The Relationship between Iraqi EFL Preparatory Students' Reading Strategies and Reading Comprehension

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Abstract:

Reading comprehension has been extensively researched, and it is still of current interest as it is one of the most complex cognitive activities in which human beings engage. Developing reading comprehension abilities will help students master the other three skills: speaking, listening, and writing. Reading strategies are of essential importance to being a successful reader in English. By having employed these strategies, students are supposed to fully comprehend the meaning embodied within the target language texts they handle.

This study aims at: Firstly, finding out Iraqi EFL preparatory students' reading strategies and reading comprehension. Secondly, identifying the correlation between Iraqi EFL preparatory students' reading strategies and reading comprehension. The current study is a descriptive correlational one. For the academic year 2022–2023, a sample of 345 randomly selected students from Al-Karkh 2nd preparatory schools in Baghdad are chosen. Two instruments are used to achieve the aims of this study: the Reading Strategies Questionnaire (Oxford, 1990) and the Reading Comprehension Test (Coleman, 2020).

The findings reveal that students have a high level of reading comprehension and metacognitive reading strategies are found to be the prevailing strategies among the strategies that students have employed more than the others. Furthermore, the findings also reveal that participants' reading strategies are statistically correlated with their reading comprehension.

Keywords: Reading Skill, Reading Strategies, Reading Comprehension.

I. Introduction:

English is taught intensively in Iraq as a foreign language. It is taught as a subject and is part of the school curriculum from elementary school through university. Additionally, English is currently taught as a primary subject in several kindergartens. Students who learn English should necessarily master the four basic language skills of the target language:

speaking, writing, listening, and reading. Among those four skills, reading is vital to language comprehension. It is a highly focused language skill that should be mastered by students. Reading is a complex, interactive, flexible, and understandable skill that requires considerable effort, a significant amount of time, and a lot of resources to master.

Reading comprehension, according to Indrayani (2014), is the process of understanding the writer's message accurately through simultaneous meaning construction and extraction based on the reader's background knowledge as well as interaction and involvement with the text.

However, EFL students frequently struggle to comprehend the content of a text. They find it difficult to concentrate when reading and have difficulty understanding the purpose of the text. These difficulties may stem from multiple sources; one of which is the lack of vocabulary knowledge; Iraqi students encounter this problem, particularly because they rarely read English texts. In addition, English is also a foreign language that is not used in everyday life, so that students would consult their dictionary as soon as they encounter difficult words. As a result, students find it difficult to answer questions about a text and recognize the main ideas and messages embodied in that text.

If students have good strategies for reading, it would be easier for them to understand reading comprehension texts. According to (Kuru-Gonen, 2015), RSs are crucial for helping readers in comprehending the text as they read. They also enable readers to use their time efficiently. Moreover, it is an effective way to solve reading problems encountered by students while reading academic texts.

In line with the aims of the present study, the following research question is presented: Is there any correlation between Iraqi EFL preparatory students' reading strategies and their reading comprehension?

II. Literature Review

2.1 Reading Skill

Reading is an active process that involves more than just word recognition in a text. It involves language proficiency, processing of the messages the text conveys, a certain amount of reader guesswork, perception, psychomotor activity, and emotional reaction (Rahman, 2007). It is a complex language skill since it requires interaction among the other sub-skills such as skimming, scanning, and anticipating meaning from the context. (Shahad & Shaima, 2020).

According to Klingner et al. (2007), reading can be taught through dynamic training that takes into account the reader's prior knowledge, the information the text suggests, and the situational environment in which they are reading. Moreover, (Talebi, 2013) defines reading as the cornerstone of effective learning, and reading comprehension as crucial in academic settings. It is the most valuable skill for acquiring information, discovering, and extending

academic knowledge when learning a foreign language.

2.2 Techniques of Reading

a. Skimming

Readers skim texts in order to get the major ideas. Skimming is done to anticipate the text's purposes, the text's organization, the main topics, the author's perspective, and a few supplementary ideas (Brown, 2004).

Liao (2011) defines "skimming" as a reading technique in which readers quickly read the text and skim it to determine its main ideas. The reader doesn't need to focus on the specifics. It benefits readers by enabling them to anticipate the text's purpose, the main message or topic, and perhaps some supporting ideas. There are three types of skimming, according to Wiriachitra and Apichattrakul (1999): overview, preview, and survey.

- **Overview Skimming**

It's crucial for readers to be able to skim for an overview. Readers may determine the goal of reading a text, select the subject to read, and find the distinctive information for themselves using an overview skimming technique.

- **Preview Skimming**

Readers who are previewing the text skim the heading, any subheadings, and any summary that may be included. Following this type of skimming, readers should decide whether or not to read the content quickly and completely. By preview skimming, readers may determine if the content is authored by an expert in a certain subject or whether it provides the information they are looking for.

- **Survey Skimming**

Through survey skimming, readers will gain a general understanding of the contents of the materials. It is crucial to keep in mind that skimming is a skill that requires concentration. In other words, the capacity to extract general ideas from a piece of writing is known as "skimming." Additionally, some practice is required in order to skim and accomplish the reader's purpose; thus, by mastering skimming skills, readers may strengthen their understanding of the main ideas.

In sum, skimming is a great way to get the information you need without wasting time. Finding necessary information is the purpose of skimming. By skimming, we may also determine whether or not readers are keen to read the written materials in more depth.

b. Scanning

Reading techniques like scanning might make it easier for you to find the information you need quickly. The readers scan texts to uncover particular information, like dates, names, locations, the setting of stories, the findings of technical reports, the price of an item on a menu, and precise information needed to fill out applications. Readers may not always need to read a text in its entirety when seeking specific information. Instead, they might be able to scan for the data they require. As a result, when scanning for specific information, we do not follow

the passage's linear structure, i.e., we just scan the entire text to find a certain word or piece of information, such as a name, place, date, or year, or a specific piece of information (Brown, 2004).

Scannable text has three phases: selecting the keywords to search for, scanning the text rapidly for those keywords, and then reading the sentences around those words to determine if they include the information you're looking for.

Both skimming and scanning are specialized reading techniques, according to Grellet (1981), which are required for efficient and quick reading. While scanning is much more constrained because it just entails extracting the information that is relevant to our goal, skimming is a more complete action that necessitates a broad perspective of the text and indicates a certain level of reading proficiency. However, it is typical to combine these two actions when reading a particular text.

2.3 Reading Comprehension

RC is a language ability that has long been regarded as being crucial for all students to learn since it allows them to better absorb the variety of information available in printed sources (Boardman, 2007).

Scott (2010) claims that RC is a difficult task requiring multiple levels of processing. The capacity to deal with new words in text is one of the most important components of comprehension. RC problems take up significant mental resources that could be used for more in-depth degrees of text processing in readers. To forecast the meaning of new words, context clues alone are insufficient.

According to Rivers (2000, p. 70), RC is "a problem-solving behavior that actively includes the reader in the process of deriving and assigning meaning... drawing on contextual information... readers decode print semantically and syntactically." According to Russell (2013, p. 7), "the reader needs to create an efficient strategy for solving problems during reading." This definition is in keeping with Brown's statement (2007, p. 379), which states that the act of reading necessitates deliberate reflection and thought. In other words, a reader must be critical and thoughtful in order to effectively comprehend a text. It is "the act of obtaining words or input through hearing or reading." Comprehension is the result of being able to take in information, analyze it, and formulate a coherent, precise understanding of the input.

2.4 Reading Comprehension Difficulties

a. Limited knowledge of vocabulary

Vocabulary is a core to all languages (Sundus, 2022). It is important to take into account whether there is a significant mismatch between students' own knowledge of word meanings and the words used in the text if they are having trouble understanding what they are reading. Students might be able to read a word on the page correctly but not understand what it means. It is obvious that there are instances in which it is essential to teach new words and terms before reading a text in order to improve understanding. As a crucial component of the school literacy curriculum, vocabulary development also needs additional time (Westwood, 2008).

b. Lack of fluency

There seems to be an optimum rate of reading fluency that allows for accurate information processing. Automaticity in reading enables the reader to use all available cognitive capacity to focus on meaning.

c. Lack of familiarity with the subject matter

It is much easier to read and understand if the reader already has some prior knowledge of the subject. Before encouraging students to read about that subject in written materials, it is advisable to first convey information using alternate ways to establish solid background knowledge. This is important for weak readers in particular (Kemple et al., 2008).

d. Readability of the text

The difficulty level of a text is an important factor in determining whether or not the content can be read with understanding (Fountas & Pinnell, 2006). Making sure that the texts students are obliged to read are not too challenging for them at this time is one technique to assist struggling readers. If a book is too challenging, the reader will make mistakes far too frequently (at the "frustration level"). When a student reads aloud to a partner or receives one-on-one teaching from an adult, there is a chance for quick correction, which might lead to a somewhat greater possible mistake rate (at the "instructional level") (Thomas et al. 2008).

e. Insufficient use of reading strategies

In contrast to experienced readers, relatively weak readers do not strategically understand texts. They lack knowledge of or fail to employ strategies that would enable them to reflect, visualize, connect ideas, infer, predict, ask questions, and summarize. They also lack self-regulation and self-correction. Teaching senescent students how to approach texts methodically and critically is essential. (Kemple et al., 2008).

2.5 Reading Strategies

Strategies are defined as "planned activities intend to facilitate reading at every level of processing" by Erler and Finkbeiner (2007, p. 189). "Reading strategies are conscious, goal-directed attempts to manage and adjust the reader's efforts to decode text, interpret words, and construct meanings of text," according to Afflerbach (2008, p. 368).

Given that there are numerous academic classifications of reading strategies, the argument regarding them is too long. Oxford (1990), for instance, makes a distinction between six different categories of reading strategies. These include emotional, social, metacognitive, compensatory, cognitive, and memory strategies (Elaf, 2022).

a. Cognitive strategies, such as taking notes, summarizing, making predictions, and using context cues, are utilized to manage the language.

b. Memory strategies, include strategies for storing and retrieving information.

**c. Compensation strategies**, include strategies for guessing, inferencing, and employing dictionaries.

d. Metacognitive strategies, include planning, organizing, and evaluating students' reading.

e. Affective strategies, which students employ to boost their self-confidence and reduce

fear and anxiety.

f. Social strategies, which entail collaborating with others, such as working with peers, asking questions, and seeking clarification (see figure 2-4).

Figure 2.4

Classification of language learning strategies (Oxford, 1990)
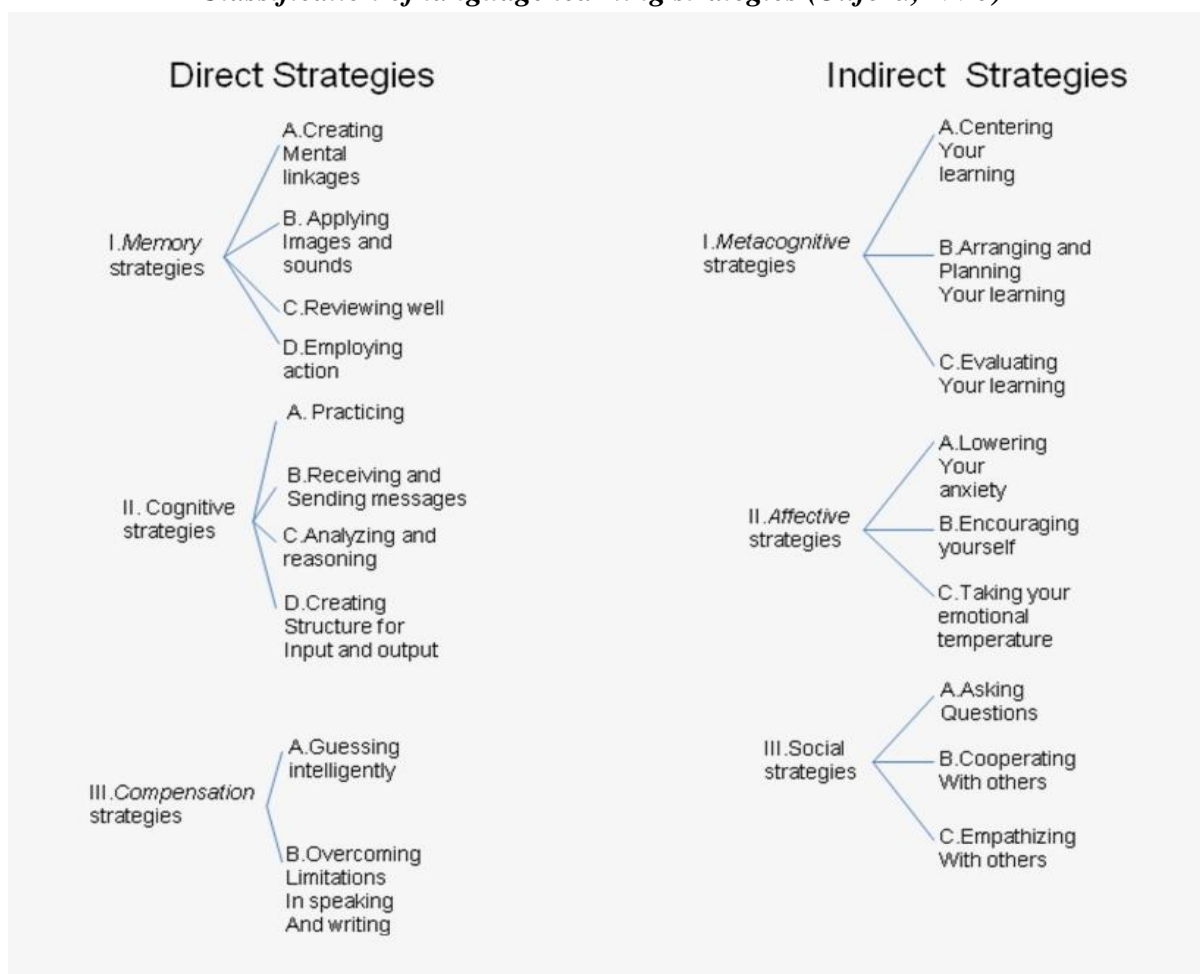
O'Malley and Chamot (1990) divide reading strategies into three categories:

a) Cognitive: help students complete a specific cognitive task while reading, such as making an inference.

b) Metacognitive: help students check their understanding.

c) Social-Affective: help students engage in social interaction while reading, such as by requesting help from a teacher or peer (see figure 2-5).

figure 2.5
Language Learning Strategies (O'Malley & Chamot, 1990)

Major Strategies	Specific Strategies
Metacognitive strategies	Advance organization Advance preparation Organizational planning Selective attention Self-monitoring Self-evalution Self-management
Cognitive strategies	Rescurcing Grouping Note taking Summarizing Deducation Imagery Auditory representation Elaboration Transfer Inferencing
Social/Affective Strategies	Questioning for clarification Cooperation Self-talk

Additionally, a broad categorization of reading strategies is made based on when they are applied when interacting with written texts: before, during, and after reading (Psaltou-Joycey, 2010).

a. Pre-reading strategies which focus on activating background knowledge related to the text topic.

b. During/while reading strategies primarily emphasize readers' actual engagement with text content, which helps with main-idea detection.

c. Post/after reading strategies support reviewing, self-regulation, awareness of text comprehension, and reflection of text content (see figure 2-7)

Figure 2.7
Reading Strategies (Psaltou, 2010)

Reading Strategies Chart

Before Reading	Build Background Information	Graphic Organizers (e. g. KWL Chart)
	Activate/Connect Prior Knowledge	Set a Purpose
	Connect to personal lives	Development Vocabulary
	Make predictions	High Frequency Words
During Reading	Return to Purpose	Express Personal Opinions
	Main Idea	Connect to Other Text
	Identify Details	Question & Clarify at Critical Junctures
	Sequence	Question the Author
	Cause/Effect	Interpret Character Motivation
	Compare & Contrast	Speculate
	Draw Conclusions	
After Reading	Summarize	Make Judgments
	Retell	Graphic Organizers
	Story Structure	Act-Out or Illustrate
	Connect to Personal Lives	Connect to Other Text
	Discuss/Interpret Author Motivation	

In this study, Oxford's six sets strategies are maintained as they include all aspects of learning and they all are consistent with reading.

III. Methodology

3.1 Population and Sample

The population of this study is the students in the 5th preparatory school in Baghdad City's General Directorates of Education, Al-Karkh 2nd, for the academic year 2022–2023. The sample for the study is (345) students, selected randomly from the total population of different schools.

3.2 Instruments

The following instruments have been used in the current study in order to collect the required data:

a. Reading Strategies Questionnaire;
b. Reading Comprehension Test

In this study, A reading strategy questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL, ESL/EFL version 7.0) is adapted. The questionnaire contains (33) items, consisting of six sub-categories of reading strategies: memory (items 1 to 6), cognitive (items 7 to 16), compensation (items 17, 18, and 19), metacognitive (items 20 to 26), affective (items 27 to 30), and social (items 31 to 33). Students are asked to rate how often they use these strategies on a 5-point scale ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me).

The second instrument is a reading comprehension test. It is used in order to measure students' reading comprehension level. An objective test which is multiple choices and short answer questions are used. The test is adapted from: https://www.readworks.org/article/Machines-Get-Smarter/8a58609e-8267-42c4-96fc-78bc26e00fe5#!articleTab:content/questionsetsSection:24908/

The test contains (10) items, seven (7) which are multiple choice with four alternatives. The alternatives include one correct answer and three wrong answers. The last three (3) items of the test are short answer questions.

3.3. Reliability

The concept of reliability in a test score means the extent to which it is free from errors that limit the measurement (Shatha & Shimaa, 2009). In other words, it is a measure of the reproducibility of the test (Elaf, 2019). Test scores are reliable if the test measures a specific characteristic in a consistent manner under varying conditions that may lead to measurement errors. It means that if an instrument is used again on the same sample under the same conditions, it will produce the same findings. Reliability in this sense means consistency or accuracy of measurement (Allam, 2000, p. 131). Cronbach's alpha method for internal consistency is used to determine the reliability of the instruments.

The Alpha Cronbach procedure is used to evaluate how well each item on the scale correlates with its congruent components. Thorndike & Hagen (1969) indicate that assessing reliability according to this method depends on the internal consistency of individuals' responses to each item of the scale. An instrument is reliable if it has a reliability of (0.60) or above (See Table 3.1).

Table 3.1

Reliability Coefficients Using Cronbach's Alpha Equation

Instruments	Reliability Coefficient
Memory Strategies	0.62
Cognitive Strategies	0.79
Compensation Strategies	0.60
Metacognitive Strategies	0.66
Affective Strategies	0.61
Social Strategies	0.62
Reading Comprehension	0.70

The instruments' coefficients are 0.79 and 0.70, which show acceptable reliability when compared to the standard value (0.60).

Regarding the reliability of the subjective three items of RCT, it has been measured by using Inter-Rater Reliability (IRR) method. The measurement of IRR offers a way to express the level of agreement between two raters who independently rate a set of subjects' features (Hallgren, 2012). The simple way to measure Inter-Rater Reliability is to calculate the percentage of items that the judges agree on, this is known as Percent Agreement which always ranges between 0 (0%) and 1 (100%) in which (0) indicates no agreement between raters and (1) indicates perfect agreement between raters (see table 3.2).

Table 3.2

Inter-Rater Reliability Using Percent Agreement for Two Raters

Item	Agreement between Raters	Percentage Agreement between Raters
8	1	
9	1	67%
10	0	

IV. Results

4.1 Results Related to the First Aim

The first aim of this study is to find out Iraqi EFL preparatory students' reading strategies and reading comprehension. This aim has been met by applying the research instruments to the study's sample of 345 students. Each instrument's arithmetic mean and standard deviation are determined, and a t-test for one sample is used to determine the significance of the difference between each instrument's arithmetic and theoretical means. The following results are displayed for each instrument:

4.1.1 Reading Strategies Questionnaire

The responses of the study's sample are calculated for each of the RSs sub-strategies, and the sample's standard deviation and arithmetic mean are found separately for each sub-strategy. The significance of the difference between the arithmetic and theoretical means for each sub-strategy is determined using a T-test for one sample. Table 4.1 presents the results.

Table 4.1

Standard Deviations, Arithmetic Means, and T-Test Values of Reading Strategies

Reading Strategies	Sample	Arithmetic Mean	Theoretical Mean	Standard Deviation	T-Test Values		Sign.
					Computed	Critical	
Memory Strategies		9.49	١٨	3.19	8.442		Sig.
Cognitive Strategies	345	21.02	٣٠	4.40	12.749	1.96 (0.05) (344)	Sig.
Compensation Strategies		32.30	٩		7.794		Sig.

			4.85			
Metacognitive Strategies	9.67	٢١	2.01	6.223		Sig.
Affective Strategies	26.03	١٢	4.66	20.037		Sig.
Social Strategies	13.83	٩	3.55	9.590		Sig.

The above table demonstrates the following:

- **Memory Strategies**

   The sample's arithmetic mean for these strategies is (9.49), with a (3.19) standard deviation and an (18.0) theoretical mean. The computed T-value is discovered to be (8.442), which exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

- **Cognitive Strategies**

   The sample's arithmetic mean for these strategies is (21.02), with a (4.40) standard deviation and a (30) theoretical mean. The computed T-value is discovered to be (12.749), which exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

- **Compensation Strategies**

   The sample's arithmetic mean for these strategies is (32.30), with a (4.85) standard deviation and a (9) theoretical mean. The computed T-value is discovered to be (7.794), which exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

- **Metacognitive Strategies**

   The sample's arithmetic mean for these strategies is (9.67), with a (2.01) standard deviation and a (21) theoretical mean. The computed T-value is discovered to be (6.223), which exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

- **Affective Strategies**

   The sample's arithmetic mean for these strategies is (26.03), with a (4.66) standard deviation and a (12) theoretical mean. The computed T-value is discovered to be (20.037), which exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

- **Social Strategies**

   The sample's arithmetic mean for these strategies is (13.83), with a (3.55) standard deviation and a (9) theoretical mean. The computed T-value is discovered to be (9.590), which

exceeds the critical T-value (1.96), at the level of significance (0.05), with a degree of freedom (344). This indicates that these tactics were employed by the study sample.

4.1.2 Reading Comprehension Test

The test's arithmetic mean (10.42), standard deviation (2.52), and theoretical mean (10). The study sample's test responses are sorted, and for one sample, a T-test is used to determine the significance of the difference between the theoretical and arithmetic means. The difference is discovered to be statistically insignificant (see Table 4.2).

Table 4.2

Arithmetic Mean, Standard Deviation, and T-Test Values of Reading Comprehension Test

Sample	Arithmetic Mean	Theoretical Mean	Standard Deviation	T-Test Values		Sign.
				Computed	Critical	
٣٤٥	10.42	١٠	2.52	3.11	١,٩٦ (٠,٠٥) (٣٤٤)	Sig.

The table above reveals that the study sample has a high level of reading comprehension, as the computed t-value is found to be (3.11), which is higher than the critical value (1.96) at the level of significance (0.05) and a degree of freedom (344).

4.2 Results Related to the Second Aim

In order to achieve this aim, the Pearson correlation coefficient is used to analyze students' responses to the RSs questionnaire and RCT. A t-test is used to identify the significance of the correlation between the two variables (see Table 4.3).

Table 4.3
The Correlation between Iraqi EFL Preparatory Students' Reading Strategies and Reading Comprehension

Reading Strategies	Sample	Correlation Coefficient	T-test		Sign. (0.05)
			Computed	Critical	
Memory S.		0.338	6.651		Sign.
Cognitive S.		0.405	8.204		Sign.
Compensation S.	345	0.289	5.591	١,٩٦	Sign.
metacognitive S.		٠,٤٠١	٨,١٠٧		Sig.
Affective S.		٠,٤٥٣	٩,٤١١		Sig.
Social S.		٠,٢٨٣	٥,٤٦٥		Sig.

The above table reveals the following:

- The value of the correlation coefficient between memory strategies and RC is (0.338), indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. The calculated t-test value is (6.651), which, at the level of significance (0.05) and the degree of freedom (344), is higher than the critical value (1.96). The correlation is therefore statistically significant.

- The value of the correlation coefficient between cognitive strategies and RC is (0.405), indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. At the level of significance (0.05) and the degree of freedom (344), the computed t-test value is (8.204), which is higher than the critical value (1.96). The correlation is therefore statistically significant.

- The value of the correlation coefficient between compensation strategies and RC is (0.289), indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. The calculated t-test value is (5.591), which, at the level of significance (0.05) and the degree of freedom (344), is higher than the critical value (1.96). The correlation is therefore statistically significant.

- The value of the correlation coefficient between metacognitive strategies and RC is (0.401), indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. The calculated t-test value is (8.107), which, at the level of significance (0.05) and the degree of freedom (344), is higher than the critical value (1.96). The correlation is therefore statistically significant.

- The value of the correlation coefficient between affective strategies and RC is (0.453),

indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. The calculated t-test value is (9.411), which, at the level of significance (0.05) and the degree of freedom (344), is higher than the critical value (1.96). The correlation is therefore statistically significant.

- The value of the correlation coefficient between social strategies and RC is (0.283), indicating a positive correlation, i.e., the students who employ these strategies are found to have high levels of RC. The calculated t-test value is (5.465), which at the level of significance (0.05) and the degree of freedom (344), is higher than the critical value (1.96). The correlation is therefore statistically significant.

V. Discussion of Results

1- This study reveals that Iraqi EFL preparatory students have a high level of RC, and they employ reading strategies in all six of their sub-strategies (Memory, Cognitive, Compensation, Metacognitive, Affective, Social) and metacognitive strategies are found to be the prevailing ones employed by the students.
2- Iraqi EFL preparatory students' RSs are statistically correlated with their RC.

VI. Conclusions

1- Iraqi EFL preparatory students employ RSs at different levels in order to enhance their RC. Metacognitive strategies are the prevailing strategies, and students employ them at a high level. The sub-categories of these strategies that have been employed most frequently by the students are (arranging and planning for their learning, paying attention to the information in the reading materials, and evaluating their reading performance).

2- Iraqi EFL preparatory students have a high level of RC.

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العلاقة بين استراتيجيات القراءة والاستيعاب القرائي لدى طلبة المدارس الاعدادية العراقيين دارسي اللغة الإنجليزية لغةً أجنبيةً

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الملخص:

تم اجراء ابحاث مكثفة على الاستيعاب القرائي ولايزال موضع الاهتمام الحالي كونه احد اكثر الانشطة المعرفية تعقيدا والتي ينخرط فيها الانسان. ان تطوير مهارات الاستيعاب القرائي سيساعد الطلاب على اتقان المهارات الثلاثة الاخرى وهي: التحدث و الاصغاء و الكتابة.

تعتبر استراتيجيات القراءة عاملا مهما للنجاح في قراءة اللغة الانجليزية. من خلال استخدام هذه الاستراتيجيات، من المرجح ان يفهم الطلاب المعنى المشتق من النصوص الاجنبية التي يقرؤونها.

تهدف هذه الدراسة الى: اولا، معرفة استراتيجيات القراءة والاستيعاب القرائي لطلاب المرحلة الإعدادية العراقيين دارسي اللغة الإنجليزية كلغة أجنبية. ثانياً، ايجاد العلاقة المتبادلة بين استراتيجيات القراءة لطلاب المرحلة الإعدادية العراقيين دارسي اللغة الإنجليزية كلغة أجنبية، والاستيعاب القرائي.

الدراسة الحالية هي دراسة ارتباطية وصفية. تم اختيار عينة عشوائية تتكون من (٣٤٥) طالباً و طالبة من المرحلة الاعدادية في مدارس محافظة بغداد/ مديرية الكرخ الثانية للعام الدراسي ٢٠٢٢/٢٠٢٣. تم استخدام اداتان لتحقيق أهداف هذه الدراسة: استبيان استراتيجيات القراءة (أكسفورد ، ١٩٩٠) ، واختبار الاستيعاب القرائي (كولمان ، ٢٠٢٠).

تكشف النتائج أن الطلبة لديهم مستوى عالٍ من الاستيعاب القرائي. اما فيما يتعلق باستراتيجيات القراءة، فقد تبين ان استراتيجيات ما وراء المعرفة هي الاستراتيجيات السائدة بين استراتيجيات القراءة ، حيث انها الاكثر استخداما من غيرها. علاوة على ذلك ، تكشف النتائج أيضًا أن استراتيجيات القراءة للطلبة ترتبط ارتباطا إحصائيًا باستيعابهم القرائي.