

# **A Quasi-Experimental Study of Applying Thematic Multiple Texts on Disciplinary Reading Literacy for High School Students**

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The purpose of this research is to develop an interdisciplinary elective course based on the use of thematic multiple texts, and to understand whether there is an experimental effect on students' disciplinary reading literacy. Three high school teachers (in the subject of Chinese, History, and Biology, respectively) were invited to join the study. This course used textbooks and supplementary outside readings as the basis, and focused on three text types: narrative, informational, and argumentative. To understand students' performance, this study collected students' pre-test and post-test disciplinary reading comprehension scores and chose two other classes as the comparison groups (one offered by other biology teachers, and the other by the history teachers). The final term project was also used as the indicator of their improvement. In addition, this study also collected students' self-assessments and feedback at the end of the semester, and conducted individual interviews with students. Based on the study's findings, the author provided suggestions for future similar elective courses in high schools.

Keywords: text type, thematic multiple-text reading, interdisciplinary elective course, disciplinary reading literacy

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