beginning of the on-site classes in the educational institutions at the national level by disposition of the Ministry of Education (fortnight of March) and after evaluating the students in reading comprehension within the same province and obtaining low results in the

evaluation, the question was: How are the reading comprehension levels of those students from rural areas or native communities? Therefore, since the Ucayali Region has four provinces, Coronel Portillo, Padre Abad, Atalaya and Purús, the research began in the province of Padre Abad, which has native communities such as Sinchi Roca I and II, Yamino, Kantash, Mariscal Cáceres, Santa Rosa, Puerto Azul and Puerto Nuevo, which were visited to investigate the level of self-regulated learning in reading and reading comprehension, in order to analyse the level of students in reading and reading comprehension. In each native community, difficulties in reading and reading comprehension were found in the students, so they started with reinforcement workshops where the three phases of reading comprehension (anticipation phase, action phase and self-reflection phase) were applied to improve the level of reading and reading comprehension. Communication in the native communities is in their own language, Kakataibo, and they use Spanish as a second language because of the need to have contact with the city.

At the beginning, the 173 primary level students were evaluated in relation to reading and reading comprehension, finding a deficient level, so it was decided to conduct reinforcement workshops in each community, guiding them in reading and learning, motivating them to practice self-learning by reading stories whose main themes are the environment and nature. Local, national and international stories were used to encourage reading for three weeks, visiting the native communities three times a week. Then the workshops were held twice a week because there were already significant changes in the students of the three native communities with respect to reading and reading comprehension, this work continued for two more weeks and to finalize the research the workshops were held only once a week, leaving homework to be delivered through a Google form, in which short readings were used with a questionnaire of questions focused on the three levels of reading comprehension.

This fieldwork and/or homework helped to analyse the self-regulated learning of the children in the native communities, allowing us to carry out the work for three more weeks for two months. At the end of the workshop we left the reading whose title is: "Lorenzo, my parrot" by an anonymous author, which included a short reading of approximately 22 lines, with this reading we analysed how the student could act and respond to the questions framed to measure the reading and self-learning phases. The last two weeks of the workshops were with the help of ICT, always carrying multimedia projector (2), laptops (5) and Tablet (25) so that the students of the communities continue to familiarize themselves with information technologies and with the online questions that they are going to do at the end of the workshops and fulfil the research objective. Once the online tests were sent through Google Form, the answers were downloaded in Excel format and the respective analysis was performed to verify if the data were complete in each of the alternatives and to make the respective debugging in case it existed. Once the review was completed without obtaining incomplete data, we proceeded to label the data in the SPSS version 25 format where the different statistics and the respective Cronbach's Alpha were analysed, whose validation gave continuity to the research. For the classification of the level of the phases, they were

labelled with the score of [1-2> are at a very low level; [2 to 3> are at a low level; [3 to 4> are at a high level and [4 to 5] are at a very high level for reading and reading comprehension in which they were reinforced through workshops.

Results

Table 1 describes the results of the analysis of the elements such as mean, standard deviation, variance, skewness and kurtosis; observing that in the forecasting phase a mean of 3.86 has been achieved meaning that with respect to reading and reading comprehension the students of the sixth grade of the primary level are at a high level compared to the low results that had been obtained at the beginning of the workshop; with respect to the performance phase a mean of 3.79, which means that in this phase the students were able to overcome the low level they showed at the beginning with respect to reading and reading comprehension, thus reaching a high level, and finally, with respect to the self-reflection phase, an average of 3.63 has been achieved, which means that in this phase the students were able to overcome the low level they showed at the beginning with respect to reading and reading comprehension, thus reaching a high level.

In conclusion, there are significant effects on reading and reading comprehension in the sixth grade students of the three native communities that finished the reinforcement workshop.

Table 1: Distribution of the statistical data of the phases of reading and reading comprehension.

Mean Phases		Mean	Deviation	Variance	Skewness	Kurtosis
FP1	3.86	3.94	1.175	1.381	-1.390	1.294
FP2		3.77	1.112	1.236	-0.956	0.225
FP3		3.89	1.152	1.328	-0.976	0.159
FP4		3.88	1.132	1.280	-1.248	1.046
FP5		3.69	1.110	1.233	-0.793	-0.144
FP6		4.01	1.152	1.327	-1.235	0.765
FA1	3.79	3.77	1.266	1.602	-1.092	0.165
FA2		3.71	1.149	1.319	-0.901	0.133
FA3		3.90	1.184	1.401	-1.114	0.439
FA4		3.70	1.205	1.453	-0.880	-0.220
FA5		3.79	1.137	1.294	-1.000	0.334
FA6		3.88	1.184	1.403	-1.025	0.126
FR1	3.63	3.68	1.251	1.565	-1.040	0.085
FR2		3.42	1.220	1.487	-0.660	-0.516
FR3		3.72	1.191	1.418	-0.901	-0.093
FR4		3.71	1.164	1.356	-1.110	0.472

Table 2 shows the existing relationship between the elements of the phases of reading and reading

comprehension, it is observed that the existing relationship is moderate, so it is suggested to continue with the research and in the future improve the context of the dimensions to obtain a better correlation.

Table 2: Correlation matrix between elements

	FP1	FP2	FP3	FP4	FP5	FP6	FA1	FA2	FA3	FA4	FA5	FA6	FR1	FR2	FR3	FR4
FP1																
FP2	0.514															
FP3	0.526	0.485														
FP4	0.461	0.530	0.572													
FP5	0.506	0.611	0.556	0.637												
FP6	0.565	0.435	0.582	0.587	0.564											
FA1	0.447	0.363	0.440	0.493	0.346	0.405										
FA2	0.402	0.429	0.445	0.497	0.381	0.327	0.561									
FA3	0.470	0.553	0.428	0.508	0.518	0.384	0.564	0.526								
FA4	0.374	0.388	0.447	0.434	0.420	0.472	0.474	0.550	0.505							
FA5	0.566	0.623	0.535	0.529	0.538	0.495	0.529	0.542	0.639	0.573						
FA6	0.356	0.495	0.498	0.560	0.428	0.408	0.426	0.569	0.546	0.542	0.650					
FR1	0.399	0.366	0.225	0.269	0.315	0.328	0.392	0.340	0.472	0.344	0.402	0.317				
FR2	0.307	0.389	0.331	0.476	0.463	0.380	0.465	0.546	0.393	0.442	0.452	0.548	0.453			
FR3	0.515	0.480	0.487	0.509	0.538	0.487	0.500	0.618	0.513	0.543	0.602	0.624	0.445	0.586		
FR4	0.440	0.470	0.478	0.480	0.473	0.489	0.612	0.475	0.448	0.540	0.635	0.529	0.386	0.537	0.626	

Figure 1 shows the results of the anticipation phase, obtaining a mean of 3.86, which qualifies for a high level for reading and reading comprehension, it also shows that the lowest mean is in FP2 (3.77): "I was able to plan my learning path before reading", which means that the student was not able to plan his learning path. 77): "I was able to plan my learning path before reading" which means that the student was not able to plan his learning path, these events sometimes happen due to the same distraction (noises, groups that make noise, animal noises, concentration of people due to the arrival of other visitors) because the study environments are outdoors, in the hall, patio and do not have an exclusive classroom where they can receive classes; the strongest mean is FP6 (4.01): "I was able to orient my learning towards my learning objectives to achieve success in reading"; that is, the student is able to concentrate in spite of the circumstances of the environment and thus achieve his objective of reading comprehension.

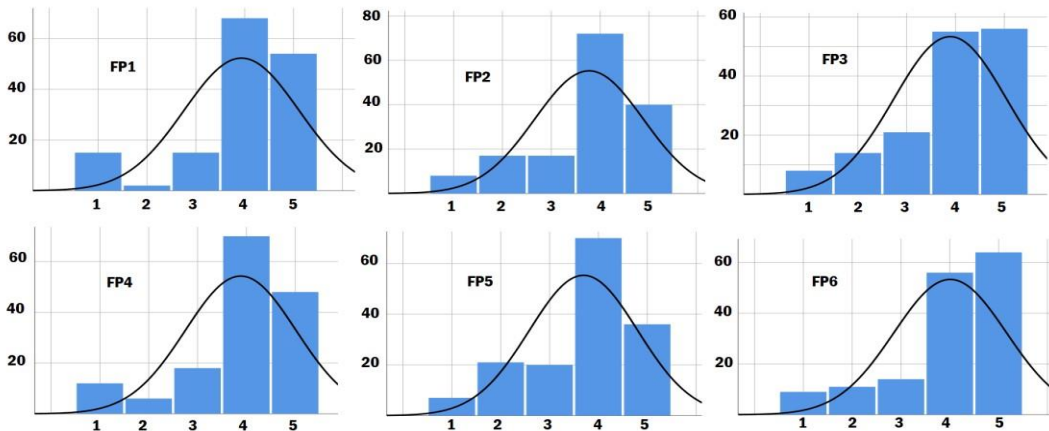


Figure 1: Distribution of the start Phase and Bar chart with Gaussian bell of the start phase distribution

Figure 2 shows the results of the performance phase, achieving a mean of 3.79 which qualifies in a high level for reading and reading comprehension, it also shows that the lowest mean is in FA4 (3.70): "I was able to develop various task strategies to comprehend reading", meaning that the student does manage to put into practice some strategy to comprehend reading and the highest mean is FA3 (3.90): "I was able to focus on my own learning in reference to the text I read", that is, they were able to concentrate once the test began, trying not to get distracted and answer the questions related to the reading.

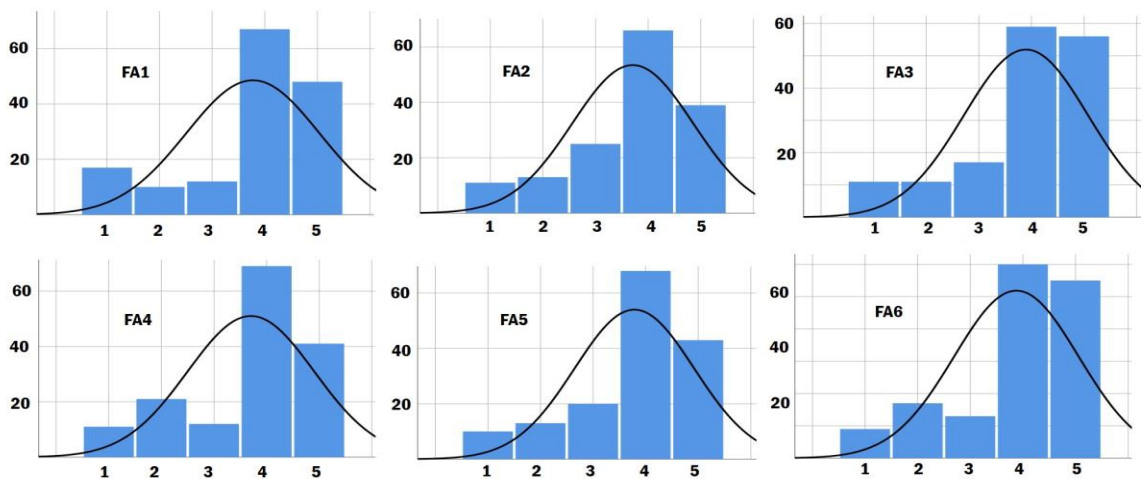


Figure 2: Distribution of the Performance Phase and Bar chart with the respective Gaussian bell of the distribution of the execution phase.

Figure 3 shows the results of the self-reflection phase, achieving a mean of 3.63, which qualifies at

a high level for reading and reading comprehension, despite being at this level, it worries teachers and parents because it is not the value that was expected. In addition, it is shown that the lowest mean is in FR2 (3.42): "I was able to make causal attributions in my learning as a reader", that is to say that the student is not able to make his own causal attributions when reading and the highest mean is FR3 (3.72): "I was able to feel the self-compacency of my own learning as a reader", that is to say that the students do achieve satisfaction and self-compacency when reading and answering the questions.

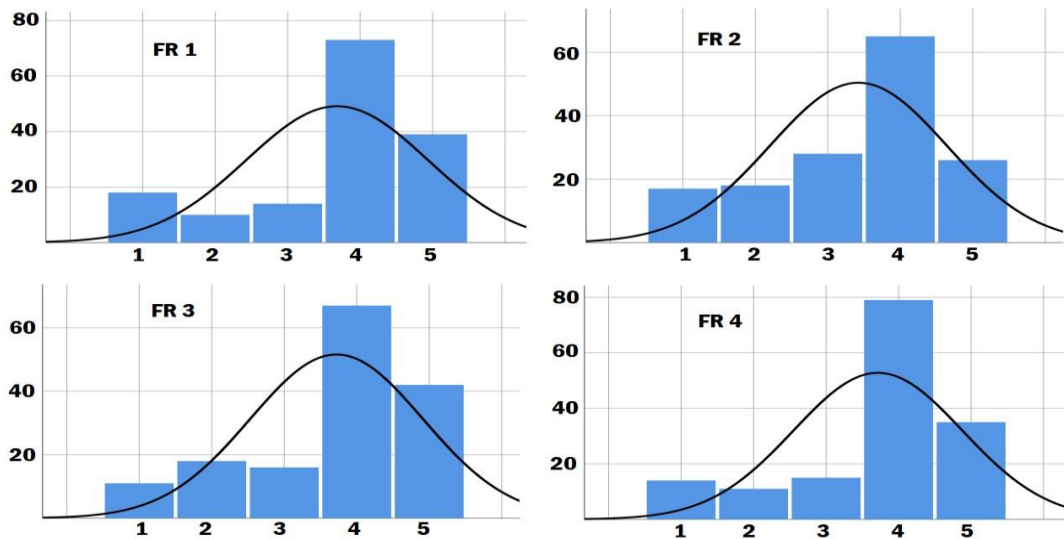


Figure 3: Distribution of the Self-Reflection Phase and Bar chart with the respective Gaussian bell of the distribution of the self-reflection phase.

Discussion

The result is a favourable change from the vocabulary of everyday life to a vocabulary with precise and clear definitions also considering the variety of texts and language (Lofgren, 2022). because they practice two languages at the time of communication (Spanish and Kakataibo) which brings consequences in the community as the distortion or mixing of language when communicating and the arrival of the pandemic was a logistical and academic challenge for educational institutions in all countries (Appiah-Kubi et al., 2022) for their respective adaptation and implementation because they could not communicate with students because they do not have Internet native communities.

The commentary segmentation text made a difference with the use of strategies to achieve efficient comprehension and positively influenced the attitudes of readers and students in the native communities. Commentary segmentation texts promote students to apply strategies frequently and more efficiently, even when they read new texts without the help of feedback (Swart et al., 2022) to answer some questions from what they read, but by using the mobile for their self-regulated

learning the student had to give solution using the collaborative method (Omirzak, et al., 2021).

Each teacher identifies a new learning considering the different levels of experience, reflections and commitment with each student observing the critical levels in reading (Yudiono et al., 2022) but in native communities the same could not be done with students for fear of being infected and could only communicate using virtual technology environments such as Tablet and mobile cell phones that had internet access whose results indicate that the technology frequented by phone is very significant (Preusler et al., 2022) and of utmost importance in native communities.

The importance of the contributions of this research is of theoretical and practical context whose information will serve for new self-study research, academics, thesis students and researchers on reading and reading comprehension issues and thus understand the level of reading in students (Bonilla et al., 2021). The information will also be used by future teachers to apply reinforcement strategies and/or workshops for students to improve their self-regulated learning. The results of all research that guarantee the use of timekeeping as a way of satisfying the activities in mixed ability classes contribute to the development of reading skills. (Hazaea & Almekhlafy, 2022), also teachers discovered different approaches to their application in record time in classrooms and others had greater impact after being applied (Bordel et al., 2021).

It was shown that the algorithms can effectively improve the performance and utilization of the system are practical and innovative for both the teacher and the student (Xu & Zhai, 2024) where the pedagogical implications of using WebQuest-based flipped instruction is discussed as an effective and efficient alternative to traditional classroom practice (Samiei & Ebadi, 2021) in reading time, This was achieved in an experimental group of secondary education where the literal level in reading comprehension was improving and they passed to the interpretive level, then they passed to the applicative level, observing positive results with the matching strategy and that surpassed the traditional teaching of reading and reading comprehension that was practiced in the reinforcement and workshops in native communities (Adviento-Rodulfa & Lopez, 2022). The reinforcement and reasoning modules are general in form and demonstrate their generalization capacity (Ren et al., 2022).

Thus, this research will serve as a theoretical and practical basis for the scientific community, the reference of this research is of utmost importance to evaluate the teaching methodologies especially to be replicated with the same measuring instrument in different levels of education and to analyze the reading levels and make comparisons for new research: Do students improve the level of reading and reading comprehension when passing from the primary to the secondary level? The contributions and importance of this research will be the basis for training future professionals to improve education in Peru and to solve the level of reading and reading comprehension. This research will have a social impact because it is helping students from native communities to excel in reading, which is expected to have a multiplying effect not only on research teachers but also on the academic community itself and especially on students from the education and/or engineering

sector who could visit the native communities and be able to share a moment of reading with the children of these native communities.

Conclusion

At first, the deficiency in self-regulated learning is observed in the students of the sixth grade of the primary level of the native communities and even more in the level of reading and reading comprehension, after carrying out the reinforcement workshops the positive and significant effects were noticed, so the student should not stop teaching and should be followed up continuously to see their academic progress, despite having "difficulties" which should be overcome using ICT. Self-regulated learning in sixth grade students improved in only two months, this indicates that only continuous help is needed for students and constant follow-up to observe the progress of their performance and to support them with feedback, which can be programmed in person and/or virtually. The findings with respect to the anticipation phase of self-regulated learning the students manage to plan the learning trajectory before their reading, that is, they are already ready to be able to read and comprehend the reading, they have to work on the deficiencies to answer the objectives, that is, they read with the sole purpose of comprehending the reading. With respect to the performance phase, students in their self-regulated learning maintain and develop various strategies to accomplish the task and comprehend the reading during their learning development, but with a deficiency in that they do not manage to experience their learning as readers but do it to comply and to be recognized as students who know how to read and understand what they have read. And with respect to the self-reflection phase, students have deficiencies in making causal attributions in their learning at the time of reading, but they can and manage to feel self-complacency, which would lead them to practice empathy with their peers.



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