

The Role of Close Reading Practices on the Reading Self-Efficacy of Children with Learning Disabilities in a Selected Elementary School



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ABSTRACT: This study used quantitative correlational design to explore and establish relationships between close reading practices of 35 teachers on the reading self-efficacy of Grade 5 learners with learning disabilities at Agripino P. Santos Elementary School, aiming for the development of a suitable reading program for children with learning disabilities. The study utilized a survey questionnaire to gather close reading practices of teacher-respondents and the perceived reading self-efficacy of Grade 5 learners with learning disabilities. The study also used mean, rank, variance, standard deviation, and Pearson correlation coefficient to determine the averages and analyze the correlation among identified variables. The study found that text-dependent question practice was significantly related to reading comprehension but was not significantly related to reading fluency, reading strategies, or reading motivation. It also found a significant relationship between annotation practices and reading fluency but minimal correlation with reading comprehension, reading strategy use, or reading motivation. Finding evidence practice was significantly related to reading strategies but not to reading comprehension, reading fluency, or reading motivation. Multiple reading practices were not significantly related to reading comprehension, reading fluency, reading strategy use, or reading motivation. To address these, the researcher offered a reading program for LDs using close reading practices and reading self-efficacies that would provide respondents with relevant reading practices and skills to improve their reading efficacy.

KEYWORDS: close reading practices, reading efficacy, reading program, learners with learning disabilities

I. INTRODUCTION

The quest to enhance reading comprehension skills among learners with special educational needs remained a focal point. Reading comprehension was not only a fundamental skill but also a gateway to academic achievement and lifelong learning. For Grade 5 learners with special needs (LSENs), who often faced unique challenges in grasping and interpreting text, targeted interventions were crucial to bridging learning gaps and promoting academic success.

Close reading had emerged as a promising instructional strategy designed to deepen learners' understanding and engagement with texts. Rooted in systematic and deliberate reading practices, close reading encouraged learners to analyze texts critically, uncover deeper meanings, and develop a nuanced comprehension of content (Fisher & Frey, 2022). This approach held promise for LSENs by providing structured support and scaffolding that catered to their diverse learning needs and abilities.

Despite its potential benefits, the implementation and impact of close reading interventions on the reading comprehension of LSENs had not been extensively explored. Understanding how close reading strategies could be effectively utilized as an intervention to enhance reading comprehension among Grade 5 LSENs was essential for informing instructional practices that were inclusive and responsive to diverse learning profiles.

Previous research underscored the significance of reading comprehension in academic achievement and overall cognitive development (National Reading Panel, 2000). Learners with special educational needs often experienced difficulties in various facets of reading comprehension, including vocabulary acquisition, inferential reasoning, and text structure awareness. These challenges necessitated targeted instructional approaches that catered to the specific learning profiles of LSENs.

Close reading, as a pedagogical approach, offered structured methods to help learners with disabilities engage deeply with texts. By incorporating strategies such as repeated readings, text-dependent questioning, annotation, and finding textual evidence, close reading fostered active participation and enhanced comprehension skills (Hill, 2022). Moreover, the scaffolding provided by close reading supports LSENs in breaking down complex texts into manageable parts, thereby facilitating meaningful interactions and comprehension (Fisher & Frey, 2022).

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Empirical evidence supporting the efficacy of close reading interventions among learners with disabilities was promising but limited. Existing studies often focused on general education populations or overlook the specific needs of LSENs in reading comprehension interventions (Vaughn et al. (2011, as cited in Anwar, 2020). Therefore, there was a critical need for research that examined the impact of close reading as an intervention specifically tailored to enhance reading comprehension skills among Grade 5 LSENs.

This research aimed to fill this gap by assessing the relationship between close reading practices on the reading self-efficacy of Grade 5 learners with learning disabilities at Agripino P. Santos Elementary School. By addressing these objectives, this research endeavored to contribute empirical insights into the efficacy of close reading interventions tailored to meet the needs of Grade 5 LSENs. Ultimately, the findings aimed to inform educational practices and interventions that promoted inclusive learning environments and support the academic success of all learners, including those with special educational needs.

II. RESEARCH QUESTIONS

1. What is the extent of close reading practices utilized by teachers in terms of text-dependent questions, annotation, finding evidence, and multiple readings?
2. What is the assessment of the respondents on the reading self-efficacy of children with learning disabilities in terms of reading comprehension self-efficacy, reading fluency self-efficacy, reading strategy self-efficacy, and reading motivation self-efficacy?
3. Is there a significant relationship between the extent of close reading practices utilized by teachers and the reading self-efficacy of children with learning disabilities?

III. RESEARCH METHOD

Quantitative correlational design was employed for this study to explore and establish relationships between close reading practices and reading self-efficacy among Grade 5 learners with learning disabilities at Agripino P. Santos Elementary School. The respondents for this study consisted of thirty-five (35) teachers from Agripino P. Santos Elementary School, each of whom was directly involved in teaching learners with special needs (LSENs). These teachers were selected based on their direct involvement in teaching Grade 5 learners with learning disabilities. The research employed total enumeration purposive sampling to ensure that respondents had the expertise and experience relevant to the study's focus on close reading practices and their impact on reading self-efficacy. The researcher-made instrument developed for this study employed a 4-point Likert scale to comprehensively assess two distinct but interconnected constructs: close reading practices and reading self-efficacy among Grade 5 learners with special needs. The scale categorizes responses based on the extent to which a practice is implemented, with scores from 3.25 to 4.00 indicating high implementation ("to a great extent"), 2.50 to 3.24 reflecting moderate-high implementation ("to a moderate extent"), 1.75 to 2.49 showing moderate-low implementation ("to a minimal extent"), and 1.00 to 1.74 representing low implementation ("not at all").

IV. RESULTS AND DISCUSSION

This chapter presented the results of the study, analyzing the extent of close reading practices used by teachers and their relationship with the reading self-efficacy of children with learning disabilities. The findings were interpreted using descriptive statistics and Pearson correlation coefficients to determine significant patterns and relationships.

Table 1.1 *Descriptive statistics of the extent of close reading practices used by teachers in terms of text-dependent questions*

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
4. I create questions that guide learners to interpret meanings and draw inferences from the text.	4.0000	.00000	.000	To a great extent – High
2. My questions are designed to deepen learners' understanding of the text's central ideas and themes.	3.8857	.32280	.104	To a great extent – High
6. I adjust the complexity of text-dependent questions to match the reading levels and abilities of my learners.	3.7429	.44344	.197	To a great extent – High

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5. I incorporate questions that ask learners to evaluate the author's argument or perspective based on evidence from the text.	3.6857	.47101	.222	To a great extent – High
7. I include questions that require learners to make connections between different parts of the text.	3.6571	.48159	.232	To a great extent – High
8. I encourage learners to justify their responses with specific examples and details from the text.	3.6286	.49024	.240	To a great extent – High
1. I regularly formulate questions that require learners to find evidence directly from the text to support their answers.	3.6000	.49705	.247	To a great extent – High
3. I use questions that prompt learners to analyze the text's structure, language, and literary devices.	3.0000	.00000	.000	To a moderate extent - Moderate High
OVERALL MEAN	3.6500	.16550	.027	To a great extent – High

Teachers extensively used text-dependent questions to enhance reading comprehension, as reflected by the high overall mean of 3.65. This suggested that teachers prioritized guiding students in interpreting meanings, making inferences, and justifying their responses with textual evidence. However, the data showed that prompting learners to analyze text structure and literary devices was less emphasized, indicating a need for professional development or additional instructional strategies to strengthen this aspect of comprehension.

Table 1.2 Descriptive statistics of the extent of close reading practices used by teachers in terms of annotation

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
1. I teach learners effective annotation strategies, such as underlining key ideas, highlighting important details, and making marginal notes.	4.0000	.00000	.000	To a great extent – High
3. I provide explicit instructions on how annotations can help learners monitor their comprehension and engage with the text more deeply.	3.9429	.23550	.055	To a great extent – High
8. I provide feedback to learners on their annotations to support their comprehension and critical thinking skills.	3.8857	.32280	.104	To a great extent – High
6. I emphasize the importance of annotations as a tool for learners to track their thinking and understanding while reading.	3.8286	.38239	.146	To a great extent – High
7. I allocate time during class for learners to share their annotated texts and discuss their annotations with peers.	3.7429	.44344	.197	To a great extent – High
5. I scaffold annotation practices by starting with simpler texts and gradually introducing more complex texts.	3.7429	.44344	.197	To a great extent – High
2. I model how to annotate texts during close reading activities to demonstrate effective annotation techniques.	3.6571	.48159	.232	To a great extent – High

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4. I encourage learners to annotate texts to identify and define unfamiliar vocabulary words.	3.0000	.00000	.000	To a moderate extent - Moderate High
OVERALL MEAN	3.7250	.14155	.020	To a great extent – High

Teachers widely implemented annotation strategies, with a strong emphasis on teaching effective techniques and providing feedback, resulting in a high overall mean of 3.725. This demonstrated that teachers recognized annotation as a key tool for improving comprehension and critical thinking. However, encouraging students to annotate for vocabulary development was less emphasized, suggesting that additional strategies could be introduced to help students actively engage with new words and expand their vocabulary through close reading.

Table 1.3 Descriptive statistics of the extent of close reading practices used by teachers in terms of finding evidence

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
8. I assess learners' ability to find and use evidence effectively in their analyses and interpretations of texts.	4.00000	.000000	.000	To a great extent – High
7. I help learners develop skills in integrating evidence seamlessly into their written and oral responses.	4.0000	.00000	.000	To a great extent – High
6. I emphasize the importance of using precise language when referring to evidence from the text.	4.0000	.00000	.000	To a great extent – High
1. I guide learners in locating specific textual evidence to support their responses to questions.	3.8286	.38239	.146	To a great extent – High
4. I teach strategies for verifying the accuracy and relevance of evidence cited from the text.	3.8000	.40584	.165	To a great extent – High
2. I demonstrate how to distinguish between different types of evidence (e.g., direct quotes, paraphrasing) in the text.	3.7429	.44344	.197	To a great extent – High
5. I provide opportunities for learners to practice identifying evidence independently and in group discussions.	3.6857	.47101	.222	To a great extent – High
3. I encourage learners to search for evidence that supports multiple interpretations or arguments.	3.0000	.00000	.000	To a moderate extent – Moderate High
OVERALL MEAN	3.7571	.10477	.011	To a great extent – High

The practice of finding textual evidence was strongly implemented (overall mean = 3.7571), particularly in assessing students' ability to locate and integrate evidence in their responses. This highlighted that teachers effectively trained students to support their arguments with specific textual references, reinforcing critical thinking and comprehension. However, encouraging students to support multiple interpretations of a text remained less practiced, suggesting that students might benefit from more opportunities to explore different perspectives and develop deeper analytical skills.

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Table 1.4 Descriptive statistics of the extent of close reading practices used by teachers in terms of multiple readings

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
8. I assess learners' comprehension and analytical skills based on their ability to synthesize insights gained from multiple readings of texts.	4.0000	.00000	.000	To a great extent – High
7. I help learners recognize the value of revisiting a text to uncover deeper meanings and connections.	4.0000	.00000	.000	To a great extent – High
6. I support learners in identifying patterns, themes, and nuances that emerge from multiple readings of a text.	4.0000	.00000	.000	To a great extent – High
4. I assign different tasks or questions for each reading of a text to encourage learners to engage with it from various angles.	4.0000	.00000	.000	To a great extent – High
3. I model how to annotate and take notes during each reading to capture different insights and perspectives.	4.0000	.00000	.000	To a great extent – High
2. I guide how to approach each reading of a text with a specific focus or purpose.	4.0000	.00000	.000	To a great extent – High
1. I encourage learners to read texts multiple times to deepen their understanding and analyze different aspects of the text.	4.0000	.00000	.000	To a great extent – High
5. I facilitate discussions or activities that compare learners' observations and interpretations from different readings.	3.0000	.00000	.000	To a moderate extent – Moderate
OVERALL MEAN	3.8750	.00000	.000	To a great extent – High

Multiple readings were consistently applied by teachers (overall mean = 3.875), particularly in fostering deep comprehension and analytical skills by encouraging students to revisit texts with different focuses. This method was highly effective in strengthening students' ability to identify patterns, themes, and nuances that might not be apparent in a single reading. However, facilitating discussions that compared insights from different readings was an area that could be expanded, as such discussions would further enhance students' interpretative skills and critical thinking.

Table 2.1 Descriptive statistics of the assessment of the respondents on the reading self-efficacy of children with learning disabilities in terms of reading comprehension

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
4. I observe that children with learning disabilities feel capable of summarizing and synthesizing information from readings.	4.0000	.00000	.000	Strongly Agree – High
2. I think children with learning disabilities are confident in their ability to extract key information from texts.	3.8857	.32280	.104	Strongly Agree – High
6. I believe children with learning disabilities can analyze and evaluate the meanings and	3.7429	.44344	.197	Strongly Agree –

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themes in texts they read.				High
5. I assess that children with learning disabilities are confident in their ability to answer questions about what they have read.	3.6857	.47101	.222	Strongly Agree – High
7. I notice that children with learning disabilities demonstrate persistence and perseverance when faced with challenging texts.	3.6571	.48159	.232	Strongly Agree – High
8. I observe that children with learning disabilities feel empowered to discuss and share their interpretations of texts with peers.	3.6286	.49024	.240	Strongly Agree – High
1. I believe that children with learning disabilities can accurately interpret and understand what they read.	3.6000	.49705	.247	Strongly Agree – High
3. I perceive that children with learning disabilities are effective in making connections between different parts of a text.	3.0000	.00000	.000	Agree – Moderate High
OVERALL MEAN	3.6500	.16550	.027	Strongly Agree – High

Respondents strongly agreed (overall mean = 3.65) that children with learning disabilities exhibited strong reading comprehension skills, particularly in summarizing and extracting key information from texts. This suggested that students could identify central ideas and organize information effectively, which were crucial skills for academic success. However, making connections between different parts of a text remained a challenge, indicating that more instructional support was needed to help students recognize relationships within and across texts.

Table 2.2 Descriptive statistics of the assessment of the respondents on the reading self-efficacy of children with learning disabilities in terms of reading fluency

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
1. I believe children with learning disabilities feel confident in their ability to read aloud fluently.	4.0000	.00000	.000	Strongly Agree – High
3. I perceive that children with learning disabilities have the skills to adjust their reading rate based on the difficulty of the text.	3.9429	.23550	.055	Strongly Agree – High
8. I assess that children with learning disabilities demonstrate improvement in their reading fluency over time.	3.8857	.32280	.104	Strongly Agree – High
6. I believe children with learning disabilities can read unfamiliar words and phrases with minimal hesitation.	3.8286	.38239	.146	Strongly Agree – High
7. I observe children with learning disabilities using appropriate intonation and phrasing while reading aloud.	3.7429	.44344	.197	Strongly Agree – High
5. I notice children with learning disabilities demonstrating confidence in their ability to read accurately and quickly.	3.7429	.44344	.197	Strongly Agree – High
2. I observe that children with learning disabilities are capable of reading texts smoothly and with expression.	3.6571	.48159	.232	Strongly Agree – High

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4. I assess that children with learning disabilities feel comfortable reading aloud in front of their peers.	3.0000	.00000	.000	Agree – Moderate High
OVERALL MEAN	3.7250	.14155	.020	Strongly Agree – High

Reading fluency was perceived as high (overall mean = 3.725), with respondents noting that children with learning disabilities demonstrated confidence in oral reading and adjusting their reading rate based on text difficulty. This suggested that students had developed important fluency skills that allowed them to read smoothly and effectively. However, their comfort in reading aloud in front of peers was comparatively lower, which might indicate the need for confidence-building activities or additional support to reduce anxiety related to oral reading.

Table 2.3 Descriptive statistics of the assessment of the respondents on the reading self-efficacy of children with learning disabilities in terms of reading strategy

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
8. I observe children with learning disabilities using summarization techniques to condense information from texts.	4.0000	.00000	.000	Strongly Agree – High
7. I believe children with learning disabilities are confident in their ability to monitor their comprehension while reading.	4.0000	.00000	.000	Strongly Agree – High
6. I perceive that children with learning disabilities feel empowered to ask questions and seek clarification when they encounter difficulties in texts.	4.0000	.00000	.000	Strongly Agree – High
1. I perceive that children with learning disabilities feel confident in using various strategies to enhance their understanding of texts.	3.8286	.38239	.146	Strongly Agree – High
4. I assess that children with learning disabilities are capable of using graphic organizers to organize information from texts.	3.8000	.40584	.165	Strongly Agree – High
2. I believe children with learning disabilities can effectively use context clues to figure out the meanings of unfamiliar words.	3.7429	.44344	.197	Strongly Agree – High
5. I notice children with learning disabilities employing prediction and inference skills to anticipate what will happen next in a text.	3.6857	.47101	.222	Strongly Agree – High
3. I observe children with learning disabilities using strategies like visualization to comprehend and remember what they read.	3.0000	.00000	.000	Agree - Moderate High
OVERALL MEAN	3.7571	.10477	.011	Strongly Agree – High

Respondents agreed that children with learning disabilities effectively used reading strategies (overall mean = 3.7571), particularly in summarization and monitoring their comprehension while reading. These skills were essential for independent reading, as they helped students break down complex texts and assess their own understanding. However, visualization strategies were less emphasized, suggesting that students might benefit from additional training on using mental imagery to enhance comprehension and retention of information.

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Table 2.4 Descriptive statistics of the assessment of the respondents on the reading self-efficacy of children with learning disabilities in terms of reading motivation

Indicators	Mean	Std. Deviation	Variance	Verbal Description and Adjectival Interpretation
8. I observe children with learning disabilities demonstrating curiosity and eagerness to explore new ideas and information through reading.	4.0000	.00000	.000	Strongly Agree – High
7. I perceive that children with learning disabilities have a positive attitude towards reading and see it as a valuable activity.	4.0000	.00000	.000	Strongly Agree – High
6. I assess that children with learning disabilities are confident in their ability to choose books that match their interests and reading abilities.	4.0000	.00000	.000	Strongly Agree – High
4. I believe children with learning disabilities are confident in their ability to set reading goals and work towards achieving them.	4.0000	.00000	.000	Strongly Agree – High
3. I observe children with learning disabilities demonstrating persistence in tackling challenging texts because they find reading rewarding.	4.0000	.00000	.000	Strongly Agree – High
2. I perceive that children with learning disabilities feel motivated to read independently and explore various genres.	4.0000	.00000	.000	Strongly Agree – High
1. I assess that children with learning disabilities have a strong belief in their ability to enjoy reading.	4.0000	.00000	.000	Strongly Agree – High
5. I notice children with learning disabilities feeling excited about discussing books they have read with peers and adults.	3.0000	.00000	.000	Agree - Moderate Low
OVERALL MEAN	3.8750	.00000	.000	Strongly Agree – High

Reading motivation was rated highly (overall mean = 3.875), with children demonstrating eagerness to explore texts, set reading goals, and persist in tackling challenging materials. This indicated that students viewed reading as a valuable and engaging activity, which was essential for long-term literacy development. However, enthusiasm for discussing books with others was relatively low, implying that structured peer discussions and collaborative reading activities could help foster greater confidence in sharing insights about texts.

Table 3.1 Pearson correlation coefficient on the significant relationship between the extent of close reading practices utilized by teachers in terms of text-dependent questions and the reading self-efficacy of children with learning disabilities

Self-Efficacy	Pearson r	Degree of Relationship	of p-value	α	Decision	Interpretation
Reading Comprehension	1.000	Perfect positive	.000	.05	Reject Ho	Significant
Reading Fluency	.086	Very positive	Low .622	.05	Accept Ho	Not Significant
Reading Strategy	.148	Very positive	Low .395	.05	Accept Ho	Not Significant
Reading	-.105	Very	Low .548	.05	Accept	Not

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Motivation	negative	Ho	Significant
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A significant positive relationship existed between text-dependent questions and reading comprehension ($r = 1.000$, $p = .000$), indicating that the more teachers used such questions, the better students performed in comprehension tasks. This suggested that guiding students through targeted questioning enhanced their ability to analyze and interpret texts effectively. However, no significant relationship was found for reading fluency, strategy, or motivation, implying that while text-dependent questions aided comprehension, they did not directly influence other aspects of reading self-efficacy.

Table 3.2 Pearson correlation coefficient on the significant relationship between the extent of close reading practices utilized by teachers in terms of annotation and the reading self-efficacy of children with learning disabilities

Self-Efficacy	Pearson r	Degree of Relationship	p -value	α	Decision	Interpretation
Reading Comprehension	0.086	Very Low Positive	0.622	.05	Accept Ho	Not Significant
Reading Fluency	1.000	Perfect positive	0.000	.05	Reject Ho	Significant
Reading Strategy	0.229	Very Low Positive	0.185	.05	Accept Ho	Not Significant
Reading Motivation	-0.184	Very Low Negative	0.289	.05	Accept Ho	Not Significant

Annotation significantly correlated with reading fluency ($r = 1.000$, $p = .000$), suggesting that engaging in annotation helped students read with greater fluency and confidence. This finding indicated that marking and interacting with texts support smoother reading by reinforcing word recognition and comprehension. However, annotation did not significantly impact comprehension, strategy, or motivation, suggesting that while it aided fluency, additional instructional techniques might be needed to strengthen its role in broader reading skills.

Table 3.3 Pearson correlation coefficient on the significant relationship between the extent of close reading practices utilized by teachers in terms of finding evidence and the reading self-efficacy of children with learning disabilities

Self-Efficacy	Pearson r	Degree of Relationship	p -value	α	Decision	Interpretation
Reading Comprehension	0.148	Very Low Positive	0.395	.05	Accept Ho	Not Significant
Reading Fluency	0.229	Very Low Positive	0.185	.05	Accept Ho	Not Significant
Reading Strategy	1.000	Perfect Positive	0.000	.05	Reject Ho	Significant
Reading Motivation	-0.196	Very Low Negative	0.260	.05	Accept Ho	Significant

Finding evidence was significantly related to reading strategy use ($r = 1.000$, $p = .000$), indicating that students who practiced locating and integrating textual evidence developed stronger reading strategies. This highlighted the importance of teaching students how to critically evaluate and support their responses with relevant textual references. However, no significant relationship was found with comprehension, fluency, or motivation, suggesting that while finding evidence was a valuable skill, its impact was more specific to strategic reading rather than overall reading ability.

Table 3.4 Pearson correlation coefficient on the significant relationship between the extent of close reading practices utilized by teachers in terms of multiple readings and the reading self-efficacy of children with learning disabilities

Self-Efficacy	Pearson r	Degree of Relationship	p -value	α	Decision	Interpretation
Reading Comprehension	0.026	Very Low Positive	0.881	.05	Accept Ho	Not Significant

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Reading Fluency	-0.184	Very Positive	Low	0.289	.05	Accept Ho	Not Significant
Reading Strategy	0.012	Very Positive	Low	0.946	.05	Accept Ho	Not Significant
Reading Motivation	-0.029	Very Positive	Low	0.867	.05	Accept Ho	Not Significant

No significant relationship was found between multiple readings and any aspect of reading self-efficacy (all p -values $> .05$), indicating that while multiple readings were widely used, they did not directly affect students' confidence in their reading abilities. This suggested that while rereading enhances comprehension, its impact on self-efficacy might depend on additional factors, such as engagement strategies and individual student needs. Further exploration was needed to determine how multiple readings could be optimized to improve students' reading confidence and overall efficacy.

CONCLUSIONS

The study found that teachers consistently used close reading practices to improve learners' comprehension of texts, employing text-dependent questions to interpret meanings and draw inferences. They also focused on deepening learners' understanding of central ideas and themes. Teachers were committed to implementing close reading practices through annotation and teaching effective strategies like underlining, highlighting, and marginal notes. However, the degree of annotations used varied, and peer discussions and scaffolding were widely used. Teachers consistently implemented close reading practices focusing on evidence-based learning, assessing learners' ability to use evidence effectively and use precise language. They differentiated between different types of evidence and offered opportunities for independent and group practice. However, there was potential for increased emphasis on exploring multiple interpretations to deepen learners' analytical capabilities. Children with learning disabilities had strong reading skills, but there was a moderate range of opinions on their proficiency level. They showed strong fluency in reading aloud, but there was variability in confidence in handling unfamiliar words, accuracy and speed, smooth and expressive reading, and reading aloud in front of peers. The study underscored the importance of implementing a structured reading program that integrated close reading practices and reading self-efficacy development to effectively support children with learning disabilities. The proposed Reading Program for LDs Using Close Reading Practices and Reading Self-Efficacies provided a targeted intervention that enhanced critical thinking, text comprehension, and vocabulary mastery through structured and repeated reading activities.

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