فاعلية المدخل متعدد التخصصات لتنمية مهارات الفهم القرائي لدى طلاب المدارس الثانوية الرسمية لغات

The Effectiveness of Multidisciplinary Approach in Developing Reading Comprehension Skills for Official Language Secondary School Students

بحث مقدم لتسجيل درجة دكتوراه الفلسفة في التربية

تخصص المناهج وطرق تدريس – اللغة الإنجليزية

عبد الله محمد مصطفى عبد الله

معلم أول لغة إنجليزية

أ.د/ سهير إبراهيم سليم

أستاذ المناهج وطرق تدريس اللغة الإنجليزية المتفرغ

كلية التربية – جامعة حلوان

أ.د/ منال فاروق محمد

أستاذ المناهج وطرق تدريس اللغة الإنجليزية

كلية التربية – جامعة حلوان

م.د/ وفاء أحمد نذير

مدرس المناهج وطرق تدريس اللغة الإنجليزية

كلية التربية – جامعة حلوان

Abstract:

The Effectiveness of Multidisciplinary Approach in Developing Reading Comprehension Skills for Official Language Secondary School Students

The purpose of the study was to investigate the effectiveness of multidisciplinary approach in developing comprehension reading literary text skills for official language secondary school students. The research embraced a sample of 60 second-year secondary school students. The participants were randomly selected and divided into two groups; an experimental group and a control group during the school year 2024/2025. A checklist of comprehension reading literary text skills was offered to jury specialists in (EFL) to determine the targeted comprehension reading literary text skills. The pre-post test was designed and offered to the jury to approve them before administrating to the two groups. The experiment lasted for two months and half of the school year; two periods per week. The study depended on materials such as a teacher's guide and academic year syllabus for gathering data. Then the research was going to employ comprehension reading literary text skills test, its rubric as the research instruments. The results revealed that there would be statistically significant differences in mean scores between the two groups; in favor of the experimental group. Thus, the study would recommend teachers consider the significance of developing comprehension reading literary text skills among second-year secondary school students. Furthermore, it would recommend that teachers should pay due attention to students' books. Eventually, it would recommend supplying teachers with multidisciplinary approach procedures to assist them in developing students' comprehension reading literary text skills. As well as including the procedures of a multidisciplinary approach in the teachers' manual to enhance students' comprehension reading literary text skills.

Keywords: Multidisciplinary Approach, Reading Comprehension Skills.

Introduction

Language consists of four skills: listening, speaking, reading, and writing. Reading, in particular, is a crucial skill in any language, as it is essential for effectively engaging with both educational and entertaining texts. Additionally, students should receive comprehensive guidance in exploring important concepts. For instance, literary authors often select a specific literary genre to convey their ideas, and it is important for students to understand and appreciate these ideas accurately.

Childhood fairy tales, novels, plays, and websites have significantly impacted students' lives. There are several studies aimed to explore the additional insights gained from reading. They embarked on a new phase of the reading journey by examining various literary works and genres (Murphy, 2024). Additionally, those studies would investigate how literature can help students connect with different literary texts and their respective genre (Paucar Machado, 2024).

Initially, a genre is characterized by its unique style, form, or content. Within each genre, writers use different formats to convey their ideas to readers. The primary types of literature include fiction, nonfiction, poetry, and drama, where words are deliberately selected and arranged to achieve specific effects (Yemelianova, 2024). Among these, reading is often considered the most essential skill, as it involves a variety of skills and sub-skills that readers must learn to master.

To improve English language reading skills, students should be exposed to authentic, clear, and literary works using effective approaches. Teaching different forms of English literature can be challenging, especially when trying to integrate them into students'

reading comprehension abilities. Therefore, it is essential to develop advanced reading comprehension skills through appropriate approaches (Hossain, 2024).

Therefore, reading with its sub-skills are numerous and varied. Thus, the research would focus on several key areas: activating metacognition, identifying the main idea, understanding style and tone, recognizing details, making predictions, critical thinking comprehension, comprehending different purposes, evaluative comprehension, and vocabulary comprehension (Deressa et al., 2024).

The vast amount of information available today, along with the complex challenges of the global landscape, necessitates changes in educational practices. Schools play a crucial role in educating students with a diverse range of knowledge, which includes not only specialized skills but also multidisciplinary abilities. This approach prepares students to effectively navigate an unpredictable world, including an understanding of various genres of literature (Enstroem & Schmaltz, 2023).

The movement for multidisciplinary education in policy reforms encourages schools and teaching methods to reevaluate their educational goals and the role of teachers. Multidisciplinary education involves combining knowledge, theories, and methods from various aspects of a subject to create cohesive and meaningful concepts (Burns & Tengatenga, 2024).

A multidisciplinary approach is one of the most effective approaches for helping students improve their literary reading comprehension. Multidisciplinary teaching is a well-established concept in education that has recently gained renewed attention in discussions about twenty-first-century learning. This contemporary focus emphasizes multidisciplinary approaches, student-based learning, and collaborative activities (Jumayeva, 2024).

Unlike subject-based teaching, the multidisciplinary approach lacks a solid pedagogical framework. The mono-disciplinary structure of schools and teacher education does not adequately support teachers in implementing multidisciplinary teaching (Hoang, 2024). It is beneficial for teachers to reflect on their lesson content and objectives, understand their students, and identify the most effective teaching methods. Teachers are autonomous professionals who thoughtfully evaluate various aspects of their teaching practice in relation to the curriculum and other influencing factors (Großmann et al., 2024).

Multidisciplinary education has garnered considerable attention in recent years, yet the definitions surrounding it vary significantly. Research literature often employs terms such as multidisciplinary education, curriculum integration, integrated teaching, and cross-curricular education. In this study (Niemelä, 2021).

Context of the Problem

The researcher recognized the significance of enhancing comprehension skills for reading literary texts among second-year secondary school students, as highlighted by a review of the Egyptian Ministry of Education Standards. It was clear that the primary objectives of teaching English to these students included fostering logical thinking and comprehensive reading abilities concerning various literary topics, as well as developing their skills in analyzing and interpreting literary texts effectively.

The researcher found that there is lack of teaching comprehension skills for reading literary texts, along with the partial integration of such texts into students' reading activities, contributed to students' difficulties in understanding literary texts.

To confirm the existence of this problem, the researcher undertook the following procedures:

First: Interview

The researcher conducted interview with seven secondary school teachers. The aim was to identify the following:

- The importance of comprehension reading literary text skills
- The comprehension reading literary text skills that should be developed for second-year secondary school students
- The approaches used to develop comprehension reading literary text skills
- An evaluation of comprehension reading literary text skills.

The results of the interview indicated that teachers lacked knowledge about the importance of developing comprehension reading literary text skills. Instead, they viewed these skills primarily as a means to encourage students to read literary texts comprehensively. From their perspective, the comprehension reading literary text skills that should be fostered in second-year secondary school students included a focus on language, content, and organization.

Overall, the teachers acknowledged that they lacked sufficient information about students' comprehension reading literary text skills. Some of them noted that comprehending literary texts primarily involved reading simplified stories and poems appropriate for their academic year. In terms of instructional approaches, the teachers indicated that they generally used regular instruction for teaching comprehension reading literary text skills. They typically asked students to read a short story or a poem. The teachers expressed a need to

dedicate more time and adopt varied teaching strategies to effectively develop students' comprehension reading literary text. During evaluations, they continued to ask students to read stories.

Second: comprehension reading literary text test

To ensure accuracy, the researcher conducting this study administered a reading comprehension test focused on literary texts to 30 second-year students from Tarssa, an official language school located in the Abu-el Nomrous Zoon area of Giza governorate. The test evaluated the students' ability to understand literary texts. However, since the students were unaware of the distinction between comprehension of literary texts and general reading comprehension, they selected their answers randomly without reading the passages.

Additionally, the students did not utilize their reading skills effectively to make accurate choices, despite the researcher's assurance that the assessment focused on literary reading comprehension. This highlighted the researcher's concern about the weaknesses exhibited by the second-year secondary school students. Therefore, there is a pressing need to enhance their skills in comprehending literary texts in English.

Third: Previous studies

Some previous studies such as (Almasabi & Atamnah, 2025; Mohamed Zohair Alswisy, 2024; شراونة, المقصـود, 2024) have highlighted weaknesses in secondary school students' skills in comprehending reading literary texts. Acknowledging this issue, the researcher decided to conduct a study aimed at improving these comprehending reading literary text skills among second-year secondary school students.

Statement of the Problem

The current study addresses the issue of lack of comprehension skills in reading literary texts among second-year secondary school students at an official language school. To tackle this problem, the study explores the effectiveness of a multidisciplinary approach on developing these skills; activating metacognition, identifying the main idea, understanding style and tone, recognizing details, making predictions, critical thinking comprehension, comprehending different purposes, evaluative comprehension, and vocabulary comprehension.

Questions of the Study

To address the issue at hand, this study aims to answer the following main question:

What is the effectiveness of a multidisciplinary approach in developing the required comprehension reading literary text skills for second-year secondary school students?

From the main question, the following three sub-questions were derived:

1. What is the required comprehension reading literary text skills in English that should be developed for second-year secondary school students?
2. What is the proposed programme for using a multidisciplinary approach to develop the required critical writing skills for second-year secondary school students?
3. To what extent will the multidisciplinary approach affect the development of each of the required comprehension reading literary text skills for second-year secondary school students?

Hypotheses of the Study

The present study proposed the following hypotheses:

1. There is a statistically significant difference between the mean scores of the experimental and control groups on the post-administration of the comprehension reading literary text skills test, favoring the experimental group.

2. There is a statistically significant difference between the mean scores of the experimental group students on the pre and post administrations of the comprehension reading literary text skills test in favour of the post-administration.

3. The multidisciplinary approach is effective in enhancing the necessary comprehension reading literary text skills for second-year secondary school students.

Aim of the Study

The current study focused on developing necessary comprehension reading literary text skills for second-year secondary school students using the multidisciplinary approach.

Variables of the Study

The present study focuses on the following variables:

1. Independent Variable: The multidisciplinary approach.

2. Dependent Variable: comprehension reading literary text skills.

Delimitations of the Study

This study focused on 60 second-year secondary school students at Tersa official language school in Abu El-Nemours Zone, Giza governorate.

The research involved the multidisciplinary approach while teaching three units from the academic textbook "Upstream B2+ for Secondary Schools, Year Two." activating metacognition, identifying the main idea, understanding style and tone, recognizing details, making predictions, critical thinking comprehension, comprehending different purposes, evaluative comprehension, and vocabulary comprehension.

Significance of the Study

The significance of this study is that it aimed to enhance comprehension skills for second-year secondary school students while reading literary texts. It is anticipated that the findings of this study will contribute to the following:

1. Providing language teachers, supervisors and curricula designers with a list of the required comprehension reading literary text skills for second-year secondary school students to be taken into consideration while planning and designing the activities and tasks.
2. Drawing the attention to the importance of using reading comprehension tasks in teaching English for secondary school students.
3. Broadening teacher's awareness of using multidisciplinary approach in general and in developing comprehension reading literary text in particular.
4. Presenting example of how to use and connect multidisciplinary approach for developing students' comprehension reading literary text.

Definition of Terms

Multidisciplinary Approach

Willan (2024) defined multidisciplinary approach as curriculum integration, integrated teaching, and cross-curricular education.

Kim (2024) defined multidisciplinary approach as all forms of education in which two or more subjects are connected.

McPhail (2018) defined multidisciplinary approach as an understanding of disciplinary perspectives as cornerstones in any integrated teaching practice.

Niemelä (2021) defined multidisciplinary education as an approach refers to any educational approach that connects two or more aspects of literature within the English subject reading. This concept emphasizes the importance of understanding different literary perspectives as foundational elements in any integrated reading practice

The researcher in this study defines a multidisciplinary approach as a process that integrates both subject-based and multidisciplinary education. The curriculum associated with these practices contributes to and shapes a sustainable future self-assessment framework. As a result, students have transitioned from being dependent learners to independent learners who actively engage in comprehension and develop reading skills with literary texts.

Reading Comprehension skills

Al-Jiboury (2024) defined comprehension reading skills for literary texts as abilities that enable students to deepen their understanding of literary works, relating it to its contemporary context or historical background.

Vaughn et al. (2024) defined comprehending reading literary text skills as the ability for students to interpret various genres. This includes identifying themes, conflicts, settings,

points of view, and other literary elements by drawing on evidence from the text.

The researcher in this study defines the skills for comprehending literary texts as a process in which students integrate various comprehension skills and sub-skills through different literary genres. This enables them to identify, analyze, and apply knowledge of themes in literary works, while providing textual evidence to support their understanding through a multidisciplinary approach.

Review of Literature

The literature review is divided into two sections. The first section addresses a multidisciplinary approach, while the second focuses on skills for comprehending literary texts. The following part will discuss these topics in more detail.

Section 1: Multidisciplinary Approach

Malik (2018) revealed that multidisciplinary teaching is essential for enhancing reading comprehension skills, especially in the context of rapid technological and societal changes. These changes are prompting new ways of acquiring knowledge and increasing the demand for it. Schools face the challenge of educating students to read effectively while providing them with a wide-ranging set of knowledge that encompasses both disciplinary and multidisciplinary skills. This comprehensive approach helps students understand the world through various literary genres.

Johnson et al. (2012) said that the multidisciplinary approach to teaching and learning integrates various fields of study, especially in the thorough reading of literary texts. This overview highlights the importance of multidisciplinary education within a specific study context. In multidisciplinary research that focuses on a common theme, it is crucial to break

down and clearly discuss the central concepts of literary genres.

Spivey (2023); Stukker et al. (2024) pointed out multidisciplinary approach is one of the most significant concepts in literary genres is the recipient within a communicative situation. There are two primary concepts related to this recipient: the model reader and the construed reader.

Cummings (2013) assured that in linguistics, multidisciplinary approach has made a shift from viewing language simply as a system to understanding the functions of linguistic structures in real language use. This change highlights the importance of context and interaction. Cognitive linguistics has emerged as a comprehensive framework that focuses on how humans conceptualize language, which helps to explain language ability and communication.

Jaakola et al. (2014) clarified that the multidisciplinary approach offers a comprehensive framework for analyzing readers' positions within texts. Recently, there have been new perspectives on force dynamics. Cognitive grammar has been integrated into studies of critical discourse analysis (Allah, 2022) as well as in cognitive poetics (Freeman, 2023).

Niemelä & Tirri (2018) pointed out how teachers plan and implement multidisciplinary approaches in their reading practices that involve literary texts. The empirical data supports a teacher-centered theme, as it was collected through interviews with teachers and observations of their practices in two distinct cases. Multidisciplinary teaching, as previously discussed, poses challenges for teachers who have been trained within traditional, mono-discipline educational.

Kurz et al. (2017) said that to effectively support multidisciplinary learning processes, teachers must possess a diverse set of pedagogical skills. It is essential for them to have a comprehensive understanding of the curriculum, as this knowledge allows teachers to identify relevant connections between different subjects, or even within various branches of the same subject, such as the four skills, literature, and scientific topics in English studies. Additionally, teachers need to grasp the goals and values of multidisciplinary education to design focused and meaningful multidisciplinary activities.

Auld (2022) cleared that in this multidisciplinary unit, students examined various perspectives on historical issues and events. They developed a deeper appreciation for the experiences of individuals during World War II in Europe through dramatic role-play, which allowed them to form a strong emotional connection to the period and location studied in their history class. Throughout the unit, students also built upon their extensive knowledge of visual elements. Supporting the development of their visual and print literacies was essential, as these skills enhanced their understanding of texts across the secondary curriculum.

Li & Liu (2025) stated that one of the most effective ways to assist students enhance their literary reading comprehension is through a multidisciplinary approach. By incorporating insights and methods from various literary aspects, students can be improved reading comprehension skills more effectively.

Section 1: comprehension reading literary text skills

Hedgcock & Ferris (2018) revealed that reading literary texts is a crucial skill in any language. Therefore, students should receive thorough guidance when exploring important

literary concepts. This is because authors often choose a specific genre to convey their ideas. The significance of supportive structures, such as flexible sentence shifting, planning for reading lengthy literary texts, dedicated teaching spaces, and appropriate reading topics, opinions and general feelings. Effective maxing reading tone, style and techniques is crucial for enabling successful multidisciplinary approach practices (Aithal, 2023).

Biber & Conrad (2019) pointed out a genre is characterized by its unique style, form, or content. Within each genre, writers use different formats to convey their ideas to readers. For example, fiction includes imaginative stories with characters and events, which can be presented as short stories, novels, novellas, or folktales. Therefore, it is important for students to learn how to differentiate between literary and non-literary works.

Zamora (2021), said that students can enjoy a variety of fiction, including short stories, novels, and novellas. It is important for students to develop reading skills and sub-skills that will enhance their reading experiences. Descriptive passages help students visualize vivid images in their minds and allow them to predict what might happen next.

Mallett et al. (2019) assured that Poetry is an effective form of literature where words are carefully chosen and arranged to create specific effects. To fully engage with a poem, readers need to possess the skills and sub-skills that facilitate understanding and comprehension of its themes. For instance, the lines of a poem are structured according to the poet's thoughts rather than being organized into complete sentences. This requires readers to be aware of literary comprehension skills. Additionally, lines in poetry are often grouped into stanzas, unlike the paragraphs found in other genres such as

drama and nonfiction. As a result, careful readers with strong reading sub-skills are necessary to accurately grasp the poet's themes.

Dixon (2024) revealed that dramas are stories created for performance, encompassing genres such as comedies, historical pieces, and radio plays. To fully appreciate these works, readers must employ various reading comprehension skills that aid in understanding, predicting outcomes, learning, and recognizing the playwright's or authors intended imagery. In contrast, nonfiction works focus on real people, places, and events. This category includes autobiographies, essays, news articles, biographies, speeches, and reference materials. To analyze and evaluate such authentic literary works effectively, readers need a strong grasp of reading comprehension sub-skills. While dramas are meant to be performed, and they can also be just as engaging when read. When engaging with a drama on the page, readers should utilize reading comprehension skills that allow them to visualize the action as if it were occurring live on stage.

Scully (2018) said that nonfiction is noticed from articles online nowadays on the Web to front-page news that is all around them. Not only does nonfiction include informational texts like encyclopedia entries and news articles, but also autobiographies, essays, and speeches. Real people, places, events, and issues are understood by reading different types of nonfiction.

Deane, 2020), assured that there are several reading sub-skills for literary texts including monitoring, visualizing, and connecting, have to be developed through various types of literal excerpts. Readers must have the skills that help them make inferences, identify sequence, trace chronological order, analyze text that uses compare-and-contrast pattern of

organization, identify author's purpose and make assertions about text.

S. Vaughn et al. (2024) stated that teaching different formats of English literature can be challenging, especially when incorporating them into students' reading comprehension skills. Therefore, it is essential to develop advanced reading comprehension skills through effective strategies, techniques, and approaches.

Data Analysis and Results

The study results are discussed and interpreted in relation to the previously mentioned study questions and hypotheses as follows:

1. Answering the First Sub-question

To identify the essential reading comprehension skills needed for literary texts by secondary school students, the researcher designed a checklist. This checklist was submitted to a panel of experts, who approved it. In its final version, the checklist includes nine skills. Thus, the first sub-question of this study has been addressed; activating metacognition, identifying the main idea, understanding style and tone, recognizing details, making predictions, critical thinking comprehension, comprehending different purposes, evaluative comprehension, and vocabulary comprehension.

2. Answering the second sub-question

The second sub-question was addressed utilizing a multidisciplinary approach, as previously illustrated.

3. Answering the third sub-question

Addressing the third question involves verifying the hypotheses of this study; therefore, they will be analyzed together as follows.

A- Findings related to the first hypothesis

The first hypothesis proposed that "There is a statistically significant difference between the mean scores of students in the experimental group and those in the control group on the post-administration of the comprehension reading skills test for literary texts, favoring the experimental group."

The literary comprehension reading skills test was administered to both the control and experimental groups after the experiment. The collected data were analyzed statistically, and the findings are presented in Table (1).

Table (1) t- value, Mean scores, Standard of Deviation of the Experimental and Control Groups on the Post Administration of the Test.

Table (1)

T–test results comparing the post–test means of the control group and the experimental group in comprehension reading literary text skills test

Group	N	Mean Scores	Std. Deviation	Calculated t – value	Tabulated T	df	Sig.
Experimental	30	31.5	2.642	24.029	2.63	58	0.01 level
Control	30	12.2	3.425				

As shown in table (1) above, the calculated t – value (24.029) was statistically significant at (0.01) level as it was higher than the tabulated t (2.63). Thus, it might be stated that there was statistically significant difference between the mean score of the two groups (control and experimental) on the post–administration of the EFL comprehension reading literary text skills test in favour of the experimental group. So, the first hypothesis was verified.

For more illustration, the following figure showed the difference between the mean scores of the experimental group students and the control group students in the post administration of the comprehension reading literary text skills test.

2- Findings related to the second hypothesis

The second hypothesis stated "There is a statistically significant difference between the mean score of the experimental group students on the pre and post administrations of the comprehension reading literary text skills test, in favour of the post administration of the test."

The comprehension reading literary text skills test was administered to the experimental groups before and after the experiment. Data obtained were treated statistically. Findings are shown in table (2).

Table (2) t- value, Mean scores, Standard of Deviation of the Experimental Group on the Pre and Post Administrations of the Test and the Effect Size

Table (2)

T-test of the mean scores of the pre and post administrations of the test on the experimental group in comprehension reading literary text skills

Test	Group	N	Mean Scores	Standard deviation	T-test Value	df	p-value
Pre-test	Experimental	30	12.2	2.956	49.46	29	0.01 level
Post-test	Experimental		31.5	2.642			

As shown in table (2) above, the calculated t-value (49.46) indicated that there was statistically significant difference at (0.01) level between the mean scores of the experimental group on the pre- and post-administrations of the reading comprehension test in favour of the post test. Thus, it might be stated that the t–test results proved to be consistent with the hypothesis. Therefore, the second hypothesis was confirmed.

For more illustration, the following figure showed the difference between the mean score of the experimental group students in both the pre and post administrations of the comprehension reading literary text skills test.

Table (3)

T-test results of the experimental group pre-post administration mean scores of each main skill of comprehension reading literary text

comprehension reading literary text skills	Mean score of the pre-post	Standard Deviation	Calculated t-value	Level of Significance	D.F	Ŋ²	Effect Size	
Prior Knowledge Activation	1.2 3.4	1.13 0.82	9.54	(0.01)	29	0.76	large	
Metacognition Activation	1.4 3.5	1.19 0.65	9.15	(0.01)	29	0.74	medium	
Detail Recognition	1.3 3.8	0.893 0.52	11.44	(0.01)	29	0.84	large	
Style & Tone	1.6 3.6	0.906 0.49	9.32	(0.01)	9 2	0.75	medium	
Critical Thinking Comprehension	1.2 3.6	0.911 0.48	12.3	(0.01)	29	0.81	lager	
Different Purposes Comprehe	1.2 3.3	0.911 0.8	10.9	(0.01)	29	0.83	large	

nsion		3					
Vocabulary Comprehension	1.2 3.5	0.96 0.58	11.18	(0.01)	29	0.81	large
Text Structure Comprehension	1.2 2.8	0.96 0.43	8.34	(0.01)	29	0.71	medium
Monitoring Comprehension	1.5 3.7	0.85 0.97	9.69	(0.01)	29	0.77	large

Pre-Post test in the table (3) assured that there was statistically significant difference at (0.01) level for each of the comprehension reading literary text skills between the mean score of the experimental group students on the pre- and post-administrations of the test in favour of the post-test.

For more illustration, the above figure showed the difference between the mean scores of the experimental group students in both the pre and post administrations of each main skill of the comprehension reading literary text skills test.

Discussion of results

The statistical analysis presented above confirmed all the study hypotheses and answered the research questions. It also demonstrated that the primary objective of the study—identifying the essential comprehension skills for reading literary texts among second-year secondary school students using a multidisciplinary approach—was successfully achieved.

The comparison between the experimental group and the control group revealed that the experimental group made significant improvements in reading comprehension skills related to literary texts, as evidenced by their performance on the post-tests. The researcher attributed this improvement to several factors, which can be explained as follows:

1- Providing students with a relaxed, non-threatening learning environment and a friendly atmosphere encourages them to participate in all tasks. It is essential to create a safe and supportive learning environment that motivates students to take risks and explore alternatives. The importance of fostering a welcoming and caring learning space has consistently been emphasized as a key principle in designing effective multidisciplinary in English as a Foreign Language (EFL) classrooms.

2- The use of multidisciplinary approach that captured students' attention and interests. They enjoyed using digital devices, increased their engagement, empowered students at all levels and motivated them to read comprehensively. In addition, students received a lot of help from teacher. The responses are always very fast. So, being able to interact with teacher regularly keep students focused on reading literary texts comprehensively. This led to increasing their confidence.

3- The proposed units were created using a cycle design. Every step has goals and things that need to be done. In a multidisciplinary approach, it entails a progressive transition from group learning to working alone. Students start working with their teacher in groups to practice reading comprehension of literary texts.

4- Students gained a better understanding of comprehension when reading literary texts and reinforced obtaining continuous feedback by exchanging responses, defenses, and reasons. Peer review training was used to provide them with feedback. As a result, they improved their literary reading skills and learned to value different viewpoints on the same topic. Students with comprehension difficulties in literary texts are not like other students in and out of the classroom.

5- The variety of methods provided a chance to accommodate the pupils' needs and interests. To account for individual variances, many steps in the intended programme were changed. The type of assistance also varied based on the student's progress. Some researches claimed that teachers should ideally be aware of each learner's needs and abilities in order to employ educational approaches in multidisciplinary contexts supports this point of view. Therefore, an effective instructor should use a range of multidisciplinary strategies that support students in their learning process. They help educators make better choices regarding how to satisfy each student's learning needs.

6- Creating human connections and interactions with students that are considerate and courteous, both within and outside of the classroom. Furthermore, it was allowed to have regular conversations while offering chances for collaboration and cooperation. Students engaged in communication and interaction with one another through online assignments. Different social interactions were thus established.

7- The study reflected a concerted effort to overcome the challenges she encountered in order to accomplish the experiment's objectives. Among them were the following: the researcher found that a small number of students were reluctant to participate in assignments and apply what they had learned from the start.

8- Students are challenged to develop through a multidisciplinary approach. Students in secondary school were open to this concept because it pushed them to take chances.

9- The concept of asking questions and correcting them was used to analyze and identify the knowledge levels of the students. The teacher tried to complete the task, which required them to read library texts thoroughly, and provided them with a model response to identify their areas of weakness. Thus, online interaction between students and the teacher as an expert was accomplished, completing the first scaffolding feature. Students collaborated in the classroom after that, conducting data research until they discovered what they were looking for. Every student gave a comprehended thought in his/her group, sharing his/her literary ideas about what they had read. All of the other students fixed their errors. Thus, the multidisciplinary feature number two was applied. Each student then read the finished product. The teacher could be consulted when necessary.

10-   Giving constructive criticism by examining literary works Students were fully inspired to improve and take criticism well. They took criticism well and maintained their motivation. Feedback was given in the classroom as well. The teacher rewarded engaged students and encouraged them to work in groups. This

finding was consistent with a researcher as instructor should assess students' development through comments. So, they should know how far they've come and what they still need to do. Additionally, asking questions and having students explain their progress helps them stay focused on the objectives while also offering encouragement and praise.

Recommendations:

Given the findings of this investigation, the following suggestions are proposed:

1- Place more emphasis on developing students' comprehension reading literary text skills in different educational stages.
2- Students should be given opportunities to use technology through reading literary texts to practice language skills freely.
3- Teachers are recommended to use multidisciplinary learning .It is based on graduated release development of each student which leads to development.
4- Integrating all literary genres for reading comprehensively through multidisciplinary approach is recommended to provide language in meaningful and authentic contexts.
5-

Suggestions for further research:

1- Further research is needed to examine the effect of multidisciplinary approach inn developing other language skills (speaking, listening and writing) for secondary stage students.

2- Further research is suggested to investigate the effect of comprehension reading literary text on improving students' linguistic performance.

3- Using multidisciplinary approach for developing other types of reading of   secondary stage students should be suggested.

Reference

1- Allah, G. K. (2022). Towards Cognitive Critical Discourse Analysis CCDA Methodology A multidisciplinary approach to Social Science. https://www.researchsquare.com/article/rs-1540970/latest

2- Auld, S. (2022). Role-Play as a Pedagogical Strategy to Assist Postgraduate Psychology Students Engage with the Social Embeddedness of Trauma. Critical Arts, 36(5–6), 57–73.

3- Burns, S., & Tengatenga, J. (2024). Anglican Theology: Postcolonial Perspectives. SCM Press. https://books.google.com/books

4- Deane, P. (2020). Building and Justifying Interpretations of Texts: A Key Practice in the English Language Arts. ETS Research Report Series, 2020(1), 1–53.

5- Deressa, W., Tefera, Y., & Alemu, A. (2024). English Language Sub-Skills Needed by Diploma Theology Students in their Academic and Professional Lives. http://dspace.khazar.org/handle/20.500.12323/7628

6- Dixon, B. J. (2024). Performing the Self: Parafictional Persona and the Comedian Comedy [PhD Thesis, RMIT University Australia]. https://research-repository.rmit.edu.au

7- Enstroem, R., & Schmaltz, R. (2023). A Juggler's manifesto: Elevating creativity to stay productive amid uncertainty. Journal of Management Development, 42(5), 340–351.

8-

9- Freeman, M. H. (2023). Cognitive poetics. In The Routledge Handbook of Stylistics (pp. 330–348). Routledge. https://www.taylorfrancis.com

10- Großmann, L., Koberstein-Schwarz, M., Scholl, D., Krüger, D., & Meisert, A. (2024). Establishing common ground in empirical research on science teachers' lesson planning competence: A scoping review. Studies in Science Education, 1–51. https://doi.org/10.1080/03057267.2024.2415246

11- Hoang, L. (2024). Understanding Ontario Elementary Teachers' Experience of Interdisciplinary Education Through an Integrative Lens [PhD Thesis, Université d'Ottawa| University of Ottawa]. https://ruor.uottawa.ca/items/9c3a6707-14e8-4907-ac3e-e5ddec42cd72

12- Hossain, K. I. (2024). Literature-based language learning: Challenges, and opportunities for English learners. Ampersand, 100201.

13- Jumayeva, M., & Jumayeva, M. (2024). Challenges And Solutions In Teaching English Literature To High School Students. International Conference On Interdisciplinary Science, 1(11), 176–180. https://universalconference.us

14- Kim, J. (2024). Leading teachers' perspective on teacher-AI collaboration in education. Education and Information Technologies, 29(7), 8693–8724.

15- Li, M., & Liu, X. (2025). Enhancing humanities and social sciences curriculum in engineering institutions by using interdisciplinary approaches. Cogent Education, 12(1), 2433831. https://doi.org/10.1080/2331186X.2024.2433831

16- Mallett, M., Goodwin, P., & Mallett, D. (2019). Poetry: An introduction. In Choosing and Using

Fiction and Non-Fiction 3-11 (pp. 200–209). Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9 781315144559-15/poetry-margaret-mallett-prue-goodwin-david-mallett

17- Murphy, D. D. (2024). Child and Adolescent Literature: An Exploration. https://orc.library.atu.edu/cgi/viewcontent.cgi

18- Niemelä, M. A. (2021). Crossing curricular boundaries for powerful knowledge. The Curriculum Journal, 32(2), 359–375. https://doi.org/10.1002/curj.77

19- Niemelä, M. A. (n.d.). Knowledge-Based Curriculum Integration. Retrieved January 18, 2025, from https://www.researchgate.net/profile/Mikko-Niemelae/publication/361488959

20- Niemelä, M. A., & Tirri, K. (2018). Teachers' knowledge of curriculum integration: A current challenge for Finnish subject teachers. Contemporary Pedagogies in Teacher Education and Development, 119–132.

21- Paucar Machado, K. V. (2024). Experiential learning and the reading skill. https://repositorio.uta.edu.ec/items/6b732752-b5a8-406d-8654-ec24c5b509df

22- Scully, M. (2018). The Digital Incunabula: The Future of Storytelling in the Digital Age. Salve Regina University. https://search.proquest.com

23- Vaughn, J. R. (2024). A Quantitative Comparison of College Student Outcomes in Online vs. Face-to-Face Modalities [PhD Thesis, Indiana Wesleyan University]. https://search.proquest.com

24- Vaughn, S., Boardman, A., & Klingner, J. K. (2024). Teaching reading comprehension to students with learning difficulties. Guilford Publications. https://books.google.com/books

25- Willan, J. (2024). Early childhood studies: A multidisciplinary approach. Bloomsbury Publishing. https://books.google.com/books

26- Yemelianova, O. V. (2024). Theory of Language Discourse with the Content Module: Composition of Texts of Different Genres. https://essuir.sumdu.edu.ua/handle/123456789/95097

27- Zamora Zamora, C. L. (2021). Short stories in EFL classrooms: A focus on enlightening reading and writing skills. https://dspace.ucuenca.edu.ec

المراجع العربية:

Almasabi, A. A., & Atamnah, A. (2025). The Role of Different Types of Motivation on The Acquisition of Reading Skills by Scientific Institute Learners in Najran. المجلة العربية للآداب والدراسات الإنسانية, 9(34), 509–534.

Mohamed Zohair Alswisy, M. (2024). A Mental-Imagery Strategy-Based Program in Developing Palestinian Secondary School Students' Reading Comprehension. مجلة البحوث والدراسات التربوية العربية, 3(6 .)

المقصود, إ. س. ع. (2024). فاعلية مدخل القراءة الاستراتيجية التشاركية في تنمية مهارات القراءة الناقدة باللغة الإنجليزية لدى طلاب الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري The Effectiveness of Collaborative Strategic Reading Approach in Developing English Critical Reading Skills among the Students of the Arab Academy for Sciences, Technology and Maritime Transport A Researc. مجلة دراسات تربوية واجتماعية, 30(10.1), 1–36.

شراونة, ن. ع. ع. (2024). صعوبات فهم القراءة في اللغة الإنجليزية كلغة أجنبية التي يواجهها الطلبة الفلسطينيون في المرحلة الثانوية وأسبابها من وجهة نظر المعلمين .[PhD Thesis, Al-Quds University] https://dspace.alquds.edu/handle/20.500.12213/9445