

THE IMPACT OF USING TRANSACTIONAL STRATEGY INSTRUCTION IN IMPROVING READING COMPREHENSION AMONG IRAQI EFL PREPARATORY SCHOOL STUDENTS

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Date of research submission :22/6/2026

Date of publication acceptance : 16/8/2026

Date of publication :29/8/2026



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Abstract

The aim of this research is to examine how teaching Transactional Strategy Instruction (TSI) can improve the reading comprehension performance of Iraqi EFL preparatory school students. To achieve the purpose of this study, 60 fifth grade students were randomly selected from available classes to be the sample of the present study. Thirty students were assigned in an experimental group that received instruction on Transactional strategy instruction. The other thirty students were assigned in a control group, which was taught reading comprehension by the use of the traditional way. Statistical treatments used were percentage, mean, standard deviation and t-test. The findings of the study revealed that the majority of the learner-participants are (16-18)years old, males, Grade 5, and showed that the experimental group outperformed the control group on the reading comprehension post-test. Subjects in

the experimental group demonstrate statistically significant raises in their mean scores on the reading comprehension post-test. Based on the findings, it is advised that Transactional strategy instruction should be an integral part of reading instruction courses at the different stages of education and to train teachers how they can use this strategy in teaching reading comprehension. Furthermore, it is suggested that future studies examine about the advantages, disadvantages and difficulties associated with implementing of TSI across different educational levels.

Key words: EFL learners, transactional strategy instruction, reading comprehension, Preparatory school - Iraq

اثر استخدام استراتيجيات التدريس التفاعلي في تحسين الاستيعاب القرائي لدى الطلبة العراقيين في المدارس الإعدادية

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تاريخ استلام البحث : 2026/6/22
تاريخ قبول النشر : 2026/8/16 - تاريخ النشر 2026/8/29



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الخلاصة :

تهدف الدراسة الحالية الى إيجاد اثر تدريس استراتيجيات التفاعلي في تحسين الاستيعاب القرائي لدى الطلبة العراقيين الدارسين للغة الإنكليزية كلغة اجنبية ولتحقيق اهداف الدراسة تم اختيار (60) طالبا من طلاب الخامس الاعداي لتكون عينة الدراسة. وقد وزع الطلبة الى مجموعتين : مجموعة تجريبية ضمت (30) طالبا تلقوا التدريس باستخدام استراتيجيات التدريس التفاعلي , بينما درس(30) طالبا اخرون تدريس القراءة في المجموعة الضابطة عن طريق استخدام الطريقة الاعتيادية. وقد بينت النتائج بعد فترة من تطبيق استراتيجيات التدريس لتفاعلي ان الاختبار البعدي تفوق فيه الطلاب في المجموعة التجريبية في استيعاب القراءة على طلبة المجموعة الضابطة الذين تلقوا

الطريقة الاعتيادية. فضلا عن تحقيقهم تقدما ملحوظا مقارنة بأدائهم في الاختبار القبلي. وفي ضوء ما تقدم من نتائج التي توصلت اليها الدراسة اوصى الباحث بجعل تدريس استراتيجية التدريس التفاعلي جزءا حيويا من مناهج تدريس القراءة وكذلك اوصى بتدريب المعلمين على استخدام هذه الاستراتيجية في تدريس القراءة إضافة الى التعرف على اهم المميزات والصعوبات التي قد تواجه المعلمين والطلبة اثناء تطبيقها. الكلمات المفتاحية: متعلموا اللغة الإنكليزية كلغة اجنبية, استراتيجية التدريس التفاعلي, الاستيعاب القرائي, طلاب المرحلة الاعدادية

1. Opining Section

1.1 Statement of the Problem and its Significance:

One of the essential skills that is believed to be very important is reading. "It is a complex Process that involves mental processes and can include all kinds of thinking, evaluating, imagining, reasoning and problem-solving" (Hoover & Gough, 1990:127). According to this trend, learning is considered a noticeable change in behaviour resulting from regular practice. The researchers have demonstrated that behavioural tendency is similar in meaning to learning, and the thorey of learning is regarded as a topic within behavioural science (Baevski et al, 2022).

Educational psychologists have discovered several factors that impact how well students learn. It is thought that one of the main elements influencing how successful learning is learner characteristics. Learners vary in their attitudes, mental, and physical skills as well as in values, and personality integration. Learning results are also influenced by the ongoing interaction between the students and the teacher's behaviour. Learning success is influenced by the learner's personality, values, interests, and degree of competency. This is due to the fact that learning has an influence on students that goes beyond their personalities (Greener et al, 2022).

Even after reading a paragraph aloud, a learner could not understand its meaning. However, comprehension is the ultimate purpose of reading; it makes reading interesting and meaningful, especially for success in life, work, and school. Reading

comprehension is a problem for many students. These challenges may base from a lack of enthusiasm, inadequate teacher training, and shortcomings in the English curriculum, as well as issues with unfamiliar words and sentence structure that make it difficult to understand the major themes. Students also lack the ability to distinguish between primary concepts and supporting elements. Comprehending texts from a variety of cultural backgrounds, connecting information to prior knowledge, drawing conclusions in the absence of basic language abilities and reading strategies. Weak understanding abilities could be the cause of this underperformance, suggesting a mismatch between ELs' demands and traditional teaching methods (Carrasquillo & Rodriguez, 2020; Cummins, 2020).

Even though instructors have recently applied strategies and techniques from other instructional approaches to teach reading, the outcomes appear to be unsatisfactory. In order to meet the course requirement and better prepare for the reading they often encounter challenges in their academic setting, students had to develop their reading skills. Additionally, through Transactional Strategy Instruction (TSI), which assists them acquire and comprehend texts more effectively, students are predicted to improve their reading techniques. A large number of Iraqi EFL students in schools learned from English textbooks, which are chiefly reading-based, without using effective reading strategies. Furthermore, it is unclear what reading methods the readers used to understand the message. It was also very important to determine the difficulties that Iraqi students face when learning English and whether or not their methods work. It seems to be that students would be better able to handle the language demands of their studies if transactional strategy instruction were included in the curriculum

Since the primary objective of reading comprehension is for the reader to fully and comfortably understand what they are reading, and to comprehend the written symbols and their pronunciation, then construt meaning from them. The study's problem is the low

reading comprehension achievement of Iraqi preparatory school students. To comprehend the text, engage actively with it, respond to the meanings conveyed by the written symbols, and apply what is learned to everyday life contexts.

The student would broaden and deepen his knowledge base, encourage his critical thinking, and declare his passion for pleasure and curiosity. To a large extent, it is one of the basic approaches by which students learn scientific content.

The study is crucial since it explains how to promote Iraqi preparatory school students' learning experiences. It achieves this by summarizing the idea of reading comprehension, how to detect and instruct transactional strategy training, the factors that affect it and how TSI impacts learners' educational attainment in preparatory school.

1.2 Aims of the Study: This study aims at:

1. To investigate the impact of Transactional Strategy Instruction on reading comprehension.
- 2- To examine whether there is a significant difference in reading comprehension performance between students taught through TSI and those taught through conventional instruction.

1.3 Hypothesis: It is assumed that:

1. No significant difference was found between the experimental group instructed by the transactional strategy instruction and the control group instructed by the traditional method in their reading comprehension.
2. There is no a statistical significant significance between the experimental and control groups in their post-test reading comprehension performance.

1.4 Limits: This study is limited to the following:

- 1-Iraqi EFL Fifth preparatory school student /Directorate of Education / Diyala /during The academic year for (2025-2026).
- 2-The prescribed textbook “English for Iraq” by (Olivia et al.,2024).

1.5 Value of the Study: The findings of the current study are expected to be beneficial to:

- 1- EFL preparatory school students by enhancing them develop effective reading strategies.
 - 2- EFL instructors get useful insights into learning practice that help learners to overcome their reading challenges and improving reading comprehension.
 - 3- EFL teachers through reinforcing the use of suitable instructional strategies and fostering them to expose to extensive exposure to texts in the target language.
 - 4- Curriculum designers by highlighting the importance of reading comprehension strategies into instructional materials and activities.
- By providing information about the impact of employing transactional tactics in instruction, schools and teachers can aid students improve their reading comprehension.
- 5- Schools and teachers by providing information concerning the impact of employing transactional strategy instruction in fostering learners' reading comprehension.
 - 6- Students by motivating them to evolve their ability in reading and improve English language.

2. Relevent Theories and Concepts

2.1. The Concept of Reading Comprehension

The process of identifying and perceiving written or printed material is known as reading. In simple terms, it is the comprehension of the written text's meaning and encompasses the deliberate techniques that result in comprehension. Therefore, while the process of reading addresses with linguistic form, comprehension , the end product, handles with language content, in which the meaning is one of the key aims of reading (Sheng, 2000).

The process of concurrently deriving and generating meaning from written discourse by means of a comprehensive interaction of thoughts between the student and the meaning conveyed by the text is known as reading comprehension (Harris & Hodges, 1995). Factors related to the learner and the text that happen throughout a

socio cultural environment enhance this process of exchange and engagement with the text (Snow, 2002).

Reading comprehension is an advanced mental processes that uses a wide range of sources to interpret the text and construct meaning from it. It involves both the reading process and the final outcome and is defined by a meaningful engagement between the reader and the text. The role of teachers in assisting students to improve their reading comprehension remains important, even though comprehension is viewed as a dynamic interactive process between the learner and the message.

2.2. Reading Comprehension Categories

Comprehension of what they read. It consists of Six categories can be used to analyze understanding: Direct understanding, implied meaning, anticipatory comprehension, critical, and appreciative comprehension (Vora, 2006). Direct understanding is the lowest level and involves recalling facts directly stated in a text (Brassell & Rasinski, 2008). Analyzing, synthesizing, and organizing principles that are specifically mentioned in the text are all necessary for reorganization. Information restructuring is: Categorizing, summarizing, organizing and combining information (Abu Humos, 2012).

The ability to read between the lines is a common definition of inferential understanding. In order to develop hypotheses, the student must build on information that is specifically referenced in the text and also their own knowledge and experiences (Mamugudubi, 2014).

Anticipation requires learners to combine their comprehension of the text and their prior knowledge of the subject such as titles, headings or pictures to expect the content (Day & Park, 2005). Evaluative comprehension includes the reader constructing opinions about the text's literary qualities, the author's skill, and the moral values of the characters and their actions (Brassell & Rasinski, 2008).

Since personal reaction is associated with the reader's style of writing and emotional response to the text , Excitement, love, fear,

happiness, and other emotions are reactions to the topic, as well as the character's words and actions, it involves all of the previously mentioned mental processes of reading (Vora, 2006).

2.3. Transactional Strategy Instruction

TSI underlines the use of comprehension methods to teach learners how to generate meaning from the text. It instructs a small number of procedures over a long period of time, focusing on the cognitive strategies and techniques learners use to process, understand, and interpret texts (Pressley, 2020). It promotes effective reading comprehension for both general education students and those with learning disabilities (Lederer, 2019; Takala, 2020).

One suitable reading techniques that can be utilized to assist learners in effectively understanding the content is transactional strategies instruction. Through demonstration six steps (anticipation, interpreting the text in light of prior knowledge, asking for clarification, imaging, inquiry, and abstracting. Transactional Strategies Instruction is a complete approach to instructing reading comprehension.

Apel et al. (2007) state that the term "transactional" is used to stress the fact that students are engaged in identifying the meaning of the text through group transactions rather than by themselves. Lastly, assist students in making connections between a text and their prior knowledge through discussion. The second is to decide the meaning of the content through a dyanmic transaction between teacher instruction and students'active application of these comprehension methodologies.

In this regard, the National Reading Panel (2000) supports integrated strategy education, which teaches learners how to use various methods in an organized way, and one proposed method to teaching reading comprehension that has been received attraction is Transactional Strategies Instruction (TSI). It represents this approach by enhancing the simultaneous use a range of reading strategies (Pressley, 2018).TSI highlights the interactive processes between readers and texts, developing collaborative learning environments (Reutzel, Smith & Fawson, 2020).

Additionally, Brown and Coy Ogan (2018) stated that this approach aids readers in: (a) setting up reading objectives and procedures; (b) utilizing pictures, key words and prior knowledge to actively create meaning from the text while reading; (c) checking understanding; (d) solving problems that occur throughout the reading process; and (e) assessing advancement. One instructional reading approach that assists pupils to interact with a text is called transactional strategies instruction. Using the text's cues, the students began by building predictions about the subject. the textual clues that enable them to infer the main subject of the text. Because the primary idea is related to the text's topic, it also helps students in determining the key idea. Students then relate the text to their prior knowledge while responding to the text derived from the information, using their background knowledge to support comprehension while reading. Existing knowledge refers to what the pupils already know about the subject, such as word meaning or identification.

When it comes to teaching comprehension, TSI has shown better results than Single Strategy Instruction (SSI) (Reutzel et al., 2020). Consequently, teachers need effective methods to meet students' needs. TSI was developed by Pressley and his associates with the goal of teaching pupils how to generate meaning using comprehension techniques (Pressley, 2020).

2.4 Major Models of Reading procrss

Three major models of reading comprehension have been posited by researchers that readers build meaning during the reading process: bottom-up, top-down, and interactive (Rayner & Pollatsek, 1989).

The efficacy of the bottom-up teaching method has been demonstrated. which aims to achieve automatic word identification and rapid reading rate through eye-movement experiment, has demonstrated the impact of the bottom-up teaching strategy. In particular, readers are passive users of textual information,

The eye-movement experiment, which aims to achieve automatic word identification and rapid reading rate, has demonstrated the efficacy of the bottom-up teaching strategy. In particular, learners are passive recipients of written content, and the emphasis is always on specific structures of the language , from phonemes to syntactic and lexical levels, rather than the overall meaning of the text (Grabe, 2007). On the other hand, the top-down paradigm adopts the opposite stance, viewing the reader's interests, general knowledge, and reading abilities as what encourages reading comprehension. Goals, expectations, and strategic processing lead the reader's active control over the understanding process is the method's main objective (Gascoigne, 2005).

The schema theory, which shows how students take in, retain, and use knowledge in the form of schemata structures for organizing knowledge in the mind and to relate new information in the text to background knowledge is the foundation of the interactive model. Teaching pupils techniques that will encourage them to become independent readers who can monitor their own thinking while reading and make connections between pieces of information is the method's main objective (Donoghue, 2009).

2.5. Classification of Reading Strategies

Pre-reading, during-reading, and post-reading methods are the three categories of reading comprehension strategies (Tankersley, 2003; Yang, 2006; Mihara, 2011).

2.5.1. Pre-reading strategies: are meant to help students make connections between pieces of information, expose students to new terminology, thoroughly review the subject, make expectation, and aid students establish a purpose of reading. These strategies are relying on students using existing knowledge and anticipate the material of the passage that they will read (Tankersley, 2003). Among them are:

1.Predicting: Prediction is the process by which readers apply what they already know about a subject to the new information presented in the text. According to May (2010), Before reading any line, students usually ask themselves what they already know about

the content, which makes it simpler to determine what they already know. To obtain an understanding of structures and make an educated guess as to what it might be about, one can preview titles, section headings, and image description (Brassell & Rasinski, 2008).

Predicting assists learners in establishing a reading goal so they can take part in the reading process and comprehend the text's content. After the students finished reading the chapter, the teacher asked them to examine their guesses. Students utilize both their understanding of the text and their previous information of the subject and related subjects in a structured way to anticipate what might happen next or after a tale concludes (Day and Park, 2005).

2.5.2 During Reading Comprehension Strategies:

The goal of reading methods is to infer the text's primary idea and significant information. Additionally, reading techniques emphasize the cooperative nature of reading and make subconscious processes more visible (Bölübas, 2013). These include the following:

1-Clarification and Organization:

The text was given to the students to read and the teacher explained to them the clarification strategy when they faced difficult words or phrases ,They tried to understand unclear words or thoughts by rereading, connecting text clues or asking each other in a group .The teacher directed his students to underline difficult words and encouraged them to ask questions and discussing to identify their meaning. The teacher introduced questioning strategy and explained that good reader asked questions while reading and teacher could guide students how to ask questions that related to the text.

Students exposed questions in a group helped them to motivate their background knowledge. The teacher's role monitored their comprehension by directing students to emphasize on thinking deeply about the text and Important ideas Students were asked to organize their information through identifying any details that

related to the passage ,main idea and text structure from the beginning to the end of the passage.

2. Inferences : The process of making educated assumptions based on prior knowledge and hints found in a text is known as making inferences. It is also referred to as "reading between the lines" since it necessitates actively interacting with the words within and between phrases (McIntyre et al., 2011). According to May (2010), inferences involve the following subskills: (1) Pronoun reference is the ability to identify the noun that a pronoun refers to in a sentence; (2) making assumptions about the text's future developments; (3) assuming that unfamiliar words or phrases have meanings; (4) recognizing the underlying connections between words when they are applied in certain conditions; (5) understanding the connections between events that are addressed at various points in a text; and (6) using prior knowledge to infer missing information from a text.

3.Imaging: Creating emotional and perceptual and affective representations of written content, particularly visual imagery, is known as visualizing. Because they are actively involved, students who make pictures while reading desire to read continuously. There are many different visualization techniques, such as brainstorming diagram (i.e., the reader notes and outlines ideas from reading utilizing an image of a mind), skits (i.e., the reader dramatizes a story), and generating illustrations (i.e., the reader creates mental images while reading) (Brassell and Rasinski, 2008).

2.5.3. After Reading Comprehension Strategies: Post-reading techniques provide an opportunity to assess how well the text has been understood or, to put it another way, how well the reading objectives have been achieved (Bolukbas, 2013). Among them are the following:

1-Summarization and Evaluation:After completing the reading of the passage , the teacher explained the summarization strategy to his students and required them to focus on the main ideas and ignore any important details. They were asked to write a short

paragraph that consists of three or four sentences by their own words. the teacher evaluated his students through monitoring their understanding if they knew all details belongs to the passage by asking questions.

2-Personal Response :According to the Personal Response, students were asked to connect the story to their own experience. It encourages students express their thought ,feeling and opinions about the passage and help them deepen their understanding by linking new information to prior knowledge.

2.6 Previous Studies

The findings of the present study are in agreement with the work of Hilden &Pressley (2007), who found the importance of the role of Transactional strategy instruction(TSI) in improving self-regulation in reading comprehension among students. The findings stated that students developed their ability to use reading strategies independently and monitor their comprehension, which guided to promote reading performance. as well as, the results align with Wichadee (2014), who found this strategy improves students' reading comprehension and summary writing abilities. In addition,Giraldo (2017), conducted a classroom project in Colombia to evaluate the impact of (TSI) in developing students'reading comprehension skills among primary school .The results domonstrated that the instructional strategy developed pupils' reading comprehension by enhancing active engagement between the reader and the text and faciliating the construction the meaning from the massage and the interpretation of the study results is in agreement with those of Castalone (2024), investigated the impact of using (TSI) in improving reading comprehension and supporting sense-making among learners with special educational needs. The research conducted experimental design and involved participants from Achievers Heart of Knowledge in Philippines.The findings showed a significant difference between the pre-test and post-test scores.The study concluded that the instructional strategy is effective in improving students'construction of meaning and their reading comprehension.

In Iraqi context, students learning English face difficulties in reading comprehension at several instructional stages this may be due to the weaknesses originating in their early educational stages, possibly caused by insufficient emphasis on reading instruction.

3. Methodology

This study utilized an experimental design because of its appropriateness for the study. In this design, there were control and experimental groups. The experimental group was exposed to the use of transactional strategies instruction, whereas the control group received traditional instruction. After the experimental period, both groups were given the same test. All variables, except the independent variable, were kept constant or equal during the experimental period. Any excess or difference in achievement between the experimental and control groups was attributed to the experimental treatment for statistical analysis (Calderon & Gonzales, 2020).

Moreover, this design determined whether there was a notable variation in the results of the pre-test and post-test performances of the students and whether there was a significant distinction between the two groups. To determine whether significant differences existed between students' performances, a pretest and post-test design was employed. Two assessments were administered to the participants: the first served as the pre-test, while the second functioned as the post-test. Data were collected from both the experimental and control groups during the study period. The study involved the development and validation of a teacher-made test to ensure the suitability of the test items for measuring reading comprehension. Furthermore, the reliability of the instrument was established. The test was administered to both groups before and after the treatment. The collected data were analyzed using t-tests at the 0.05 level of significance to identify if there were statistically significant differences in students' performance.

3.1 Research population and participation:

The fifth-year male students in the academic field of the Diyala preparatory school for boys at the Directorate of Education-Diyala for the academic year 2025–2026 constitute the target population.

The population is a group of individuals from whom the researcher tries to find out solutions for the research questions (Barreiro & Albandoz, 2001). According to Sekaran & Bougie (2019), clarify that the population is the exact group of learners, happening or things of attention that the researcher hopes to search. The sample is a group of people or objects that represents the characteristics of the large population from which the Sample is selected, as suggested by Geoffrey E. Mills & L.R. Gay (2019). Sampling is typically done to deeply examine to a part of a population rather than full population. It is commonly used that the data gained from the sample is to provide general sight to a population level, according to Stenhouse(1980).

To assess students' reading comprehension, the researcher formed two distinct pre-test and post-test designs. Although both the pre and post-tests are written, they differ in that the researcher used different printed materials for reading comprehension. An initial version of the test was administered to the eleven TEFL and linguistics specialists that make up the jury for the purpose of ensuring face and content validity.

They are asked to specify how effective the tests are. Their instructions are taken into account for the tests' designs and also its face and content validity. To determine the content authenticity, the specification table was precisely constructed.

3.2 Equivalence of Subjects:

The researcher measures the ages of the individuals in the experimental group and the control group in months in order to determine the equivalency between the two groups. The range of their ages is between (16 -18). For two independent subjects, the T-test formula is applied at the significance level of 0.05. According to the data, the critical t-value of 2.01 is higher than the

computed t-value of 0.81. Consequently, there was no discernible difference between the two groups.

3.3 Managing intervention variables:

Numerous things could affect the dependent and independent variables when the researcher conducted the experiment. According to Cohen et al. (2000), it should be noted that the researcher controlled extraneous variables that could have an impact on the dependent variable in order to carry out the experiment rather than deliberately change the dependent variable.

3.4 Use of Transactional Strategy Instruction:

The researcher implemented the pre- test for both groups on 26th of February, 2026, which is the first day of the experiment .Then the researcher scored students' answers and used the t-test formula for two independent samples. The results showed that there was no significant difference between the two groups' reading comprehension scores; the computed T-test value was (1.6) and the critical t-test value was (2.01) at the significance level of 0.05, indicating that the two groups' pre-test English proficiency was equal

Table (1)
The T-test Statistics for Subjects English Pre-Test Results

	No.	M	S2	DF	T-Value		Level of Sign
					Computed	Critical	
EG	30	20.60	6.42	58	1.6	2.01	N.S
CG	30	17.73	7.39				

4. Results

The paired-samples t-test results show that the experimental group's mean score was 23.1 with a standard deviation of 5.88 ,

and the control group's mean score is 20.06 with a standard deviation 6.42. The computed t-value is higher than critical at 0.05 of significance. The computed t-value exceeds the significance level of 0.05.

Therefore, The null hypothesis is disproved. This indicates that the students' performance on the reading comprehension pre-test and post-test differs statistically significantly, as the table illustrates.

Table(2)

The T-test Statistics for the Experimental and Control groups on the Pre-test and Post-test

Group s	No .	M	S2	Mea n Diff	SD of Diff	D F	T-Value		Level of 0.0 5
							Compu ted	Critical	
Post- Test	30	23. 1	5.8 8	2.5	2.4 0	29	5.7	2.05	Sign
Pre- Test	30	20. 6	6.4 2						

4.1 Discussion of the Study:

According to the obtained results, the TSI was utilized by the investigator in educational practice the use of reading skills has shown effective in enhancing students' reading comprehension because the comparison of the experimental group's performance in the post-test was greater than in the pre-test, and the findings of contrasting the control and experimental groups in the post-test indicated that the EG outperformed the CG.

5. Conclusion:

Based on findings of the present study, the following are the main conclusions can be reached: These findings denote that preparatory school male students have a real problem with comprehension and face difficulties with spelling and how to avoid unfamiliar words and to infer the meaning of the text. This requires a suitable instructional strategy, considerable time and effort to overcome these difficulties, reading comprehension in the researcher's point

of view considered as a big obstacle faced by students in general therefore, it needs support. The results of the experiment denote that The experimental group's and the control group's mean scores on the reading comprehension post-test differ statistically significantly.

In addition, the findings reveal that the experimental group who were taught through TSI strategies showed better understanding, greater engagement with the contents and developed their ability to infer implied meaning compared to those taught through the conventional method recommended by the teacher's manual of the textbook.

6. Recommendations:

According to the results of the present study, the following recommendations are proposed:

1. English language teachers at the preparatory school level should adopt TSI in teaching reading comprehension, because it has proven to be effective in developing students' performance.
2. Teachers should be trained on TSI strategies effectively, it has predicting, clarifying, questioning, summarizing and others strategies to enhance students' interaction with the text in a workgroup and encourage them to express themselves
- 3- Teachers should support their teaching with interesting, updated materials and others materials such as laptops, videos and tools that improve students in their learning.
4. Curriculum designers are encouraged to combine instructional strategy based activities with exercises into textbooks to enhance students' interest and deeper understanding.
5. More opportunities should be given to students to practice activities by using TSI on reading comprehension and to be done with other materials to become a daily routine and to develop their personalities by encouraging them to be more confident to cope with their difficulties in their educational journey.

7.Suggestion for Further Studies

Since the current study emphasizes the impact of using transactional strategy instruction in improving reading

comprehension among preparatory school students, it is suggested to conduct studies in:

1. Investigate the effect of using TSI in improving Iraqi EFL University students' reading comprehension.
2. Find out the impact of TSI in developing other language skills such as increasing vocabulary or speaking skills .
3. Investigate the advantages, disadvantages and difficulties of implementing TSI at the Iraqi universities.

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